Project Title	**:**	The Development of Feedback Literacy for Writing Teachers in the Secondary English Classroom
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Final Report

by

Principal Investigator

The Development of Feedback Literacy for Writing Teachers in the Secondary English Classroom

Abstract

This research project aims to address writing teacher feedback literacy (WTFL), an essential yet overlooked facet of language assessment literacy. It comprises a dual-phase investigation: an initial survey to gauge WTFL among L2 teachers, followed by a case study exploring the development of WTFL within school-based collaborative professional learning communities. Data collection includes questionnaires, semi-structured interviews, classroom observations, student drafts and written feedback, and feedback-related documents. The findings illuminate two key areas: firstly, the strengths in teachers' WTFL spanning knowledge, values, and abilities, as well as areas for improvement particularly in addressing prevalent deficiencies; secondly, the instrumental role of collaborative learning communities in fostering WTFL, as evidenced by new knowledge teachers acquired about effective feedback principles, their established common visions about feedback as shared responsibility between teachers and students, and enhanced abilities to conduct feedback activities. These insights underscore the potential of enhanced WTFL to elevate students' engagement with feedback, thereby nurturing student feedback literacy. The dissemination of results through web platforms, conferences, and publications seeks to spread the knowledge gleaned from the project and enrich the broader educational discourse. This project not only advances the understanding of teacher feedback literacy but also offers practical implications for L2 teacher education programs.

Keywords: feedback, feedback literacy, assessment literacy, writing, teacher development

1. Introduction

Feedback carries considerable potential for learning enhancement in the second language (L2) writing classroom, yet the implementation of effective feedback practices has been acknowledged as a complex issue (Lee, 2017; Yu et al., 2023). A significant challenge emanates from the generally limited competencies of writing teachers in optimizing the benefits of feedback to support student learning (Lee et al., 2023), namely writing teacher feedback literacy (WTFL). There is growing recognition that teachers, as the gatekeepers of organizing feedback activities and providing comments on student work (Boud & Dawson, 2023), need to be feedback literate in order for feedback to have an impact on student learning. Despite abundant pedagogical advice that has been generated from existing studies, many teachers still encounter a range of difficulties in feedback provision and register dissatisfaction with their inadequate feedback literacy (Ferris, 2014). These practical failures clearly indicate the need for further research into WTFL to deepen our understanding of this important concept and to promote the development of WTFL among teachers.

For WTFL to be nurtured, it is necessary that teachers work with one another and with researchers to promote synergistic applications of research in teaching (Gao, 2019). Recently, there is a growing recognition of the importance of communities of practice in language teacher professional development (Admiraal et al., 2021; Richards, 2010), and in WTFL development particularly (Lee, 2021). Bringing together groups of teachers who share a common concern or an interest in a topic, communities of practice enable teachers to share expertise with researchers and colleagues in professional learning communities (PLCs), construct new knowledge, and work collaboratively to improve classroom practice (Richards,

2010). Such a platform can provide a supportive and conducive environment for WTFL development, through which writing teachers work together in PLCs to share their feedback experiences, reflect on their feedback practices, and implement feedback innovation (Lee, 2021; To et al., 2023). However, research into teacher professional learning of WTFL is still in a comparatively early stage of development.

This research project sets out to fill this gap by investigating the development of feedback literacy for writing teachers in the secondary English classroom. This is a very worthwhile yet under-explored research area, especially given the difficulties and resistance writing teachers face when attempting to undertake feedback innovation in isolation (e.g., Lee et al., 2016). Through unpacking WTFL development for L2 writing teachers, this project could not only deepen our understanding of the complex nature of WTFL, but also provide implications for L2 writing teacher education.

2. Review of literature of the project

2.1 Teachers' beliefs and practices about written feedback

Notwithstanding a profound amount of feedback guidance in scholarly literature, the practical application of feedback in L2 writing classrooms remains a complex and challenging endeavor, as evidenced by students' limited engagement with feedback (e.g., Zheng & Yu, 2018) and teachers' dissatisfaction with feedback processes (e.g., Ferris & Kurzer, 2019). There appears to be a chasm between the ideal practices for written feedback and how they are actually implemented (Lee, 2021). To offer an in-depth, contextualized understanding of teachers' feedback beliefs and practices within their own classrooms, recent

studies have collected data from multiple resources, including teacher interviews and student written texts, to examine the (mis)alignment of focal teachers' beliefs and practices.

A number of inconsistencies between teachers' beliefs and practices about feedback have been identified, most notably the mistaken perception of the actual focus of their feedback on language errors (namely written corrective feedback; hereafter "WCF") and their strategies for providing WCF. For instance, the teacher participant in Junqueira and Payant (2015) believed in providing feedback on more global concerns in student writing, yet her feedback instances regarding local issues (83.9%) significantly outnumbered global issues (16.1%). Similarly, most teachers in Mao and Crosthwaite's (2019) study claimed they mainly adopted a direct strategy for delivering WCF (i.e., providing correct forms directly), while in reality they provided more indirect WCF in their feedback practices through the use of codes and hints. Given the possible mismatches between teacher beliefs and feedback practices, scholars have highlighted the need to explore the underlying factors that account for the belief-practice nexus (Lee, 2017; Yu, 2021).

Crucially, previous studies have uncovered various individual and contextual factors that accounted for these discrepancies, including teachers' heavy workload, time constraints, and students' individual needs (Junqueira & Payant, 2015; Mao & Crosthwaite, 2019; Saeli & Rahmati, 2022). As shown in Saeli and Rahmati (2022), students' expectations to receive WCF and the high value placed on accuracy within Iranian EFL contexts can influence teachers to prioritize grammatical accuracy in writing. Despite an awareness of the benefits of a more focused approach to WCF, teachers continue to mark student errors comprehensively in accordance with students' expectations and/or institutional policies (Lee, 2004). These

findings point to the intricate interactions between teachers' beliefs, feedback practices, and the broader context (e.g., exam culture and specific educational and sociocultural contexts), underscoring the urgency of investigating WTFL to gain a more contextualized understanding of teachers' feedback competencies. Research as such promises valuable insights into the obstacles that hinder teachers from actualizing their feedback beliefs and to align teachers' beliefs more closely with their feedback practices.

2.2 Writing teacher feedback literacy

The notion of *feedback literacy* has been brought to the forefront recently. Initially introduced by Sutton (2012), feedback literacy encompasses the academic literacies necessary for students to comprehend, interpret, and engage with complex ideas. This construct was later expanded to represent both students' and teachers' capacities to optimize the benefits of feedback (Nieminen & Carless, 2023), offering a novel approach to understanding feedback through emphasizing participants' feedback literacies. Teacher feedback literacy transcends the mere provision of feedback; it embodies a comprehensive understanding of feedback principles, the practical skills required for designing and implementing feedback processes, and the values and attitudes that enrich these processes (Carless & Winstone, 2023).

Extending the notion of feedback literacy to L2 writing education, Lee (2017) highlighted its critical role in writing teacher assessment literacy. To further elucidate this concept, Lee (2021) proposed a tripartite framework to unpack the notion of WTFL, which is referred to as writing teachers' repertoire of feedback competencies that involve knowledge, values, and abilities regarding feedback. Following this framework, recent studies have

endeavored to measure WTFL in L2 settings through tailored questionnaires (e.g., Lee et al., 2023), and to explore the development of university teachers' WTFL via technological advancements (e.g., Wu et al., 2023) and engagement with academic writing centers (e.g., Cui et al., 2023). Despite these strides, feedback literacy remains nascent in L2 writing scholarship, particularly concerning the developmental trajectory of WTFL in L2 contexts (Yu & Lee, 2024).

Overall, WTFL stands as a cornerstone of effective feedback practices, holding profound implications for the empowerment of both students and educators in L2 writing education (Boggs & Manchón, 2023). When teachers leverage their WTFL to create conducive environments for feedback reception and application, students are positioned to benefit substantially from the feedback provided. Therefore, the development of feedback literacy is paramount in the professional growth of L2 writing teachers.

