

CHAPTER I

INTRODUCTION

This chapter focuses on the area of the study that involves background of the study, problems of the study, objectives of the study, significances of the study, limitations of the study, and definition of key terms.

1.1 Background of the Study

Feedback plays a vital role in the educational process, serving as a mechanism to enhance learning and development across various disciplines. Feedback is also a broad concept that has been defined both narrowly and more holistically (Grønli et al., 2025). However, the effectiveness of feedback heavily depends on teacher feedback literacy. It is supported by Nash and Winstone (2017) who argue that the effectiveness of feedback processes requires teacher responsibilities to ensure that the feedback provided is clear, transparent, and linked to grading criteria. It is the ability of educators to design, deliver, and support actionable feedback that fosters student growth. Carless and Winstone (2020) emphasizes that feedback literate teachers not only provide clear, specific guidance but also cultivate students' capacity to engage with and apply feedback independently.

Feedback can be very powerful when done well. Brookhart (2008) states that by delivering good feedback, students will be able to use feedback, plan, and execute steps for improvement. In addition, Lee (2017) argues that feedback plays a crucial role as it serves as a form of mediation that guides learners toward better performance. As a crucial tool for students' improvement, there are several types of feedback. Lee (2017) identifies there are three types of feedback such as teacher feedback, peer feedback, and technology-enhanced feedback. Lee (2017) highlights that traditional teacher-centered approaches, particularly in L2 writing contexts, are often ineffective when they focus excessively on error correction, which may demotivate students and hinder confidence. In contrast, peer feedback is emphasized as an essential component of assessment for learning, requiring key features such as intentionality, reciprocity, and meaningful interaction, where students engage

with feedback aligned to learning goals and apply it to improve their drafts. Furthermore, technology-enhanced feedback, including automated writing evaluation tools, offers an alternative by providing timely responses, supporting learner autonomy, and reducing teacher workload, although it remains subject to both benefits and limitations.

From another perspective, Brookhart (2008) categorizes feedback into written and oral forms, both of which must be clear, specific, and supportive; written feedback should focus on task and process with constructive guidance, while oral feedback should be interactive, immediate, and dialogic to promote deeper understanding. Additionally, Chan and Luo (2021) expand feedback practices into six pedagogical forms such as digital badges, grades, simple corrections, rubrics, whole-class comments, and examples each serving different functions in assessment and learning. Collectively, these perspectives demonstrate that effective feedback is multifaceted, requiring a balance of clarity, interaction, and alignment with learning objectives to meaningfully support student development.

In English as a Foreign Language (EFL) education, teacher feedback plays a pivotal role. Teachers serve as key agents in cultivating feedback by modeling effective feedback practices, guiding students in interpreting comments, and creating a classroom environment that values constructive dialogue. Carless and Winstone (2020) emphasize teacher feedback literacy includes the ability to design meaningful feedback opportunities, build trust based relationships, and deliver clear, timely, and actionable feedback. These elements are crucial in enabling students to engage deeply with feedback and apply it to enhance their learning outcomes. Moreover, Putri and Yumarnamto (2024) highlight that feedback is most impactful when teachers understand how to provide it effectively and empathetically, thereby fostering student motivation and long term academic growth. Thus, the role of teachers in feedback processes is not merely instructional but transformational, requiring a high level of literacy to make feedback a meaningful part of students' learning journeys.

In designing feedback, teachers design sequences of linked assessment tasks and provide clear and timely assessment task guidance. Carless and Winstone (2020) state that teachers design feedback processes to encourage student uptake and develop feedback literacy. It is conducted by cultivating a deep understanding of how to design, deliver, and support feedback to maximize student learning. This involves mastering skills such as clarity in communication, ensuring feedback is specific, actionable, and aligned with learning objectives (Molloy et al., 2020). Teachers must also consider timing and tone, providing feedback when students are most receptive and in a manner that encourages growth rather than discouragement. Additionally, effective teachers promote student engagement with feedback by guiding learners to reflect on, interpret, and apply suggestions whether through follow up discussions, self assessment, or iterative revisions (Carless & Winstone, 2020; Molloy et al., 2020). Teachers engage in collaborative professional development, sharing best practices and analyzing student responses to feedback to refine their approach. Professional development, collaboration with peers, and reflective teaching practices further enhance a teacher's feedback literacy, allowing them to adapt strategies to diverse students. Ultimately, crafting feedback literacy is an ongoing process that combines pedagogical knowledge, empathy, a commitment to fostering student improvement, and adaptive teaching strategies to foster meaningful student progress.

For teachers, as the facilitator of meaningful learning, feedback literacy is essential. For EFL teachers with well-developed feedback literacy, they design assessment environments in ways that facilitate effective feedback processes (Carless & Winstone, 2020). Teachers with high feedback literacy are better equipped to scaffold student learning, identify individual learner needs, and promote self-regulated learning. As emphasized by Putri and Yumarnamto (2024), teachers who possess a strong foundation in feedback literacy can create feedback rich environments that engage learners actively and support their language development. Moreover, feedback literacy enables teachers to go beyond error correction and adopt a formative, learner centered

approach that cultivates students' metacognitive awareness and communicative competence. Thus, feedback literacy is not merely an instructional tool, it is a pedagogical competence that directly shapes the quality and impact of EFL teaching and becomes essential for teachers to foster meaningful teaching and learning experiences.

