

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents a review of relevant previous studies related to the title of this research and the conceptual framework.

2.1 Feedback in EFL Classrooms

Feedback is a fundamental component of English as a Foreign Language (EFL) education, serving as a bridge between teaching and learning. It provides learners with information about their performance, guiding them toward improvement in EFL education, and offers learners insights into their linguistic strengths and areas needing improvement. Effective feedback can be either written or oral, and its impact depends on clarity, specificity, and timeliness. It is supported by Boud & Dawson (2023) who state that effective feedback involves strategic design, relational interaction, and programmatic integration to foster student learning. Additionally, recent studies investigate the impact of Automated Written Corrective Feedback (AWCF) in EFL classroom, specifically using Grammarly, on improving EFL learners' academic writing accuracy, particularly in addressing grammatical errors like article usage, subject verb agreement, and verb tense (Sanosi, 2022). Additionally, feedback is seen as an essential aspect of classroom-based language assessment, where teachers use assessment data to monitor students' progress and adjust instruction accordingly (Morris et al., 2021). Thus, feedback serves as a dynamic interaction between teachers and learners, shaping the trajectory of language development in meaningful ways.

Feedback is understood as a process oriented and social constructivist activity in which both teachers and students share responsibility (Carless and Winstone, 2020). It moves beyond the traditional view of feedback as simply information about performance, instead focusing on how teachers design environments and interactions that support students to understand, engage with, and act on feedback. Feedback literacy is a critical concept in educational settings, particularly in EFL classrooms, where it directly impacts

students' learning development and academic achievement. Sutton (2012) conceptualizes feedback literacy as a complicated and contentious practice rather than a straightforward technical talent or a matter of academic socialization. This is based on the academic literacy paradigm, which sees literacy as a social practice impacted by power relations and cultural factors. Additionally, Carless and Boud (2018) argue that feedback literacy encompasses the understandings, capacities, and dispositions required to interpret and utilize feedback effectively. Students with high feedback literacy can appreciate feedback, make informed judgments, manage their emotional responses, and take constructive actions for improvement.

Furthermore, feedback is principally about teachers informing students about strengths, weaknesses and how to improve, and highlights the centrality of the student role in sense making and using comments to improve subsequent work. Nash and Winstone in Winstone and Carless (2020) argue that teachers are responsible for equipping students with strategies for taking productive action on feedback information, whereas students carry responsibilities to engage with and use feedback. Additionally, Boud and Dawson (2023) argue that feedback is redefined as a dynamic, student centered process that requires active participation from both teachers and students, rather than merely the transmission of information from teacher to student. It is a dialogic and strategic educational practice, embedded within course design, assessment planning, and classroom interaction. In conclusion, feedback in EFL education is a dynamic, collaborative process that extends beyond mere information delivery to actively engaging both teachers and students in meaningful learning. It is most effective when strategically designed, timely, and tailored to students' needs.

2.2 Types of Feedback

Feedback is a crucial tool for student growth and improvement. It is in line with Lee (2017) who states that teacher feedback provides a useful form of mediation to help students improve their learning. Lee (2017) argues that there are three types of feedback such as teacher feedback, peer feedback, and

technology-enhanced feedback. In many L2 writing classes for younger learners, conventional teacher feedback is often ineffective. Teachers primarily act as marking machines, obsessively correcting every language error with red ink, which can demotivate students and damage their confidence. Teachers often fear that ignoring errors will lead to fossilized mistakes. As a result, traditional feedback fails to provide the supportive, mediated learning experience necessary for real improvement (Lee, 2017).

In addition, Lee (2017) states that in classroom writing assessment that promotes assessment for learning or assessment as learning, peer feedback is of vital importance. In order to provide mediated learning experience, the three features that include intentionality or reciprocity, transcendence, and meaning are crucial. Peer feedback has to be aligned with learning goals or success criteria (intentionality), and students should be encouraged to engage in meaningful interaction with their peers (reciprocity). Peer feedback has to be delivered to interim drafts so that students are provided with opportunities to act upon the peer feedback to facilitate transcendence. Peer feedback can be rendered meaningful when it is descriptive and diagnostic, pointing to strengths and weaknesses with reference to the learning goals and success criteria.