2.3 Professional learning communities

PLCs have emerged as a useful platform where educators and researchers converge to engage in regular, collaborative efforts aimed at enhancing classroom practices. Grounded in the belief that collective wisdom and shared experiences among teachers can lead to effective teaching strategies (Nguyen et al., 2021), PLCs constitute collaborative, reflective, and ongoing groups of educators who unite to foster a culture of professional growth and continuous improvement in teaching practices. Operating under the tenets of shared leadership, collective inquiry, action orientation, and commitment to continuous improvement, PLCs facilitate an environment where educators can partake in meaningful dialogues, exchange expertise, and critically evaluate their practices. Within this supportive

framework, teachers assist one another in overcoming challenges and achieving their professional growth.

Recently, a growing number of studies have examined the benefits of PLCs for teacher development and the factors that influence the effects of PLCs. For instance, Sancar et al. (2021) found that effective PLCs that are attentive to reforms, context, curriculum, and collaboration could enhance teachers' knowledge and practices and students' learning outcome. Furthermore, research has delved into the challenges and opportunities presented by PLCs in schools, noting the importance of both social and individual affordances for the growth of PLCs (Cheng, 2020), as well as structural conditions as barriers to their development (Admiraal et al., 2021). These studies collectively enhance our understanding of PLCs, contributing to a more nuanced understanding of their dynamics and potential for fostering professional development and student learning.

PLCs hold promising value for advancing WTFL within school-based communities of practice. These collaborative environments enable writing teachers to deeply engage with feedback intricacies, share effective practices, and enhance their feedback approaches collectively (Lee, 2021). Within PLCs, teachers develop a unified vision regarding feedback in writing, foster strategies that empower students to utilize feedback constructively, and dissect the complexities of WTFL. The cooperative dynamic of PLCs prompts community members to reflect on their feedback methods, assimilate peer insights, and integrate current research and techniques. This shared learning journey is essential for educators to cultivate the comprehensive skill set that WTFL demands, leading to reflective teaching and improved student learning outcomes (Carless & Winstone, 2023). Despite the recognized benefits of

PLCs in nurturing teacher growth, scant research has focused on the development of WTFL within school-based PLCs.

3. Theoretical and/or conceptual framework of the project

The WTFL tripartite framework (Lee, 2021) is adopted to guide the present project, which includes three main components, namely knowledge, values and abilities. The "Knowledge" dimension concerns teachers' understanding of the type, purposes, and strategies of feedback, as well as the teachers' knowledge of writing and assessment. The "Value" aspect pertains to teachers' beliefs about the goals of feedback and teacher feedback literacy. The "Abilities" component comprises teachers' skills and abilities in designing effective feedback processes and engaging students with feedback. The WTFL framework provides a comprehensive overview of the feedback lifecycle, highlighting the critical stages where feedback can be integrated into the educational process.

3.1 Underlying feedback: Long-term goals of feedback

Feedback literate teachers possess a crystal-clear vision of feedback's long-term objectives within formative classroom writing assessment. Instead of merely completing the tasks or fulfilling teaching duties, they strive to foster student growth in learning and writing, nurturing independent and self-reliant writers over time. Without such an understanding, teachers might default to providing feedback that merely addresses immediate issues, such as fixing errors whenever they occur or rephrasing ambiguous sentences, potentially leading to the unintended appropriation of student texts. Recognizing these long-term goals is pivotal, which can serve as a benchmark for teachers to appraise and refine their feedback techniques.

3.2 Before feedback: Clear success/assessment criteria well aligned with feedback

Effective feedback is an integral, contextualized component of the writing classroom, dependent on the thoughtful design of writing assignments and the explicitness of success/assessment criteria, based on which teachers point to students' writing strengths and weaknesses through the delivery of feedback. For instance, when teaching argumentative writing, the efficacy of feedback is anchored in the establishment of lucid, pertinent success/assessment criteria—like crafting a coherent thesis statement and supporting arguments. These criteria should be transparently communicated or collaboratively developed with students, ensuring alignment with subsequent teacher feedback.

3.3 During feedback

(1) Sound judgment of student writing: Feedback should offer constructive critique to foster student learning and writing. Misjudgments can confuse students and impede progress. Teachers must provide accurate, reliable assessments to effectively guide students' writing development.

(2) Focused feedback: To avoid overwhelming students, especially those facing numerous writing challenges, teachers should concentrate on key issues highlighted in the assessment criteria or during instruction, relevant to the genre at hand.

(3) Appropriate feedback techniques: Teachers should employ suitable techniques to address identified gaps in student writing, tailoring their approach to the context and individual student needs.

(4) Personal and affective considerations: Feedback should be personalized, taking into account each student's Zone of Proximal Development and emotional needs, fostering a

positive, motivational impact.

(5) Promoting learner agency: Teachers should facilitate student autonomy by sharing responsibility and encouraging active engagement, self-reflection, and the use of additional resources.

(6) Opportunities for revision: Feedback should be viewed as a catalyst for improvement, not the endpoint. In a multiple-draft classroom, feedback motivates revision and writing enhancement.

3.4 After feedback: Feedback as a springboard for better teaching

In the realm of formative assessment, feedback-literate teachers harness feedback as a catalyst for future instructional tasks, thereby elevating their teaching methodologies. When feedback—be it from teachers or peers—consistently highlights specific areas of student writing that require improvement, it signals a need for additional focus and reinforcement. For example, repeated comments on the misuse of connectives indicate a necessity for targeted lessons to strengthen students' understanding and application of connectives in subsequent drafts and writing assignments. Consequently, feedback serves a dual purpose: it aids students in enhancing their learning and empowers teachers to refine their instructional approaches, epitomizing the transformative potential of formative classroom assessment.

3.5 Throughout feedback: Timely, iterative feedback

The impact of feedback is contingent upon its delivery being both timely and iterative. Feedback-literate teachers ensure that feedback is woven consistently throughout the teaching-learning-assessment cycle. In environments that advocate for multiple drafts, the promptness of feedback is crucial to maintain student engagement and momentum.

Conversely, sporadic feedback can disrupt students' learning trajectories and diminish their motivation, underscoring the importance of ongoing, regular feedback to support continuous development and enthusiasm in the writing process.

3.6 Beyond feedback: WTFL as a joint enterprise

Development of WTFL transcends the individualistic acquisition of skills; it is inherently tied to the sociocultural dynamics of the educational environment. Teaching, as a situated and social practice, demands that the cultivation of feedback literacy be contextualized within the broader framework of teachers' professional settings. In many L2 contexts, the emphasis on meticulous error correction often overshadows the need to address other critical aspects of student writing, thus hindering the holistic growth of WTFL. Recognizing this, WTFL thrives as a collective enterprise within communities of practice, where educators engage in a mutual exploration of entrenched feedback norms and collaborate to construct a shared understanding of WTFL, fostering a culture of continuous professional growth and reflective practice.

4. Methodology

4.1 Research questions

The project comprises a survey study (Study 1) and a case study (Study 2), aiming to address the following research questions:

RQ1: To what extent are second language writing teachers feedback literate?

RQ2: How do teachers develop WTFL in school-based professional communities?

RQ3: How do teachers enact WTFL in classroom practice, what challenges do they

face, and how do they navigate the challenges?

RQ4: What is the possible impact of WTFL on students' feedback literacy in the writing classroom?

4.2 Research design

The research design unfolds in two sequential stages, initiating with a WTFL survey and progressing to a case study.

Phase 1: Survey study. The initial phase involved the creation and validation of the "Feedback Literacy Scale for L2 Writing Teachers", which was designed to capture L2 writing teachers' backgrounds and their insights on WTFL. Post-survey, semi-structured interviews were conducted with select respondents who volunteered to provide deeper context to the survey data. The use of semi-structured interviews to accompany questionnaire results could both illustrate and illuminate questionnaire results and bring the research study to life (Dörnyei & Dewaele, 2023), thereby offering a more nuanced interpretation of the numerical data.

