



Feedback on Reading and Writing: Exploring Students' Experience and Preferences

¹Radiatan Mardiah , ^{2*}Melati , ³Lilik Ulfiati , ⁴Nyimas Triyana Safitri 

^{1,2,3,4}*Department of English Education, Universitas Jambi, INDONESIA*

1Jl. Jambi – Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi

ARTICLE INFO

Article history:

Received: January 26th, 2025

Revised: May 3rd, 2025

Accepted: May 7th, 2025

Keywords:

Experience

Feedback provision

Reading and writing

Students' preferences

Conflict of interest:

None

Funding information:

Type here

Correspondence:

Melati

melati@unja.ac.id

ABSTRACT

Feedback plays a crucial role in achieving learning objectives. This study explores students' experience and preferences in feedback provision and its implications on reading and writing instruction. This study applied a qualitative research design with a case study method. The participants were ten fifth-semester students of the 2023/2024 academic year of the English education study program at a public university in Jambi, Indonesia. A focus group discussion with the students was used to explore their experiences and preferences, supported by the data from the learning management system (LMS) of the university. Furthermore, the data were analysed using thematic analysis. The findings revealed that feedback was provided by lecturers and peers, both in online and offline modes. The peers provided more informal feedback, and lecturers provided more detailed and natural feedback on the students' reading and writing exercises. While students appreciated peer feedback, they also felt uncertain when they received feedback from peers. In addition, the students preferred face-to-face direct constructive feedback, which can help them increase self-awareness and understand more details. However, being loaded with other teaching tasks and academic activities on campus, lecturers could not fully meet this particular preference. Thus, as the pedagogical implication, multimodal feedback which is personalized to enable students to feed forward in their own individual learning journeys should be used.



© Radiatan Mardiah, Melati, Lilik Ulfiati, Nyimas Triyana Safitri

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) international license.

How to cite (APA Style):

Mardiah, R., Melati, Ulfiati, L., & Safitri, N. T. (2025). Feedback on Reading and Writing: Exploring Students' Experience and Preferences. *JOALL (Journal of Applied Linguistics and Literature)*, 10(2), 495–514. <https://doi.org/10.33369/joall.v10i2.38471>

INTRODUCTION

Feedback is an essential learning activity that allows students to obtain information about their work, understand it, and apply it to make improvements (Dawson et al., 2019). Studies highlight the importance of feedback as part of scaffolding to help students develop their knowledge and skill (Butarbutar, 2024; Hattie & Timperley, 2007; Li & Zhang, 2022; Shokouhi & Shakouri, 2015; Xu & Carless, 2017). By receiving feedback from more knowledgeable peers or instructors, students can construct their knowledge and develop their skills, proving that knowledge is built, not simply transferred. Thus, in the learning and teaching process, feedback serves as a tool to assist students' learning development by providing constructive insights that support students' improvement, enhance engagement, and achieve learning outcomes.

In the context of higher education, feedback provision plays the same important role. Assignments and project work, for example, need to be addressed with constructive feedback from either peers or teachers. According to Williams (2024), assessment and feedback provisions are very influential on students' learning process in a higher education context since it is constructive and supportive for them. Additionally, learning in a university context presents specific circumstances since students' backgrounds influence their understanding of the feedback concept, their ability to provide feedback, how they use the feedback, and their perceptions of it (Erdel, 2023). Students' prior knowledge varies (Sadler, 1989), affecting their understanding and application of feedback. University students are also considered to have autonomous learning characteristic that leads to increased self-awareness of their learning process (Deci & Ryan, 2013). By providing and receiving feedback, students can enhance their independent thinking and decision-making skills. Another characteristic of university students relevant to feedback is their ability to use technology for learning purposes (Selwyn, 2015). Digital learning tools, such as learning management systems like Moodle or virtual classes with Zoom or other platforms like Google Drive, facilitate feedback provision. With these platforms, students can provide and receive feedback from both peers and teachers. In a study of students' perception of online scaffolding tools, the author asserts the beneficial use of digital tools to mediate the feedback process (Butarbutar, 2024). Digital tools like Zoom and Google Drive are used interactively by teachers and students to write scientific papers, and students often leave with a positive impression during the writing process. Considering these characteristics, feedback in higher education proves to be both significant and beneficial.

Furthermore, university students majoring in EFL need feedback to improve their mastery of language skills. Based on the feedback provider, feedback can be provided by two parties, namely, teachers and peers. In the

classroom, the teacher is regarded as the 'knower,' who is responsible for helping students understand the key sections of a course. Thus, in the process of knowledge construction, the teacher provides necessary information to help revise students' work or performance and can also transform the role into several functions in the feedback and scaffolding process, namely as instructor, contingent, consultant, modelling, motivator, and evaluator (Ardiningtyas et al., 2024). With these different levels of role in feedback provision, teachers can scaffold students' performance in their language practices. Another study by Bitchener & Storch (2016) has shown that teacher-written corrective feedback is critical in guiding students to improve their understanding and performance in writing EFL contexts. Although there might be conflicting issues about whether written corrective feedback is effective in improving students' second language development, the study suggests that it still holds its importance.

