

Individual Paper Session 13
Classroom
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4:45-5:15pm

**Comparing Teacher Intentions with Student Utilization of Feedback in an EFL
Writing Classroom**

Jingmiao, Qiu
Queen's University
ciciliaq@hotmail.com

Teacher written feedback is one of the widely researched factors in second language (L2) writing. In recent years, numerous studies have been conducted on various aspects of feedback in both English as Second Language (ESL) and English as Foreign Language (EFL) settings, aiming to improve the effectiveness of feedback and potentially, the quality of L2 writing. However, previous research is either on the teacher, the feedback, or the student. Much less literature is on the communication of feedback from the teacher to the student. Research shows that feedback may not be as useful in improving L2 writing as teachers think it should be. One of the reasons is that students do not understand certain comments made by their teachers.

The study was carried out in the context of a comprehensive EFL course. The participants were four first-year English majors and their teacher from a medium-sized university in Southern China. By employing instruments such as think-aloud protocols, observations and field notes, interviews, and document collection, the study aimed to answer the following research questions:

1. To what extent did the students' utilization of feedback match the teacher's intentions?
2. What were the factors that affected the communication of feedback between the teacher and the students?
3. How was the effectiveness of the communication related to the improvement in the students' second draft?

Findings from the study suggested that different student's utilization of feedback matched the teacher's intentions to different extents. The explicitness of feedback, students' attitude toward feedback, and composition topic were factors that affected the communication of feedback between the teacher and the students. Language proficiency and the effectiveness of communication on feedback were two interacting factors which worked together in determining the improvement in the students' second draft. Focus of revision and students' motivation were the other two factors that made a difference to the second draft. Findings in the study can function as the starting point for further research on how to foster better communication of teacher feedback between teachers and students in order to help improve EFL students' writing.