Phase 2: Case study. The second phase adopted Yin's (2018) case study methodology to explore the intricate development of WTFL within school-based PLCs. Anchored in qualitative research, this phase aimed to construct an in-depth, multifaceted understanding of WTFL's progression. Cross-case analysis was utilized to extract meaningful insights into WTFL, with the intention of formulating practical, applicable strategies. This approach was instrumental in examining the study's core issues deeply embedded in Hong Kong's complex social and educational milieu, thus enhancing the ecological validity of the research.

4.3 Participants

Study 1. The participants are 353 English teachers who teach English as a foreign language at various educational levels. Approximately one-third (N = 114) possess only a bachelor's degree, while the remainder hold higher qualifications, including master's degrees or equivalent (N = 212) and doctoral degrees (N = 27). Nearly half of the cohort (N = 168) boast over a decade of English teaching experience, with 72 of these veterans exceeding twenty years. The majority serve in secondary schools (N = 211; 58%), with significant representation from universities (N = 109; 30.9%) and primary schools (N = 30; 8.5%). The gender distribution is predominantly female (83%; N = 293) with a male representation of 17% (N = 60). From this diverse group, 34 focal teachers (T1-T34) consented to participate in follow-up interviews, including ten university educators, twenty-three secondary school teachers, and one primary school teacher.

Study 2. The case study encompassed teachers and students from three secondary schools, each representing different performance bands (Band 1, 2, and 3). A total of 16 teachers were engaged in PLCs tailored to their respective schools, with participation distributed as follows: 6 teachers from the Band 1 school, 7 teachers from the Band 2 school, and 3 teachers from the Band 3 school. Within the selected cohort, four teachers—two each from the Band 2 (pseudonym: School A) and Band 3 schools (pseudonym: School B)—were identified as key participants for an in-depth investigation, namely Carl and Julia from School A and Annie and Floria from School B. These teachers, chosen based on their willingness to participate, were accompanied by 12 students whom they taught (four sets of three students with high, medium, and low proficiency levels, respectively, taught by each teacher), providing a comprehensive view of the WTFL development process within Hong Kong

secondary English classrooms.

5. Data collection and analysis

5.1 Study 1

To address RQ1 concerning the current state of teachers' feedback literacy, a WTFL questionnaire featuring Likert scale items was developed. The item creation process involved a review of relevant literature, consultations with feedback researchers, university-based teacher educators, and seasoned teachers actively engaged in the field. The finalized survey was proved to be a robust scale on L2 WTFL (see Lee et al., 2023 for the development and validation of this scale). The scale, comprising 34 items rated on a five-point Likert scale, assesses three WTFL dimensions: knowledge (10 items), values (12 items), and abilities (12 items) related to feedback. Distributed via an online platform, the survey reached participants through diverse channels such as emails, QR codes, and messaging apps like WeChat and WhatsApp.

Survey data were entered into SPSS 29.0 for analysis, employing frequency, descriptive, and reliability analyses to evaluate the self-reported WTFL of respondents. The responses were rated on a five-point Likert scale, with the following designations: 1 = not at all knowledgeable/true/capable; 2 = slightly knowledgeable/true/capable; 3 = somewhat knowledgeable/true/capable; 4 = knowledgeable/true/capable; 5 = very knowledgeable/true/capable. These ratings were used to assess participants' knowledge, values, and abilities. The reliability of the scale was confirmed with a Cronbach's alpha of 0.93. Interviews were audio-recorded in English (see Appendix A for the interview guide),

ranging from 25 to 40 minutes in duration. Transcriptions of these interviews were then methodically analyzed using an inductive approach. Within the operational framework of WTFL, pertinent themes emerged and were systematically classified according to the tripartite framework's dimensions: knowledge, values, and abilities. The results of the survey are reported in Lee and Mao (2024).

5.2 Study 2

Data collection and analysis with regard to RQ 2, 3 and 4 for Study 2 are described as follows.

Semi-structured interviews. Two individual semi-structured interviews with focal teachers and students were conducted at both the commencement and conclusion of the study (see Appendix B for the interview guide). These interviews aimed to capture how teachers implemented WTFL and to gauge students' perceptions and their sense of progress. In addition, stimulated recall interviews were conducted with focal students (3 interviews for each focal student at School A and 2 interviews for each focal student at School B) to understand their processing and uptake of feedback. Interviews were audio-recorded, transcribed verbatim, and then subjected to open and axial coding to extract themes pertinent to the research questions.

Student drafts and written feedback. Drafts of student work for three distinct writing tasks, along with the teachers' written feedback, were collected. The analysis focused on the students' revisions to their texts in response to the feedback, shedding light on the extent to which they acted upon teacher feedback (see Ene & Upton, 2014).

Feedback-related documents. Relevant feedback documents, such as written

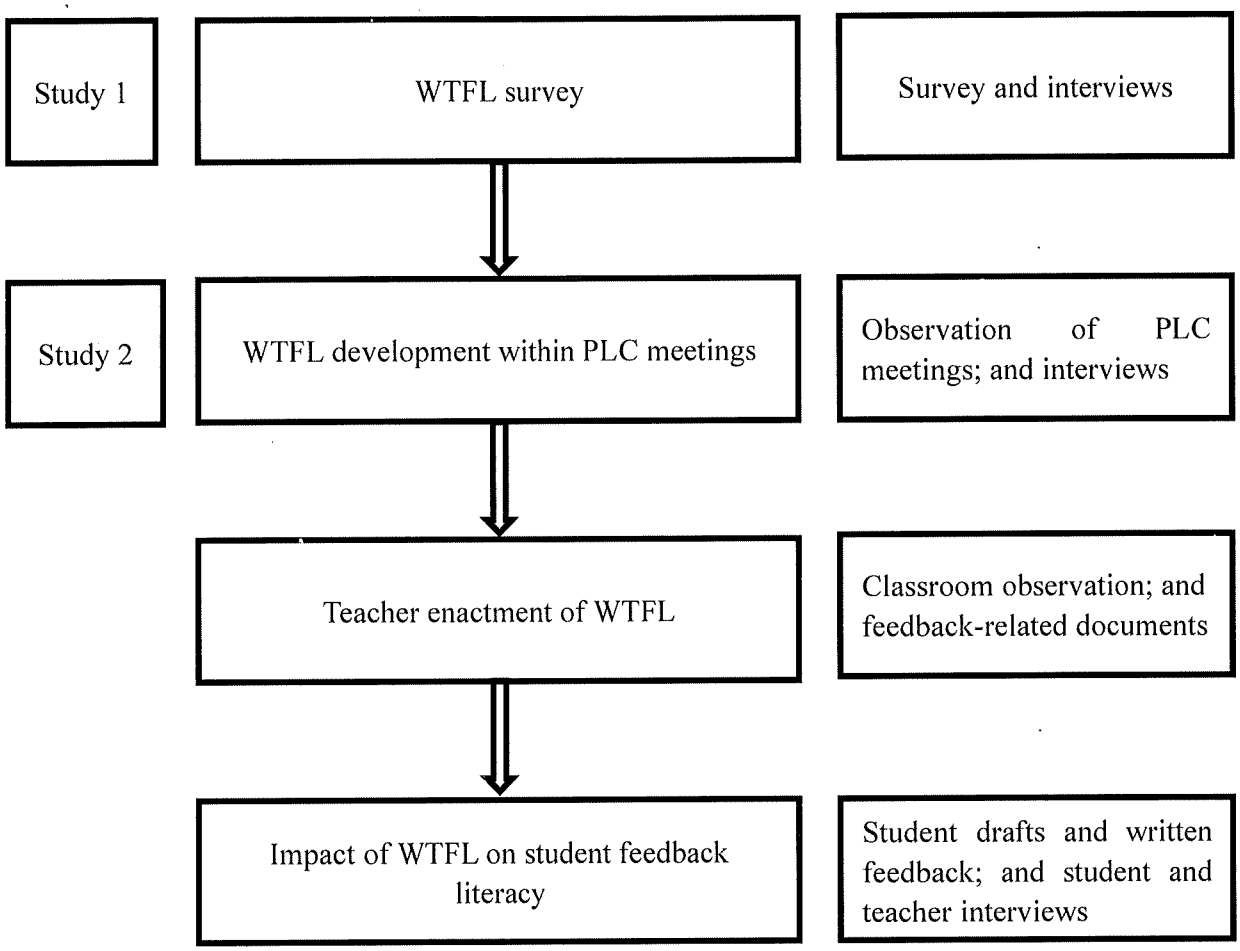
feedback policy and feedback sheets, were collected and analyzed to reveal the teachers' feedback practices, experiences, and development of WTFL (based on the features of WTFL proposed in the study).

