



Effects of Written Loop Feedback on Student Feedback Literacy in Second Language Writing Assessment

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ABSTRACT

One central element in enhancing written communication skills in second language writing (SLW) classrooms is how feedback is processed. This study investigates how written loop feedback, an iterative process in which written production is continuously reviewed and revised through peer assessment to develop SLW feedback literacy, influences student feedback literacy and helps inform learners about areas needing attention for progressive improvement. An intact group of 28 EFL students participated in a written loop feedback workshop. A student writing feedback literacy questionnaire was employed to assess their beliefs and competence in evaluating and using writing feedback across five aspects, namely appreciating feedback, acknowledging different sources, making judgments, managing affect, and taking action, along with open-ended questions to gain deeper insights into the loop feedback

	process. A peer feedback worksheet was adopted to record students' progress during the implementation. The written feedback loop consisted of five main phases: sharing and initial feedback, reflection and response, discussion for clarification, repetition of the feedback loop, and reflection on the feedback process. The data were analyzed using a paired-samples <i>t</i>-test, Pearson correlation, and thematic analysis. The overall results indicated that there were statistically significant improvements in several aspects, particularly in acknowledging different feedback sources; moreover, the relationship between the components of feedback also became more pronounced. These findings suggest that, post-intervention, students tended to be more open to various sources of feedback. They also demonstrated a stronger willingness to respond to and engage with them. Incorporating a structured feedback loop may thus serve as an effective pedagogical intervention within SLW assessment to enhance EFL learners' feedback literacy. The findings here extend our current knowledge of SLW assessment, particularly in students' writing feedback literacy. Keywords: feedback literacy, learner engagement, second language writing, second language writing assessment, writing feedback
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Introduction

One contentious issue in the teaching of writing to second language (L2) speakers has been how feedback is given. Feedback is one of the central elements in enhancing written communication skills of learners in second language writing (SLW) classrooms as it helps inform learners about areas needing attention for progressive improvement in writing (Carless, 2026; Chinpakdee, 2026; Hyland & Hyland, 2019; Lee, 2019; Nguyen & Chu, 2024; Tangkiengsirisin, 2014). Numerous empirical studies to date have provided ample evidence that giving effective feedback in SLW plays a crucial role in the mastery of writing skills (Weng et al., 2024). In SLW development, how feedback should be processed and given to students and what should be included have been subjects of long-standing debate both in English as a foreign language (EFL) and English as a second language (ESL) contexts (Liu & Brown, 2015; Mawlawi Diab, 2015; Nelson & Carson, 1998; Prompan & Piamsai, 2024; Yang & Zhang, 2023; Zhang et al., 2023).

Considerable recent research has investigated how feedback is applied in SLW classrooms. According to Lee (2008), with the rise of process approaches, there has been a shift toward considering content and

organization. To this end, SLW instructors are now encouraged to balance their feedback by addressing content, structure, organization, language, and style, and to focus on multiple drafts instead of a single written product. On this ground, it is crucial that differentiated written feedback addressing these writing components be taken into account so as to assist learners in effectively transferring their ideas into written texts (Barrot, 2023; Huang et al., 2022; Nguyen & Chu, 2024; Nunan, 2015), and peer assessment has been one of the important learning strategies facilitating SLW development (Yu, 2024).

In particular, peer feedback in SLW classrooms has been controversial (Hyland & Hyland, 2019; Moser, 2020). Recent studies have revealed positive findings demonstrating the benefits of peer feedback in SLW instruction (e.g., Prompan & Piamsai, 2024, for writing ability and self-regulation; Weng et al., 2024, for students' recognition of feedback and feedback quality judgment; Yang & Zhang (2023) for willingness to scrutinize feedback); however, the use of peer feedback in SLW classrooms does not always show positive results (Moser, 2020). According to Weng et al. (2024), it was suggested that peer feedback in SLW classrooms had limited impact on how students utilized feedback information, understood feedback sources, or managed their emotions during the writing process. In addition, some studies showed that learners tended to rely on teacher feedback more than peer comments (Nelson & Carson, 1998; Tsui & Ng, 2000; Zhao, 2010).

These mixed past findings suggest that the central issue may not be due solely to the type of feedback provided, but to learners' ability to interpret, evaluate, and act upon that feedback effectively (Carless, 2026). Without students' feedback literacy, even well-structured peer or teacher feedback may fail to produce meaningful improvement. These inconclusive findings give rise to the more important issue of how learners approach, recognize, use, and evaluate peer feedback during the revision process. Unless appropriate training is in place, it is challenging to ensure that learners are able to provide useful feedback or to identify and benefit from it during the revision process (Ren & Hu, 2012). In this respect, peer feedback literacy therefore plays a key role in fostering learning, particularly in the writing process.

The concept of feedback literacy therefore provides a crucial theoretical lens to examine why peer feedback succeeds or fails in SLW contexts. Furthermore, since feedback literacy is conceptualized to develop through active and iterative engagement rather than one-off exposure, the idea of a loop feedback model in which feedback is shared, discussed, reflected upon, and reapplied emerges as a practical mechanism for strengthening this competence. This study thus aims to explore how a structured written loop feedback process can enhance EFL learners' feedback literacy within the context of SLW.

Literature Review

Feedback Literacy

Feedback literacy refers to the capacity to receive and utilize feedback for learning improvement (Carless & Boud, 2018). Early definitions by Sutton (2012) defined feedback literacy as the ability to read and interpret feedback while using it effectively, which positioned it as an academic literacy that requires students to develop new educational identities and academic behaviors.

However, the promotion of feedback literacy encounters multiple obstacles despite its established significance. Students and teachers often view feedback as a one-way process controlled by teachers, which restricts student independence. The integration of feedback literacy into existing curricula proves challenging. Hence, educational institutions need to develop connected approaches that align assessment structures with learning targets. The educational process of feedback usually operates as a single-directional, teacher-led system, which may restrict student autonomy (Molloy et al., 2020). The implementation of feedback literacy across full curricula requires unified educational approaches that align with assessment methods and learning objectives (Carless & Boud, 2018; Man et al., 2024).

