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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**EFL PREPARATORY PROGRAMME STUDENTS' FEEDBACK LITERACY  
IN HIGHER EDUCATION**

**THESIS BY**

**Ahmet KARAKUL**

**Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ**

**Member of Jury: Dr. Deniz ELÇİN (Siirt University)**

**Member of Jury: Dr. Semiha GÜRSOY**

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(The Original Copy Hold in the Institute Directorate is signed.)

Univ. Inside- permanent member-Supervisor-Head of Examining Committee: Prof.  
Dr. Şehnaz ŞAHİNKARAKAŞ

(The Original Copy Hold in the Institute Directorate is signed.)

Univ. Outside - permanent member: Dr. Deniz ELÇİN  
(Siirt University)

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**DEDICATION**

*To my beloved family...*

**ETHICS DECLARATIONS**

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	<b>Number:</b>	2022008014
	<b>Department:</b>	English Language Education
	<b>Program:</b>	Master Thesis (X) Ph.D. Thesis ( )
	<b>Thesis Title:</b>	EFL Preparatory Programme Students' Feedback Literacy in Higher Education

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

20/06/2023

Ahmet KARAKUL

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**ABSTRACT****EFL PREPARATORY PROGRAMME STUDENTS' FEEDBACK LITERACY  
IN HIGHER EDUCATION****Ahmet KARAKUL****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****June 2023, 81 Pages**

Due to the paradigm shift from a teacher-centred transmission-oriented approach to a learner-centred process-oriented view in the field of education practice in the 21<sup>st</sup> century, perceptions of assessment and feedback have evolved in a similar manner, and considerable critical attention has been given to the conceptualisation of feedback and feedback literacy (Boud & Molloy, 2013). The issue of feedback has been extensively explored but there has been a noticeable lack of focus on students' feedback literacy despite the importance of their active involvement in feedback processes (Henderson et al., 2019). In this regard, the study aims to investigate students' feedback literacy in a higher education context in Turkey. For the purpose of the study, a quantitative survey-based research design was utilized and the research data in this study were drawn from 161 EFL preparatory class students studying English by using 'The Scale of Student Feedback Literacy' developed by Zhan (2022). The data were analysed through descriptive and inferential statistics using SPSS to address the research questions. The findings have revealed that the students are relatively feedback-literate and that the majority of participants have similar levels of feedback literacy.

*Keywords:* feedback, feedback literacy, student feedback literacy

**ÖZ****İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÜNİVERSİTE  
HAZIRLIK PROGRAMI ÖĞRENCİLERİNİN GERİBİLDİRİM  
OKURYAZARLIĞI****Ahmet KARAKUL****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****Haziran 2023, 81 Sayfa**

21. yüzyılda eğitim uygulamalarında öğretmen-merkezli iletim-odaklı yaklaşımdan öğrenci-merkezli süreç-odaklı bir bakış açısına doğru bir paradigma değişikliği yaşanmıştır. Bu değişiklikte birlikte ölçme-değerlendirme ve geri bildirim algıları da benzer bir şekilde evrim geçirmiştir ve geri bildirim okuryazarlığı ve kavramlaştırılması üzerine önemli eleştirel dikkatler yoğunlaşmıştır (Boud & Molloy, 2013). Geri bildirim konusu yoğun bir şekilde çalışılmıştır ancak öğrencilerin geri bildirim sürecinde etken rolüne rağmen geri bildirim okuryazarlığına yeterince odaklanılmamıştır (Henderson vd., 2019). Bu bağlamda, çalışmanın amacı Türkiye'deki yükseköğretim bağlamında öğrencilerin geri bildirim okuryazarlığını araştırmaktır. Çalışma için, nicel anket tabanlı araştırma tasarımı kullanılmıştır ve araştırma verileri Zhan (2022) tarafından geliştirilen "Öğrenci Geri Bildirim Okuryazarlığı Ölçeği" kullanılarak İngilizce öğrenen 161 EFL hazırlık sınıfı öğrencisinden elde edilmiştir. Veriler, araştırma sorularını yanıtlamak için SPSS kullanılarak tanımlayıcı ve çıkarımsal istatistiklerle analiz edilmiştir. Bulgular, öğrencilerin görece geri bildirim okuryazarı olduklarını ve katılımcıların çoğunluğunun benzer geri bildirim okuryazarlığı seviyelerine sahip olduklarını ortaya koymuştur.

*Anahtar Kelimeler:* geri bildirim, geri bildirim okuryazarlığı, öğrenci geri bildirim okuryazarlığı

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## ABBREVIATIONS

<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>ANOVA</b>	: Analysis of Variance
<b>F</b>	: Frequency
<b>M</b>	: Mean
<b>P</b>	: Significance Level
<b>SD</b>	: Standard Deviation

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## 1. INTRODUCTION

The present chapter consists of four main sections that serve to provide an understanding of the study. It begins with a discussion on the general background of the study, followed by an elaboration of the purpose and significance of the study and a review of literature that provides a detailed account of the theoretical background of feedback and feedback literacy. Collectively, the aforementioned sections present a framework for the study and offer a clear understanding of its rationale, scope, and theoretical background.

### **Background of the Study**

Following the paradigm shift from a teacher-centred transmission-oriented approach to a learner-centred process-oriented view in learning and teaching, perceptions of assessment and feedback have evolved in a similar manner, and the conceptualisation of feedback literacy has received considerable critical attention (Boud & Molloy, 2013). It is not possible to deny the significance of feedback for improving learning, and there stands a substantial and growing body of research on feedback and the way it impacts student learning (e.g., Carless, 2022; Carless et al., 2011; Diab, 2016; Evans, 2013; Ferguson, 2011; Guo, 2018; Hattie & Timperley, 2007; Huang, 2016; Liu & Carless, 2006; Mandouit & Hattie, 2023). Extensive research has been carried out on feedback as a traditional transmission of input directed to students (Shute, 2008), but insufficient focus has been placed on the feedback literacy of students as proactive agents taking responsibility for their own learning (Henderson et al., 2019).

Although there seems to be a widespread agreement regarding the indisputable impact of feedback on students' achievement by scaffolding learning (de Kleijn, 2021), it has been stated that students often seem to use feedback to a limited extent (Winstone & Carless, 2020), and low level of student feedback literacy is one of the primary obstacles hindering effective utilisation of feedback (Carless & Boud, 2018). Ferguson (2011) claims that feedback is not what is considered as ideal or even helpful in higher education because students feel dissatisfied or even disinterested, and it reduces the learning potential that could be acquired from feedback. At this point, the question of why learners do not take advantage of provided feedback has arisen, and learners' perception of feedback has come into prominence (Harris et al., 2014; Mandouit &

Hattie, 2023; O'Donovan et al., 2019), because it is obvious that feedback is unfruitful when students do not have the understanding to engage in action in return. (Henderson et al., 2019).

In this respect, feedback literacy was conceptualised as students' capacity to understand, interpret, and use feedback (Carless & Boud, 2018; Molloy et al., 2020; Sutton, 2012). The active role of learners in the feedback process has been emphasized because only when students take action to improve their subsequent work as well as learning strategies may indeed information become feedback. From this point of view, the research problem that motivates me to conduct this study is that there seems to be a necessity to investigate the notion of feedback literacy from students' points of view in a Turkish educational context, and it will be valuable to contribute to education in an attempt to address a need in the field.

### **Purpose of the Study**

In an educational context, student perceptions have reportedly been shown to carry a mediating effect on students' comprehension and learning (Lightbown & Spada, 2013). Consequently, as one of the most important pillars of education, it is of great importance to develop a more profound comprehension of students' conception of feedback. Carless and Boud (2018) highlight the significance of students' understandings, abilities, and tendencies in feedback processes as well as the continuous development of feedback literacy as a lifelong competence beyond higher education. Based on this standpoint, the study primarily aims at finding out the EFL preparatory class students' feedback literacy. It is also aimed to investigate whether there are significant differences regarding gender, perception of success in learning English, attitudes towards learning English, and the department of the students. In brief, the primary objective of this research is to answer the following research questions:

1. How feedback literate are EFL preparatory class students in a Turkish higher educational setting?
2. a. Is there a significant difference in students' feedback literacy according to their gender?

2. b. Is there a significant difference in feedback literacy between students who feel successful in language learning and those who feel unsuccessful in language learning?

2. c. Is there a significant difference in feedback literacy between students who like learning English and those who dislike learning English?

2. d. Is there a significant difference in students' feedback literacy according to their department?

### **Significance of the Study**

It is not possible to neglect the impact of feedback on students' achievement (Hattie & Timperley, 2007; Mandouit & Hattie, 2023; Wisniewski et al., 2020) and it is essential to provide feedback to foster students' growth as autonomous agents who are able to track, monitor, and adjust learning (Ferguson, 2011). However, the arguments regarding the paradoxical discrepancy between feedback's anticipated potential and its impact on classroom practice are still open to debate (Liao, 2021), and there seems to be a mismatch between student perceptions of feedback and its effectiveness (Denton & Rowe, 2015). Therefore, an inquiry pivoting around the student to foster fertile utilization of feedback (Carless & Boud, 2018) occupies a crucial stance to better understand the notion of feedback and its reflection on learning.

In order to address the question, a substantial body of literature has been published on the topic of feedback literacy: student feedback literacy, categories, and roles (Carless, 2022; Carless & Boud, 2018; Molloy et al., 2020; Zhan, 2022), student feedback literacy development with curriculum integration (Malecka et al., 2020), individual, contextual, and social factors influencing feedback literacy (Chong, 2021; Gravett 2022), development of feedback literacy through peer review (Man et al., 2022), L2 writers feedback literacy in an academic writing setting (Han & Xu, 2020), student engagement with feedback (Xu & Carless, 2017).

Over the past few years, there has been a growing curiosity surrounding feedback literacy to investigate the issue from students' points of view around the world, yet it has received scant attention in the research literature in Turkey. Most studies have focused on types of feedback –especially corrective feedback (Babanoğlu et al., 2018; Çınar, 2017; Fidan, 2015; Ölmezler-Öztürk & Öztürk, 2016; Özmen & Aydın, 2015; Öztürk,

2016), different types of feedback and their impacts on learning and teaching (Atay & Kurt, 2006; Çiftçi & Koçoğlu, 2012; Han & Sari, 2022; Kaya et al., 2019), teacher and/or student preferences about feedback (Kahraman & Yalvaç, 2015; Taşdemir & Yalçın Arslan, 2018; Yastıbaş & Yastıbaş, 2015), beliefs about various types of feedback (Aslan, 2021; Valizadeh, 2019; Yüksel et al., 2021). Much recently, Kara (2021) carried out research to uncover the indicators of ELT undergraduate students' feedback literacy.

Although a vast amount of feedback-based research has been conducted, there is still a great deal that is not known about the level of student feedback literacy in the Turkish educational context. Hence, the study endeavours to address a gap present in the existing literature regarding the investigation of feedback literacy in an EFL setting.

### **Literature Review**

It is important to establish a theoretical framework that outlines the major theoretical constructs underpinning feedback literacy. The section commences with defining assessment and then proceeds to the current body of literature on feedback, types, the impact of feedback, and feedback literacy, drawing on the work of scholars who have studied the topic.

### **Assessment**

In an educational setting, assessment is, first and foremost, one of the indispensable aspects of learning and teaching. Multiple definitions of assessment have been proposed in the literature. Mousavi (2009) defined assessment as the estimation or appraisal of students' attribution. Assessment and learning are interrelated aspects of education like "two sides of the same coin" (DiRanna, 2008, p. 22) because the projected achievement is tied to assessment as well as the implementation of the educational programme (Van der Vleutene et al., 2017).

According to another definition provided by Green (2014), assessment is acquiring clues to support conclusions regarding an individual's knowledge, skills, or capabilities. Assessment is an ongoing systematic process that both tracks, reflects, and impacts language learning and teaching (Katz, 2012). In this regard, proper implementation of a well-designed assessment enables all stakeholders, including teachers and students, to obtain valuable information about performance, appropriacy of instruction, and attainment of the objectives (Malone, 2013; Purpura, 2016).



It is of great importance to distinguish the two types of assessment regarding function: summative and formative assessments (Brown, 2003). Summative assessment is judging learners' achievement following instruction, however; formative assessment is a process that monitors learning and provides information for the use of all stakeholders to improve it (Brookhart, 2017). Stiggins et al. (2004) state that formative assessment is also called “assessment *for* learning” and summative assessment is called “assessment *of* learning”. The former is prospective focusing on the process, while the latter is retrospective, focusing on outcomes (Green, 2018). Black and Wiliam (2009) suggest that formative assessment is a collection of mechanisms that delineates objectives and achievement criteria, elicits clues about learner understanding, and provides feedback that triggers students. In this sense, feedback is one of the most substantial components of assessment since it reinforces assessment procedures and learning (Hattie & Clarke, 2018; Miller et al., 2013).