Observation of lessons and PLC meetings. Three rounds of observations were conducted in classroom settings for lessons associated with the three writing tasks, selected in consultation with the teachers (a total of 12 lesson observations). The observations focused on the setup of writing tasks, assessment criteria, pre-writing activities, how teachers engaged students in the feedback process, and the post-writing activities designed to enhance students' feedback literacy. Additionally, PLC meetings were audio-recorded, and detailed field notes were taken to document discussions, concerns, and notable events related to WTFL development. These observational data were used to supplement the other data sources (e.g., interview data).

Figure 1 below presents an overview of research procedures and data sources gathered to explore the four research questions.

Figure 1

Research procedures and data sources



6. Results and Discussion

6.1 Results of Study 1

The analysis of the first research question, which focused on ascertaining teachers' feedback literacy, yielded insightful results across the three dimensions of WTFL as per the survey and interview data.

Knowledge. As shown in Table 1, the average mean value of the knowledge-related items ranged from 2.99 to 3.61, showing that the respondents considered themselves

somewhat knowledgeable or knowledgeable about the different sources of feedback (74.7%), features of good writing (79.3%), the role of feedback in formative assessment (71.1%), feedback strategies (75.9%), contextualized feedback (75.7%), feedback modes (73.6%), individualized feedback (77.3%), peer feedback (73.4%), and assessment criteria for effective feedback (70.2%). Of all the items, the participants appeared to be least knowledgeable about the role of students' affective dimension in feedback practices (Item 9, mean = 2.99), with 22.9% and 36.8% of the respondents reporting that they were only slightly or somewhat knowledgeable about it. Teachers' insufficient knowledge of student affective states was related to the passive role that students played in the feedback processes. When asked about their students' role in the feedback processes in the follow-up interviews, the majority of interviews (20 out of 23 teachers) remarked that students were largely feedback recipients although teachers expected their students to take active part in feedback activities, such as seeking clarification and communicating with the teacher:

> For my students, they mainly are receivers in the feedback processes. Of course I hope my students could be the ones who take an active role in identifying the mistakes or inadequacies in their writing and their peers' writing and tell teachers what they think, but they just passively sit and wait for feedback (T5, follow-up interview).

Table 1

L2 Writing Teachers' Knowledge about Feedback

What is the extent of your knowledge about...	NK	SlK	SoK	K	VK	Mean
1 how feedback from different sources can be given i.e., teachers, peers, and self?	1.4%	14.7%	36.5%	38.2%	9.1%	3.39
2 the features of good writing that enable you to provide accurate judgement of student writing?	0.6%	9.6%	28.6%	50.7%	10.5%	3.61
3 the role of feedback in formative assessment?	3.1%	11.9%	29.2%	41.9%	13.9%	3.52
4 relevant strategies for giving effective feedback?	2.5%	15.9%	37.4%	38.5%	5.7%	3.29
5 how to give feedback according to the needs of your teaching context (e.g., age, educational level and expectations of students)?	2.5%	17%	39.7%	36%	4.8%	3.24
6 different delivery modes for feedback – i.e., written, oral, and technology supported?	2%	15.9%	33.1%	40.5%	8.5%	3.38
7 how to give feedback according to individual student needs?	2.8%	14.7%	38.5%	38.8%	5.1%	3.29
8 the benefits of peer feedback?	3.1%	12.7%	30.3%	43.1%	10.8%	3.46
9 the role of students' affective dimension (e.g., emotions, attitudes, and motivation) in the feedback process?	7.6%	22.9%	36.8%	27.5%	5.1%	2.99
10 the impact of clear assessment criteria for effective feedback?	3.7%	15.9%	29.7%	40.5%	10.2%	3.38

NK=Not Knowledgeable at All; SlK=Slightly Knowledgeable; SoK=Somewhat Knowledgeable; K=Knowledgeable; VK=Very Knowledgeable

The above excerpt from the interview with a focal teacher indicated that students were regarded as passive objects rather than active agents being motivated to provide feedback and interact around feedback issues with teachers. Without bilateral interaction and shared responsibilities between students and teachers in feedback activities, it would be challenging

for teachers to fully understand the role of student affective states in the feedback processes.

Values. Concerning teachers' values about feedback, the average mean of the items ranged from 3.83 to 4.59 (see Table 2). Out of the eleven items, the mean of nine items was above 4. Generally, teachers believed that feedback should be understandable (mean = 4.59), is both a process and product (mean = 4.39), is contingent on teacher feedback literacy promoted through professional development (mean = 4.36), is a shared responsibility between teachers and students (mean = 4.29), should enable students to set further learning goals (mean = 4.28) and revise their writing (mean = 4.24), should help teachers to improve their teaching (mean = 4.24), should be supplemented with post-feedback reinforcement (mean = 4.09), and should be tailored to individual feedback requests (mean = 4.07). For example, during the follow-up interviews, the focal teachers demonstrated espoused beliefs that effective feedback should be understandable and actionable to students, and it should help students to improve writing in certain areas such as language and organization (22 out of the 23 teachers). Over half of the focal teachers (15 out of 23) also noted the need to take into consideration student diversity (e.g., students' language proficiency and variations in their writing weaknesses) so as to better suit individual students' needs, as shown in the following excerpt:

> For higher proficiency students who are able to figure out their problems, I could just highlight the language errors and provide more feedback on organization in writing. But some low proficiency students are not able to identify the problems and I need to give feedback in more detail (T8, follow-up interview).

Table 2

L2 Writing Teachers' Values about Feedback

To what extent do the following statements reflect your values about feedback?	NT	SlT	SoT	T	VT	Mean
11 Feedback should aim to make students become autonomous writers.	1.1	9.1	22.9	39.4	27.5	3.83
12 Feedback should encourage students to revise their writing.	0.8	2.5	9.9	45.6	41.1	4.24
13 Feedback should be given to multiple drafts rather than one draft.	2.3	6.5	22.7	41.6	26.9	3.84
14 Teachers should provide students with reinforcement after feedback is provided.	0.3	3.7	12.5	53.8	29.7	4.09
15 Feedback should be given timely without delay.	1.4	5.7	16.4	47.9	28.6	3.97
16 Feedback should be understandable to students.	0	1.1	3.10	31.7	64	4.59
17 Feedback is a shared responsibility between teachers and students.	0	1.4	8.8	48.7	41.1	4.29
18 Continuing professional development is important for teachers' feedback literacy.	0.3	1.1	9.3	40.8	48.4	4.36
19 Feedback is both a process and a product.	0.6	0.8	5.7	44.5	48.4	4.39
20 Teachers should encourage students to make individual feedback requests.	0.8	2.5	16.1	49.6	30.9	4.07
21 Feedback information should enable teachers to improve their teaching.	0	2.0	11.9	46.7	39.4	4.24
22 Feedback information should enable students to set further learning goals for their writing development.	0	2.0	11.0	43.6	43.3	4.28

NT=Not True at All; SlT=Slightly True; SoT=Somewhat True; T=True; VT=Very True

As for the other three items with lower mean scores, the results suggest that teachers were less certain about the truthfulness of whether feedback should be timely (76.5% - true or very true), whether it should be given to multiple drafts rather than one draft (68.5% - true or

very true), and whether it should make students become autonomous writers (66.9% - true or very true). In the follow-up interviews, many teachers related their uncertainty about timely feedback and multiple-drafting practices to the shortage of time. As they needed to spend a huge amount of time commenting on students writing (e.g., respond to writing errors) and fulfilling other teaching duties, they were unsure about the necessity to return timely feedback to students for review. As remarked by T16, Hong Kong teachers usually teach at least two or three classes and "it is quite stressful for teachers to mark and return students' compositions within a short period" and meanwhile "keep a balance between efficiency and feedback quality". Similarly, 7 teachers also mentioned the "practical difficulty" in implementing multiple drafts in the writing classroom while completing the required number of writing tasks stipulated by their curriculum outline.

