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Isabel Rodriguez
irodr788@aucegypt.edu

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Students' Uptake of Written Feedback in an Egyptian University Language Program

Isabel Rodriguez

The Department of Applied Linguistics

Thesis

Dr. Atta Gebril

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Abstract

Feedback is by no means a straightforward path; rather, the feedback on the writing process involves several factors on the part of both educators and students at a university level. It is important to note that feedback can be given in different ways to each student, while uptake may vary across educational institutions. This study explored students' perceptions on engagement strategies, uptake, and emotional responses to the feedback phenomenon. Past studies on feedback and uptake prompted the investigation of this area.

The study includes tentative answers to the wealth of questions that have contributed to the field of feedback. This research relied on student work, questionnaires, and interviews in order to gain insight into learners' uptake, teachers' engagement strategies, and students' emotional responses towards written feedback (WF). The study aims to suggest practical ways to facilitate student engagement by revealing their emotional reactions and improving feedback delivery.

The study was conducted at a leading English-language instruction institution located in Cairo, Egypt. The researcher sent a questionnaire to 69 participants, collected 30 writing samples with WF, and interviewed 8 participants. The findings in this study were consistent with the results of similar studies, where educators implement several feedback strategies, resulting in a high level of student engagement and uptake of feedback. The present exploration sheds light on the relationship between students and their teacher's feedback in one of the prestigious universities in Cairo.

Keywords: writing tasks, written feedback, emotional responses, student perceptions, student engagement, feedback practices, feedback strategies, student uptake

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CHAPTER ONE: INTRODUCTION

I. Background and Rationale of the Study

Writing is a skill that allows students to communicate their thoughts and various purposes through journals, essays, text messages, emails, or other visual forms of communication. Through writing, individuals can organize and explain ideas to others and themselves. As Fields et al. (2014) stated, written communication is a life-long critical skill. Moreover, writing for professional, academic, or personal purposes can take individuals on unexpected journeys. If one casts an observant eye, writing is present everywhere. Since, the role of writing in language classes is central to a student's language learning experience, it will be relevant to briefly discuss some of the aspects found in a language writing class. Both the writing instructor and the students may encounter inauthentic writing tasks and materials that are not relevant to students' needs. Another issue is paraphrasing. Some students may not have been adequately trained to paraphrase effectively, resulting in instances of unintentional plagiarism. A third issue is the teacher's written feedback. Is the given feedback clear for students to understand? For this reason, feedback provided to students in a writing course will be the focal point of this study.

While writing is critical within the context of language learning, it could be challenging for a second language (L2) learner. Lee (2020) stated that L2 learners find English writing a strenuous skill to develop over time. Since L2 writers tend to rely on their native language while writing, guidance provided by writing instructors is a valuable tool for learners to focus not only on grammar and mechanics, but also on their overall expression of ideas. Over time, students may develop learning habits that will enhance their writing craft as professionals and individuals.

Researchers have raised questions about feedback and its perceived usefulness. While they may be passionate and supportive in providing regular feedback to their students, it is worth

investigating whether or not teachers actually check how their students make sense of the comments and fulfill the necessary changes in their writing. Writing courses in an Egyptian university challenge and prepare students to reinforce their academic writing skills. El Ebyary and Windeatt (2010) highlighted that feedback may differ between Alexandria University and other universities in Egypt. One of the takeaways from a previous study is to explore the ways in which feedback dynamics may differ with regard to teachers' decisions on the timing and focus of their feedback (El Ebyary & Windeatt, 2010, p. 139). The study probed into students' perceptions on engagement strategies, uptake, and emotional responses towards written feedback (WF). Principles of feedback, possible solutions for effective feedback practices, and other important factors in the feedback phenomenon will be discussed.

Principles of Feedback

Feedback is defined as the information that provides the student with direct and usable insights into their academic performance (Kim & Kim, 2017). In discussing principles in feedback, no perfect list of principles exists. However, researchers suggest that teachers refine the list of principles according to their students' interests or needs (Nicol & Macfarlane-Dick, 2006).

Carless and Boud (2018) argue that students need to develop the capacity to understand and make sense of the given information in order to polish their work. In an earlier study, Nicol and Macfarlane-Dick (2006) utilized seven principles of effective feedback that support the learner's self-regulation, approach to learning, and task performance. These seven principles are as follows: identifying criteria of good performance; facilitating the development of learning; delivering high-quality feedback information; suggesting strategies for effective conferences; encouraging positive motivational beliefs; providing opportunities to narrow/bridge the gap

between current and target performance; and, utilizing feedback to improve teaching. The main goal is for each student to optimize the feedback they receive and develop writing strategies to support their language learning.

Solutions for an Effective Feedback Experience

"Student engagement is more than just making sure that students are entertained with or participating in a lesson... In order for it to stick, it has to matter. It has to involve higher-order thinking" (William, Persida Himmele, 2015). Student engagement with written feedback in the ESL classroom could explain how students accept their feedback on written tasks. For engagement to occur in a language class, learning needs to be meaningful so students can apply what they acquire in class to their lives outside of the academic context. One engagement strategy could involve working with authentic writing, such as studying real life topics (Lee, 2014). The authenticity found in certain writing tasks may spark students' ability to connect the subject matter to their world. Authentic writing tasks, feedback quality, and style may lead to better engagement with feedback. Newman (1992) defined engagement as a student's endeavors towards their academic work. On the other hand, Marcum (2000) delineates engagement in the form of a mathematical equation:

$$E = L \ (I + Cp + Ch) \ x \ Inv \ (A + Co + Cm) \rightarrow IK/Ef \rightarrow E$$

A more detailed explanation on the engagement equation will be given in Chapter Two. Delving into engagement in the language setting may change a student's view toward feedback. Concerning the importance of the present study, feedback should lean towards a positive culture rather than an intimidating tool for students (Bellocchi & Ritchie, 2015).

Carless and Boud (2018) argue that students should have the capacity to understand and decode the given information in order to refine their writing. In turn, this assertion gives rise to

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the concept of feedback literacy. By developing feedback literacy, learners may gain the ability to respond and take action to develop their writing skills, capacity, performance, and so on, which is known as uptake. Lyster and Ranta (1997) defined uptake as a student's utterance that immediately follows the teacher's feedback upon receiving it (p. 49). It is important to differentiate between the terms 'uptake' and 'student engagement.' Uptake refers to the action of using what is available, including whether the student decides to accept, partially accept, or possibly ignore their instructor's feedback (Dressler, Chu, Crossman, & Hillman, 2019). On the other hand, student engagement refers to the student's level of motivation, which involves their interest, curiosity, and passion for their learning. Despite this distinction, both uptake and student engagement are connected in the sense that the L2 learner needs to have a high degree of interest to feel sufficiently engaged to take action on their available feedback.

Emotion Factor in Feedback

As discussed earlier, one may expect students to engage with feedback and address their teacher's comments. One pertinent question that arises here is the validity of students' emotions in the feedback process. Research has explored the different emotions that first-year undergraduate students experience with feedback (Shields, 2015) while other researchers have pointed out that students' emotional responses tend to be largely overlooked. According to Perez-Garcia and Jesus Sanchez (2020), emotions are expressed everywhere in language (p. 275) with emotions falling under either positive or negative categories.

As students may experience different kinds of emotions throughout the feedback stages, we need to integrate the emotional aspect into the feedback process. Learners may experience certain emotions before viewing their teacher's comments, while reading the WF, and after reading the overall feedback. Therefore, it is important to recognize the types of emotions

students feel since not every learner receives input in the same way. Where traditional classroom settings are the norm, students may experience the emotion of fear when receiving feedback (Bielak & Mystkowska-Wiertelak, 2020). This fear may result from students' lack of exposure to a safe space that offers constructive comments or suggestions for writing improvement. As Wiliam (2011) advocated, students need to be learning in a safe space, for learning to be successful. Robinson, Al-Freigh, and Kilgore (2020) asserted that the role of emotions is viewed through care theory. In this context, care refers to a person as a whole, rather than the improvement of writing. Given the aims of the current study, it is worth considering the care theory while investigating students' affective responses to feedback.

While the bulk of the research on written feedback has focused on peer feedback and direct or indirect feedback, a smaller number of studies explored the area of students' emotions in the feedback process. Feedback is one of the main methods teachers can demonstrate that they genuinely care for their students' writing skills improvement. Recognizing students' emotions is a starting point for teachers supported by the Noddings' care theory. The key is for teachers to use a positive approach and improvement-oriented type of feedback for students to act on productively. Another issue that researchers have addressed is the socio-emotional aspect of feedback (Chan & Luo, 2021). A significant proportion of students may not be familiar with receiving feedback, leading to the failure to understand some of their teachers' comments. Focusing on students' concerns regarding feedback and evaluating teachers' types of feedback will help educators reevaluate feedback techniques in order to meet students' needs.

Theoretical Frameworks

The current research utilized several theoretical frameworks and models from previous studies: principles of feedback (Nicol & Macfarlane, 2006), (Dressler et al., 2014), and the

sociological framework (Turner & Stets, 2005). In order to explore students' emotional responses, the sociological framework employed in the present study focused on two elements: students' emotional experience in a given situation (student receiving feedback), and students' perceptions on feedback. Further detail on the theoretical frameworks and models will be provided in Chapter Two.

Research Gap

Past studies have demonstrated an abundance of information on how L2 learners perceive engagement and what features they seek in feedback. Carless and Boud (2018) have noted a need for evidence of how feedback comments can elicit short or longer-term student uptake (making sense of instructor's comments). Furthermore, there is a dearth of studies on the diversity of learners' needs in higher education (Dowden et al., 2013). While expectations may be higher than K-12th, educators should consider the students' transition from high school to college, which may involve a variety of emotions in the learners. Chan and Luo (2021) suggested examining the emotional aspect of feedback. In a similar vein, other researchers proposed exploring the emotions that first-year undergraduate students experience with their feedback.

For this purpose, the study delved into the impact of instructional settings and feedback execution and students' uptake. This study differed from previous research by investigating how the university's language program foregrounds feedback development and engagement. Data was collected from two different student groups at the undergraduate level. Hence, exploring the phenomenon of teacher-to-student feedback revealed significant improvement in English writing feedback quality. This study also unpacked L2 learners' previous experiences with feedback through specific data collection methods. Insights focused on student engagement, uptake, and emotional responses to written feedback.

Statement of the Research Problem

Based on past research and investigations, feedback in an ESL writing class is essential as it aims to help students improve their writing performance in the long term. The present study raises the need to identify and become familiar with strategies that will motivate students in the ESL writing class to engage with feedback from written assignments. Learning about engagement strategies will help educators to understand different means for students to feel engaged. For this reason, it is also vital to consider the learner's uptake and emotional responses when it comes to the written feedback (WF). Tracing the attempts students make to engage with their teacher's feedback will enrich the body of literature previously conducted in feedback studies.

The Instructional Context

A language program at a private university in Egypt prepares students to build their academic English language skills through intensive courses. Students who graduated from high school or who have transferred from other universities are enrolled in the language program. The program curriculum aims to equip and strengthen students' English language, academic, and professional skills. At its core, the course focuses on students' performance in all four strands of language: reading, writing, listening, and speaking. Four of the main study areas that students tackle are making connections (connecting learning points to real life), perspectives (readings), project-based integrated skills (PBIS), and study skills (SS). Connections also involve students working with writing, grammar, and word forms. Data collection took place in the subject of connections and perspectives, where students wrote in response to readings.

The material covered in the English Language Instruction (ELI) program is new to the majority of students; therefore, they need guidance to adjust to the university culture. The profile

of these students indicate that they lack note-taking and paraphrasing skills, while the concept of research and plagiarism is relatively new to them. The academic experiences to which some of the student participants were exposed did not adequately prepare them to become autonomous learners. Given these factors, navigating their way around the teacher's WF was uncharted territory to most students in the ELI.

Research Questions

The investigation aimed to discover and examine the way L2 learners approach WF. This study explored three research questions within the context of a private university in Egypt:

1. What is students' uptake with feedback?
2. What are students' perceptions of feedback engagement strategies?
3. What are students' emotional responses to written feedback?

Definitions of Constructs

Theoretical Definitions

Emotional Responses: Krosnick and Petty (1995) defined emotional responses as the degree of emotions or feelings to which an individual responds when an object is evaluated.

Engagement Strategies: Stobaugh (2019) points out that many strategies fall into the collaboration category. He posits that there are three metrics to full engagement, which are: (1) movement, (2) collaboration, and (3) media literacy (p. 24).

Feedback: Kim, A. and Kim, H. J. (2017) define feedback as the information that provides the student with direct and usable insights into their academic performance.

Student Engagement: Newman (1992) defined student engagement as the student's psychological investment and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work promotes.

Uptake: Uptake is defined as using the available materials. Two types of student uptake are identified: uptake as "repair" on the part that was corrected and uptake as an utterance that needs repair (Lyster & Ranta, 1997, p. 49).

Operational Definitions

Emotional Responses: The way students feel, their emotions, and reactions to the feedback they receive. For the purposes of the current investigation, emotions will be analyzed through interviews and questionnaires. Questions during the interview will focus on how the students feel upon receiving feedback after a submitted draft. Other questions will probe into students' previous experiences with feedback. Similarly, questionnaires will be distributed to gauge student uptake.

Engagement Strategies: The approaches or plans that the writing instructor utilizes to actualize engagement in the classroom.

Feedback: The information in the form of constructive criticism consisting of positive remarks, critique of the writing, specificity of what is missing, mechanics between comments, and suggestions for improvement. Feedback will be measured through a work sample analysis. The students will be assigned an essay task and engage in the writing process. This experience will allow students to practice writing and gain exposure to regular feedback (Price, Handley, & Millar, 2011).