## **Feedback**

Hattie and Timperley claimed that feedback holds a significant influence over learning outcomes and academic achievements (2007). In order to bring clarity to this presumed effect and the complex nature of feedback, scholars have proposed descriptions, models, and typologies explicating how feedback works, the roles of teachers and students, and the impacts of various conditions (Panadero & Lipnevich, 2022). In the field of learning and teaching, numerous definitions are proposed to define feedback which is at the heart of this study. According to a definition provided by Ramaprasad (1983) feedback is “information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (p.4) with a reference to feedback as a one-way transmission of “hopefully useful information” (Boud & Molly, 2013, p. 19) from teacher to the learner (passive recipients) in order to modify and establish desired behaviour. (Rovagnati et al., 2021).

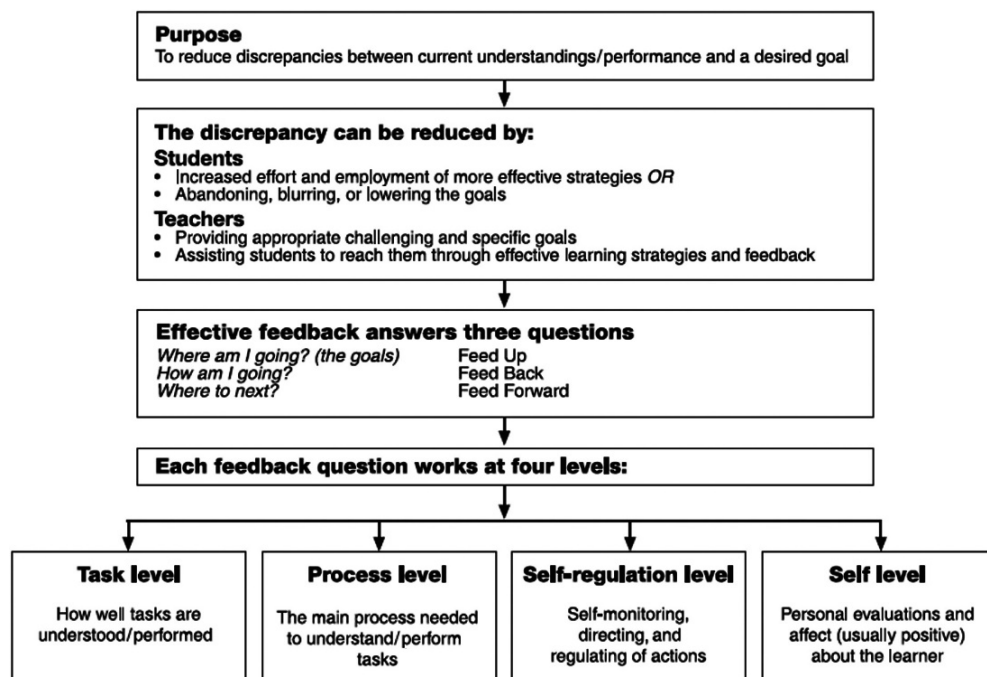
Hattie and Timperley (2007) argued that feedback cannot be conceptualised with a behaviourist input-output view and proposed a model that defines feedback as the provision of information from any possible sources concerning comprehension or performance. In this regard, feedback is information that is perceived by an agent to act upon rather than a one-way stimulus–response cycle to change behaviour (Sadler, 2010; Henderson et al., 2019), and greater emphasis should be placed on the examination of

how students perceive feedback and subsequently apply it in their actions (Hattie & Clarke, 2018) rather than how teachers provide feedback. (Boud & Molly, 2013; Mandouit & Hattie, 2023). With a model of feedback situated in the context of formative assessment, Hattie and Timperley (2007) addressed three dimensions (feed up, feed-back, and feed-forward) of feedback to clarify the topic; effective feedback.

The first dimension feed up (What am I doing?) refers to the provision of information about a task or performance either to teachers or learners considering the learning objectives to be met by comparing the current state with the desired state. This allows students to improve and use self-regulation habits in their learning (Brooks et al., 2019). The second dimension feed-back (How am I going?) is the provision of information about the progress toward objectives according to pre-determined criteria by comparing the current state with a previous state. The last dimension feed-forward (Where to next?) refers to the interpretation of the target state depending on the current or actual status to improve progress (Wisniewski et al., 2020). Feed-forward requires learners to act decisively on the basis of feedback received or self-generated to complete the feedback loop (Boud & Molly, 2013; Sadler, 2010).

**Figure 1**

*Hattie and Timperley's Model of Feedback*



*Note.* The figure is taken from Hattie, J., and Timperley, H. 2007, "The power of feedback" published by Review of Educational Research, 77(1), p. 87.

According to Hattie and Timperley (2007), the effectiveness of feedback is also tied to four cognitive complexity levels (task, process, self-regulation, and self) of feedback. *Task level* feedback, which is the most common feedback in language classrooms (Brooks et al., 2019), refers to the surface information about a task (e.g. corrective feedback addressing a grammar point), while *process-level* requires learners to process feedback information on developing strategies regarding the completion of a task (Wisniewski et al., 2020). *Self-regulation* aims at monitoring, evaluating, and regulating strategies to improve performance or learning, and it is the least used feedback in the classroom (Brooks et al., 2019). *Self-level* feedback indicates non-specific comments such as praise directed at the learner but not the performance (Hattie & Timperley, 2007; Mandouit & Hattie, 2023; Wisniewski et al., 2020).

Much recently, feedback has been conceptualised as a context-sensitive and socially situated process or a series of processes (Henderson et al., 2019) whereby learners co-construct meaning over time by seeking, receiving, and interpreting feedback (Boud & Molloy, 2013; Dawson et al., 2021; Esterhazy & Damşa, 2017) stemming from various sources, neither a sole form of input nor an event entailing information transmission from teachers to students (Henderson et al., 2019; Winstone et al., 2020). Learners assume the position of active agents with a substantial role in interaction with feedback (Van der Kleij et al., 2019) because any input without impact on learning or future performance is not feedback, only input (Henderson et al., 2019). Students who are imposed to feedback as passive receivers are not likely to make use of it; thus, it is crucial to consider the multidimensional, sociocultural, and dialogic dynamics of feedback interventions, characteristics of the context, and the learner, as well as the nature and quality of feedback (Ajjawi & Boud, 2017; Esterhazy & Damşa, 2017; Winstone et al., 2017a).

Boud and Molloy (2013) identify feedback as a process in which information about a work is received to see the match between the criteria and work to improve learning and highlight the significance of the volition and agency of the learners who are capable of gaining insight into the quality of their work, identifying areas for improvement, and making changes in order to meet established standards for subsequent work. Similarly, Winstone et al. (2016) coin the term *proactive recipience* connoting that the effect of feedback is closely tied to the degree to which learners are actively involved in the process of receiving, understanding, and applying feedback to improve

performance. Carless (2022) also referred to this point of view defining feedback as an interactive process wherein students actively interpret various inputs and utilize them to improve their work or develop their feedback literacy.

Despite differences in wording, feedback is considered as an interactive, iterative, and unfolding process with a prerequisite for students to act on information from multiple sources (Carless, 2022; Carless & Boud, 2018; Mandouit & Hattie, 2023; Winstone et al., 2016) and the core aim of the feedback process is to reduce the gap between the current and desired level of learning (Hattie & Timperley, 2007; Brooks et al., 2019) but the impact of feedback may also vary regarding the content and type of feedback (Mandouit & Hattie, 2023; Wisniewski et al., 2020).

### **Feedback Types**

Chiles suggests that (2021) different types of feedback should be presented when and as necessary as a part of a process. In the feedback literature, commonly addressed types of feedback are classified according to particular variables, such as the focus of feedback, the source of feedback, the tone of feedback, and the way feedback is provided (Biber et al., 2011; Wanchid, 2010).

Shute (2008) defined formative feedback as “nonevaluative, supportive, timely, and specific” (p. 153) information presented to the learner with an intention to modify their knowledge or skills about a content area. Formative feedback lets learners become self-regulated agents who gain control over shaping their practice to reduce or fill the gap in their learning and improve their performance (Heron, 2010) by providing ongoing reflection, interaction, and low-stakes opportunities through an academic programme (Bader et al., 2019) and also providing a deeper insight into the instructional underpinning of teacher practice and required modifications (Shute, 2008). Although “the power of feedback lies in its formative use” (Brookhart, 2018 p. 52), it is not being utilized as much as it could be in higher education settings (Gedye, 2010).

Summative feedback is, on the contrary, evaluative information about the success or achievement level of students following a test or at the end of a course or programme (Dixson & Worrel, 2016; Shute, 2008). The aim of summative feedback is to provide both teachers and students with a clear overview of the extent to which students achieve

the objectives based on standard criteria and the extent to which the instruction reaches the target (Stiggins et al., 2005).

Tunstall and Gipps's (1996) identified two types of feedback regarding style, meaning, process, and purpose: evaluative feedback and descriptive feedback. Evaluative feedback (either positive or negative) is judgemental based on explicit or implicit norms; descriptive feedback provides guidance for achievement or improvement. Descriptive feedback is about what the student did well and what they need to improve on, rather than simply assigning a grade, and leads to a greater improvement in learning (Stiggins et al., 2005).

Immediate feedback and delayed feedback on learning are other types of feedback discussed in the literature regarding the timing of feedback. As its name implies, immediate feedback is presented right after a performance or task completion while students are still mindful of the learning. (Shute, 2008). Within the delayed feedback there is a lapse of period between performance and feedback (Canals et al., 2020). The period may be minutes, hours, weeks, or longer (Shute, 2008). The use of either immediate or delayed feedback has advantages and drawbacks (Chiles, 2021), and there appears in the literature to be little consensus about the timing of the feedback (Ellis, 2009; Ellis & Shintani, 2014). Hattie and Clarke (2018) claim that although students generally favour immediate feedback, delayed feedback can still have positive effects on their learning. The impact of feedback does not necessarily depend only on the timing but also on the form of the task or work and the capacity of the learner (Chiles, 2021).

The most frequently discussed types of feedback with regard to the source of feedback are teacher, peer, and self-feedback. Teacher feedback refers to information provided by the teacher about student performance. With reference to a shift from a teacher-centred model to a student-centred model, relying solely on teachers for feedback is insufficient (Hattie & Timperley, 2007), and students need to share the responsibility of the feedback process (Nash & Winstone, 2017). Learners making evaluative judgments about the work or performance of peers or self may also be the source of feedback (Carless, 2022). The underlying point is that students' competence to self-monitor their own work is aided by exposure to peers' work since it allows them to compare their own work and peers' work (McConlogue, 2015). The provision of teacher feedback together with peer feedback which supports learner autonomy is valuable for

students but they need training on how to give effective feedback that can be useful for their peers and themselves (Filer, 2017).

Corrective feedback, the most prevalent feedback in most classrooms (Hattie & Timperley, 2007), was defined by Lightbown and Spada (2013) as any attempt to indicate that learners' production is erroneous. Corrective feedback can be provided either orally, written or technology-mediated (Heift & Nguyen, 2021). Oral corrective feedback comprises a set of implicit and explicit strategies such as recast (immediate reformulation of incorrect utterance), repetition (stressing the ill-formed utterance by repeating), clarification request (indicating that learners' utterance is not understandable), explicit correction (identifying the error and providing correction), elicitation (repetition of the utterance but not the erroneous part by rising intonation), and paralinguistic signal (indicating error by using gestures or facial expressions) (Ellis et al., 2006). Ellis (2009) developed an illustrative typology regarding written corrective feedback and explicated six strategies that constitute written corrective feedback: direct (providing the correct form), indirect (indicating error without providing correction), metalinguistic (providing clues about errors by using codes or explanations), focused versus unfocused (correcting all the errors or focusing on specific types of errors), electronic (providing links to corpora or other internet or software sources presenting correct use), and reformulation (providing sources students can utilize by taking responsibility for correction).

In addition, feedback could be either formal or informal (Harvey, 2003; Meikleham & Hugo, 2020; Värlander, 2008). Formal feedback refers to evaluations presented in planned, scheduled, and typically documented forms such as final exams or projects, checklists, written comments, etc. (Meikleham & Hugo, 2020) but informal feedback is spontaneously emergent, responsive, and orally shared feedback such as peer discussions or class discussions (MacKinnon & Archer-Kuhn, 2022). It is worth emphasizing that classroom procedures rich in both formal and informal feedback play an important role in boosting learning and performance (Sambell et al., 2013; Värlander, 2008).

In education, feedback is also categorized as positive or negative based on the feelings it elicits in the student (Panadero & Lipnevich, 2022) and both may have a positive impact on learning (Hattie & Clarke, 2018). Positive feedback indicates positive evaluations such as compliments, praise, or rewards and negative feedback refers to

negative evaluations such as correction, criticism, or punishment to notify the correctness or incorrectness of a task, performance, or product based on certain standards that the evaluator presumes to be valid (Freedberg et al., 2016; Fong et al. 2018). Positive feedback can have a significant impact on a student's self-perception and can indirectly enhance their performance but perpetual use of negative feedback by teachers may have an adverse impact on student performance and self-perception in the long run (Pankonin & Myers, 2017).

