

# STUDENTS' ATTITUDES TOWARDS TEACHER WRITTEN FEEDBACK: A CASE STUDY OF CHINESE SECONDARY VOCATIONAL SCHOOL



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#### Thesis entitled

## STUDENTS' ATTITUDES TOWARDS TEACHER WRITTEN FEEDBACK: A CASE STUDY OF CHINESE SECONDARY VOCATIONAL SCHOOL

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There is no end to learning, and the road to the future is bright.

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#### **Abstract**

This study aimed 1) to explore Chinese EFL students' attitudes towards teacher written feedback; 2) to examine what types of written feedback teachers and students believe are most useful in helping to improve students' writings. A mixed method was used to combine quantitative surveys and qualitative interviews in the research. A secondary vocational school in Guangdong province, China, was purposively selected as a case study, 200 students in this school were the questionnaire respondents, 8 voluntary students and 4 teachers for semi-structured interviews to obtain interview data.

The questionnaire data analysis indicated students had a positive attitude towards the teacher's written feedback ( $\bar{x} = 4.40/\text{SD} = 0.72$ ) and a high level of satisfaction with the usefulness of written feedback ( $\bar{x} = 4.43/\text{SD} = 0.71$ ). In addition, the findings revealed that students believed positive and direct types of written feedback ( $\bar{x} = 4.52/\text{SD} = 0.72$ ) were more helpful in improving their English writing. Furthermore, the results of the students' interview indicated that students basically liked positive feedback and expected more feedback from teachers and they generally expressed a preference for direct feedback that facilitates revision. Through teachers' interviews, it was found that teachers and students had different expectations for written feedback. This research also informed the development of teacher training programs focusing on effective feedback strategies to benefit teachers and students in the Chinese EFL context.

(Total 148 Pages)

Keywords:	students'	attitudes,	teacher	written	feedback,	Chinese	EFL	students
feedback ty	pes							

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Student's Signature	Thesis Advisor's Signature

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#### Chapter 1

#### Introduction

This chapter of the thesis began with the background of the study and statement of problems that suggest why it is necessary to study students' attitudes to English writing in secondary vocational schools. Secondly, this chapter also elucidated the research questions, research objectives, scope of the study and significance of the research.

#### 1.1 Background of the Study

Language learning is a comprehensive method that encompasses many parts of the attempt to help learners acquire the target language. English writing, as a written form of language output, needs the writer to express his brilliant thoughts with accuracy and effectiveness. Writing can play a connecting role in the process of developing the four abilities of listening, speaking, reading, and writing. Writing, on the other hand, is a thorough expression of students' English vocabulary, grammar, writing thinking, and emotion, which is extremely important for increasing students' overall English language skills (Qian, 2021).

Writing is regarded as one of the four most basic abilities for growing students in English learning. It is a sophisticated communication tool used to transfer information, share ideas, and propagate culture, and its function and significance cannot be overstated. Writing is a very efficient learning method for English learners. The level of English writing skill indicates the level of English learning ability of the learners and is an essential measure of overall language proficiency. English writing has received increasing attention from instructors and students as one of the four language skills of hearing, speaking, reading, and writing, however nurturing students' English writing ability has always been a difficult topic in education (Yang, 2006). As a result, how to successfully increase students' English writing abilities is critical.

There are numerous research, theories, viewpoints, and frameworks available to help improve English writing, including scaffolding theory, modality theory, constructivism, cultural perspective, and so on. There are two teaching approaches in English composition teaching: the product teaching method and the process teaching method, with the product teaching method holding a dominant position in writing teaching for a long time. The "product method" focuses on the technical aspects of writing, such as format, spelling, and grammar, while emphasizing the correctness of language, structure, and writing quality. Finally, students revise their writing based on comments from teachers. The "process approach" is a way of teaching writing that focuses on the writing process rather than one-off drafts. Between the initial draft and the revision stage, feedback is the most important step of the writing process. The goal is to help students improve their comprehension of readers, identify flaws in their articles, and establish a solid foundation for the final draft. Both the conventional result technique and the contemporary process method highlight the necessity of written feedback from professors to direct students' writing and assure instructional impacts.

At the same time, researchers at home and abroad contribute to developing teacher-written feedback. Research on teachers' written feedback has gone through two phases over time: whether the feedback is effective; and which types of feedback are more effective in facilitating student writing. For example, Truscott (2004) argues that teacher feedback is detrimental to students, negatively affecting student fluency and overall text quality. However, teachers such as Leki and Ferris (2007) think that Truscott's view is too negative, and they think that teachers' feedback is conducive to improving students' writing levels, which was later confirmed by researchers in a scientific way. However, English, as the second language of Chinese, is very different from the research background abroad and needs further exploration. Based on the above background research, this study was set up to further investigate the current situation of teachers' written feedback in English writing teaching for secondary vocational students.

Without feedback, teaching English writing cannot achieve its intended purpose. According to different ways of feedback, feedback can be divided into teacher feedback, peer feedback, computer feedback, written feedback, and oral feedback. In the actual teaching of English writing, teachers' written feedback is a common form. Teachers' written feedback in English writing means that teachers (readers) provide students (writers) with information on revising English compositions to help students improve their English writing level. Written feedback from teachers is an important part of writing input for China students learning English in China. Therefore, it is of great significance to discuss how to improve students' English writing levels from the perspective of teachers' written feedback, so as to improve English teaching.

For students in secondary vocational schools, English writing is a comprehensive and generalized reflection of language ability, and it is also a skill that students encounter more difficulties and improve relatively slowly. Although writing skills are difficult to teach and master, it is the only skill among the four basic English skills that can truly reflect the language ability of language learners (English Teaching Syllabus for Secondary Vocational Schools, 2022). English Curriculum Standards for Secondary Vocational Schools (2022) attaches great importance to English writing and emphasizes the ability of secondary vocational students to use English in practice. In addition, the reform of vocational English curriculum also supports English teachers to use various error correction methods to give written feedback in the process of English writing teaching. Written feedback can help students find shortcomings, correct mistakes and produce better ideas. It is one of the activities for teachers to guide students to improve their writing level, and it is also an important link in the process of English writing teaching.

There are many studies at home and abroad to explore the improvement of students' English writing skills from the perspective of teachers' written feedback, including theoretical aspects, including concepts, classifications, characteristics, functions, etc. There is also practical research, including the impact of teacher-written feedback on student writing and students' perceptions of written feedback. Some scholars believe that teachers' practice of pointing out students' writing mistakes has little influence on students' language learning. Empirical evidence shows that even through various forms

of correction, students' accuracy, fluency, and overall writing level have not improved significantly.

However, some scholars believe that teachers' written feedback plays a great role in improving students' language in the process of language learning. A large number of empirical studies show that students who receive written feedback from teachers have significantly fewer language errors in their compositions and are more effective than those who do not receive feedback. Students who received written feedback from teachers were more accurate and self-corrected better. Although there are controversies about teachers' feedback at home and abroad, most of the studies believe that the role of written teacher 'feedback in improving students' English writing can not be ignored, but the key is how to make it effective.

In practice, although most English teachers are aware of the role of teachers' written feedback and put a lot of time and energy into reviewing students' English compositions, even to the extent of correcting mistakes, the effect of feedback is not satisfactory. Some mistakes still appear repeatedly in the students' compositions. The reason for this situation is that the teacher's feedback is single, the comments are empty, and the lack of relevance makes it difficult for students to revise. Personal handwriting makes it difficult for students to understand, the feedback results are not implemented, the feedback is not timely, and the research on the feedback process is ignored, resulting in a lack of systematic and overall written feedback. Some students don't pay attention to the teacher's feedback, just look at the score after receiving the corrected composition, they do not seriously think about the teacher's feedback, and do not revise the composition; Some students will choose to ignore the teacher 'feedback if they don't understand it. Therefore, it is very important to optimize teachers' written feedback, consolidate the effect of teachers' written feedback, understand students' demands and expectations for teachers' written feedback, and explore ways to improve students' English writing skills.

EFL is the abbreviation of "English as a foreign language". It refers to teaching English in countries or regions where English is not the main language. In an English-speaking context, English is usually taught as a discipline or a skill for a specific purpose, such as business, tourism, or academic research. English learners often have limited exposure to English outside the classroom and may face challenges related to language barriers and cultural differences.

In the English context of EFL in China, there is still a gap between students' attitudes toward teachers' written feedback and their responses after receiving it. Most students and teachers are still faced with the problem of improving their English writing ability. Teachers' written feedback has not become an effective tool for teachers to help students constantly revise their compositions, and has not played a sufficient role in improving students' writing. For vocational students, this type of research is very few. Therefore, now is an opportune time to conduct this research so that teachers can benefit directly from Chinese EFL English students' perceptions of teachers' written feedback and their responses to feedback received.

#### 1.2 Statement of the Problem

Providing written feedback is an important part of the teaching process, but it can also be a challenging task for teachers. Some of the difficulties that teachers may face when providing written feedback include:

Table 1.1 The difficulties of teachers' written feedback in practice

NO.	Difficulties	Remarks
1	Time constraints	Teachers often have a large number of students and limited
1		time to provide detailed written feedback on their work.
	Balancing positive and	Teachers must strike a balance between pointing out areas
2	negative feedback	that need improvement and acknowledging the strengths
		and positive aspects of the students' work.

Table 1.1 The difficulties of teachers' written feedback in practice(Cont.)

NO.	Difficulties	Remarks
	Tailoring feedback to	Each student is unique, and teachers must provide feedback
3	individual students	that is tailored to their individual needs, learning styles, and
		skill levels.
	Providing specific and	Feedback must be specific and provide clear guidance on
4	actionable feedback	how students can improve their work.
	Addressing language	In EFL contexts, teachers must provide feedback that is
5	barriers	understandable and clear to students who may be struggling
		with English.
	Managing student	Students may have different expectations regarding the type
6	expectations	and amount of feedback they receive, and teachers must
6		manage these expectations while providing feedback that is
		helpful and constructive.
	Avoiding bias	Teachers must strive to provide feedback that is fair and
7		objective, and avoid biases related to factors such as gender,
		race, and ethnicity.

To overcome these difficulties, teachers can use strategies such as providing rubrics or checklists, using peer feedback, and providing opportunities for students to revise their work based on feedback. It is also important for teachers to engage in ongoing professional development and to seek feedback from colleagues and students on their feedback practices.

In the English Curriculum Standards for Secondary Vocational Schools (revised in 2017 and 2020) issued by China, it is clearly stated that more emphasis should be placed on developing students' ability to apply knowledge in an integrated manner. In terms of language usage and discourse, students are required to be able to write in different contexts using headings, icons, etc., such as narrative, expository, and argumentative essays. In the language skills of listening, speaking, reading, viewing and writing, teachers are required to stimulate students' interest and creativity by creating rich contexts in which students can express their experiences and emotions in their own

language, and in the process, improve their ability to analyze and solve problems. In learning writing strategies, students should be able to conceptualize, layout, draft, revise, and improve their writing. Students should also be able to reproduce experiences in writing and to evaluate and embellish them. Many secondary vocational school students are not yet able to meet the national writing standards.

Due to the long-term influence of traditional teaching methods, there are many problems in teachers' written feedback on students' English writings in secondary vocational schools. Some students work hard in the process of writing. However, they only pay attention to the total score and then leave the composition aside when receive the written feedback from teachers. Teachers are used to giving written feedback related to the mistakes of students' compositions in the process of correcting. They think that it's not necessary to point out the good parts of the students' compositions, but to point out the mistakes so as to improve the level of students' compositions (Cohen & Cavalcanti, 1990).

Related research concerning students' attitudes towards their teachers' written mitigated feedback has scarcely been carried out (Weaver, 2006). Therefore, concerning about secondary vocational school students, what their attitudes towards teacher written feedback in their writings will be and what it will imply their teachers to do in their future writing teaching seems essential and urgent to be studied.

In writing teaching, teachers' written feedback is not only a kind of written response to students' writing, but also provides some feasible suggestions for students to further improve their writing. Students can obtain new knowledge based on the feedback, generate new language input, and further consolidate and strengthen their language application ability (Liu, 2020).

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To sum up, English teachers should train students to actively pay attention to the feedback information given by teachers and make revisions during the teaching process, so as to give full play to students' learning autonomy and help students further improve

their writing skills. At the same time, teachers should strive to give positive and effective feedback, and adjust teaching strategies appropriately according to the feedback, so as to improve the correct rate of learners' English written expression and the overall writing level.

#### 1.3 Research Objectives

- 1) To explore Chinese EFL students' attitudes towards teacher written feedback.
- 2) To examine what type of written feedback teachers and students believe is most useful in helping to improve students' writing.

#### 1.4 Research Questions

- 1) What are students' attitudes towards teacher written feedback?
- 2) What type of written feedback do teachers and students believe is most useful in helping to improve students' writing?

### 1.5 Conceptual Framework

This study was mixed-method research aiming at revealing Chinese EFL vocational students' self-report of their attitudes towards types of teachers written feedback. In terms of quantitative data of the students' attitudes to teacher written feedback was measured through questionnaires. The questionnaire designed by Lee (2008) was used in this study with some modifications. For the qualitative data, semi-structured interviews were collected to supplement the study of secondary vocational students' attitudes towards teacher written feedback.

A mixture of questionnaires and semi-structured interviews was used to investigate the qualitative and quantitative aspects of the study population.

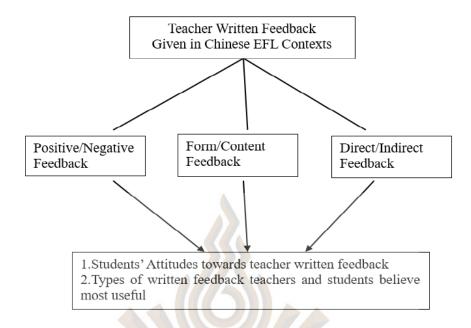


Figure 1.1 Conceptual Framework

#### 1.6 Scope of the Study

#### 1.6.1 Contexts of the Study

The research was conducted at a secondary vocational school in Guangdong Province, China. According to the list of secondary vocational schools in 2022 released by the Guangdong Provincial Education Bureau, there are 312 secondary vocational schools in Guangdong Province in 2022. The study was conducted in the Second Vocational and Technical School of Maoming, one of the 13 public secondary vocational schools in Maoming. Located in the center of Maoming City, the school was founded in 1983 as a public provincial key vocational and technical school directly under the Education Bureau of Maoming City, Guangdong Province. The school has more than 150 staff and 1,500 students, including 13 English teachers, all of whom are local teachers.

#### 1.6.2 Population of the Study

The population of the study was 400 Chinese twelfth-grade students and 4 English teachers in China secondary vocational schools. Maoming No.2 Vocational and Technical School, founded in 1983, is a provincial key public vocational and technical school directly under Maoming Education Bureau. In 1998, it was identified as the talent training Base of Maoming Tourism Bureau, and in 1999, it was identified as the designated examination center for intermediate qualification certificates of electricians, fitters, turning workers and tour guides in Maoming City. The school with a building area of 41,090 square meters. There are independent training buildings with a training area of more than 17,500 square meters and nearly 1,500 students. At present, the university has 150 full-time teachers (65 of whom are teachers of cultural courses and 85 of whom are teachers of specialized courses), most of whom graduated from national key universities with a bachelor's degree, 111 of whom have a bachelor's degree, accounting for 85.4% of the total number of full-time teachers.

#### 1.6.3 The Variables of the Study

Independent variable was the teacher written feedback. The dependent variable was students' attitudes toward teacher written feedback.

## 1.7 Significance of the Study

The result of this research was expected to give significant theoretical and practical contribution to English particularly writing ability.

#### 1.7.1 Theoretical Significance

This study focused on secondary vocational school students under the background of EFL, which can enrich the research objects to a certain extent, supplement the previous researches, deepen teachers' and researchers' understanding of the current

situation of English writing teaching, so as to produce a feedback mechanism suitable for the current situation of English writing teaching in China and promote the effectiveness of teacher written feedback. The researcher was expected that the result of this study can give description about the importance of students' attitudes and teacher written feedback to the English teachers.

#### 1.7.2 Practical Contribution

For the teacher, the research conclusion not only helped the front-line teachers to understand the current implementation status and existing problems of teacher written feedback, but also helped teachers to save time in exploring solutions and promoted the effectiveness of feedback.

For the students, the result of this research was expected to give opportunity to the students in learning English as a foreign language. Besides, this research could help the students to improve their writing from the teacher feedback and also find out their mistake and help the students to learn about their problems in writing.

#### 1.8 Limitation of the Study

The research only focused on secondary vocational students in a secondary vocational school in Guangdong Province, China, and cannot represent the overall situation of all secondary vocational students in China, so the findings cannot be generalized to secondary vocational students in other regions.

The research only investigated the attitudes of Chinese vocational students in grade 12 to written feedback for a period of time, and did not conduct a longitudinal study, and did not involve secondary vocational students of other grades. It was impossible to investigate the attitudes of secondary vocational students of other grades to written feedback in a longer period of time.

Different research backgrounds may produce different results, and the influence of factors brought about by individual differences of students needs to be fully considered. It remains to be seen whether the students' profile fully matches the questionnaires and interviews. More research and classroom observations are recommended.

#### 1.9 Definition of Key Terms

#### 1.9.1 Teacher Written Feedback

This study considers teacher written feedback as the information that teachers provide to learners in the form of written texts to revise their writings, including evaluation and suggestions. Its most central purpose is to improve learners' correctness of language output and their English writing skills.

#### 1.9.2 Attitudes Towards Teacher Written Feedback

The definition of students' attitudes in this study followed previous researches in this field: by exploring students' attitudes to improve the effectiveness of feedback and help their writing skills improve. For the purposes of this study, students filled out a questionnaire and were asked to report their views and expectations on the type of written feedback from their teachers. Questionnaires and in-depth interviews were used to collect students' emphasis, responses, preferences and applications on written feedback, and to assess their overall attitudes towards teachers' written feedback.

#### 1.9.3 Secondary Vocational Schools

At present, there are two major types of secondary vocational schools in China: Senior vocational high schools & general secondary vocational schools, which mainly enroll junior high school graduates and have a three-year duration. The traditional training goal is to train intermediate vocational technicians. This paper studies on the general ones.

#### Chapter 2

#### **Literature Review**

Teacher written feedback is an indispensable part of English writing, and a large amount of literature has focused on this topic in recent decades in China and foreign countries. This Chapter will give a brief review of the definitions and classifications of feedback and teacher written feedback. In the following the theoretical bases of feedback will be presented and discussed. In addition, the reviewing of the relevant studies suggest that it is of great necessity to investigate secondary vocational students' attitudes and preferences in particular Chinese EFL context, in order to provide additional empirical evidence for its database.

#### 2.1 Teacher Written Feedback

#### 2.1.1 Feedback

Feedback can help students to change their way of thinking and adopt new learning methods to identify gaps as well as deficiencies. It considered feedback as the error correction, interpretation, appreciation feedback and communication behavior in the teaching process (Carless, Salter & Yang, 2021). According to Hyland & Hyland (2019), feedback not only could explain and correct the questions that raised by teachers, but also the affirmation of students' learning behavior, which can change student behavior and improve students' learning enthusiasm. In the language teaching environment, feedback was one of the most powerful tools teachers can use to enhance student learning (Xu, 2016). Having reviewed the central elements of feedback definitions in a decade of research, Llosa & Bunyi (2019) defined feedback as specific information about student's performance and a standard which teachers give to students so as to improve the student's performance. The feedback in this paper refers to teacher written feedback.

which is defined as any written input provided by teachers to the students concerning the errors and mistakes of students' written output with the aim to draw students' attention on their wrong output and give advice for the students to make revision and improvement (Zhang, 2018).

#### 2.1.2 Categories of Feedback

Feedback can be generally divided into various categories regarding different criteria: According to the source of feedback, it can be categorized as teacher feedback, peer feedback and computer feedback (Chen, 2019). Computer feedback is a rather new form of feedback mode, growing with the development of technology and information. However, this type of feedback demands high requirement for the facility of schools, and therefore it is not frequently and widely used around the world, even though numbers of empirical studies have proved that it helps improve students' writing skills. Peer feedback is often used in language teaching classroom, in which students' classmates take the responsibility to provide feedback (Liu & Hu, 2019). The focus of this paper will be gathered on the teacher feedback, which indicates that teachers are the external agents who are the primary suppliers of feedback.

According to the form of feedback, it can be divided into oral feedback and written feedback. Oral feedback is one of the most frequently used types in L1 and L2 classrooms. It usually takes the forms of audio-taped feedback, one-to-one writing conference, classroom interaction and so on. In comparison, the written feedback has its own merits and lasting effect. Sheen (2007) has compared these two feedbacks. According to Sheen (2007), written feedback is delayed whereas oral feedback occurs immediately after an error has been committed. Written feedback imposes less cognitive load on memory than oral feedback, which typically demands an immediate cognitive comparison, thus requiring learners to heavily rely on their short-term memory. In the present thesis, teachers' written feedback is the research target, for the consideration that it is the most frequently-used feedback in the EFL writing classroom (Hu, 2018). Therefore, it is necessary to have a deeper understanding of teachers' written feedback in the following.

#### 2.1.3 Teacher Written Feedback

Different scholars have different opinions on the definition of teacher written feedback.

Table 2.1 Different definition of teacher written feedback

Researcher	Year	Definition		
Zamel	1985	Regarded teacher written feedback as corrective written responses		
Zamei		to students' writing tasks.		
		Defined teacher written feedback as the information, such as		
Keh	1990	comments, questions and suggestions offered by a reader to a writer		
		for the revision of the compositions in English writing.		
		Considered teacher written feedback as a significant and		
Reid	1994	fundamental step in which teachers offer valuable information to		
	4	learners in order to help them avoid making similar mistakes again.		
		Regarded teacher written feedback as an approach for teachers to		
Ferris	1997	offer students feedback to help them continuously correct mistakes		
		in writing.		
		Reckoned that teacher written feedback is what teachers offer to		
Wiseman &	2014	students in the written form for the sake of the correction of some		
Hunt	2014	errors in their compositions. The more detailed the feedback is, the		
	02	better its effect will be.		
		Teachers' written feedback refers to any information authored by		
Yuan	2016	teachers as a response to students' writing drafts in the form of		
		grades or scores, comments and suggestions.		
Yongqiu &	2017	Teacher written feedback is the most authoritative and convincing		
Yuzhu	2017	in English writing feedback.		
		Reckoned that teacher written feedback refers to the information		
Lewis	2017	focusing on learners' compositions provided by teachers to		
		improve learners' writing proficiency.		
		Considered teacher feedback as the information provided for		
Zhiqiang	2018	students in the verbal or non-verbal form to encourage students to		
		study.		
<u> </u>	I			

Table 2.1 Different definition of teacher written feedback (Cont.)