Meanwhile, feedback by peers is beneficial as a method to revise or give input to improve peers' writing and a medium for students themselves to study (Uymaz, 2019). Students can learn in more detail about their friends' work, such as how they apply certain features of grammar correctly in their writing. In another context, students can practice how they might give corrections for pronunciation matters during peer speech or reading aloud practices. Given the beneficial outcomes of peer feedback, a study by Smith (2017) tries to promote a collaborative model for peer feedback as an effort to minimize the potential of less-qualified peer feedback. Careful attentions are paid in this research, starting from grouping students, distributing correcting-work responsibilities among group members, ensuring the feedback result, letting the members know of the result without feeling embarrassed, and using software for administrative tasks. This study concludes its success by confirming that the collaborative model for peer feedback can reduce the drawbacks of peer feedback. Other efforts to improve peer feedback are studies by Chen et al. (2023) and Er et al., (2021). Chen et al. (2023) try to uncover the affective, behavioural, and cognitive engagement of peer feedback. Using thorough qualitative analysis, the writers found that a positive attitude towards peer collaboration leads to increased engagement with the task, and generally vice versa. The negative attitude results in low engagement of students in completing their feedback activities. The writers suggest in the peer feedback activity that it is better to appear anonymously. With this, anxiety might be reduced, and reciprocal feedback can be more encouraged. This is closely related to the social engagement aspect of feedback since students can speak freely in their feedback activity and end up with more critical feedback. Another attempt to improve peer feedback quality is a study by Er et al., (2021), where the authors propose a framework for gaining students' participation in feedback. In ordinary feedback

provision by teachers, students mainly act as passive receiving agents, whilst teachers are the ones who provide feedback. The feedback burdens are doubled if the teachers are teaching in large classes and cannot fully cope with the feedback tasks. Thus, using the foundation of socio-constructivist theory, the author proposes a detailed, systematic design to enhance dialogic peer feedback activity to maximize the knowledge construction process among students. There are three main phases of collaborative peer feedback, namely planning and coordinating feedback activities, feedback uptake through discussion, and feedback translation into task engagement, which cover seven critical principles in total to guide the peer feedback process that can potentially turn the feedback provision into a more student-centred approach. Clearly, those critical attempts to address, to examine, and to propose future direction of peer feedback strongly emphasise the importance of peer feedback in the learning process.

In an attempt to improve the quality of feedback both provided by teachers and students, there is a need for reviewing feedback preferences so that it can maximize its impact. Since students are the feedback receivers, their preferences need to be clearly analysed so that they can be more effective in achieving their learning goals. According to a study by Wiboolyasarini et al. (2022) and Tasdemir & Yalcin Arslan (2018), students love feedback since it is a sign for them that teachers take care of them and are willing to guide them in the learning process. They even require frequent feedback to revise their mistakes. In terms of feedback techniques liked by students, a variety of findings have been found in studies on feedback preferences. Firstly, metalinguistic feedback is preferred by learners with low-level proficiency, and learners with high-level proficiency tend to do self-correction (Wiboolyasarini et al., 2022). Secondly, Tasdemir & Yalcin Arslan (2018) also found no relation between students' feedback preferences and their learning styles. The differences lie in feedback techniques preferred by students, which are explicit feedback, clarification, and elicitation. In a study by Karakaya (2024), verbal feedback wins students' hearts since it is personal and immediate. It is also in line with Tasdemir and Yalcin Arslan's (2018) study that if students are provided with immediate feedback when they are still engaged with their tasks, it can boost their performance. Furthermore, Wiboolyasarini et al. (2022) also notice that students have no problems with peer feedback, though they are also aware of the occasional inconsistency in feedback resulting from friends. Thus, if teachers well address these preferences, sure it can be regarded as one intervention to improve students' feedback literacy (Little et al., 2024). Students positively appreciate the feedback they receive and take action upon it. Next, it is also possible that students' positive attitude toward feedback can lead to better, dialogic peer feedback, resulting in a more

consistent result. Students gain responsibility and keep motivated to provide quality feedback to each other.

This study originates from students' assessments of the Reading and Writing course. After every semester, students rate lecturers' teaching performance through an Evaluation of Lecturers by Students (EDOM) system. This system includes several questions related to various aspects of classroom delivery, such as explanation of learning objectives, materials and media support for learning, quizzes and tests, feedback provision, and others. Interestingly, students' ratings for the feedback provision aspect revealed a desire for more comprehensive feedback. They expressed a need for additional feedback to improve both their reading and writing skills, and felt happy when lecturers provided feedback.

There was abundant research on feedback. However, few studies have focused on particular courses and specific contexts. There is a need to explore how personalized feedback, tailored to individual student needs, affects learning achievement. Thus, the students' role in providing and receiving feedback in their learning process, in addition to that of lecturers, should also be explored. Ultimately, this study seeks to answer the following research questions: How do students experience feedback in the reading and writing course? This general question will be stated in more detail as follows:

- a. How were students' experiences in receiving feedback for their reading and writing course?
- b. How should the feedback be provided based on students' preferences?

After the answers of the questions have been discussed, pedagogical implications were offered as the conclusion of the study.

METHOD

Research Design

This study employed a qualitative research design with a case study method. This design was used in order to explore students' learning experience in providing and receiving feedback in a reading and writing course, in which teaching and learning activities were held both online and offline. A qualitative research design is used to explore and understand a social phenomenon or human problem from the perspectives or experiences of participants in natural settings (Creswell, 2016). It means the feedback provision was in their natural setting, or the site where the participants experienced the feedback. Meanwhile, a case study is a qualitative approach in which the researcher investigates a contemporary bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth

data collection involving multiple sources of information such as observations, interviews, or documents (Creswell, 2016). The case in this study was a phenomenon that refers to feedback provided and received multimodally in reading and writing courses. It was limited to EFL students at the English Education Study Program at a public university in Jambi, Indonesia, in the 2023–2024 academic year. Meanwhile, multiple data collection techniques were used, including focus group discussion and document analysis.

Participants

The participants of this study were fifth-semester students of the 2023–2024 academic year at the English Education Study Program of a public university in Jambi, Indonesia, who were selected through purposive sampling. The criteria for selecting the participants were fifth-semester students who had taken all the reading and writing courses and were willing to participate voluntarily in this research, as well as being communicative. Based on the criteria, ten fifth-semester students were selected as participants, consisting of 6 female and 4 male students, with an average age of around 21 years old. Considering the ethical research, their names were used as pseudonyms in the form of initials (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10). By telling the participants that their personal identities were confidential, they could freely express themselves without fear of being identified or having their personal information revealed by others.