### **Impact of Feedback**

The effect of feedback on students' learning and achievement is not negligible (Evans, 2013; Hattie & Timperley, 2007) and it is essential to provide feedback to foster students' growth as autonomous agents who are able to track, monitor, and adjust learning (Ferguson, 2011). Feedback is an influential pedagogical tool (Shute, 2008) that helps students understand and bridge the gap between their actual performance and their intended level (McMillan, 2013; Brooks et al., 2019). By extension, proper, useful, and timely feedback not only allows learners to self-monitor their progress regarding objectives, strategies, and outcomes but also constructs a positive attitude towards learning, (Lee & Sohn, 2018) class, and tasks (Noh & Sohn, 2015) and contributes to the learners' motivation, (Narciss & Huth, 2006) and sense of efficacy (Kim & Lee, 2019; Peifer et al., 2020; Sim, 2017).

Several meta-analysis studies conducted by different researchers have demonstrated that feedback has a considerable impact on learning with effect sizes of 0.41 (Kluger & DeNisi, 1996), 0.48 (Wisniewski et al., 2020), 0.73 (Hattie & Timperley, 2007), 0.79 (Hattie, 2009) which are considered to be a medium to high effect size and one of the highest effect sizes for any educational intervention (Hattie & Timperley, 2007; Mandouit & Hattie, 2023). Although the well-established influence of feedback on learning, impacts are reported to be highly variable (Hattie, 2009) and fundamental barriers to feedback are students' preferences, understandings, and capabilities of acting on feedback (Price et al., 2010).

Robinson et al. (2013) highlight the importance of considering the student's viewpoint when providing feedback and suggest that how students perceive, expect, and understand the feedback they receive should be taken into account. Feedback is only as effective as the recipient's ability to understand and apply it and a primary obstacle to

feedback is that low levels of feedback literacy among students can hinder their uptake of feedback (Carless & Boud, 2018).

### **Feedback Literacy**

Taylor (2013, p. 405) attempted to explain literacy as “the ability to understand the content and discourse associated with a given domain or activity and on being able to engage with and express oneself appropriately in relation to this”. Since a variety of definitions of the term feedback literacy echo a similar point of view, it is important to clarify the main aspects highlighted in her definition: understanding, engagement, and use.

The contemporary conceptualisation of feedback literacy, which is still in its early stages (Han & Xu, 2019), has emerged from various contexts with different apprehensions and methodological approaches (Joughin et al., 2021). From an Academic Literacies perspective situated within a particular context and power relations, Sutton (2012, p. 31) coined the notion of feedback literacy as students’ “ability to read, interpret, and use feedback” by conceptualising feedback literacy under three interrelated dimensions: epistemological (understanding of feedback), ontological (engagement of self-identity), and practical (acting based on feedback). Sutton (2012) explained the epistemological dimension, addressing both summative (feedback on knowing) and formative (feedback for knowing) functions of feedback. Feedback is not only an indicator of the quality of students’ work or how much they know but also a guide to helping learners improve academic performance. The ontological dimension refers to the impact of feedback on the development of students’ self-confidence and educational identity. The practical dimension highlights student engagement capacity in acting (feed-forward) based on feedback. In this regard, feedback literacy requires learners to attain the skills essential for comprehending, analysing, and engaging with complex ideas.

Carless and Boud (2018, p. 1316) defined the term student feedback literacy as the “understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies” emphasizing the active student engagement in the feedback process. Only when students take action to enhance their work or learning strategies may indeed information become feedback (Carless, 2022). Carless and Boud (2018) introduced a framework that conceptualises feedback literacy, which consists of four distinct categories: appreciating feedback (acknowledging the value of feedback),

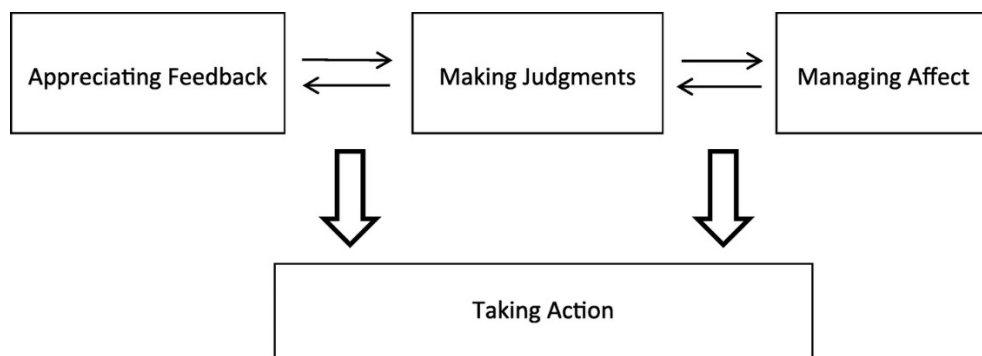


making judgments (assessing the work of self and others), managing affect (emotional preparedness), and taking action (acting on feedback).

As asserted by Carless and Boud (2018), appreciating feedback addresses students' active role to acknowledge the value of feedback they experience in different forms and from various sources including technology to access, store, and revisit it. In addition, feedback-literate students develop evaluative judgments to assess their work and the work of peers by monitoring the feedback process (e.g. planning, drafting, and, re-drafting an assignment) and sharing judgments. By this means, they create the opportunity to enhance their self-evaluative competence over time. Without judging received feedback, students cannot succeed in the productive use of it (Robinson et al., 2013).

## Figure 2

### *Student Feedback Literacy Features*



*Note.* The figure is taken from Carless D. and Boud D., 2018 “The development of student feedback literacy: enabling uptake of feedback” published by *Assessment & Evaluation in Higher Education*, 43(8), p.59.

Furthermore, it is also crucial to consider students' attitudes towards critical feedback because students who are able to manage an affective balance seek out feedback opportunities, engage with feedback constructively, and endeavour to transfer both internal and external feedback into practice. Last but not least, feedback-literate students act upon productively to make use of received feedback to improve their future work and develop strategies to act on feedback (Carless & Boud, 2018).

According to another recent definition proposed by Molloy et al., (2020), student feedback literacy is the “ability to understand, utilize and benefit from feedback

processes” (p. 528). They introduced a framework defining capabilities of feedback literate students under seven groups which comprise 31 categories: commitment to feedback as improvement (attaching value to feedback for evolving practice and progressive improvement), appreciating feedback as an active process (undertaking an active role, seeking different sources, and refining the work within the feedback process), eliciting information to improve learning (seeking and eliciting feedback information for interpretation of feedback and improved subsequent productivity), processing feedback information (activating dispositions and capabilities to process feedback), acknowledging and working with emotions (understanding and managing feelings related to feedback interactions), acknowledging feedback as a reciprocal process (taking responsibility as not only a receiver of feedback but also a provider to make judgements about works of others and mutual exchange of information), and enacting outcomes of processing of feedback information which refers to translating feedback into action to reflect on progress and adjust later work (Molloy et al., 2020). In brief, the framework highlights the importance of understanding the role of feedback, possessing the necessary skills to effectively engage with feedback processes, and having the motivation to view oneself as a learner striving for continual improvement (Malecka et al., 2022).

Extending the framework developed by Molloy et al. (2020), Malecka et al. (2022) built up three mechanisms (eliciting, processing, and enacting) to embed feedback literacy into the curriculum from a social-constructivist view of feedback. They believe that developing student feedback literacy will enable the solution of problems in the implementation of feedback. It has been proposed that students need to seek out any information they need to elicit from a range of others and the environment (Joughin et al., 2020).

A widespread belief in discussions on student feedback literacy is that distinct competencies are necessary at various phases of the process to foster the cultivation of feedback, and each definition and categorization stresses the nature of a multidimensional process in which students need to collaborate to understand, manage, and make use of feedback (Zhan, 2022). Drawing from existing feedback literacy frameworks developed by Carless and Boud (2018) and Molloy et al. (2020), Zhan (2022) put forward six dimensions of feedback literacy pertaining to the capacities and dispositions required for effective engagement with feedback (Dong et al., 2023).

The first dimension of feedback literacy is *eliciting*, which implies that to initiate the feedback process, students must proactively seek feedback from a variety of sources

(Zhan, 2022) including any potential providers of feedback such as formal assessors, tutors, and mentors, as well as personal connections including family and friends, peers, and other teachers (Joughin et al., 2020), and self-feedback forms such as consulting texts or digital sources to verify comprehension or find illustrations of how others have approached comparable circumstances (Malecka et al., 2022).

*Processing* is the stage where learners comprehend, judge, and extract information considering the credibility of the source in order to take appropriate action (Malecka et al., 2022). This requires sense-making and evaluative judgment which means the ability to assess the quality of one's own work as well as the work of others, based on an understanding of the criteria (Tai et al., 2018). After evaluating the quality of feedback received, students may decide to either accept or reject certain comments while extracting important information to act upon (Zhan, 2022) and prepare a plan of action, which could involve further practice or incorporating the feedback into upcoming assignments (Carless & Boud, 2018). Essentially, processing is about making sense of feedback and deciding what to do next (Malecka et al., 2022).

Simply recognizing the actions that are required is not enough; uptake of feedback necessitates *enacting* knowledge into action, exploiting what is extracted from feedback, and producing subsequent work to solidify understanding and performance, as well as the development of long-term learning strategies over time (Malecka et al., 2022). With the purpose of students assuming a more prominent role in feedback processes and utilize feedback to enhance their learning, they are required to use feedback effectively to engage in these processes (Winstone & Carless, 2020). Feedback literate learners are able to co-construct meanings by developing a repertoire of self-regulation strategies (Carless & Boud, 2018).

*Appreciation of feedback* refers to students' acknowledgement of the purpose of the feedback process and its formative functions, identifying their capabilities and limitations, and offering opportunities for improvement through self-reflection or the perspectives of others (Zhan, 2022). One of the primary obstacles to students participating in feedback processes is their lack of understanding regarding the purpose of feedback, which can lead to students not recognizing the various methods used to provide and generate feedback (Winstone & Carless, 2020). According to Carless and Boud (2018), students need an understanding and appreciation for the value of feedback in enhancing their work and their proactive role in engaging in the feedback process.

In addition, Zhan (2022) suggests that students' emotional *readiness to engage* with feedback is also crucial, given that emotional resistance to criticism or negative feedback may hinder students from taking advantage of feedback. They need to remain emotionally balanced and receptive to critical feedback by regulating their emotions (Carless & Boud, 2018). Helping learners grasp the importance of emotions in the learning and feedback processes and providing strategies for regulating their emotions to achieve better learning outcomes could be a significant orientation for enhancing feedback practices (Molloy et al., 2020).

The last dimension, *commitment to change*, refers to the willingness of students to engage with feedback by investing time and energy in ongoing progress fuelled feedback experiences (Carless & Boud, 2018; Zhan, 2022). However, even if students process feedback comprehensively, they may decide not to act upon it (Winstone & Carless, 2020) or lack the necessary skills to engage with feedback proactively, such as self-appraisal, goal-setting, self-monitoring, assessment literacy, active involvement, and motivation (Winstone et al. 2017a).

To bring to a close, being a feedback-literate student requires seeking out feedback from different sources, understanding and evaluating feedback, developing skills of goal-setting, planning, and monitoring, acknowledging the value of feedback, regulating emotions, and willingness to act upon feedback (Carless & Boud, 2018; Malecka et al., 2022; Molloy et al., 2020; Winstone & Carless, 2020; Zhan, 2022). However, "learning does not occur in a vacuum" (Muck, 2015; p. 21) and the co-construction of knowledge emerges through dialogue in a social context. Thus, feedback literacy requires engagement and participation (Carless & Boud, 2018).

## **2. METHODOLOGY**

### **2.1. Introduction**

This chapter presents the methodological procedures of the thesis, which are crucial for understanding the research design, the context of the study, the participants, the data collection instrument, the data collection procedure, the data analysis, and the reliability of the study. By describing the research design, the chapter clarifies the type of study and the methods used to collect and analyse the data. Furthermore, the context of the study is elaborated on to provide a clear understanding of the environment in which the research was conducted. The participants of the study are also introduced, along with their demographic information, to provide an overview of the sample. Moreover, the data collection instrument, data collection procedure, and data analysis methods are described in detail, along with the reliability measures taken to ensure the validity of the findings. Overall, this chapter provides a comprehensive account of the methodological procedures adopted in the study.

### **2.2. Research Design**

The study intended to investigate EFL preparatory programme students' feedback literacy. The quantitative survey-based research design was decided since it allows researchers to produce reliable and replicable data, and to carry out systematically accurate measurements through the analysis of the numeric data (Dörnyei, 2007; Leavy, 2022). Data were gathered via a cross-sectional survey design at one point in time. Creswell (2014) proposed that survey studies set sight on describing and explaining the features, attitudes, opinions, or characteristics of a population by providing a vast amount of versatile and processable information quickly.