Student Engagement: The student's interests, efforts, and connections that they build in order to succeed in meeting their goals in an L2 writing context (Price et al., 2011).

Uptake: The type and the number of accurate revisions incorporated in the participants' revised versions of their original texts (Santos, Lopez-Serrano, Manchon, 2010, p. 139).

<div align="center">**List of Abbreviations**</div>

ELI: English Language Instruction

ESL: English as a Second Language

IEP: Intensive English Program

IRB: Institutional Review Board

LOA: Learning Oriented Assessment

L1: First Language

L2: Second Language

PBIS: Project-based Integrated Skills

RHET: Rhetoric and Composition

WF: Written Feedback

CHAPTER TWO: LITERATURE REVIEW

Introduction

Understanding the nature of feedback will help teachers provide meaningful input to their students. In a similar vein, students learning about the nature of feedback could help them understand and act on the teacher's comments, questions, and suggestions (Scott, 2014; Pitt & Norton, 2017; Carless & Boud, 2018; Yuk & Luo, 2021). More significantly, the learner will comprehend the purpose of feedback and its function throughout their academic path. Gaynor (2020) provided evidence showing that, despite students' attempt to engage with feedback, they might lack access to the necessary tools. Other studies that were conducted in other Arab countries also noted that once the essay prompt or assignment sheet is distributed and the rhetorical mode for that particular essay assignment has been defined, students are given scant direction on how to proceed (Sayed & Curabba, 2020, p. 90). It will be helpful to guide students on the available resources and gain a deeper understanding of feedback.

Studies have shown that some of the feedback that students receive may have a limited impact on enhancing their learning. This raises the question of what type of feedback teachers typically give to students. Whether positive, negative, or a balance of constructive, all feedback can impact a student's writing process. However, feedback may not be taken seriously, depending on students' earlier educational experiences. A considerable number of students tend to be primarily interested in the final grade of an assignment, making them inattentive to their teacher's remarks. The types of feedback known to occur throughout a school year are informal, formal, formative, summative, student peer, student self, and constructive feedback (Pitt & Norton, 2017). It may be useful for students to be well-informed about the type of feedback they receive, which will require some teacher guidance and engagement.

This literature review will identify a set of themes that have been grounded in several studies supporting the scope of feedback. The first section begins with studies on feedback in L2 writing, followed by learning-oriented feedback and uptake of feedback. Secondly, the literature delves into defining student engagement, discussing strategies, and examining the concept of uptake. At the end of this review, thoughtful attention is directed to students' emotional responses to their instructor's written feedback.

Written Feedback

Defining Feedback

Feedback serves as a tool to support students and empower them in their writing tasks. Kim and Kim (2017) define feedback as the information that provides the student with direct and usable insights into their academic performance. Furthermore, researchers have raised issues about feedback and its use. These issues indicate that some students may have difficulty making sense of their instructor's comments (Carless & Boud, 2018). Research has recommended investigating the variations in L2 learners' engagement with WF (Han & Gao, 2021). Another issue raised is the socio-emotional aspect of feedback (Chan & Luo, 2021).

Studies on Feedback in L2 Writing

Whether formative or summative assessments, feedback in L2 writing should aim to empower students. Formative feedback is typically given during the writing process, where the student can use their teacher's WF to refine their writing task. In contrast, summative feedback is provided to the student after completing and submitting their final product (Vaerlander, 2008, p. 149). Students learning about the nature of feedback could help them understand and act on the teacher's comments, questions, and suggestions (Scott, 2014; Pitt & Norton, 2017; Carless &

Boud, 2018; Yuk & Luo, 2021). As a result, students will become familiar with the essence of giving and accepting constructive feedback.

Principles for Feedback Practices

Nicol and Macfarlane-Dick (2006) addressed seven principles for successful feedback practice:

- helps clarify what good performance
- facilitates the development of self-assessment (reflection) in learning
- provides meaningful information to students about their learning
- encourages teacher and peer dialogue around learning
- fosters positive motivational beliefs and self-esteem
- allows opportunities to narrow the gap between current and desired performance
- offers insights to teachers that can inform their teaching.

Each of the above principles supports students in their academic work, especially in terms of recognizing their strengths and overcoming their weaknesses.

The previous list of principles focuses on the value of feedback. Another study (Lee, 2017) builds on these principles to pinpoint specific practices in successful feedback:

- less is more
- respond to errors selectively
- use feedback to diagnose strengths and weaknesses
- adopt a balanced approach
- be concrete and constructive
- give individualized feedback
- use feedback to encourage and motivate learners

- utilize feedback to integrate teaching, learning, and assessment (Lee, 2017).

Collectively, these studies established a set of common techniques for L2 learners to engage with their feedback while discovering other potential feedback practices.

Researchers from both studies mentioned above proposed a distinct set of principles that were also similar since they focused on feedback. The studies support each other's findings by not only relying on "one good performance" (Lee, 2017, p. 206); rather, they favor accepting a variety of writing performances. Writing is a demanding skill, even for native speakers (Ebyary & Windeatt, 2010). First year undergraduate students are part of a transition that they usually encounter a series of challenges; particularly the writing course. One strategy that writing instructors can do is flesh out strengths and weaknesses in the WF. Fleshing out throughout the WF will provide the learners more information about their actual writing performance. Feedback is an opportunity for students to reflect on their writing performance, possibly creating fresh goals to improve their writing skills. Feedback involves quality information that students can utilize throughout their learning path.

Moving forward with the principles, Nicol and Macfarlane-Dick (2006) recommend that dialogue should accompany receiving feedback. Feedback should feature more dialogue than written information (Nicol & Macfarlane-Dick, 2006). This is because dialogue is a valuable opportunity for students to engage with their teacher and discuss their submitted written assignments. Nicol and Macfarlane-Dick (2006) further added that it is vital for students to comprehend that feedback analyzes their performance within the writing context, rather than themselves as individuals. The seventh principle, *offers insights to teachers that can inform their teaching,* helps teachers learn about their students' levels of understanding and skills (p. 205-215). After gathering information about each student's abilities, instructors can modify their

teaching strategies. This seventh principle applies at the beginning of the session as it gives insights into learners' current body of knowledge, prompting writing instructors to reconsider their teaching methodologies.

Other potential themes for WF at an undergraduate level appeared in a different study: quality of feedback, quantity and location of feedback, feed-forward, and timeliness (Agius & Wilkinson, 2014). Researchers confirmed that teachers must consider if quality feedback is being given throughout the student's writing process. Quantity in this context refers to detailed feedback, where effective feedback goes beyond grades. Findings indicate that participants prefer feedback comments on their cover sheet and along with other annotations (p. 555). Third, feed-forward is an action plan that looks ahead for future improvement. Timeliness refers to returning feedback on time so that students can apply their feedback immediately. Researchers recommend that writing instructors refine a list of feedback principles based on students' interests or needs (Nicol & Macfarlane-Dick, 2006). A list of effective feedback principles will be helpful since not all students are prepared to receive feedback. It is essential to recognize the functions of teacher feedback, which leads to further discussion regarding feedback literacy.

Feedback Literacy

In line with the concept of feedback literacy, Carless and Boud (2018) argue that students should possess the capacity to understand and make sense of the given information to polish their work. This makes it essential for L2 learners to become familiar with the language teachers employ in order to comprehend the WF. Another concern is that students may lack skills in engaging with feedback once they begin their courses at a higher institution level. Researchers confirm that educators should not make the assumption that their learners automatically know how to correctly manage feedback comments and suggestions (Carless & Boud, 2018; Winstone

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& Carless, 2019; Carless & Winstone, 2020). Guidance on WF will be a supportive strategy in the writing process. The transition for an undergraduate contains numerous individual factors, such as their educational experience.

Carless and Winstone (2020) emphasize the importance of student and teacher feedback literacy (p. 3-4). One of the primary responsibilities of the instructor is to supply abundant strategies and learning opportunities for students to approach their feedback positively. Likewise, the student must follow up with their responsibilities as the engager and negotiator of the received feedback. The information discovered by these researchers showed that learners are accountable for the ambiguous understanding of feedback. This belief may be due to the emphasis on feedback literacy, guiding students to engage fully on their WF.

Learning-oriented Feedback

Kim and Kim (2017) explained that learning-oriented language assessment (LOLA) prioritizes learning that is embedded into assessment in second and foreign language classrooms (p. 58). The study used the LOLA framework, which focused on three elements: learning tasks, student involvement in self and peer evaluation, and feedback as feed-forward (Kim & Kim, 2017). Third, feedback as feed-forward focuses on the student's future development (Kim et al., 2017, p. 61-62). It should be noted that there is a difference between feedback and feed-forward. When students receive feedback, information and grades are given regarding their current writing performance.

Feed-forward is one strategy that can be emphasized in the language setting. Students are accustomed to feedback and have to wait until after submitting their writing tasks. This classroom dynamic can gradually change provided that teachers introduce the concept of feed-forward in the English session. Hirsch (2017) specified six characteristics to adopt a

successful feed-forward approach, referred to as REPAIR: (1) regenerates, (2) expands, (3) particular, (4) authentic, (5) impact, and (6) refines. In the first component of regenerates, Hirsch highlights that instead of pointing out what the student already knows or what they are good at, the teacher should propose other learning opportunities for the student to grow from their current writing performance.

Another case study by Keppell, Au, Ma, and Chan (2006) indicated that learning-oriented assessment measures progress and uses strategies to learn effectively. In other words, a significant element of the learning-oriented approach concerns students' ways of interacting with instructor feedback (p. 58). The researchers conducted three cases, students used an electronic assessment design to stimulate creativity. In the second case, technology was also utilized to facilitate assessment and student learning. The third case involved designing a virtual learning community, revealing that when students collaborate on projects, the better the quality of feedback.

Assessments aim to gain information about a student's progress and determine the type of constructive criticism about their learning process. Successful assessment relies on sensitivity, open-mindedness, flexibility, credibility, a passion for teaching and learning on the part of an educational experience (Suskie, 2018). With sensitivity, there is room for trial and error. When there is trial and error, students experiment with various methods until they achieve the desired result. Open-mindedness from the instructor allows students to agree or disagree with the feedback given. Being open-minded enables students to voice their opinions regarding their present learning and performance from writing tasks. Similarly, flexibility permits the teacher to make arrangements for submission dates that will suit students' needs. This suggests that an effective feedback practice carries a balanced weight of constructive components.

An effective team made up of assessment coordinators and committee members is a source of credibility (Suskie, 2018, p. 122). Suskie emphasizes that in order for assessments to impact a student's learning, there needs to be collaboration, integration, and a culture of evidence. Gebril (2021) explains that one of the challenges in learning-oriented assessments are the approaches and practices in the instructional setting. Masson (2011) holds the position that "teachers and students make up the two major actors in the classroom environment" (p. 189). This remark suggests that students can rely on their teacher for guidance and corrective advice. Therefore, a review must be meaningful for language learners to prepare them for future evaluations. The similarities in these studies complement each other by emphasizing the critical role that assessment plays in feedback.

Gaynor (2020) conducted a study on the quality of peer feedback. While the present study on student engagement with feedback in an ESL writing program will not focus on peer feedback, it is helpful to learn about Gaynor's investigation results and recognize that peer review can be a positive element in writing classes, indicating its role in feedback. His study also highlighted the importance of assessment in writing. After comparing feedback quality across assessed and unassessed assignments, Gaynor conducted an analysis of whether or not receiving, reviewing, or giving feedback was helpful to the student studying the writing task. The findings of Gaynor's study demonstrated that students prefer reviewing and providing feedback to their peers instead of receiving it (p. 771-772). The researcher's study supports others studies' findings by considering that students may learn more by reading their peers' writing samples and providing feedback, rather than merely having the writing instructor return feedback. It is possible that offering a variety of feedback methods can benefit both the instructor and the learners.

Educators shedding light on student perceptions benefits both the classroom environment and learning process. Students can learn and practice negotiation skills for feedback in such an environment. Di Loreto and McDonough (2014) examined the correlation between instructor feedback and ESL students' anxiety. The outcome of this relationship turned out to be negative, where positive perceptions of feedback correlated with lower anxiety levels in students (p. 32). This led researchers to emphasize the importance of encouragement in the classroom (Di Loreto & McDonough, 2014; Gkonou & Miller, 2019). One possible explanation for this importance is that language instructors can consider offering students the opportunity to address their writing concerns, informing them that writing is a nonlinear process which entails frequent practice to improve (Gkonou & Miller, 2019).

Another noteworthy area from the LOLA perspective is the concept of scaffolding. Taking the general approach, scaffolding can involve several strategies to divide a learning process based on students' needs. As cited in Nazerian, Abbasian, and Mohseni (2021), Vygotsky defined scaffolding as the responsibility of teachers and other stakeholders to contribute to learners' development to help them reach their next step. Using this technique will give students ample opportunities to write and receive feedback. Researchers concur that L2 learners may struggle to write at the university level (Gashaye & Muchie, 2021; Gkonou & Miller, 2019; Khojasteh, Hosseini, & Nasiri, 2021; Nazerian et al., 2021; Pessoa, Mitchell, & Miller, 2018). The bulk of their findings suggested a positive outcome when scaffolding is used as a technique that teachers can implement in their lessons. For example, one teacher divided the larger assignment 'into something smaller', which makes it more manageable for students (Gkonou & Miller, 2019). As a result, students tend to engage more and take ownership of their learning. This indicates that scaffolding has the potential to enhance the feedback experience.

Defining Uptake of Feedback

Uptake is defined as using something available (Lyster & Ranta, 1997, p. 49). The concept of uptake may vary from one student to another. Typically, uptake refers to the student immediately following their teacher's feedback and revising the assignment. Lyster and Ranta reported on the types of corrective feedback and linked its connection to learner uptake in terms of the variations in student responses to feedback (1997, p. 56). Based on Carless and Boud's investigation, the framework for student feedback literacy focused on several factors: appreciating feedback, making judgments, managing effects, and taking action (2018). Their evidence demonstrated that students' written reflections are repaired or improved, in the presence of uptake.