Instruments and procedures

Data were collected by conducting Focus Group Discussion (FGD) with the participants and studying documents in the Learning Management System (LMS, e-learning) of the university. FGD offers the potential to engage with students as partners and surface a more authentic voice (Bourne & Winstone, 2021). Therefore, FGD was used because the participants were from similar backgrounds and experiences. This technique allowed participants to agree and disagree with each other, so that it provided insight into how they thought about feedback issues. In addition, FGD can provide data more quickly at a lower cost (C. Dawson, 2002). Meanwhile, e-learning documents such as quizzes, workshops, and forums support the primary data gained from FGD.

A list of questions was provided before the FGD was held (Basnet, 2018). The questions consisted of 3 main components. The first was about the feedback provider and the general procedure. The next part of the FGD

questions addressed the issue of how feedback was provided for each specific task on reading and writing activities. For reading, the questions were composed on reading skills and strategies as outlined in studies by Zadkhast et al. (2023), namely identifying the main idea, finding supporting details, making inferences, understanding vocabulary, locating references, and answering wh-question types. For writing activities, the questions were addressed in two subcomponents, namely writing rubrics and writing process. Writing rubrics covered grammar, idea organization, transition signals, vocabulary, and mechanics (Phuong et al., 2023). For writing processes, the questions addressed the feedback provision for the steps of writing, namely pre-writing (drafting/outlining), during writing (thesis statement, supporting details, coherence and cohesion), and post-writing (Fitriyah et al., 2022). Lastly, the component of FGD questions addressed the issue of feedback literacy among the students (Erdel, 2023). It dealt with students' thoughts about the importance of feedback, their ability to give feedback, their feelings after receiving feedback, and what they do after receiving feedback.

The discussion ran for about 2 hours and was led by the researchers as the moderator and the facilitator who introduced the topic, asked specific questions, controlled digression, and stopped breakaway conversations. The moderator made sure that no participant dominated the discussion while trying to ensure that each participant contributed well. It was held in a room at the university, an environment that the participants were familiar with, so that they could interact naturally. The focus group discussion's findings might not represent the views of larger segments of the population, and the small size of a focus group does not allow statistically significant generalization of responses to a larger population (Basnet, 2018).

Furthermore, documents in the LMS were used to enrich the data gathered from the FGD. It was randomly selected from the participants and from the LMS of the university. LMS has been used in the university since the COVID-19 pandemic and to follow 21st-century communication. In LMS, feedback on online activities was implemented through Moodle. Moodle is a cloud-based learning platform with an easy user interface used as an e-learning management system in the university. The LMS activities included a quiz, direct feedback, a forum, and an assignment. In addition, WhatsApp messaging was used to gather additional data when those from the FGD and LMS needed clarification.

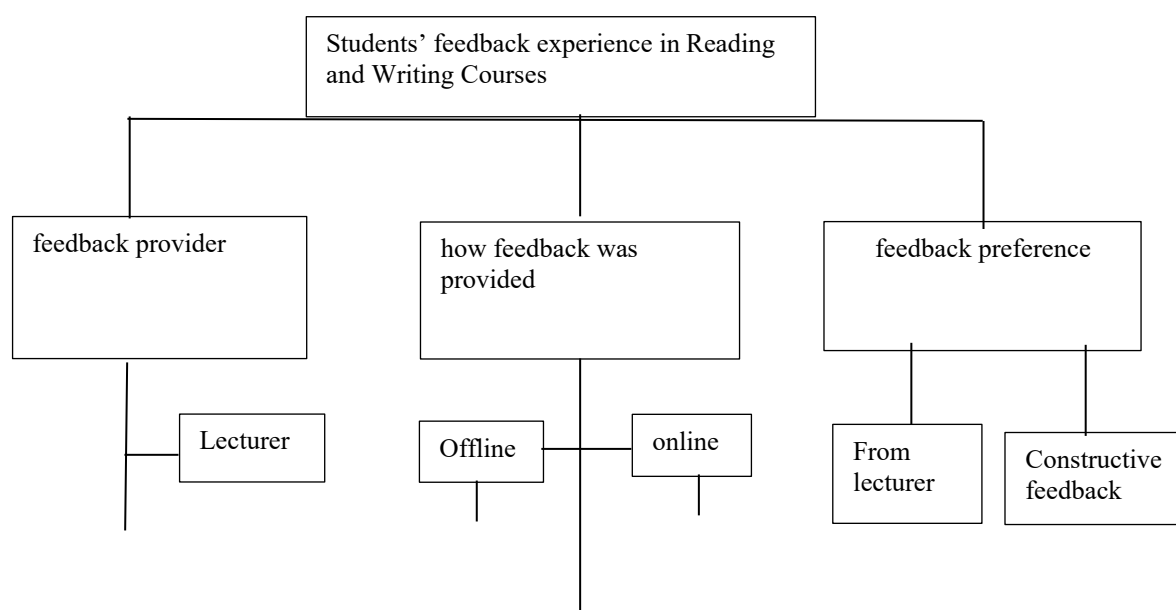
Data Analysis Procedures

To analyse the data in this study, thematic analysis from Braun & Clarke (2006) was used. It is a method for analysing qualitative data that involves reading through a set of data and looking for patterns in the meaning of the data to find themes. It means that it is a technique used to analyse the data obtained and categorize it into themes. In other words, feedback experienced by students was categorized into several themes. There were six phases of thematic analysis conducted in this study. They consisted of familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the report (Nowell et al., 2017).