### **2.3. Context of the Study**

The study was conducted at a school of foreign languages at a state university in the middle of Turkey in the spring semester of the 2022-2023 academic year. The school provides a one-year intensive English language education in order to prepare students for their undergraduate education in different departments from different faculties where the medium of instruction is English. The students are supposed to pass the proficiency exam or complete the preparatory programme successfully for two years at most. If they fail, they are not permitted to start their education in their departments.

It is highly important to describe the assessment procedures and feedback interventions followed in the school for a better understanding of the context. The English preparatory programme consists of two successive semesters, each of which includes 14 weeks of instruction, and students are placed according to their level of English based on the results of a placement test. In each semester students are required to attend two mid-term exams and five quizzes and also prepare a portfolio file, including portfolio writing tasks, presentations, video recording tasks, online practice assignments, and reader tasks. At the end of the academic year, the final examination is held, and students may also attend the make-up exam for the final exam if they fail the final examination.

Apart from in-class feedback interventions, students receive feedback on quizzes (whole-class oral), portfolio writings (individual written through drafts with codes), presentations (individual oral/written), video tasks (individual oral/written), and online practice assignments (individual computer-mediated) from instructors, peers, or computer-mediated sources. During online education in the spring term, electronic oral or written feedback is also provided.

#### **2.4. Participants**

Participants were a convenience sampling of EFL preparatory class students studying English at a state university in Turkey, in the School of Foreign Languages in the 2022-2023 academic year. According to Dörnyei, convenience sampling provides accessibility, and participants' key characteristics regarding the aim of the study (2007).

Table 1 displays the demographic characteristics of the participants who contributed to the study. The sample consisted of 161 students, with 73 (45.3%) male and 88 (54.7%) female students. In terms of the department, the Plant Production and Technologies department had the largest number of participants with 37 (23%), followed by Applied English and Translation with 35 (21.7%), English Language and Literature with 26 (16.1%), Bio-system Engineering with 20 (12.4%), and English Language Teaching with 17 (10.6%). The Animal Production and Technologies and Agricultural Genetic Engineering departments had 12 (7.5%) and 14 (8.7%) participants, respectively. In addition, 75.8% of the students find themselves successful in learning English and 90.1 of the students like learning English.

Table 1.

*Demographic Background of Participants*

	F	%
Gender		
Male	73	45.3
Female	88	54.7
Department		
Plant Production and Technologies	37	23
Bio-system Engineering	20	12.4
Animal Production and Technologies	12	7.5
English Language and Literature	26	16.1
English Language Teaching	17	10.6
Agricultural Genetic Engineering	14	8.7
Applied English and Translation	35	21.7
Feel Successful in Learning English		
Yes	122	75.8
No	39	24.2
Like Learning English	145	90.1
Yes	16	9.9
No		

**2.5. Instrumentation**

The research data in this study were drawn from ‘The Scale of Student Feedback Literacy’ (See Appendix A) originally developed by Zhan (2022). The questionnaire, reported to be reliable ( $\alpha = .95$ ) and internally consistent (Zhan, 2022), is composed of two parts. The first part has five questions to elicit participants’ demographic information such as gender, department, and their perceptions and attitudes regarding learning English. The second part consists of six subscales with 24 6-point positively packed response scale items ranging from strongly disagree (1) to strongly agree (6). These subscales are: eliciting (Items 1, 2, 3, and 4), processing (Items 5, 6, 7, and 8), enacting (Items 9, 10, 11, and 12), appreciation of feedback (Items 13, 14, 15, and 16), readiness to engage (Items 17, 18, 19, and 20), and commitment to change (Items 21, 22, 23, and 24). Since the inventory was conducted among EFL preparatory students, it was translated into Turkish by an expert in the field and adapted by removing the phrase ‘school mentors’ from the original items. Turkish version was administered to the Turkish participants.

## **2.6. Data Collection Procedures**

Data collection was administered during the Spring Term in the 2022-2023 academic year through ‘The Scale of Student Feedback Literacy’ developed by Zhan (2022). Before gathering data, an application was submitted to Çağ University Institute of Social Sciences Ethics Committee and the study was approved to be ethically appropriate (See Appendix B) and then Ömer Halisdemir University, School of Foreign Languages was applied for data collection. After permission was granted by the school (See Appendix C), participants who consented to participate in this study (See Appendix D) were selected based on convenience sampling and informed about the purpose of the study. Then, a web-based format of the survey was prepared and delivered to the students with the help of the instructors via Google Forms due to the transition to online education as a consequence of destructive earthquakes in Turkey, although it was originally intended to conduct the research face-to-face.

## **2.7. Data Analysis**

The quantitative data gathered through The Scale of Student Feedback Literacy were processed with the Statistical Package for the Social Sciences (SPSS) for Windows. So as to address the research questions, descriptive statistics (calculating mean scores, percentages, frequencies, and standard deviation) were computed to figure out the responses of the participants. The effect of demographic features such as gender, perception of success in learning English, and attitudes towards learning English was analysed through Independent Sample T-tests and the impact of the department was analysed through One Way ANOVA.

## **2.8. Reliability**

Reliability states the extent to which the data collection tools and procedures generate consistent outcomes in a target population under different conditions. Even if the instruments provided reliable scores before, it is necessary to consider establishing reliability in every sample again (Dornyei, 2007). For this reason, each item in the questionnaire was administered to the Cronbach’s Alpha coefficient analysis for the validity of the measures of each item and subscales of the questionnaire.

Cronbach's alpha is 0.95, which is well above the threshold for acceptable reliability, indicating that the items in the scale are highly correlated with each other and that the scale is a consistent and dependable tool for assessing students’ feedback literacy with high precision. In addition, Cronbach’s Alpha value for the overall score and six



dimensions of the feedback literacy scale were computed .83 for eliciting (items 1, 2, 3, and 4) and processing (items 5, 6, 7, and 8), .88 for enacting (items 9, 10, 11, and 12), .90 for appreciation of feedback (items 13, 14, 15, and 16), .82 for readiness to engage (items 17, 18, 19, and 20), .86 for commitment to change (items 21, 22, 23, and 24), and .93 for overall score.

### **3. RESULTS**

#### **Introduction**

In this chapter, the data collected through the Students' Feedback Literacy Scale, which was developed by Zhan (2022), were analysed to answer the research questions. The research questions were examined using quantitative research methods, including descriptive statistics, independent sample t-test, and One Way ANOVA via SPSS software. The results addressing each research question are presented in tables and interpreted regarding the relevant research question.

#### **Findings of the Descriptive Analysis**

The descriptive analysis was conducted to examine the level of feedback literacy among English language preparatory programme students from different departments. Additionally, the study also aimed to investigate any statistically significant differences in six dimensions of feedback literacy among students based on their responses to the subscales. The following sections report the results derived from the descriptive analysis of data.

#### **EFL Preparatory Students' Feedback Literacy**

The first research question, "How feedback literate are EFL preparatory class students in a Turkish higher educational setting?" aimed to investigate the English preparatory programme students' feedback literacy. To address the first research question, descriptive statistics such as frequencies, percentages, mean scores, and standard deviation were calculated to provide a detailed and quantitative understanding of the students' feedback literacy, based on their responses to the scale items.

Table 2 provides the descriptive statistics for all 24 items in the scale and the overall feedback literacy score, as assessed by the feedback literacy scale administered to 161 preparatory programme students. The results are listed in descending order from the most frequently reported items to the least frequently reported. The overall score of the entire scale indicates that, on average, the participants are relatively feedback-literate and that the majority of participants have similar levels of feedback literacy ( $M=4.32$ ,  $SD=.86$ ).

Table 2.

*Descriptive Statistics for Students' Feedback Literacy*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
17	6	3.7	6	3.7	8	5	26	16.1	63	39.1	52	32.3	4.80	1.3
23	3	1.9	5	3.1	14	8.7	43	26.7	59	36.6	37	23	4.62	1.1
13	6	3.7	3	1.9	19	11.8	35	21.7	59	36.6	39	24.2	4.58	1.2
8	4	2.5	9	5.6	13	8.1	36	22.4	67	41.6	32	19.9	4.55	1.2
20	8	5	8	5	13	8.1	34	21.1	56	34.8	42	26.1	4.54	1.4
14	6	3.7	4	2.5	24	14.9	32	19.9	57	35.4	38	23.6	4.52	1.3
16	7	4.3	4	2.5	21	13	36	22.4	57	35.4	36	22.4	4.49	1.3
2	6	3.7	4	2.5	27	16.8	29	18	64	39.8	31	19.3	4.45	1.3
19	7	4.3	7	4.3	22	13.7	35	21.7	51	31.7	39	24.2	4.45	1.3
7	2	1.2	9	5.6	23	14.3	41	25.5	54	33.5	32	19.9	4.44	1.2
5	8	5	7	4.3	15	9.3	38	23.6	67	41.6	26	16.1	4.41	1.3
15	5	3.1	10	6.2	13	8.1	49	30.4	54	33.5	30	18.6	4.41	1.2
3	5	3.1	10	6.2	19	11.8	39	24.2	59	36.6	29	18	4.39	1.3
21	3	1.9	8	5	20	12.4	48	29.8	58	36	24	14.9	4.38	1.1
1	4	2.5	5	3.1	36	22.4	38	23.6	49	30.4	29	18	4.30	1.2
9	4	2.5	11	6.8	17	10.6	55	34.2	50	31.1	24	14.9	4.29	1.2
24	4	2.5	10	6.2	27	16.8	47	29.2	46	28.6	27	16.8	4.25	1.2
4	6	3.7	9	5.6	26	16.1	50	31.1	51	31.7	19	11.8	4.17	1.2
22	5	3.1	9	5.6	32	19.9	48	29.8	52	32.3	15	9.3	4.11	1.2
12	4	2.5	12	7.5	28	17.4	56	34.8	41	25.5	20	12.4	4.11	1.2
6	9	5.6	10	6.2	33	20.5	46	28.6	43	26.7	20	12.4	4.02	1.3
10	9	5.6	12	7.5	31	19.3	48	29.8	44	27.3	17	10.6	3.98	1.3
11	6	3.7	18	11.2	37	23	54	33.5	31	19.3	15	9.3	3.81	1.2
18	13	8.1	24	14.9	36	22.4	39	24.2	31	19.3	18	11.2	3.65	1.4
Overall													4.32	.86

1,00 - 1,83 = Strongly Disagree; 1,84 - 2,67 = Mostly Disagree; 2,67 - 3,50 = Slightly Agree; 3,50 - 4,33 = Moderately Agree; 4,33 - 5,17 = Mostly Agree; 5,16 - 6,00 = Strongly Agree

In terms of individual items, the item with the highest mean score was item 17, "I am always ready to open my mind to receive comments from different sources, e.g., teachers, and peers." (M=4.80, SD=1.3). Only 5% of the students disagreed with the item and the vast majority agreed slightly (8.7%), moderately (26.7%), mostly (36.6%), and strongly (23%) with the item which stated they were willing to receive feedback from different sources. The second-highest mean was observed for item 23, "I am always willing to try my best to conquer the difficulties I encounter in the revision process", (M=4.62, SD=1.1) and participants mostly agreed (% 36.6), or strongly agreed (%23)

that students demonstrated a willingness to give their best effort in overcoming any challenges they faced during the revision process. Over 60% of the students mostly agreed or strongly agreed on item 13 “I have realized that feedback from other people can make me recognize my learning strengths and weaknesses.” (M=4.58, SD= 1.2) which asserted that students valued feedback to make evaluative judgements about their learning process. On the other hand, Item 18, “I am always ready to receive hypercritical comments from others.” received the lowest mean score (M=3.65, SD=1.4). Furthermore, it is noteworthy that the aforementioned item exhibited the highest disagreement rate among the students, as 23% of them expressed disagreement with it and these results revealed that students may be less willing to accept highly critical feedback from others at all times.

Table 3 presents descriptive statistics for items of the Eliciting subscale, which measures students' ability to actively seek feedback from others to improve their learning. Overall, the data suggest that although students' self-reported abilities in eliciting feedback vary across the four items, it could be concluded that students were good at eliciting feedback, as evidenced by the relatively high mean scores ranging from 4.17 to 4.45.

Table 3.

*Descriptive Statistics for Eliciting Subscale*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
2	6	3.7	4	2.5	27	16.8	29	18	64	39.8	31	19.3	4.45	1.3
3	5	3.1	10	6.2	19	11.8	39	24.2	59	36.6	29	18	4.39	1.3
1	4	2.5	5	3.1	36	22.4	38	23.6	49	30.4	29	18	4.30	1.2
4	6	3.7	9	5.6	26	16.1	50	31.1	51	31.7	19	11.8	4.17	1.2

As is seen in the table, most of the students feel comfortable seeking out feedback from a variety of sources to improve their learning as only 6.2% of them disagreed with item 2, “I am good at seeking feedback from different sources (e.g., teachers or peers) to improve my learning.” (M=4.45, SD=1.3). In addition, item 3 (I am good at communicating with others for solving problems I encounter in learning.) also has a relatively high mean score (M=4.39, SD=1.3), suggesting that the students have a sense of self-belief in collaborating with others to address any challenges or difficulties that

arise in the process of learning. Although item 1, “I am good at communicating with others to elicit useful information about what is good work.” received slightly lower mean scores compared to the previously discussed item ( $M=4.30$ ,  $SD=1.2$ ), the results suggest that while students are willing to seek feedback from others, they have lower levels of confidence in their capacity to obtain useful insights regarding what defines quality work through feedback elicitation. When compared to other items in the subscale, Item 4, “I am good at accurately interpreting the standards of work required by the teachers.” received the lowest mean score ( $M=4.17$ ,  $SD=1.2$ ) indicating that students may struggle with understanding what is expected of them and how to interpret assessment criteria.