The construct of uptake has been examined through the quantity and quality of surface-level and meaning-level feedback. Surface-level feedback focuses on grammar, word use, spelling, and punctuation. While meaning-level feedback can vary for each case, some feedback can be either too detailed or may lack information, causing confusion to the student. Studies have investigated how uptake for teacher-provided feedback varies across different instructional settings, including an online setting (Carless & Boud, 2018; Dressler et al., 2019; Lyster & Ranta, 1997; Sheen, 2004). To specify, researchers have noted that aspects such as a student's attitude, quantity, and level of feedback can impact an L2 learner's decision on future actions. For instance, students accepted more surface-level feedback since it is more straightforward than meaning-level feedback.

In contrast, meaning-level feedback requires a substantial amount of effort. Dressler et al. (2019) confirmed that the meaning-level percentage of feedback items addressed was lower than that of the surface level. These previous findings on uptake demonstrate that writing instructors

should aim to train their students on how to approach, give, accept, and use the feedback for improvement purposes.

In a different study, Lyster and Ranta identified two types of student uptake: uptake as "repair" on the part that was corrected and uptake as an utterance that needs repair (1997, p. 49). The six types of utterances from the category of "needs-repair" are acknowledgment, same error, different error, off-target, hesitation, and partial repair. The needs-repair category means a student may be using the feedback without actually improving their writing based on the feedback, which means their work still requires repair. As mentioned previously, uptake results can take various forms. Exploring a variety of utterances has proven informative for researchers and instructors by giving an idea of how students absorb their individualized feedback.

Instructional Settings Affect the Execution of Feedback

In the same way, an instructional setting can also affect the execution of feedback. The instructional setting refers to age group, educational background, the teacher's language background, and students' English proficiency level, all of which are regarded as potential factors in feedback performance (Sheen, 2004). Sheen's study investigated how feedback and learner uptake varied across four instructional settings: French immersion in Canada, ESL in Canada, ESL in New Zealand, and EFL in Korea (p. 272). The study findings show that ESL settings demonstrated a higher level of uptake than others.

To illustrate, the French immersion in Canada had 104 fourth and fifth grade students. Instructional time was mostly in French, with one hour devoted to English. The ESL setting in Canada consisted of a French-English bilingual teacher. Most of the students were from Haiti, and Haitian Creole was their L1 while their shared language was French. Students' age ranged from 17 to 55 years old, indicating that a segment of this population did not complete their

secondary education. Students' L1 was the same, students' English proficiency was at a primary level (Sheen, 2004, p. 291). In the ESL setting in New Zealand, which consisted of young adults in the 18 to 21 age group, intensive ESL lessons were given for four hours daily. The EFL setting in Korea was disparate compared to the other three instructional contexts. The EFL setting had two teachers that are native speakers of American English. The class consisted of students with different English proficiency levels. Most students in this group had a higher level of education and tended to be older. It is possible that various factors in an instructional setting can affect the execution of feedback. That is, factors such as teachers' years of experience or students' educational background can affect the quality of feedback provided to students and their responses to teachers' input.

A similar study explored the ways in which different instructional settings might affect how individuals learn a new language (Lightbown & Spada, 2021). The researchers compared students' learning characteristics across instructional settings: natural acquisition, structure-based instruction, and communicative instructional settings. It is worth noting that feedback may not frequently occur in some environments. For example, Lightbown and Spada (2021) maintained a limited amount of error correction from the teacher in a communicative instructional setting. The goal in a communicative instructional setting is to focus more on meaning over form. In contrast, a structure-based instructional setting features more error corrections, and learners are expected to master grammar structures. This also applies to the feedback dynamics in the writing classroom.

Uptake and Student Engagement

Before transitioning to student engagement, it is essential to discuss the differences between uptake and engagement. To differentiate between uptake and student engagement,

uptake is the action of using what is available. Whether the student decides to accept, partially accept, or possibly ignore their instructor's feedback (Dressler et al., 2019). On the other hand, student engagement refers to students' motivation levels, which involves their interest, curiosity, and passion for their learning. Yet, both concepts intersect in the sense that L2 learners need to have a high degree of interest in order to feel engaged and take action on their available feedback. Engagement facilitates the learning process, especially in a language setting. Uptake may involve ignoring the feedback, immediately working on their suggestions, or glancing at their feedback to revise it at a later time.

Student Engagement

Defining Student Engagement

Newmann defines engagement as *"the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote"* (1992, p. 12). While learning, students experience a present state of curiosity or interest when being taught a specific material (Finn & Zimmer, 2012). Their attention matters and is essential because student engagement occurs in all forms. Without student engagement, meaningful learning experiences will be missed. On the other hand, Marcum (2000) delineates engagement in a mathematical equation as listed below:

$$E = L\,(I + Cp + Ch) \text{ x Inv}\,(A + Co + Cm)$$

E = Engagement; L = Learning; I = Interest; Cp = Competence; Ch = Challenges; Inv = Involvement; A = Activity; Co = Communication; Cm = Commitment

The researcher identifies engagement as equivalent to learning, which includes interest, competence, and challenges, multiplied by involvement, which comprises activity, communication, and commitment. Similar to any equation, the formula purpose is to find a

solution while using different sections. Combining both parts of this equation will support a language instructor with an engaging base for LLs. Such an equation can inspire teachers to implement material which students find interesting, stimulating, and challenging. However, the question is whether an equation is capable of measuring student engagement. If we consider all these components in the classroom, there is potential that L2 learners will feel engaged.

Studies on Engagement Strategies

To explore the uptake of feedback, we need to learn about the engagement strategies that teachers have used for students to undertake WF. Gravett, Kinchin, Winstone, Balloo, Heron, Hosein, Lygo-Baker, and Medland (2020) collected a number of reflections among colleagues working at the same department. Based on their interviews, many strategies to engage with feedback emerged. The engagement strategies included the following: a feedback table to organize the instructor's comments, an 'action plan for response,' feedback to process the affective part for a short period, sharing feedback experiences with peers, striving to publish the piece of writing, and contacting editors for additional feedback. These findings indicate that if educators implement strategies such as the ones mentioned above, an increase in student engagement with feedback will likely occur.

Pursuing engagement further, Stobaugh (2019) establishes three metrics for engagement: movement, collaboration, and media literacy (p. 24). He emphasizes that successful engagement strategies occur when students collaborate, especially when working on hands-on activities. For students to deeply engage with WF, collaboration strategies seem to gear towards the area of feedback, dealing with building background knowledge, mind mapping, peer critiquing, color-coded critical feedback, decision making, investigation, and reflection questions.

Winstone (2019) stated: *"Knowing what to improve and how to improve requires different levels of engagement."* Feedback, in general, should include dialogue to build a strong relationship between teachers and students, which may explain why Holmes and Papageorgiou (2009) claim that students mostly prefer a combination of oral and written feedback. A plan to diversify the methods of providing feedback to students is vital. For instance, a student reading their WF may misunderstand some feedback, yet when meeting face to face with their instructor, misunderstandings can be quickly resolved. In other scenarios, some students who cannot understand their WF may still choose not to meet for oral feedback. A key aspect here is to provide a wide range of time slots for L2 learners to choose for feedback conferences.

Jonsson (2013) delves into multiple reasons for students showing limited engagement with feedback. These include failure to find valuable input, generalized feedback, authoritative feedback, unfamiliar feedback strategies, and overuse of jargon. As stated, Jonsson (2013) highly considered points that need to be discussed with students from the start of the course before exposing them to meaningful WF. Ideally, feedback with effects should result in the student feeling motivated to engage with the teacher for further inquiry, plus utilizing teacher suggestions to refine their writing. Since the possible outcomes of feedback may be endless, Jonsson (2013) mentioned vital critical points to consider as teachers assess a student's writing. Exploring students' perceptions on student engagement with WF may invigorate current feedback practices.

Emotional Awareness

Another important factor behind feedback that is not widely discussed are emotions. Shields (2015) noted the emotions that first-year undergraduates experience with feedback, and Mahfoodh (2017) remarked that students' emotional responses are not taken into consideration

most of the time. Feelings linked to pride, doubt, anxiety, confidence, being 'good enough, and being wrong' were detected (Shields, 2015). Based on learners' past experiences, students may fear receiving feedback. This fear may result from students not being exposed to a safe space filled with comments or suggestions for writing improvement.

Research has been relatively minimal about scrutinizing emotional responses in WF (Shields, 2015; Turner & Stets, 2005; Varlander, 2008). It will be fruitful to reflect on the role of emotions in learning, raising questions such as the possibility of achieving successful learning when negative emotions in learners hinder engagement in the classroom, and exploring ways for teachers to play the emotionally supportive role needed for a remarkable learning experience in WF. Student emotions contribute to the uptake of feedback. Teachers need to focus on the negative aspects of a student's writing and point out positive remarks. The writing instructor could begin by praising the strengths of the paper, then indicating the points that need improvement (Varlander, 2008, p. 150). Turner and Stets (2005) assert that emotions are not formed until there is an appraisal of objects or events in a situation (p. 9). A supportive feedback arrangement may be vital for students to engage with WF, they may feel motivated and prepared for constructive comments and suggestions. The critical aspect is to aim for a balance of successful remarks achieved in the writing task and areas that need improvement.

Other studies considered the learners' emotional responses in feedback (Bielak & Mystkowska-Wiertelak, 2020; Chalfin, 2018; Chan & Luo, 2021; Perez-Garcia & Sanchez, 2020; Pitt & Norton, 2017). Pitt and Norton (2017) noted that emotional reactions play an essential role in the student's uptake. Emotions may determine how students will respond to the feedback they receive. Based on their analysis, Pitt and Norton organized nine dimensions of the language utilized to improve feedback: motivation, inter-/intra-personal focus, effort,

competence, lecturer, following assessment, type of feedback, confidence, and grades (p. 503-511). Out of all these dimensions, motivation was the most frequent discussed topic over the other dimensions. Based on the feedback that students received, it motivated them to be goal-oriented and strive to excel. The basis of motivation is that both positive and constructive feedback needs to drive L2 learners to make the necessary writing adjustments to improve.

For successful teaching, educators need to take into account their students' emotions. This interaction is where the affective filter comes into play. Krashen's (1981) Affective Filter Hypothesis expresses variables that may occur in a second language acquisition setting. To illustrate, some variables are motivation, self-confidence, anxiety, or other personality traits that may be linked with emotions. Mahfoodh (2016) indicated that students' emotional responses toward teacher feedback vary and need to be further recognized in an L2 writing context. Based on one study, results demonstrated eight components to analyze the emotions of the L2 learners. These components were identified as acceptance of written feedback, rejection of feedback, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction (Mahfoodh, 2016, p. 59). Emotions in response to feedback are endless; as a result, teachers come across a diverse range of reactions to feedback. The teaching and learning path is filled with all kinds of uptake; the key is to have those different routes that will eventually lead to the same destination, which is an improvement. If students experience helpful attitudes from their instructors, it may help them to embrace their instructor's WF and view it as goal-referenced. Specific and individualized feedback goes a long way because it evaluates students' writing performance.

Studying a second language can be challenging for students as this may take additional time to build connections with the teacher and their peers. Negative emotions are considered to be barriers affecting teaching and students' performance in the classroom. Establishing trust in

the school (Noddings, 2005) will help L2 learners to feel confident about learning the unfamiliar. This connection leads to a safe space for ELLs to learn and grow in a free judgment zone. One can agree with Carless and Boyd that learning in a safe space is beneficial for teachers and students. Eventually, trust is built, in turn, helping the student engage with the teacher in feedback.

As has been noted, emotional awareness of the concept of feedback is supportive in an L2 academic experience. Carless and Winstone (2020) explain that the sensitivities of the teacher contribute to developing student feedback literacy which eventually supports students in working with their emotions productively (p. 7). Of equal importance, Plata (2008) suggests that instructors should collect feedback about students' feelings toward feedback to aim for a "renewed effort in making writing less painful for students (p. 371-372). This suggestion may be helpful, especially during the beginning of the school term, which will help the instructor learn the different expectations students have upon receiving feedback.

Care Theory

In education, emotions are involved during a learning process, affecting a student's engagement. Robinson, Al-Freih, and Kilgore (2020) asserted that the role of emotions is viewed through care theory. Feedback is one of the main methods teachers can demonstrate that they genuinely care for their students' writing skills improvement. This method is closely linked to the famous saying by Bertrand Russell that, *"No man can be a good teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he believes to be of value"* (n.d.). A caring atmosphere can mean big strides for the teacher, while students can reap the benefits. Noddings (2005) brought an essential aspect of education to life, emphasizing caring in the education field. Without a caring element in the classroom, positive interactions

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between the teacher and students will be missed. The individual who cares is the instructor and the one being cared for is the student. The ethics of care and feedback are linked with one another. When teachers demonstrate that they take the time to give quality feedback in writing, it shows students that they care and are supportive towards their writing improvement. As Noddings (2005) advocates for care in schools, this can occur in feedback interactions.

Noddings further posits that caring is a fundamental aspect of education (2005). In other words, the caring element signifies that the teacher will foster learners' abilities and exceed their potential. As an educator, one aims for their students to feel at ease yet prepared to maintain academic engagement. Noddings (2005) notes that students who feel a substantial teacher presence are more engaged and satisfied with their classes. Chalfin (2018) also explained that by giving feedback, teachers are modeling that they care about more than the words on the page (p. 65). Provided that care is integrated into the classroom, students perform better throughout the course.