To be familiar with data, prolonged engagement was the first phase where the researchers transcribed, read, and reread the data. In the second phase, the data were translated into English. Next, the researchers generated initial codes by collating data relevant to each code. Three notable themes appeared: 1) feedback provider, 2) how feedback was provided, and 3) feedback preference. The fourth phase was reviewing the theme and checking whether they worked concerning the code and the whole data set. The fifth phase was ongoing analysis to refine the sub-themes. The last phase was producing the report with the selection of vivid extract examples, relating the analysis to research questions and literature, and producing a scholarly report on the analysis. By following the thematic analysis steps carefully, the data analysis procedure was conducted.

FINDINGS AND DISCUSSION

This study explored students' experiences and preferences in receiving and providing feedback in Reading and Writing courses. Data analysis highlighted three specific themes: feedback provider, feedback method, and feedback preferences.



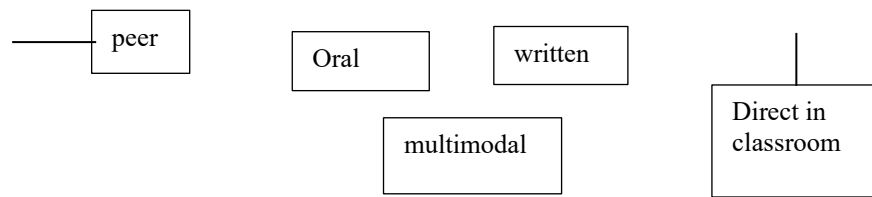


Figure 1: Themes on feedback provision in Reading and Writing courses

1. Who provided feedback?

In the learning process, there are some sources of feedback. They can be teacher, peers, parents, technology, and self-assessments. The data analysis revealed that the main feedback providers in the reading and writing courses were lecturers and peers. Students described that both the lecturer and peers helped them with feedback in their learning process, although some of the students doubted the feedback given by peers. They also described that technology, the learning management system (LMS, e-learning) of the university, was used to assess and provide them feedback.

Personally, I have experienced both instructors and peers assessing reading and writing exercises. For peers, they focus more on my reading. For example, I ask them, for example, is this or that correct? Well, they will answer, what you understand is wrong, or like this. Reading is done by peers. Meanwhile, for writing, well, we know, instructors use LMS or directly in class to assess exercises (P4)

Both of them, instructors and peers. So, for writing, from my experience, like when I was with lecturer D, the assessment was from LMS, so the ones who assessed were peers, for example, writing essays, later there were formats to be assessed by peers. For reading, maybe instructors, later, feedback was given. (P9)

As for peers, it's just like they say yes, yes... I want to ask them, but they don't have any qualifications. We also don't know whether they are true or not (P10)

Students admitted receiving feedback, either formal or informal, oral or written, through an e-learning platform and directly from lecturers and peers. This indicates a mixed approach where feedback comes from multiple sources.

2. How was feedback provided?

Feedback was provided multimodally. They were provided online or offline, either orally or in writing. Online feedback was given through the learning management system (LMS) of the university and through a messaging app like WhatsApp. Offline feedback was provided face-to-face in the classroom. Online feedback was text-based, and offline feedback was given in both oral and written forms. The following are examples of text-based online feedback in LMS.

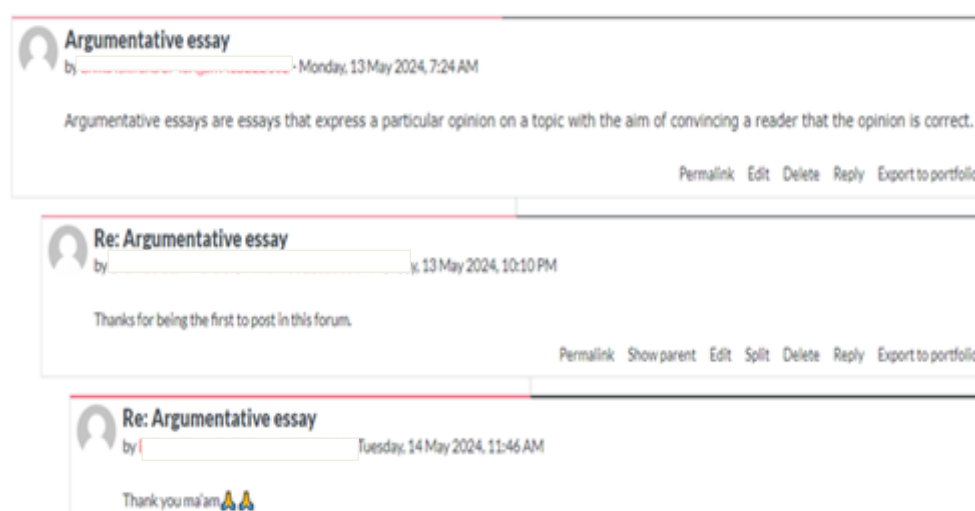


Figure 2: Text-based online feedback from the lecturer in the LMS forum

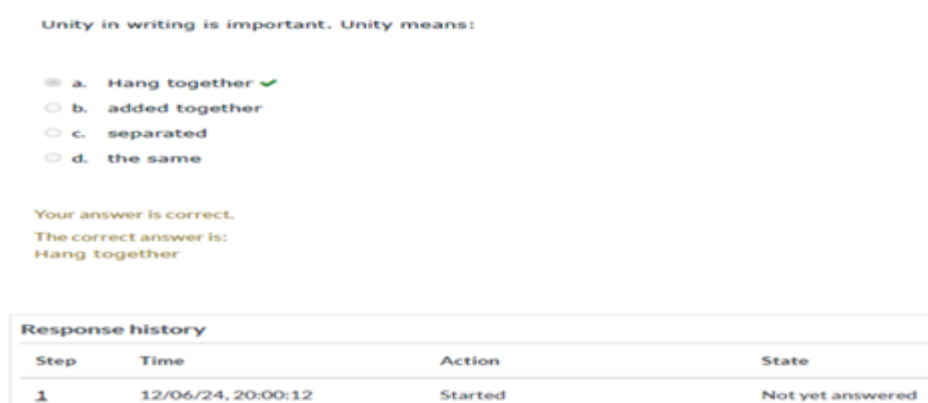


Figure 3. Online feedback from the LMS quiz

In Figure 2, the feedback provided by the lecturer was a response to the student's post in the LMS forum, where students and lecturers discussed argumentative essays. The feedback was not on the topic but on the students' psychological awareness of being the first to post in the forum. This was done

to appreciate students' effort, which addressed behavior rather than personality traits, and it was non-judgmental (Carless & Boud, 2018a). Providing positive feedback to students is crucial to increase students' motivation. Meanwhile, in Figure 3, the feedback for the quizzes on multiple-choice questions was given online by the lecturer. Students were able to see the correct version of the answer in the response section of the quiz.