The Role of Feedback in Second Language Writing

Feedback in SLW can be broadly classified by forms, purposes, and sources. In terms of forms, direct or explicit feedback involves the teacher pointing out an error and supplying the correct version. In contrast, indirect feedback highlights that a mistake exists but does not offer the correction, while encouraging students to identify and correct the erroneous features themselves (Bitchener et al., 2005). With respect to purposes, feedback in SLW classes can be either formative or summative. Formative and summative assessments are distinct yet complementary tools in education. Formative assessment in SLW classes is an ongoing process used to monitor student learning and provide continuous feedback to improve the learning process (Phakiti & Leung, 2024; Tuttle, 2010), while summative assessment evaluates student learning at the end of the writing process to measure their overall achievement against predetermined standards (Gronlund & Brookhart, 2016; Phakiti & Leung, 2024). Pertaining to feedback sources, feedback may be given by teachers, peers, or digital systems. Teacher feedback is a traditional method and is often viewed as clear and reliable. On the other hand, peer feedback enables students to review each other's work, which can promote engagement and learner autonomy. Moreover, automated, or computer-based

feedback is becoming increasingly common, offering quick and personalized responses through digital tools (Jiang et al., 2024).

Feedback in SLW research has evolved significantly, marked by a surge in experimental studies on the effectiveness of written corrective feedback and a heightened focus on learner engagement and participation. The emergence of automated delivery systems, online feedback sources, and the exploration of feedback's role beyond traditional classrooms have also shaped the field. Despite these shifts, feedback on L2 written production remains crucial for educators, researchers, and students since it fosters learning and skill consolidation. Process-based classrooms and genre-oriented teaching recognize its importance in developing composing skills, leading to integrated practices that combine teacher comments with peer feedback, workshops, and computer-delivered feedback. Feedback, regardless of delivery method, serves as a constructive judgment that guides students' writing and process development. However, teachers often feel they are not maximizing feedback's potential, and previous research has highlighted student dissatisfaction and unfulfilled possibilities (Hyland & Hyland, 2006).

The Writing Feedback Loop

The writing feedback loop concept, adopted in this study, is based on student feedback literacy development framework by Carless and Boud (2018) and Yu et al. (2022). It refers to an iterative feedback process where written production is reviewed and revised continuously during the writing process, resulting in formative aspects of peer assessment that develop SLW feedback literacy. This cyclical feedback process is expected to encourage learners to appreciate, evaluate, manage, and act upon feedback in alignment with Carless and Boud's (2018) framework. More recently, Yu et al. (2022) have developed a complete framework for feedback literacy in SLW, which includes five essential components: Appreciating Feedback, Acknowledging Different Feedback Sources, Making Judgments, Managing Affect, and Taking Action. This writing feedback loop approach aims to transform the conventional teacher-centered feedback model into a student-centered framework with actionable steps, which makes learners responsible for evaluating feedback and making decisions on their development. In this regard, the feedback loop serves as the practical mechanism through which feedback literacy is enacted at each stage.

Appreciating Feedback

An essential first step in effective feedback use is students' acceptance of feedback as a valuable and integral part of the learning process. Carless and

Boud (2018) explain that students who appreciate feedback and understand its importance as a learning tool, and who view it as constructive, tend to use it effectively. In addition, Winstone et al. (2017) state that students' feedback engagement depends heavily on their comprehension of feedback functions. Students need to understand feedback as a developmental tool rather than a judgment tool to establish effective feedback loops.

Acknowledging Different Feedback Sources

Upon accepting the presence of feedback, students must also learn to recognize and engage with its diverse sources. The shift from teacher-centered feedback to student-centered feedback loop has made it clear that students need to interact with various feedback sources to enhance their writing skills. Studies indicate that students learn best from multiple feedback sources, which include teacher feedback, peer feedback, self-assessment, or automated writing evaluation tools (Hyland & Hyland, 2019). Many learners, nevertheless, face difficulties when it comes to acknowledging and negotiating different feedback sources. Hence, students need support in evaluating and integrating feedback from multiple sources.

Making Judgments

Feedback literacy requires students to assess the value and appropriateness of received feedback. In the student feedback loop, it is necessary for students to evaluate feedback critically because they must decide which suggestions to implement and which to disregard (Carless & Boud, 2018). Recent research indicates that students face challenges when evaluating feedback quality since they receive conflicting advice from multiple sources (Zhang & Hyland, 2022). Moreover, according to Han and Hyland (2015), it was revealed that students who tended to express negative emotions after receiving written corrective feedback showed decreased motivation to work on revisions. However, students who could control their emotional responses to feedback demonstrated better engagement with feedback which results in improved writing development.

Managing Affect

After making judgments about the feedback they have received, students engage in managing their emotional responses to it. Yu et al. (2022) identify emotional response management to feedback as a core element of feedback literacy. Accordingly, students need to learn emotional

control and develop a growth mindset for revision to effectively use feedback (Dweck, 2006).

Taking Action

The final element involves how students implement feedback through revisions in their writing. Accordingly, taking action involves students' capacity to use feedback for enhancing their writing quality. The essential indicator of effective feedback engagement is students' ability to transform received comments into actual writing improvements (Carless & Boud, 2018). Nevertheless, ESL students face challenges in this step because they encounter cognitive barriers as well as linguistic and motivational obstacles (Hyland & Hyland, 2019).

Based on the review summarized thus far, previous SLW feedback research has primarily focused on feedback types rather than learners' feedback literacy. Even though recent research has reported both positive and limited effects of peer feedback in SLW, these inconclusive, mixed past findings suggested that the effectiveness of writing feedback may not depend solely on its type or source. Instead, it may depend on learners' feedback literacy, particularly on how structured, iterative feedback loop interventions can develop students' ability to interpret, evaluate, and act on feedback effectively. Existing studies have largely overlooked how learners develop these abilities and have rarely examined structured, iterative pedagogical peer feedback interventions that operationalize feedback literacy in practice.

Conceptual Framework

Grounded in Vygotsky's (1978) sociocultural theory of cognitive development, this study conceptualizes loop feedback as a socially mediated process. That is, the cyclical loop feedback process scaffolds learners' progress toward independent writing competence. Social interaction provides necessary learner-to-learner interaction through which feedback literacy is practiced and internalized.

In this study, loop feedback steps, as an independent variable, involve a structured process in which students give and receive feedback in a cyclical sequence. This includes initial peer assessment using a specific rubric, reflection on the feedback, discussions for clarification, revision based on the feedback, and repetition of this cycle to improve understanding and written outcomes. That is, students develop new understandings and ideas at each stage of the feedback loop. Social feedback mediation occurs when learners evaluate and comment on peer drafts through dialogical peer feedback. Scaffolding is also integrated into the feedback loop, as seen in comments

aligned with the rubric, feedback during reflective responses, and feedback clarification discussions. This structure helps learners identify gaps in their writing, understand how to revise, and make progress in the revision process. There are five components:

1. Sharing and initial feedback: students share their writing and apply an assessment rubric to provide initial feedback.