Researcher	Year	Definition
		Considered teacher written feedback as the information supplied by
Lingling	2019	teachers for the modification of students' compositions, which is
		mainly aimed at improving students' English writing proficiency.

Source: Compiled by researcher, 2023

In brief, the definition of teacher written feedback varies from person to person. Based on what is mentioned above, the author makes a brief conclusion. Above all, teacher written feedback refers to the communication between teachers and students through information. In addition, teacher written feedback is a unique input aimed at improving the quality of writing. Last but not least, teacher written feedback is regarded as an effective way to cultivate students' interest in writing and improve their writing proficiency (Hattie & Timperley, 2007). Effective feedback can help students better understand both advantage and disadvantage of their own compositions and help them correct mistakes effectively, which promotes the improvement of students' writing proficiency. Simply speaking, teacher written feedback is a kind of significant written information provided by teachers to improve students' writing proficiency.

#### 2.1.4 Types of Teacher Written Feedback

There are many types of teachers written feedback. Types of teacher feedback can influence students' learning. According to different standards of classification, there can be different types of teacher feedback and different impacts.

#### 2.1.4.1 Positive and Negative Feedback

Teacher feedback can be divided into two parts according to the content: positive feedback and negative feedback. Positive feedback refers to the good comments to the students' writings from the teacher and negative feedback refers to deficiencies pointed out by teachers in learners' writings.

Positive feedback is a kind of information that confirms the students' right answers and praises the learners' performance. The teachers provide positive feedback for students' English learning in various ways, including using the most common strategies such as accepting, encouraging, and repeating, as well as the strategies of extending and prompting. Positive feedback can encourage students' learning motivation. Pica (2020) suggested that learners must be encouraged to write the target language, and be given positive feedback in order to modify their production toward greater comprehensibility, appropriateness, and accuracy. Duppenthaler (2022) indicated that positive written feedback has positive effects on motivation and learning effects while negative written feedback has negative effects on motivation and learning effects. The lack of positive, encouraging comments has been given as a reason for students' inattention to the feedback (Hillocks, 2015).

Baker and Bricker have done research to investigate positive and negative feedback in 2009. They concluded that participants were faster and more accurate at determining if a comment was positive than negative. In fact, accuracy rates for positive feedback were quite high (ranging from 77% to 100%) for both native English and ESL participants. Students were able easily understand when a comment is praise, but may not be as accurate at understanding when a comment requests a change. In fact, negative comments took much longer to determine regardless if they were direct, indirect, or hedged. This is significant since students need to understand negative comments in order to make corrections to their papers. In facts, the results of this study seem to suggest that students may think negative comments are actually praise--which may also explain why students sometimes do not make revisions suggested by teachers (Ferris, 2007).

Nicol & Macfarlane (2006) claimed that the encouraging comments with teachers' correction suggestions are very effective. Sheen (2011) also thought that the influence of meaningful but negative feedback on students should not be ignored as well. General speaking, positive feedback can promote learner's confidence and motivation to learn, raise their interest in study and negative feedback can decrease learners' motivation of learning.

#### 2.1.4.2 Form and Content Feedback

Teacher written feedback can be divided into form feedback and content feedback. Content feedback is a review of the specific content of learners' work, and the feedback on form involves a series of comments on a range of organization, vocabulary and phonological forms. Feedback on content refers to the teacher comments on the content of learner' writings, and feedback on form includes a review of the range of morphosyntactic, vocabulary and phonological forms (Maekey, 2000).

Evans (2013) indicated that feedback on both form and content can be effective. Ferris (2007) found that many students focus on both form and content. However, it had been a controversial topic for which kind of feedback should the teachers focused on. Williams (2003) indicated that the most common methods of feedback on form are direct teacher correction of conspicuous errors, teachers mark and indicate the place and type of error without correction, and underlining the conspicuous errors. Feedback on content consists mainly on comments written by teachers on writings that usually point out problems and offer suggestions to improve students' future writings.

Some researchers indicated that grammar feedback did not make sense to students' writing. Black & Wiliam (2009) have done research and found that the feedback on form did decrease students' writing errors on the writings, but the positive effects of grammar feedback on the revision task did not transfer to the performance of new writing tasks a week later. The accomplishment on the revisions was not related to the quality of the new writing tasks, so the improvement in form made during revision was not a predictor of the success of writing performance in the future.

However, grammar feedback is not necessary and unhelpful for learners (Ferris, 2007). There are many researchers found and proved that grammar feedback was beneficial for students' writing (Ferris & Roberts, 2007). Radecki and Swales (1988) stated that students expected all of their form errors can be corrected.

Students pay more attention to feedback on grammar (Ferris, 2005) and they wanted grammatical errors to be pointed out (Hedgcock & Lefkowitz, 1994). Hounsell, Mccune & Litjens (2008) conducted the research which including two studies. One of them focused on exploring the actual process in which ESL students integrated teacher feedback into revising their writings. The other study focused on a semi-structured interview with students who were studying German, Spanish, French. They found that ESL students perceived composing and revising as an opportunity to evaluate and demonstrate their grammatical knowledge, writing ability. Moreover, they indicated that students always put more stress on form than on content.

The feedback on form did improve students' grammatical accuracy (Boud & Molloy, 2013). Many studies consistently indicated that students preferred to receive form feedback and felt depress if teachers did not make any error correction in addition, Weaver (2013) found that some students may pay less attention to feedback on content. They felt that it had little effect on the promoting of their writing ability. Many students prefer grammar feedback and regard it as an effective way to improve their writing ability. Students considered grammar feedback was more than error correction or correction or proofreading but a chance for improving their learning (Hyland, 2000).

According to the previous analysis, it seems that both form and content feedback are beneficial for students. Perhaps a combination of the two kinds of feedback can be the best way for students learning. In fact, feedback on grammar and content is not contradictory to each other. Grammar correction makes students' writing to be more accurate and correct (Gibbs & Simpson, 2004) while content feedback improves students' critical thinking and organizational patterns in writing.

#### 2.1.4.3 Direct and Indirect Feedback

Teacher feedback can be also be classified into direct and indirect feedback. Direct feedback refers to the explicit feedback which the teacher directly offers the correct form for the learners. Dealing with direct feedback, the students should transcribe the feedback into the final version or copy the correction. Indirect feedback

refers to the implicit feedback which the teacher indicates errors without providing the corrections, letting the learner correct errors by themselves. One of the most important decisions in error correction is whether teachers should provide direct or indirect feedback (Ferris & Hedgcock, 2005).

Most experts agree that indirect feedback clearly has the most potential for helping students to continue developing their L2 proficiency and metalinguistic knowledge. Students themselves, when asked about error feedback preferences, seem to realize that they will learn more from indirect feedback (Higgins, Hartley & Skelton, 2002).

However, Lee (2018) suggested that direct correction can play a productive role among lower-level students who are unable to self-edit even when an error is called to their attention. Direct correction also is appropriate for selected idiomatic lexical errors and perhaps when a student text will not be further revised and the teacher wishes to call students' attention to remaining errors. If a teacher opts for indirect feedback as the "default" mechanism, a further correction option to consider is whether the errors should be labeled as to error type (with verbal labels or correction codes) or whether they should simply be located, with the error circled or highlighted but no further information provided (Huang & Li, 2017).

The argument in favor of the labeling option is that an indication of error type might elicit for students previously learned rules that they can then apply to the self-editing task. The opposite argument is that the less explicit option requires even more effort on the part of the student writer, who must not only figure out the correct form, but also determine what is ill-formed in the first place.

Ferris (2007) conducted a study of 155 university ESL writing students and showed that most students prefer to pay their most attention to grammar, followed by organization, content, mechanics and vocabulary. The result showed that almost 50% students had no problem on understanding teacher feedback, the others students had problems on understanding their teachers' comments because of illegible handwriting of

the teachers, grammar-related terms, symbols used and vague comments. The implicit feedback causes many problems in student's correction even decrease their motivation.

Therefore, the learners' English proficiency can be an important factor that teacher should consider when delivering feedback to students. In addition to students' language proficiency, different types of errors could lead to different teacher written responses. Ferris (2006) reported that instructors tended to provided indirect feedback when students committed treatable errors, such as the problems with subject-agreement, spelling, and articles. Teachers considered that treatable errors were easier for students to correct by themselves, so they just indicated the errors. On the other hand, untreatable errors liked word order or word choice were often marked directly, because teacher believed that it was more difficult for students to self-correct them.

#### 2.1.5 Impacts of Teacher Written Feedback on Student's Writing

This topic about the impact of teacher feedback in English writing, foreign as early as 1980s. Some foreign scholars investigated the impacts of different types of teacher feedback on students' learning. The results shown that positive teacher written feedback can motivate students' learning interests. Some studies shown that the increase of the vast majority of teacher written feedback can promote students' English writing ability, and the more specific and long comments, the more efficiency teacher written feedback have.

Gu & Hu (2013) investigated the main impacts of teacher feedback. They found that there are two main impacts of feedback: directive and facilitator. Teacher feedback suggested to the student what kinds of errors needs to be careful and revised. It directed students to correct and learn. Teacher written feedback also facilitate students to learn to write. Their writing ability can be improved after several times of teacher written feedback.

Liu (2009) indicated that the teacher written feedback have great impacts on students' learning motivation, strategy and corrections. The traditional way of feedback

to give marks cannot motivate students to learn which makes them concern on marks. To deal with the problems of teacher written feedback, some researchers put forward their own opinions. Cao (2015) pointed out that teachers should not only give grammar feedback, but also as a reader to give comments on their writings. She suggested that teachers should points out the strengths and weaknesses on students' writings.

Ferris (2007) considered that specific comments were more effective than general comment. Teachers can gradually reduce some common errors through a writing class which is center on the common errors. The usage of teacher feedback plays an important role in the EFL writing. Teacher written feedback is one of the most common means used in school. Teacher written feedback was focused on in this study. It is the key factor for the development of students' writing skills and greatly influences students' writing quality.

Moreover, teacher written feedback can benefit to students' cognitive behavior; it can have a positive impact on students' writing activities confidence and psychology in the future. In the teacher written feedback, teacher as a reader, so students receive a sense of equality of teachers and students, feel valued and was inspired. In the high school English teaching, teacher written feedback is an important part of improving the students' writing ability in writing practice, and the teacher written feedback can guide students to correct their writings, so as to improve the students' English writing level.

In the study on teacher written feedback, the researchers encountered two questions: one was whether or not teacher feedback is effective; and the other was which type of teacher feedback was most appropriate and effective for the improvement of writing skills. As to the first question, Ferris (2007) claimed that teacher feedback plays a significant role in the improvement of writing skills, which was contrary to the conclusions from some previous researches. For example, Xu (2014) claimed that teacher feedback did not play a significant role. As for the second question, more different opinions appeared so that writing instructors themselves were often uncertain of the best way to provide feedback to their students (Irwin, 2000). So far, the keys to the two questions are far from satisfactory.

He (2010) presents the main functions of teacher feedback which effect of ESL or EFL class. In EFL classes, teacher feedback can development a dialogue between teachers and students through dialogue or students' activities. It can not only promote students' enthusiasm to participant in the class activities but also evaluate the language level of students. Evaluation function indicated that teacher feedback helps learners to aware their present level and their zone of proximal development (Mercer, 2000). What feedback can do is not only provide information, but also correct the inappropriate performance of learners to promote their language level.

In addition, it also helps learners to reduce their learning anxiety because the uncertainty or unknown in finishing learning tasks. Moreover, reducing uncertainty and unknown may lead to lower learner anxiety, higher motivation and more efficient learning strategies. Therefore, teacher feedback allows learners to know how they should complete the task, learning how to learn, increase their motivation to learn, reduce learning anxiety, and establish an active class environment.

Feedback can be viewed as an important process for the improvement of writing skills for students. This is because written feedback contains heavy informational load which offers suggestions to facilitate improvement and provides opportunities for interaction between teacher and student. Feedback can be defined as writing extensive comments on students' texts to provide a reader response to students' efforts and at the same time helping them improve and learn as writers (Hyland, 2006).

The teacher provides feedback to enable students to read and understand the problems and use it to improve future writing. Thus, written feedback is used to teach skills that are able to help students improve their writing. At the same time, it is hoped to assist students in producing written text which contains minimum errors and maximum clarity.

#### 2.2 Student's Attitudes About Teacher Feedback in EFL Writing

#### 2.2.1 Attitude

In the field of social psychology, attitude is an extremely important concept. Different psychologists have defined the concept of attitude from different perspectives. It was Spencer and Bain (1862) who first introduced "attitude" into the field of psychology. They believed that attitude can represent the inner stage of action preparation. The earliest definition of attitude comes from sociologist Thomas and Znaniecki (1918), who simply described it as a psychological state held by an individual towards an object. The most famous definition comes from Allport (1935), who believed that "attitude is the most characteristic and integral concept in psychology, and no other term appears more frequently in the experimental and theoretical literature". Murphy (1937) also pointed out that "in the research field of social psychology, perhaps no other concept occupies a more central position than attitude".

Zeng & Guo (2018) pointed out that "attitude includes three components: cognition, emotion and behavior". Yu (2016) also believed that attitude is a state of the individual, which makes the individual react like or dislike to a certain object, person or viewpoint. Freedman (1974) believed that attitudes consist of three components, which are cognitive components, emotional expression components, and behavioral tendencies. Ajzen and Fishbein (2008) defined attitude as an individual's evaluation of any psychological object.

Fazio, Chen and Sherman (1982) proposed that attitudes are associations of different strengths between objects and evaluations in memory. Kruglanski (1989) believed that attitude is a special form of knowledge, especially if the content of this knowledge is evaluative or emotional. Eagly and Chaiken (1998) believed that attitude is a kind of psychological tendency, which is evaluated by different degrees of liking and disliking. Among them, Rosenberg and Hoveland's (1960) theory of three elements of attitude and the A-B-C three-dimensional structure theory of attitude generally recognized by the psychological circles.

Influenced by the definition of attitude in the West, Chinese scholars mostly believe that attitude is a relatively long-lasting individual internal structure composed of three components: cognition, emotion and intention. It serves as an intermediary factor between external stimuli and individual specific behavioral responses It can regulate the specific responses of individuals to external stimuli (Shi, 2007).

According to the above definition of attitude, attitude is evaluative and includes cognitive, affective and behavioral components. Thus, an attitude can be considered to refer to an evaluative judgment that sums up cognitive, affective, and behavioral responses, and these responses have varying intensities.

#### 2.2.2 How to Assess Attitude

As we all know, because attitude is a hidden psychological internal structure, which cannot be directly seen by the naked eye, but it is not impossible to follow, because it can be reflected in human words and deeds or other aspects, so it can be measured to serve research. Therefore, it can be studied by means of measurement.

Thurstone (1926) pointed out that attitudes can be measured. In 1929, he cooperated with published the book "Measurement of Attitudes" (Yang, 2006). Likert, another pioneer of attitude measurement technology, developed a simple and reliable measurement method based on the simplified Thurstone scale, and published the book "Attitude Measurement Technology" in 1932. Likert (1932) asked the subjects to classify each sentence related to the attitude to be measured, and make them make judgments and choices, and finally accumulate the scores, and the total score obtained is the score of the attitude.

At present, the Likert scale method is mainly used. Attitude scales are usually presented to the respondents with a series of questions related to the object under investigation, requiring them to choose and answer to express whether they agree or not, and the degree of agreement or disagreement. Then scientific statistics are made on the answers of the respondents to obtain a score, and this score represents the attitude of the individual. The scale method has the advantages of convenient operation and economy, and the Likert scale is currently the most commonly used attitude scale (Lewis, 2008).

## 2.3 Research on Students' Attitudes Toward Teachers Written Feedback in Foreign Countries and in China

Students' reactions to teacher written feedback can vary depending on the individual student, the nature of the feedback, and the context in which it is received. Some common reactions that students may have to teacher written feedback include:

Table 2.2 Common reactions about students may have to teacher written feedback

Researcher	Year	Classification	Many students appreciate receiving written
Brown	2005	Appreciation	feedback from their teachers, as it provides them
			with guidance on how to improve their work and can
			help them feel more engaged in the learning process.
Brown	2005	Confusion	Some students may be confused by the feedback
			they receive, particularly if it is unclear or difficult
			to understand. In such cases, it can be helpful for
			teachers to provide additional explanations or
			examples to clarify their comments.
Cao	2015	Frustration	If students receive feedback that is overly critical or
	Las Shellas va		negative, they may feel frustrated or demotivated. In
		741	such cases, it is important for teachers to provide
		constructive feedback that highlights both strengths	
		18/7200	and areas for improvement, and to communicate
		107E/318	their feedback in a positive and supportive manner.
Cao	2015	Disengagement	In some cases, students may disengage from the
			feedback process altogether, particularly if they feel
			that the feedback is not helpful or relevant to their
			learning. Teachers can help to mitigate this by
			providing feedback that is tailored to each student's
			individual needs and learning style, and by
			encouraging students to actively engage with the
			feedback they receive.

Source: Compiled by researcher, 2023

Overall, the way in which students react to teacher written feedback can have a significant impact on their learning and engagement. By providing clear, constructive, and personalized feedback, teachers can help to foster a positive learning environment that supports student growth and achievement.

In addition, in Mahfoodh's (2011) study, EFL students' affective reactions and perceptions of their teacher written feedback, as well as the contextual factors influencing their perceptions were investigated. The findings proved again that students valued their teachers' corrective feedback and contextual factors such as "students' past experience, teachers' wording of written feedback, and students' acceptance of teachers' authority", all of which exerted influence on the affective judgment.

In China, the research on feedback mainly focuses on: 1) to explore the mechanism of the most effective way to provide feedback; 2) to compare the effectiveness and acceptability of teacher feedback and peer feedback; 3) to study different forms of teacher feedback. However, there are few studies on students' reaction, attitude and preference about teacher feedback.

Qiu (2017) investigated students' perceptions of teacher feedback. He presented the problem of EFL teaching from the perspective of students. The results of this study showed that in EFL writing error correction, there is a mismatch between teachers and students' perspectives about teacher feedback. This kind of mismatch lead to many problems in students' writing and teachers' teaching.

Chen (2008) studied the sophomore who major in electrical engineering, and conducted a survey on the feedback of their works. It is shown that we need is an explicit agreement between the teacher and the student. There are many mismatches between students and teachers. How to categorize teacher feedback and what are the effectiveness strategies should be discussed. Explicit feedback procedures of teacher feedback programs, student training, and student feedback programs, may lead to more productive writing.

Meanwhile, in the studies of Qi (2014), and Li and Zheng (2015), they compared the students' attitude to teacher feedback and peer feedback, finding Chinese learners depend more on teacher feedback and react teacher feedback positively. They explained that it is because our learning environment that affect their attitude. While in studying which type of teacher feedback do the learners prefer to, there are differences. According to Qi (2014), he claimed that learners most received teacher feedback on grammar and vocabulary and they paid more attention on them. While, in Qi (2014), and Li and Zheng's (2015) study, they found the learners prefer to receive more feedback on the discourse level, the learners not only need feedback on grammar and vocabulary but also need more feedback on ideas and content. As a result, they suggest the differences between these two findings may lie on the individual difference.

Leng (2016) investigated non-English major students' reaction to the way of teacher providing feedback and students' preference about feedback types. Zhu (2018) studied 164 third year non-English major students and used questionnaire and an interview to explore their attitude to and expectations for teacher feedback and their perceptions on the usefulness of teacher feedback. From the study, 96.55% of the students would pay attention to teacher feedback on their writings, they heavily depended on teacher feedback because they think teacher feedback do help them to improve their writings, however, 50.34% of them indicated they sometimes didn't understand teacher feedback and hope their teachers give more direct feedback and more feedback on grammar, vocabulary and organization.

Wang and Ding (2021) investigated non-English major students' attitude, reactions and expectations to teacher feedback with different writing levels. The study showed that 68% of the students would like their teachers not only give a mark on their compositions and correct their errors but also want some comments on the whole quality of their compositions, and there were no differences between different level students about this issue. Meanwhile, 72% of the teachers gave feedback more on form than on content, and some students agreed this opinion, but there were differences between high level students and medium and low-level students. The high-level students hoped their teachers give more feedback on content than on form because they rarely made mistakes

in language forms in their writings. While the medium and low-level students hope more feedback on form which they though were more useful to enhance their writing ability. In summary, most of the students valued teacher feedback and different level students have different opinions about the usefulness of teacher feedback, the focus on teacher feedback and so on.

From the review above, we can see that, relative to other aspects of teacher feedback, there is very limited research on exploring students' responses, attitudes and perceptions of teacher feedback. In addition, there are almost no studies on secondary vocational students as research objects. However, the conflict and uncertainty regarding the effectiveness of various types and amounts of teacher written feedback, as well as the incongruity between students' perceptions and the given teacher written feedback are pedagogically problematic. Therefore, it is necessary to go beyond teacher feedback and more research needs to be done to explore the attitudes, reactions and views of secondary vocational students on teacher written feedback.

# 2.4 Student's Application of Teacher Written Feedback

In this part, we will discuss the application of teacher written feedback by students. We will look at how students can use written feedback to improve their learning, and we will also explore some of the challenges that students face when using written feedback.