Additionally, in the LMS forum, text-based feedback was also provided by peers. In Figure 4, a student wrote about how he used to plagiarize by copying his friend's task. His peer suggested that he not plagiarize by asking for help from other friends.



Figure 4: Online feedback from peers in the LMS forum

The LMS forum enables students to practice writing skills and helps them respond to ideas and information. To be able to respond, they need to read and comprehend the ideas and information in the forum. However, not every student was fond of writing feedback in the LMS forum, except when the lecturer obliged it.

The feedback method in reading and writing exercises was focused on the effectiveness of in-class, direct feedback compared to text-based online feedback. Below is the students' description of how their lecturers provided them with autonomy, examples, options, and models.

Students were told to make a few sentences. Make a sentence, well, for example, our sentence is grammatically wrong; so, Teacher R is giving an explanation, for example: "Student I wrote a sentence. (pointing to some words) What do you think? Is it

wrong or not?" (Asking other students) The others are silent, (they) don't know. "If it is like this, this is more correct or what Indri wrote earlier is correct." (P2).

Furthermore, in reading exercises, the lecturer's feedback was mainly focused on pronouncing words correctly. P6 provided an example of a lecturer correcting his pronunciation of minimal pairs like "sheep" and "ship" during a reading aloud session. This shows that pronunciation correction is an important component of the feedback process, especially in reading exercises.

We got feedback on pronunciation. Thus, at that time, I was reading aloud. There were several words that had many minimal pairs. I was often corrected on how to pronounce words like sheep and ship, so I was immediately taught. Oh, this is how sheep is pronounced (P6).

Feedback in reading was provided not only by lecturers, but P3 added that peers also provided her with feedback. She explained how peers directly provide feedback during a reading-aloud session.

The reading section is mostly reading out loud. For example, there are words that we don't know how to pronounce; the friend next to us usually tells us how to pronounce them, or if there is a long pause, the instructor will tell us how to pronounce the words. For writing, maybe most of the instructors are more focused on assessing whether the assignment is correct. (P3)

Furthermore, students emphasized the importance of vocabulary in feedback. Lecturers corrected vocabulary usage during reading exercises, ensuring that students used the correct English terms. Vocabulary was also a key focus in writing exercises.

Teacher R gives direct feedback, for example, when we present our writing project in front of the class. Teacher R says, for example, the vocabulary should be more academic, and she also gives examples of the same sentences with the same context for the next feedback. (P4)

P4 noted that feedback included suggestions for using more academic vocabulary and correcting grammatical errors. This highlights the lecturers' focus on improving students' grammatical knowledge. Particularly, feedback

was provided on grammar correction. The students stated that lecturers corrected grammar mistakes, such as “I did” being wrongly written as “I does” and provided detailed explanations along with examples. The grammar correction is a significant part of the feedback process, helping students understand their mistakes and learn correct usage.

Teacher M doesn't just correct capital letters, commas, and periods, but Teacher M also corrects the grammar so that maybe I did is said as I do like that, so Teacher M immediately corrects it, and the explanation is also detailed, and Mom also includes other examples so that the others are also easy. (P1)

In addition, feedback on reading skills included identifying the main idea, finding supporting details, and understanding vocabulary. Lecturers provided examples and modeled correct answers, helping students develop their reading skills and improve their comprehension.

...feedback for this reading skill is identifying the main idea, finding supporting details, and finding references...
He gave an example of an article, finding references, how? And it was discussed at every meeting. (P5 and P2)

Feedback on writing activities included all stages of the writing process: from pre-writing (drafting and outlining), while-writing (developing supporting sentences and writing coherent paragraphs), until post-writing (revising and editing). Lecturers provided detailed feedback on content, organization, language use, vocabulary, and mechanics. This ensures that students improve their overall writing skills.

... have to draft first, outline first, like that, it really helps. the while writing, like Wahyu said earlier, what Teacher L did was in the writing tests at the end of the semester, we made one or two paragraphs like that in the LMS. Well, we were told how to make supporting sentences, like how to use first, second, or lastly, like that. Then, after the supporting paragraph, we gave examples. So, Teacher L gave feedback, for example, if a friend made a mistake, Teacher L gave good feedback like that. Then for the post writing, it was the same as the direct one in class, direct feedback, one person at a time. (P7)

The method of giving feedback on reading and writing exercises focused on language components such as grammar, pronunciation, and

vocabulary. Both instructors and peers play a crucial role in providing detailed and constructive feedback that helps students improve their language skills. The students' examples illustrate how feedback is given in formal and informal settings, with a strong emphasis on correcting errors and enhancing language proficiency.

3. What feedback do the students prefer?

Students expressed a clear preference for face-to-face feedback compared to text-based online feedback due to its clarity and interactive nature, while also acknowledging the usefulness of informal peer feedback. Detailed explanations, use of examples, and interactive discussions were found beneficial to enhance the learning process, making feedback more understandable and actionable. While various methods of feedback have their merits, the combination of direct, detailed, and interactive feedback is most beneficial for students' learning.