Abilities. With regard to the abilities dimension, the mean values of all the 11 items were below 3.60 (see Table 3). In particular, the teachers reported a lack of competence in involving other colleagues in professional learning (mean = 2.7), as only 19.3% and 2.8% of them rated themselves as capable and very capable in response to this item. Other issues that posed challenges to the teachers included how to empower students to use self-feedback (mean = 3.01), set goals (mean = 3.28), monitor their own learning and writing (mean = 3.30), provide effective peer feedback training (mean = 3.02), and make use of technology-mediated feedback (mean = 3.04) and peer feedback activities (mean = 3.06). Based on descriptive statistics, teachers felt most capable of using feedback information to inform their own teaching (with the highest mean = 3.58) but least capable of involving colleagues in professional learning about feedback (with the lowest mean = 2.7).

Table 3

L2 Writing Teachers' Abilities about Feedback

How would you rate your ability to...	NC	SlC	SoC	C	VC	Mean
23 reflect on your own feedback practice to further improve it?	1.1	10.2	44.5	40.2	4	3.36
24 help students determine their own learning goals to guide self- and/or peer feedback?	1.4	14.4	42.4	38.5	3.4	3.28
25 help students use feedback to monitor their own learning and writing?	0.8	17.6	36.8	39.9	4.8	3.30
26 involve other colleagues in professional learning about feedback?	11.6	31.4	34.8	19.3	2.8	2.7
27 avoid overwhelming students by addressing every problem in giving feedback?	4.2	17.3	36	35.3	7.1	3.24
28 use information from feedback to improve your own teaching?	1.1	9.9	28.3	50.7	9.9	3.58
29 engage students actively throughout the feedback process?	2.5	20.4	36.3	34.3	6.5	3.22
30 provide effective training to prepare students for peer feedback?	6.2	24.9	33.7	30.6	4.5	3.02
31 plan and organize peer feedback activities effectively?	4.0	26.1	34.8	30.3	4.8	3.06
32 provide feedback that addresses individual student needs?	2.0	15.3	33.1	42.8	6.8	3.37
33 empower students to use self-feedback effectively?	5.7	24.6	38.2	26.3	5.1	3.01
34 make use of technology to enhance feedback in the writing classroom?	5.4	26.9	31.7	30	5.9	3.04

NC=Not Capable at All; SlK=Slightly Capable; SoK=Somewhat Capable; C=Capable; VC=Very Capable

The lack of abilities in providing effective feedback, as reported by the respondents, was partially due to scant exposure to professional learning opportunities. When asked about the importance and their experience with professional development programs, almost all the teachers (except for three who received related training about marking English writing in

Hong Kong Diploma of Secondary Education Examination) noted insufficient opportunities to receive guidance about providing feedback on student writing, although they felt it could significantly affect the quality of teacher feedback. The following remark by T13 illustrated this:

> I think it's important to learn how to give proper feedback because the teacher spent so much time reading student writing. I think not much time is spent on telling teachers how to give feedback on writing, so attending these professional development programs would be pretty important for teachers to refresh their memory and maybe learn new methods and methodologies for this. However, it [how to give feedback] is not something that everybody knows, even with teacher training, and many teachers at our school are too busy to participate in these programs.[1]

6.2 Results of Study 2

6.2.1 WTFL development in school-based PLCs

The second research question focuses on how teachers developed WTFL in school-based PLCs. Teachers form two respective school-based PLCs to acquire WTFL with the support of the investigator Prof. Icy Lee, and then put WTFL into practice. A summary of the PLC meeting focus is presented in Table 4. In addressing the development of WTFL within school-based PLCs, it is essential to consider the distinct approaches taken by the two participating schools. Notably, the development of WTFL in the PLCs at both schools was characterized by a tailored focus on specific aspects of feedback literacy. School A's approach was more structured, aiming to refine teachers' knowledge and abilities in providing focused WCF, while School B

[1] For details of the survey study, see Lee and Mao (2024).

prioritized the values and abilities associated with student-centered feedback practices. In the following, we organize the findings around the three dimensions of the WTFL framework.

Table 4

Focus of Professional Learning Meetings

Meeting	School A	School B
PLC 1	• Introduction to the project • Burning issues about feedback	• Introduction to the project • The "why" and "what" of feedback
PLC 2	• Effective Feedback Principles	• The 'how" of feedback: Ten feedback strategies
PLC 3	• Sharing of classroom materials • Comments on teachers' materials	• Demonstration of using British National Corpus • Self-reflection about existing feedback practices
PLC 4	• Designing a writing unit	• Directions for the project • Discussion on the teaching materials used for writing a letter of advice" (teaching outline, feedback form, classroom activities)
PLC 5	• Comments on teachers' materials • Planning for the in-depth investigation	• Teachers' plan about the teaching of unit 2 • Teacher reflective notes
PLC 6		• Reflections on the mini trial • Plan for lesson study
PLC 7		• Topics for lesson study • Discussion on class materials
PLC 8		• Motivational speech writing • Sharing of materials for teaching speech writing
PLC 9		• Discussion on the observed lessons
PLC 10		• Lesson study materials

Knowledge Dimension. At School A, the PLCs concentrated on enhancing teachers' knowledge of effective feedback principles. Specifically, the focal teachers reported that they

developed a deepened understanding of focused WCF – feedback targeted selected error types rather than all errors. This focused approach is grounded in the understanding that focused WCF can be more effective when it is manageable to students and tailored to their specific needs. Teachers engaged in workshops and discussions led by the principal investigator, which deepened their understanding of how to identify key areas for correction that would most benefit student learning. The following remark from Carl illustrated this:

> In my previous school, if I didn't point out all the mistakes, I would be blamed by the coordinators. With a better understanding of the advantages of focused marking [focused WCF], I don't feel guilty anymore [in correcting errors selectively]. Now I think it is easier for students to handle feedback on focal areas, especially for the weaker students. (Carl, post-study teacher interview)

In a similar vein, the other focal teacher (Julia) deployed the feedback forms developed in PLCs to enhance her feedback. Julia found that these forms acted as a valuable guide, enabling her to deliver focused and pertinent feedback and encouraging her students to seek further feedback or clarifications to improve writing:

> Sometimes students don't know what's the problem, but they don't have a clue of what to ask. The feedback form gives them a way to start and a general sense for students to ask questions. (Julia, post-study teacher interview)

Values Dimension. School B's PLCs emphasized the value of student role in the feedback process, encouraging teachers to share responsivity with students in feedback activities. By incorporating peer evaluation activities, teachers fostered a classroom culture where students were not just recipients of feedback but active participants. This approach reflects a shift in

values, recognizing the importance of peer insights and the development of students' self-assessment skills. Teachers at School B were encouraged to view feedback as a collaborative process, with the potential to empower students and enhance their engagement with the learning material. As commented by Annie, the peer evaluation activity activated student's role in classroom actives, altering the teacher to the usefulness of peer feedback to enhance student learning:

> Students were largely passive in my classroom and ... normally they depend a lot for teachers giving them feedback. I've heard peer evaluation many times, but it is the first time for me to try it out in my lesson. It's a very good practice for them to take a more active role, because they really need to look at what they have written by reviewing their peers writing, and then they may have some self-reflection on how well they have done in their writing. (Annie, post-study teacher interview)

Annie's observation about the peer evaluation activity is reinforced by her colleague Floria's insights. Floria acknowledged the effectiveness of peer evaluation in heightening students' consciousness of the learning objectives. She noted:

> Students' awareness on their writing have been enhanced through a focus on the learning goals in peer evaluation. They know that they have to take care of some parts in writing because those things will be evaluated later... This is something that I think work quite well. (Floria, post-study teacher interview)

