

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study. The conclusions are derived from the synthesis of quantitative and qualitative results, while the suggestions are directed toward EFL teachers and future researchers.

6.1 CONCLUSION

Based on the research results and discussions, the conclusion can be conclude. This study investigated the differences between experienced and novice EFL teachers in practicing feedback literacy, drawing on the framework proposed by Carless and Winstone (2020), which conceptualizes feedback literacy through design, relational, and pragmatic dimensions. The findings from both quantitative and qualitative data provide several important conclusions.

First, both experienced and novice teachers demonstrated positive perceptions of feedback literacy. The quantitative findings showed that teachers reported high levels of agreement regarding the importance of feedback in supporting student learning. Similarly, the interview findings revealed that all participants perceived feedback as an essential component of the teaching and learning process. However, differences emerged in the depth of their understanding. Novice teachers tended to perceive feedback primarily as a corrective tool that helps students identify mistakes and improve performance. In contrast, experienced teachers viewed feedback more broadly as a developmental process that supports reflection, self-regulation, learner autonomy, and continuous improvement. These findings indicate that while both groups valued feedback, experienced teachers demonstrated a more comprehensive understanding of feedback literacy.

Second, this study revealed that both experienced and novice teachers employed multiple types of feedback in their classroom practices. Corrective feedback and evaluative feedback were the most frequently used forms of feedback among both groups. However, experienced teachers demonstrated greater diversity in their feedback practices by incorporating descriptive

feedback, dialogic feedback, peer feedback, pedagogical feedback, and technology-mediated feedback. Meanwhile, novice teachers relied more heavily on evaluative and corrective feedback. The qualitative findings further confirmed that experienced teachers employed a wider variety of feedback strategies, including constructive feedback, peer feedback, audio feedback, and collaborative feedback activities, whereas novice teachers mainly used direct verbal correction and written comments.

Third, the differences were identified between experienced and novice teachers in practicing feedback literacy across the design, relational, and pragmatic dimensions. Within the design dimension, experienced teachers demonstrated stronger practices in developing students' evaluative judgement, clarifying learning goals, and designing feedback processes that encourage student engagement. Within the relational dimension, experienced teachers showed greater emphasis on building trust, fostering supportive feedback relationships, and involving students as active partners in feedback processes. Within the pragmatic dimension, experienced teachers demonstrated stronger abilities to balance learning needs with practical constraints, adapt feedback to different contexts, and provide selective and efficient feedback. As a whole, the findings indicate that experienced teachers exhibited more sophisticated feedback literacy practices than novice teachers.

Finally, although both groups demonstrated high levels of feedback literacy, experienced teachers possessed a more comprehensive understanding of feedback and a greater ability to implement feedback literacy principles in classroom practice. These findings support the view that feedback literacy develops progressively through professional experience, reflection, and continuous engagement with feedback processes. However, this finding should be interpreted with caution due to the limitation of the study. The findings were primarily based on teachers' self-reported perceptions and interview responses, which may not fully represent the actual implementation of feedback practices in classroom contexts. The study did not include classroom observations or students' perspectives, which could provide additional insights into how feedback practices were enacted, perceived, and utilized by learners. Therefore,

future research is recommended to incorporate multiple data sources, including classroom observations and student interviews, to obtain a more comprehensive understanding of teacher feedback literacy and the extent to which teachers' reported feedback practices contribute to students' feedback engagement and learning development.

6.2 SUGGESTION

Based on the research findings, the writer provides several suggestions directed at EFL teachers and future researchers. For EFL Teachers, it is recommended that Teachers are encouraged to expand their understanding of feedback beyond its corrective and evaluative functions by adopting more learner-centered feedback practices. In particular, novice teachers may benefit from developing strategies that actively engage students in feedback processes, such as peer feedback, self-assessment, dialogic feedback, and reflective activities. Teachers should also focus on creating supportive feedback environments that promote student autonomy, feedback uptake, and self-regulated learning. Furthermore, teachers are encouraged to explore the use of technology-mediated feedback to enhance communication, accessibility, and student engagement with feedback.

For Future Researchers, it is suggested that further studies explore teacher feedback literacy in different educational levels, such as senior high schools or universities, to examine whether similar patterns emerge across contexts. Longitudinal studies are also recommended to track how novice teachers' feedback literacy develops over time and what types of professional interventions are most effective in accelerating that development. Additionally, future research could investigate the relationship between teacher feedback literacy and student learning outcomes, or explore students' perspectives on teacher feedback practices to gain a more complete picture of feedback effectiveness. Finally, given the limited use of technology found in this study, researchers are encouraged to design and test context-appropriate technological interventions that can support feedback practices in under-resourced school settings, such as those in rural areas or Islamic boarding schools.