2. Reflection and response: students reflect on the feedback they received and write responses indicating what they understood or what confused them.

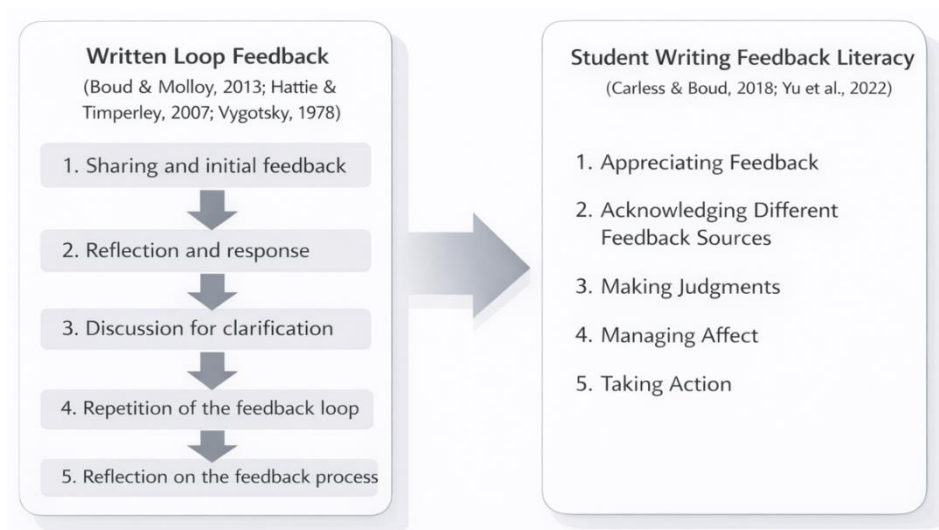
3. Discussion for clarification: students engage in discussions (either in person or in writing) to clarify and resolve misunderstandings or to deepen the understanding of the feedback.

4. Repetition of the feedback loop: based on the clarified feedback, students revise their texts and submit revised drafts for further rounds of feedback.

5. Reflection on the feedback process: students reflect on feedback process to evaluate its effectiveness, identify areas for improvement, and develop self-directed, critical learning skills.

In terms of the dependent variable, student feedback literacy is the ability of students to effectively understand, interpret, and utilize feedback to improve their learning and writing skills. It includes the ability to understand the content of feedback, apply it constructively to their work, and use the feedback loop to continuously improve their written work. The five aspects discussed earlier include Appreciating Feedback, Acknowledging Different Feedback Sources, Making Judgments, Managing Affect and Taking Action. Accordingly, the conceptual coherence of this framework is grounded in linking sociocultural theory (interactional learning) with the assessment process model of loop feedback (cyclical engagement), both of which serve the goal of developing feedback literacy as an essential skill for L2 writers.

The framework is based on Vygotsky's sociocultural theory of cognitive development, which posits that social interaction plays a fundamental role in the development of cognition. That is, this theory supports the loop feedback method as a socially interactive process that promotes learning (Vygotsky, 1978). It has been hypothesized that the implementation of feedback loops will significantly improve students' feedback skills. The repeated feedback and revision cycles provide a practical, hands-on learning experience that not only helps students better understand feedback but also helps them become more adept at applying it, thus improving their overall writing skills.

Figure 1*Conceptual Framework****Systematic Framework for Loop Feedback in EFL Writing with Peer Assessment*****Step 1: Sharing and initial feedback**

Student A and Student B exchange their writing assignments to evaluate each other's work using a rating scale. The assessment process follows Vygotsky's (1978) zone of proximal development (ZPD) theory, which emphasizes the role of social interaction in learning. Through peer review, both students can advance their abilities by receiving assistance from each other. The principles of feedback practice proposed by Nicol and Macfarlane-Dick (2006) support peer learning to develop self-regulation skills. Recent research confirms this notion as peer assessment provides multiple advantages that enhance student learning and self-regulation. Peer assessment primarily serves formative purposes since writing tasks represent the most common type of student output (Alqassab et al., 2023).

Step 2: Reflection and response

After receiving the feedback, Student A and Student B read through the comments and evaluate their clarity and applicability. Each student writes a response stating whether they have understood the feedback and noting any ambiguities. This step aligns with Boud and Molloy's (2013) concept that

feedback enables dialogue. By reflecting on the feedback and expressing their understanding or confusion, students engage in a “reflective dialogue” that is critical for deep learning. This step also reflects what Carless and Young (2024) describe as student reflective feedback literacy, in which learners analyze and respond to feedback as part of an ongoing process of making sense of and applying it. Through social and reflective dialogue, students strengthen their ability to interpret, clarify, and use feedback to improve their work.

Step 3: Discussion for clarification

Students discuss the feedback and clarifications face-to-face or through written exchange. This step is crucial in clarifying misunderstandings and refine the interpretation of the feedback. According to Nicol (2010), feedback should be part of an ongoing dialogue rather than a one-off event. This interaction helps consolidate understanding and ensures that the feedback is constructive and actionable. Carless and Boud (2018) also emphasize the importance of developing feedback literacy, which includes the ability to negotiate and discuss feedback in order to improve learning outcomes. Supporting this notion, Deng and Sitthitikul (2025) found that peer discussion allows students to negotiate the meaning of feedback and clarify teacher comments, thereby promoting more informed revisions and enhancing feedback literacy.

Step 4: Repetition of the feedback loop

Students share their revised drafts for evaluation using the peer feedback rubric to assess progress and detect remaining weaknesses. They modify their peer feedback worksheet following the second round of feedback by adding new insights which enhance their comprehension while noting any persisting unclear points. Through multiple feedback loops, students improve their texts in terms of structure, style, and clarity. Students learn advanced methods. They also develop more advanced methods of giving and receiving feedback, which enhances their overall feedback literacy (Nicol, 2010). Recent research by Zong et al. (2023) investigated how students changed their behavior across multiple feedback cycles. Students who received more comments in their previous assignment tended to provide fewer comments on subsequent assignments due to increased self-efficacy, which made them more confident and selective in their feedback. The length of comments appeared to be a stable personal characteristic that remained consistent across assignments indicating sustained development in commenting depth and feedback engagement skills consistently.