#### 2.4.1 Benefits of Teacher Written Feedback

Teacher written feedback has several benefits for students. Some of these benefits include:

Table 2.3 Benefits of teacher written feedback

Researcher	Year	Classification	One of the most significant benefits of				
Carless	2006	Improved Learning	teacher-written feedback is that it helps				
			students to improve their learning.				
			Feedback provides students with				
			information about what they have done well				
			and what they need to improve. This				
			information helps them to identify areas				
			where they need to focus their efforts and to				
		17.	set goals for improvement.				
Carless	2006	Motivation	Feedback can be a powerful motivator.				
			When students receive positive feedback,				
			they are more likely to continue working				
			hard and striving for success. On the other				
			hand, when students receive constructive				
			feedback, they are motivated to work harder				
			to improve.				
Не	2010	Self-reflection	Written feedback allows students to reflect				
		1111	on their own learning. When students				
	20		receive feedback on their work, they can				
	3		take the time to think about what they did				
	22		well, what they need to improve, and how				
	18	172000	they can do better next time.				
Не	2010	Communication	Feedback provides a means of				
			communication between teachers and				
			students. When teachers provide written				
			feedback, they are communicating their				
			thoughts and ideas to their students. This				
			communication helps to build a relationship				
			of trust and respect between teachers and				
			students.				
			of trust and respect between teachers and				

Source: Compiled by researcher, 2023

# 2.4.2 Challenges of using written feedback

While written feedback has many benefits, there are also some challenges that students face when using written feedback. Some of these challenges include:

Table 2.4 Challenges of using written feedback

Researcher	Year	Classification	One of the biggest challenges that students					
Hu	2018	Understanding	face when using written feedback is					
		the Feedback	understanding the feedback. Students may					
			struggle to interpret the teacher's comments or					
			may not know how to apply the feedback to					
			their work.					
Huang	2017	Time	Another challenge that students face is time					
		Constraints	constraints. Teachers may not have enough					
			time to provide detailed feedback on every					
			student's work. This can make it difficult for					
			students to get the feedback they need to					
			improve their learning.					
Huang	2017	Follow-through	Students may struggle with follow-through					
			when it comes to applying feedback to their					
		11/1/1-1	work. They may not know how to implement					
	90		the feedback, or they may not have the					
	3		motivation to make the necessary changes.					
Lee	2014	Feedback	Finally, students may become overwhelmed					
	- 4	Overload	by the amount of feedback they receive. When					
			students receive a lot of feedback, it can be					
			challenging to know where to start and what					
			to focus on .					

Source: Compiled by researcher, 2023

# 2.4.3 Strategies for Using Written Feedback Effectively

To overcome these challenges and make the most of written feedback, students can use several strategies. Some of these strategies include:

Table 2.5 Strategies for using written feedback effectively

Researcher	Year	Classification	If students do not understand the feedback they			
Llosa	2019	Asking for	have received, they should ask their teacher for			
		Clarification	clarification. Teachers are usually more than			
			happy to explain their comments and provide			
			additional guidance.			
Llosa	2019	Prioritizing	Students should prioritize the feedback they			
		Feedback	receive based on its importance. They should			
			focus on the feedback that will have the most			
			significant impact on their learning.			
Llosa	2019	Taking Action	Students should take action on the feedback			
		0///-	they receive. They should implement the			
			feedback into their work and use it to improve			
			their learning			
Pica	2000	Self-reflection	Students should take the time to reflect on their			
			own learning. They should think about what			
			they have done well, what they need to			
			improve, and how they can do better next time.			

Source: Compiled by researcher, 2023

# 2.5 Theoretical Basis

In order to look more closely at the feedback theory in Second Language Acquisition, it is going to examine some related theories about feedback.

## 2.5.1 Process writing theory

The process approach to writing which consider the writing process as a complex, recursive psychological cognitive process, thinking process, and interaction process and which is derived from theory of communication emerged in the late 1960s and early 1970s in L1 writing teaching for the first time (Moffett, 1968). Since its emergence, it has a great influence on writing theory and teaching of writing in EFL class. The process approach to writing focuses on the process of writing, seeing that writing is a thinking

and cognitive process and that the composing process is a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning", but not a product-oriented activity. Its emphases the importance of recursive revision and it sees the process of writing as a kind of social communication (Long, 1983).

Process writing theory is a teaching approach that emphasizes the importance of the writing process over the final product. This approach encourages students to engage in various stages of writing, such as brainstorming, drafting, revising, and editing, to produce a final product that is clear, concise, and well-structured. Teachers who use process writing theory typically provide feedback to their students at various stages of the writing process, rather than just focusing on the final product. In this article, we will explore the influence of process writing theory on teachers' written feedback.

Process writing theory emphasizes the importance of feedback throughout the writing process. Feedback is seen as a crucial component of the writing process, as it provides students with the guidance, they need to improve their writing skills. Teachers who use process writing theory typically provide feedback at various stages of the writing process, including brainstorming, drafting, revising, and editing. At the brainstorming stage, teachers provide feedback on students' ideas and help them to develop their thinking (Ren, 2014). At the drafting stage, teachers provide feedback on the structure and organization of the writing. At the revising stage, teachers provide feedback on the content and style of the writing. At the editing stage, teachers provide feedback on grammar, punctuation, and spelling. The use of process writing theory in the classroom has had a significant impact on teachers' written feedback. Teachers who use this approach are more likely to provide feedback that is focused on the writing process, rather than just on the final product. They are also more likely to provide feedback that is timely, specific, and actionable.

In addition, teachers who use process writing theory are more likely to provide feedback that is formative, rather than summative. Formative feedback is feedback that is provided during the writing process, and is designed to help students improve their writing skills (Richards, 1996). Summative feedback, on the other hand, is feedback that is provided after the writing process is complete, and is designed to evaluate the final product. The use of process writing theory has had a positive impact on students' writing skills. Students who are taught using this approach are more likely to produce writing that is clear, concise, and well-structured. They are also more likely to take ownership of their writing, and to engage in the writing process with enthusiasm and creativity. The use of process writing theory has also had a positive impact on students' attitudes towards writing. Students who are taught using this approach are more likely to see writing as a process that can be fun and rewarding, rather than as a chore that must be completed (Schulz, 2001).

Finally, the use of process writing theory has had a positive impact on students' confidence in their writing skills. Students who are taught using this approach are more likely to feel confident in their ability to produce high-quality writing, and are more likely to take risks in their writing. In conclusion, the use of process writing theory has had a significant impact on teachers' written feedback. Teachers who use this approach are more likely to provide feedback that is focused on the writing process, rather than just on the final product. They are also more likely to provide feedback that is timely, specific, and actionable. The use of process writing theory has also had a positive impact on students' writing skills, attitudes towards writing, and confidence in their writing abilities. Overall, the use of process writing theory is a valuable approach for teachers to use when providing written feedback to their students.

## 2.5.2 Noticing Hypothesis Theory

Schmidt and Frota (1986) put forward a "notice the gap principle" which claims that "a second language learner will begin to acquire the target-like form if and only if it is present in comprehended input and 'noticed' in the normal sense of the word, that is consciously" (Swain, 1995). And this idea is the same as Schmidt's claims (2001) that "SLA is largely driven by what learners pay attention to and notice in target language input" (Gass, 2003). In Schmidt's eyes only when something is noticed firstly, it can be served as intake. According to Long (1996), when learners notice that their current

interlanguage is different from the target language. Teacher feedback provided for learners during interactions may help them notice their errors and problems, in another words, they notice the gap. In the writing process, the learners are forced to correct the problems by noticing the different feedbacks. Therefore, during their multiple drafts, the learners try to revise their first and second drafts by consciously noticing the feedback that teacher provide. The researchers think that the process of providing teacher feedback makes students possibly notice the errors which intend to motivate students' correction.

The Noticing Hypothesis is a theory in second language acquisition that suggests that learners need to consciously notice language features in order to acquire them. This theory can be applied to teachers' written feedback, as it suggests that students need to consciously notice the language features that teachers highlight in their feedback in order to improve their writing. Teacher written feedback can be an effective way to help students improve their writing, but it is important that the feedback is delivered in a way that supports the noticing of language features. This means that teachers should provide feedback that draws attention to specific language features, rather than simply correcting errors or making general comments. For example, instead of simply writing "This paragraph needs improvement", a teacher could provide specific feedback that draws attention to the language features that need improvement. They could write something like, "This paragraph needs more sentence variety. Try using a mix of short and long sentences to make your writing more interesting."

By providing specific feedback that draws attention to language features, teachers can help students to notice those features and incorporate them into their writing. This is consistent with the Noticing Hypothesis, which suggests that learners need to consciously notice language features in order to acquire them. It is also important for teachers to provide feedback that is understandable and actionable. If students do not understand the feedback, they will not be able to use it to improve their writing. Similarly, if the feedback is not actionable, students may not know how to apply it to their writing.

In conclusion, the Noticing Hypothesis theory can be applied to teachers' written feedback by suggesting that feedback should be delivered in a way that supports the noticing of language features. Teachers should provide specific feedback that draws attention to language features and is understandable and actionable. By doing so, teachers can help students to improve their writing and develop their language skills.

# 2.6 Chapter Summary

This chapter begins with an overview of the definition of attitude, and then clarifies what feedback is and what teachers' written feedback is. Feedback is information that readers provide to help the writer revise a composition. Teacher written feedback is an important written information provided by teachers to improve students' writing ability. At the same time, the author reviews the classification of teachers' written feedback and its impact on students. As far as its function is concerned, on the one hand, teachers' written feedback has an important impact on stimulating students' writing awareness and motivation. On the other hand, it is also very helpful to improve students' writing ability.

In addition, the theoretical basis of this research is listed. Through the analysis of domestic and foreign research, it is found that in the past few decades, domestic and foreign scholars have conducted a lot of research on feedback in English writing, including the content of feedback, the way of feedback, the type of feedback and so on.

However, what are students' attitudes toward teachers' written feedback? In addition, what are the similarities and differences in students' attitudes toward teachers' written feedback at different writing levels? In fact, there are few studies on students' attitudes towards teachers' written feedback. Teachers and students in higher education are the main research objects. In other words, less attention has been paid to secondary school students, especially vocational students. However, it is a common phenomenon that the English writing level of secondary school students in our country is relatively low. For most secondary vocational students, English writing is both difficult and weak. At the same time, some English teachers have also been troubled by the teaching of

writing. Since feedback is considered to be an effective way to improve students' English writing ability, it is worthy of further research on the attitudes and preferences of English writing secondary vocational students towards teacher feedback.



# **Chapter 3**

# Research methodology

The purpose of this study was to understand the students' attitudes towards teacher written feedback in Chinese secondary vocational school. A systematic research plan was described in this chapter to ensure the accuracy and completeness of the research plan. The researcher discussed the research design, research instruments, validity and reliability, data collection procedures, analysis of research data, and ethical considerations in this chapter.

## 3.1 Research Design

A mixed-method research (MMR) approach was used in this study. MMR refers to the use of both qualitative and quantitative research methods in a single study or a research program to collect and analyze data, integrate research findings and make inferences (Creswell & Clark, 2017).

The main purpose of the questionnaire survey was to explore students' attitudes towards teacher written feedback. Based on the research question and research purpose, the sequential mixed method was employed in the study. The focused quantitative data were collected through questionnaires first. Then, more in-depth qualitative data were collected to supplement the finding from the quantitative data by using semi-structured interviews with the key informants. Combining quantitative and qualitative methods for research design can greatly improve the quality of the findings, and most importantly, qualitative, and quantitative data could help the researcher understand unexpected results (Mander, 2017).

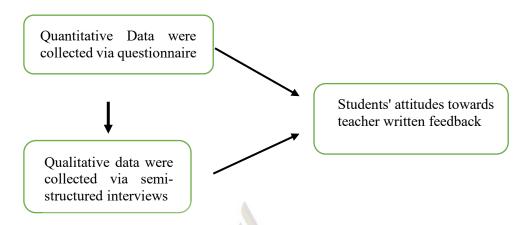


Figure 3.1 Sequential mixed-method research design employed in this study

# 3.2 Population and Sample of the Study

This research was carried out in the Second Vocational and Technical School of Maonan District, Maoming City, Guangdong Province, one of the key vocational and technical schools in China. The school has trained many outstanding graduates, and has been recognized as a talent training base for Maoming Tourism Bureau and a designated skill training institution for Maoming Labor and Social Security Bureau. It is a public school directly under the municipality.

The population was composed of 400 secondary school 12th graders attending classes in eight different classrooms in the same secondary vocational school. The students who were learning English as a foreign language, they had had a longer exposure to English learning and had more experience receiving written feedback from teachers than students in grades 10th and 11th. They were taught by the four teachers A, B, C and D who constituted the second category of participants in the study. Each of them taught in two of the classrooms. The 4 teachers used pseudonyms in this study to refer to them in order to keep anonymity.

The estimation of sample size is an important part of the study design. Too large or too small sample size is against research ethics - too small sample size will reduce

the credibility of research results, the scientific contribution of research conclusions is very limited, and too large sample size may cause the waste of human and material resources (Ricci, Baumgartner & Malan, 2020). 400 Chinese students from 8 classes in Grade 12th were the subjects of the study. Based on the chosen calculation method, a sample of 200 was generated by the random sampling method. The sample size was calculated according to the Taro Yamane formula.

The existing target population was 400, and the sample size calculation formula was

$$n = \frac{N}{(1+Ne^2)} = \frac{400}{(1+400*0.05^2)} = 200$$
 (3-1)

The n meant the sample, N meant the population, and e (degree of error expected) was set to  $\pm 0.05$ . Thus, the most optimum sample size was 200.

The number of 8-12 participants was accepted for the qualitative part of the mixed method (Creswell, 2013). Eight students from a sample of 200 students in eight classes were voluntarily recruited as key informants for the semi-structured interview. At the same time, all 4 English teachers who taught the eight classes were the interviewees to identify the trends in their opinions about the provision of written feedback in EFL writing.

## 3.3 Research Instruments

### 3.3.1 Questionnaire

This study used a mixed-methods approach consisting of a questionnaire for quantitative research and semi-structured interviews to supplement the qualitative analysis. Respondent's answers to the questionnaires and interviews were kept confidential and used only for this study to ensure that they could answer truthfully.

The questionnaire survey method was a research method that designed, and constructed questionnaire items based on the research objectives/questions. A questionnaire was administrated at the end of the semester, in order to elicit students' attitudes of teacher written feedback. The questionnaire designed by Lee (2008) was used in this study with some modifications. The original questionnaire had been designed to measure learners' attitudes and reactions toward teacher feedback. The items of the questionnaire were modified according to the research circumstance so that the terminology could be easily understood by the secondary vocational school students.

The questionnaire was composed of two sections. The first part dealt with participants' background information such as gender and class aimed to provide a clear profile of the target group. The second part investigated the students' attitudes of feedback and teacher written feedback. The questionnaire was written in bilingual (Chinese & English) and used back-translation to check the translation of each item in the questionnaire to ensure that all of the participants could understand the meaning of every item clearly and correctly. All the items were to measure on a five-point Likert-type scale.

## 3.3.2 Semi-structure Interview

Although the researcher obtained data through questionnaires, there were many problems with this data collection technique. Therefore, the interview method was used to compensate for the limitations of the questionnaires. Certain additional information cannot be obtained through questionnaires (NuNan, 2002). Through semi-structured interviews, the researcher could obtain first-hand information and a comprehensive understanding of the interviewees' perspectives.

In the present study, students' interview was conducted to gain a better understanding of the students' perceptions of teacher written feedback, teachers' interview was conducted with the 4 EFL teachers who taught the eight 12th grade classes to elicit information about their rationale for providing written feedback on their

students' writing and their expectations. In order to avoid any misunderstanding between the interviewees and the researcher and to ensure that the participants could express themselves well, the interviewees were administered in the participants' native language. There were at least 8 students who were voluntarily taken part in the interviews before and during the final week of the semester. The questions for the students' interview included 4 items and the teachers' interview included 5 items.

One day before the interview, the researcher informed all the interviewees of the purpose of the current study, and the interview questions were delivered to the participants so that they could prepare for what they needed to answer during the interviews. The interviews were conducted individually. The duration of individual interviews was approximately 30 mins.

# 3.4 Validity and Reliability of the Instruments

# 3.4.1 Validity

Validity is the extent to which the instrument accurately measures the properties of a concept (LoBiondo & Haber, 2015). The Index of Item - Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) was a procedure used in instruments development for evaluating content validity at the item development stage. In this study, IOC was used to assess the questionnaires items and the semi-structured interview questions. Three experts were invited to do this activity. The IOC pointed in calculations provided into three scales of rating for consistency and congruencies of the items. Three experts chose only one answer as the given scores from these three alternatives of choices as follows:

- +1: The item clearly meets the objectives or ensures that the following measures meet the stated objectives.
  - 0: It is not certain or obvious whether the measure meets the objective.

-1: The items obviously do not meet the objectives or ensure that the measures do not meet the designated objectives.

The formula to calculate the IOC index of each test item was as follows:

$$IOC = R/N (3-2)$$

R: Total rating scores from the experts for each item

N: Numbers of the experts

- 1) If IOC rating range was 0.67-1.00, it means that the test item is congruent and could be retained.
- 2) If IOC rating range was less 0.67, it means that the test item is not incongruent and needs to be removed or adjusted.

One Thai expert and two Chinese experts ensured the validity of the research instruments through a detailed review of content coverage, relevance, linguistic accuracy, applicability, feedback, and recommendations (See Appendix C).

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# 3.4.2 Reliability

Reliability is a central concept in classical test theory and is often described as a requirement that a particular standard of reliability must be achieved before a test can be considered to be of sufficient quality for practical use (Adams 2005). Reliability testing is important because it refers to the consistency between the various parts of the measuring instrument. The most commonly used measure of internal consistency was the Cronbach's alpha coefficient. It was considered when using the Likert-scale. There was no absolute rule for the most appropriate internal consistency of a reliability measure, but most people agreed on a minimum internal consistency factor of 0.70 (Taherdoost, 2016).

Before conducted a formal questionnaire of 200 students, the researcher conducted reliability test with the pilot group, who were 30 students of the same grade from another school (they shared similar characteristics with the students of the main study) to ensure the reliability of the questionnaire.

Table 3.1 Result of Reliability of the Whole Set Questionnaires

Questionnaires	Cronbach's Alpha(α)		
Items 18	0.831		

The Cronbach's alpha coefficient was commonly applied to test the reliability of the study (Karaguven, 2012). If the Cronbach's alpha coefficient value was higher than 0.9 it meant excellent, between 0.9 and 0.8 it meant good, between 0.8 and 0.7 it was acceptable and if it was less than 0.7 this questionnaire was questionable or unacceptable (George & Mallery, 2010).

Table 3.2 Rating Scale

Alpha Coefficient Range	Internal Consistency
≥0.9	Excellent
≥0.8	Good
≥0.7	Acceptable
≥0.6	Questionable
≥0.5 ′ััยริงสิต	Rang
≥0.5	Unacceptable

## 3.5 Ethical Consideration

The researcher is committed to obtaining each participant's consent and approval prior to the study; participants were informed of the purpose of the study, and the overall process. They were explained that the research data and their opinions were presented as anonymous. The data were kept confidential and used only for this study and not for

any other purpose. The ethical research was approved by the Research Ethics Office of Rangsit University (Appendix A).

### 3.6 Data Collection

### 3.6.1 Questionnaire

The researcher administered the questionnaire to 200 respondents and interviewed 12 volunteers. All research activities were approved by the director of Maoming Second Vocational Technical School, China. The researcher received approval documents from the director of Maoming Second Vocational Technical School.

The questionnaire survey was administered to the 200 students. Several steps were taken to ensure the data collected from the questionnaire survey are reliable. First, the questionnaire was on the software and the participants were told that they were welcome to ask any questions if they had trouble understanding the items. Second, before they received the questionnaire, they were told to answer honestly and seriously because the survey was not used to evaluate either their teachers' or their own performance and that all information was kept highly confidential and used for research only. After they were given the Student Questionnaire to fill out, detailed instructions were given on how to respond so that they know what they were expected to do.

#### 3.6.2 Semi-interview

After the questionnaire survey was finished, follow-up interviews were conducted with 8 students and 4 teachers. The interviews were conducted individually. It was conducted in Chinese and the duration of the individual interview was approximately 30 mins. Although the interviewer had a set of general areas with regard to the interview content, participants were encouraged to answer at length and they could introduce any information they felt appropriate. At last, the interview answers were audio-recorded, translated into English, and analyzed using content analysis by the researcher.

# 3.7 Data Analysis

The analysis was conducted on the data obtained from the questionnaires and interviews. For the analysis of the data, the SPSS (Statistical Package for the Social Sciences) and NVIVO were adopted and the following analysis was conducted.

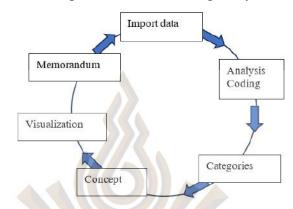


Figure 3.2 Use the NVIVO operation process

Descriptive Statistics: Descriptive Statistics was used in the data results of the questionnaire to identify students' attitudes toward teacher written feedback.

In order to quantify students' attitudes, researchers referred to related surveys designed by Lee (2008). The following table was the explanations of attitudes scores.

Table 3	3	The	inter	pretat	tion	$\Delta f$	etridente!	attitudes
I auto 3	ر.،	1110	IIIII	pretai	поп	UI	Students	attitudes

Likert scale	Answers	Motivation and Self-efficacy Level	Score
1	Strongly Disagree	Lowest	1.00 - 1.49
2	Disagree	Low	1.50 - 2.49
3	Not sure	Medium	2.50 - 3.49
4	Agree	High	3.50 - 4.49
5	Strongly agree	Highest	4.50 - 5.00

The score for each item indicated the student's attitudes level, the higher score, the more active the student's level of attitudes, while the lower the score, the lower the student's level of attitudes.

In addition, a content analysis (Oppenheim, 1992; Seidman, 1998) was carried out on the interview data gathered from 8 students who followed the voluntary principle and the 4 teachers in order to understand teachers' perceptions of what type of written feedback is most helpful for students' writing, which was transcribed and segmented and displayed. Before the interview content list was used, the experts conducted the evaluation and checked the content to ensure the reliability of the data and results of the qualitative analysis. The language of the interview was Chinese and all answers to the interview questions were transcribed into English and recorded in the Thesis. Next, the researcher categorized the data from the interviews according to the different themes. Then the researcher analyzed the information from the participants' interviews, conducted an analysis to identify the causes, collected detailed information about them, and completed the report. And the researcher segmented the data in relation to a specific research question and summarized the findings according to the themes that emerged from the data.

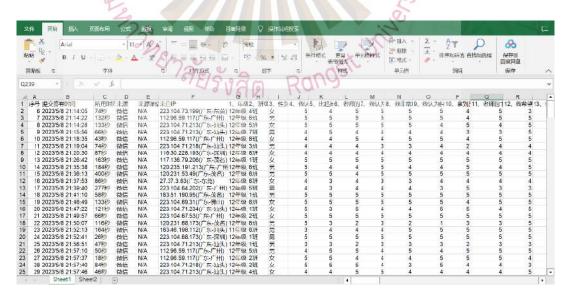


Figure 3.3 SPSS Analysis Screenshot

Source: Wen, 2023



Figure 3.4 Recoding Analysis Screenshot Source: NVIVO, 2023

The following was the relationship between research questions, research instruments and data.

Table 3.4 The relationship between research questions, research instruments and data analysis

Research Questions	Research Instruments	Data Analysis	
What are students'	Questionnaire on Students' Attitudes	Descriptive Statistical	
attitudes towards teacher	towards the teacher written feedback	Analysis	
written feedback?	Interview on Students' Attitudes	Content Analysis	
	towards the teacher written feedback	(NVIVO)	

Table 3.4 The relationship between research questions, research instruments and data analysis(Cont.)

