

عنوان مقاله:

Students' perceptions of teachers' written feedback on EFL writing in a Vietnamese tertiary context

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خلاصه مقاله:

Teacher written feedback (TWF) has received growing attention from researchers and teachers. Although TWF arguably targets multiple dimensions of students' writing, research to date has largely focused on the relationship between written corrective feedback and language development. More research is needed to understand TWF more holistically and as a two-way social process (Storch, ۲۰۱۸). As such, it is important to understand students' perspectives on TWF in different instructional contexts. The present study explores Vietnamese EFL students' perceptions of TWF practices and their preferences for TWF. Data was collected from ۹۷ English-major students in a Vietnamese tertiary setting by means of a questionnaire and follow-up interviews. The findings show that while TWF tended to weigh more on the linguistic end of the form-meaning continuum, students preferred TWF to target both form and global issues of content/idea development and writing style. However, students were divided in their preferences for comprehensive/selective feedback and for direct/indirect feedback. Although students were aware of the necessity of revising their writing upon reception of feedback, they reported different post-feedback actions. Above all, students' preferences and expectations were underpinned by their own beliefs about the values of TWF that encompass both cognitive/non-cognitive and affective dimensions. The study offers important pedagogical implications for planning written feedback in writing instruction.

کلمات کلیدی:

Teacher written feedback (TWF), Vietnamese EFL students, perceptions, preferences, Teacher written feedback (TWF), Vietnamese EFL students, perceptions, preferences

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