Step 5: Reflection on the feedback process

Students finally write reflective essays on their feedback literacy development to explain their experiences and challenges during the process. They evaluate the feedback mechanism and provide insights into its effectiveness, proposing possible improvements. Through this process, students develop better understanding of their learning methods and become self-directed learners (Nicol & Macfarlane-Dick, 2006). This repeated application of feedback aligns with Vygotsky's (1978) ZPD theory, as it adapts to students' developing abilities. Boud and Molloy (2013) support reflective practice in their framework, which demonstrates that feedback learning requires reflection. Students need to reflect on the feedback process because this practice helps them analyze feedback critically, identify essential information and make specific improvements. Moreover, students who demonstrate strong feedback literacy skills will develop self-critical thinking abilities to resolve discrepancies between their own perspectives and those of others, thus leading to enhanced learning (Gong et al., 2025).

Methodology

Research Design

This study employed a mixed-methods research design to investigate the effects of written loop feedback on student feedback literacy in SLW assessment. This approach combined quantitative methods with qualitative techniques to gain a comprehensive understanding of these effects.

Participants

This study involved an intact group of 28 Thai EFL undergraduate students at a public university in Thailand who were enrolled in an English course. They were selected from pre-existing classes rather than randomly assigned. This allowed the study to be conducted under authentic instructional conditions. Participants were 13 males and 15 females. They were from the same major and selected on the basis of their enrollment in the course to ensure that they had similar English language backgrounds so that they could participate effectively in the feedback processes. The participants had previously completed an English foundational course, a prerequisite course before the intervention; therefore, their English proficiency could be considered intermediate. The participants were selected on a voluntary basis. All participants provided informed consent, allowing data to be collected for

research purposes, publications, and conference presentations (IRB No. HE-121-2567).

Research Instruments

Written Loop Feedback Blueprint

The written loop feedback blueprint was created to structure the writing assignments and feedback sessions in order to ensure consistency in the delivery of writing instruction and the feedback sessions throughout the study. In this feedback blueprint, each of the five steps was constructed to progressively develop students' writing skills and their ability to engage with and use feedback effectively as follows:

Figure 2

Written Loop Feedback Blueprint

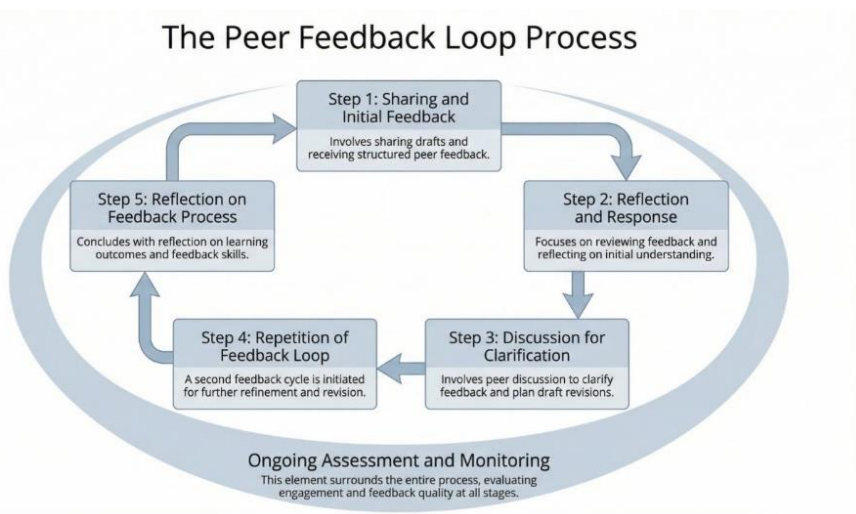


Figure 2 illustrates a cyclical peer-feedback process: sharing and initial feedback, reflection and response, discussion for clarification, repetition of the feedback loop, and reflection on the feedback process. Students first shared drafts using a peer-feedback rubric, and they then reflected on received comments from their peers. Upon the completion of the reflection process, they discussed the given feedback before they revised their work through repeated feedback loops and submitted polished final drafts. The process concluded with group reflection on learning outcomes.

Writing Peer Feedback Rubric

A writing peer feedback rubric was designed to help students provide structured and comprehensive feedback on their peers' written production in order to standardize the feedback given by students to effectively measure the effects of feedback loops. The rubric was divided into five key components that addressed various aspects of writing quality, including content, organization, grammar and mechanics, vocabulary and usage, and adherence to the writing prompt, with scores ranging from 5 to 1 points.

Student Writing Feedback Literacy Questionnaire

A student writing feedback literacy questionnaire was adapted from Carless and Boud (2018) and Yu et al. (2022) and designed to assess students' abilities to better understand their beliefs and competence in evaluating and using writing feedback. The questionnaire was designed to gain insight into their feedback competence at various levels. It comprised five aspects, namely appreciating feedback, acknowledging different sources, making judgments, managing affect and taking action, using a Likert scale from 1 (strongly disagree) to 4 (strongly agree). Prior to data collection, the questionnaire was validated by three experts in language education using the Index of Item-Objective Congruence, and it was subsequently pilot-tested. The reliability was calculated using Cronbach's alpha ($\alpha = 0.872$). It was presented in two languages (Thai and English) in order to reduce the language barriers for students (Plengkham et al., 2025).

Peer Feedback Worksheet

A peer feedback worksheet was adopted to record students' initial reactions to the feedback and their understanding after clarification, in order to assess the communicative and pedagogical effectiveness of peer feedback. Using this worksheet, students could articulate their thoughts about the feedback they had received and engage in constructive dialogue with their peers to clarify any misunderstandings or deepen their understanding to improve their feedback skills by encouraging them to examine and discuss their peers' comments in depth.

Semi-Structured Interview Questions

In order to gain deeper insights into the effectiveness and impact of the loop feedback process on students' feedback competence, semi-structured interview questions were developed and validated by three experts

for each step of the loop feedback cycle. It consisted of a series of questions based on each step in the feedback loop, designed to explore students' perceptions, experiences, and challenges during the feedback process.

Written Loop Feedback Procedure

The procedure for this study was designed to systematically implement and evaluate the written loop feedback process, focusing on both the instructional and assessment phases.

Preparation Phase

Students were given an overview of the intervention through a small training session. This allowed students to familiarize themselves with the purpose of the study, the written loop feedback process, and how to use the peer feedback rubric and peer feedback worksheet. Then, the written loop feedback blueprint, writing peer feedback rubric, and peer feedback worksheet were introduced and explained.

Implementation Phase

Initially, students were tasked with writing an essay assignment which served as the basis for further feedback and revisions. In this first round of the feedback loop, students shared their written production and provided feedback to each other using the writing peer feedback rubric. Then, students completed the peer feedback worksheet, noting their initial reactions and formulating questions for clarification. After that, students discussed the feedback with their peers, addressing the questions noted on the worksheets before revising their essay assignment based on the feedback and discussions. The steps were then repeated to improve the depth of the feedback and to reinforce students' understanding and application of the feedback.