Theoretical Frameworks

The current research investigation focuses on important areas in feedback: student engagement, uptake, and emotional responses. For this reason, the study used multiple theoretical frameworks from previous studies. We used the list of feedback principles to explore the instructor's feedback that was provided in students' writing samples: (1) what good performance is, (2) facilitation in development of learning, (3) delivery of feedback quality, (4) suggestions for conference, (5) encouragement of positive motivational beliefs, (6) opportunities for a higher future performance, and (7) feedback to teacher to shape teaching (Nicol & Macfarlane-Dick, 2006). The researcher also used the sociological framework that involved two elements (Turner & Stets, 2005).

Conclusion

The literature review discussed the main components of feedback, students' uptake and engagement with feedback, and being attentive to their emotional responses to written feedback. The main findings for the scope of feedback point to the critical importance of formative, summative feedback throughout the learning process, the positive outcomes of scaffolding in lessons, and the advantages of developing emotional awareness in the writing class. As discussed earlier, research demonstrates that encouraging students to engage with feedback is a challenging undertaking. Utilizing a set of supporting principles such as those proposed by Nicol and Mcfarlane-Dick (2006), is a potential base to make feedback meaningful. Studies have called for more investigation into factors influencing the student's feedback utilization.

This investigation studied how undergraduate students engage with teacher feedback in their writing course. As a whole, studies from this literature review encouraged feedback that initiates a change and increased motivation in learners. The study also aimed to gather further evidence about perceptions towards feedback in the writing course. The research narrowed some of the gaps mentioned in the literature review by providing evidence of how teacher comments lead to short-term or longer-term student uptake, while incorporating students' emotional responses into the feedback process. The emphasis here is on giving constructive rather than demeaning feedback.

CHAPTER 3: Methodology

Research Design

The research design for the study followed a mixed approach, quantitative and qualitative. Since the main focal point of this study involved students' perceptions on feedback, a greater qualitative lens was used throughout the investigation. Even though the researcher followed a mixed and exploratory approach, we acknowledge that there were advantages and disadvantages. Pekrun and Linnenbrink-Garcia (2014) have encouraged more exploratory and qualitative studies investigating emotions in the academic field. We chose a qualitative approach since we believe it will be appropriate when investigating participants' emotions in the interviews. The study used a combination of questionnaires, writing samples, and interviews to investigate the research questions: (1) What are students' perceptions of feedback engagement strategies? (2) What is students' uptake with feedback? (3) What are ELI students' emotional responses to written feedback? Chapter 3 provides a description of the study participants, sampling strategies research design, data collection procedures, and data analysis.

Participants

Table 1

Demographics of the Participants for the Questionnaire

| | Gender | | |
Group	Male	Female	Total Number (N)
IEP	7	11	18
RHET	17	34	51

Note. The number of enrollment in the ELI is low during the spring term.

A convenience sample was utilized to select the participants in the quantitative part of the research investigation. The researcher, a fellow at the department as a co-teacher, worked closely with the participants from the Intensive English Program (IEP). The number consisted of 69 participants who signed the consent form for the questionnaire. There were 18 students from the English Language Instruction (ELI) and 51 from Rhetoric and composition (RHET). The instructional setting in the IEP offers rigorous courses in English. Students are enrolled in the English intensive program because their test scores did not meet or exceed the admission requirements. To specify, they have scored lower than 5 in the International English Language Testing System (IELTS), or those who completed the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) scored lower than 61.

IEP

Based on test scores, students were recommended to enroll in the program to obtain the necessary language skills and prepare them for university. Students have been placed in ELIN 0101 (Intermediate English) or ELIN 0102 (Advanced English). They have to complete a set of four subjects which involve: study skills, project-based integrating skills, connections, and perspectives. Connections involve students working with writing, grammar, and word forms, while perspectives work on reading skills. The writing instruction in the classes varies depending on the different levels within the program. Upon completion of ELIN 101 or 102, students may be placed in ENGL 0210, which is known as Academic English for the Liberal Arts. These classes mainly focus on research tools, essay writing on science or humanities topics, and grammar.

It is worth noting that the feedback traditions in RHET and the ELI are entirely different. Each instructor may differ in their focus on feedback. Some instructors may focus on content

development, conventions of language, or organization. The ELI instructor that we worked with, provided her students with a feedback focus on surface errors. Errors may be identified but not corrected. It could be the case that feedback practices may vary across different instructors, since each of them knows their students' strengths and areas that need improvement.

The writing course in the IEP mainly focuses on introducing a variety of writing formats that students can follow. It is worth mentioning the writing formats since it gives us an idea of what students are introduced to in the writing course. The writing formats that students generally work with is TEXAS which stands for topic, explain, example, analysis, and summary. CEESAC, another writing format that means context, emotional focus, explaining reactions, adding stories and examples, analyzing, and concluding remarks. CEESAC is usually utilized for a reading response essay, where students defend their personal reaction to a text. According to one of the instructors in the IEP, TEXAS and CEESAC are two helpful writing formats that students can rely on when writing for academic purposes. In a sense, it is a base for writers to structure their ideas and make their content flow. The instructor further commented that she has found both writing formats useful for students with low writing skills. Feedback in the IEP may differ from the advanced level.

RHET

Another level that students can move forward to is RHET 1010, freshman writing. The focus is mainly on research writing at this level, and students are more involved in analytical and argumentative writing. Students worked with multiple drafts in RHET. Multiple drafts included thorough feedback, where the instructor added details on correction, coherence, content, reflection questions, and language use. It is important to note some strategic remarks that the instructor used throughout her feedback plan. Students had the opportunity to share their first

draft with another classmate for peer feedback. Feedback was provided only on the second drafts and grades the final drafts. It is worth noting that in between the second and final draft, the instructor encouraged her students to schedule a conference to discuss the feedback and clarify any doubts that they may have. In these conferences, the writing instructor and the student review the second draft, along with the added comments. It is possible that some of the feedback comments in the second draft may not make complete sense to the student reading them, which is why a student to teacher conference is highly recommended.

Despite the differences between departments, one feedback strategy in common was that students were part of conferences where teachers clarified and dived into the feedback given in-depth. As this is not WF, students and teachers have a dialogue orally. Overall, this research investigation worked with two groups from the English program. Deciding on IEP and RHET participants was the key to collecting data because students from the IEP transition to RHET, where writing expectations are higher. However, not all students in RHET come from the IEP, some directly enter RHET.

Data Collection

Instruments

    Questionnaires. To answer the first research question, a questionnaire was conducted to explore students' perception on feedback engagement strategies. The questionnaire used in this research investigation was modified (Horwitz, 1986; Cheng, 2004; & Di Loreto & McDonough, 2014). The questionnaire was about students' perceptions about their instructor's feedback. Di Loreto and McDonough (2014) explored the relationship between instructor feedback and ESL students' anxiety. A questionnaire was open to all ELI and RHET students to complete since the questionnaire was sent via email to every student from both groups. The questionnaire allowed

the researcher to obtain useful information about the participants' views on feedback. The questionnaire was organized into five categories: apprehension of feedback, strategies in feedback, the usefulness of feedback, the quality of feedback, and uptake of feedback. We chose this format because responses provided an overview of students' perceptions in the feedback phenomenon. To specify, the feedback questionnaire contained 44 items, a copy with the questionnaire is given in appendix. Using a likert scale, students chose whether they strongly disagreed or strongly agreed with each statement given. This questionnaire was developed by

Student Writing Samples

To answer the second research question, students' writing samples were collected to investigate uptake on feedback. The objective behind the writing sample collection was to identify uptake and feedback strategies that the writing instructor used to provide feedback to the students.

Table 2

Collection of Writing Samples

| Group | Writing Samples with Instructor's Feedback | | Total Number (N) |
	Second Drafts	Final Drafts	
RHET	15	15	30

Note. First drafts were not analyzed since students worked on peer feedback.

For the second data collection method, the number of writing samples varied depending on how many students accepted to participate in the study. A total of 30 writing samples were provided by one RHET instructor. Fifteen of these samples were second drafts from the RHET group; the remaining 15 were the final drafts. The second drafts that included the instructor's

comments were collected to explore students' uptake. Having collected at least two writing samples from the 15 participants made it possible to identify if students followed their teacher's feedback to improve their final draft. Nicol and Macfarlane-Dick (2006) proposed a list of principles for an effective feedback practice. This list of feedback principles were used to guide the data collection from writing samples. Using the principles, the researcher looked at samples if the writing instructor presented:

- what good performance was,

- facilitated the development of learning,

- delivered quality feedback about student's learning,

- suggested students set a teacher meeting if they had any questions,

- encouraged positive motivational beliefs,

- and provided opportunities for higher future performance.

Student Interviews

To answer the third research question, interviews were conducted to explore students' concerns, express emotions, and preferences on feedback. The purpose of the interview was to explore what occurred inside the student's minds when they were learning from their feedback. Participants from the IEP and RHET group had the option to be interviewed. After completing the questionnaire, students who were interested in being interviewed signed a consent form.

Table 3

Demographics of the Participants for the Interviews

| Group | Gender | | |
	Male	Female	Total Number (N)

IEP	0	4	4
RHET	1	3	4

Note. Total of eight interviews were conducted.

A total of eight interviews were conducted in this research investigation. Four interviews were conducted with students from the IEP and another four from RHET 1010. The interview was semi-structured, follow-up and probing questions were inquired to solicit additional details. Each interview was 15-30 minutes in length. To specify, the list of interview questions was adopted from Walker, et al. (2020). Seven questions targeted how students view feedback, their feelings about the feedback they receive, and their experience with WF. A complete list of the interview questions is included in appendix B.

Procedures

The researcher received approval from the Institutional Review Board (IRB), a copy is included in Appendix D. ELI and RHET instructors were asked if they were willing to collaborate and utilize the course as the base for this study. Similarly, students in the English course signed a consent form stating they were willing to participate in this investigation. The researcher made sure that students were informed about the purpose of this research. Their participation was voluntary, so they felt free to deny the request, or if some participants needed to stop being part of the research at some point during the time frame, they could do so. The participants signed consent forms for the questionnaire, writing samples, and interviews.

Data Analysis

Part of the data was analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS) to answer the research question about student engagement strategies. The two

student populations, IEP and RHET were examined in their differences in strategies and uptake of feedback. The analysis of these two independent samples t-test focused on a simple frequency count that compared the means and relationship between the two student groups. Once all questionnaires were completed through Google forms, the researcher exported the data to SPSS. SPSS calculated the mean, standard deviations, percentage of agreement of each item.

Second, the analysis of the writing samples followed a theoretical framework used in Nicol and Macfarlane-Dick's study (2006). Using their principles, the researcher looked at samples if the writing instructor presented: what good performance is, facilitation in the development of learning, delivery of quality feedback about student's learning, suggestions to set a teacher meeting if they have any questions, encouragement mentioning positive motivational beliefs, and providing opportunities for higher future performance. The professor from RHET 1010 provided fifteen samples of her students using the Turnitin system. The instructor used Turnitin for marking and writing feedback. Turnitin is a popular resource that many academic institutions utilize today, having multiple functions for both the instructor and student. The feedback tool allows the instructor to return individual comments to her students.

Thirdly, the interviews were analyzed qualitatively. The interviews were conducted online through a video-conferencing platform called Zoom. Each interview was recorded in a separate file; after the researchers finalized all recordings, the audio file was then uploaded to otter.ai for transcription. The otter.ai program allows the user to transcribe voice notes, organize, edit, and share the transcription with others. After each transcription was finalized, the researcher reviewed and edited the transcription if any errors appeared in the system. For the validity of the transcriptions, the researcher presented a copy of each transcription to the interviewee. The interviewee then verified if they agreed with what they stated in the transcription.

A sociological framework was utilized to analyze emotions from the interview data. The sociological framework was part of Turner and Stets (2005). This framework of emotions involved elements such as: (1) biological activation of key body systems; (2) socially constructed cultural definitions and constraints on what emotions should be experienced and expressed in a situation; (3) application of linguistic labels provided by the culture; (4) expression of emotions through facial or voice moves; and (5) perceptions of situational objects or events (Turner & Stets, 2005, p.9). Research investigators clarified that not all of these elements have to be present when analyzing emotions, so for the purpose of this study, two elements will be the focus.

The emotions expressed in a situation and students' perceptions of situational objects or events were the two elements used in the present study. It may be known that to measure emotions requires a scientific explanation or particular instruments to detect an individual's emotions. Turner and Stets (2005) explained how the sociological framework can be utilized to understand emotions. To determine the expressed emotions from the participants in the current study, the researcher examined students' emotional experience in a given situation. The given situation dealt with learners receiving feedback. The second element focused students' perceptions on feedback.

Miles and Huberman (1994) analyzed interview data by identifying patterns, processes, commonalities, and differences (p. 9). After each interviewee confirmed their transcription, the researcher used Miles and Huberman's theoretical framework, highlighting key points that led to potential themes. The themes that unfolded from the interviews were: positive emotions, negative emotions, feedback to the teacher, and past experiences on feedback.

In brief, questionnaires, writing samples that included instructor's feedback, and student interviews were the three data collection methods used in this research investigation. Other

theoretical frameworks and models from past studies supported the data collection process. The principles of feedback (Nicol & Macfarlane-Dick, 2006) were used to analyze feedback comments from the writing samples. A model to indicate the types of feedback in writing samples was applied (Dressler et al., 2014). We also drew on a second model that served as a guide to identify students' uptake (Santos et. al., 2010). The sociological framework (Turner & Stets, 2005) which consisted of two elements were used to bring out students' emotional responses to light.

Chapter 4: Results

Introduction

The current study was conducted to explore students' perceptions on written feedback. More specifically, the study aimed at investigating the following research questions: (1) What are students' perceptions of feedback engagement strategies? (2) What is students' uptake with feedback? (3) What are ELI and RHET students' emotional responses to written feedback? The following section includes a description of the study results.