Additionally, as responding to writing is time consuming and can be fraught with problems, electronic feedback has been put forward as a viable alternative to human feedback. To this end, automated writing evaluation programs have been developed, and commercial software is available to provide feedback on language issues in writing in particular. In classroom writing assessment that promotes assessment for learning or assessment as learning, electronic feedback can be exploited as another form of mediation to help students improve their writing. It can have strong potential as a learning and assessment tool especially in this technological age in the twenty-first century. There are both arguments for and against electronic feedback. Positive benefits include saving teachers' time, providing prompt feedback particularly on language issues, and fostering learner autonomy (Lee, 2017).

In addition, Brookhart (2008) categorizes feedback into three types, written feedback, oral feedback, and descriptive feedback. Written feedback effectively helps teacher communicate useful information clearly with the students. Brookhart emphasizes that written feedback should be clear, specific, and focused on the task and process rather than on the student as a person, ensuring that students understand both what they did well and how they can improve. Effective written comments use language that is understandable to the student, avoiding vague or overly technical terms, and should guide students toward actionable next steps without doing the work for them. The tone of feedback is also crucial; it should be respectful, supportive, and encouraging, helping to build students' confidence and motivation. Additionally, teachers are advised to balance positive remarks with constructive suggestions, making feedback meaningful rather than overwhelming. Overall, the chapter highlights that well-crafted written feedback plays a key role in helping students reflect on their learning and develop strategies for improvement.

Moreover, Brookhart (2008) explains that oral feedback is most powerful when it occurs during the learning process, allowing teachers to respond instantly to student thinking, correct misconceptions, and guide improvement in real time. Effective oral feedback often takes the form of dialogue through questioning, prompting, and discussion rather than one-way comments, helping students actively reflect on their work and reasoning. The oral feedback also highlights the importance of clarity and tone, noting that spoken feedback should be concise, understandable, and delivered in a respectful and supportive manner to maintain student motivation. Teachers are encouraged to adapt their feedback based on the situation, whether addressing individuals, small groups, or the whole class, and to seize "teachable moments" as they arise. It can be conclude that oral feedback is presented as a dynamic tool that not only improves performance but also fosters student engagement, confidence, and deeper understanding. Additionally, Brookhart (2008) state that descriptive feedback is a form of feedback that provides specific information about students' strengths and

weaknesses in relation to learning goals, focusing on how their work can be improved rather than merely evaluating performance. Brookhart emphasizes that descriptive feedback is more effective in promoting learning and motivation because it offers constructive guidance, supports self-regulation, and helps students understand the next steps for improvement.

Furthermore, Chan and Luo (2021) provide another types of pedagogical feedback practices. There are six common types of pedagogical practices; stamps/ digital badges, grades, simple corrections, rubrics, comments to the whole class, and generic exemplars. Stamps or digital badges which are electronic symbols used to document performance and achievement. They are widely used as a credentialing mechanism to document student learning. While grades are often presented in the form of letters (A/B/C) and numbers for examinations and assignments. Simple corrections mean corrections of right or wrong without further comments made to students' work or performance to indicate where the mistakes are made or a well-researched practice generally considered effective in language learning. Then, rubrics is a grid of assessment criteria describing different levels of performance associated with clear grades. Comments to the whole class refer to feedback provided to the whole class which does not necessarily relate to individuals. The last types are generic exemplars which are carefully chosen samples of student work which are used to illustrate dimensions of quality and clarify assessment expectations. Exemplars allow room for students to construct their own learning by encouraging students to self-examine their work.