Consequently, the results reveal that students in this survey generally feel confident in their ability to elicit feedback, with some variability in their ability to accurately interpret the standards of work required by their teachers.

The Processing subscale (see Table 4) aimed to investigate students' self-perceived proficiency in their ability to comprehend, judge, and extract actionable information from feedback, as well as their awareness of different perspectives when receiving feedback. The results revealed that students reported moderately high levels of agreement on subscale items.

Table 4.

*Descriptive Statistics for Processing Subscale*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
8	4	2.5	9	5.6	13	8.1	36	22.4	67	41.6	32	19.9	4.55	1.2
7	2	1.2	9	5.6	23	14.3	41	25.5	54	33.5	32	19.9	4.44	1.2
5	8	5	7	4.3	15	9.3	38	23.6	67	41.6	26	16.1	4.41	1.3
6	9	5.6	10	6.2	33	20.5	46	28.6	43	26.7	20	12.4	4.02	1.3

The provided table offers insight into the responses of participants to the second subscale, Processing. It can be seen that for item 8, "I am good at recognizing different standing points of other people when they give comments on my work", more than half of the students report that they feel confident in their ability to recognize different viewpoints in feedback by mostly agreeing and strongly agreeing with the item (61.5%,  $M = 4.55$ ,  $SD = 1.2$ ). For item 7, "I am good at extracting key actionable information

from others' comments" and Item 5, "I am good at comprehending others' comments", a similar proportion of responses suggests that students see themselves as able to understand and extract important and applicable information from the feedback they receive on their work or performance ( $M=4.44$  and  $4.41$ ,  $SD=1.2$  and  $1.3$ , respectively). However, participants reported slightly lower levels of agreement on item 6 ("I am good at judging the quality of others' comments on my work"), demonstrating that they may be less confident in their ability to judge the quality of feedback. Overall, the participants' responses to all items showed a positive trend, with most of them indicating agreement or partial agreement.

Table 5 shows the results of the "enacting" dimension of the Feedback Literacy Scale, which provides insights into students' agreement with various statements related to their uptake of feedback to improve their later work, through developing a feasible plan and adjusting or setting goals for subsequent learning. Additionally, students were assessed on their skills in managing time to implement feedback and monitoring their progress to judge the usefulness of feedback for achieving learning goals.

Table 5.

*Descriptive Statistics for Enacting Subscale*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
9	4	2.5	11	6.8	17	10.6	55	34.2	50	31.1	24	14.9	4.29	1.2
12	4	2.5	12	7.5	28	17.4	56	34.8	41	25.5	20	12.4	4.11	1.2
10	9	5.6	12	7.5	31	19.3	48	29.8	44	27.3	17	10.6	3.98	1.3
11	6	3.7	18	11.2	37	23	54	33.5	31	19.3	15	9.3	3.81	1.2

Based on the data, approximately 65% of participants moderately or mostly agree that they are good at adjusting or setting goals for their later learning to respond to suggestions ( $M=4.29$ ,  $SD=1.2$ ), while slightly more than 60% of the students moderately agree that they are good at monitoring their own progress to see if they can make good use of feedback to improve their learning ( $M=4.11$ ,  $SD=1.2$ ). However, the results also reveal that students are less confident in their abilities to make a feasible plan to translate others' suggestions into action ( $M=3.98$ ,  $SD=1.3$ ) and manage time to implement useful feedback ( $M=3.81$ ,  $SD=1.2$ ). As a result, these findings suggest that the participants possess a moderate level of feedback literacy in terms of enacting feedback. However, it

is worth noting that a small percentage of participants reported lower levels of confidence in their ability to manage time to use feedback.

According to the results of the Appreciation of Feedback Subscale (See Table 6), which measures the extent to which students appreciate and value feedback as a means of improving their learning, identifying their strengths and weaknesses, learning from others, and enhancing self-reflection, the mean scores for all four items on the subscale were above the midpoint of the Students Feedback Literacy Scale. It can be concluded that students appreciate the feedback they receive and that they generally recognize the importance of feedback in their learning processes although there is some variability in their responses.

Table 6.

*Descriptive Statistics for Appreciation of Feedback Subscale*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
13	6	3.7	3	1.9	19	11.8	35	21.7	59	36.6	39	24.2	4.58	1.2
14	6	3.7	4	2.5	24	14.9	32	19.9	57	35.4	38	23.6	4.52	1.3
16	7	4.3	4	2.5	21	13	36	22.4	57	35.4	36	22.4	4.49	1.3
15	5	3.1	10	6.2	13	8.1	49	30.4	54	33.5	30	18.6	4.41	1.2

Looking at the individual items of the Appreciation of Feedback subscale, item 13, “I have realized that feedback from other people can make me recognize my learning strengths and weaknesses.” had one of the highest mean scores of the whole scale ( $M=4.58$ ,  $SD=1.2$ ), indicating that students acknowledged the importance of feedback in identifying their areas of learning proficiency as well as areas that require improvement. Item 14, which addressed feedback as a means of providing an opportunity to view their work from others' perspectives, and item 16, which addressed feedback as a means of enhancing self-reflection, received close mean scores ( $M=4.52$  and  $4.49$ ,  $SD=1.3$  and  $1.3$ ), highlight that students recognize the value of feedback in gaining a way to view their work from others' eyes and enhance self-reflection. When compared to the other three, Item 15, which addressed feedback as a means of learning effective learning strategies from others, received a lower mean score ( $M=4.41$ ,  $SD=1.2$ ), indicating that students have a slightly lower appreciation for feedback as a way to learn effective learning strategies from others.

Table 7 shows the Readiness to Engage dimension of the feedback literacy scale, measuring the extent to which students are prepared to receive comments from others and engage with feedback. According to the results, item 17, “I am always ready to open my mind to receive comments from different sources (e.g., teachers or peers), suggests that students are most willing to receive comments from different sources (M=4.80, SD=1.3).

Table 7.

*Descriptive Statistics for Readiness to Engage Subscale*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
17	6	3.7	6	3.7	8	5	26	16.1	63	39.1	52	32.3	4.80	1.3
20	8	5	8	5	13	8.1	34	21.1	56	34.8	42	26.1	4.54	1.4
19	7	4.3	7	4.3	22	13.7	35	21.7	51	31.7	39	24.2	4.45	1.3
18	13	8.1	24	14.9	36	22.4	39	24.2	31	19.3	18	11.2	3.65	1.4

Items 20 (M=4.54, SD=1.4) and 19 (M=4.45, SD=1.3) related to the quality of their work and accepting comments on their mistakes may indicate that students prioritize improvement and are willing to engage with feedback that could enhance their learning. It is also remarkable that item 18 received the lowest mean score of the whole scale (M=3.65, SD=1.4), indicating that students feel vulnerable to overly negative or harsh criticism or that they do not always perceive such comments as constructive. Consequently, students generally have a positive attitude towards receiving feedback and are open to constructive criticism, with the exception of overly negative or harsh comments.

The commitment to change dimension of the Feedback Literacy scale (See Table 8) aims to investigate students' volition to implement feedback in their learning process. The table shows that students are committed to using feedback to improve their work by investing effort. Examining each item separately, it can be noted that item 23, "I am always willing to try my best to conquer the difficulties I encounter in the revision process" received the highest mean score of the subscale and also the second highest mean score of the whole scale (M=4.62, SD=1.1), suggesting that students display a strong dedication to overcoming any obstacles they face during the process of revising their work considering the feedback they receive. Item 21, “I am always willing to



overcome hesitation to make revisions according to the comments I get.” indicated that students are willing to overcome hesitancy and reluctance and to engage in the process of revision by incorporating feedback received from different sources, reflecting a proactive agency ( $M=4.38$ ,  $SD=1.1$ ). Item 22 with the lowest mean score, suggested that students are moderately willing to incorporate the feedback, comments, and suggestions provided by different sources into their learning strategies

Table 8.

*Descriptive Statistics for Commitment to Change Subscale*

Items	Strongly Disagree		Mostly Disagree		Slightly Agree		Moderately Agree		Mostly Agree		Strongly Agree		M	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
23	3	1.9	5	3.1	14	8.7	43	26.7	59	36.6	37	23	4.62	1.1
21	3	1.9	8	5	20	12.4	48	29.8	58	36	24	14.9	4.38	1.1
24	4	2.5	10	6.2	27	16.8	47	29.2	46	28.6	27	16.8	4.25	1.2
22	5	3.1	9	5.6	32	19.9	48	29.8	52	32.3	15	9.3	4.11	1.2

As a consequence of these outcomes, it is plausible to contend that the students have a considerable inclination towards change and are open to engaging with feedback to enhance their learning. The relatively high mean scores obtained for the items of the Commitment to Change subscale further imply that the students exhibit a desire to overcome obstacles and implement the suggested changes in response to feedback.

Depending upon the distribution of mean scores and the variability of the six dimensions of the student feedback literacy scale (See Table 9), the highest mean score was observed for the dimension of Appreciation of Feedback ( $M= 4.50$ ;  $SD= 1.11$ ), indicating that, on average, the participants recognize the value and importance of feedback in enhancing their work or learning strategies. The dimension with the second-highest mean score was Readiness to Engage ( $M= 4.36$ ;  $SD= 1.09$ ), indicating that students are generally open and willing to receive and use feedback for improvement. The dimensions of Processing ( $M= 4.35$ ;  $SD= 1.01$ ) and Commitment to Change ( $M= 4.34$ ;  $SD= .99$ ) had very similar mean scores, indicating that the participants are equally adept at processing feedback and committed to making changes based on the feedback they receive.

The dimension of Eliciting ( $M= 4.33$ ;  $SD= 1.01$ ) had a slightly lower mean score but still indicated that the participants are generally effective at eliciting feedback from others. However, the lowest mean score for the Enacting dimension ( $M= 4.05$ ;  $SD= 1.06$ ) implies that the participants are less effective at enacting changes based on feedback to improve their work or learning strategies than they are at recognizing its importance.

Table 9.

*Descriptive Statistics for the Subscales*

Subscale	N	M	SD
Appreciation of feedback	161	4.50	1.11
Readiness to engage	161	4.36	1.09
Processing	161	4.35	1.01
Commitment to change	161	4.34	.99
Eliciting	161	4.33	1.01
Enacting	161	4.05	1.06

### **Inferential Statistics**

The study intends to find answers to four sub-questions regarding feedback literacy based on students' demographic patterns. In order to address the first three sub-questions, a series of independent samples t-test were administered to figure out whether feedback literacy differs according to gender, perception of success in learning English, and attitudes towards learning English. Moreover, one-way ANOVA was performed to determine whether students' departments have a statistically significant impact on their feedback literacy.

The first sub-question, "Is there a significant difference in students' feedback literacy according to their gender?" aims to investigate the role of students' gender in feedback literacy. The table shows the results of the independent samples t-test on overall scores and six dimensions of the feedback literacy scale. There is a statistically significant difference in the feedback literacy scores of male and female students on the overall scores ( $M^{\text{male}}= 4.16$ ;  $M^{\text{female}}= 4.46$ ;  $t= .247$ ;  $p= .027$ ), with female students demonstrating slightly higher scores than male students. The findings suggest that gender may be a factor influencing feedback literacy scores and that female students possess higher levels of feedback literacy on overall scores and some certain subscales compared to their male counterparts (See Table 10).

Table 10.

*Results of Independent Sample T-test Examining the Impact of Gender on Feedback Literacy*

Scale Sections	Gender	N	M	SD	T	P value
Eliciting	Male	73	4.14	1.072	.231	.031
	Female	88	4.49	.943		
Processing	Male	73	4.15	1.128	.052	.020
	Female	88	4.52	.885		
Enacting	Male	73	3.89	1.066	.821	.091
	Female	88	4.18	1.060		
Appreciation of Feedback	Male	73	4.29	1.173	.348	.029
	Female	88	4.67	1.031		
Readiness to Engage	Male	73	4.30	1.250	.029	.523
	Female	88	4.41	.952		
Commitment to Change	Male	73	4.17	1.052	.289	.044
	Female	88	4.48	.916		
Overall	Male	73	4.16	.951	.247	.027
	Female	88	4.46	.770		

The results also suggest variations in feedback literacy among male and female students across several subscales. Notably, the mean scores of female students are significantly higher than those of male students on Eliciting ( $M^{\text{male}}= 4.14$ ;  $M^{\text{female}}= 4.49$ ;  $t= .231$ ;  $p= .031$ ), Appreciation of Feedback ( $M^{\text{male}}= 4.29$ ;  $M^{\text{female}}= 4.67$ ;  $t= .348$ ;  $p= .029$ ), Processing ( $M^{\text{male}}= 4.15$ ;  $M^{\text{female}}= 4.52$ ;  $t= .052$ ;  $p= .020$ ), Commitment to Change ( $M^{\text{male}}= 4.17$ ;  $M^{\text{female}}= 4.48$ ;  $t= .289$ ;  $p= .044$ ). However, no significant differences were found between male and female students on the Enacting ( $p= .091$ ) and Readiness to Engage ( $p= .523$ ) subscales. In summary, the findings suggest that female students possess higher levels of feedback literacy on overall scores and some certain subscales compared to male counterparts.