Findings

RQ1: What are students' perceptions of feedback engagement strategies?

Below, figure 1 presents the feedback strategies based on students' responses from the questionnaire. A complete list of the questionnaire items is provided in Appendix A.

Figure 1
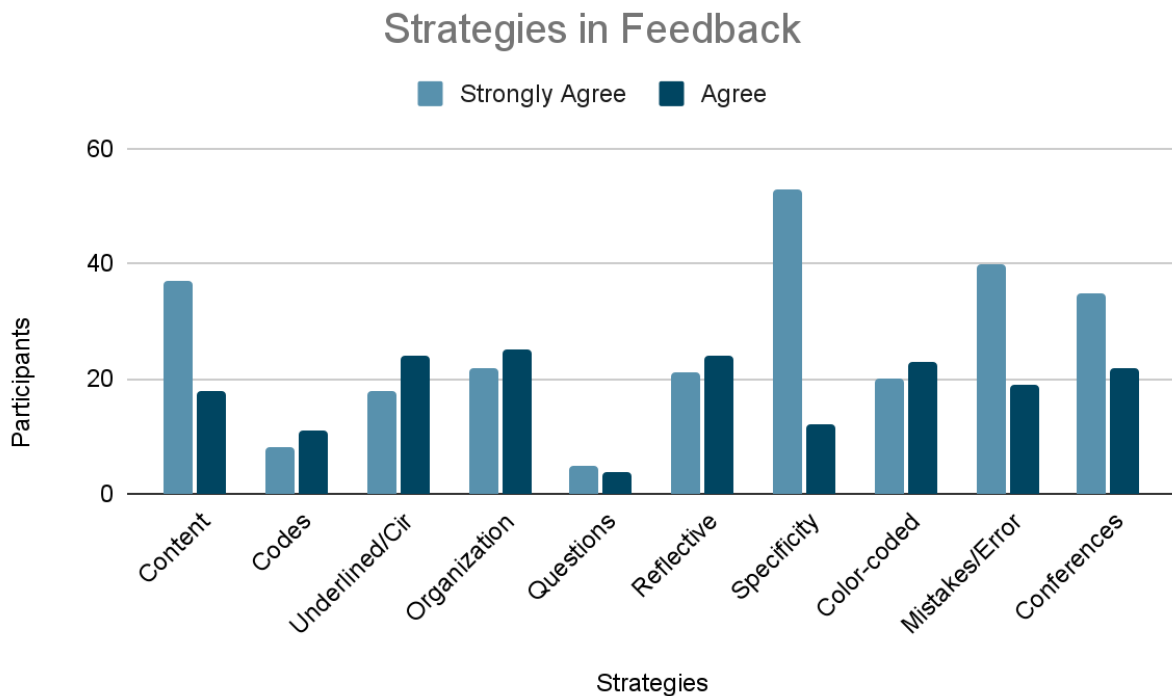
The question is, which feedback strategies are more effective than others? The

questionnaire provided us with students' perceptions on WF. The teacher's feedback that is

specific and written for the student to understand was the strategy with the most strongly agree or

agree responses. Participants also showed a high preference for their teacher to tell them their

mistakes and errors directly (58%). Followed by feedback on content with 79.7%, 68.1% of

preferences for feedback on organization, and 65.2% of participants preferred feedback that

makes them reflect. Below, a second graph includes the number of participants who highly

disagree or disagree with each feedback strategy statement from the questionnaire.

Figure 2
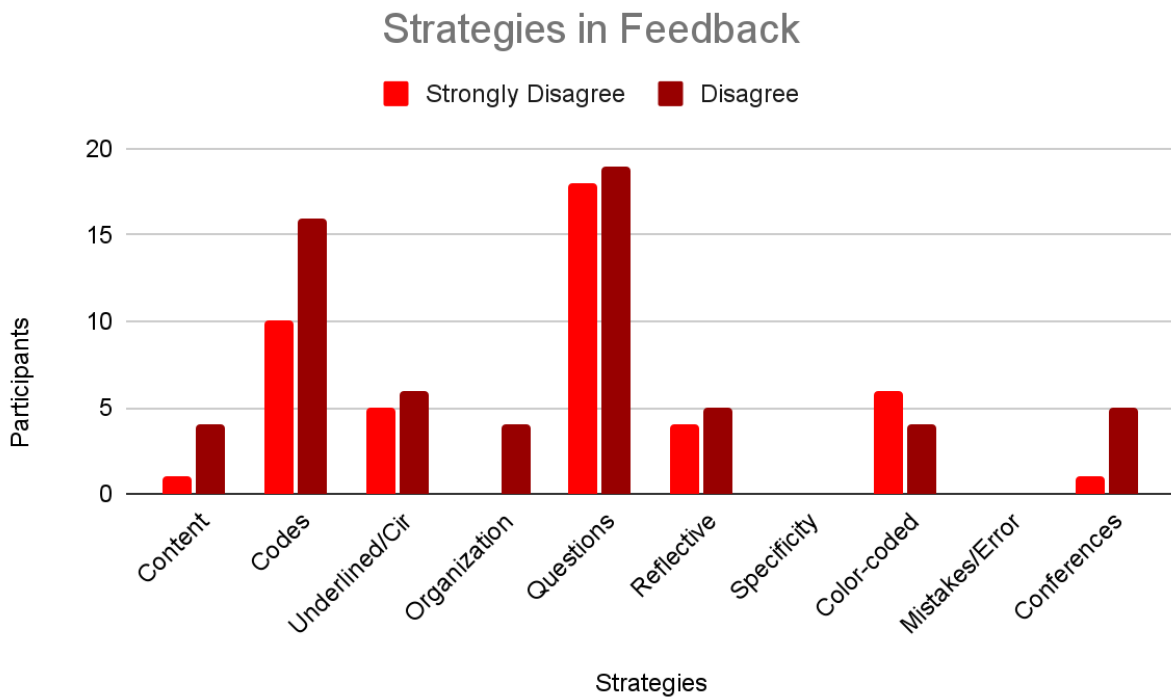
Based on Figure 2 above, the highest percentage with the most disagreeing responses was

the teacher writing questions on feedback instead of making statements. The second statement

about feedback on form with codes is another strategy in which participants disagreed. Since the

majority of participants had a high preference for teacher's feedback to be specific, written for students to understand, emphasize students' mistakes and errors directly in WF, there was a 0% of disagreement for both of these strategies.

The results presented below in table 4 indicate the means and standard deviations between IEP and RHET. The mean (M), standard deviation (SD), and percentages of agreement are provided for each strategy score in the low and high proficiency groups. Throughout the questionnaire, participants chose whether they (1) strongly disagreed, (2) disagreed, were (3) in between, (4) agreed, or (5) strongly agreed with each feedback strategy item.

Table 4

Means, Standard Deviations and Percentages of Agreement of the Perceptions on Feedback Strategies

| Item | Groups | *M* | *SD* | Percentage of Agreement | | | | |
				Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I prefer to receive feedback on content.	RHET	4.2	1.0	53.6%	26.1%	13%	5.8%	1.4%
	IEP	4.3	.9					
2. I find feedback on form with codes are easy to follow.	RHET	2.7	1.2	11.6%	15.9%	34.8%	23.2%	14.5%
	IEP	3.1	1.2					
3. I prefer feedback on forms that are underlined or circled.	RHET	3.6	1.1					
	IEP	3.4	1.1	26.1%	34.8%	23.2%	8.7%	7.2%

4. I like feedback that focuses on the organization of my writing.	RHET	4.0	.8					
	IEP	3.7	1.0	31.9%	36.2%	26.1%	5.8%	0%
5. I prefer the teacher to write questions on my feedback, instead of making statements.	RHET	2.2	1.0					
	IEP	2.6	1.2	7.2%	5.8%	33.3%	27.5%	26.1%
6. I like feedback that makes me reflect.	RHET	3.7	1.1					
	IEP	3.8	1.2	30.4%	34.8%	21.7%	7.2%	5.8%
7. I prefer my teacher's feedback to be specific and written in a way that I will understand.	RHET	4.7	.5	76.8%	17.4%	5.8%	0%	0%
	IEP	4.6	.6					
8. I find color-coded comments to be helpful in my written feedback.	RHET	3.7	1.1					
	IEP	3.6	1.4	29%	33.3%	23.2%	5.8%	8.7%
9. I prefer my teacher to tell me my mistakes and errors directly in written feedback.	RHET	4.4	.7					
	IEP	4.3	.8	58%	27.5%	14.5%	0%	0%
10. I understand my feedback better in a teacher to student conference.	RHET	4.1	1.0					
	IEP	4.3	.7	50.7%	31.9%	8.7%	7.2%	1.4%

Based on Table 4, the feedback strategies refer to content, form with codes, forms that are underlined or circled, focus on the organization of writing, clarification questions instead of statement, feedback that aims for reflection, specific for the student to understand, color-coded comments, indicating the mistakes and errors directly, and teacher to student conferences. For item 7 in the questionnaire, 53 (76.8%) students strongly agreed for their teacher's feedback to be specific and written in ways that they will understand. None of the participants disagreed with this statement.

The results in item 9 indicated 58% (40 participants) for a preference on teachers pointing students' mistakes and errors directly in written feedback. Other 19 participants (27.5%) agreed and the rest of the 10 participants were neutral on item 9. The responses varied for item 10, 35 (50.7%) participants strongly agreed, 22 (31.9%) agreed, 6 (8.7%) were in between, 5 (7.2%) disagreed, and only 1 participant strongly disagreed with teacher to student conferences. The majority of the items did not present significant differences between the IEP and RHET participants. For item 10: *"I understand my feedback better in a teacher to student conference"*, the IEP group resulted in a (M = 4.3, SD = .7), while RHET had a (M = 4.1, SD = 1.0).

Similar to the table above, Table 5 shows the participants beliefs towards the feedback quality from their instructor. Most participants strongly agreed (54.2%) that their feedback was helpful. One participant (1.4%) disagreed with the feedback. This shows that one participant believed that their feedback was not helpful. However, another 31.9% agreed and 12.5% of participants were neutral on item 1.

Table 5

Means, Standard Deviations, and Percentages of Agreement in Feedback Quality

Item	Groups	*M*	*SD*	Percentage of Agreement				
				Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The feedback was helpful.	RHET	4.4	.6	54.2%	31.9%	12.5%	1.4%	0%
	IEP	4.3	1.0					
6. The feedback received did not confuse me.	RHET	3.7	1.0	31.9%	27.8%	26.4%	8.3%	5.6%
	IEP	3.5	1.3					
7. I do not need help from my teacher to understand the comments.	RHET	2.4	1.2	6.9%	15.3%	36.1%	22.2%	19.4%
	IEP	3.1	1.1					
8. I need support from my teacher to understand the comments received.	RHET	3.7	.9	20.8%	33.3%	26.4%	13.9%	5.6%
	IEP	2.8	1.3					

Note. N = 69

Both participants from RHET and the IEP strongly agreed that they understood their teacher's feedback (45.8%). However, item 8 presented a percentage of 26.4% in which participants were neutral about needing support from their teacher to understand their feedback comments.

RQ2: Students' feedback uptake

First, the instructor's comments from each second draft were extracted to three distinct types of feedback: surface-level, meaning-level, and rhetorical feedback (Dressler et al., 2019).

Afterward, each comment was organized into sub-categories: grammar, word use, spelling, punctuation, and APA formatting which fall under surface-level feedback. This was followed by meaning-level feedback that includes structure/organization, paragraphing, sentence errors, and not enough information or detail. Other examples of the feedback identified are categorized under the rhetorical type which involves discussion, general positive feedback, correction of error feedback, and other information. Table 6 presents the instructor's comments from students' second drafts in RHET. Table 6 is also a modal that was used by Dressler et al. (2019). The table below examines the surface-level and meaning-level feedback. The feedback comments are from students' second drafts.

Table 6

Examples of the Feedback Identified in writing samples from RHET

Type of Feedback RHET	Examples of Feedback from Writing Assignment Task (Second Draft)
Surface-Level Feedback	
Grammar	Fix this sentence (grammar) . Even though . Therefore, Run-on Fragment
Word Use	*Definition. Give acronym* *Repetition! Avoid being wordy.* *Use powerful and effective vocabulary Example: you can do it/ start now/ change is always possible/ you are strong/ you deserve to be happy* *Missing word* *Adopt?* *Intend?*
Spelling	"I" Caps
Punctuation	. , Punctuation

	; however, (punctuation) , especially Comma splice (remove the comma and put a full stop) Punctuation: full stop Comma splice (comma when not needed-should be a full stop)
APA Formatting	Fix citations Add reference Sources/ in-text citation
Meaning-Level Feedback	
Structure/ Organization	Transition Development / Organization / Writer Reader Awareness (appeared in multiple drafts) Start from general to the specific Focus Organization (sign at the end) Transition? Let me ask you a couple of questions about Make it clear from the beginning
Paragraphing	This should come earlier (referred a whole paragraph to be moved) Different attitudes (can be after the intro) + iPhone + Another paragraph? Try to make it personal by addressing and talking to the reader Structure within and between paragraphs The problems can be in a separate paragraph
Sentence Errors	I will try, in this letter, to tell you how powerful it is. , in my mind, As a teenager who has been a victim of being… let me tell you what I know about the top , but Revise your sentence structure
Not enough information/detail	Reader/writer awareness (how old are you?) Which ones? So are you giving an example of how you judge yourself as well? Reason for saying this? Series that raise awareness about certain issues? You, as a writer, are not clear. Who are you? Who is your reader? Are you sure they will understand? Think about it.
Rhetorical Feedback	
Discussion	Dealing with grief (3)
Positive Feedback	Beautiful!