Research Questions	Research Instruments	Data Analysis		
What type of written	Questionnaire on Students' Attitudes	Descriptive Statistical		
feedback do teachers and	towards the teacher written feedback	Analysis		
students believe is most useful in helping them improve students'	Interview on Students' Attitudes towards the teacher written feedback	Content Analysis (NVIVO)		
writing?	Interview on Teachers' perceptions about which types of written			
	feedback most useful for students'			
	writing			



# **Chapter 4**

# **Research Findings**

This chapter demonstrates data analysis and the results of the data collection. All data were drawn from the primary data of surveys. The presentation is divided into 2 parts: the first part the quantitative data findings are presented; and the last part the qualitative data findings are presented.

# 4.1 Analysis of the Quantitative Data

The 18-item questionnaires filled out by 200 respondents were analyzed for descriptive statistics. A total of 200 scores questionnaires were issued and collected from students. The complete 192 questionnaires were issued, and the effective utilization rate was 96%. The researcher used SPSS 26.0 to make statistics and analysis on all the data of effective questionnaires.

# 4.1.1 Items of Background Information

The student questionnaire for this research mainly consists of 18 questions, including 3 parts. These five parts solved two research questions. The 1st part is to understand the basic information of students, such as gender, class and so on. The 2nd part is to understand students' attitudes towards teacher written feedback. The 3rd part is to understand students' perceptions towards the types of teachers written feedback. The collection of these questions cannot only help researchers understand the real situation of written feedback, but also help subject teachers understand students' needs in a timely manner and make timely adjustments. The structure of the questionnaire can be presented briefly in the following table.

Table 4.1 Questionnaire for Students

Dimension	Research Questions	Content	Questions	
		The basic information	Q1-Q3	
D1	What are students'	Students' understanding of teacher written feedback	Q4-Q7	
	attitudes towards teacher written feedback?	Students' emotional responses toward teacher written feedback	Q8/Q9	
		Students' reactions toward teacher written feedback	Q10/Q11/Q12	
D2	What type of written feedback do teachers and students believe is most useful in helping them improve students' writing?	Students' perceptions toward types of teacher written feedback	Q13/Q14/Q15/Q16 Q17/Q18	

The hierarchical division of the questionnaire is the standard for constructing the indicator dimensions. The first part of the questionnaire is the basic situation of the students. The second part is the main part of the questionnaire, which is divided into two dimensions. One dimension is to measure the overall attitude of students to teachers' written feedback, including understanding of written feedback, students' emotional response to written feedback, and students' actions after receiving feedback. Another dimension measures students' perceptions and attitudes toward teachers' types of written feedback.

Through the analysis of background data collected by the data acquisition software "WEN JUANXING", the data collection and analysis of the basic information of the respondents in the first two questions of the questionnaire as follows:

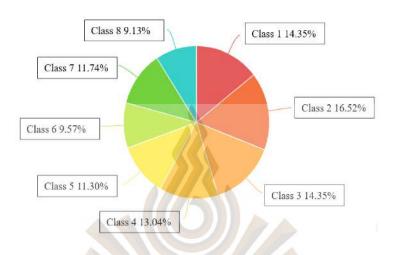


Figure 4.1 The proportion from different classes

As can be clearly seen from the Figure above, although the interviewees come from different classes, the number of interviewees is relatively balanced, which lays the foundation for the objective and universality of the research data.

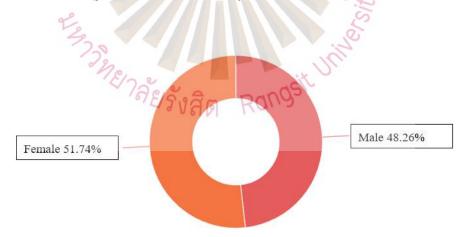


Figure 4.2 The proportion of male and female student

The 200 participants included 96 male and 104 female students. Male students accounted for 48.26% and female students accounted for 51.74%. According to the results, there were slightly more female students than male students.

## 4.1.2 Analysis of the Questionnaires for Q1

Dimension 1 towards Q1 that students' attitudes towards teacher written feedback. Here uses the degree of "positive" or "negative".

The questionnaire was administered to 200 students from Second Vocational and Technical School. The results of the analyzed questionnaire data are presented in the following tables. The mean  $\bar{X}$  and S.D. were computed for all the statements.

Table 4.2 Questionnaire of EFL Students' Attitudes Regarding Teacher Written Feedback

Dimension	NO.	Students' understanding of teacher written feedback	$\overline{X}$	S.D.	Attitude
	4	I think teachers' written feedback is very necessary for English learning. 我认为教师书面反馈对于英语学习是非常有必要的。	4.45	0.71	Positive
D1	5.	I prefer teacher written feedback to other teacher feedback. 相比其他的教师反馈, 我更喜欢教师书面反馈。	4.32	0.80	Positive
	6	I think written feedback will have a positive impact on my English writing.  我认为书面反馈会对我的英语写作产生正面的影响。	4.43	0.71	Positive
I think teacher written feedback can improve my English writing skills and writing ability.  我认为教师书面反馈可以提高我的英语写作和写作能力。		4.38	0.68	Positive	
	Total				

Table 4.2 Questionnaire of EFL Students' Attitudes Regarding Teacher Written Feedback (Cont.)

Dimension	NO.	Students' emotional responses	$\bar{X}$	S.D.	Attitudo
Dimension	NO.	toward teacher written feedback	Λ	S.D.	Attitude
		I value and look forward to receiving written teacher feedback.			
D1	8	我很重视并且非常期待收到教师书面反	4.41	0.79	Positive
		馈。			
		I think written feedback is useful,			
		receiving teacher written feedback			
	9	makes me feel very happy and satisfied.	4.45	0.63	Positive
		我认为书面反馈是很有用的,收到教师			
		书面反馈会让我感觉到很开心很满足。			
		Total	4.43	0.71	
		After receiving teacher written			
		feedback, I can understand all the			
D1	10	feedback.	3.87	0.84	Positive
		收到教师书面反馈后,我能够理解所有	7 >		
	مو	的反馈。	3/5		
	3	I will use the teacher written feedback	Q)		
	11	received to revise my writing.	4.21	0.78	Positive
		我会采用收到的教师书面反馈对我的写作进行修改。	7.21	0.76	1 oshive
		The teacher written feedback received			
		is always effective in revising my			
	12	writing.	4.02	0.81	Positive
		was			
		是有效的。			
		4.03	0.81		

In conclusion, Table 4.2 revealed students' attitudes towards teachers' written feedback (D1). The table was divided into three sections to summarize the attitudes of the students. The first is based on students' understanding of written feedback. This point

is to understand students' attitudes from students' cognition. The second is the students' emotional response to the written feedback to understand the students' attitudes. If the students' emotions are positive (such as: happy and satisfied), the attitude is positive. The third is to understand the attitude of the students from the actions of the students after receiving the feedback. First of all, from the perspective of students' understanding of written feedback, the highest score of average is  $\overline{X}$ =4.45 and the lowest score is  $\bar{X}$ =4.32, while the highest score of S.D. is S.D.=0.80 and the lowest score is S.D.=0.68. The average score of  $\bar{X}$ =4.40 indicates that students agree with the importance and necessity of teachers' written feedback and its positive impact on English writing. Therefore, the analysis results can be understood as students generally have a positive attitude towards written feedback. This average score can be explained by the fact that most students rated the teacher's written feedback positively and found it valuable to their learning. If the mean of the standard deviations is S.D. = 0.72, a standard deviation of less than 1 indicated small differences in students' attitudes towards written feedback. The higher the standard deviation, the greater the difference in attitudes between students, that is, the greater the dispersion of attitudes toward written feedback. This small difference may be due to different individual differences, learning background, cultural background and other factors. It shows that the overall secondary vocational students have a very positive attitude towards written feedback, but very few students may have different attitudes towards it.

In the analysis of students' emotional responses to teachers' written feedback, the results showed a mean score of 4.43 and a mean standard deviation of 0.71. The mean  $\overline{X}$  has a maximum score of  $\overline{X}$  = 4.45 and a minimum score of  $\overline{X}$  = 4.41, while S.D. has a maximum score of 0.79 and a minimum score of 0.63. These data provide some information about students' emotional responses to teachers' written feedback. First of all, the average score of  $\overline{X}$ =4.43 indicates that most students expressed expectations, happiness, and satisfaction to teachers' written feedback. This result strongly shows that students have a very positive attitude towards teachers' written feedback. From this result, it is reasonable to infer that the written feedback students get in practice is helpful to help them understand their writing performance and improve their writing skills and level through written feedback. This shows that students are open and receptive to

written feedback from teachers. The standard deviation mean is S.D.=0.71, which is lower than 1, indicates that there are small differences in students' emotional responses to teachers' written feedback. Differences in standard deviations imply that very few students have different attitudes towards emotional responses to teachers' written feedback. In generally most students are very interested in written feedback, value it and actively use it to improve their own learning. A very small number of students may have a more negative or indifferent attitude towards feedback, and may feel that feedback is not important or cannot really help them improve. The specific reasons need to be explored in the next step of qualitative research.

The average score  $\bar{X}$  for students' reactions after receiving teacher written feedback was 4.03. The mean of the standard deviation is 0.81. The mean  $\bar{X}$  has the highest score of  $\overline{X} = 4.21$  and the lowest score of  $\overline{X} = 3.87$ , while the S.D. has the highest score of 0.84 and the lowest score of 0.78. These data provide information about the students' reactions after receiving the feedback, and if the students' reactions are active, their attitude towards the written feedback is positive. First of all, the average score of  $\bar{X}$ =4.03 indicated that the reactions of most students after receiving the feedback are active, and the students will use the feedback to revise their composition after receiving the feedback, which also showed that most of the students agreed that the feedback received is understandable and effective. Students agreed that the feedback they received helps them better understand their performance and identify their strengths and areas for improvement. This showed that most of the students are satisfied and accept the feedback received with a positive attitude. In addition, the mean value of 4.03 is lower than the mean value of 4.40 for students' understanding of feedback and lower than the mean value of 4.43 for students' emotional response to feedback. This mean that in terms of student reaction, the motivation is lower than the other two. The standard deviation mean is S.D. = 0.81 indicated that there was some variation in the reactions of the students receiving the feedback. The difference in standard deviation mean that some students had different attitudes towards the teacher's written feedback. This needed to be analyzed from the specific situation of the feedback received by the students, because different feedbacks lead to different attitudes of the students, but this required more evidence to explore. From the point of view of students' reactions after receiving

feedback, generally speaking, most students had a positive attitude towards teachers' written feedback. Most students valued written feedback and actively used it to revise their writing and improved their writing ability.

## 4.1.3 Analysis of the Questionnaires for Q2

Dimension 2 towards Q2 "What type of written feedback do teachers and students believe is most useful in helping improve students' writing". Here used the degree of "useful" or "unuseful".

Table 4.3 Questionnaire of What type of written feedback do teachers and students believe most useful in helping students improve their writing

Dimension	NO.	Students' perceptions toward types of teachers written feedback		S.D.	Types
D2	13	Teacher written feedback on form (e.g. punctuation, spelling) has helped my writing most. 针对形式的教师书面反馈(例如标点,拼写) 对我的写作提高最有帮助。	4.41	0.76	Useful
	14	Teacher written feedback on form (e.g. grammar, vocabulary) is most helpful in improving my writing. 针对形式的教师书面反馈(例如语法,词汇)对我的写作提高最有帮助。	4.64	0.73	Useful
	15	Teacher written feedback on the content is the most helpful in improving my writing. 针对内容的教师书面反馈对我的写作提高最有帮助。	4.16	0.76	Useful

Table 4.3 Questionnaire of What type of written feedback do teachers and students believe most useful in helping students improve their writing (Cont.)

Dimension	NO.	Students' perceptions toward types of teachers written feedback	$\bar{X}$	S.D.	Types
	16	Indirect written feedback (just pointing out mistakes without correcting me or giving comments that have nothing to correct) has helped my writing most.  间接的书面反馈(只指出错误不帮我纠正或者给出一些无关纠正的评论)对我的写作的提高最有帮助。	4.15	0.73	Useful
D2	17	Direct written feedback (correcting all my mistakes or giving detailed corrections) has helped my writing most. 直接的书面反馈(纠正我的所有错误或者给出详细的纠正意见)对我的写作的提高最有帮助。	4.87	0.72	Strongly Useful
	18	Encouraging teacher written feedback has been most helpful in improving my writing. 鼓励性的教师书面反馈对我的写作的提高最有帮助。	4.89	0.62	Strongly Useful
Total Total				0.72	
"USVAN RONS					

In conclusion, Table 4.3 sheds light on student perceptions of various types of teacher written feedback. Here, the researchers divided the types of written feedback into three types and six items: positive/negative; formal/content; direct/indirect. The average score reflects the central tendency of the students' opinions after receiving the feedback. The mean score ( $\overline{X} = 4.52$ ) indicates that, overall, students' attitudes towards all types of written feedback are positive. Among them, the higher mean score  $\overline{X} = 4.89$ , which indicates that students expressed a clear preference for positive types of written feedback. On the other hand, the lower average score ( $\overline{X} = 4.15$ ) indicates that the students' average perception of indirect written feedback (just pointing out mistakes without helping me correct them or giving some irrelevant corrective comments) is

slightly lower on average. The average score ( $\overline{X}$  = 4.52) provides an overall overview of students' overall perceptions of all types of written feedback. S.D. scores reflect the spread, or dispersion, of individual scores around the mean. The highest S.D. = 0.76 indicates that students' scores differed significantly from the mean, indicating some differences in their perceptions of the type of written feedback. Conversely, the lowest S.D. = 0.62 indicated less variance among students' scores, indicating a convergence in their perceptions of positive types of feedback. Research shows that, on average, students perceive or respond positively to positive and direct types of teacher-written feedback, with only minor variations or dispersion in their perspectives.

The questionnaire results of dimension 2 showed that students believed that positive feedback and direct feedback can most help them improve their writing ability; at the same time, compared with content feedback, students thought that form feedback is easier for them to revise their composition.

# 4.2 Analysis of the Qualitative Data

To get a more in-depth perspective on the participants' attitudes toward teacher written feedback, semi-structured interviews were used as a source of qualitative data. Twelve respondents (eight students and four teachers) participated in semi-structured interviews in their native language; the interview had nine items (five questions for teachers and four questions for students). They were questioned face to face, recorded after permission and the researcher then translated, summarized, and analyzed their responses. The interviews were translated from Chinese to English without any changes being made.

For the sake of participant confidentiality, the researchers coded the respondents numerically according to the order of their interview responses (Student Interviewee 1, Student Interviewee 2....) and Teacher Interviewee 1, Teacher Interviewee 2....). The opinions of students and teachers were analyzed by means of content analysis. The

analysis of student interviews was primarily used to supplement the qualitative findings of Research Question 1 and Research Question 2. The analysis of teacher interviews was used to complement the qualitative findings of Research Question 2. The researchers recorded the interviews and categorized the information. The criteria for the key concept categories of the student interviews were categorized by the researcher according to the students' attitudes towards the written feedback. The criteria for key concept categories for teacher interviews were categorized by the researchers according to teachers' perceptions of types of written feedback and their expectations for feedback. Three key concepts for student interviews are 'positive', 'usefulness', and 'expectation'. "Positive" includes 3 subcategories of Awareness and Emotion for Feedback, Applicable Feedback, and Effectiveness of Feedback, while "Useful" includes 5 subcategories: Form Improvement, Content Improvement, Directly Correction, Constructive Criticism, and Encouraging Feedback. "Expectation" collects students' opinions on feedback methods, frequency, timeliness, type preferences, etc. Two key concepts in teacher interviews are "Useful" and "Expectation".

Table 4.4 Categories of Students' Interview Findings

<b>Key Concepts of Interview Findings</b>	Key Statements
POSITIVE	8
Awareness and Emotion for Feedback	-Students feel that written feedback is very
Inches of the second	important;
* <sup>)</sup> ลิยรังสิต	- Written feedback is a tool and channel to
0.6101	help learn English writing;
	-Written feedback is necessary; likes
	written feedback; expects and desires
	written feedback; relies on written
	feedback; written feedback brings
	students some positive emotions (happy,
	happy, satisfied, etc.)

Table 4.4 Categories of Students' Interview Findings (Cont.)

<b>Key Concepts of Int</b>	erview Findings	Key Statements
Applicable Feedback		- After receiving the feedback, the students
		can understand the problems pointed out
		by the teacher and will revise their writing
		twice or more;
		-Students accept written feedback given by
		teachers, rather than ignore it;
		-Students have feedback that they do not
		understand, they will ask the teacher
Effectiveness of	Understandable	- Written feedback is specific;
Feedback	Feedback (Specific,	- Written feedback is easy to modify,
	Clear, Corrective)	actionable, and able to understand the
		problems pointed out by the teacher;
		- Written feedback is to point out the
		problems that the students cannot see;
		- Written feedback is clear, and students
		can clearly understand the teacher's
7		intention
200	Spotting Weaknesses in	-Students agree that written feedback helps
3	Writing	them understand their own writing
/	28- 44	mistakes.
	Writing Party Range R	- Written feedback helps students identify
	"UTVAR R	writing weaknesses in grammar,
		vocabulary, content, organization, etc.
	Improving Writing	- Students believe that teacher written
	Skills/Improving	feedback is helpful or beneficial or
	English Ability	important to improving their English
		learning.
		-Students' perceptions that written
		feedback has helped them improve their
		writing skills.

Table 4.4 Categories of Students' Interview Findings (Cont.)

<b>Key Concepts of In</b>	terview Findings	Key Statements		
	Increasing Writing	-Written feedback enhances learning		
	Motivation	confidence;		
		-Be more motivated to learn English and		
		write; students learn actively;		
		- Written feedback makes students feel		
		happy, satisfied and other positive		
		emotions		
USEFUL	17.			
Form Improvement		- Written feedback that can improve		
		vocabulary, grammar, sentence structure,		
		and organization of English writing		
Content Improvemen	nt	- Written feedback to help improve the		
4		quality of student-written content		
Directly Correction		- Feedback can point out all mistakes made		
		by students and directly corrects student		
		mistakes		
1		- Feedback can point out typical mistakes		
90		made by students and give specific detailed		
32		suggestions to revise.		
	ne,	- Give specific examples in the feedback to		
	วิท <sub>ยาลัยรังสิต R</sub>	help students make revisions		
Constructive Criticis	m 73079 K	- To ask students to provide further		
		information, either known or unknown to		
		the teachers.		
		-to suggest or request in the margin or at		
		the		
		end of the writing.		
		-To express their perceptions about the text		
		and the writer.		

Table 4.4 Categories of Students' Interview Findings (Cont.)

Key Concepts of Interview Findings	Key Statements	
Encouraging Feedback	-Feedback can promote learner's	
	confidence and motivation to learn, and	
	raise their interest in study.	
	- Using the most common strategies such	
	as accepting, encouraging, and repeating,	
	as well as the strategies of extending and	
	prompting.	
EXPECTATION		
-Student expectations regarding the manner in which feedback will be given		

- -Student expectations for the type of written feedback
- -Students' expectations for frequency and timeliness of feedback

## 4.2.1 Analysis of Students' Interview

The researcher mainly interviewed 8 students who from 12th grade but different classes.

Q1: How would you rate your writing proficiency?

After conducting interviews with eight students regarding their writing proficiency, it is evident that there is a wide range of responses. The students' self-assessments varied from highly confident to self-perceived limitations in their writing abilities. Three out of the eight students rated their writing proficiency as excellent. They expressed strong command over grammar, vocabulary, and overall writing skills. These students stated that they had received positive feedback from their teachers and peers, and they felt comfortable expressing their ideas in writing. Four students assessed their writing proficiency as average. They considered themselves competent writers who could effectively convey their thoughts but acknowledged room for improvement. These students mentioned that they had received mixed feedback on their writing, sometimes receiving praise and other times constructive criticism. One student rated their writing proficiency as below average. This individual felt less confident in their writing skills

and struggled with grammar and organization. They acknowledged the need for additional practice and sought resources to enhance their abilities.

"I think there's space for improvement in my writing. While I was able to express my ideas, I wanted to be able to communicate my ideas more smoothly and accurately. I will keep learning and practicing to improve my writing skills." (Student Interviewee 1, personal communication, May 20, 2023)

"As for my writing, I would say I'm in a phase of constant improvement. I have experienced some challenges in the past, but through active participation in writing classes and collaborative feedback with others, I have seen noticeable improvements. I believe that continuing to practice and receive feedback will make my writing even better." (Student Interviewee 4, personal communication, May 20, 2023)

"Constructive feedback has also been very helpful to me. When the teacher not only pointed out what I was doing wrong, but also gave specific suggestions and ways to improve, I was able to better understand how to apply those suggestions and get better grades on the next assignment." (Student Interviewee 6, personal communication, May 20, 2023)

"I feel good about my writing. I often spend time elaborating and editing my works to achieve a high level of logic, structure, and language. Of course, I also understand that writing is an evolving process, so I am willing to keep learning and improving to further develop my writing skills." (Student Interviewee 8, personal communication, May 20, 2023)

# Q2: What was your first impression of the teacher written feedback?

Based on the feedback received from eight students regarding their first impressions of their teacher's written feedback, several common themes and observations emerge.

Overall, the students' responses reflect a range of emotions and experiences, highlighting the diverse attitudes in which they perceived the written feedback. Four out of the eight students expressed positive initial impressions of the teacher's written feedback. They described it as constructive, insightful, and helpful in guiding their learning. These students appreciated the specific comments and suggestions provided by their teacher, which they felt enhanced their understanding of the writing and allowed them to improve their writing ability. They found the feedback to be encouraging and motivating, as it acknowledged their efforts and highlighted areas for growth. On the other hand, two students conveyed initial feelings of disappointment and frustration with the written feedback. They felt that it lacked sufficient detail and specificity, making it challenging to understand the teacher's expectations and improve their performance. These students expressed a desire for more personalized feedback that addressed their individual strengths and weaknesses. Interestingly, two other students had mixed feelings about the initial feedback. They recognized its value in pointing out areas of improvement but also found it overwhelming at times. These students felt that the feedback could have been better organized and prioritized to facilitate their learning process more effectively.