The second sub-question of the study sought to investigate whether there is a significant difference in feedback literacy between students who perceived themselves as successful versus those who perceived themselves as unsuccessful in their English learning endeavours. The outcomes of the analysis demonstrate that there seems to be a significant difference in feedback literacy between these two groups, as evidenced by the independent samples t-test results (See Table 11) for overall scores of the Feedback Literacy Scale.

Table 11.

*Results of T-test Examining the Impact of Perception of Success on Feedback Literacy*

Scale Sections	Feel Successful	N	M	SD	T	P value
Eliciting	Yes	122	4.50	.925	.062	.033
	No	39	3.79	1.107		
Processing	Yes	122	4.51	.915	.015	.020
	No	39	3.86	1.164		
Enacting	Yes	122	4.22	1.022	.500	.092
	No	39	3.52	1.055		
Appreciation of Feedback	Yes	122	4.61	1.041	.105	.031
	No	39	4.17	1.262		
Readiness to Engage	Yes	122	4.41	1.008	.012	.513
	No	39	4.19	1.335		
Commitment to Change	Yes	122	4.47	.949	.553	.047
	No	39	3.93	1.013		
Overall	Yes	122	4.45	.801	.158	.030
	No	39	3.91	.946		

The results indicate that the mean score for students who feel successful ( $M=4.45$ ) is significantly higher than that of students who feel unsuccessful ( $M=3.91$ ) and that the perception of success in learning English is positively associated with higher levels of feedback literacy ( $p=.030$ ). Upon further analysis of the subscales, it was observed that students who feel successful in their language learning tend to exhibit higher scores across all the subscales in comparison to their counterparts who feel unsuccessful, however, not all these differences were found to be statistically significant.

More specifically, students who reported feeling successful in language learning scored significantly higher than their peers who reported feeling unsuccessful in Eliciting ( $M=4.50$  and  $3.79$ , respectively), Processing ( $M=4.51$  and  $3.86$ , respectively), Appreciation of Feedback ( $M=4.61$  and  $4.17$ , respectively), and Commitment to Change ( $M=4.47$  and  $3.93$ , respectively) but there is no significant difference in the Enacting ( $p=.092$ ) and Readiness to Engage ( $p=.513$ ) subscales. As a result, it is possible to conclude that students who perceive themselves as successful in learning English may have a better ability to elicit, process, appreciate the feedback they received, and commit to making changes based on feedback.

Table 12 illustrates the independent samples t-test analysis exploring the difference in feedback literacy between students who like learning English and those who

dislike learning English. The results show that there were no significant differences in feedback literacy between the two groups. Specifically, for all six dimensions of the feedback literacy scale and overall scores, these findings suggest that students' attitudes towards learning English may not be a significant factor in their feedback literacy.

Table 12.

*Results of T-test Examining the Impact of Attitudes towards Learning English on Feedback*

Scale Sections	Like Learning English	N	M	SD	T	P value
Eliciting	Yes	145	4.36	1.023	0.873	0.299
	No	16	4.08	0.930		
Processing	Yes	145	4.38	0.996	0.352	0.378
	No	16	4.14	1.204		
Enacting	Yes	145	4.08	1.058	0.518	0.297
	No	16	3.78	1.165		
Appreciation of Feedback	Yes	145	4.55	1.072	0.140	0.086
	No	16	4.05	1.376		
Readiness to Engage	Yes	145	4.42	1.042	0.031	0.104
	No	16	3.80	1.415		
Commitment to Change	Yes	145	4.38	0.989	0.882	0.114
	No	16	3.97	0.948		
Overall	Yes	145	4.36	0.855	0.400	0.086
	No	16	3.97	0.926		

Regarding the connection between feedback literacy and department, table 13 exhibits the outcomes of a One-way ANOVA test across seven distinct departments, namely, Plant Production and Technologies, Bio-system Engineering, Animal Production and Technologies, English Language and Literature, English Language Teaching, Agricultural Genetic Engineering, and Applied English and Translation. The results demonstrate that, on the whole, students' feedback literacy does not vary significantly by department, except for a slight tendency in the Enacting dimension.

Table 13.

*One-Way ANOVA Analysis for Feedback Literacy and Departments*

Scale Sections	Department	N	M	SD	F-value	P-value
Eliciting	Plant Prod. & Tech.	37	4.28	1.056	0.862	0.524
	Bio-system Eng.	20	4.18	1.212		
	Animal Prod. & Tech.	12	3.96	0.797		
	Eng. Lang. & Lit.	26	4.48	0.914		

	Eng. Lang. Teach.	17	4.26	0.752		
	Agric. Gen. Eng.	14	4.75	1.005		
	Appl. Eng. & Transl.	35	4.34	1.103		
Processing	Plant Prod. & Tech.	37	4.15	1.023	0.898	0.498
	Bio-system Eng.	20	4.14	1.221		
	Animal Prod. & Tech.	12	4.13	0.836		
	Eng. Lang. & Lit.	26	4.57	0.913		
	Eng. Lang. Teach.	17	4.51	0.763		
	Agric. Gen. Eng.	14	4.48	0.840		
	Appl. Eng. & Transl.	35	4.49	1.173		
Enacting	Plant Prod. & Tech.	37	3.85	0.873	2.144	0.051
	Bio-system Eng.	20	3.84	1.173		
	Animal Prod. & Tech.	12	3.42	1.104		
	Eng. Lang. & Lit.	26	4.35	1.047		
	Eng. Lang. Teach.	17	4.18	0.967		
	Agric. Gen. Eng.	14	4.61	1.086		
	Appl. Eng. & Transl.	35	4.08	1.139		
Appreciation of Feedback	Plant Prod. & Tech.	37	4.33	0.988	1.393	0.221
	Bio-system Eng.	20	4.14	1.165		
	Animal Prod. & Tech.	12	4.13	1.170		
	Eng. Lang. & Lit.	26	4.83	1.062		
	Eng. Lang. Teach.	17	4.51	0.942		
	Agric. Gen. Eng.	14	4.57	1.072		
	Appl. Eng. & Transl.	35	4.74	1.260		
Readiness to Engage	Plant Prod. & Tech.	37	4.36	1.033	0.347	0.911
	Bio-system Eng.	20	4.29	1.223		
	Animal Prod. & Tech.	12	4.17	1.236		
	Eng. Lang. & Lit.	26	4.54	0.961		
	Eng. Lang. Teach.	17	4.57	0.700		
	Agric. Gen. Eng.	14	4.25	1.316		
	Appl. Eng. & Transl.	35	4.28	1.241		
Commitment to Change	Plant Prod. & Tech.	37	4.32	4.22	0.770	0.594
	Bio-system Eng.	20	4.05	4.10		
	Animal Prod. & Tech.	12	4.15	3.99		
	Eng. Lang. & Lit.	26	4.63	4.57		
	Eng. Lang. Teach.	17	4.43	4.41		
	Agric. Gen. Eng.	14	4.38	4.51		
	Appl. Eng. & Transl.	35	4.32	4.37		

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Due to the slight tendency observed in the Enacting dimension, a further post-hoc analysis was conducted to investigate differences between specific pairs of departments to identify whether there were significant differences in the scores of the departments related to the Enacting dimension. The results of the post-hoc analysis using Scheffe did not reveal any significant differences between the departments on Enacting (See Appendix E).

## **4. DISCUSSION AND CONCLUSION**

### **Introduction**

Attending to feedback is crucial not only for improving students' immediate performance and educational outcomes but also for developing their self-regulatory ability to utilize feedback and feedback processes effectively in the long run (Boud & Molloy, 2013). However, feedback interventions may not improve learning or performance by reason of the receiver's failure to appreciate, comprehend, or actively utilize them (Winstone et al., 2017b), and for that reason, it requires researchers and teachers to prioritize the enhancement of students' ability to understand and engage with feedback. (Carless & Boud, 2018).

Based on this viewpoint, the present study was conducted to investigate students' feedback literacy employing a quantitative survey-based research design since it is instrumental in measuring variables, testing relationships, and revealing patterns through statistical data analysis by making it suitable for explaining or evaluating phenomena (Leavy, 2022). The study involved 161 participant students studying English in the 2022-2023 academic year in the School of Languages at Ömer Halisdemir University located in Niğde, Turkey, and the relevant data were gathered through the Students Feedback Literacy Scale originally developed and validated in a higher education context by Zhan (2022). The data were subjected to both descriptive and inferential statistical analyses, including measures such as mean, standard deviation, frequency, t-test, and One-Way ANOVA. In this chapter, the findings are discussed in relation to the research questions by establishing connections with feedback literacy literature.

### **Discussion**

The main research question of the study (How feedback literate are EFL preparatory class students in a Turkish higher educational setting?) attempts to unveil students' feedback literacy regarding their ability to seek and obtain feedback from various sources, including peers, teachers, and self-reflection (Eliciting), understand and interpret feedback received from various sources (Processing), use the feedback received to improve their work or learning strategies (Enacting), recognize the value and importance of feedback in enhancing their work or learning strategies (Appreciation of feedback), be prepared to handle feedback on an emotional level (Readiness to engage), and invest time and effort into implementing changes in their learning process by persistently seeking feedback and acting upon it (Commitment to change).



Upon the findings derived from the descriptive analyses of the participants' responses to the feedback literacy scale, the overall score has revealed that EFL preparatory class students in a Turkish higher educational setting exhibit a considerable degree of competence in receiving, comprehending, and utilizing feedback, thereby signifying their relative feedback-literate nature. Furthermore, the majority of the participants have been found to possess comparable levels of feedback literacy, implying a certain level of homogeneity in this regard. The participants' self-reported competence in feedback processes is encouraging, as it suggests that they may be well-equipped to benefit from feedback, which is particularly important in educational settings, where it is employed to aid students in enhancing their performance and achieving their learning goals. A contrasting outcome observed in a study carried out by Nicola-Richmond et al. (2021) showed that although some students were committed to feedback for improvement and displayed a disposition to use it continually in their work, others demonstrated limited feedback literacy in their choice of feedback to act upon and that there were multiple student-centred barriers to the effective use of feedback.

In regards to the main characteristics of feedback-literate students, in contrast to previous research, the study found that students' willingness to seek feedback from different sources is another positive indication as it implies that students may be able to elicit feedback from a variety of sources without hesitation. Wu et al. (2021) found that students preferred feedback from their teachers over peer or self-generated feedback due to their limited understanding of their role and responsibilities in the feedback process, their perceived lack of ability to generate quality feedback, and their affective concerns. A different study carried out by Coppens et al. (2023) also explored that the majority of students hold a teacher-centred view of feedback, where they depend on the teacher to give feedback instead of proactively seeking feedback from various sources and acknowledging the significance of different perspectives. Moreover, Coppens et al. (2023) found that students didn't refer to processing feedback through the use of standards, criteria, or exemplars when evaluating feedback and that these elements may not have been as salient to the participants as the information given by teachers. According to Zhan (2022), to initiate the feedback process, it is necessary for students to proactively seek feedback from a variety of sources including teachers, peers, assessment criteria, discussions with others, and exemplars, and then ask for specific feedback to improve their work. Therefore, feedback processes should prioritize placing students at

the centre to ensure they derive feedback from different sources to elicit the specific information they need. (Carless, 2022; Malecka et al., 2020).

The results regarding processing feedback are also encouraging, as they suggest that students have a positive perception of their ability to understand, extract actionable information, and recognize different perspectives in feedback. The findings of the studies conducted by different researchers have highlighted that one of the concerns students face regarding feedback is that they have trouble comprehending the feedback they receive because they lack knowledge of academic language or terminology, which may prevent them from using feedback to improve their academic performance, as demonstrated by Carless (2006), Jonsson (2012), Price et al., (2010), Weaver (2007), and Winstone et al. (2017a). According to Sutton (2012), being feedback literate requires learners to develop proficiency in the academic language that is essential for comprehending, analysing, and critically engaging with complex concepts.