/general	
Positive Feedback /substantive	**N/A**
Correction of Error Feedback	Fix this Relate this to being happy Explain their experience Style: Ask rhetorical questions. Talk to the reader/ say who you are/ why are you writing this
Information	**N/A**

Note. Feedback comments on second drafts from RHET participants

A common question that comes to mind after feedback is returned to the learner, what does the receiver do with the feedback comments? After comparing a participant's second draft with its final draft, revisions were extracted and organized in a table. We followed a model used in a previous study in which participants' revisions were analyzed in T-Units. The second research question investigated students' uptake on feedback, exploring the revisions made in response to the teacher's feedback. According to Santos et. al. (2010), "uptake was operationally as both the type and the amount of accurate revisions incorporated in the participants' revised versions of their original texts" (p. 139).

Table 7

Example of coding of T-Units in RHET

TEXT	T-UNIT	CODE
Original text	As we go through this **process** we learn that big problems are nothing but smaller factors that are easy to fix and deal with.	
Correction	Punctuation	
Revision S1	As we go through this **process,** we learn that big problems are nothing but smaller factors that are easy to fix and deal with.	CC
Original text	From a perspective of an **18 year-old male**, it is important that I spread awareness of this issue so we can attempt to prevent it from	

	damaging our societies.	
Correction	journalist	
Revision S2	From a perspective of a **male journalist**, it is important that I spread awareness of this issue so we can attempt to prevent it from damaging our societies.	CC
Original text	For example, there is a series named ""Khali Balk mn Zeze." It represents a story of a young lady that has ADHD. After that series…	
Correction	Series that raise awareness about certain issues?	UC
Revision S3	For example, there is a series named "Khali Balk mn Zeze." It represents a story of a young lady that has ADHD. After that series…	
Original text	Every athlete in the world including the best have suffered from a traumatic injury that caused a sudden change in their **life, even though** all athletes are good at their practiced sports…	
Correction	. Even though…	
Revision S4	Every athlete in the world including the best have suffered from a traumatic injury that caused a sudden change in their **life, even though** all athletes are good at their practiced sports…	UC
Original text	"Happiness is the lived and affective consciousness" declared the philosopher Raymond Polin in his ."	
Correction	AS a philosopher, who has been in the field for ten years, I want to share with you my experience..	
Revision S5	**As a philosopher, who has been in the field for ten years, I wanted to share with you my experience.**	CC
Original text	"...you start to perceive your surroundings differently, therefore, it is the mindset of oneself that matters most during the process of recovery.	
Correction	. Therefore, …	
Revision S6	"...you start to perceive your surroundings differently**. Therefore,** it is the mindset of oneself that matters most during the process of recovery.	CC
Original text	"...I concluded what are the main reasons for this high number of	

	homeless people first of all, after corona a lot of people got unemployed so their sustainable source of income was cut off…"	
Correction	Punctuation: …(full stop) First of all, …	
Revision S7	"...I concluded what are the main reasons for this high number of homeless people. first of all, after corona a lot of people got unemployed. so their sustainable source of income was cut off…"	PC
Original text	Perception is a subjective matter as it is the way in which individuals perceive certain information, behaviors, and other issues of life.	
Correction	Style: Ask rhetorical questions.. Writer/reading positions: -Talk to the reader -Say who you are -Why you are writing this	
Revision S8	**I'm writing this blog to educate teens and their parents on how perception fluctuates from one person to the next and how it impacts their behavior.**	CC

Note. Examples of coding in revised writing samples from the high proficiency group. The revised corrections that are needed are in bold. Corrections that were completed or remained the same are also in bold.

The revisions from second drafts were analyzed in T-units, using codes to represent the changes made in the final draft by the student (Sachs & Polio, 2007). According to Hunt, as cited in Santos et al. (2010), T-units were defined as one main clause in addition to subordinate clauses that are attached to or embedded within it (p. 139). Table 7 above presented eight writing samples from second drafts that included WF by the RHET instructor.

As followed in Sachs and Polio (2007, p. 140), CC stands for completely changed, that is if the student revised all the errors or suggestions. PC means for partially changed, if a minimum of one error was revised. UC is the acronym for completely unchanged, if the T-Unit contained all the errors from the original version, which in this study is the second draft. Table 7 has demonstrated students' uptake on their writing instructors' feedback. Based on Revision S, UC

was coded. The participant of this writing sample was also interviewed and stated that he did not make the suggested changes since he disagreed and explained his ideas to the instructor during the teacher-student conference.

Referring back to one of the sections in the questionnaire that explored students' perceptions about uptake on feedback serves as complementary data to the second research question. Table 8 shows the mean, standard deviations, and percentages of agreement between the items in the uptake section of the questionnaire.

Table 8

Means, Standard Deviations, and Percentages of Agreement in Uptake to Feedback

Item	Groups	M	SD	Percentage of Agreement				
				Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I always use my teacher's constructive feedback to improve my writing.	RHET	4.2	.8	56.9%	25%	15.3%	2.8%	0%
	IEP	4.3	.9					
2. I like to discuss my feedback with my peers to see if they also have similar feedback.	RHET	3.3	1.2	22.2%	20.8%	31.9%	12.5%	12.5%
	IEP	3.0	1.3					
3. I am quick to use my available feedback and ask questions if I have any.	RHET	4.0	1.0	43.1%	33.3%	13.9%	6.9%	2.8%
	IEP	4.1	1.2					

#	Item	Group	Mean	SD					
4.	I ask my teacher to explain my feedback carefully, some comments are unclear.	RHET	3.5	1.2	25%	23.6%	18.1%	23.6%	9.7%
		IEP	2.7	1.3					
5.	I find it pointless to make the changes in my future writing.	RHET	1.4	0.6	0%	0%	9.7%	23.6%	66.7%
		IEP	1.3	0.7					
6.	I prefer to have a classmate give me feedback.	RHET	2.1	1.0	6.9%	8.3%	18.1%	36.1%	30.6%
		IEP	2.3	1.3					
7.	I like to have both my teacher's and a classmate's feedback on my writing.	RHET	3.3	1.2	29.2%	20.8%	22.2%	18.1%	9.7%
		IEP	3.5	1.3					
8.	I agree with my teacher's comments, but I also disagree when there is a need to.	RHET	3.7	1.0	26.4%	23.6%	34.7%	11.1%	4.2%
		IEP	3.1	1.3					
9.	Once I receive my feedback, I like to schedule a meeting with my teacher.	RHET	3.5	1.1	18.1%	26.4%	31.9%	19.4%	4.2%
		IEP	3.0	1.3					
10.	After feedback is given to me, I like to wait for a few days to read and use it.	RHET	3.1	1.1	11.1%	20.8%	31.9%	23.6%	12.5%
		IEP	2.7	1.4					

N = 69

Table 8 shows the 10 items from the uptake section in the questionnaire. Item 1 showed the majority of participants who strongly agreed on using the teacher's constructive feedback to improve writing (56.9%). RHET participants showed a M = 4.2 while IEP participants resulted in a M = 4.3. Item 10 showed a high percentage of participants feeling neutral about waiting for a few to read the WF. This percentage indicates that not all participants use their WF right after they receive it.

RQ3: ELI and RHET students' emotional responses to written feedback

Feedback may involve numerous factors, one of them being students' emotions. It is possible that feedback may influence a student's emotional state. After conducting a series of eight semi-structured interviews, the students presented similar responses about their feelings, towards their teacher's feedback. A sociological framework was utilized to analyze emotions which was in Turner and Stets (2005). The two elements that were used examined students' emotional experience in a given situation which was about receiving feedback. The second element involved students' perceptions of feedback (Turner & Stets, 2005).

Based on the interviews that were conducted, a wide range of emotions appeared. These emotions included both positive and negative emotions. Positive emotions that came from the participants were: appreciated, comfortable, encouraging, excited, good, happy, motivated, thoughtful, and satisfied. In contrast, the negative emotions that were mentioned in the interviewers were: afraid, anxious, disappointed, sad, scared, stressed, and worried. Reflecting about the overall feedback experience in the writing course, participants justified several emotional responses in their interviews.

Below, excerpt 1 shows the first RHET interviewee who expressed her emotions before reading her teacher's feedback. In excerpt 2, the interviewee from RHET conveyed feeling

worried because he normally applies tremendous effort in all of his writing assignments. As demonstrated, both RHET participants indicated the emotions that they usually experience upon receiving written feedback.

Excerpt 1

Interviewer   How do you feel about the feedback you receive?

RHET Student 1: *Stressed and **anxious** before. But after I read it and after the conference.*

*I feel **good**, **happy**, and motivated. When I read my feedback, I start right away to revise it, I **fear** of forgetting.*

Excerpt 2

RHET Student 2: *I feel **excited** I feel **worried** because I put too much effort on my writing and it will not be so good if my teacher finds it bad.*

Excerpt 3

RHET Student 3: *I guess when the first time when the notifications come that the teacher has given positive feedback. All of the students are excited to see how the teachers has graded, you know, their essays. So that's why I also feel **excited** when my teacher posts my comments and I want to see it as soon as possible to fix some errors if there is or to make things more clear if I can.*

Excerpt 4

RHET Student 4: *Well for example, again, in the case of English, a specific example was when our instructor asked us to write a story about a past thing that happened or something. For example, loss of confidence or body image issues. So when I wrote about that, she gave me really empathetic feedback and that she was like **feeling how I'm***

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writing. *She was very supportive with the feedback which made me want to be more* **confident** *with who I am. So this is the type of emotional feedback that just makes you want to improve.*

Interviewer: So you can see that your teacher really reads your content.

RHET Student: *Yes and she gives very thorough feedback and very detailed which shows you that she really read your writing and that she understands it very well.*

In Excerpts 5-8, ELI participants revealed their emotions towards their teacher's written feedback. Even though these participants are at a lower-proficient level, their revealed emotions are similar to the emotions from the higher proficiency level group. One can see…

Excerpt 5

Interviewer   How do you feel about the feedback you receive? What kind of emotions do you experience?

ELI Student 1 *Actually, there's a lot of emotions. Like sometimes I feel that I'm, I'm so sad because I'm, I takes but when I I know, my, my fault, and I'm trying to do the best. And my teacher when my teacher encouraged me more in the feedback, that's make me feel comfortable.*

Excerpt 6:

ELI Student 2: *Yeah, when I got the feedback, I feel* **happy**. *Because, yeah, most of them are good. And they give me encouraged me to do better than next time. I feel* **happy** *with reading them. So I maybe sometimes maybe I get a loser on grade, maybe four to five, but I got feedback. So this is a positive thing I think most people should do. Because at the end, this feedback will benefit you in there. It has nothing to do with with the professor or the teacher will give you this feedback.*

Excerpt 7

ELI Student 3: *I feel **scared**, **afraid** for negative comments. I like to wait one day to open for feedback, I'm not ready sometimes. But I feel **comfortable** after one day. Then I can also feel **worried** and **stressed** when I am correcting it.*

Excerpt 8

ELI Student 4: ***Good**, **happy**, I learn from mistakes. But I feel **nervous**, because of my mistakes and then I feel **excited**. I am interested in knowing my mistakes, feedback is important.*

Note. Emotions are in bold.

In the beginning of each interview, the participant was asked to define what feedback meant to them. Defining feedback in their own words was an approach for the interviewee to begin brainstorming on the notion towards feedback. After a couple of questions, the interviewee was asked about their emotional state or reaction before, during, and after feedback. Some interviewees expressed feelings of anxiety, nervousness, and worriedness about how much they would have to revise based on their feedback. Other questions in the interview searched for answers if students also take the role of giving feedback to their teachers and how do they respond in return.

When asked about students giving the teacher feedback on how they are learning, all eight interviewees provided positive responses. Four of the participants from the RHET group shared one of their formative writing assignments. The task was to write an email to the teacher, mentioning her strengths, and points of improvement in classroom instruction or teaching style. In other words, the teacher asked her students to give feedback in ways that she can improve and make learning effective. Interviewee 1 mentioned that after their teacher received the feedback,

there were changes that some students noticed in the teacher's style.

Referring back to question, interviewee 3 from the IEP mentioned that one of her instructors from a different subject returns feedback using voice notes. The interviewee highlights that she prefers voice notes over written feedback. *"With audio feedback you don't read, you listen to recordings. I can feel what he's saying and know his tone of voice,"* stated IEP interviewee 3. From the student's response, it appears that audio feedback may be more useful for both the instructor and the student. It may be possible that voice recordings may be less time consuming for the instructor, as they are recording corrections. Writing may take longer, where the instructor may go back and forth with some comments. Further investigation can explore the effects of using audio voice notes for feedback.

An unforeseen response from one of the ELI participants expressed gratitude towards being part of a study like this, because now she is aware that it is normal to experience unsettling emotions in the moment that an individual finds out that they have received feedback from their teacher. The participant explained that she has opened up to her classmates about her feelings towards the teacher's comments on her writing. In response, the student's peers agreed that they experience similar emotions when they receive feedback from their teacher. This interaction reassures the participant that other fellow classmates feel the same way.

The emotions that participants brought to light throughout the interviews have been collected and divided into different categories. Table 9 shows the positive and negative emotions from the RHET and IEP participants.

Table 9

Emotions of RHET and IEP Participants

RHET Positive Emotions	RHET Negative Emotions	IEP Positive Emotions	IEP Negative Emotions
1. Good 2. Happy 3. Excited 4. Confident 5. Motivated 6. Satisfied 7. Supported	1. Anxious 2. Disappointed 3. Fear 4. Insecure 5. Nervous 6. Stressed 7. Worried	1. Comfortable 2. Curious 3. Happy 4. Great 5. Thoughtful 6. Appreciated 7. Interested	1. Afraid 2. Bad 3. Nervous 4. Sad 5. Scared 6. Stressed 7. Worried

Note. Identified emotions from interviews.