"My first impression is that written feedback from teachers is an important learning tool. I feel valued and supported when I see my teachers documenting my strengths and areas for improvement in detail. This feedback makes me feel motivated to try to improve my performance." (Student Interviewee 4, personal communication, May 20, 2023)

"I am looking forward to and curious about the teacher's written feedback. I knew it was an opportunity to see what I had learned, but I was also worried about seeing my shortcomings. However, when I see teachers guiding me with encouragement and advice to improve, I feel very encouraged. This feedback gives me confidence that I can keep improving and I am willing to take on challenges and work hard to improve my performance." (Student Interviewee 5, personal communication, May 20, 2023)

"I was a little nervous when I first started receiving written feedback from my teacher. I don't know what the feedback will look like, whether it will point out my mistakes. However, when I read the feedback, I found that the teacher gave a lot of positive encouragement and specific suggestions. It made me feel gratified and supported, and I felt that the teachers really cared about my progress." (Student Interviewee 6, personal communication, May 20, 2023)

# Q3. How did you feel when you received the teacher's feedback?

Most of eight students said that the teacher's written feedback are very important, because the teacher's positive feedback can encourage them to study harder and want to write good English compositions. In this regard, some students said that positive comments can make them feel gratified and satisfied in the busy period, because they have been studying all day, sometimes they will feel that their efforts and returns are opposite. Positive comments from teachers often affirm their efforts, and they will feel more motivated to complete the learning task. Some students also think that the teacher's comments are helpful in many aspects, for example, the teacher will point out grammar, writing, punctuation, etc., and the students will pay special attention to it, and will correct and improve it in the next writing. In addition, there are also two students who think that the written feedback are not very satisfied for them to improve their writing, they thought that the mistakes pointed out by the teacher are the most important, the comments are often not detailed enough and the number of compositions reviewed by the teacher is relatively large, they can understand that the teacher does not write comments, so the teacher's feedback are not meet their expectations. Another student said that he often criticizes the composition in the office, always hears a lot of negative criticism, and does not want the teacher to give negative feedback on the writing.

"When I received the teacher's feedback, I felt excited and curious. I know that feedback from teachers can help me understand my progress and

direction of improvement, so I always can't wait to see their comments." (Student Interviewee 3, personal communication, May 20, 2023)

"When I received the teacher's feedback, I was a little nervous but also full of expectations. I know the feedback will point out where I need to improve, but it will also point out my efforts and achievements. I see feedback as an opportunity to improve my performance." (Student Interviewee 7, personal communication, May 20, 2023)

# Q4. What type of written feedback do you think is the most helpful for your writing?

Most students believed that teachers should not only give feedback on the form (punctuation, grammar, vocabulary, etc.), but also hope teachers can give feedback on the content. They basically agreed that the type of form feedback is more helpful to the improvement of writing, because it is easier for them to revise their writing with form feedback, but they also said that the type of content feedback is also important. Some students also indicated that they would like more direct type of written feedback, pointing out any detailed errors or giving clear examples, such as wrong tenses, singular and plural errors, spelling mistakes, rather than just drawing a line or putting a question mark. Most students indicated that the indirect type of written feedback meant that they spent more time interpreting the teacher's feedback. In addition, some students also hope that teachers can expand their knowledge or recommend more advanced sentences and vocabulary when correcting mistakes. As for the suggestions, they hope that teachers can not only give marks, but also tell themselves the reasons for the deduction. At the same time, students basically agree that positive feedback is more helpful to their learning than negative feedback, and most students hope to get clear and specific feedback. They tend to get more feedback from teachers, and their progress will be greater. In addition, in the student interviews, they emphasized that timely feedback and personalized feedback can help them learn more.

"I think positive feedback is more helpful to my study. The affirmation and praise given by the teacher are the driving force for my progress.

Compared with formal feedback, I prefer the teacher to give me detailed feedback on the content of my writing. If the teacher's feedback can pay more attention to my writing content and suggest revisions, I will be very happy and make serious revisions. I also prefer direct feedback from the teacher, I hope he can circle all the mistakes I made and tell me how to fix them." (Student Interviewee 1, personal communication, May 20, 2023) "I hope the teacher can give me more affirmation and support so that I will be more active in learning English. I love positive feedback, pointing out problems where appropriate, and giving me some clear direction for revisions. At the same time, it would be better if the teacher gave me specific and direct feedback. For form or content, I see no difference." (Student Interviewee 3, personal communication, May 20, 2023)

"Positive feedback represents a kind of affirmation from the teacher to me, which will give me confidence, and then inspire and fight. Whether it is feedback on form or content, I hope the teacher can point it out to me; if it is feedback on content, I hope the teacher can help me correct it, and then give me detailed comments or suggestions. Direct feedback would make it easier for me to revise." (Student Interviewee 5, personal communication, May 20, 2023)

"I have found that encouraging feedback is also important for my learning and achievement. When the teacher can recognize my efforts and progress and give positive affirmation and encouragement, I will be more motivated to continue to work hard and pursue higher goals. This kind of support and positive feedback can boost my self-confidence and push me to achieve better results in my studies." (Student Interviewee 8, personal communication, May 20, 2023)

#### 4.2.2 Results of Students' Interview

Table 4.5 The Frequencies and Percentage of the Students' Answers in the Interview using NVIVO

Points	Frequencies of key concepts found in students' answers (N= 121)	Percentage
Awareness and Emotion for Feedback	10	8.3%
Applicable Feedback	8	6.6%
Effectiveness of Feedback	23	19%
Form Improvement	12	9.9%
Content Improvement	9	7.4%
Directly Correction	13	10.7%
Constructive Criticism	4	3.3%
Encouraging Feedback	20	16.5%
Expectation	22	18.3%

Awareness and Emotion for Feedback refers to students' understanding of written feedback, emphasizing whether students pay attention to and value written feedback, whether students expect and desire written feedback, and whether students recognize the positive impact of written feedback on students. All the student respondents expressed the importance of written feedback to English writing, and most students said that written feedback is almost the only channel and tool for them to understand their writing weaknesses and improve their writing skills, and they have a strong dependence on teacher feedback. Because written feedback helps them understand what they did well and what needs further attention. A student said: "I think the teacher's written feedback is very important. It can give me more advice on learning and help me improve my English performance." Almost all students agree that the teacher's written feedback has made a great contribution to their writing learning and improvement, and they generally have a positive attitude towards the teacher's feedback.

The applicability of feedback is critical for students to understand teacher comments and apply them effectively. Almost half of the student respondents emphasized that the written feedback they received could be incorporated into their writing, helping them revise and improve. But two students disagreed because they mentioned some actual situations in which they had received feedback. One student mentioned that due to the teacher's limited time, she did not give the student specific comments but only grades, so the student was unable to revise his writing. Another student mentioned: "When the written feedback received is vague criticism and simple sketching, it is difficult for me to understand what the teacher wants to convey and apply it to my writing. I will have negative emotions to fight against these irresponsible feedbacks. I am grateful when they provide specific suggestions or explanations." Almost all students think that the teacher's written feedback that can be adopted and can help the composition revise can give them a steady stream of learning motivation.

Effectiveness of Feedback refers to whether students think that the written feedback they receive is effective for them to learn English and improve their writing. According to the responses of the student respondents, effective feedback in this study is considered as written feedback that is easy to understand, points out writing shortcomings, improves writing skills and abilities, and enhances learning motivation. Among the eight students, 7 students said that effective feedback can make them have a positive attitude. Through effective feedback, their writing level has been improved to a certain extent, and their confidence in learning English has been enhanced. Only one student expressed a negative attitude. She said that although the teacher provided written feedback, she also adopted it, but her writing level did not improve much. She also expressed doubts about whether the written feedback really helped her writing. She said that she needed more time to verify.

Form improvement refers to students' belief that written feedback on the form will allow them to improve. Most of the student respondents said that most of the written feedback they received was on the form of their writing, which they found acceptable. A student said: "Most of the written feedback on the form (such as punctuation, vocabulary, grammar, etc.) is understandable and easy to revise, which makes me feel confident in revising my writing." Another student said, "The teacher's feedback helped me improve English grammar and sentence structure. I always used simple sentences in

the past, but now I know I should combine some sentences and pay more attention to parallelism of sentences. I think feedback on Grammar is more useful than feedback on content, because I can get higher score in examination if I improve grammar." Almost all students agreed that feedback on form can help them improve their writing quality a lot.

Content improvement refers to students' belief that written feedback on the content of their writing will improve their writing ability. While a substantial majority of student respondents indicated a high value for formal feedback, several of them also mentioned that written feedback on the content of writing was also important. A student said: "The content of writing is related to the quality of writing. For an excellent piece of writing, the readability, logic and appreciation of its content must be very strong. Although my writing grades are often excellent, improving the quality of writing content is also my biggest difficulty." Another student also said that he often felt distressed and annoyed by the revision of writing content, because the written feedback given by the teacher often required him to provide known or unknown further information and sometimes even rhetorical questions, or the teacher made suggestions or requests in the blanks or at the end of the article. These written feedback on the content required him to spend more time trying to figure out the teacher's true intentions.

Direct correction refers to the problem in students' writing, the teacher directly corrects in the written feedback instead of circling and drawing for students to modify by themselves. In the student interviews, almost all the students expressed that they liked the teacher's direct correction. They generally preferred writing activities to be single-draft rather than multiple-draft, so they will check when they received written feedback. They think direct correction is time-saving and trouble-free. But there was also a student who disagreed. She said: "I don't agree that all the revisions should be made by the teacher. I hope that the teacher can point out mistakes or give me suggestions. I like to think about the process of revision by myself, so that my writing skills can be really improved."

Constructive criticism means that during the written feedback process, the teacher gives criticism and suggestions for revision based on the students' writing. In the student interviews, half of the respondents expressed a positive attitude towards teachers' criticisms and suggestions. They said that in English learning, the teacher is in an authoritative position, and any criticisms and opinions from the teacher are for the purpose of helping students correct their mistakes. However, there are also two students who clearly cannot accept all constructive criticism. They need to see whether the teacher's criticism is specific, operable or targeted. This part of the students said that they value the effectiveness of feedback more than they care about criticism or encouragement. In the interviews, most of the students acknowledged the importance of criticism but also expressed the need for more encouragement and praise to keep them happy.

Encouraging feedback refers to the use of encouragement and praise strategies by teachers to students in written feedback. All the students interviewed said that as students, they need more encouragement and affirmation from teachers. Encouraging feedback can enhance their motivation to learn and develop positive attitudes and behaviors towards writing. This is essential for improving English skills.

Expectation refers to written feedback in students' ideals, including students' views on feedback methods, frequency and types of feedback, etc. In student interviews, students expressed different expectations for feedback, and basically all students expected more feedback, more effective feedback and more positive feedback. In addition, students greatly value individualized feedback that takes into account their unique strengths, weaknesses, and learning styles. One student shared, "I feel more motivated when teachers acknowledge my individual efforts and tailor their feedback to address my challenges. It makes me believe they genuinely care about my growth." All interviewees unanimously agreed that timely feedback positively influences their learning experience.

#### 4.2.3 Analysis of the Teachers' Interview

Table 4.6 Categories of Teachers' Interview Findings

Key Concepts of Interview	Key Statements	
Findings		
USEFUL		
Form Improvement	- Written feedback that can improve vocabulary,	
	grammar, sentence structure, and organization of	
	English writing	
Content Improvement	- Written feedback to help improve the quality of	
	student-written content	
Directly Correction	- Feedback can point out all mistakes made by	
	students and directly corrects student mistakes	
	- Feedback can point out typical mistakes made by	
44	students and give specific detailed suggestions to	
	revise.	
	- Give specific examples in the feedback to help	
	students make revisions	
Constructive Criticism	- To ask students to provide further information,	
	either known or unknown to the teachers.	
	-to suggest or request in the margin or at the	
90	end of the writing.	
3	-To express their perceptions about the text and the	
Pho.	writer.	
Encouraging Feedback	-Feedback can promote learner's confidence and	
780	motivation to learn, and raise their interest in study.	
	- Using the most common strategies such as	
	accepting, encouraging, and repeating, as well as the	
	strategies of extending and prompting.	
EXPECTATION		
-Teacher's expectations for the manner in which the feedback will be given		

- -Teacher expectations for types of written feedback
- -Teachers' expectations for frequency and timeliness of feedback

Q1: Describe and explain your feedback practice.

Of the 4 teachers interviewed, all agreed that feedback was essential. Most teachers say correcting mistakes is very important, and students need to know what is wrong before they can correct it. Some teachers believed that the feedback of composition is not only to point out students' mistakes, but also to help teachers understand students' learning. As to whether they are satisfied with the effect of feedback, 1 teacher is not very satisfied and 3 teachers are relatively satisfied. Teachers who are not satisfied with the feedback believe that some students have an incorrect learning attitude and do not pay attention to the articles corrected by the teacher, but only put them away without revising the compositions. Other teachers were more satisfied with the feedback and think that most students can modify their compositions according to the teacher's feedback. Although some students do not make obvious progress, they believe that they will be rewarded for their efforts in the college entrance examination. Still others think that through the teacher's feedback, students' compositions have made obvious progress, and they will gradually form their own style and write essays with better quality. Most teachers have a positive attitude towards written feedback.

# Q2: What areas do you focus on the feedback? Why?

In response to this question, 3 teachers said that they usually give more feedback on grammar and vocabulary (form feedback), but less feedback on content, ideas and organizational forms. Some teachers said that it is not easy to write a good essay in a short time, and only require students to make fewer mistakes in grammar and vocabulary. Some teachers believe that grammatical errors sometimes make the whole sentence ambiguous and affect the overall content of the article. More teachers said that grammar error correction is very important, not only has an impact on the current college entrance examination composition, but also plays an important role in paving the way for the College English Test (CET) Band 4 and Band 6. Therefore, teachers will give more feedback on grammar. The other teacher said that they would not only give feedback on grammar and vocabulary errors, but also give appropriate feedback on content organization. One of the teachers said that some students' Chinese style thinking is very heavy and always easy to go off topic, so the feedback on content organization is also

more important. Another teacher said that the grading of essays should be considered from all aspects.

#### Q3: What strategies do you use in providing feedback?

From the results of the interviews, it can be seen that the 4 teachers used a variety of strategies when providing written feedback to students. First, all teachers emphasized the timeliness and personalization of feedback. They strive to ensure that feedback is given to students in a timely manner, so that students can understand their performance early and have the opportunity to improve. At the same time, these teachers also value personalized feedback, providing targeted advice and guidance according to the needs and levels of students. Second, these teachers focus on positive and encouraging feedback. They recognize that positive feedback can boost students' confidence and motivation, and motivate them to go further. These teachers often highlight the strengths and successes of students in their assignments and provide specific appreciation and recognition. In addition, teachers tend to provide clear and specific feedback. They avoid vague or general language and instead make it as clear as possible what the student is doing well and what needs to be improved. They provide specific advice and explanations to help students better understand problems and make improvements. Finally, these teachers emphasized the readability and comprehensibility of the feedback. They try to use clear and concise language and avoid overly complex or specialized terms. They also make the feedback easier to read and understand by using techniques such as punctuation, paragraphs, and formatting. In general, the four teachers adopted strategies of timeliness, personalization, positive encouragement, clarity, specificity, and ease of understanding in providing written feedback from students. These strategies help ensure that students can effectively understand the feedback and improve learning outcomes through improvement.

"I try to provide personalized feedback to each student's specific needs and goals." (Teacher Interviewee 1, personal communication, May 21, 2023)

"I emphasize the students' strengths and efforts in the feedback to boost their self-confidence." (Teacher Interviewee 2, personal communication, May 21, 2023)

"I try to provide specific advice on how students can improve their work, including providing examples and guidance." (Teacher Interviewee 3, personal communication, May 21, 2023)

"I encourage students to participate in the feedback process, asking questions or explaining what they don't understand." (Teacher Interviewee 4, personal communication, May 21, 2023)

Q4: What type of teacher written feedback do you think is the most helpful for students writing?

The first teacher said: "I think that correcting feedback on language form and grammar is helpful to improve the accuracy of students' English expression. If the language errors in the composition are not pointed out and corrected, students will feel that making mistakes is irrelevant, and they will not develop the skills of writing revision, which will affect the improvement of writing level. I will also encourage students to revise their writing through indirect ways such as making suggestions, asking questions, and guiding. I seldom express personal feelings, emotions, and opinions such as praise, criticism, etc. in the feedback ".

The second teacher thinks: "Attitude decides everything. During the teaching process, teachers' attitude towards students in various activities, such as language, tone, gestures, facial expressions, etc., whether they are sympathetic, honest, honest, polite, or blunt, hypocritical, etc., will have a great impact on students' psychological activities. So I think a positive attitude is more important than pointing out mistakes. In terms of written feedback or other teaching behaviors and evaluations, I will focus on genera ting positive incentives for students, thereby enhancing students' enthusiasm for learning, and then turning passive recipients into active learning participants".

The third teacher said: "I think positive feedback can provide students with emotional support and build motivation to continue learning. Positive feedback is an essential part of enhancing students' confidence in writing and revising, strengthening their adaptive language behaviors, and helping them improve their writing skills. Excessive negative comments may cause students to feel depressed and lose confidence, which will have a negative impact on writing learning. Give clear and specific written feedback, point out where students have made mistakes, and encourage and praise students' shining points. Students' enthusiasm for learning will increase and their learning progress will be faster. I will make requirements at different levels. Students who are not good will be encouraged more, and students who are better will have high standards and strict requirements, so that every student can improve and make progress."

The fourth teachers' point of view that "Written feedback is a process and method surrounding English learning between teachers and students. It is for the convenience of teachers to grasp and record students' problems, and to influence the teaching process by giving timely feedback. I will give personalized feedback according to the individual differences of different students. For some students with poor grades, or students who do not have much confidence in learning English, the teacher should give specific suggestions or more encouragement. This will not only improve their own learning methods, but also enhance their confidence in learning. I think that in written feedback, compared with punctuation and vocabulary usage errors, I will pay more attention to the structure of writing and some problems in content. Formal problems are easy to solve and improve. On the contrary, content is more difficult to improve, and it takes time and more effort. In addition, positive feedback has a positive impact on students. I would also tend to give more positive feedback."

#### Q5: What do you expect students to do after receiving the feedback?

They emphasized that students actively engage, think deeply, ask for help and use feedback as an ongoing learning process after receiving it. These actions can help students maximize the benefit of teacher feedback and promote their learning and growth. Students are expected to read the feedback carefully and understand the

guidance. They should then try to apply these suggestions to improve their work. This is their chance to improve themselves. This positive communication can help them better understand the feedback and provide better direction for improvement. Students are encouraged to reflect upon themselves after receiving feedback. They can think about their strengths in the work and what they need to improve. This reflection can prompt them to become aware of their growth points and come up with concrete action plans. One teacher said: "I want students to actively participate in the discussion and share their views on the feedback. This can promote cooperation and learning between them. Students are encouraged to view feedback as an ongoing process, not just a one-time assessment". They should use the feedback to continuously improve themselves and apply what they have learned in their future work.

" I hope that students must pay attention to the feedback I give, think carefully, combine understanding, and make a positive response based on their own situation, and use it to guide their own writing." (Teacher Interviewee 1, personal communication, May 21, 2023)

"At the same time, they should treat the feedback with a positive attitude, do not complain or deny the content of the feedback, and reflect on their writing methods and habits, find their own shortcomings, and actively take actions to improve." (Teacher Interviewee 3, personal communication, May 21, 2023)

"If he still has problems, I hope he can go to his classmates to discuss it first, or he can re-edit the composition and give it to me for feedback, so that it can be continuously revised and improved. "(Teacher Interviewee 4, personal communication, May 21, 2023)

#### 4.2.4 Results of Teachers' Interview

Table 4.7 The Frequencies and Percentage of the Teachers' Answers in the Interview using NVIVO

Points	Frequencies of key concepts found in teachers' answers (N=65)	Percentage
Form Improvement	13	20%
Content Improvement	3	4.6%
Directly Correction	12	18.5%
Constructive Criticism	10	15.4%
Encouraging Feedback	15	23.2%
Expectation	12	18.4%

## 4.2.4.1 Form Improvement

The 4 interviewed teachers indicated that in the actual feedback, most teachers would pay attention to the formal problems in students' writing, and they said that formal feedback is an important tool to help students learn and progress. Teacher respondents indicated that written feedback on form would help students revise their compositions because form feedback includes punctuation, spelling, grammar, vocabulary, etc. A teacher said, "Because of the limited time and the generally low writing level of secondary vocational students, I will pay more attention to some superficial mistakes of students, mainly because there will be more feedback on the form, because I think the main reason for most students' poor English writing is some basic problems." Another teacher stated that formal feedback was the most effective way to help lower-intermediate students improve their writing skills. He said: "My feedback strategy is mainly aimed at some students with poor grades. I am more inclined to improve the overall grades; because the students with excellent grades have limited room for improvement, it is more about the quality of the content."

#### 4.2.4.2 Content Improvement

According to the responses of 4 English teachers, they paid less attention to students' writing content, and the feedback on writing content is more inclined to students with good grades. They said that personalized feedback is needed and necessary, but according to their observation of students and statistics on their writing, content feedback has not been favored and valued by students. When the interviewers further explored the reasons, they analyzed that the reason why the content feedback was sometimes not adopted and had no effect was probably that most of the content feedback was suggestions or some supplementary explanations. In order to avoid misunderstanding the teacher's intention, students mostly adopted a policy of avoiding content feedback. However, they also acknowledged that in some cases their feedback could have been more accurate and easier for students to understand. Respondents indicated that several factors affected the clarity and understanding of content feedback. First, teachers emphasized the importance of using simple language and avoiding jargon or technical jargon that might confuse students. They believe that providing explanations and examples in content feedback can greatly assist students in understanding. In addition, respondents emphasized the importance of tailoring feedback to individual students' needs, as different students require different levels of support and explanation.

- " I think around half of my content feedback is not enough clear and understandable to students. However, there are times when I realize I could have been more precise and simpler in my explanations." (Teacher Interviewee 1, personal communication, May 21, 2023)
- "Using simple language and avoiding jargon is crucial for content feedback clarity. Students need clear explanations and examples to improve the content of the writing better." (Teacher Interviewee 2, personal communication, May 21, 2023)

#### 4.2.4.3 Directly Correction

Three of the four teachers interviewed said that in written feedback they usually directly correct students' mistakes, unless it's in a test or they don't have enough time themselves. Teachers all emphasized the importance of sufficient time for grading writing. A teacher said she would mark students' compositions with colored pens. Another teacher said that he would use some simple symbols to indicate the types of errors, and the instructions for using the symbols would be determined in advance with the students. The other two teachers also said that it is normal for students to draw circles in their writing. In addition, in the interview, the four teachers all said that they generally give suggestions for revision in the blank space of students' writing. Basically, as teachers, they seldom choose to directly correct students' writing, because they all agreed that they are more willing to promote students' independent learning than to directly give things to students, and they said that students will benefit more from selflearning. At the same time, they also said, "Maybe for students, direct corrections will save them time and effort, and students will like them more; but for teachers, it is an irresponsible attitude to directly give knowledge to students." A teacher stated: "Actually, I also realize that teachers' expectations and students' expectations will be different. In future feedback, I will try to give students some direct corrections, depending on the actual situation."