Additionally, Ellis (2008) argues that corrective feedback is type of feedback that plays a significant role in second language writing as it helps learners identify and address linguistic errors through various strategies, such as direct, indirect, metalinguistic, electronic feedback, and reformulation, each with distinct pedagogical functions and levels of effectiveness. In the other hand, Hattie & Timperley (2013) mention evaluative feedback as one of feedback that judges or appraises students' performance, often through grades, praise, or criticism, but it tends to provide limited information for

improving learning because it focuses more on outcomes than on the learning process. Additionally, another types of feedback is mentioned by Carless (2016) who states that dialogic feedback is a collaborative and interactive process in which feedback is understood not as a one-way transmission of information but as an ongoing dialogue that enables learners to interpret, question, and apply feedback to improve their learning . Carless emphasizes that dialogic feedback promotes deeper learner engagement, strengthens feedback literacy, and supports the development of self-regulation by encouraging students to actively participate in making sense of feedback and closing the feedback loop.

2.3 Feedback Literacy

Feedback literacy refers to the competencies required to effectively understand, process, and apply feedback to enhance learning and teaching. Carless & Winstone (2020) state that feedback literacy is the knowledge, skills, and dispositions that enable learners and educators to effectively interpret, process, and act on feedback to enhance learning. It involves not only the ability to deliver or receive feedback but also the cognitive, emotional, and behavioral engagement needed to act upon it (N. Winstone & Boud, 2020). Feedback literacy is divided into two types, teacher feedback literacy and student feedback literacy. Teacher feedback literacy refers to the educator's capacity to design, deliver, and facilitate feedback that is clear, actionable, and supportive of student growth (Carless & Winstone, 2020). This includes selecting appropriate timing, methods such as written or verbal, and fostering a dialogic approach to feedback. While, student feedback literacy refers to the learner's ability to interpret, reflect on, and use feedback to improve future performance (Molloy et al., 2020). This encompasses emotional regulation like overcoming defensiveness, self-assessment skills, and iterative application of feedback. Both types are interdependent, as effective feedback processes require alignment between how teachers provide feedback and how students engage with it.

Feedback literacy has emerged as a critical pedagogical construct in contemporary education. Encompassing both student feedback literacy and teacher feedback literacy. Student feedback literacy has emerged as a critical focus in educational research in encompassing students' abilities to understand, process, and effectively utilize feedback. Student feedback literacy is the learner's capacity to interpret, process, and apply feedback and it focuses on learners' agency in utilizing feedback. Carless and Boud (2018) define student feedback literacy as students' capacity to interpret feedback and translate it into actionable improvements, requiring cognitive skills to analyze comments and align them with learning goals. Study by Molloy et al. (2020) emphasizes the importance of judgment skills in evaluating feedback from various sources, while Winstone et al. (2022) highlight the affective dimension students' ability to manage emotional responses and view feedback constructively rather than as criticism. The behavioral aspect, stressed by (Boud & Dawson, 2023), focuses on actual implementation, where students apply feedback to subsequent work through revisions or strategy adjustments. However, challenges persist, particularly for novice learners who often struggle more than experienced students (Han & Xu, 2019).

Recent interventions propose structured approaches like feedback workshops, self assessment guides, and iterative feedback cycles (Chong, 2020; Molloy et al., 2020) to develop this essential skill. Winstone and Carless (2022) conclude that fostering student feedback literacy requires institutional support through clear criteria, teacher scaffolding of feedback processes, and cultivation of student agency in seeking and applying feedback transforming passive recipients into active, self regulated learners. This comprehensive view of feedback literacy as a teachable, multidimensional competence highlights its growing importance in contemporary education. Effective feedback also plays a central role in shaping students' academic development. It is supported by Carless and Winstone (2020) who argue that for teachers, feedback literacy involves not only delivering feedback but also cultivating students' capacity to engage with it. Extending this concept to the role of teachers, recent scholarship has turned attention to the development of

teacher feedback literacy, emphasizing how educators not only deliver feedback but also foster students' ability to engage with it constructively.