As reported from Table 9, both groups have some emotions in common: happy, nervous, stressed, and worried. Collectively, the emotions across RHET and the IEP show a general common ground of the feelings that learners experience when receiving or reading their teacher's feedback.

Table 10

Means, Standard Deviations, and Percentages of Agreement in Emotions of Feedback

Item	Groups	M	SD	Percentage of Agreement				
				Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The feedback made me nervous about my writing ability.	RHET	2.3	1.0	56.9%	25%	15.3%	2.8%	0%
	IEP	1.9	1.1					
2. The feedback did not make me stressed about my writing ability.	RHET	3.4	1.1	23.6%	37.5%	16.7%	16.7%	5.6%
	IEP	3.7	1.4					
	RHET	2.7	1.2	5.6%	18.1%	18.1%	29.2%	29.2%
	IEP	1.7	.8					

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		Mean	SD					
3. I felt nervous when I saw that the teacher wrote comments in my writing assignment.								
4. Seeing comments from my teacher did not make me feel stressed.	RHET	3.2	1.1	30.6%	20.8%	25%	22.2%	1.4%
	IEP	4.0	.9					
5. I enjoyed receiving feedback because I felt that the teacher was trying to help.	RHET	4.3	.8	59.7%	20.8%	18.1%	0%	1.4%
	IEP	4.3	1.1					
6. I disliked the comments from the teacher because I felt the teacher was not trying to help.	RHET	1.5	1.0	5.6%	1.4%	5.6%	25%	62.5%
	IEP	1.8	1.2					
7. The feedback received did not affect my attitude towards the writing task.	RHET	2.3	1.1	5.6%	9.7%	18.1%	38.9%	27.8%
	IEP	2.2	1.1					
8. I did not care that there was feedback given.	RHET	1.3	.5	1.4%	0%	6.9%	15.3%	76.4%
	IEP	1.5	1.0					
9. Reading the comments from my teacher makes me more nervous to write the next time.	RHET	2.4	1.1	2.8%	11.1%	22.2%	20.8%	43.1%
	IEP	1.5	.8					
10. Reading the feedback						34.7%		

Item	Groups	M	SD	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
decreased my anxiety because I know how to improve.	RHET	3.6	.9	26.4%	25%		9.7%	4.2%
	IEP	3.1	1.3					

N = 69

The section of apprehension of feelings from the questionnaire was also extracted to complement and compare students' emotional responses towards their teacher's feedback. The IEP and RHET participants resulted in agreeing with some of the feedback items in the questionnaire. Statement 5, *"I enjoyed receiving feedback because I felt that the teacher was trying to help"* had a mean of 4.3 from both groups. This finding reports that students strongly feel that the purpose of their teacher's feedback serves for writing guidance. Below, Table 11 shows the mean, standard deviations, and percentages of agreement for the section in usefulness of feedback from the questionnaire.

Table 11

Means, Standard Deviations, and Percentages of Agreement in Usefulness of Feedback

Item	Groups	M	SD	Percentage of Agreement				
				Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2. I like receiving feedback but I still do not know how to improve.	RHET	2.5	1.0	2.8%	12.5%	27.8%	29.2%	27.8%
	IEP	1.7	.8					
4. I enjoy receiving feedback because I try to understand the comments so that I can do better the next time.	RHET	4.6	.6	68.1%	25%	5.6%	1.4%	0%
	IEP	4.5	.8					
	RHET	2.4	1.0	2.8%	9.7%	23.6%		

				33.3%	30.6%
6. I do not know how to apply the feedback that I received.	IEP	1.7	.8		

N = 69

Table 11 presented three items from the usefulness of feedback section. For item 2, participants were neutral on this statement (27.8%). Other participants disagreed (29.2%). Item 4 revealed that 68.1% enjoy receiving the feedback because the WF makes the participants do better in the future.

To recapitulate, the important findings in this study are:

1. Based on students' perceptions from the questionnaire, the majority of students utilize the information that their writing instructor provides in the feedback. Student and teacher conferences give more clarity on misunderstood comments.

2. Most of the items in writing samples were addressed by the RHET participants. It appears that students partially address some items in the WF.

3. Based on the interviews, RHET and IEP participants shared their experienced emotions throughout the feedback process.

Chapter 5: Discussion

In this following chapter, an analysis and discussion from writing samples, questionnaires, and interviews will be presented. The key findings from the collected data have been analyzed, comparing and contrasting to previous conducted studies. The implications, limitations, and recommendations for further research are also provided.

Discussion of Findings

Different sets of data were collected from two distinct groups to examine what kind of strategies teachers use to give feedback to their students. The two student groups were from RHET and the ELI. The writing samples and interviews were analyzed qualitatively, while the questionnaires were analyzed quantitatively. The quantitative data includes the mean, standard derivations, and percentages of agreement responses from the participants. This questionnaire item analysis was used to answer the first research question about students' perceptions of feedback engagement strategies.

The second section of the questionnaire focused on the participants' perceptions towards their instructor's strategies on providing feedback. Based on the results, participants showed a high preference for their teacher's feedback to be specific and written in a way that learners will understand (item #7). The percentage of strongly agreed responses was 76.8% (53 participants). Another 12 participants (17.4%) agreed with item #7. The students' responses for item #7 sets forth that participants find it helpful for teachers to spend more time with specific feedback and written clear for learners to use it to improve their writing.

Writing instructors may go above and beyond in providing an accommodating feedback experience, however, not all students make use of these available opportunities. Davidson (2020) additionally explained that there have been occasions where teachers complained about spending

a large amount of time providing feedback on students' writing and in return, feedback is ignored. Referring to item #7 of the questionnaire, specificity and writing clear for students to understand requires time from the instructor. The high percentage shows that students prefer and appreciate the specificity and clarity that their teachers deliver throughout WF. If teachers want their students to be motivated and apply the feedback in future writing tasks, motivation must also start from the writing instructor. Storch and Wigglesworth (2010) concluded that students' factors like motivation may *"influence not only the strategies learners adopt in dealing with the feedback received but also their willingness to accept the feedback and their likelihood of retaining it"* (p. 328).

Educational institutions may rely on particular feedback strategies that contribute to student engagement in the writing classroom. In response to the feedback strategies that contribute to student engagement in writing, statistical analysis revealed that the strategies across both groups were not statistically significant. This finding is similar to Parikh, McReelis, and Hodges (2001) discovered in their study that students are more engaged with personalized feedback from their writing instructor than when generalized feedback. Students can capture the difference between individualized and generalized feedback. It is probable that a student who receives generalized feedback, may realize that the same feedback was distributed among classmates and it may not apply to the receiving student. In contrast, the student will recognize individualized feedback, where specific comments related to the writing topic have been made by the instructor.

Writing instructors giving feedback and students receiving it may not be enough. A qualitative analysis of writing samples revealed that students' uptake in RHET increases when

they are revising their second drafts and improving for the final draft. Based on the results to the second research question, most of the items, comments, and suggestions were addressed.

Students addressed most of the corrections and suggestions that the teacher recommended on their writing. Writing sample #3 contained items that students did not address on their final draft. For example, in sample #1 of the second draft, the teacher wrote, *"Who is your reader? Are you sure they will understand? Think about it."* On the final draft from this current sample, the student left the sentence as it was previously written in the second draft. In Goldstein (2004), students felt they were able to successfully address their teacher's comments and suggestions. This point explains the case that was mentioned about one of the students who did not address all of the feedback that was given in his writing. Even though the feedback is not addressed as a whole, it does not imply that the student ignored the WF. Similar to the current findings, students claimed that they have learned and improved on their writing skills.

The feedback comments collected from writing samples show that the RHET instructor included questions on students' WF. Based on Table 6, the questions were categorized under meaning-level feedback. The category under "*Not enough information/detail"* contained questions from seven writing samples. The questions on feedback signal that more clarity is needed in the content. Some of the feedback questions aimed for the writer's purpose, or details about the topic. In another study, Tee (2014) discovered that clarification feedback guides writers on how to revise their essays and what information they should seek further. Clarification feedback refers to questions that writers should ask themselves and add potential answers to their content. Examples from the writing samples in this study contained questions that were categorized under meaningful level feedback. The questions that were given in the WF were labeled as not enough information or details, which meant that the student had to reflect on the

instructors' questions and elaborate more throughout their writing. Similar to previous studies, the instructors wrote questions on students' feedback (Ene & Kosobucki, 2016; Ferris & Hedgcock, 2005; Nicol & Macfarlane-Dick, 2006; Tee, 2014).

Ferris and Hedgcock (2005) discovered that students tend to feel frustrated for the lack of clarity that certain questions bring. In comparison to Tee's (2014) findings, students appreciated clarification feedback. Clarification feedback is also known as directive, where the instructor begins with a question and includes a short explanation or solutions on the writing issues. This feedback point conveys that clarification in WF can make students ensure that their writing assignment is clear for the readers. The current findings connect to previous research by demonstrating that clarification feedback helps learners to review their writing. For example, students strongly agree when teachers identify their mistakes and errors explicitly in WF. Other research investigators advocate that instruction in the writing class should be *"idea-embracing"* (Ene & Kosobucki, 2016). Students' ideas should be supported by both the teacher and classmates.

The majority of writers were able to understand the WF and seek for further help if needed. The researcher examined writing samples using the principles of feedback: what good performance was, facilitated the development of learning, delivered quality feedback about student's learning, suggested students to set a teacher meeting if they had any questions, encouraged positive motivational beliefs, and provided opportunities for a higher future performance. Throughout the series of writing samples, good performance was not explicitly stated on WF. Second, the instructors facilitated the development of learning. This finding denotes that teachers made an effort to deliver quality and individualized feedback. None of the feedback in the writing samples were generalized. Generalized feedback refers to automated

feedback tools that usually addresses mechanical and other structural elements of writing (Wilson & Czik, 2016).

Based on the results, neither students from RHET nor the IEP commented on any difficult language that they encountered during the feedback process. This clearly shows that writing instructors are aware and concerned with the terminology they use on their feedback comments. If needed, teachers will simplify the language for students to understand the WF. It is known that students may find it strenuous to engage with feedback due to academic terminology (Jonsson, 2013). For this reason, it is vital for writing instructors to simplify the language in feedback comments.

The findings from both programs turned out to be mostly positive about their teacher's WF. Regarding this, not one participant mentioned about their drafts being filled with loads of comments. Unlike in Mahfoodh (2017), students expressed frustration when their teacher returned drafts loaded with comments. The results in this study turned out differently for various reasons. Students feel receptive and prepared to welcome their teacher's feedback. Perhaps, specific feedback strategies that the RHET instructor used prevents dissatisfaction from the student's end. For example, Table 6 presented the feedback comments in students' second drafts. The comments were specific, clear for the writers to understand. As the findings of the questionnaire also showed that students highly prefer for their teacher to tell them their mistakes and errors directly, the writing instructor explicitly wrote the mistakes or errors in the feedback. To avoid students' frustration, teachers can continue to add their comments on the writing tasks, and leave further information to be shared during a student to teacher conference.

The interviews revealed a range of emotions and feedback practices that participants have been experiencing. A sociological framework with two elements was utilized to analyze

emotions (Turner & Stets, 2005). The first element examined students' emotional experience in a given situation which was about receiving feedback. The second element involved students' perceptions on feedback. (Turner & Stets, 2005). To illustrate, the third interview question inquired about how the student felt when they received feedback. The rest of the interview questions explored students' perceptions on feedback.

Other research investigators used the indicated framework to investigate students' experiences of pride and triumph in their classroom (Bellocchi & Ritchie, 2015). *"Emotions are both an outcome and an ingredient of human interaction and cognition that drive future actions"* (Turner, 2007 as cited in Bellocchi & Ritchie, 2007, p. 639). Students' emotions varied at the stage of reading their instructor's feedback, which drove them to either ignore their teacher's input or use it to polish their writing. Based on the findings, emotions and uptake may work closely together. Emotions may drive a student's uptake on feedback, whether they accept or reject their instructor's comments and suggestions (use of what is available to them). The findings on the emotional aspect also relate to Ene and Kosobucki's (2016) study, where positive psychological effects were underscored. Students felt delighted after reading their instructor's positive comments. In a way, effects like these remind the writers about their strong points or how they have improved overtime.

The third question in the interview inquired about how students feel about the feedback they receive from their teachers. Table 9 gave a general overview of the emotions that all participants brought to light. Positive and negative emotions were mentioned throughout multiple interviews. In response to how students feel about receiving feedback from their teacher, the more students feel comfortable and motivated with their feedback, engagement and uptake will

be high on the student's behalf. RHET interviewee #2 stated that having the right to edit the syllabus was new to her.

> *"It was really surprising to see that some professors really care about the feedback. A few professors have asked me over, like the two semesters that I've been here, you're in college, they've asked about, like, what do you think about the college? Like the syllabus? How do you think I'm doing as a professor? Is everything going fine?"*

Weiss (2000) emphasizes that a student attains a practical understanding of the subject when learners are more emotionally engaged.

> *"It was like very different than what I'm usually used to, like, I'm a professor and what I'm doing this is how I deal with things. It's like very surprising and actually very good that I feel that they want to ask about my opinion that I can have a say in like, how things are going. If I like this, or this is not working with me, like can we please try to find a different way?"*

In Shields (2015), findings showed the emotional toll of receiving negative feedback was stressful for first year undergraduates. Instead of feedback encouraging students to improve and learn more, the feedback gave them the impression that they are not *"good enough"* (p. 619-620). Based on the interview data that was collected, results differed from Shields (2015). IEP interviewee #3 did not find the feedback to be positive nor negative. Below, a statement by IEP interviewee #3 is shown. More details on the interview responses are located in Appendix C.