# 4.2.4.4 Constructive Criticism

In the 4 teacher interviews, constructive criticism was rarely mentioned. They think that too much criticism will hit students' self-confidence and reduce students' enthusiasm for learning. They prefer to replace critical feedback with constructive suggestions. Almost all 4 teachers agreed that positive support had a positive impact on students' writing. A teacher said: "For students' writing, if the writing is not good, I will give a demonstration next to it, indirectly reminding students that they can use other expressions." Another teacher said that she would use pictures to record the students' homework that she was not satisfied with, and she would give a second explanation of the writing in class for some students' common mistakes, "After all, criticism for most of the students' problems is not criticism. If you give constructive feedback on writing alone, it may cause students' negative emotions."

## 4.2.4.5 Encouraging Feedback

In the interviews with teachers, all four teachers agreed that encouraging feedback is very important to students. In the actual feedback practice, the three teachers will greatly praise the students. Some will start from the writing itself, some will start from the beauty of writing, and some will start from the number of words of the students. In short, for teachers, actively praising students and actively promoting students can also bring infinite motivation and joy to their careers. Only one teacher said that he seldom expressed his feelings and preferences to the students in the writing feedback. To save time, he would focus on the problems of the composition itself, but he also said that timely encouragement and affirmation are beneficial to the physical and mental development of the students, and he will also change his feedback methods.

# 4.2.4.6 Expectation

In the teacher interviews, all four teachers clearly stated that the expectations of teachers and students will be different. As a teacher, I hope that students will be more proactive to improve after receiving feedback, and I also hope that they can use written feedback to make students improve. Teachers also emphasized the importance of timely feedback to ensure it remains relevant and meaningful to students. They acknowledge that delayed feedback can lead to confusion and hinder student progress. Additionally, respondents emphasized the importance of having feedback dialogues with students. They believe that encouraging students to ask questions and seek clarification will enhance their understanding of the feedback provided. In conclusion, teachers interviewed for this study recognized the importance of clarity and understanding of feedback. While they reported a relatively high rate of clear feedback, they acknowledged the need for continuous improvement. This includes using plain language, providing explanations and examples, tailoring feedback to individual needs, providing feedback in a timely manner, and facilitating feedback conversations with students. By implementing these strategies, teachers can enhance students' understanding and make feedback a more effective tool for their learning and development. A teacher with 22 years of experience stated, "I observed that a majority of students showed positive emotional responses to teacher written feedback. When receiving effective feedback that highlighted their strengths and provided improved instruction, these students expressed pleasure, motivation, and a sense of accomplishment. Emotional responses. Few of the remaining students showed negative emotional responses to feedback. This group of students felt frustrated, discouraged, and even demotivated after receiving criticism or correction." All four teachers agreed that understanding students' needs and expectations for feedback in a timely manner will help feedback to better affect students' writing.

# 4.3 Chapter Summary

Through questionnaire survey, we collected a large number of quantitative data on students' attitudes towards teachers' written feedback. The results showed that students hold a positive attitude towards the teacher's written feedback. They generally expected helpful feedback from teachers, which can help them to improve and improve their writing. Students expected as much written feedback from their teachers as possible, and students show a clear preference for positive and direct types of feedback that can point to their strengths and areas for improvement and provide clear suggestions to improve their writing. The result showed that students are holding an open and welcoming attitude to teachers' written feedback.

More than that, qualitative analysis of semi-structured interviews provides deeper insights. Through face-to-face interviews with students, the researcher delved into their perceptions and experiences of different types of written feedback from teachers. Students had strong dependence on teacher feedback, they wanted teachers to give corrective feedback to improve their writing ability. They believed that the teacher's written feedback is more acceptable, more targeted, more specific and more personalized than the verbal feedback. Students generally agreed that positive and direct types of feedback are the most helpful for improving their writing. They said that the direct correction and advice provided by the teacher made them more aware of their mistakes and weaknesses and able to make targeted improvements. One student said in an interview: "What I like most is that the teacher directly gives me specific examples

and substitute words, which helps me better understand how to improve my writing." Students agreed that written feedback in form (punctuation, format, etc.) is more helpful to the improvement of writing, because the form is easier for them to modify the writing; at the same time, some students thought that feedback on content is also very important.

In addition, students stressed the importance of timeliness and personalized feedback. They want teachers to give feedback as soon as possible so that they can understand their writing problems early and improve. Personalized feedback is also considered more valuable as it is able to provide specific guidance based on the individual needs and abilities of the student.

In addition, the results of the teacher's interview analysis showed that the positive type of feedback and the indirect type of feedback are the most helpful to the improvement of students' writing ability. In the interviews, teachers generally acknowledged the difference between teachers' expectations and students' expectations, and emphasized their responsibilities as teachers. They also hoped to understand students' true attitudes, needs and expectations for written feedback, so as to make more effective feedback to help students improve their writing skills.

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# **Chapter 5**

## **Conclusion, Discussion and Recommendation**

The purpose of this study is to investigate the attitudes toward teacher written feedback in Chinese EFL context among secondary vocational school students, to explore Chinese EFL students' attitudes towards teacher written feedback, and to examine what type of written feedback teachers and students believe is most useful in helping to improve students' writing.

A mixed-method approach was used in this study. The questionnaire was first analyzed quantitatively to explore the attitudes toward teacher written feedback and students' perception toward the types of written feedback in Chinese EFL context among secondary vocational school. Qualitative data from student interviews were analyzed to further explore participants' attitudes toward teacher written feedback, and the teacher interviews were analyzed to further explore teacher's actual practices and their views on the types of written feedback and to seek more evidence on the issues.

In this chapter, first, the findings of the quantitative and qualitative studies are concluded. Then, the main findings are discussed. Finally, recommendations and pedagogical implications for students' writing teaching and giving feedback in secondary vocational school. Finally, the limitations of this study are pointed out and suggestions for improvement are put forward.

# 5.1 Conclusion of the Research Findings

#### 5.1.1 The Results of Quantitative Data

Quantitative findings were concluded and provided based according to the research questions.

#### 1) What are students' attitudes towards teacher written feedback?

The results of the analysis of the attitude questionnaire (mean and standard deviation) showed that the mean value of Chinese secondary vocational school students' attitudes towards teacher written feedback was  $\bar{x} = 4.40/\bar{x} = 4.43/\bar{x} = 4.03$  with a standard deviation of 0.72/0.71/0.81. According to the average, the items with the highest scores for the attitude towards written feedback of secondary vocational students under the Chinese EFL context are: written feedback is necessary and useful ( $\bar{x} = 4.45$ ), receiving teacher written feedback makes students feel happy and satisfied ( $\bar{x} = 4.45$ ), and written feedback had a positive impact on students' English writing ( $\bar{x} = 4.43$ ). Students' comprehension of written feedback had the lowest mean ( $\bar{x} = 3.87$ ) of all items.

Based on the questionnaire findings, it was found that, on average, students had a positive attitude towards written feedback provided by their teachers. The score indicated that a high level of acceptance and satisfaction with the feedback they received in written form. It is important to note that the questionnaire did not provide specific details about the students' attitudes towards written feedback. However, based on the overall high average score and relatively low standard deviation, it can be inferred that students generally viewed teacher written feedback positively and found it helpful for their learning and development.

2) What type of written feedback do students believe is the most helpful in improving their English writing?

The results of the analysis of the types of written feedback questionnaire (mean and standard deviation) showed that the mean value of Chinese secondary vocational school students' attitudes towards the types of teacher written feedback was  $\bar{x}$  =4.52 with a standard deviation of 0.81. According to the average, the options with the highest scores for the attitude towards the types of written feedback of secondary vocational students under the Chinese EFL context are: positive feedback is the most helpful ( $\bar{x}$  =4.89), Direct written feedback (correcting all my mistakes or giving detailed corrections) is the most helpful ( $\bar{x}$  =4.87), and format feedback (grammar and

vocabulary) is the most helpful ( $\overline{x}$  =4.64). Students' attitudes of indirect written feedback had the lowest mean ( $\overline{x}$  = 4.15) of all items.

According to the questionnaire results, it was found that, on average, students had a positive attitude towards all types of written feedback provided by teachers. Among them, the secondary vocational students showed a strong preference for positive feedback, direct feedback and format-oriented written feedback. Notably, the questionnaire did not provide specific details about students' perceptions of the type of written feedback. However, based on the overall high mean scores and relatively low standard deviations, it can be inferred that students generally viewed teachers' written feedback positively and believed that it was helpful to their learning and development.

The questionnaire had to have offered clear alternatives or categories for students to select from in order to find out what kinds of teachers' written comments students think to be most helpful in aiding them in improving their writing. It is difficult to give a definite response based only on the facts given if you are unaware of the alternatives. However, if the questionnaire had a qualitative open-ended question asking students to describe the kinds of written feedback from professors, they find most helpful, you could analyze those answers to detect recurring themes or trends. This qualitative analysis can assist in identifying the precise elements of professors' comments that students believe will help them become better writers.

#### 5.1.2 The Results of Qualitative Data

The semi-structured interview was a qualitative study consisting of 9 items, and 8 student respondents and 4 teacher respondents participated in semi-structured interviews in native Chinese. They were interviewed face-to-face, and the responses were then transcribed, translated, analyzed and summarized by researchers. The interviews were unedited and translated from Chinese to English by the researchers. Each of the data from the respondents was analyzed and interpreted using NVIVO, and then the topic categories of the interviews were summarized

According to the subject content, the semi-structured interview results are summarized and analyzed as follows:

- 5.1.2.1 What are students' attitudes towards teacher written feedback?
- 1) Students have a positive attitude towards teacher written feedback

Students' attitude plays an important role in improving their writing performance. In the interview survey conducted on students, nearly half students said that they did not like English writing, and only few of students liked it. But when asked about the importance and the effectiveness feedback to writing, nearly all 8 students said agreed. In other words, most students stated that did not like writing in English, but they agreed with the importance of feedback and the positive impact of written feedback. When asked why, some students replied that the teacher would draw all the mistakes, and the whole writing was a mistake, which was embarrassing and sad; Some students thought English writing was difficult and so they did not want to write anything in English. However, because of wanting to get high marks in English composition, they wanted teachers to give direct corrective feedback to improve their writing scores.

# 2) Students have strong dependence on teacher written feedback

In the interviews, most of the students wanted as much written feedback from the teacher as possible. Some students even said that without written feedback, they would not be able to revise their writing, and there would be no way to understand the weaknesses of their writing and how to improve it. Nearly half of the student respondents emphasized that the written feedback they received could be incorporated into their own writing to help them revise and improve. Among the eight students, 7 students said that effective feedback can make them have a positive attitude. Through effective feedback, their writing level has been improved to a certain extent, and their confidence in learning English has been enhanced.

To sum up, through the interview, it was found that most students hold a positive attitude towards the written feedback of teachers and thought that the written feedback of teachers plays an important role. They believed that the teacher's written feedback is more acceptable, more targeted, more specific and more personalized than the verbal correction. According to their statements, teachers' written feedback allows students to accurately understand their own achievements and deficiencies, and allows students to receive appropriate criticism and encouragement, thereby improving their writing skills and writing ability.

5.1.2.2 What type of written feedback do teachers and students believe is the most helpful in improving their English writing?

## 1) Positive and Negative Feedback

The interview results indicated that both students and teachers recognized the value of positive feedback in the feedback process. The vast majority of students found positive feedback to be the most helpful. They appreciate specific praise and encouragement because it increases their confidence and motivation to continue improving. Positive feedback reinforces their strengths and validates their efforts, promoting a positive learning experience. Teachers, on the other hand, tend to provide a balance between positive and negative feedback. While they understand the importance of positive reinforcement, they also believe that constructive criticism is essential to growth. Teachers view negative feedback as an opportunity for students to discover areas for improvement and overcome challenges. However, teachers tend to provide negative feedback indirectly, aiming to maintain a supportive and encouraging learning environment.

#### 2) Direct and Indirect Feedback

During the interviews, students clearly expressed their preference for direct feedback, which they felt was the most helpful to improve their writing. They value the clarity and directness of direct commentary, which provides them with specific guidance on how to improve their writing. The direct feedback method resonates with the students, making the feedback process more actionable and effective. Contrary to students' preferences, teachers tend to rely more on indirect feedback, believing that indirect feedback can help students improve their writing. They argue that indirect review encourages critical thinking and self-correction, allowing students to take charge of their own learning. Teachers see indirect feedback as a way to develop students' independent learning skills and promote a growth mindset.

# 3) Form and Content Feedback

Through the qualitative analysis of the interviews, it was found that students pay more attention to the feedback related to the writing form, and thought that the written feedback on the writing form is the most helpful for their writing improvement. They appreciated feedbacks on grammar, vocabulary and overall writing presentation, as these elements are easily revised and directly affect the readability of their work. For students, formal feedback is critical to improving the overall impression of their writing. But at the same time, they also acknowledge the importance of feedback on the content of their writing. In contrast, teachers generally stated in interviews that they paid more attention to most students, and because of time constraints, their feedback practices were more specific to students' writing forms. But for a small number of high-level students, they will pay more attention to content feedback. They said that the English proficiency of secondary vocational students is much lower than that of senior high schools, and the feedback problems they encounter in writing are also related to formal errors. Therefore, teachers agreed that written feedback on the form can effectively improve the writing of ordinary secondary vocational students. In addition, teachers recognized that content-related suggestions challenge and stimulate higher order thinking and creativity. Content feedback encourages students to delve deeper into their topics and develop their ideas more effectively. Therefore, for students with better abilities, teachers will selectively give content feedback. Teachers believed that written feedback on formal errors can help most secondary vocational students revise their writing and will significantly affect their writing level.

In conclusion, the analysis revealed distinct differences in the perceptions of students and teachers towards the types of teacher written feedback. While students value positive and direct feedback that focuses on the form of their writing, teachers lean towards positive and indirect feedback, emphasizing content feedback for advanced learners. Understanding these varying perspectives is crucial for creating a balanced feedback approach that supports student growth and fosters a sense of autonomy in their learning journey. To enhance the feedback process, teachers can strive to strike a balance between direct and indirect feedback, incorporating positive reinforcement while offering constructive guidance. Additionally, providing feedback on both form and content is essential to cater to students' varied needs and learning levels. By establishing open communication with students and considering their preferences, teachers can foster a more effective feedback system that facilitates continuous improvement and empowers students to take ownership of their academic progress.

#### 5.2 Discussion

# 5.2.1 The main findings from research question 1: What are students' attitudes towards teacher written feedback?

Findings indicated that students considered teacher written feedback to be highly necessary ( $\overline{X}$ =4.45; SD=0.71). Students' attitudes mostly positively, and no one thought written feedback was useless. This was consistent with the findings of Ouahidi and Lamkhanter (2020), showing that teacher feedback is very valuable and thus has a beneficial effect on writing ability. This was also confirmed by a previous study by Lee (2008), which focused on students' attitudes towards teacher feedback. Respondents in Lee's (2008) study were divided into two categories: HP students (high proficiency) and LP students (low proficiency). In this project, both respondents indicated that the feedback provided by teachers was considered useful.

Most students indicated that they preferred written teacher feedback over other feedback ( $\overline{X}$ =4.45; SD=0.80). This can be attributed to secondary vocational students' reliance on teachers as their primary source of feedback. In other words, it shows that

students in English composition courses have a great appreciation for and trust in their teachers and perceive them as knowledgeable enough to provide feedback. This is supported by previous studies (e.g., Chiang, 2004; Diab, 2005; Radecki & Swales, 1988; Zhang, 1995) that showed that EFL students preferred to receive teacher feedback and received it more than other feedback (peer feedback and verbal feedback) sources give higher ratings.

Most students believed that written feedback would have a positive impact on their English writing ( $\overline{X}$ =4.43; SD=0.71). Overall, students were positive and satisfied with the use and effectiveness of teachers' written feedback. This finding is consistent with previous studies. Ferris and Hedgcock (2005) concluded after analyzing the research of many scholars that most learners hope to get written feedback from teachers, and think that feedback is very important, which is conducive to the improvement of their writing ability.

Similar to the findings of Zacharias (2007), students in this study showed a range of emotional responses such as happiness, satisfaction, and receiving feedback (questionnaire option 9: I find written feedback useful and I feel happy and satisfied receiving written feedback from teachers;  $\bar{X}$ =4.45; SD=0.63). These findings are consistent with those of Enginarlar (1993) and Radecki and Swales (1988), who found that students felt positively about their teachers' written feedback because they believed it helped them develop and learn more. Students' satisfaction with teachers' written feedback and emotional responses to receiving feedback can be attributed to teachers' suggestions for improvement.

In the option on students' understanding of feedback (Questionnaire Option 10: After receiving written feedback from teachers, I was able to understand all feedback,  $\overline{X}$ =3.87; SD=0.84), this could mean that more than half of the Understand the feedback given by the teacher. Looking deeper, it could be that the teacher used understandable words when giving feedback. This is consistent with Ouahidi and Lamkhanter (2020), who found that most students generally understood teacher feedback. Consistent with

this, this finding also corroborates Lee's (2008) findings that teachers' feedback is perceived as understandable by students.

The study found that college students used written feedback received from teachers to revise their writing ( $\overline{X}$ =4.21; SD=0.78). This was the same statement as Hyland (2003) in his journal *Exploring Teacher Written Feedback and Student Revision*. His findings are that handwritten reviews or written outputs constitute a step forward on the road to writing competence. The questionnaire found that most students received written teacher feedback that was always effective in revising their compositions ( $\overline{X}$ =4.02; SD=0.81). This finding supports the findings of Kepner (1991) and Ferris (2002). It clearly provides ample evidence that not only do most students agree on the importance of feedback, but they actually have a positive attitude towards it.

Findings from student interviews showed that Chinese EFL students strongly believe that teacher written feedback can improve writing in terms of accuracy and fluency issues. This finding also challenges Truscott's (1996) claimed that written feedback had no positive effect on subsequent writing. At the same time, the findings also supported Ferris and Hedgcock's (1998) contention that students do appreciate the teacher's response to their writing and that they paid a great deal of attention to it. Hyland (1998, p. 262), on the other hand, argued that her students not only indicated that they valued feedback, but also through their actions in response to feedback. It can thus be said that Chinese EFL students, similar to students in other related studies, showed strong interest, appreciation, and enjoyment of teachers' written feedback. The most prominent finding of the student interviews was that Chinese EFL students were eager and expected to receive written feedback on their writing from their teachers anyway. It also showed that students do believe they benefited greatly from teacher written feedback.

In interviews, almost all students agreed that teachers' written feedback can correct students' writing errors, especially grammatical errors. Burt (1975) was one of the first to question grammatical correction, claiming that there appears to be no standard as to whether, when, which, or how learners' errors are corrected or by whom. These

statements correlate with those of the student interview. Some students said that "the teacher's feedback can help when writing mistakes appear", and other students said that "the teacher's feedback let me clearly know my writing weaknesses."

During the interview, the students stated: If they can get more attention and feedback from the teacher, the students will form a more positive attitude towards their writing. Most students agree that written feedback from teachers improves their writing. Some students stated that "the teacher's written comments have boosted my confidence" and "I pay great attention to the teacher's feedback". These findings are consistent with research by Dalker (2014), in which student responses describe students' confidence in teachers' written comments in improving writing skills. At the same time, Treglia's (2009) research also showed that teachers' written feedback usually gets positive responses from students. Also, if the students start to be motivated and improve their writing through the teacher's written feedback, it means that the students have a positive attitude toward the teacher's feedback.

It is worth mentioning that the research found that each student's attitudes differed depending on situational factors such as the type of written feedback from the teacher and the amount of feedback received. In other words, compliments elicit emotional responses such as happiness and satisfaction, while criticism with unpleasant words induces disappointment and frustration. As a result, EFL students responded positively to teacher written feedback points. This finding is consistent with that reported in Radecki and Swales (1988). In addition, the students expressed in the interviews that they liked the teachers' encouraging comments. This result is the same as that of Leaph (2011), which showed that students prefer "praise" to "criticism" which is very helpful for writing.

On the other hand, attitudes such as rejection of feedback, dissatisfaction, disappointment, and frustration were associated with students' lack of understanding of some written feedback, their response to receiving too much feedback, or being harshly criticized in their writing. Besides that, when students disagree with the feedback, they also show these negative attitudes. These findings are similar to those of Hyland (1998),

who emphasized that negative comments on students' written texts can disappoint students, so they may delay revising written texts. Similar to Sadler's (1998) findings, this study suggests that negative written comments are depressing because they may evoke negative emotional responses. However, this was not common across all written reviews, as this research suggests that negative attitudes (such as disappointment, frustration, and dissatisfaction) may lead to non-adoption of teachers' written feedback.

During the interviews, students discussed a range of motivations for asking for written feedback. They also discussed feedback from other sources. Overall, students were positive about the written feedback they received. Previous research on feedback in China EFL has mostly focused on the comparison of teacher feedback and peer feedback. However, most of the studies comparing teacher feedback with peer feedback acknowledge the merits of teacher feedback for Chinese students (Carson and Nelson, 1996; Xu and Wu, 2000; Huang, 2004; Lin, 2009).

According to the above comparison, and according to the results of questionnaires and interviews, there were more students who answered "like" to teachers' written feedback than students who answered "dislike", which mean that Chinese secondary vocational students are positive, accepting, and expectant attitude.

# 5.2.2 The main findings from research question 2: What type of written feedback do teachers and students believe is the most helpful in improving their English writing?

The study found that encouraging teacher written feedback was the most helpful for improving students' writing ( $\overline{X} = 4.52$ ; SD = 0.62). Daiker (1989) convincingly argues that encouraging feedback is crucial to successful revision for students, because encouragement, praise, can remind students of the strengths in the text and what should be preserved when revising. In addition, Daiker also pointed out that when students are praised, encouraged, they can experience success, which promotes their learning. In response, Hyland and Hyland (2001) demonstrated that encouraging feedback may

"help reinforce appropriate verbal behavior and develop students' self-esteem." This was also recognized in student and teacher interviews.