The study also examined students' feedback literacy in terms of enacting feedback, including their abilities to develop a feasible plan, adjust or set goals for subsequent learning, manage time to implement feedback and track their progress to evaluate the usefulness of feedback. The majority of students reported that they possess proficiency in adapting or establishing goals for their future learning in response to feedback and monitoring their own progress to assess their ability to effectively utilize feedback. However, students were less confident in their abilities in making practical plans to implement suggestions from others and managing their time effectively to incorporate valuable feedback. According to the study conducted with undergraduate students in the UK by Winstone et al. (2017b), participants were cognizant of identifying suitable strategies and opportunities for utilizing feedback, but they also pointed out that being aware of these strategies and opportunities does not equate to possessing the knowledge of effectively utilizing them, which aligns with the result of this study. The difficulty lies in assisting students to translate their comprehension into practical steps, enabling them to take responsibility by implementing interventions that facilitate easier and more encouraged feedback-seeking (Malecka et al., 2020; Winstone et al., 2017a).

Regarding the results of the Appreciation of Feedback Subscale, the analysis revealed that students have a tendency to appreciate and value feedback as a means of identifying their strengths and weaknesses, learning from different perspectives, and enhancing self-reflection. This indicates that students recognize the importance of feedback in their learning process. In light of the findings of the present study, it is

noteworthy to compare our results with those of previous research in the field. For instance, the study conducted by Weaver (2007) found similar results regarding appreciating feedback. Students in the study acknowledged the importance of feedback in enhancing their learning, although they implied that feedback could be more effective. Furthermore, the study by Rowe (2011) in a higher education setting in Australia suggested that students consider feedback as an effective means to improve their academic performance, and additionally, some perceive feedback as a helpful tool to gain a deeper comprehension of course content and the expectations of instructors, which ultimately aids the learning process. However, there are also some differences between the present study and previous research. For example, O'Donovan (2017) investigated students' perspectives on feedback and assessment and reported that students preferred clear and unambiguous feedback that corrected their mistakes, and wanted their work to be objectively and reliably graded by experts.

Readiness to engage refers to the extent to which students are prepared to receive comments from others and engage with feedback. The results have shown that students are generally willing to receive comments from different sources and engage with feedback to improve their learning. Taking all of the evidence into account, one can conclude that students prioritize improvement and are open to criticism, however, they may feel vulnerable to hypercritical comments or may not always perceive such comments as constructive. This is supported by research, as discussed by Weaver (2007) revealing that students were inclined to enhance their performance when they received constructive feedback, and they emphasized the importance of a more equitable distribution of constructive and critical comments to promote motivation rather than discouragement. Similarly, Shields (2015) and Nicola-Richmond et al. (2021) found that lecturers' critical and negative feedback may cause discomfort for students and influence their perceptions and attitudes towards feedback's usefulness and value. In this regard, it is important to provide feedback that is honest, encouraging, and tailored to students' needs while acknowledging that emotions are an integral component of the feedback process and demonstrating how to utilize emotions constructively (Carless & Winstone, 2020; Nicola-Richmond et al., 2021).

As the last feature of feedback-literate students, the study examined the commitment of students to incorporating feedback into their learning process. It can be inferred from the answers provided by the participants that they were highly committed to using feedback to enhance their work by investing effort and time, overcoming

hesitancy to engage in the revision process, and modifying learning strategies upon feedback. In other words, students showed proactive agency by being open to engaging with feedback to enhance their learning and a desire to implement the suggested changes in response to feedback, indicating a positive attitude towards feedback. The research, carried out by Winstone et al. (2017b), found that participants' deficiency in proactivity and receptiveness towards using feedback was a potential barrier to engagement with feedback, as many were aware of the need to be proactive but showed a preference for being reactive instead. Correspondingly, Nicola-Richmond et al. (2021) claimed that students in their study adopted a superficial approach to utilizing feedback even though they recognized that feedback is an interactive process that requires implementing feedback information to close the feedback loop. Emotional readiness to engage with feedback does not necessarily ensure that students will automatically apply or act upon the feedback they receive unless they are committed to making changes (Zhan, 2022). In this regard, feedback literate students actively engage with feedback and use it to inform their future work, which can be challenging without motivation, opportunities, and strategies for fruitful action because feedback operates at multiple levels, and the ability to use feedback productively as proactive agents of change and development is critical for success (Carless & Boud, 2018).

The study also aimed to investigate whether students' gender had an impact on their feedback literacy across six dimensions and overall scores of the feedback literacy scale. The findings revealed that female students demonstrated significantly higher scores on overall feedback literacy than male students, suggesting that gender may be a factor influencing feedback literacy scores. Moreover, it was also found that there were significant differences between male and female students on specific subscales of the feedback literacy scale. Specifically, female students scored higher than male students in the Eliciting, Appreciation of Feedback, Processing, and Commitment to Change subscales, indicating that they possess more advanced skills in these areas. However, no significant differences were observed between the two genders in the Enacting and Readiness to Engage subscales. Further inquiry seems necessary to clarify the identified disparities in the present study regarding this factor, as the current body of literature has not addressed the gender discrepancies regarding feedback literacy.

In addition, it was sought to examine whether students' some other demographic features such as their self-perception of success in learning English, attitudes towards learning English, and departments play a role in their feedback literacy levels. The

findings indicated that while their departments and attitudes towards learning English may not play a significant role, their self-perception of success in learning English may have an impact on their feedback literacy. Students who perceived themselves as successful in their English learning endeavours exhibited higher levels of feedback literacy than their peers who perceived themselves as unsuccessful.

A number of scholarly inquiries have investigated the relationship between academic achievement and feedback literacy. For example, a study conducted by Orsmond and Merry (2013) explored that students who had high academic achievements had a greater tendency to take responsibility in acting upon feedback, compared to students who had lower academic achievements. Similarly, Sinclair and Cleland (2007) indicated that high-achievers were more likely to elicit feedback than their low-achiever counterparts.

Despite previous research suggesting that high-achievers are more adept at understanding and utilizing feedback, Brown et al. (2016) found no empirical evidence to support this notion. Instead, the researchers revealed that self-perceived success and feedback literacy are not necessarily interdependent constructs. However, Yan and Carless (2021) suggest that higher achievers are usually better literate in feedback, whereas lower achievers may tend to avoid challenging feedback interactions and require support and practice to improve their feedback literacy.

### **Implications**

The results suggest that participants in this study are relatively feedback literate. Especially, the findings regarding students' willingness to seek feedback from different sources and their positive perception of their ability to understand, extract actionable information, and recognize different perspectives in feedback were encouraging. There is no doubt that feedback is often used to help students improve their performance and achieve learning goals and is important in educational settings (Hattie & Timperley, 2007). However, the study has shown that students may face barriers to effectively utilizing feedback and there is always room for improvement, especially in terms of making a feasible plan to translate feedback into action, managing time to implement useful feedback, and being prepared to handle feedback on an emotional level.

Gaining insight into the potential causes behind their deficiency in enacting is crucial. There could be several reasons why students may have difficulty acting upon feedback effectively. One of the reasons, as observed in the study, may be time

management. Students often have multiple responsibilities and commitments in addition to feedback processes to complete the programme successfully. Thus, limited time and pass-fail demands can make it challenging for students to prioritize and allocate sufficient time to implement feedback. Another reason could be lack of guidance and support from teachers, or peers to help students translate feedback into action productively. Without proper guidance and support focusing on proper implementation of feedback to close the feedback loop, they may find it harder to develop an actionable plan due to the absence of resources or assistance tailored to their personal needs. The third reason could be emotional equilibrium. Receiving feedback, especially if it is overly harsh or critical, can be emotionally challenging for students and they may experience feelings of defensiveness, or discouragement, which can impede their motivation to act upon the feedback constructively.

Addressing these potential reasons and providing support in terms of time management strategies, emotional resilience development, and guidance on feedback utilization can help students overcome the barriers to enacting feedback. In this regard, teachers can integrate feedback opportunities into their lesson plans that focus on the skills and strategies such as reflective thinking, goal setting, action planning, or emotional regulation, etc. by providing guided practice and ongoing support through feedback templates, rubrics, self-assessment tools, exemplars, and checklists, etc. to help students develop feedback literacy and equip with the competences necessary to act upon feedback. In addition, teachers need to be aware of the affective aspects of feedback. Critical feedback may be emotionally challenging, and students may react differently to it (Carless & Boud, 2018). Educators should be sensitive to the emotional impact of feedback and provide support to students to help them cope with any negative emotions that may arise.

Given the importance of feedback in enhancing students' learning and performance, educational institutions also need to address these barriers and encourage students to develop feedback literacy by integrating feedback into curriculum. It can be accomplished by embedding feedback as an integral part of the assessment process. Designing assignments or projects that explicitly require students to seek, incorporate, and reflect on feedback may encourage students to use feedback actively. Moreover, schools may implement training opportunities such as workshops, training sessions, or collaborative learning communities where teachers can learn from each other and share best practices related to feedback. Creating a learning culture that values and prioritizes

feedback promotes a safe and supportive environment including digital platforms where students feel comfortable giving and receiving feedback is also important for educational institutions. Last but not least, schools need to evaluate the effectiveness of feedback practices and refine processes by seeking feedback from students, teachers, and other stakeholders to identify areas for improvement and make necessary adjustments to the curriculum and the implementation.

The study's results may also suggest some practical implications for students. Students can use the insights gained from the study to improve their own feedback literacy by eliciting clues from the feedback provided by the study on their levels of feedback literacy, reflecting on and processing the feedback received, and taking action to implement it to enhance their level of feedback literacy. They need to be aware of the importance of their proactive agency in the feedback process to use feedback productively (Boud, & Molloy, 2013).

### **Limitations and Suggestions for Further Study**

While this quantitative study provides valuable insights into students' feedback literacy, there are several limitations that must be acknowledged by future research. First of all, the study was limited to 161 EFL preparatory class students at one university, and the results may not be generalizable to other educational settings or disciplines. Moreover, the study relied on students' self-reported data, which may be subject to bias, and data collection methods such as classroom observations and interviews were not used. It is important to note that these limitations may impact the generalizability of the findings, and may also provide opportunities for future research to build upon and improve the current study.

Future research can, therefore, utilize more diverse and representative samples from different educational contexts. While this study focused on EFL preparatory class students in a Turkish higher educational setting, it would be useful to investigate feedback literacy in other secondary and higher educational contexts as well as postgraduate levels to identify similarities and differences and explore the factors that contribute to differences in feedback literacy across cultures. In addition, employing more objective data collection methods such as classroom observations, interviews with students and teachers, and performance-based measures can provide more direct evidence of students' feedback literacy in action from different perspectives. Such evidence may enhance researchers' understanding of how students' self-reported literacy

levels correlate with their performance by providing more detailed and comprehensive insights. Furthermore, future research may also focus on teacher feedback literacy and the interplay between student feedback literacy and teacher feedback literacy.

Consequently, the results of this study could be assumed to provide a standpoint for future research into feedback literacy in Turkish higher educational settings. Researchers can conduct studies to explore the relationship between feedback literacy and academic achievement, investigate the effectiveness of feedback interventions in enhancing students' feedback literacy, or better understand the development of student feedback literacy.



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## APPENDICES

## Appendix A. Approval of Çağ University Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ahmet KARAKUL
ÖĞRENCİ NO	2022008014
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili ve Eğitimi Ana Bilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDINI YAPILIP- YAPILMADIĞI	2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizceyi Yabancı Dil Olarak Öğrenen Üniversite Hazırlık Programı Öğrencilerinin Geribildirim Okuryazarlığı
TEZİN AMACI	İngilizceyi yabancı dil olarak öğrenen üniversite hazırlık programı öğrencilerinin geribildirim okuryazarlığını araştırmaktır.
TEZİN TÜRKÇE ÖZETİ	İngiliz Dili Eğitimi (ELT) alanında öğretmen merkezli aktarım odaklı bir yaklaşımdan öğrenci merkezli süreç odaklı bir görüşe doğru paradigma değişikliği nedeniyle, değerlendirme ve geri bildirim algıları benzer bir şekilde gelişti ve geri bildirim okuryazarlığının kavramsallaştırılması oldukça eleştirel bir ilgi gördü (Boud & Molloy, 2013). Geri bildirim konusu araştırmacılar tarafından araştırılmış olsa da öğrencilerin aktif rollerine rağmen geri bildirim okuryazarlığına çok az ilgi gösterilmiştir (Henderson vd., 2019). Bu bağlamda, önerilen çalışma İngilizce hazırlık öğrencilerinin geri bildirim okuryazarlığını araştırmayı amaçlamaktadır. Çalışmanın amacı doğrultusunda nicel araştırma tasarımı kullanılacak ve veri Zhan (2022) tarafından geliştirilen "Öğrenci Geri Bildirim Okuryazarlığı Ölçeği ile toplanacaktır. Hazırlık programında İngilizce öğrenen 250 EFL hazırlık sınıfı öğrencisinden toplanacak veriler, betimsel istatistik yöntemleri kullanılarak analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN KURUMLARIN ADLARI	Ömer Halisdemir Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER	Yabancı Diller Yüksekokulu
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNİ/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER	Hazırlık Programı Öğrencileri
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAKI	Öğrenci Geribildirim Okuryazarlığı Ölçeği
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Ölçek: (2) Sayfa Öğrenci Geribildirim Okuryazarlığı Ölçeği.
ÖĞRENCİNİN ADI - SOYADI: Ahmet KARAKUL	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde Evrak Aslı İmzalıdır TARİH: 31/11/ 2022
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	
2. Anılan konu Eğitim ve Öğretim faaliyet alanı içerisine girmektedir.	