Furthermore, teacher feedback literacy is foundational, as it shapes the quality, timing, and relevance of feedback, directly influencing student engagement and learning outcomes (Carless & Winstone, 2020). Teacher feedback literacy is the educator's ability to design, deliver, and facilitate effective feedback processes (Carless & Boud, 2018; Boud & Dawson, 2023). Teachers with high feedback literacy strategically align feedback with learning objectives, foster dialogic interactions, and tailor responses to individual needs, thereby transforming feedback from a passive transmission of information into a dynamic, student centered process Putri and Yumarnamto (2024). Empirical studies underscore that teacher feedback literacy bridges theory and practice, ensuring feedback is not only given but effectively integrated into learning (Boud & Dawson, 2023). Boud and Dawson (2021) highlight teachers' strategic design competency, which involves creating sequenced feedback opportunities across program, course, and task levels while balancing grading and formative feedback through iterative loops (Carless, 2020). The relational dimension, emphasized by Carless and Winstone (2020), focuses on building trust based interactions through dialogic practices and adapting communication styles to student needs Pitt and Winstone (2023). At the pragmatic level, feedback literate teachers demonstrate operational skills in crafting clear, rubric aligned comments and leveraging technology for effective delivery (Mahoney, et al., 2019). The discipline specific frameworks which is delivered by Winstone et al. (2022), underscoring teacher feedback literacy as both an individual competence requiring career long development and an institutional responsibility for supporting effective assessment practices.

Understanding educators' competencies is pivotal to addressing gaps in feedback efficacy, particularly in EFL contexts where novice teachers often struggle with design and delivery (Fitriyah et al., 2022). Because of the importance of teacher feedback literacy in EFL context, this study focuses on teacher feedback literacy since it is crucial to know teacher ability in

providing feedback literacy and to illuminate how feedback literacy disparities between novice and experienced educators impact classroom practices, informing targeted professional development to enhance pedagogical outcomes.

2.4 EFL Teacher Feedback Literacy

There are many research exploring the distinction of teachers in feedback practices. Carless and Winstone (2020) state that feedback processes require investment from both teachers and students. When teachers and students share purposes, goals, and responsibilities then there is potential for mutually reinforcing impetus for the development of feedback literacy. Students can inform teacher development experienced teachers tend to exhibit greater strategic flexibility, nuanced communication, and confidence in using feedback to support student learning. This study uses the theory from Carless and Winstone (2020) because it provides the most direct and relevant framework for comparing teachers. Unlike other theories that focus narrowly on student feedback reception or general feedback practices, this theory is specifically about teacher feedback literacy. It offers a complete picture through its three dimensions of teacher feedback literacy which are ideal for investigating how experienced and novice teachers' practices differ in real world classrooms. Essentially, it is the relevant tool for directly answering the research questions of this study.

However, teachers are key agents in developing feedback literacy in students. They model how to give and receive feedback, structure feedback activities, and create supportive environments for dialogic engagement. Putri and Yumarnamto (2024) argue in their research that participating teachers in using feedback to improve students learning and engagement is important. Feedback literacy should be part of teacher education and teacher professional development because giving effective feedback to the students will be facilitated when the teacher is feedback literate so that the teacher can significantly develop student feedback literacy.

Additionally, Ka et al. (2021) highlight that teacher perceptions of feedback practices shape how feedback is delivered and received in higher education settings. Novice teachers may lack the confidence or training to deliver effective feedback, which can impact its clarity and student uptake. This highlights the need for focused professional development to improve teacher feedback literacy across all career stages.

Furthermore, the research of experienced and novice teacher had been conducted by Fitriyah et al. (2022). This research focus on assessment literacy and professional development need between experienced and novice teachers. The findings show that there is a slightly different level between experienced and novice teachers. Experienced teachers have better knowledge and practice than novice teachers. Even though novice teachers still have a relatively recent understanding of classroom-based language assessment literacy, sufficient teaching and assessing experience will form broader assessment literacy and expertise. Novice teachers may struggle with the tone, timing, and focus of their feedback due to limited classroom experience.