Assessment Phase

Students submitted their final revisions after the written feedback loop. These final submissions were compared to the first drafts to assess their improvements. Then, the student writing feedback literacy questionnaire was administered to measure changes in students' feedback literacy after participating in the written feedback loop process. In addition, seven participants were chosen from the same group of participants on a voluntary basis for semi-structured interviews to provide insights into their experiences

and perceptions of the feedback process. The interview sessions took approximately 20 minutes each and were conducted in person.

Data Collection

Quantitative data were collected from the pre- and post-student writing feedback literacy questionnaire, which was administered twice: before the implementation of the written feedback loop process to establish a baseline, and after the process was completed to assess any changes in writing feedback literacy. Regarding qualitative data, in each written feedback loop, students completed the worksheet after receiving feedback from their peers. This worksheet asked them to write down their initial reactions, questions for clarification, and other comments about the feedback they had received. Moreover, students' initial and final writing assignments were collected to visually and substantively compare the changes made as a result of the feedback and revision process. Additionally, seven participants were selected for semi-structured interviews to explore their perceptions and experiences of the loop feedback process in greater depth.

Data Analysis

Descriptive statistics (mean and standard deviation) and inferential statistics (a paired-samples *t*-test and Pearson correlation) were employed to assess significant changes in feedback literacy and relationships among the five aspects of writing feedback literacy. Furthermore, thematic analysis of the qualitative data was conducted to identify common themes and insights related to the feedback process by generating initial codes and identifying the features of the data that were relevant to the research objective.

Findings

In response to the research objective, which is designed to investigate the effects of written loop feedback on student feedback literacy in SLW assessment, Table 1 to Table 5 provide key findings regarding feedback literacy among students based on the five aspects of writing feedback literacy.

Table 1*Appreciating Feedback*

Statements	Pre-intervention		Post-intervention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. I think it is important to analyze information in appropriate forms for the purposes of acting on it subsequently.	3.32	0.77	3.71	0.46
2. I think that receiving English writing feedback can improve my ability to provide feedback.	3.39	0.63	3.64	0.49
3. I think that feedback can improve my English writing skills.	3.36	0.68	3.61	0.50
4. I think it is important to record information in appropriate forms for the purposes of acting on it subsequently.	3.57	0.63	3.68	0.48
5. I think that communicating with feedback givers can improve my understanding of English writing standards and criteria.	3.46	0.64	3.39	0.57
6. I can seek out exemplars as a way to make sense of standards of English writing.	3.14	0.59	3.32	0.67
7. I can demonstrate openness to receiving comments from others without displaying defensiveness.	3.46	0.58	3.57	0.50
8. I appreciate the role of feedback in continually improving work.	3.21	0.83	3.64	0.49
9. I need to refine self-evaluative capacities over time in order to make more robust judgments.	3.57	0.50	3.71	0.46
10. I think that providing feedback on English writing can improve my ability to receive feedback.	3.57	0.57	3.57	0.50
Total	3.41	0.30	3.59	0.25

With reference to Table 1, the overall appreciation of feedback was seen to improve after intervention, with a total mean score increasing from 3.41 ($SD = 0.30$) pre-intervention to 3.59 ($SD = 0.25$) post-intervention, indicating a positive shift in students' perceptions toward valuing and benefiting from feedback. The largest individual increase was in "*I appreciate the role of feedback in continually improving work*," which rose from 3.21 to 3.64, suggesting a stronger recognition of feedback as a tool for progressive improvement. "*I think it is important to analyze information in appropriate forms for the purposes of acting on it subsequently*" also showed a considerable gain, increasing from 3.32 to 3.71, indicating enhanced awareness of the need to process and use feedback effectively.

Table 2*Acknowledging Different Feedback Sources*

Statements	Pre-intervention		Post-intervention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
11. I recognize that feedback from multiple sources – e.g., teachers, students, school administrators – has different perspectives and attitudes.	3.14	0.85	3.75	0.44
12. I think that technology can be used to access, store, and revisit feedback.	3.25	0.65	3.82	0.39
13. I recognize that feedback from multiple sources – e.g., teachers, peers, computers – provides different opportunities for learning.	3.07	0.81	3.79	0.42
14. I consider myself to be both a receiver and a provider of feedback in the feedback process.	3.25	0.59	3.32	0.61
Total	3.18	0.46	3.67	0.28

According to Table 2, overall recognition of different feedback sources improved notably, with a total mean score rising from 3.18 ($SD = 0.46$) pre-intervention to 3.67 ($SD = 0.28$) post-intervention. The highest post-intervention gain was in “*I think that technology can be used to access, store, and revisit feedback,*” increasing from 3.25 to 3.82, highlighting greater acknowledgment of technology’s role in feedback management.

Table 3*Making Judgments*

Statements	Pre-intervention		Post-intervention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
15. I think that standards and criteria are needed in evaluating my English composition.	3.50	0.51	3.75	0.44
16. I appreciate the role of feedback standards and criteria in judging the work of others.	3.57	0.50	3.71	0.53
17. I recognize that effective learners are active in identifying their own learning needs.	3.50	0.64	3.32	0.55
18. I am willing to communicate to others my learning needs of English writing.	3.29	0.66	3.39	0.57
19. I think that writing feedback can build my capacity to develop evaluative judgment.	3.64	0.56	3.61	0.50
Total	3.50	0.45	3.56	0.32

The results in Table 3 indicate a slight overall improvement in participants' ability to make judgments, with the total mean score increasing from 3.50 ($SD = 0.45$) in the pre-intervention phase to 3.56 ($SD = 0.32$) in the post-intervention phase. The most noticeable gain was observed in *"I think that standards and criteria are needed in evaluating my English composition,"* which rose from 3.50 to 3.75, reflecting an increased recognition of the importance of clear benchmarks in assessment. In the same vein, *"I appreciate the role of feedback standards and criteria in judging the work of others"* exhibited a slight improvement from 3.57 to 3.71, suggesting participants valued structured evaluation methods more after intervention.

However, not all items demonstrated positive change. For example, *"I recognize that effective learners are active in identifying their own learning needs"* saw a decrease from 3.50 to 3.32. In addition, *"I think that writing feedback can build my capacity to develop evaluative judgment"* slightly declined from 3.64 to 3.61. These findings revealed that while the intervention generally reinforced the importance of standards and criteria in judgment-making, it had a mixed impact on participants' self-perceived capacity for self-directed learning and evaluative development.