Students stated some preferences in terms of who and how feedback was provided. They preferred feedback given by the lecturer rather than feedback from peers. The students regarded the lecturers as experts in the field. They argued that feedback given by the lecturers in the classroom was more natural compared to the online written text. The students stated that the feedback was well-communicated to them.

Indeed, most of the feedback comes from the instructor in class, and we prefer that because we know better what went wrong, because human communication is more natural. (P2)

The data uncovered that peer feedback was accepted, but the students were not sure about it. They thought that the feedback given was 'not really appropriate'. They were not convinced whether the feedback was appropriate or not because they considered the peers to be at the same competence level as them. They added that some peers tended to give feedback subjectively.

Peers are unfair. They treat their close friends better. And then, because facing the deadline, they just do it without thinking. Because they're too lazy to read, they use AI. So, it's like there's just a lack of balance. (P9)

The students preferred direct classroom feedback to online/indirect feedback.

It's better in person because if you do it via e-learning, it's still not clear. Most just explain the details, but there are no examples.

It's like it doesn't tell you which part it is. So, it's a bit difficult there. (P1)

Like Organization, content, language use, vocabulary... With peers who assess like that, from what I heard, sometimes there are those who say, "Eh, I haven't assessed yet". So, they don't care. The important thing is that they've got points. I don't agree with peers who assess online on LMS for writing. So, if it's better, for example, the lecturer doesn't have time to give one-on-one feedback, the lecturer should choose one of the five. This is vocabulary, for example, for this assessment, you have to identify this one. (P2)

DISCUSSION

To briefly summarize the findings, the case-study participants received both lecturers and peers feedback, either online or on-site modes, and favorable face-to-face feedback instead of the text-based online responses, with the face-to-face comment being mostly accurately interacted and detailed by specific, informal peer feedback while the prepositive opinions was mostly accepted and useful, especially in the selecting topic(s) being written, complemented by basic, common advice. Regarding the participants' responses, most of the feedback they gained was using examples and details, thus most of what they preferred was interactive discussions, which were constructive in improving the students' reading and writing activities. The given feedback could be understandable by the undergraduate students as there are supported by some examples based on the contexts of the texts. Most of the participants preferred accepting lecturers' feedback on the learning management system (LMS) platform over their peers. They, furthermore, regarded the lecturers as the expertise to give feedback on their reading and writing activities. The participants argued that the lecturers' feedback given in the classroom was easy to comprehend compared to the feedback from LMS since the on-site feedback could be well-communicated with the students. By taking account of accuracy, obviousness, and focus (i.e., experience and preferences), the present findings hence shed new light on feedback given by lecturers and peers while both reading and writing activities were held in an EFL undergraduate context.

The findings showed mixed evidence of the practices of giving feedback for EFL undergraduate participants' reading and writing activities. The case studies generally disregarded the metalinguistic explanations and examples that could have aided their understanding because they assumed they had seen enough of this information already. In Participant 4's (P4) case, his peers were more concerned with writing exercises, and generally,

judicious discussions of the feedback seemed to support his comprehension of the passages. Instructors' feedback, moreover, was accepted and used to assess writing texts in the class because peer feedback has been endorsed, not only as a supplement to diluted teacher-student interactions in mass higher education (Nicol, 2014); (Boud & Molloy, 2013), but more importantly, for its congruence with: (a) sustainable, dialogic feedback processes (Carless et al., 2011); (Boud & Molloy, 2013), and (b) student engagement with feedback (Price et al., 2011). Hu and Lam (2010) reveal that over-reliance on teacher feedback is an obstacle faced by the students because they have a strong belief in teacher expertise and authority. By contrast, Participant 10's (P10) peers' feedback practices and their responses to the appropriateness of individual instances of the comment were not suggestive of comprehending the reading and writing exercises being discussed. Similar to the participant's undergraduate peers' feedback found in this study, Chang (2015) states, peer feedback from a novice provider can be face-threatening and discouraging due to oversight of the social-affective dimension of peer feedback. As it has been emphasized in the study by Zhu & Carless (2018) This study observed the processes of the peer feedback activities in EFL writing classes and involved four participants who had completed the same writing course the previous semester in focus group interviews. It was found that not only do the receivers have the chance to explain or negotiate the meaning with the feedback providers, but also the providers of written comments get feedback on their feedback. The participants wanted much more guidance about peer feedback and desired more teachers' input on the feedback process. A corollary of robust trust in teacher proficiency would be students' scepticism over the quality of their peer feedback, as the beginning of feedback providers that have relatively equal status with themselves (Zhu & Carless, 2018). For students using English as a foreign language, their target language ability level also mediates their responses to peer feedback (Allen & Katayama, 2016; Wu, 2019).

Some multimodal media used to provide feedback on reading and writing exercises are observed in EFL undergraduate students' courses because of the current rapid growth of technologies in educational contexts and social media. In accordance with the sudden worldwide switch from face-to-face (F2F) or traditional classrooms to distant and virtual teaching modes necessitated by the COVID-19 pandemic, feedback was provided not only on-site but also online, even though the virtual change was not merely a transference of 'brick and mortar' to online space. A study by (Nasim et al., 2024) in Saudi Arabia, it was found that English as a Foreign Language (EFL) instructors favor LMS as an effective medium for teaching listening, reading, speaking, and pronunciation. Yet, they prefer to teach writing and grammar in a face-to-face setting. Figure 2 presents that the lecturer (instructor) provided positive feedback concerning the student's willingness posting

her/his opinions on the online discussion forum. The constructive feedback encourages the students to participate actively in the LMS discussion forum. Similar to the teacher's feedback in reading and writing classes in this current study, (Carless & Boud, 2018) state, teachers are identified as playing essential enabling roles in promoting student feedback literacy through guidance and training. As it has been emphasized in the study by Zalzadehy, Zahra & Ghanbari, (2022), this study also analyzed EFL students' perception using LMS in their online language learning setting and suggested that the teacher(s) should develop more empathy with the students by providing positive comments and indirect feedback on the students' responses, errors, and inappropriate dictions because they still learn to give feedback.