In terms of preference for type of teacher written feedback, "direct written feedback (correct all my mistakes or give detailed corrections)" was also one of the highest outcomes selected by students ( $\overline{X} = 4.87$ ; SD = 0.72). Most students think that they prefer it when the teacher directly corrects the mistakes and attaches some comments. On the other hand, in interviews, students expressed their dislike for teachers who only give grades without any feedback on their writing. This is consistent with Ouahidi and Lamkhanter (2020), who described students explicitly stating that they preferred teachers to directly correct mistakes. Individual students also expressed the need for comments or suggestions to clearly identify errors in writing. At the same time, many students said that "teachers should mark all writing mistakes", which means that students prefer teachers to mark all mistakes in their writing. This is also consistent with the interpretation of Ouahidi and Lamkhanter (2020).

Li (2011) believed that learners have different responses and preferences to teachers' written feedback due to differences in language proficiency, learning motivation, and personality. Chandler (2003) believed that students prefer direct feedback. This is consistent with the findings of this study.

Most students were concerned with teacher written feedback on form (e.g., grammar, vocabulary) ( $\overline{X}$  = 4.64; SD = 0.73). The results of this study do not appear to be different from those of previous studies (Cohen, 1987; Dohrer, 1991; Ferris, 1995; Morra & Asis, 2009; Silver & Lee, 2007; Treglia, 2009 and Zamel, 1985), all of which found that most students paid more attention to grammatical errors. This is the same outcome as described by Ouahidi and Lamkhanter (2020), who described that most students choose 'grammar' and then 'organization', which are forms of writing. In addition, the different results of (Chen, Nassaji & Liu, 2016) pointed out that the most important aspect of students' writing performance was content errors according to the respondents' answers of (Chen, Nassaji & Liu, 2016). This difference may be due to the importance of content or ideas having interesting discussions. Therefore, the students

believed that, in terms of the type of teachers' written feedback, the easy-to-understand feedback and the ability to modify writing are important factors to be considered.

In teacher interviews, almost all teachers indicated that they used more formal feedback. However, despite Ruscott's (1996) claimed that grammatical corrections don't work because they only deal with the surface of grammar, not the way language develops, this study shows that comments on grammatical errors are what teachers make most often. In another study, Seker & Dincer (2014) confirmed that most teachers provide students with feedback on organization, grammar, and spelling. Teachers said they would urge students to come up with more ideas and support in their feedback, but did not show them specific examples. These results appear to confirm the findings of many previous studies on teachers' written feedback to students (Cohen, 1987; Ferris, 1995, 1997; Lee, 2004, 2007; Montgomery & Baker, 2007; Morra & Asis, 2009; Treglia, 2009; Zamel, 1985). The results of these studies suggested that, as summarized by Montgomery and Baker (2007), "teachers typically give little feedback on issues of organization and ideas and a lot of feedback on formal issues such as grammar and structure throughout the writing process". Furthermore, even when teachers believe in the need for feedback on content, as one teacher mentioned in an interview, they still do not pay attention to this aspect when providing feedback, and most of the time they end up highlighting language errors (Zamel, 1985).

The study managed to document some interesting findings in terms of the aspects of the feedback students received. Grammar was one of the most commonly reported aspects in this study, while paragraph structure and content were the least common. This is in contrast to (Baghzou, 2011) research which showed that students' writing improved significantly after receiving content feedback.

Although the feedback strategies of the four teachers were different, the interview findings showed that they all tended to indirect feedback. That is, the teacher provided feedback on the student's writing but did not give the student the correct form or structure. The teacher's views on this issue in this study are consistent with the general view in the literature that indirect feedback "increases students' engagement and

attention to form and problems" (Ferris, 2003). They argued that direct feedback inhibits self-correction.

Another serious problem in this study was that students relied heavily on teacher written feedback to locate and identify their problems. If mistakes are not highlighted by the teacher, then students will not correct them. One student made it clear in the interview that she only paid attention to the problems pointed out by the teacher in the feedback. At the same time, very few students claimed that the feedback they received did not make them feel good about themselves, nor was it perceived as motivating. This feeling was likely generated by the way the feedback was worded, a situation similar to research by (Ferris, 2007) which claimed that teachers may induce negative emotions in students through written feedback.

This study found that praise feedback is considered important because they have a positive impact on learners' foreign language learning. Gee (1972) concluded that praising comments resulted in students writing more essays than students who were not praised. Overall, most students appreciated praise comments and expressed a need for various types of praise in teacher feedback. This supports Treglia's (2008) finding that the comments that learners find most helpful are those that provide some recognition for their writing. Others made it clear that they wanted to see praise comments in their writing, and that praise comments prompted them to keep reviewing teacher feedback.

Dragga (1988) found that students appreciated feedback that pointed out what they did well. They wanted clear and specific comments. Some learners appreciate positive comments from teachers, even if they are not targeted and specific. At the same time, very few students claimed that the feedback they received did not make them feel good about themselves, nor was it perceived as motivating. This feeling was likely generated by the way the feedback was worded, a situation similar to research by (Ferris, 2007) which claimed that teachers may induce negative emotions in students through written feedback.

Ferris (1997) noted that teacher feedback remains the most common form of response to student writing, and that there is no one-size-fits-all format. This mean teacher needed to weigh their options when providing feedback on students' writing. This was also consistent with the statements in the interviews with teachers in this study. They said that it is difficult to provide a unified feedback standard, because the feedback can only be targeted according to the students' writing.

In this study, teachers tended toward positive and indirect feedback types, and students viewed encouraging and direct written feedback positively. In addition, findings indicated that secondary vocational students expect teachers to provide timely and personalized written feedback. The teacher's timely written feedback will help them identify issues that need improvement in the composition. Second, students expected personalized feedback because it can boost their confidence and enthusiasm for writing. However, there are partial differences in students' and teachers' expectations for written feedback, so teachers should increase communication activities with students to meet their learning needs.

#### 5.3 Recommendation

#### 5.3.1 For Students

After receiving feedback from teachers, most students said that they only made rough corrections, and only corrected the mistakes that they could correct, and did not pay attention to the mistakes that could not be corrected. After seeing the teacher's feedback, students should improve independent learning ability, consult and correct the mistakes, actively ask to understand and solve each feedback.

It is recommended that students review their writing again before submitting, mainly from the following aspects to double-check. First of all, students need to check whether the content of the composition is full and whether it is off-topic; Secondly, students should check the language again, for example, whether the language is fluent, whether the grammar is correct, and whether the vocabulary is appropriate. Finally,

students check for details such as the use of capitalization and punctuation. According to these principles, students will gradually acquire the understanding of correcting mistakes in writing, so as to improve students' self-learning ability.

When facing a large number of mistakes, it is inevitable that students will feel depressed. At this time, students need to adjust their own mentality and treat the problem with a positive attitude. For teachers' praise, students should not be proud or complacent, but should work harder to improve their compositions. When seeing negative comments, students should not be depressed, to correct mistakes in time and strengthen the weak areas of practice.

Many studies have shown that rewriting and rewriting is an effective way to improve the composition level. In the process, the students will think again and consolidate their knowledge. Thus, stimulating writing interest and improving the writing level. Therefore, the students should revise and rewrite the composition.

#### 5.3.2 For Teachers

Teachers should adopt a variety of ways to give feedback, such as face-to-face correction, self-evaluation, peer evaluation, etc., which can not only improve the efficiency of correction, but also help teachers reduce the burden. When giving feedback, teachers can first ask students to correct themselves and give play to students' initiative. Teachers should take improving feedback efficiency as the goal in teaching, and use various feedback means to optimize feedback efficiency.

Most teachers' feedback focuses on grammar and vocabulary and ignores feedback on content and organizational structure. Only comprehensive feedback can improve students' composition level as a whole. Sometimes face-to-face feedback is necessary so that teachers and students can have in-depth exchanges and students can have opportunities to fully express their views.

The use of simple language symbols can save teachers a lot of time when correcting compositions, so teachers should form their own feedback symbols and feedback styles. A code that makes language symbols more understandable so that students can quickly learn about problems and mistakes in their writing. This type of markup includes grammatical aspects, language levels, and writing. And before using, they must inform students in detail about the meaning of each code, so as to achieve effective communication of written feedback.

Teachers should pay attention to the aspects of comments when giving feedback. One is to focus on the diversity of reviews. Teacher feedbacks should be specific and clarify. On the other hand, the feedbacks should focus on positive comments. Encouraging and personalized feedback can increase students' self-confidence and enhance students' initiative and enthusiasm. Through the interview, it can be found that the teacher did not check the modification of the composition. Teachers should ask students to revise their composition within the specified time, submit it again and give feedback, and understand the feedback applied to students' reactions.

### 5.3.3 For Further Study

First, researchers should increase classroom observation and the number of participants in interviews, and increase the number of research schools. Secondly, go deep into the front-line secondary vocational English teaching, continuously enrich the English teaching experience, and provide empirical support for optimizing the implementation of written feedback in secondary vocational schools. Third, researchers should consider the impact of different factors on students' attitudes, responses, and expectations toward written feedback. In terms of students' language level, researchers can divide students into high-level students and low-level students for research. Other researchers could also look at the characteristics of written feedback between novice and experienced teachers. In addition, researchers can conduct comparative studies from students from different sources or schools of different nature, the difference in written English feedback between public schools and private schools in a certain grade, and the comparative study of written feedback between rural schools and urban schools.

## 5.4 Chapter Summary

Although this study has achieved some results through the analysis of students' questionnaires, interview and teachers' interview, it still has some shortcomings.

First of all, Study participants were in only one secondary vocational school, which cannot fully represent the English writing feedback of students in the city and even the whole country. Secondly, although the questionnaire and interview were conducted in a relatively relaxed environment and the researcher had validated her research instruments as best as she could, these two research instruments are self-report which may depend on how the students' emotions and situation they have encountered during the two months of data collection.

There are still many aspects worth studying in the future, which can be explored by researchers from different research objects and research methods. All in all, with the progress of the time, the collection and processing of data are becoming more and more convenient, and the researcher believe that there will be new breakthroughs in the study of written feedback in the future.

<sup>3</sup>73 गूर्श ने स्व रंश ते ज

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Certificate of Approval by Ethics Review Board of Rangsit University

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COA. No. RSUERB2023-064



## Certificate of Approval By

Ethics Review Board of Rangsit University

COA. No.

COA. No. RSUERB2023-064

Protocol Title

STUDENTS' ATTITUDES TOWARDS TEACHER WRITTEN

FEEDBACK: A CASE STUDY OF CHINESE SECONDARY

VOCATIONAL SCHOOL

Principle Investigator

DENG JING

Co-investigator

Associate Professor Dr. Sumalee Chinokul

Affiliation

Suryadhep Teachers College, Rangsit University

How to review

Expedited Review

Approval includes

1. Project proposal

2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval:

1 May 2023

Date of Expiration:

1 May 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or JCH-GCP

Signature...

(Associate Professor Dr. Panan Kanehanaphore)

Chairman, Ethics Review Board for Human Research

## Appendix B

Permission Letter of Research School

Egggergaren Rangsit University



มะเริกษาพันธ์จริก เมืองอก ก.พหลียธิม ระบฤษตานี 12000

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Suryadhep Teachers College

STC.4800/0924

19 April 2023

Subject: Request for Permission to Collect Data for a Master's Thesis at Maoming No.2 Vocational & Technical School

The Principal
Macming No.2 Vocational & Technical School,
Macman District, Macming City, Guangdong Province, China

Dear Sir/Madam,

Miss Deng Jing, Student ID: 6406935 is now studying in the Master in Education (Bilingual Education and English Language Teaching) at Suryadhep Teachers College, Rangsit University, Pathum Thani, Thailand. She is now planning to collect the data for her thesis in 12th grade secondary vocational school students. Three instruments will be used for her thesis entitled "Students' Attitudes Towards Teacher Written Feedback: A Case Study of Chinese Secondary Vocational School".

The objectives of the research are:

1, To explore Chinese EFL students' attitudes towards teacher written feedback.

2. To examine what types of teachers written feedback students believe are most useful in helping to improve their writing.

After completion, this study will be taken as partial fulfillment of the requirements for the Degree of Master of Education in Bilingual Education and English Language Teaching. It is hoped that the research findings will be useful for all the parties concerned to use for their benefits. Thus, I would like to seek for your kind permission for the student, Miss Miss Deng Jing, Student ID: 6406935 to collect the data in Maoming No.2 Vocational & Technical School.

On behalf of Rangsit University, I truly appreciate all the help and support you can give in Miss Miss Deng Jing's thesis endeavor.

Yours sincerely.

Malivan Praditteera, Ed.D.

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## Appendix C

Item Objective Congruence Index (IOC) Form

## **Item Objective Congruence (IOC) Form 1**

	<b>Questions for Teacher Written</b>	Rati	ng by Exp	perts	
NO.	Feedback		Expert 2	Expert 3	Remarks
Grade	年级:				
Class	班级:	+1	+1	+1	Accepted
Gende	er 性别:				
1	You think it is necessary for teachers to give feedback on students' writing. 你认为老师对学生的写作给予反馈是必要的。	-1	+1	+1	Adjusted
2	You prefer teachers to give you written feedback than other types of feedback on your writing. 比起其他形式的写作反馈, 你更喜欢老师给你书面反馈。	-1	+1	+1	Adjusted
3	In your opinion, teacher written feedback plays an important role in English writing. 在你看来,老师的书面反馈在英语写作中起着重要的作用。	N. I.	+1	+1	Adjusted
4	You think teacher written feedback can improve students' English writing skills. 你认为老师的书面反馈可以提高学生的英语写作技能。	-1	+1/5/1/5	+1	Adjusted
5	You really look forward to getting teacher written feedback. 你真的很期待得到老师的书面反馈。	angsit	+1	0	Adjusted
6	You think that the positive and effective teacher written feedback can stimulate your interest in learning and enhance your enthusiasm for learning. 你认为积极有效的老师书面反馈可以激发你的学习兴趣,提高你的学习热情。	-1	+1	+1	Adjusted
7	After you get the essay, you read the teacher's comments carefully. 拿到作文后,你仔细阅读了老师的评语	-1	+1	+1	Adjusted
8	The teacher written feedback can be a great help to your composition revision. 老师的书面反馈对你的作文修改有	-1	0	+1	Adjusted

	Questions for Teacher Written	Rati	ng by Exp	perts	
NO.	Feedback	Expert 1	Expert 2	Expert 3	Remarks
	很大的帮助。				
9	The teacher written feedback you got were always helpful and useful. 你得到的老师的书面反馈总是有用的。	-1	0	+1	Unaccepted
10	You prefer teachers to correct your writing. 你更喜欢老师纠正你的作文。	-1	0	+1	Unaccepted
11	You like your teacher to highlight some typical mistakes. 你希望老师指出一些典型的错误。	-1	0	+1	Adjusted
12	You like your teacher to mark all the mistakes and not correct them. 你喜欢你的老师标记所有的错误而不纠正它们。	-1	+1	+1	Adjusted
13	About your writing work, you like teachers just give grades. 关于你的写作,你喜欢老师只给分数。	-1	0	0	Unaccepted
14	You prefer the teacher to make suggestions on the content of the article. 你更希望老师对文章的内容提出建议。	-1	+1.1/5/2	+1	Adjusted
15	After reading the teacher written feedback, you will absorb the suggestions and revise the composition. 在阅读老师的书面反馈后,你会吸收其中的建议并修改作文。	angsit	Jrin +1	+1	Adjusted
16	The teacher written feedback you're getting is always what you want. 老师给你的反馈总是你想要的。	-1	0	0	Unaccepted
17	After the teacher gives written feedback, you understand all the problems she has pointed out. 在老师给出书面反馈后, 你明白了她指出的所有问题。	-1	0	+1	Adjusted
18	After written feedback from the teacher, you know how to correct the problem. 从老师那里得到书面反馈后,你知道如何纠正问题。	-1	0	+1	Unaccepted
19	Teachers written feedback from the perspective of content and ideas will help	-1	+1	+1	Adjusted

	Questions for Teacher Written	Rati	ng by Exp		
NO.	Feedback	Expert 1	Expert 2	Expert 3	Remarks
	improve your English writing ability. 从内容和思想的类型的教师书面反 馈,有助于提高你的英语写作能力。				
20	Teacher written feedback on the details (e.g., spelling, punctuation) will help improve your English writing ability. 关于细节类型(如拼写、标点)的教师书面反馈将有助于提高你的英语写作能力。	-1	+1	+1	Adjusted
21	Teachers' written feedback in terms of vocabulary and grammar will help improve your English writing ability. 关于词汇和语法类型的教师书面反馈将有助于提高你的英语写作能力。	-1	-1	+1	Unaccepted
22	Teacher's written feedback in terms of organizational structure will help improve your English writing ability. 关于组织结构方面的教师书面反馈有助于提高你的英语写作能力。	-1	-1	0	Unaccepted
23	Additional Comments and Suggestions 其他意见和建议	-1	+1	+1	Adjusted

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## **Item Objective Congruence (IOC) Form 2**

	Questions for Teacher Written	Rati	ng by Ex	perts		
NO.	Feedback	Expert 1	Expert 2	Expert 3	Remarks	
1.Inte	erview time 采访时间:					
2.Inte	rview place 采访地点:					
3.Inte	rviewer 采访人:					
4.Bas	ic information of interviewees 被采					
访者	的基础信息:	+1	+1	+1	Accepted	
(1) G	ender 性别:					
` '	ge 年龄:					
` ′	eaching background 教学背景:					
	Describe and explain your feedback					
1	practice.	+1	+1	+1	Accepted	
	描述和解释你的反馈实践。					
2	What areas do you focus on the feedback? Why?	+1	+1	+1	A41	
2	你们。 你关注哪些方面的反馈?为什么?	7.1	+1	<sup>+1</sup>	Accepted	
	What strategies do you use in providing					
3	error feedback?	0	+1	+1	Adjusted	
	在提供错误反馈时使用什么策略?		>			
4	How do you see the functions of your written comments?	0	+1.5	+1	Adjusted	
'	你如何看待你的书面反馈的功能?		0		rajustea	
	What do you expect students to do after		ini			
5	receiving the feedback?	+1	V+1	+1	Accepted	
	你希望学生在收到反馈后做什么? What roles do you expect your students to	andsi'	•			
	play in the feedback process?	(01.5		_		
6	你希望你的学生在反馈过程中扮演什	-1	-1	+1	Unaccepted	
	么样的角色?					
7	Additional Comments and Suggestions	-1	+1	+1	Adjusted	
	其他意见和建议	_	1	_	110,000	

# **Item Objective Congruence (IOC) Form 3**

	Ougations for Tasakar Writter	Rati	ng by Ex	perts	Dating by	
NO.	Questions for Teacher Written Feedback	Expert	Expert	Expert	Rating by Experts	
	recuback	1	1	1	Experts	
1.Inte	rview time 采访时间:					
	rview place 采访地点:					
3.Inte	rviewer 采访人:					
4.Bas	ic information of interviewees 被采					
访者	的基础信息:	+1	+1	+1	Accepted	
(1) G	ender 性别:					
(2) A	ge 年龄:					
(3) C	lass 班别:					
		4				
1	How would you rate your writing proficiency?	+1>	+1	+1	Accepted	
1	你如何评价你的写作水平?		11	'1	Accepted	
	What was your first impression of the					
2	teacher written feedback?	+1	+1	+1	Accepted	
	你对教师书面反馈的第一印象是什么? How did you feel when you received the					
	teacher's feedback?					
3	当你收到老师的反馈时,你是什么感	+1	+1	+1	Accepted	
	觉?					
4	How do you react to the teacher written feedback you received?	-1	-1	0	Unaccepted	
4	收到教师书面反馈后, 你会如何反应?	-1	-15	U	Onaccepied	
	What type of written feedback do you		ilio			
5	think is the most helpful for your writing?	+1	U <sub>+1</sub>	+1	Accepted	
	什么类型的书面反馈对你的写作最有帮助?	andsi	•		1	
	Additional Comments and Suggestions	Karia	_			
6	其他的意见和建议	-1	+1	+1	Adjusted	

Appendix D

**Questionnaires and Interviews** 

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### **QUESTIONNAIRE**

# Survey of EFL Students' Attitudes Regarding Teacher Written Feedback in English Writing

#### Dear students:

Hello! First of all, thank you very much for participating in my research! The purpose of this questionnaire is to understand students' attitudes to teacher written feedback, so as to better improve teaching. The results of the questionnaire are only used for research, there is no right or wrong for the selected results, and it will not affect your personal identification and evaluation. This questionnaire is anonymous, and we will keep it strictly confidential. Please fill it out truthfully according to your actual situation. This is very important to our research. Thank you for your support and cooperation!

#### Part I: Personal Information (Please fill in the correct information.)

NO.1	Grade:	□10th Grade	□11th Grade	☐12th Grade	
NO.2	Class:	□1 Class	☐2 Class	□3 Class	☐4 Class
		□5 Class	☐6 Class	□7 Class	□8
	Class				
NO.3	Gender:	Male	Female		

# Part II: Please read the questions carefully first, and answer the questions in the questionnaire according to your actual situation.

Note: This questionnaire includes a total of 40 questions, please tick " $\sqrt{}$ " under the option that best suits your actual situation and ideas, and answer according to the requirements of the questions. If the topic is not marked, it is a single choice.