Table 4

Managing Affect

Statements	Pre-intervention		Post-intervention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
20. I can maintain emotional balance and avoid defensiveness when receiving critical feedback.	3.39	0.50	3.61	0.50
21. I can manage the emotional challenges of receiving and sifting information which may be unwelcome.	3.36	0.56	3.50	0.51
22. I can honestly exchange meaningful information with others about my English compositions.	3.21	0.63	3.43	0.57
Total	3.32	0.46	3.51	0.41

The findings in Table 4 indicate an overall improvement in managing affect, with the total mean score rising from 3.32 in the pre-intervention phase to 3.51 post-intervention. This suggests that participants become more capable of handling their emotions constructively in the context of feedback. The highest gain was observed in the ability to maintain emotional balance and avoid defensiveness when receiving critical feedback, increasing from

3.39 to 3.61. This emphasized a strengthened capacity among participants to remain composed and open-minded when faced with criticism.

Table 5

Taking Action

Statements	Pre-intervention		Post-intervention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
23. I am prepared to use feedback information from others through goal setting and planning how it might be utilized in future work.	3.00	0.72	3.68	0.55
24. I can draw inferences from a range of English writing feedback experiences for the purpose of continuous improvement.	2.71	0.60	3.36	0.62
25. I can use feedback to adjust the setting of new learning goals in English writing.	2.86	0.65	3.46	0.51
26. I can use feedback to promote my English writing learning.	3.14	0.71	3.64	0.49
27. I can develop a repertoire of strategies for acting on feedback.	3.04	0.58	3.32	0.55
Total	2.95	0.38	3.49	0.38

The results in Table 5 demonstrate a substantial overall improvement in taking action, with a total mean score increasing from 2.95 before intervention to 3.49 post-intervention. This indicates that participants became more proactive in applying feedback to enhance their English writing performance.

In addition, to compare the pre- and post-intervention mean scores, a paired-samples *t*-test was employed. Since the sample consisted of 28 participants, it is necessary that the Shapiro-Wilk test ($n < 50$) be employed to assess the assumption of normality. As shown in Table 6, it was indicated that the data did not significantly deviate from normal distribution, thus, it was appropriate to proceed with the paired-samples *t*-test to examine whether there was a statistically significant difference between the two mean scores.

Table 6*Tests of Normality*

Types	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Implementation	.099	28	.200	.947	28	.162
Post-Implementation	.106	28	.200	.968	28	.517

Table 7*Paired-Samples t-Test*

Writing Feedback Literacy Aspects	Pre-intervention		Post-intervention		<i>t</i> (27)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Appreciating Feedback	3.41	0.303	3.59	0.246	-3.129	.004*	-0.593
Acknowledging Different Feedback Sources	3.18	0.456	3.67	0.281	-5.859	.000*	-1.107
Making Judgments	3.50	0.447	3.56	0.324	-.695	.499	-0.129
Managing Affect	3.32	0.458	3.51	0.411	-2.341	.027*	-0.442
Taking Action	2.95	0.383	3.49	0.379	-5.797	.000*	-1.096
Total	3.27	0.266	3.56	0.256	-5.996	.000*	-1.114

**p* < .05

Table 7 shows that the participants' overall writing feedback literacy significantly improved, with a large effect size (Cohen's *d* = -1.114). Significant gains were found in four specific aspects: appreciating feedback (*M* = 3.41 to 3.59, *p* = .004, *d* = -0.593), acknowledging different feedback sources (*M* = 3.18 to 3.67, *p* < .001, *d* = -1.107), managing affect (*M* = 3.32 to 3.51, *p* = .027, *d* = -0.442), and taking action (*M* = 2.95 to 3.49, *p* < .001, *d* = -1.096). In contrast, the making judgments aspect did not show a statistically significant change (*M* = 3.50 to 3.56, *p* = .499, *d* = -0.129), indicating that while participants improved in other areas, their ability to make evaluative judgments remained relatively stable.

Table 8*Correlations Among Five Aspects Before Implementation*

Aspects		Appreciating Feedback	Acknowledging Different Feedback Sources	Making Judgments	Managing Affect	Taking Action
Appreciating Feedback	Pearson Correlation Sig. (2-tailed)	1				
Acknowledgi ng Different Feedback Sources	Pearson Correlation Sig. (2-tailed)	-.063 .749	1			
Making Judgments	Pearson Correlation Sig. (2-tailed)	.558** .002	.018 .927	1		
Managing Affect	Pearson Correlation Sig. (2-tailed)	.570** .002	-.065 .742	.668** .000	1	
Taking Action	Pearson Correlation Sig. (2-tailed)	.194 .321	.064 .748	.566** .002	.293 .131	1

** . Correlation is significant at the 0.01 level (2-tailed).

In Table 8, the correlation results pre-intervention showed that *Appreciating Feedback* was significantly and positively correlated with both *Making Judgments* ($r = .558, p = .002$) and *Managing Affect* ($r = .570, p = .002$). Additionally, *Making Judgments* was strongly associated with *Managing Affect* ($r = .668, p < .001$), and *Taking Action* was significantly related to *Making Judgments* ($r = .566, p = .002$). However, no correlations involving *Acknowledging Different Feedback Sources* were observed, suggesting it was not strongly linked to other aspects prior to intervention.

Table 9*Correlations Among Five Aspects After Intervention*

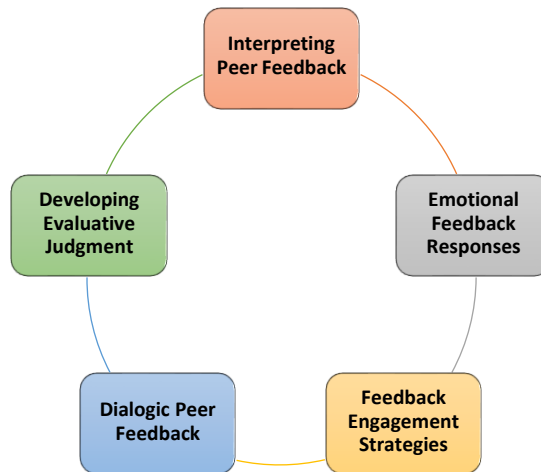
Aspects		Appreciating Feedback	Acknowledging Different Feedback Sources	Making Judgments	Managing Affect	Taking Action
Appreciating Feedback	Pearson Correlation Sig. (2-tailed)	1				
Acknowledging Different Feedback Sources	Pearson Correlation Sig. (2-tailed)	.465*	1			
Making Judgments	Pearson Correlation Sig. (2-tailed)	.569**	.429*	1		
Managing Affect	Pearson Correlation Sig. (2-tailed)	.625**	.182	.468*	1	
Taking Action	Pearson Correlation Sig. (2-tailed)	.738**	.247	.710**	.635**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

With reference to Table 9, the results indicated a stronger and more interconnected relationship among the five aspects of post-intervention. Notably, *Acknowledging Different Feedback Sources*, which was previously uncorrelated, demonstrated significant correlations with *Appreciating Feedback* ($r = .465$, $p = .013$) and *Making Judgments* ($r = .429$, $p = .023$). These changes suggest that the intervention fostered a more integrated feedback literacy framework, where each aspect became more interrelated.