Abilities Dimension: Teachers at both schools perceived improvements in their abilities to implement effective feedback strategies. At School A, the focus on using focused WCF and feedback forms helped teachers develop the ability to provide structured and clear

feedback. Meanwhile, School B's emphasis on peer evaluation required teachers to facilitate and guide students in providing constructive feedback to their peers. This not only honed the teachers' skills in managing the feedback process but also equipped them with strategies to help students articulate helpful feedback. Examples and more details can be found in teachers' enactment of WTFL (Section 6.2.2)

Overall, the findings from the investigation into how teachers developed WTFL within PLCs reveal a multifaceted approach to enhancing the knowledge, values, and abilities dimensions of WTFL. At School A, the focus on focused WCF and the implementation of feedback forms allowed teachers to align their feedback with specific learning objectives, thereby improving their knowledge and abilities to provide effective feedback. School B's emphasis on student involvement in the feedback process, particularly through peer evaluation activities, highlighted the value of student engagement in feedback activities. Teachers at both schools benefited from the PLCs, which provided a supportive environment for professional growth and the exchange of best practices. The collective efforts led to a more reflective teaching practice and an increased awareness among students of the learning goals, ultimately contributing to an enriched educational experience.

6.2.2. RQ3. The third research questions centers around how teachers enacted WTFL in classroom practice as well as the challenges they encountered.

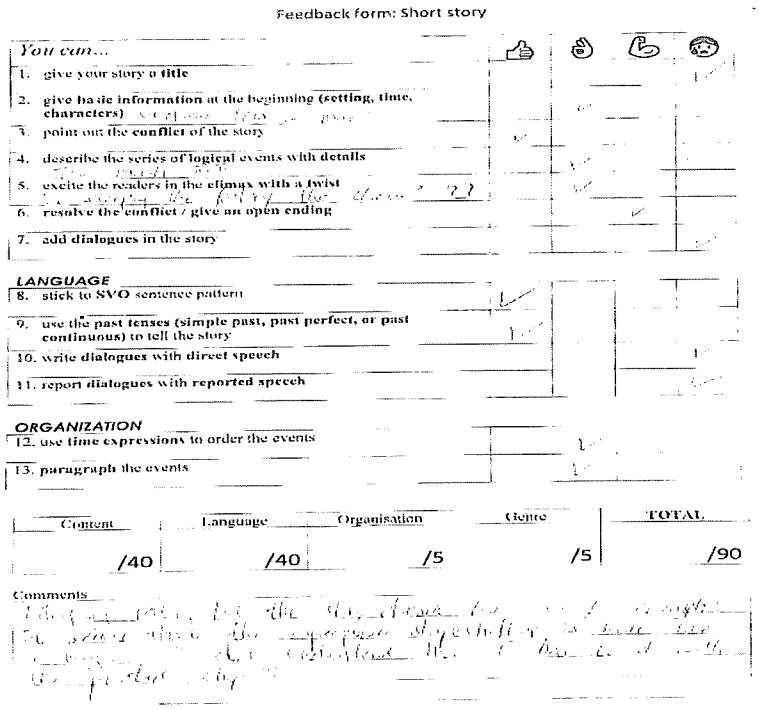
School A: Implementation of feedback forms and focused WCF

Teachers at School A integrated feedback forms into their classroom practice, which streamlined the process of providing targeted feedback. First, the feedback forms were designed to align with specific learning objectives, ensuring that the feedback was relevant

and actionable. Second, focused WCF was employed, concentrating on key linguistic structures and writing elements that were previously identified as learning goals. This approach allowed for a more systematic and structured method of feedback, which helped students to clearly understand areas for improvement. Below is an example of Julia's feedback from (Figure 2) used during one of the observed lessons. In this form, she chose to concentrate on two linguistic structures—subject-verb-object construction and the past tense—as well as the use of dialogue within the "Language" aspect of story writing. By employing the feedback form, Julia was able to ensure her feedback was directly connected to her teaching objectives and assessment criteria.

Figure 2

Feedback Form Sample



School B: Peer feedback training and activities

School B's strategy involved training students in the process of peer feedback,

equipping them with the skills to assess each other's work constructively. Teachers began by conducting peer feedback activities, creating an interactive and collaborative learning environment. These activities not only engaged students in the feedback process but also fostered a sense of responsibility and critical thinking. By enacting peer feedback, teachers facilitated a shift from teacher-centered feedback to a more student-driven approach, enhancing students' feedback literacy and autonomy in the learning process. Below is an example of peer review form used by Annie at school B during our lesson observation:

Figure 3

Peer Review Form

Peer Review Form

Writing sample: _____

How well has your classmate written his / her motivational speech?

Contents and Organization	☺☺☺	☺☺	☺	☹	Any comments / suggestions?
1. He / She has used an effective attention grabber at the beginning of the speech					
2. He / She has included a saying of wisdom (SOW) by the successful person and explain the messages behind					
3. described what he /she has learnt from the person and what changes he / she will make					

4. List one thing that the writer has done very well / One thing that you like about the writing

_____

5. List one thing that the writer needs to improve

_____

Importantly, teachers at both schools encountered various challenges in their enactment of WTFL. The following thematic analysis elucidates three major challenges as articulated by the teachers themselves, supported by verbatim excerpts from their interviews.

Lack of motivation and engagement: Julia from School A underscores a dual challenge: students' lack of motivation to engage in self-reflection and their low proficiency in the

language. This combination hinders their ability to critique constructively, as Julia observes:

> I think the lack of motivation is a major challenge. Students lack the motivation to self-reflect after receiving feedback on their writing. And yeah, they are low proficiency so students sometimes cannot understand and use the feedback.

Carl, also from School A, laments the students' disengagement with the feedback process. Despite the provision of feedback, students often fail to internalize or act upon it, resulting in repetitive errors and unimproved drafts. Carl articulates this frustration:

> Students didn't attend to your feedback and revise their writing. If they don't read the comments, they just submit the same draft again without making any revisions.

Language proficiency: Floria from School B identified the students' English language proficiency as a significant barrier. The inability to understand peer writing at a fundamental level impedes the feedback process, as Floria explained:

> Well, the challenge is that their English abilities... Because for some student they could not even understand what others' writing means... They could not understand the words, so they are unlikely to evaluate others writing and provide constructive feedback.

Time constraints: Annie from School B highlights the time constraints faced by teachers, which curtail the potential for effective feedback and improvement. The constant rush to cover the curriculum leaves little room for in-depth feedback sessions, as Annie described:

> Challenges like time constraints. In a very short period of time, I have finished 2 writing pieces with them already, and we have no time to ask students to give us a more draft after receiving my feedback. If we have more time, we can plan more

carefully.

These findings reveal the intricate dynamics between student engagement, language proficiency, institutional constraints, and WTFL development. They underscore the need for a nuanced approach to teachers' feedback literacy enactment that considers these challenges and seeks to foster an environment conducive to effective learning and self-improvement.

6.2.3 RQ4. The fourth question looks at the impact of WTFL on students' feedback literacy. Data from 12 focal students, six from each school, alongside corroborative interview insights, indicate that enhanced WTFL practices have significantly contributed to the development of students' feedback literacy. Table 5 shows students' revisions in response to feedback provided on their texts.

Table 5

Student Uptake Rate

School A	Task 1	Task 2	Task 3
Successful	23 (42.6%)	21 (70%)	22 (71%)
Unsuccessful	31 (57.4%)	9 (30%)	9 (29%)
Total	54	30	31
School B	Task 1	Task 2	
Successful	76 (58.5%)	66 (78.6%)	
Unsuccessful	54 (41.5%)	18 (21.3%)	
Total	130	84	

Table 5 highlights a positive trajectory in students' ability to apply feedback effectively. At School A, an initial success rate of 42.6% indicates early hurdles in mastering

feedback literacy. However, subsequent tables show marked progress, with success rates climbing to 70% and 71% in Tasks 2 and 3, respectively, signaling a steady improvement in students' feedback utilization. School B exhibits a more uniform and elevated success pattern, with the rate of successful feedback application escalating from 58.5% in Task 1 to 78.6% in Task 2, reflecting a robust uptake of feedback.