In addition, previous study from Graham (2020) investigates associations between teachers' years of experience and teaching quality. Results show no evidence of lower teaching quality for beginning teachers (0-3 years' experience), but some evidence of a decline in teaching quality for teachers with 4-5 years experiences. Findings suggest that the quality of teaching could be higher overall, and that targeted support and evidence-informed professional learning would benefit all teachers. This previous study also categorized teachers into two groups: Beginning (0-3 years) and Experienced (more than 3 years). The findings from this research suggest that Beginning teachers are doing as well or better than teachers with more years of experience, but that the overall quality of teaching could be higher.

Additionally, research from Lee and Mao (2024) focuses on exploring second language (L2) writing teachers' feedback literacy, specifically their knowledge, values, and abilities in providing effective feedback. The study reveals that while teachers generally understand feedback principles and hold values aligned with research backed practices, they lack confidence in their

ability to implement these strategies, particularly in areas such as addressing students' affective responses, fostering learner autonomy, and utilizing peer and self-feedback. The discussion emphasizes the disconnect between teachers' beliefs and their classroom practices, attributing these gaps to limited professional development opportunities, contextual constraints like large class sizes, and an exam oriented educational culture. The findings underscore the need for targeted teacher training programs to enhance feedback literacy, suggesting collaborative professional learning communities and reflective practices to bridge theory and practice in L2 writing instruction.

Extending the concept to teachers, teacher feedback literacy is a critical competency that enables educators to design, deliver, and facilitate effective feedback processes that promote student learning and development. According to Carless and Winstone (2020), understanding the concepts and procedures of teacher feedback is part of knowledge. The ability to develop and execute feedback procedures in a way that is based on research and pedagogical principles is a component of expertise. The dispositions encompass the mindset and determination to overcome obstacles and work toward creating effective feedback procedures for students. Teachers' knowledge, skills, and dispositions are put into practice in disciplinary learning activities that call for an understanding of how particular disciplines handle efficient feedback processes.

Teacher feedback literacy encompasses three interrelated dimensions. Those are design, relational, and pragmatic. Teachers with strong feedback literacy skills create assessment environments that support efficient feedback procedures, pay close attention to the relational and communicational aspects of giving students feedback, and handle practical compromises in the handling of feedback. There are certain overlaps and relationships among the three dimensions. Because technology enabled feedback is a crucial component of modern feedback practices, technology use is included in all three dimensions. However, it is not regarded as a dimension in and of itself because pedagogy, not technology, is what drives feedback practices (Carless & Winstone, 2020).

The design, relational and pragmatic dimensions of teacher feedback literacy are elaborated below.

The design dimension focuses on creating assessment tasks and feedback opportunities that encourage student engagement and uptake. A fundamental teacher contribution to effective feedback is the intentional design of curricula and assessment to foster student feedback literacy, which involves enabling students to comprehend feedback's purpose, make quality judgements, and implement it in future tasks. This is optimally achieved through well aligned, sequenced assessments that create explicit links between tasks, countering the prevalent but ineffective model of one off, end of module assessments that hinder the application of feedback. In line with social constructivist principles, students must be actively involved in feedback processes through activities that promote self regulation and evaluative judgement, such as using exemplars to decode academic standards and engaging in peer feedback to apply criteria and gain comparative perspectives (Carless & Winstone, 2020).

Furthermore, the timing of feedback is a critical design consideration, with students preferring formative guidance before final grading to mitigate frustration and clarify expectations. Technology can facilitate this process by enabling the timely, scalable provision and storage of feedback information through learning analytics. However, its design must prioritize student agency to avoid merely replicating restrictive, one-way transmission models and instead genuinely encourage student engagement with feedback. The design dimension involves sequencing assignments to allow iterative improvements, using exemplars to clarify expectations, and incorporating intrinsic feedback during the learning process rather than just after grading. Teachers must also leverage technology strategically to enhance feedback accessibility and scalability. However, challenges remain, as traditional assessment structures like end-of-term exams often limit opportunities for students to apply feedback meaningfully (Carless & Winstone, 2020).