Looking at the preference of feedback modes, it stood out that students participating in this study favored gaining face-to-face feedback compared to text-based online feedback because both the giver(s) and receiver(s) could interact and clarify their feedback in detail. The findings of this study contradicts earlier research of (Pham, 2022) in other EFL writing contexts that compared with the traditional oral face-to-face interaction (OF2F) form, the written asynchronous computer-mediated communication (WACMC) in Google Docs is found more helpful to student revision since more comments from this form are integrated in revision. Pham's qualitative findings also showed that OF2F in peer feedback is worth using because the suggestion and explanation function happens more often in the OF2F form than in the WACMC form. Another study found that when a specific suggestion is coupled with explanation or justification, it is more likely to be incorporated in revision (Leijen, 2017). OF2F peer feedback offered students the chances to negotiate meaning, which is claimed to be crucial in students' language acquisition because it provides students' more ways to discover and explore ideas, to find appropriate words to express their ideas and negotiate with their audiences about these ideas-all of which critical in second language acquisition and cognitive growth (Mangelsdorf, 1989).

Due to the natural and interactive nature of face-to-face communication, which allows students to understand their mistakes more effectively, a clear preference for receiving feedback directly in the classroom is underscored. Similarly, (Sánchez-Naranjo, 2019) examined providing and incorporating peers' feedback on their partners' second language writing (Spanish compositions). Results showed that participants, native English speakers and undergraduate students, were involved in systematic training of peer review and interacted with their L2 peers to discuss their selected topics. They, moreover, provide significantly more comments that contributed to the essential final text versions written in the target language. While text-based feedback in e-learning can be useful, it often lacks the clarity and depth provided by direct interactions. This suggests that students find in-

person feedback more comprehensible and actionable. By engaging students in discussions about their mistakes and providing visual or practical examples, lecturers can make the feedback more effective and educational.

Lastly, as the practical consequences of the findings, the authors provide some pedagogical implications. Firstly, students prefer lecturers' direct feedback in the face-to-face classroom. However, due to being loaded with other teaching tasks and academic activities on campus, lecturers in reading and writing courses cannot fully meet this particular preference. Thus, the feedback activity should involve self-evaluation of the submitted work, together with peer evaluation (Er et al., 2021). Students' ability to self-evaluate the submitted work is a critical skill that enhances learning gains from the feedback process (Carless & Boud, 2018a). Students should be given opportunities to practice the skills so that the accuracy of their judgments improves over time (Boud et al., 2013; Flores et al., 2024). Whether the feedback providers assess, evaluate, or grade, they should be trained in giving feedback. Therefore, any impression of diminished capability can be avoided, and any belief that peers lack the competence to offer valuable feedback can be dispelled. Secondly, feedback receivers should set goals and create an action plan with peers based on the feedback. Dialogue adds value to the feedback process if it enhances students' understanding of feedback (Sutton, 2009) and enables them to set relevant goals toward progressing on their work (Carless & Boud, 2018a). Accordingly, this principle suggests that students should set relevant learning goals and plan actions to accomplish these goals so that they can move forward with the feedback they receive.

CONCLUSION

The findings highlight the importance of managing students' experience and preferences regarding the nature and timelines of feedback. This paper offers suggestions for designing feedback and managing students' feedback preferences for reading and writing course instructors. The implications of these findings suggest a shift towards multimodal feedback strategies that cater to individual learning needs, enabling students to progress in their educational journeys. By integrating diverse feedback mechanisms, educators can create a more supportive learning environment that aligns with students' preferences and enhances their reading and writing skills.

REFERENCES

- Allen, D., & Katayama, A. (2016). Relative second language proficiency and the giving and receiving of written peer feedback. *System*, 56, 96–106.
- Ardiningtyas, S. Y., Butarbutar, R., Weda, S., & Nur, S. (2024). Online scaffolding behavior for speaking EFL improvement: narrative inquiry issues. *Interactive Learning Environments*, 32(9), 5009–5019.