The data suggests that with the implementation of WTFL, students at both schools have shown a marked improvement in their feedback literacy. This is further supported by the interview data, which highlights the teachers' efforts to enhance their feedback practices and address the challenges identified in earlier findings:

> This year, I've noticed that the way my teacher provides comments has become more encouraging. I will try to receive more positive feedback instead of negative feedback to make improvement in writing. (Vicky, post-study interview, School A)
>
> I've made noticeable improvements in the use of tense in my writing, thanks to the peer evaluation sheets. They've helped me focus more on the areas highlighted in the evaluation forms, enhancing my attention to detail. (Johnson, post-study interview, School B)

6.3 Discussion

The project comprises two studies to explore the development of WTFL in L2 contexts. Study 1 utilized the "Feedback Literacy Scale for L2 Writing Teachers" along with follow-up interviews to explore L2 writing teachers' perceptions of their feedback literacy. The findings highlight discrepancies in teachers' feedback literacy, particularly in their

knowledge and abilities, despite acknowledging the significance of feedback.

In the knowledge domain, teachers felt more confident in technical feedback aspects, such as strategies and modes, than understanding student affective responses (e.g., emotions, attitudes, motivation) during feedback. This aligns with prior research indicating L2 teachers' preference for error-focused feedback, which can be overwhelming and demotivating for students (Yu, 2021). The absence of robust student-teacher interaction and shared feedback responsibilities may impede fostering active student engagement and positive emotional states (Lee, 2021). Regarding values, participants generally supported established feedback principles but expressed uncertainty about implementing feedback in multiple-draft settings, providing timely feedback, and promoting learner autonomy. Challenges such as single-drafting practices, large class sizes, and heavy workloads may hinder timely feedback provision and the cultivation of learner autonomy (Ferris, 2014; Lam, 2019). The abilities section revealed that teachers felt only moderately capable in most WTFL aspects. Notably, they lacked confidence in using feedback to encourage self- and peer-assessment and leveraging technology to enhance feedback. This suggests a gap between their regular practices and those recommended in the literature (Junqueira & Payant, 2015; Mao & Crosthwaite, 2019). The findings advocate for intensified focus on professional training to mitigate potential negative impacts on writing teaching and assessment (Lam, 2019).

Study 2 employed a case study approach to scrutinize the development of WTFL in two Hong Kong secondary schools. The emphasis on focused WCF and the use of feedback forms at School A resonates with the literature that highlights the importance of aligning feedback with specific learning objectives (Lee, 2017). This alignment ensures that feedback

is not only relevant but also actionable, which is crucial for effective learning. The literature further suggests that such focused feedback can lead to significant improvements in students' writing accuracy (Ferris, 2014), a finding that is supported by the increased awareness among students of the learning goals reported in the current study. School B's focus on student involvement, particularly through peer evaluation activities, is supported by research indicating that peer feedback can be as effective as teacher feedback in improving writing quality (Carless & Winstone, 2023). Moreover, the findings lend support to the literature on feedback literacy that underscores the value of engaging students in the feedback process to foster their autonomy and metacognitive skills (Carless & Boud, 2018).

The challenges identified in the case study, such as lack of motivation and engagement, language proficiency, and time constraints, are well-documented in the literature. The disengagement with feedback, as noted by teachers of School A, echoes the findings of Lee (2021), who argues that without active student engagement, feedback is unlikely to lead to improvement. Similarly, the issue of language proficiency and time constraints, as highlighted by teachers from School B, aligns with research suggesting that individual factors (e.g., students' language proficiency) and contextual forces (teacher workload) can significantly influence the provision of and responses to feedback (Ferris, 2014; Zhang & Hyland, 2022). These challenges underscore the need for educational institutions to provide adequate support and resources to enable teachers to enact WTFL effectively.

Finally, there is an interplay between WTFL and student feedback literacy, as evidenced by the findings of RQ4. The results suggest that teachers who are well-versed in

feedback literacy practices can support their students in understanding, interpreting, and utilizing feedback effectively (Lee, 2017). This is in line with previous research which indicates that effective teacher feedback, when aligned with the principles of feedback literacy, leads to learning gains and improved student performance (Hyland & Hyland, 2019). Moreover, the development of feedback literacy among students is not an isolated endeavor; it is deeply influenced by the feedback practices employed by teachers, which includes the ability to provide clear, actionable, and supportive feedback (Lee, 2021). As such, enhanced teacher feedback literacy promoted through PLCs serves as a catalyst for developing feedback literacy in students, equipping them with the skills necessary to engage in self-regulated learning and peer evaluation.

7. Conclusions and Recommendations

The significance of WTFL as a crucial element of language assessment literacy cannot be overstated, yet it has not been sufficiently explored within the L2 writing literature. This research project represents a pioneering effort to delve into this vital construct by examining the development of WTFL in Hong Kong contexts, yielding useful information to illuminate the construct of WTFL and to inform teachers' classroom practices for the betterment of student learning and writing.

The implications of this study for teacher education are unequivocal. There is an imperative to enhance L2 teachers' feedback-related competencies, especially concerning the implementation of self, peer, and technology-supported feedback, as well as the acknowledgment of student affective responses. The development of WTFL should

encompass critical reflection and continuous professional advancement, aiming to refine feedback strategies and foster learner autonomy. Teachers are encouraged to establish collaborative learning communities, fostering collective enhancement of feedback comprehension and the practical application of WTFL in classroom settings, which is instrumental in elevating student learning.

Additionally, the study advocates for the creation of professional development programs tailored to address the specific challenges associated with enacting WTFL. These programs should focus on amplifying teachers' capacities to actively involve students in the feedback process and to manage instructional time more effectively. Prospective research should investigate the enduring effects of WTFL on students' writing proficiency and feedback literacy. By contextualizing these findings within the broader literature, we gain a deeper appreciation of the intricacies inherent in L2 writing feedback practices and the pivotal role of WTFL in advancing both pedagogical and learning outcomes.

Furthermore, this study highlights the necessity of addressing the multifaceted challenges that teachers encounter, such as heavy workloads and students' lack of motivation. To mitigate these issues, it is imperative to consider strategies that allow teachers more time to engage in individualized student support, such as one-on-one conferences. This personalized approach could foster a more conducive learning environment, enhancing both teacher and student feedback literacy. Active participation of school leaders in PLCs is also crucial, given that their involvement ensures a deeper understanding of the teachers' perspectives, leading to collaborative problem-solving efforts to promote the advancement of teacher and student feedback literacy.

In conclusion, this project makes a significant contribution to the existing body of knowledge by offering a nuanced perspective on the development of WTFL within school-based PLCs. The findings will not only fill a gap in the current literature but also provide practical guidance for educators seeking to improve the feedback process within their classrooms. The dissemination of these insights through various channels—including web-based materials, conference presentations, and journal publications—ensures that the knowledge gained from this study reaches a wide audience, thereby maximizing its impact on the educational community.

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Appendix A

Follow-up Interview Questions

1. Tell me about your experiences of teaching English writing.

2. In your opinion, what are the goals of feedback? Are these goals achieved in your own writing classroom?

3. How would you characterize feedback: Is it primarily a product or a process? In your own writing classroom, is feedback implemented more as a product or a process?

4. How do you see the connections between feedback, teaching and learning? Explain with reference to your own writing classroom.

5. What counts as 'effective' feedback? In your own writing classroom, to what extent is feedback effective?

6. What should be the sources of feedback? In your own writing classroom, what are the sources of feedback?

7. How often do you use different modes of feedback – e.g., written, oral, technology enhanced feedback? How would you evaluate the effectiveness of each mode of feedback?

8. What role should students play in the feedback process? How do you see the role of students in the feedback process of your own writing classroom?

9. Should feedback be given to single-draft or multiple-draft writing classrooms? What is the situation like in your own writing classroom?