The relation dimension of feedback is significant as these processes frequently trigger strong emotions and pose a threat to self-esteem. Therefore,

the sensitive and constructive delivery of critical yet honest appraisals is essential for enhancing the uptake of key messages. This relational support, cultivated through emotional sensitivity, empathy, and trust, fosters a supportive atmosphere where approachable teachers can model receptiveness by sharing their own experiences with feedback, thereby normalizing the emotional challenges and building a foundation of trust that encourages students to engage in clarification and discussion. The reduction of power differentials is a critical aspect of this partnership, requiring teachers to cede some authority and empower students to assume greater responsibility within dialogic interactions. Technology can significantly facilitate these relational dimensions, as audio feedback offers nuanced, less threatening communication that can be processed privately, while video feedback enhances a teacher's social presence in online environments, effectively promoting interaction, reducing feelings of isolation, and imbuing the exchange with a conversational richness that strengthens the connection between instructor and student (Carless & Winstone, 2020).

The relation dimension addresses the interpersonal aspects of feedback exchanges, recognizing that feedback often evokes emotional responses. Teacher feedback literacy builds trust and approachability by delivering constructive criticism sensitively while maintaining academic precision. They foster dialogic partnerships by encouraging student agency in feedback processes, such as through self assessment or feedback requests. Technology can support these relational goals, with audio or video feedback providing nuanced communication that written comments may lack. Despite these strategies, students may still perceive feedback as threatening, particularly in high stakes assessment contexts, requiring teachers to carefully manage these dynamics (Carless & Winstone, 2020).

In addition, the pragmatic dimension acknowledges the real-world constraints teachers face in implementing feedback practices. The effective implementation of feedback requires teachers to make practical decisions that balance multiple and sometimes conflicting. They must juggle the goals of supporting learning through formative comments, explaining grading

decisions, and meeting administrative requirements all within an educational landscape increasingly shaped by external accountability and student satisfaction metrics. This environment often emphasizes the delivery of feedback rather than fostering meaningful dialogue, though collaborative teacher student partnerships can provide a productive alternative. How teachers approach feedback is also influenced by their disciplinary background, as different fields offer unique opportunities and limitations for interaction, such as visual feedback in design based disciplines. Technology can help manage these complexities by offering efficient, scalable methods like audio comments or automated tools, though its use requires careful consideration of initial time investments versus long-term benefits. In the end, teachers must find workable compromises that make feedback both sustainable for themselves and valuable for students, navigating the realities of limited resources and diverse expectations (Carless & Winstone, 2020).

In pragmatic dimension, educators must balance multiple feedback functions, including formative development, grade justification, and institutional requirements. They adapt feedback approaches to disciplinary norms while managing heavy workloads through efficient strategies like peer feedback systems or audio commentary tools. Institutional constraints often force compromises, such as providing more generic feedback for large classes. This dimension highlights the need for sustainable approaches that maintain quality while respecting practical limitations (Carless & Winstone, 2020).

The framework emphasizes the reciprocal relationship between teacher and student feedback literacy. Teachers create the conditions for students to develop feedback literacy through thoughtful task design and supportive interactions. In turn, student engagement with feedback informs teachers' ongoing refinement of their practices. This interplay suggests that developing feedback literacy requires partnership between educators and learners, with shared responsibility for making feedback processes effective. Carless & Winstone (2020) underscores that feedback literacy is not just about improving individual teacher practices but requires institutional support through professional development, workload considerations, and alignment with

disciplinary cultures. By addressing all three dimensions holistically, educators can transform feedback from a perfunctory requirement into a powerful tool for learning and growth. These dimensions provide a useful framework for evaluating how teachers, both novice and experienced, enact feedback in the classroom (Carless & Winstone, 2020).

In addition to understanding the dimensions of teacher feedback literacy, it is also important to determine the extent to which teachers demonstrate feedback literacy competencies. To facilitate interpretation, teacher feedback literacy can be categorized into different levels based on teachers' mean scores obtained from a Likert-scale questionnaire. Alkharusi (2022) suggests that Likert-scale scores can be interpreted using a class interval approach, whereby the range of possible scores is divided into equal intervals to generate meaningful categories of interpretation.