To support the quantitative findings, the qualitative data analysis revealed five emergent themes related to writing feedback literacy in the context of SLW assessment as follows:

Figure 3*Five Themes for Writing Feedback Literacy****Theme 1: Interpreting Peer Feedback***

Students exhibited varying levels of ability in understanding and interpreting written loop feedback. Many students found the rubric helpful in structuring their revisions and making sense of peer comments. One participant explained, “*The rubric made it clear which areas needed improvement, especially in organization and vocabulary*” (Student #2). Similarly, another student noted, “*I could easily see what my peer was focusing on, which helped me decide what to revise first*” (Student #7).

However, some students encountered difficulties in deciphering vague or overly broad feedback, which hindered their ability to implement changes effectively. For instance, one student expressed frustration, stating, “*My peer wrote ‘improve your argument,’ but I didn’t know exactly what needed to change or how to fix it*” (Student #5). Another participant supported the importance of detailed and specific feedback, noting that “*When my peer gave me an example of how to rewrite a sentence, it was much easier to make the revision*” (Student #1).

Theme 2: Emotional Feedback Responses

After intervention, students reported a range of emotional and psychological responses to receiving peer feedback, with reactions spanning from motivation and encouragement to defensiveness and self-doubt. Many students viewed constructive feedback as an opportunity to develop their

writing skills, expressing that it boosted their confidence in writing. One participant shared, *“At first, I was nervous about getting feedback, but when I saw that my peer’s comments were helpful and specific, I felt motivated to revise”* (Student #7). Similarly, another student noted, *“Knowing that my peer took time to give detailed feedback made me feel supported and encouraged to improve”* (Student #1). Meanwhile, some students experienced negative emotional reactions, particularly when feedback was perceived as too critical or lacked a balance between strengths and weaknesses. One student admitted, *“I felt discouraged because my peer only pointed out what was wrong in my writing without mentioning anything good. It made me doubt my abilities”* (Student #6).

Theme 3: Feedback Engagement Strategies

Mixed findings were observed with regard to feedback engagement strategies. Students displayed varying levels of engagement in using peer feedback to revise their writing, with some actively incorporating suggestions while others struggled to make meaningful changes. Some participants reported that specific and actionable feedback made it easier to implement revisions effectively. One student noted, *“My peer pointed out that my thesis statement was unclear and suggested a way to rephrase it. That made it easy for me to improve”* (Student #1). However, some students encountered difficulties in acting on feedback that was too broad, leading to uncertainty about how to revise their work. One participant expressed confusion, stating, *“The feedback said, ‘make your argument stronger,’ but I wasn’t sure what exactly needed to change”* (Student #3). Students who participated in multiple rounds of peer feedback generally reported greater improvement in their writing, as they had the opportunity to refine their work progressively. One student reflected, *“The first time I got feedback, I didn’t know how to use it properly. But after revising and getting feedback again, I could see my writing getting better”* (Student #7).

Theme 4: Dialogic Peer Feedback

Some students placed emphasis on the role of peer interaction in clarifying and deepening their understanding of feedback. It was found that engaging in discussions with their peers helped them interpret and apply feedback more effectively. One student shared, *“At first, I didn’t understand why my peer said my argument was weak, but after we talked about it, I realized I needed to provide more supporting evidence”* (Student #2). Another participant pointed out, *“When I asked my peer to clarify their comment about my conclusion, they explained what they meant, and that helped me make a clearer revision”* (Student #4). Nevertheless, others encountered peer interactions that were too brief or unhelpful, which limited the effectiveness of the dialogic feedback process. As mentioned by

one participant, *"I asked my peer if my introduction was clear, and they just said 'yes,' which didn't really help me improve"* (Student #5).

Theme 5: Developing Evaluative Judgment

Varying levels of growth in students' ability to critically assess both their own and their peers' writing were observed. Some students reported that engaging in the peer feedback process helped them develop a clearer understanding of writing quality and evaluation criteria. One student stated, *"Before, I didn't really know what made a good introduction, but after giving feedback to my peer, I started noticing what works and what doesn't"* (Student #4). Likewise, some students reported that they lacked confidence in their evaluative skills, feeling unsure whether their feedback was accurate. One student admitted, *"I wasn't sure if I was giving the right advice because I don't think my writing is that strong either"* (Student #7). Others expressed a stronger awareness of the importance of feedback criteria, stating that using the rubric made it easier to assess both their own and their peers' work. One participant shared, *"The rubric helped me know what to look for, so I felt more confident in my feedback"* (Student #1).

Discussion

The results found thus far have revealed a significant improvement in participants' overall feedback literacy, with the total mean score increasing. The large effect size observed also indicates that the intervention had a substantial positive impact on students' ability to engage with feedback. The design of this study aligns with Carless and Boud's (2018) and Yu et al.'s (2022) feedback literacy framework. It encompasses appreciating feedback, making judgments, managing affect, and taking action, all of which are critical for sustained learning improvement. The present findings were in line with recent studies conducted by Nicol (2021) and Nicol and Macfarlane-Dick (2006). It was asserted that structured, guided opportunities for engaging with feedback can enhance students' self-regulatory capacities. One possible explanation for this positive outcome is that students, in this research, were allowed to engage in each step of the feedback loop that was conducive to increased feedback literacy.

Among the five aspects of writing feedback literacy, "Acknowledging Different Feedback Sources" and "Taking Action" showed the most substantial gains. Boud and Molloy (2013) argue that learners need both the awareness of multiple feedback channels and the agency to transform feedback into concrete actions. Past findings from Weng et al. (2024), however, found no support for the aspect of taking action in writing feedback literacy development in the Chinese EFL context. The results found here

suggest that the intervention can be utilized to expand students' understanding of different feedback sources (Nicol, 2021) and strengthen their capacity to apply feedback purposefully. The significant rise in Taking Action corroborates Winstone et al.'s (2017) concept of "feedback recipience," which emphasizes learner agency in converting feedback into performance gains and is necessary for feedback literacy enhancement. It is argued that feedback is useful only when learners are active in accepting and taking action on feedback (Carless, 2026).