10. To what extent do you think students have understood your written feedback?

11. To what extent do you think your feedback has improved students' writing?

12. How do you see the importance of teacher professional development with regard to

feedback in writing? How would you describe the situation in your school – e.g., do teachers engage in professional development to enhance their feedback practices?

13. Do you have any suggestions as to how teachers can make better use of feedback to help students improve English writing?

Appendix B

Student and Teacher Interview Guide

Pre-study teacher interview

1. What purposes do you want to achieve through the in-depth research?
2. To what extent do you think you are capable of using feedback to promote student learning (feedback literacy) as an English writing teacher?
3. How would you evaluate your own feedback literacy at this point in time, especially compared with the beginning of joining the PLC (Sept. 2022)?
4. How did you organize feedback activities in your writing classroom before joining the PLC?
5. How about the ways you gave feedback to your students (conventional feedback practices) before joining the PLC?
6. Can you comment on the role of your students in feedback activities (before joining the PLC)?
7. What is the focus of your lesson study? Why do you choose such a focus?
8. How will you involve your students in feedback practices in the in-depth investigation? Share your implementation plan about conducting peer feedback and student self-evaluation activities.
9. How do you view the benefits of sharing responsibility with students in feedback practices?
10. What are the potential challenges when you try to share responsibility with students in feedback practices?
11. How did the PLC have an impact on your teaching and feedback practices? What are the

factors that might have influenced the effectiveness of the PLC?

12. Is there any difference in how you view the role of the teacher and students in feedback practice before and after you take part in the PLC?
13. How will you garner support to support to sustain the innovation? (Prompt them to talk about their collaboration with other teachers teaching the same form, and other colleagues on the English panel). How will you share your expertise with teachers outside the PLC in the future?

Pre-study student interview

1. Tell me about your learning experiences of English writing in the secondary school.
   請簡要分享你在中學的英語寫作學習經歷。
2. What is your goal of English learning in the secondary school?
   你在中學學習中的英語學習目標為何？
3. What role do you think English learning and English writing plays in your studies and future life?
   你認為英語學習和英語寫作對於你的學習和生活具有何種意義?
4. What are strengths and weaknesses of your English writing?
   你認為自身英語寫作的長處和不足為何？
5. Share your experience of receiving teacher feedback on your writing? How do you see the role of your teacher's feedback in improving your writing?
   請簡要分享老師是如何向你提供寫作反饋的？你認為老師的寫作反饋有助於提高你的英語寫作嗎?

6. To what extent do you usually understand teacher feedback on your writing?

   以百分比計算，你能夠多大程度上理解老師的寫作反饋？

7. What are the reasons why feedback on your writing was sometimes difficult to understand? What do you do with the feedback that you did not understand?

   哪些原因會導致你無法理解寫作反饋？當你不理解反饋時會如何處理？

8. What resources and strategies do you usually employ to use feedback on your writing? (e.g., dictionary, online resources, etc.)

   你會使用哪些資源或策略去幫助運用寫作反饋?

9. How do you feel when you receive your teacher's written feedback?

   收到老師的寫作反饋反饋時你的感受如何?

10. What role what you think students should play in feedback activities? (e.g., teacher feedback, peer feedback)?

    你認為學生在反饋活動應該發揮怎樣的作用？（如教師反馈、同伴互評）

11. How do you view the benefits of taking an active part in feedback activities?

    學生積極參與反饋活動能夠帶來哪些好處？

12. Did you teacher ask you to evaluate your own writing – e.g. through setting goals, monitoring and evaluating your writing. If so, what did you do? Did you find it helpful, and what challenges did you face?

    老師是否會要求學生評估自己的寫作？（如設置學習目標、自我監控和評估寫作）你是如何對寫作進行自我評估的？你認為自我評估對提升寫作學習有幫助嗎？在自我評估活動中你有遇到哪些困難或挑戰？

Post-study teacher interview

1. For the last academic year, how did you provide feedback on students' writing? Are there any differences in your feedback practices before and after participating in the PLC?
2. As you look back on your attempt to enact your writing teacher feedback literacy, how would you evaluate it? What worked well, and what worked less well? Why?
3. What challenges did you encounter when trying to enact your writing teacher feedback literacy? How did you cope with the challenges? What are some remaining challenges?
4. How would you evaluate your own feedback literacy at this point in time, especially compared with the beginning of the in-depth study (September 2022)?
5. How do you see the impact of your own writing teacher feedback literacy on your students' feedback literacy? Please comment on your students' attitudes to feedback and their role in the feedback process, as well as their improvement in writing.
6. Looking back, has the PLC been instrumental in helping you enact your writing teacher feedback literacy in this academic year? Please elaborate.
7. As you look ahead, how do you see your role in your school in facilitating your colleagues' professional development with regard to feedback in writing classrooms?
8. What next? What will you do to further enhance your writing teacher feedback literacy?

Post-study student interview

1. In this semester, how did your teacher organize writing and feedback activities? (with a focus on peer evaluation)

   過去一學期的寫作學習中，老師是如何開展寫作和反饋活動？

2. How do you see the role of your teacher's feedback in improving your writing in this semester? In what aspect do you think teacher written feedback has been the most helpful and the least helpful?

   過去的一學期中，你認為老師的寫作反饋有助於提高你的英語寫作嗎？在哪些方面最有/沒有幫助？

3. Did you notice any differences in your teacher's feedback practices, compared with teacher feedback on your writing in the previous academic year?

   與之前的反饋相比，你認為老師在提供寫作反饋上有什麼變化？

4. Share your experience of participating in peer feedback activities over the last semester. What are your views about the usefulness of peer feedback? What are the challenges you faced during peer feedback activities?

   過去的一學期同伴反饋活動是如何開展的？你認為同伴反饋對於提高你的英語寫作有幫助嗎？在同伴反饋活動中你有遇到哪些困難或挑戰？

5. To what extent do you usually understand feedback on your writing? Did you notice any progress in understanding teacher feedback? How about peer feedback?

   以百分比計算，你能夠多大程度上理解老師的寫作反饋？經過本學期的學習 你在理解反饋上有何進步？同伴反饋呢？

6. Did you sometimes find teacher feedback difficult to understand, and if so, what are the reasons? What did you do with the feedback that you did not understand?

   哪些原因會導致你無法理解老師的寫作反饋？當你不理解反饋時會如何處理？

7. Did you use teacher and peer feedback to revise your draft? What was the process like?

   你會使用老師和同伴的寫作反饋去修改作文嗎？你是如何使用反饋進行修改的？

8. What problems did you encounter when trying to use teacher and peer feedback? What did you do to cope with the problems?

   你在使用教師/同伴寫作反饋時有何困難？你是如何處理的？

9. What resources and strategies do you usually employ to use feedback on your writing? Did you notice any progress in using teacher feedback?

   你會使用哪些資源或策略去幫助理解和運用寫作反饋？經過本學期的學習 你在運用反饋上有何進步？

10. How do you feel when you receive your teacher's and peers' written feedback? Are there any changes in your feelings and attitudes about feedback in this semester?

    收到老師和同伴的寫作反饋反饋時你的感受如何？本學期的學習中，你的感受和態度有何變化？

11. Over the last semester, did you teacher ask you to evaluate your own writing – e.g., through setting goals, monitoring and evaluating your writing. If so, what did you do? Did you find it helpful, and what challenges did you face?

    過去的一學期老師是否會要求學生評估自己的寫作？（如設置學習目標、自我監控和評估寫作）你是如何對寫作進行自我評估的？你認為自我評估對提升寫作學習有幫助嗎？在自我評估活動中你有遇到哪些困難或挑戰？

12. From your perspective, what is the impact of taking an active part in feedback activities on your English learning? (e.g., use of feedback, and improvement in writing)

    積極參與反饋活動給你的英語寫作學習帶來哪些益處？

13. How would you like your teacher to provide feedback in the next academic year? Would you like to see yourself continue to play an active role – e.g., in setting goals and evaluating

your own writing and your classmates' writing? Why?

你希望老師在下一學年如何提供寫作反饋？你認為自己能夠積極參與反饋活動嗎（如設置學習目標、評估自己或同伴的寫作）？為什麼？