Teacher Feedback Literacy (TFL) not only addresses common critiques of feedback but also transforms it into a lever for equitable and sustainable learning. Gronli et al. (2025) state that teacher feedback literacy evolves through continuous learning shaped by teachers' beliefs, experiences, and the broader institutional context. Regarding feedback, teachers are involved in much more than just giving feedback on individual student work. They design courses, assessment assignments, and feedback activities. Teachers are also responsible for ensuring that feedback processes accomplish their goals (Boud & Dawson, 2023). Having a good understanding of feedback helps teachers to implement feedback processes well. In addition, Shum et al. (2023) argue that teachers are unable to introduce a feedback process that has a positive impact on students without sufficient feedback literacy. Feedback literacy ultimately fosters continuous teachers' personal and professional growth. Thus, developing teachers' feedback literacy is crucial for improving teacher performance to develop effective feedback.

However, teachers influence how students engage with and respond to feedback through the design of feedback activities, relational interactions, and the pragmatic delivery of comments. For teachers, feedback literacy will lead to providing the most relevant and effective feedback to the students in the most appropriate time and context (Putri & Yumarnamto, 2024). Teachers who model reflective practice, offer constructive feedback, and encourage dialogue create a supportive environment where students can learn to value and utilize feedback for their academic growth. Thus, teachers play a crucial role in cultivating feedback literacy in the EFL context.

Despite the increasing recognition of feedback as a fundamental element in enhancing language learning outcomes, many teachers still demonstrate limited understanding and inconsistent application of feedback literacy

principles. Whereas, Carless and Winstone (2020) argue that when the teachers deploy their skills and capacities to set up the conditions for students to appreciate and use feedback, teacher feedback literacy can facilitate the development of student feedback literacy. Kirschner and Hendrick (2020) state that early career teachers often lack the necessary expertise to integrate complex pedagogical strategies effectively, as they require both time and structured professional development to bridge theory and practice. As a result, feedback provided often lacks clarity, timeliness, or alignment with students' learning needs. In line with it, Pitt & Winstone (2023) argue that designing feedback is an important activity for teachers to create an environment in which students can take on greater responsibility in feedback practices. The disparity between theoretical frameworks and classroom practice suggests a pressing need for professional development that equips teachers especially those early in their careers with the conceptual and practical tools to implement feedback effectively. Understanding how far teachers grasp and internalize feedback literacy concepts is essential for ensuring that feedback serves as a constructive component of the learning process rather than a perfunctory instructional routine.

In implementing feedback literacy, the teacher's expertise enables them to interpret classroom dynamics, adjust teaching strategies on the spot, and provide feedback that is timely, relevant, and conducive to learner autonomy. Carless and Winstone (2020) explain that experienced teachers are more capable of integrating feedback within their instructional design due to their well developed understanding of student needs and learning paths. They often use a variety of feedback methods and are more adept at fostering a feedback friendly classroom culture. Carless and Winstone (2020) emphasize how experienced teachers are better equipped to create environments conducive to meaningful feedback exchanges. In contrast, novice teachers, due to their limited classroom experience, may struggle with the timing, tone, and focus of their feedback. Kirschner and Hendrick (2020) state that a novice should be given a more structured approach to using principles for solving problems. These differences highlight the need for targeted professional development to

enhance the feedback literacy of early career teachers. This gap is particularly important to address, considering the diversity in teaching experience among educators, ranging from those who are new to the profession to those with extensive experience.

The existing literature highlights feedback as a foundational aspect of assessment literacy. Some research explores the differences between novice and experienced individuals in assessment literacy. Han and Xu (2019) focus on examining how students' feedback literacy mediates student engagement with written corrective feedback (WCF). Fitriyah et al. (2024) investigates how teachers' written corrective feedback (WCF) practices in EFL writing assessment. This previous study highlights a gap between teacher practices and student expectations. The study suggests the need for greater feedback literacy from both teachers and students to effectively bridge this gap and improve writing skills. Pastore and Andrade (2019) focus on assessment literacy as a foundational aspect of feedback. This previous study focuses on developing a three dimensional model of teacher assessment literacy such as conceptual, praxeological, and socio emotional to enhance feedback practices by equipping educators with the knowledge, skills, and dispositions needed to design, implement, and communicate effective feedback that supports student learning.

Another study that focuses on teacher feedback literacy is Xu and Brown (2016) study. This previous study reconceptualizes teacher assessment literacy by emphasizing how teachers' understanding and practice of feedback among other assessment components are shaped through dynamic interactions between assessment knowledge, personal conceptions, and contextual constraints within actual classroom settings. Further, Molloy et al., (2020) study emphasize that experienced teachers foster student feedback literacy more effectively by modeling self-assessment and peer feedback. Despite these insights, comparative studies on how teacher experience shapes feedback literacy remain sparse, particularly in higher education contexts (Carless & Winstone, 2020).