As noted by Winstone and Boud (2022), emotional readiness is a prerequisite for effective feedback use, as defensiveness or negative effect can hinder students' engagement. The observed gains in these areas indicate that the intervention helped participants develop a more constructive mindset toward receiving and processing feedback, which was revealed by significant improvements in "Appreciating Feedback" and "Managing Affect." This suggests that participants became more open to valuing feedback and better able to regulate their emotional responses when engaging with it (Weng et al., 2024).

Nonetheless, "Making Judgments" did not show a significant improvement, which demonstrates that the ability to critically evaluate one's own or others' work may require longer-term development. Carless and Boud (2018) and Tai et al. (2018) emphasize that evaluative judgment is a complex process that evolves through repeated practice and exposure to high-quality exemplars over time. In line with Xie et al. (2024), effective evaluative skills require a longer duration to cultivate such skills. In contrast, this finding does not align with Weng et al. (2024), whose study showed that peer feedback activities could enhance the ability to make judgments. To develop evaluative judgment, it is suggested that students' ability to make judgments requires the need for longer training or additional practice activities, such as rubric practice or exemplar analysis of written production.

The correlation analysis showed significant relationships among the five aspects of feedback literacy, with a particular focus on "Acknowledging Different Feedback Sources." Prior to the intervention, this aspect did not show significant correlations, suggesting that participants previously conceptualized feedback from multiple sources as a single event that was detached from the progressive learning process of writing development (Carless & Boud, 2018). This finding was in line with Winstone and Carless (2019), indicating that without targeted scaffolding, students may not internalize the effects of different feedback on their procedural ability to respond productively. However, after the implementation of the feedback loop, the construct of recognition of different feedback sources showed statistically significant correlations with the two aspects "Appreciating Feedback" and "Making Judgments". These correlations indicate an emerging

pattern in which participants began to build on their ability to recognize multiple feedback sources with the affective and evaluative aspects of writing feedback literacy. This pattern is consistent with the theoretical position that feedback is most effectively processed within a holistic orientation (Boud & Molloy, 2013). The observed changes can be interpreted as an effect of the intervention that enhanced learners' awareness of the contribution that different feedback sources make to the affective and evaluative processes.

One of the most intriguing findings after the intervention was the strong relationship between "Appreciating Feedback" and "Taking Action," a correlation that was previously weak and statistically insignificant. Nicol and Macfarlane-Dick (2006) argue that advanced feedback literacy involves the assimilation of assessment information and the willingness and technical ability to attach value to that information and apply it constructively. Post-intervention reinforcement of this association implies a developmental area in which students move from a purely appreciative stance to one in which feedback fosters purposeful development. This interpretation is consistent with Carless (2023), who highlights that the pedagogical usefulness of feedback lies in the learner's recognition of the internal link between evaluation and subsequent revision processes.

With regard to students' emotional experiences during the structured feedback loop process, a significant correlation between "Taking Action" and "Managing Affect" was observed. Before the intervention, the lack of a statistically significant correlation indicated that emotional self-regulation and the subsequent change in behavior had not yet converged. Post-intervention data, however, demonstrated that effective implementation of feedback depends in part on learners' ability to regulate the associated emotional experiences (Boud & Molloy, 2013). Drawing from this finding, what is worth discussing is the improvements observed in "Taking Action" and "Managing Affect," which were supported by our qualitative findings. In particular, learner-to-learner interaction through dialogic peer feedback suggests that the observed gains in "Taking Action" reflect students' ability to interpret and apply feedback effectively for continuous writing development. It is also worth pointing out that variability in peer interaction quality, such as brief, limited, or unhelpful feedback, appears to reflect the emotional challenges students face when engaging in feedback, which corresponds to the aspect of student writing feedback literacy, "Managing Affect." Furthermore, an increasing ability to regulate defensiveness and engage more openly with feedback was evident as students sought clarification and engaged in constructive dialogue. This finding, in particular, provides meaningful evidence that dialogic peer feedback can support not only cognitive engagement with feedback but also emotional regulation. It is therefore crucial to consider dialogic peer feedback to promote both effective feedback

use and emotional self-regulation in the peer feedback process (Chinpakdee, 2026; Deng & Sitthitikul, 2025). When learners successfully managed the emotions caused by an evaluative comment from their peers, they were prone to engaging in the writing process constructively (Carless & Boud, 2018). The intervention could help maintain emotional balance and receptivity, which allowed learners to transform feedback into actionable future performance adjustments.

Conclusion and Pedagogical Implications

The present results suggest a transition from a largely isolated concept of feedback literacy to a more unified and coherent construct following the introduction of the intervention. Such a development is consistent with the stage model of feedback competence formulated by Carless and Boud (2018) and Yu et al. (2022), which assumes that separate procedural competencies, initially acquired in isolation, gradually integrate into a transferable competence for engaging with feedback meaningfully, including both cognitive and affective aspects.

The present findings underscore the pedagogical value of structured peer feedback in developing students' writing feedback literacy. The use of explicit rubrics and reflection worksheets provided essential scaffolding that enabled students to interpret peer comments more accurately and apply them meaningfully during revision. These results suggest that peer feedback training should be carefully guided and systematically supported prior to the actual feedback session. Moreover, the significant improvement observed in students' ability to take action highlights the need for explicit instruction in feedback use. While students took action on their writing assignments based on the feedback, teachers should incorporate concrete strategies that help students translate feedback into specific revisions to enable them to write effectively. In contrast, the absence of a statistically significant improvement in evaluative judgment indicates that this aspect of feedback literacy may require a longer-term process. Accordingly, developing students' capacity to critically evaluate feedback and make informed decisions about its use is a complex process that cannot be fully achieved within a short instructional period. To enable students to make judgments, practicing on exemplars to compare the quality of feedback from various sources would be beneficial.

Limitations and Recommendations

Several limitations have been acknowledged. Even though the feedback training session was introduced to the participants, it is essential that it be extended to provide students with more opportunities to learn how to

interpret, evaluate and take action on their peer feedback. Moreover, students' exposure to feedback processes requires sustained time in order to develop deeper understanding and more consistent application of feedback strategies across writing tasks. In essence, students require more experience in giving feedback because it is a complex and cognitively demanding process that involves appreciating feedback, acknowledging different feedback sources, making judgments, managing affect, and taking action.

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