The study employed a four-point Likert scale, the possible score range extends from 1.00 to 4.00. Following Alkharusi's (2022) recommendation, the scores can be classified into three levels: low (1.00–2.00), moderate (2.01–3.00), and high (3.01–4.00). This classification enables researchers to interpret respondents' overall levels of competence more systematically rather than relying solely on individual item responses.

In the context of teacher feedback literacy, these categories provide a framework for evaluating the degree to which teachers demonstrate the knowledge, expertise, and dispositions required to design and implement effective feedback processes (Carless & Winstone, 2020). Teachers classified in the high category are considered to exhibit stronger feedback literacy competencies, whereas those in the moderate and low categories may require further professional support and development to enhance their feedback practices.

Based on the literature review above, teacher feedback literacy plays a significant role in shaping effective learning environments in EFL classrooms. While experienced teachers tend to demonstrate higher levels of feedback competence, novice teachers require support to develop their feedback literacy.

Addressing this gap is essential for enhancing the quality of feedback and ultimately, student learning outcomes.

2.5 Conceptual Framework

This study is grounded in the framework proposed by Carless and Winstone (2020), which identifies three key dimensions of teacher feedback literacy; design, relational, and pragmatic. The design dimension focuses on teachers' ability to strategically plan and structure feedback processes. The relational dimension emphasizes the interpersonal aspects of feedback, including building trust, fostering dialogue, and adapting communication to students' emotional needs. The pragmatic dimension addresses the practical challenges teachers face, such as workload management and institutional constraints, while ensuring feedback remains timely and actionable. Teacher feedback literacy features and selected implementation strategies by Carless and Winstone (2020) can be seen in the table 1.

Table 1 Teacher Feedback Literacy Features

Dimension	Features	Selected Implementation Strategies
Design dimension	Design assessment and feedback processes to encourage student uptake	Teachers design sequences of linked assessment tasks, opportunities for students to develop skills in using feedback
	Support students in making evaluative judgment	Students discuss and evaluate exemplars of different standards; students are involved in composing and receiving peer feedback
	Use timely guidance and intrinsic feedback to make expectation clear	Teachers provide clear and timely assessment task guidance; teachers incorporate intrinsic feedback within learning activities so students have opportunities to

		clarify meanings and expectations
	Deploy technology to facilitate feedback uptake	Students are enabled to store, access, and use previous feedback; teaching teams use learning analytical for individualized feedback at scale
Relational dimension	Show supportiveness, approachability and sensitivity to how feedback is shared	Teachers provide honest, critical feedback in supportive ways; teachers share and model their own experiences of receiving and responding to critical feedback
	Envisage feedback processes as partnerships between teachers and students	Teachers and students negotiate shared responsibilities for making feedback processes effective; teachers cede some power and students take increased responsibilities
	Deploy technology to strengthen the relational dimension of feedback	Teachers use audio feedback for nuance and rapport, and video feedback to enhance social presence
Pragmatic dimension	Navigate tensions between different functions of feedback	Teachers strive to overcome multiple functions of feedback processes by focusing squarely on feedback for student learning
	Manage disciplinary factors in feedback processes	Teaching teams build on and adapt existing feedback practices carried out within disciplines
	Deploy technology for timeliness, efficiency and portability	Teaching teams use technology to implement time-saving measures and reduce ineffective marking methods
	Balance teacher workload devoted to	Teachers strive to design feedback processes that are useful for students

	feedback with what is useful to students	and satisfying for teachers; teaching teams strategically reduce end of module comments that cannot be taken up
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By examining these dimensions, this study aims to compare how experienced teachers and novice teachers perception and implement feedback literacy in EFL classrooms. The framework will guide the investigation of self-perceptions, feedback practices, and potential differences between the two groups, ultimately contributing to targeted professional development strategies to enhance feedback literacy across all career stages.