Several studies also explore differences between novice and experienced teachers in feedback fields. Han and Xu (2019) focuses the study on revealing

the multifaceted, emergent, and situated nature of teacher feedback literacy and its impact on their feedback processing and revision behaviors. The study from Fitriyah et al. (2022) explores how experienced and novice EFL teachers perceive their ability to give feedback within the broader context of classroom-based language assessment literacy (CBLAL). Experienced teachers often demonstrate a deeper understanding of feedback strategies, such as designing iterative feedback cycles (Carless, 2019) and tailoring comments to individual student needs (Boud & Dawson, 2023). They are also more adept at balancing grading and formative feedback (Winstone & Boud, 2020), whereas novices may struggle with these complexities due to limited pedagogical training and their challenges in designing effective feedback processes and suggests strategies to improve their feedback practices (Eraut, 2004; Carless and Winstone, 2020).

Additionally, Lee and Mao (2024) investigates second language (L2) writing teachers' feedback literacy, examining their self-reported knowledge, values, and abilities in providing effective feedback, while highlighting gaps between their beliefs and practices, with implications for teacher education. Addressing this gap could inform targeted professional development to bridge novice expert divides. However, there is a noticeable gap in research concerning the feedback literacy of experienced and novice teachers. Experienced teachers tend to have a deeper understanding of feedback strategies and are more confident in designing and delivering feedback that meets students' individual needs.

The teacher is the one who builds that structure, models the skills, and provides the high quality feedback that makes growth possible. It is supported by Lee and Mao (2024) who state that teachers can form school-based collaborative professional learning communities to enhance their professional learning and practices to utilize feedback appropriately and effectively. A teacher with strong feedback literacy doesn't just assign grades but they design a learning journey. They build bridges between assignments, creating opportunities for students to apply feedback to new tasks. They craft comments that are specific and actionable, and, most importantly, they carve out sacred

class time to teach students how to use that guidance. Without a literate teacher designing the system, even the most motivated student lacks the direction and opportunity to learn from feedback effectively. The teacher's literacy creates the conditions for the student's literacy to grow. This is why teacher feedback literacy is the more critical foundation.

Therefore, it is crucial to investigate the experienced and novice teachers' feedback literacy to determine the differences between the experienced and novice teachers. Furthermore, it is essential to investigate how experienced and novice teachers perceive themselves in feedback literacy and examine their feedback types and practices in the classroom to ascertain whether these practices reflect their respective levels of feedback literacy.

1.2 Problems of the Study

Based on the background of the study, the research is focused on the following main issues:

- 1.2.1 How do the experienced and novice teachers perceive themselves in feedback literacy dimensions in EFL classrooms?
- 1.2.2 What types of feedback are applied by experienced and novice teachers to the students in EFL classrooms?
- 1.2.3 In what ways do the experienced and novice teachers differ in practicing feedback literacy to the students in EFL classrooms?

1.3 Objectives of the Study

The objectives of this study are:

- 1.3.1 To find out how the experienced and novice teachers perceive themselves in feedback literacy dimensions in EFL classrooms
- 1.3.2 To find out types of feedback are applied by experienced and novice teachers to the students in EFL classrooms
- 1.3.3 To find out differences between experience and novice teachers in practicing feedback literacy to the students in EFL classroom

1.4 Limitations of the Study

This study is focused on how experienced teachers and novice teachers perceive themselves in feedback literacy dimensions, the types of feedback literacy used, and the differences between experience and novice teachers in practicing feedback literacy in the classroom. This study adopts the framework proposed by Carless and Winstone (2020), focusing on three dimensions of teacher feedback literacy: design, relational, and pragmatic.

1.5 Significances of the Study

1.5.1 For EFL Teachers

It is hoped to be an alternative solution for EFL teachers to perceive themselves in feedback literacy dimensions in EFL classrooms, to motivate and inspire teachers for practicing feedback literacy in teaching and learning process in EFL classrooms.

1.5.2 Other Researchers

It is hoped to provide new information, insight, and knowledge to the next researchers who are interested in doing further research on the same topic.

1.6 Definition of Key Terms

1.6.1 Teacher Feedback Literacy

Teacher feedback literacy (TFL) is a teacher's ability to read, interpret, and use feedback. Carless and Winstone (2020) define teacher feedback literacy as knowledge, expertise, and disposition to design feedback processes in ways which enable student uptake of feedback and seed the development of student feedback literacy.

1.6.2 Experienced Teacher

The experienced teacher (ETs) in this study is an EFL teacher with a broad and profound teaching experience, have spent considerable time teaching, and have adequate knowledge and skills to teach effectively.

Graham et.al. (2020) argue that the experienced teachers are those who have more than three years of teaching experience.

1.6.3 Novice Teacher

In this study, the novice teacher (NTs) is an EFL teacher who has recently graduated from the teacher education program and just begun his career as a teacher so that they have little extensive teaching experience. Novice teachers are beginning, young, recent college graduates, and inexperienced teachers (Ingersoll et.al., 2021). Graham et.al. (2020) argue that the novice teachers are those who have three years or less of teaching experience.