> *Um, I guess it's not positive nor negative. It's just to say what I need to improve and I will improve that, but not by shaming, or by saying, Oh, you're very good, but by saying, Okay, this needs to be changed to achieve so and so. So by saying*

what we will achieve by changing, what we need to change is, I guess, the most

important part. (IEP interviewee #3)

IEP interviewee #3 finds it helpful when the teacher indicates the required changes on their WF.

The findings in this current investigation proved feedback to be mostly positive in the sense that

learners were fostered to go above and beyond, and use feedback to increase their writing skills.

The conclusion with regard to the third research question, students are in a roller coaster

of emotions before, during, and after the series of feedback. It is up to educators to reframe

feedback practices with positive light. As Mahfoodh (2017) concluded in his study, emotions

may vary in different contexts. Feedback practices at a higher educational level may seem

daunting to certain students. One strategy that teachers can use is to set the tone from the

beginning of the feedback process. That way, it will let students know that despite the

constructive criticism that the teacher will give them, they will respond with empathy. Emotions

may involve a limitless number of factors. Overall, giving feedback to students is an ongoing

process with plenty of informative key points and advice.

Implications

Beyond the interpretations of the results, the findings of the investigation invites writing

instructors to reflect on their feedback practices. One of the research implications that emerged

was working with an IEP instructor that focuses on multiple drafts. Even though writing samples

were collected from RHET, writing samples from the second student group, IEP, were not

collected since students did not work on multiple drafts. Each instructor may have their own

teaching style in the writing course, some may focus on multiple drafts, others may not. These

practices may deal with engagement strategies to increase student participation, expand student

success through scaffolding, grow positive relationships between instructors and their students. Future studies can work with specific instructors and inquire about their feedback practices.

In the current study, both instructors suggested feedback conferences through the online platform Zoom. Another implication that appeared throughout the data collection stage is that observations did not take place during the teacher to student conferences. Future studies can observe the conferences, and compare the interaction or feedback with writing samples. The conference observations may possibly give further insights on additional feedback that is not provided in WF. Altogether, a thorough feedback experience will help L2 learners better understand the phenomenon of feedback and approach it as a two-way. A two-way approach will allow students to negotiate and seek further help for their writing improvement.

Limitations

There are several limitations that were presented in this study. Given that the researcher was a co-teacher in the ELI, some IEP participants might have been influenced by the co-teaching relationship when completing the questionnaire, even though answers remained anonymous. Another possible limitation is the enrollment number of students in the ELI. During the spring term, enrollment is significantly lower in comparison to the fall semester. There is a possibility that the number of participants of this current study might have affected the insignificant differences in feedback strategies between both groups in the English department. Furthermore, data collection can take place during the fall semester, where there is a higher enrollment of students who recently graduated from high school or have transferred from a different university. Another limitation that occurred throughout the study was interviewing the instructors. RHET and IEP instructors in the current study were not interviewed about their perceptions on feedback. Writing instructors shared some key points about their feedback

strategies, but they were not noted in the data collection. It will be helpful to learn and delve into each instructor's feedback and engagement strategies. Secondly, measuring engagement can be challenging (Dao, 2020).

Recommendations for Future Research

There is plenty of room for future research in the area of feedback. As discussed in the findings from the interviews, voice notes are a potential strategy for teachers to give feedback. A further study can explore the perceptions of teachers or students towards "voice feedback" in RHET or the IEP. Second, repeating this study at other institutions can be conducted for further exploration on the feedback culture between the professors and students. The current study only had feedback from two instructors. It would be insightful to compare across a number of instructors at the same institution to see how different the feedback strategies are and what we can learn from teachers' practices. Exploring the feedback phenomenon from the perspective of other campus voices will help teachers, administrators, and all other stakeholders to learn about the effective feedback practices for our students.

Third, studying a larger sample in terms of comparing proficiency levels may have potential results across a number of instructors. Analyzing the feedback practices from different instructors in the department can also provide insights on their feedback styles. Furthermore, longitudinal case studies of L2 writers' perceptions on feedback can be the focus in higher education settings. Therefore, it is necessary to examine if any L1 writing factors may influence L2 writing. Equally important, it will be useful to learn other instructors' ways of giving feedback in the writing department. A discussion among the instructors about their feedback practices may provide additional ideas towards effective feedback strategies.

Conclusion

In light of the findings regarding emotions, as indicated by one of the participants, emotional support from the instructor can motivate and engage with feedback. The study highlights the emotional aspect in feedback. The emotions that first-year undergraduates have towards feedback were identified: from feeling worried, nervous, or anxious about opening their writing document and facing their instructor's written comments. However, these emotions were transitioned to more favorable emotions such as: happy, motivated, and confident to practice and improve their writing. Bringing the emotional awareness to light will remind instructors to refresh feedback practices where the learner will feel motivated to apply the written feedback and use it to improve on their writing. *"If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning"* (Williams, 2011, p. 30). This study suggests that if writing instructors apply effective feedback strategies, students will engage and make use (uptake) of their feedback.

The majority of students scored a higher percentage on their final submission of their writing, which indicated that the pupil made an effort to revise and make the necessary changes using the feedback that was given. Whether it has been in science, mathematics, writing, or any other subject, feedback is a must for growth in learning. Most of the participants have learned English as their L2, and are currently improving in some language aspects. One must also keep in mind that feedback is nonjudgmental and informative. Thus, there was a common ground across the two programs. Feedback practices may vary across different writing instructors. Since feedback is key for learners to grow and improve on their writing, a positive feedback experience should be one of the priorities in a writing course. One must keep in mind that a positive feedback experience requires several factors which are effective feedback strategies, high student

engagement, making use of feedback for improvement, and the consideration of learners'

emotional responses.

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Appendix A: Questionnaire Items

Apprehension (feelings) of Feedback:

1. The feedback made me nervous about my writing ability.

2. The feedback did not make me stressed about my writing ability.

3. I felt nervous when I saw that the teacher wrote comments in my writing assignment.

4. Seeing comments from my teacher did not make me feel stressed.

5. I enjoyed receiving feedback because I felt that the teacher was trying to help.

6. I did not like the comments from the teacher because I felt the teacher was trying to help.

7. The feedback received did not affect my attitude towards the writing task.

8. I did not care that there was feedback given.

9. Reading the comments from my teacher makes me more nervous to write the next time.

10. Reading the feedback decreased my anxiety because I know how to improve.

Strategies in Feedback:

1. I prefer to receive feedback on content.

2. I find feedback on forms with codes are easy to follow.

3. I prefer feedback on forms that are underlined or circled.

4. I like feedback that focuses on the organization of my writing.

5. I prefer the teacher to write questions on my feedback, instead of making statements.

6. I like feedback that makes me reflect.

7. I prefer my teacher's feedback to be specific and written in a way that I will understand.

8. I find color-coded comments to be helpful in my written feedback.

9. I prefer my teacher to tell me my mistakes and errors directly in written feedback.

10. I understand my feedback better in a teacher to student conference.

Usefulness of Feedback:

1. I do not like receiving feedback because I do not know how to improve.

2. I like receiving feedback but I still do not know how to improve.

3. I do not like receiving feedback because I do not want to know how to improve.

4. I enjoy receiving feedback because I try to understand the comments so that I can do

better the next time.

5. I see no need to receive feedback because I rarely understand what the teacher means.

6. I do not know how to apply the feedback that I received.

Quality of Feedback:

1. The feedback was helpful.

2. The comments were not useful.

3. I did not understand any of the feedback received.

4. I understood the feedback received.

5. I found the feedback unclear.

6. The feedback received did not confuse me.

7. I do not need help from my teacher to understand the comments.

8. I need support from my teacher to understand the comments received.

Uptake (Reactions) to Feedback:

1. I always use my teacher's constructive feedback to improve my writing.

2. I like to discuss my feedback with my peers to see if they also have similar feedback.

3. I am quick to use my available feedback and ask questions if I have any.

4. I ask my teacher to explain my feedback carefully, some comments are unclear.

5. I find it pointless to make the changes in my future writing.

6. I prefer to have a classmate give me feedback.

7. I like to have both my teacher's and a classmates' feedback on my writing.

8. I agree with my teacher's comments, but I also disagree when there is a need to.

9. Once I receive my feedback, I like to schedule a meeting with my teacher.

10. After feedback is given to me, I like to wait for a few days to read and use it.

Note: The questionnaire items have been adopted from Horwitz et al. (1986), Cheng (2004), and Loreto et al. (2013). The scale will range from strongly disagree to strongly agree.

Appendix B: Interview Questions and Participants' Responses

1. We are interested in feedback and here to ask you about your ideas of feedback, do you know what we mean by feedback? What do you think feedback means?

(Prompt: Can you define this in your own words?)

2. What types of feedback do you receive from your teachers? (Extensive)

3. How do you feel about the feedback you receive? (Extensive)

4. Do different subject areas give different feedback?

(Prompt: Other than your writing class, do you receive feedback from your other courses?)

5. Do you ever give the teacher feedback about how you are learning? (important)

(Prompt: Do you share with your teacher the types of feedback you like best?)

6. How does the teacher respond to your feedback?

7. What type of feedback helps you to learn and achieve?

8. Any further comments?

Note: The interview questions have been adopted from Walker, Oliver, and MacKenzie (2020).

<center>**Appendix C: Students' Interview Responses**</center>

RHET Participants

1. I believe feedback is in the education part, or the academic world is just when your instructor gives you feedback about your work. For example, in the case of English feedback, in my case, is when the teacher writes little comments or little notes about my writing skills, and things that I may improve or things that I'm already good at. So this is my idea about feedback. It's not negative, nor positive.

2. Um, I only ever received feedback mainly from my English instructor. So I receive a lot of positive feedback. Actually, she emphasizes what I'm really good at, and sometimes tells me if I need to improve or add something. And I actually really liked those feedbacks because I later used them to achieve better grades. Actually, maybe I used to take a piano course, feedback was a little bit more harsh there. So mainly, it was never about what I'm good at. It was really about where I could improve or what I'm not doing very well at. So every course has its own type of feedback and every instructor has their own way of giving feedback.

3. Well, for example, again, in the case of English, a specific example was when our instructor asked us to write a limiting story about a past thing that happened or something, for example, loss of confidence, or body image issues. So when I wrote about that, she gave me really empathetic feedback and that she was like feeling how I'm writing and she was very supportive with the feedback which made me want to be more confident with who I am. So this is the type of emotional feedback that just makes you want to improve. Yeah, yeah, I guess.

4. I do. For example, in a scientific course, I, again receive very limited feedback such as "No, this is wrong, you don't do it this way, do it this way." And that's about it, they do not give you different and a variety of ways to improve or a variety of ways to write things because in science, you are very limited to what you can do. And in another history class, there are no feedback, there is no feedback at all. Because it's rather very subjective. So everything's considered to be right, or it's history of graphic design. So everything can be right, or it can be very personal.

5. Yes, but only in one course which is, again, the writing course. Because she gives us the area where we are obligated to send her feedback, actually, we're obligated to tell her what we want to improve, what we want to keep the same what we like so... So in that area, yes. Our professor has received a lot of feedback from us and she actually already started working on that.

6. Very positively actually, like so some people would take your feedback and be defensive about it. But, but she took every feedback that I have ever given her, and she really positively reacted with it. And already started to change it, as I said, so my instructor does take it very positively.

7. Um, I guess it's not positive nor negative. It's just to say what I need to improve and I will improve that, but not by shaming, or by saying, Oh, you're very good, but by saying, Okay, this needs to be changed to achieve so and so. So by saying what we will achieve by changing, what we need to change is, I guess, the most important part.

Appendix D: IRB Approval of Study

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Case# 2021-2022-098

To: Isabel Rodriguez
    Atta Gebril
    Sara Tarek

From: Heba Kotb Chair of the IRB
Date: 10th February 2022
Re: IRB approval

This is to inform you that I reviewed your revised research proposal entitled

"Students' Uptake of Written Feedback in an Egyptian University Language Program."

It required consultation with the IRB under the "expedited" category. As you are aware, there were minor revisions to the original proposal, but your new version addresses these concerns successfully. Your proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.
This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

H. Kotb

Heba Kotb
IRB chair, The American University in Cairo
2078 HUSS Building
T: 02-26151857
Email: hebakotb@aucegypt.edu

Institutional Review Board
The American University in Cairo
AUC Avenue, P.O. Box 74
New Cairo 11835, Egypt.
tel 20.2.2615.1000
fax 20.2.27957565
Email: irb@aucegupt.edu

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: Students' Uptake of Written Feedback in an Egyptian

University Language Program

Principal Investigator: Isabel Rodriguez

email: irodr788@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is to learn about your expectations towards your teacher's written feedback, and the findings may be published and presented.

The procedures of the research will be as follows: you will be asked if you allow one of your writing samples with your teacher's feedback comments, questions, and suggestions to be analyzed.

*There will not be certain risks or discomforts associated with this research.

*The information you provide for purposes of this research is confidential.

*Questions about the research, my rights, or research-related injuries should be directed to Isabel Rodriguez at irodr788@aucegypt.edu.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature   _____

Printed Name   _____

Date   _____

Consent Form for Participants in Interviews

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: Students' Uptake of Written Feedback in an Egyptian

        University Language Program

Principal Investigator: Isabel Rodriguez

        email: irodr788@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is to learn about your expectations towards your teacher's written feedback, and the findings may be published and presented. The expected duration of your participation is from 30 to 45 minutes to complete the interview if you accept to do so.

The procedures of the research will be as follows: explain your thoughts on feedback and reflect on the quality of feedback you have received throughout your writing assignments. If you also accept to be interviewed, you will be asked questions regarding your overall experience with feedback.

*There will not be certain risks or discomforts associated with this research.

*The information you provide for purposes of this research is confidential.

*Questions about the research, my rights, or research-related injuries should be directed to Isabel Rodriguez at irodr788@aucegypt.edu.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature   _____

Printed Name   _____

Date   _____