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI			
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ			
Unvanı: Prof. Dr.	Unvanı: .....	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.			
Enstitü Müdürlüğünde Evrak Aslı İmzalıdır	İmzası: .....	Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır			
..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır	Ens. Müdürlüğünde Evrak Aslı İmzalıdır
..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....	..... / ..... / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 26 / 12/ 2022 - 30/ 04/ 2023 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

## Appendix B. Consent Form

Tarih: .../.../2023

**ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
ETİK KURULU**

### BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "İngilizceyi Yabancı Dil Olarak Öğrenen Üniversite Hazırlık Programı Öğrencilerinin Geribildirim Okuryazarlığı" başlıklı araştırma "Ahmet KARAKUL" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

#### Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: İngilizceyi yabancı dil olarak öğrenen üniversite hazırlık programı öğrencilerinin geribildirim okuryazarlığını araştırmaktır.

Araştırmanın Nedeni: Yüksek Lisans Tezi

Araştırmanın Yürütüleceği Yer: Ömer Halisdemir Üniversitesi, yabancı Diller Yüksekokulu

#### Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile<sup>\*\*\*</sup>)

Adı-Soyadı:

İmzası<sup>\*\*\*</sup>:

Araştırmacının

Adı-Soyadı: Ahmet KARAKUL

e-posta:

İmzası:

<sup>\*\*\*</sup>Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.



## Appendix C. The Scale of Student Feedback Literacy

### Öğrenci Geribildirim Okuryazarlığı Ölçeği

Değerli Katılımcı,

Bu çalışma İngilizceyi yabancı dil olarak öğrenen hazırlık sınıfı öğrencilerinin *geribildirim okuryazarlığını* araştırmak için yapılmaktadır. Ölçek maddelerine gerçeğe uygun olarak vereceğiniz cevaplar araştırmanın bilimsel geçerlik ve güvenilirliği açısından belirleyici olacaktır. Çalışmaya katılım gönüllülük esası ile olup, toplanan veriler bilimsel amaçla kullanılacak ve başka kişi veya kurumlarla paylaşılmayacaktır.

Çalışmaya sunduğunuz katkı için içtenlikle teşekkür ederim.

Ahmet KARAKUL Çağ Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans Öğrencisi

#### Bölüm I: Demografik Bilgiler

Cinsiyet:
Bölüm:
Kendinizi İngilizce öğrenmede başarılı buluyor musunuz? Evet <input type="checkbox"/> Hayır <input type="checkbox"/>
İngilizce öğrenmeyi seviyor musunuz? Evet <input type="checkbox"/> Hayır <input type="checkbox"/>

#### Bölüm II: Öğrenci Geribildirim Okuryazarlığı Ölçeği

Aşağıdaki konularda iyiyim;	Kesimlikle katılmıyorum	Çoğunlukla katılmıyorum	Kısmen Katılıyorum	Orta Derecede Katılıyorum	Çoğunlukla Katılıyorum	Kesimlikle Katılıyorum
1. Neyin işe yarar olduğu hakkında faydalı bilgiler elde etmek için başkalarıyla iletişim kurmakta						
2. Öğrenmemi geliştirmek için farklı kaynaklardan (örneğin öğretmenler ve akranlar) geri bildirim almakta						
3. Öğrenme esnasında karşılaştığım sorunları çözmek için başkalarıyla iletişim kurmakta						
4. Öğretmenlerin istediği çalışma standartlarını doğru bir şekilde yorumlamakta						
5. Başkalarının yorumlarını anlamakta						
6. Başkalarının çalışmalarım hakkındaki yorumlarının kalitesini yargılamakta						
7. Başkalarının yorumlarından uygulanabilir önemli bilgileri çıkarmakta						
8. Çalışmalarım hakkında yorum yaptıklarında başkalarının farklı bakış açılarını algılamakta						

	Kesinlikle katılmıyorum	Çoğunlukla katılmıyorum	Kısmen Katılıyorum	Orta Derecede Katılıyorum	Çoğunlukla Katılıyorum	Kesinlikle Katılıyorum
9. Önerilere yanıt verme konusunda daha sonraki öğrenmem için hedefler belirlemekte veya bu hedeflere uymakta						
10. Başkalarının önerilerini kendi çalışmamı aktarmak için uygulanabilir bir plan yapmakta						
11. Başkalarının faydalı önerilerini uygulamak için zamanı yönetmekte						
12. Öğrenmemi geliştirmek için başkalarının geri bildirimlerini iyi değerlendirip değerlendirmedigimi görmek için kendi ilerlememi izlemekte						
<b>Diğer insanların geri bildirimleri;</b>						
13. Öğrenmedeki güçlü ve zayıf yönlerimi fark etmemi sağlar.						
14. Çalışmalarına başkalarının gözünden bakmam için bana bir şans verir.						
15. Başkalarından etkili öğrenme stratejileri öğrenmemi olanak sağlar.						
16. Öğrenmemi sistematik olarak nasıl geliştirebileceğime dair algımı genişletir.						
<b>Aşağıdaki konularda her zaman hazırım;</b>						
17. Farklı kaynaklardan (örneğin öğretmenler ve akranlar) yorum almaya						
18. Başkalarından aşırı eleştirel yorumlar almaya						
19. Hatalarıma doğrudan işaret eden yorumlar almaya						
20. Çalışmamın kalitesine yönelik eleştirileri kabul etmeye.						
<b>Aşağıdaki konularda her zaman istekliyim;</b>						
21. Aldığım yorumlara göre çalışmamı düzenleme tereddüdümün üstesinden gelmeye						
22. Başkalarının geri bildirimlerine göre öğrenme stratejilerimi değiştirmeye						
23. Düzenleme sürecinde karşılaştığım zorlukları aşmak için elimden geleni yapmaya						
24. Önerilen düzenlemeleri tamamlamak için ek öğrenme kaynakları bulmaya boş zaman ayırmaya						

**Appendix D. Post-Hoc Analysis Regarding the Effect of Department on Eliciting**

(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.
Plant Prod. & Tech.	Bio-system Eng.	0,014	0,291	1
	Animal Prod. & Tech.	0,435	0,348	0,954
	Eng. Lang. & Lit.	-0,495	0,268	0,755
	Eng. Lang. Teach.	-0,325	0,307	0,98
	Agric. Gen. Eng.	-0,756	0,329	0,51
	Appl. Eng. & Transl.	-0,227	0,247	0,99
Bio-system Eng.	Plant Prod. & Tech.	-0,014	0,291	1
	Animal Prod. & Tech.	0,421	0,382	0,976
	Eng. Lang. & Lit.	-0,509	0,311	0,848
	Eng. Lang. Teach.	-0,339	0,345	0,987
	Agric. Gen. Eng.	-0,77	0,365	0,617
	Appl. Eng. & Transl.	-0,241	0,293	0,995
Animal Prod. & Tech.	Plant Prod. & Tech.	-0,435	0,348	0,954
	Bio-system Eng.	-0,421	0,382	0,976
	Eng. Lang. & Lit.	-0,929	0,365	0,378
	Eng. Lang. Teach.	-0,76	0,395	0,716
	Agric. Gen. Eng.	-1,19	0,412	0,221
	Appl. Eng. & Transl.	-0,662	0,35	0,734
Eng. Lang. & Lit.	Plant Prod. & Tech.	0,495	0,268	0,755
	Bio-system Eng.	0,509	0,311	0,848
	Animal Prod. & Tech.	0,929	0,365	0,378
	Eng. Lang. Teach.	0,17	0,327	1
	Agric. Gen. Eng.	-0,261	0,347	0,997
	Appl. Eng. & Transl.	0,268	0,271	0,986
Eng. Lang. Teach.	Plant Prod. & Tech.	0,325	0,307	0,98
	Bio-system Eng. Animal Prod. & Tech.	0,339	0,345	0,987
		0,76	0,395	0,716

	Eng. Lang. & Lit.	-0,17	0,327	1
	Agric. Gen. Eng.	-0,431	0,378	0,971
	Appl. Eng. & Transl.	0,098	0,31	1
Agric. Gen. Eng.	Plant Prod. & Tech.	0,756	0,329	0,51
	Bio-system Eng.	0,77	0,365	0,617
	Animal Prod. & Tech.	1,19	0,412	0,221
	Eng. Lang. & Lit.	0,261	0,347	0,997
	Eng. Lang. Teach.	0,431	0,378	0,971
	Appl. Eng. & Transl.	0,529	0,331	0,862
Appl. Eng. & Transl.	Plant Prod. & Tech.	0,227	0,247	0,99
	Bio-system Eng.	0,241	0,293	0,995
	Animal Prod. & Tech.	0,662	0,35	0,734
	Eng. Lang. & Lit.	-0,268	0,271	0,986
	Eng. Lang. Teach.	-0,098	0,31	1
	Agric. Gen. Eng.	-0,529	0,331	0,862

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**Appendix E. Institute of Social Sciences Thesis Ethics Request for Approval Letter**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200009204  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

06.12.2022

**REKTÖRLÜK MAKAMINA**

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.  
İlgi tarihli yazı kapsamında Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programında tez aşamasında kayıtlı olan Ahmet KARAKUL isimli öğrenciye ait tez etik evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onavları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Enstitü Müdürlüğünde Evrak Aslı İmzalıdır

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet Etik Kurul Dosyası.

## Appendix F. Çağ University Rectorate Thesis Ethics Approval Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2200009800  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

26.12.2022

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 15.12.2022 tarih ve E-23867972- 050.01.04-2200009521 sayılı yazınız.  
b) 16.12.2022 tarih ve E-23867972- 050.01.04-2200009527 sayılı yazınız.  
c) 15.12.2022 tarih ve E-23867972- 050.01.04-2200009504 sayılı yazınız.  
ç) 13.12.2022 tarih ve E-23867972- 050.01.04-2200009394 sayılı yazınız.  
d) 08.12.2022 tarih ve E-23867972- 050.01.04-2200009278 sayılı yazınız.  
e) 06.12.2022 tarih ve E-23867972- 050.01.04-2200009204 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Naime Ördek, Ahmet Karakuş, Erman Zobu, Dilara Eskilekhan, Gamze Güney (Öz), Tuğba Uhucan Kurt, Türkan Aydoğdu, Hande Aydoğdu** ve **Furkan Bilgin** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix G. Çağ University Survey Application Request for Approval Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200009817  
Konu : Ahmet KARAKUL'un Tez Anket  
İzni Hk.

27.12.2022

NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Ahmet KARAKUL** isimli öğrencimizin, “**İngilizceyi Yabancı Dil Olarak Öğrenen Üniversite Hazırlık Programı Öğrencilerinin Geribildirim Okuryazarlığı**” konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Prof. Dr. Şehnaz Şahinkarakaş**'ın tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversiteniz bünyesinde yer alan Yabancı Diller Yüksekokulunda bulunan Hazırlık Programında halen eğitimlerine devam etmekte olan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

## Appendix H. NOHU Survey Application Approval Letters



T.C.  
NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı

Sayı : E-69972237-302.08.01-305438  
Konu : Ahmet KARAKUL' un Anket Uygulama  
İzni

11/01/2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : a) 29/12/2022 tarihli ve E-23867972-044-2200009817 sayılı yazısı.  
b) Yabancı Diller Yüksekokulu Müdürlüğünün 05/01/2023 tarihli ve E-18686360-302.08.01-302668 sayılı yazısı.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ahmet KARAKUL'un "İngilizceyi Yabancı Dil Olarak Öğrenen Üniversite Hazırlık Programı Öğrencilerinin Geribildirim Okuryazarlığı" konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokulu hazırlık programında eğitimlerine devam etmekte olan öğrencilere anket uygulama isteğinin uygun görüldüğüne dair ilgi b)' de kayıtlı yazı ekte gönderilmiştir.

Gereğini arz ederim.

Prof. Dr. Recep ÇİÇEK  
Rektör V.

Ek:İlgi b) Yazı (1 Sayfa)



Evrak Tarih ve Sayısı: 05/01/2023-302668



T.C.  
NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : E-18686360-302.08.01-302668  
Konu : Ahmet KARAKUL' un Anket Uygulama  
İzni

05/01/2023

REKTÖRLÜK MAKAMINA  
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 04/01/2023 tarih ve E-69972237-302.08.01-302147 sayılı yazınız.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ahmet KARAKUL'un "İngilizceyi Yabancı Dil Olarak Öğrenen Üniversite Hazırlık Programı Öğrencilerinin Geribildirim Okuryazarlığı" konulu tez çalışması kapsamında Yüksekokulumuz hazırlık programında eğitimlerine devam etmekte olan öğrencilere anket uygulama isteği Müdürlüğümüzce uygun görülmüştür.

Bilgilerinize arz ederim.

Doç. Dr. Mehmet DEMİRAL  
Yüksekokul Müdürü V.