

***A classroom-based investigation of Korean EFL writers' feedback literacy:
Implications for teaching and research***

Jill Boggs, Swansea University

While research tends to demonstrate a positive effect for corrective feedback (CF) on grammatical accuracy of language learners' writing, these studies often produce conflicting results about which type of CF is most effective. This has led to increased interest in learners' engagement with CF. Feedback literacy, or learners' conceptual understanding and use of feedback, has developed in the field of L1 writing research and is just beginning to appear in L2 writing literature. However, it is unclear how well current models of feedback literacy apply to the various educational cultures in which English L2 writers learn. This paper considers feedback literacy within an instructed EFL setting with Korean L1 university learners (n=109), examining their understanding and use of CF. Participants produced in-class pen-and-paper academic writing (as part of their normal coursework) and were provided with a) one-to-one audio-recorded conferences, where participants were invited to engage with teachers about their CF; b) reflective worksheets, which prompted learners to engage in writing with their CF; or c) direct CF. Improvement was measured statistically (mixed ANOVA). The Birmingham method of classroom discourse analysis was used to analyse conference data. Reflective worksheet data were analysed with a coding scheme adapted from research. Results are informed by a background survey and semi-structured interviews. The statistically significant improvement found in the conference and reflective worksheet groups was equal to that of the comparison (direct CF) group, which was unexpected. Conference participants appeared to resist the opportunity provided by conferences to engage with their CF. The findings highlight the complexity of CF use, particularly in contexts where learners might be less accustomed to process writing. This suggests that current models of feedback literacy may be insufficient, as a successful model will need to account for educational context and cultural factors. Theoretical and pedagogical implications are explored.