1=disagree completely 2=disagree 3=not sure or neutral 4=agree 5=strongly agree

NO.	Questions for Teacher Written Feedback	1	2	3	4	5
4	I think teachers' written feedback is very necessary for English learning. 我认为教师书面反馈对于英语学习是非常有必要的。					
5	I prefer teacher written feedback to other teacher feedback. 相比其他的教师反馈, 我更喜欢教师书面反馈。					
6	I think written feedback will have a positive impact on my English writing. 我认为书面反馈会对我的英语写作产生正面的					

NO.	Questions for Teacher Written Feedback	1	2	3	4	5
	影响。					
7	I think teacher written feedback can improve my English writing skills and writing ability. 我认为教师书面反馈可以提高我的英语写作和写作能力。					
8	I value and look forward to receiving written teacher feedback. 我很重视并且非常期待收到教师书面反馈。					
9	I think written feedback is useful, receiving teacher written feedback makes me feel very happy and satisfied. 我认为书面反馈是很有用的,收到教师书面反馈会让我感觉到很开心很满足。					
10	After receiving teacher written feedback, I can understand all the feedback. 收到教师书面反馈后,我能够理解所有的反馈。					
11	I will use the teacher written feedback received to revise my writing. 我会采用收到的教师书面反馈对我的写作进行修改。					
12	The teacher written feedback received is always effective in revising my writing. 收到的教师书面反馈对我的作文修改总是有效的					
13	Teacher written feedback on form (e.g. punctuation, spelling) has helped my writing most. 针对形式的教师书面反馈(例如标点,拼写)对我的写作提高最有帮助。					
14	Teacher written feedback on form (e.g. grammar, vocabulary) is most helpful in improving my writing. 针对形式的教师书面反馈(例如标点,拼写)对我的写作提高最有帮助。					
15	Teacher written feedback on the content is the most helpful in improving my writing. 针对内容的教师书面反馈对我的写作提高最有帮助。					
16	Indirect written feedback (just pointing out mistakes without correcting me or giving comments that have nothing to correct) has helped my writing most. 间接的书面反馈(只指出错误不帮我纠正或者给出一些无关纠正的评论)对我的写作的提高最有帮助。					
17	Direct written feedback (correcting all my mistakes or giving detailed corrections) has helped my writing					

NO.	Questions for Teacher Written Feedback	1	2	3	4	5
	most. 直接的书面反馈(纠正我的所有错误或者给出详 细的纠正意见)对我的写作的提高最有帮助。					
18	Encouraging teacher written feedback has been most helpful in improving my writing. 鼓励性的教师书面反馈对我的写作的提高最有帮助。					



## **Student's Interview Questions List**

- 1. How would you rate your writing proficiency?
- 2. What was your first impression of the teacher written feedback?
- 3. How did you feel when you received the teacher's feedback?
- 4. What type of written feedback do you think is the most helpful for your writing?

Additional and suggestion



## **Teacher's Interview Questions List**

- 1. Describe and explain your feedback practice.
- 2. What areas do you focus on the feedback? Why?
- 3. What strategies do you use in providing feedback?
- 4. What type of written feedback do you think is the most helpful for students writing?
- 5. What do you expect students to do after receiving the feedback?

Additional and suggestions

Additional and suggestions

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## Appendix E

Translation of Students' Interview Responses

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Ques	tion 1 How would you rate your writing proficiency?
Student 1	I don't have much confidence in English learning, and my English score is at the middle level in the class. I think learning English is very difficult for me, especially English writing. Writing skills are limited. I am eager to learn more writing skills and methods, and I am looking forward to improving my English writing level.
Student 2	I think my English score is not bad, because I like English very much, I will learn more about English after class, I can listen to some English songs, I like to watch English movies, and I can also read English novels.
Student 3	My English level is average, and I don't always get good marks in English writing. Sometimes I am afraid of writing, I feel that writing is difficult to improve, and I am afraid of bad evaluations from teachers. I can only use some simple sentences, and I can't understand some complex sentence patterns at all.
Student 4	My English grammar is relatively weak, there are many mistakes, and my grades are not ideal every time, which makes me less confident in English writing and lose interest in learning English. I hope to have some directions and skills for learning English. There are many descriptions of writing topics, and I can't express them with accurate words, but can only make up for them with simple explanations.
Student 5	I am more confident in English learning. Although my writing ability is average, I enjoy learning English. I hope to learn more writing skills or writing strategies, and I look forward to making progress in my English writing.
Student 6	I think writing is the most difficult thing in the process of learning English, and it is also the most difficult to improve the writing level. For the improvement of English scores, I still lack some methods and skills. English is still very important for my college entrance examination.
Student 7	I like English subject very much. My English scores are not bad. There are no obvious shortcomings in the four sections of listening, speaking, reading, and writing. I am also more interested in English learning. As long as I study hard, there will always be progress and improvement.
Student 8	I think my English score is not bad, and my English writing is not bad. I am often praised by teachers, and I have great enthusiasm for learning English as a subject. I also summed up a set of methods on how to write a good composition.

Question	Question 2: What was your first impression of the teacher written			
	feedback?			
Student 1	I look forward to the teacher's written feedback very much. It is very helpful for the improvement of writing. Feedback is taken seriously. Hope to get more recognition and suggestions from teachers. The more feedback the better, so I know how to revise my writing.			
Student 2	I take feedback very seriously. When I receive relevant written feedback from teachers, I will immediately read the feedback given to me by the teacher, think carefully, and then revise my composition. When I encounter written feedback that I don't understand, I will also take time to ask the teacher.			
Student 3	I think feedback should be very important for English learning. I would rather receive written feedback than verbal feedback. Written feedback will reduce my psychological burden a little because I am afraid of facing the teacher's evaluation.			
Student 4	I had some bad experiences with the written feedback I received earlier. Because what I often get is negative feedback. For example, the teacher always points out that my writing is not good here, but there is no clear direction for me to revise it. Without clear feedback, I can't improve, and I feel ignored. This kind of feedback makes me feel helpless.			
Student 5	I think the teacher's written feedback is very important. It can give me more advice on learning and help me improve my English performance. Feedback from the teacher means the attention of the teacher, and the more feedback the better. I don't know how to improve without feedback.			
Student 6	Written feedback from teachers is very important to students. Only the teacher knows what I need to correct or how to improve. The teacher's feedback is the only channel for me to improve my English writing.			
Student 7	I think it is a very good thing to receive feedback from the teacher, whether it is good or bad feedback, it means that the teacher can try his best to give you more answers and help. I always look forward to the teacher's written feedback, which is a tool that can help me improve my English skills.			
Student 8	I think teachers' written feedback is a way to evaluate students' writing. Relatively speaking, more clear and specific feedback is helpful for me to revise my composition. Written feedback is necessary and important for both teachers and students.			

Questi	on 3: How did you feel when you received the teacher's
	feedback?
Student 1	I would be happy and anxious at the same time. When I see the teacher's feedback is very specific and clear, I feel the teacher's attention, so I have more positive ideas to learn. If there was only one score, I would feel a little disappointed and frustrated. Without teacher feedback, I have no direction to revise. I like to receive feedback that is different from my classmates.
Student 2	If the teacher's feedback is specific and clear, I feel very happy or satisfied. If the teacher only gave me a score and gave me no specific advice, I would be a little disappointed. But most of the time, the feedback given by the teacher is enough.
Student 3	I am afraid of receiving feedback that is full of criticism and suggestions, and I hope to get more praise and attention from the teacher. I also try to make revisions if the written feedback I receive is clear and specific. But I am afraid of making mistakes, and I don't like too much wrong feedback. If the amount of feedback is too much, it will make me lose confidence and cause more learning anxiety.
Student 4	Positive feedback makes me happy that my hard work has been rewarded and recognized. I prefer clear and specific feedback because it will give me a direction to work on. Don't like some general feedback or situations where there are only scores. Feedback from teachers has a huge emotional impact on me.
Student 5	I was pleasantly surprised to receive the teacher's feedback, and I was also very curious about how the teacher would evaluate my composition. I will take every feedback given by the teacher seriously. I hope to get the teacher's attention and affirmation, which will give me great confidence and make me more active in learning.
Student 6	When I receive feedback from my teacher, I will be very happy and excited, and I value every feedback he gives me because I think the teacher's feedback is always helpful to me. I will share the teacher's feedback with my deskmate, and I will review it together and make revisions based on the feedback given by the teacher. If there is anything I don't understand, I will discuss it with my deskmate.
Student 7	I will take the written feedback given to me by the teacher seriously.  I think positive feedback is the teacher's affirmation and recognition of the student's composition. For some writing mistakes, the teacher will give direct feedback and provide correct writing ideas or writing methods, which is very helpful for me to revise my composition.

Student 8	I will pay more attention to the teacher's evaluation, so I am nervous
	and looking forward to the feedback. I will take every feedback from
	the teacher seriously, and write according to the feedback given by
	the teacher. If the teacher said in the feedback that my writing is good,
	I will feel very happy.



Question 4: What type of written feedback do you think is the most helpful	
	for your writing?
Student 1	I think positive feedback is more helpful to my study. The affirmation and praise given by the teacher are the driving force for my progress. Compared with formal feedback, I prefer the teacher to give me detailed feedback on the content of my writing. If the teacher's feedback can pay more attention to my writing content and suggest revisions, I will be very happy and make serious revisions. I also prefer direct feedback from the teacher, I hope he can circle all the mistakes I made and tell me how to fix them. If the teacher's feedback is too tactful, it may take me a lot of time to understand his feedback.
Student 2	Compared with the teacher simply commenting "Well done!", I prefer the kind of specific, clear, and convenient feedback that can point out my problems. I don't think this is negative, as long as it helps me improve my writing, I think it is positive feedback. I like that the teacher pays more attention to the content of my writing. If there is something poorly written, I hope the teacher can give me some example sentences. In terms of form, I hope that the teacher's feedback can always be simply drawn or circled with a pen, without any correction, and I will correct it myself.
Student 3	I hope the teacher can give me more affirmation and support so that I will be more active in learning English. I love positive feedback, pointing out problems where appropriate, and giving me some clear direction for revisions. At the same time, it would be better if the teacher gave me specific and direct feedback. For form or content, I see no difference.
Student 4	Rather than direct criticism, I would prefer indirect feedback from the teacher, such as some suggestions. As long as it is not critical feedback, nor is it the kind of feedback that only points out the problem without giving the answer, I can accept it. I feel that it is difficult to improve at once with the feedback on the content, and the feedback on the form will help me modify it.
Student 5	Positive feedback represents a kind of affirmation from the teacher to me, which will give me confidence, and then inspire and fight. Whether it is feedback on form or content, I hope the teacher can point it out to me; if it is feedback on content, I hope the teacher can help me correct it, and then give me detailed comments or suggestions. Direct feedback would make it easier for me to revise.
Student 6	I think the teacher can directly point out the deficiencies in the

	composition, give feedback on the discourse level of the composition, such as content and organizational structure, and
	language errors, such as grammar, vocabulary, spelling, etc., and then I will make corrections based on the teacher's feedback. Hope
	to get more positive encouragement and approval.
Student 7	I think direct feedback can help me improve my English
	performance, because no matter in form or content, I can only make
	corrections if the teacher gives me clear and specific feedback.
	Whether the teacher circled it or gave a suggestion or comment, I
	was able to know where the problem was.
Student 8	I would like positive feedback, it will greatly improve my English.
	I prefer to figure out how to modify by myself, so indirect feedback
	is more suitable for me and will bring me more thinking.



Additional and Suggestions	
Student 1	I think the more written feedback from the teacher, the better. I think personalized feedback is also very important, and stereotyped feedback is not specific to personal writing, because everyone's situation is different. I hope the teacher's feedback is more specific and clarify.
Student 2	I think the teacher should pay attention to the time of feedback. Sometimes I only receive feedback from the teacher at intervals of one week. Only timely feedback can help me discover problems in time and help me to correct and improve.
Student 3	Timeliness is another key factor. When I can receive feedback as soon as possible after submitting an assignment, I can better integrate the feedback with my thinking and learning process. This way, I can quickly correct mistakes and avoid repetition, rather than waiting until next time to apply them to my learning.
Student 4	I feel valued and supported when I see my teachers documenting my strengths and areas for improvement in detail. I expect written feedback from my teacher to point out all of my details. Details decide everything.
Student 5	Constructive feedback has also been very helpful to me. When the teacher not only pointed out what I was doing wrong, but also gave specific suggestions and ways to improve, I was able to better understand how to apply those suggestions and get better grades on the next assignment.
Student 6	When I read the feedback, I found that the teacher gave a lot of positive encouragement and specific suggestions. It made me feel gratified and supported, and I felt that the teachers really cared about my progress. I would like to receive personalized feedback specific to my situation.
Student 7	I know the feedback will point out where I need to improve, but it will also point out my efforts and achievements. I see feedback as an opportunity to improve my performance.
Student 8	I have found that encouraging feedback is also important for my learning and achievement. When the teacher can recognize my efforts and progress and give positive affirmation and encouragement, I will be more motivated to continue to work hard and pursue higher goals. This kind of support and positive feedback can boost my self-confidence and push me to achieve better results in my studies.

## Appendix F

**Translation of Teachers' Interview Responses** 

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Question 1: Describe and explain your feedback practice.	
Teacher 1	I have been teaching for 7 years, and I am mainly responsible for teaching English to secondary vocational students. I attach great importance to feedback in English teaching, and I think timely feedback can help me understand the situation of students, so that I can adjust my feedback strategy in time. I think written feedback has a longer recording function than oral feedback. Students can clearly see my evaluation and revise his work. If time is limited, sometimes I will just give points or grades.
Teacher 2	I have 8 years of teaching experience to teach English to secondary vocational students. I think feedback is a very important part of writing teaching. It can help students discover the shortcomings of writing, and then improve their writing ability. Only when students are given more detailed, clear and specific feedback, can students discover and understand that writing problems in their writing, and then reflect and summarize their compositions, so as to improve their writing.
Teacher 3	I am a teacher with 22 years of teaching experience. I have always paid attention to written feedback to students. I usually use the following methods. First, when students make mistakes in writing, I will explain the reasons for the mistakes in detail and provide correct answers. Doing so can help students gain better understanding and avoid repeating mistakes. Second, in my feedback, I will affirm the students' hard work. No matter whether the students' writing is excellent or not, I will praise their hard work and progress. This can motivate students to continue to study hard, and enhance their self-confidence, so that students can practice writing more. Third, in addition to explaining mistakes and affirming students' efforts, I will also provide some suggestions and guidance.
Teacher 4	I have 6 years of teaching experience, and now I am teaching English in Class 1 and Class 2 of secondary vocational schools in Grade 12. In my own composition teaching in secondary vocational English, I usually use colored pens to review their compositions. I will let the students do a self-correction, and there is a way of mutual correction between their classmates to achieve the promotion of their mutual learning. I will focus on detailed and specific written feedback on the student's composition, and then combine the overall evaluation with the detailed evaluation so that

	I will not only give words of encouragement but also give constructive suggestions to improve his writing. I also give oral
	feedback to individual students.
Questi	on 2: What areas do you focus on the feedback? Why?
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Teacher 1	What I pay more attention to in the feedback practice is the students' language fluency and grammatical mistakes. The application of grammatical structure and the accuracy of vocabulary is an important content for me to evaluate students' writing.
Teacher 2	During the written feedback process, I pay more attention to students' mistakes in grammar, spelling, punctuation, etc., because these mistakes will directly affect the quality of students' writing. My feedback practice mainly includes two aspects. One is to provide written feedback on students' writing assignments, point out their mistakes in grammar, spelling, punctuation, etc., encourage them to use more skills such as vocabulary and sentence patterns in writing to improve their writing level and provide suggestions for revision of the composition as a whole. The second is to provide oral summary feedback for students' writing performance.
Teacher 3	I pay more attention to the timeliness of student composition feedback because I think the timeliness of feedback is the life of feedback. The faster and more timely feedback, the more effectively the teaching activities can be regulated. Therefore, at the stage of forgetting the fastest, I timely correct students' compositions and give feedback and guidance, so as to reduce the chance of students forgetting, reduce the forgotten content, and cultivate their correct writing habits.
Teacher 4	I think I will pay more attention to whether the feedback I give to students is clear and specific because I think feedback should provide students with a descriptive learning goal or improvement method. I think that in order to effectively improve his learning, it is necessary to replace this simple judgmental feedback with specific and clear feedback.

Question 3: What strategies do you use in providing feedback?	
Teacher 1	For each writing training, I would list one or two writing skills as the focus of training. The main function is to test the effect of the application of this special writing skill, and then to achieve the teaching purpose of using this writing skill initially through written comments and exchanges and revisions for students. For students with poor writing skills, I would focus on guiding them to select materials, and there will be more feedback. At the same time, I would choose one-to-one interviews appropriately; for some typical wrong sentences or inappropriate words, I recorded them in time and use them to review and revise together in class.
Teacher 2	When correcting students' writing, I will read carefully, and at the same time selectively point out mistakes, and then circle important grammatical mistakes that students often make or are emphasizing recently, but I will not help them correct all mistakes. I like to directly point out the error by drawing a line or circle, or make a mark on the blank space of the line with the error, and then indicate that there is an error in this line. I will also use some symbols to indicate what types of errors there are. At the same time, I will also pay attention to attitude when providing written feedback, and then let students feel my care and support.
Teacher 3	As a teacher, I mainly use the following strategies when giving feedback, the first one is that I will use positive language to give feedback, such as "you wrote well". The second is to provide specific feedback, point out where students have made mistakes, and provide suggestions for improvement. The third is to provide encouragement and support to students while providing error feedback, letting them know that their efforts and progress are recognized. The fourth is to provide personalized feedback according to students' personality and learning style, so that they can better understand and accept feedback. The fifth is to provide feedback at the right time, such as in class or after class, so that students can understand and apply the feedback in a timely manner.
Teacher 4	When providing feedback, I will pay more attention to some common mistakes, because I think that for students' writing, if we revise each article incisively, most of the energy and time will definitely be wasted. At the same time, when revising the composition, in addition to giving a total score or a sub-category score, I will use some other strategies. For example, I will use a

	simple symbol to express my feedback
Question 4: W/L	simple symbol to express my feedback.  nat type of teacher written feedback do you think is the most helpful
Question 4. Wi	for students writing?
	for students writing:
Teacher 1	I think that correcting feedback on language form and grammar is
	helpful to improve the accuracy of students' English expression. If
	the language errors in the composition are not pointed out and
	corrected, students will feel that making mistakes is irrelevant, and
	they will not develop the skills of writing revision, which will
	affect the improvement of writing level. I will also encourage
	students to revise their writing through indirect ways such as
	making suggestions, asking questions, and guiding. I seldom
	express personal feelings, emotions, and opinions such as praise,
	criticism, etc. in the feedback.
Teacher 2	Attitude decides everything. During the teaching process,
	teachers' attitude towards students in various activities, such as
	language, tone, gestures, facial expressions, etc., whether they are
	sympathetic, honest, honest, polite, or blunt, hypocritical, etc., will
	have a great impact on students' psychological activities. So I
	think a positive attitude is more important than pointing out
	mistakes. In terms of written feedback or other teaching behaviors
	and evaluations, I will focus on generating positive incentives for
	students, thereby enhancing students' enthusiasm for learning, and
m 1 0 T	then turning passive recipients into active learning participants.
Teacher 3	I think positive feedback can provide students with emotional
	support and build motivation to continue learning. Positive
	feedback is an essential part of enhancing students' confidence in
	writing and revising, strengthening their adaptive language
	behaviors, and helping them improve their writing skills.
	Excessive negative comments may cause students to feel depressed and lose confidence, which will have a negative impact
	on writing learning. Give clear and specific written feedback,
	point out where students have made mistakes, and encourage and
	praise students' shining points. Students' enthusiasm for learning
	will increase and their learning progress will be faster.
Teacher 4	Written feedback is a process and method surrounding English
1 0001101	learning between teachers and students. It is for the convenience
	of teachers to grasp and record students' problems, and to
	influence the teaching process by giving timely feedback. I will
	give personalized feedback according to the individual differences
	of different students. For some students with poor grades, or

Question 5: W	students who do not have much confidence in learning English, the teacher should give specific suggestions or more encouragement. This will not only improve their own learning methods, but also enhance their confidence in learning. I think that in written feedback, compared with punctuation and vocabulary usage errors, I will pay more attention to the structure of writing and some problems in content. Formal problems are easy to solve and improve. On the contrary, content is more difficult to improve, and it takes time and more effort. In addition, positive feedback has a positive impact on students. I would also tend to give more positive feedback.  hat do you expect students to do after receiving the feedback?
	, and the same and
Teacher 1	I hope that students must pay attention to the feedback I give, think carefully, combine understanding, and make a positive response based on their own situation, and use it to guide their own writing. When encountering incomprehensible or unclear feedback, I hope they can communicate with me in a timely manner, and I will further explain and guide them in detail.
Teacher 2	I hope my students pay more attention to the content of the feedback after receiving the feedback, rather than the grades. I hope they can pay more attention to their mistakes, think about how to correct and reduce mistakes, and improve and improve their English writing. Students are the most direct audience of my feedback, and I will also give them space. As long as students can make reasonable explanations, students can disagree or choose not to use my feedback.
Teacher 3	I hope that after receiving the feedback, my students will read my feedback carefully and understand the teacher's evaluation and suggestions on their learning performance. At the same time, they should treat the feedback with a positive attitude, do not complain or deny the content of the feedback, and reflect on their writing methods and habits, find their own shortcomings, and actively take actions to improve.
Teacher 4	I hope that my students should have a proactive attitude. I hope that when he receives written feedback, he can browse through it first, and then think about why there is such a comment. Then make a modification based on some of the marks I marked. If he still has problems, I hope he can go to his classmates to discuss it first, or he can re-edit the composition and give it to me for feedback, so that it can be continuously revised and improved. I

	think this process of constant revision is effective in improving his
	writing.
	Additional and Suggestions
Teacher 1	try to provide personalized feedback to each student's specific needs and goals. Students should engage in feedback discussions and share heir ideas and perspectives with their classmates. It will provide hem with a diversity of views and ideas. I also really want to know my students' real attitude towards the teacher's written feedback, whether they like my feedback or more opinions. There are still too few platforms for communication between teachers and students. We give a lot and are unsure what we take away and how to help them more.
Teacher 2	emphasize the students' strengths and efforts in the feedback to poost their self-confidence. I generally oppose students reciting model essay as long as it is to revise their own article repeatedly, under the guidance of the teacher, and slowly form their own different styles, which is actually their own model essays, against the same composition. Students should be responsible for their own learning. They should think about and try to implement the feedback teachers provide to improve their performance. I hope to understand students' real needs and preferences for feedback because I face more than 100 students, sometimes it is inevitable to ignore students, and I hope they will take the initiative to communicate with me.
Teacher 3	provide specific advice on how students can improve their work, including examples and guidance. Sometimes there will be a face-to-ace correction, while correcting, pointing out the wrong, at the same ime after the correction and communication with students, the eacher's views are accurately conveyed to students, and in the process of communication with students, to let students accept it, for some different levels of students should be different levels of requirements. Students should take the initiative to solicit feedback and present their questions and ideas. This will make the feedback process more useful and meaningful. I think feedback is not just one-way. As a teacher who gives feedback, you want to receive a response. But the number of second revisions I received after the feedback was very small. I am eager to learn more about students and nope to help them.
Teacher 4	encourage students to participate in the feedback process, asking questions or explaining what they don't understand. Students should keep their minds open and accept different feedback rather than rejecting or dismissing them. Most of my students are very dependent

on my feedback, as if it is the only channel for their progress, and lack independent thinking of their own, making me feel lost and helpless. I hope to leave more space for students to think and also want to know what is a more helpful way for them. In my future teaching, I will also pay more attention to students' needs for feedback, strive to improve feedback, and have a truly benign effect on students.



## **Biography**

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