- Basnet, H. B. (2018). Focus group discussion: a tool for qualitative inquiry. *Researcher: A Research Journal of Culture and Society*, 3(3), 81–88.
- Bitchener, J., & Storch, N. (2016). *Written corrective feedback for L2 development* (Vol. 96). Multilingual Matters.
- Boud, D., Lawson, R., & Thompson, D. G. (2013). Does student engagement in self-assessment calibrate their judgement over time? *Assessment & Evaluation in Higher Education*, 38(8), 941–956.
- Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698–712.
- Bourne, J., & Winstone, N. (2021). Empowering students' voices: the use of activity-oriented focus groups in higher education research. *International Journal of Research & Method in Education*, 44(4), 352–365.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Butarbutar, R. (2024). Students' perceptions of online scaffolding tools for improving writing skills. *Cogent Education*, 11(1), 2428906.
- Carless, D., & Boud, D. (2018a). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.
- Carless, D., & Boud, D. (2018b). The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, 43(8), 1315–1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in Higher Education*, 36(4), 395–407.
- Chang, C. Y. (2015). Teacher modeling on EFL reviewers' audience-aware feedback and affectivity in L2 peer review. *Assessing Writing*, 25, 2–21.
- Chen, W., Liu, D., & Lin, C. (2023). Collaborative peer feedback in L2 writing: Affective, behavioral, cognitive, and social engagement. *Frontiers in Psychology*, 14, 1078141.
- Creswell, J. W. (2016). *Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran Edisi Keempat*. Yogyakarta: Pustaka Pelajar.
- Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research*. How to books.
- Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: Staff and student perspectives. *Assessment & Evaluation in Higher Education*, 44(1), 25–36.
- Deci, E. L., & Ryan, R. M. (2013). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- Er, E., Dimitriadis, Y., & Gašević, D. (2021). A collaborative learning approach to dialogic peer feedback: a theoretical framework. *Assessment & Evaluation in Higher Education*, 46(4), 586–600.
- Erdel, D. (2023). Student Feedback Literacy (SFL) Profiles in an L2 Writing Classroom and the Influence of Peer Feedback on the SFL Features. *International Journal of Education and Literacy Studies*, 11(3), 112–125.
- Fitriyah, I., Basthomi, Y., Khotimah, K., & Gozali, I. (2022). Implementation of assessment for learning in online EFL writing class: A case of novice undergraduate teachers. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 129–159.
- Flores, M. A., Veiga Simão, A. M., Ferreira, P. C., Pereira, D., Barros, A., Flores, P., Fernandes, E. L., & Costa, L. (2024). Online learning, perceived difficulty and the role of feedback in COVID-19 times. *Research in Post-Compulsory Education*, 29(2), 324–344.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Hu, G., & Lam, S. T. E. (2010). Issues of cultural appropriateness and pedagogical efficacy: Exploring peer review in a second language writing class. *Instructional Science*, 38, 371–394.
- Karakaya, K. (2024). Navigating Feedback in Higher Education: Insights from University Students in Türkiye. *Education Reform Journal*, 9(2), 19–40.

- Leijen, D. A. J. (2017). A novel approach to examine the impact of web-based peer review on the revisions of L2 writers. *Computers and Composition*, 43, 35–54.
- Li, D., & Zhang, L. (2022). Contextualizing feedback in L2 writing: the role of teacher scaffolding. *Language Awareness*, 31(3), 328–350.
- Little, T., Dawson, P., Boud, D., & Tai, J. (2024). Can students' feedback literacy be improved? A scoping review of interventions. *Assessment & Evaluation in Higher Education*, 49(1), 39–52.
- Mangelsdorf, K. (1989). Parallels between speaking and writing in second language acquisition. *Richness in Writing: Empowering ESL Students*, 134–145.
- Nasim, S. M., Mujeeba, S., AlShraah, S. M., Khan, I. A., Amir, & Ali, Z. (2024). Exploring pedagogical perspectives of EFL instructors: advantages, disadvantages, and implications of Blackboard as an LMS for language instruction. *Cogent Social Sciences*, 10(1). <https://doi.org/10.1080/23311886.2024.2312659>
- Nicol, D. (2014). From monologue to dialogue: improving written feedback processes in mass higher education. In *Approaches to assessment that enhance learning in higher education* (pp. 11–27). Routledge.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1609406917733847.
- Pham, H. T. P. (2022). Computer-mediated and face-to-face peer feedback: student feedback and revision in EFL writing. *Computer Assisted Language Learning*, 35(9), 2112–2147. <https://doi.org/10.1080/09588221.2020.1868530>
- Phuong, H. Y., Phan, Q. T., & Le, T. T. (2023). The effects of using analytical rubrics in peer and self-assessment on EFL students' writing proficiency: a Vietnamese contextual study. *Language Testing in Asia*, 13(1), 42.
- Price, M., Handley, K., & Millar, J. (2011). Feedback: Focusing attention on engagement. *Studies in Higher Education*, 36(8), 879–896.
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144.
- Sánchez-Naranjo, J. (2019). Peer review and training: Pathways to quality and value in second language writing. *Foreign Language Annals*, 52(3), 612–643. <https://doi.org/10.1111/flan.12414>
- Selwyn, N. (2015). Making sense of young people, education and digital technology: The role of sociological theory. In *Digital Technologies in the Lives of Young People* (pp. 81–96). Routledge.
- Shokouhi, M., & Shakouri, N. (2015). Revisiting Vygotsky's concept of zone of proximal development: towards a stage of proximity. *International Journal of English Literature and Culture*, 3(2), 60–63.
- Smith, D. A. (2017). Collaborative Peer Feedback. *International Association for Development of the Information Society*.
- Sutton, P. (2009). Towards dialogic feedback. *Critical and Reflective Practice in Education*, 1(1).
- Tasdemir, M. S., & Yalcin Arslan, F. (2018). Feedback preferences of EFL learners with respect to their learning styles. *Cogent Education*, 5(1), 1481560.
- Uymaz, E. (2019). The effects of peer feedback on the essay writing performances of EFL students. *International Journal of Curriculum and Instruction*, 11(2), 20–37.
- Wiboolyasarini, K., Kamonsawad, R., Jinowat, N., & Wiboolyasarini, W. (2022). EFL Learners' Preference for Corrective Feedback Strategies in Relation to Their Self-Perceived Levels of Proficiency. *English Language Teaching Educational Journal*, 5(1), 32–47.
- Williams, A. (2024). Delivering Effective Student Feedback in Higher Education: An Evaluation of the Challenges and Best Practice. *International Journal of Research in Education and Science*, 10(2), 473–501.
- Wu, Z. (2019). Lower English proficiency means poorer feedback performance? A mixed-methods study. *Assessing Writing*, 41, 14–24.
- Xu, Y., & Carless, D. (2017). 'Only true friends could be cruelly honest': cognitive scaffolding and social-affective support in teacher feedback literacy. *Assessment & Evaluation in Higher Education*, 42(7), 1082–1094.

- Zadkhast, M., Rezvani, E., & Lotfi, A. R. (2023). Effects of concurrent and cumulative group dynamic assessments on EFL learners' development of reading comprehension micro-skills. *Language Testing in Asia*, 13(1), 29.
- Zalzadehy, Zahra & Ghanbari, N. (2022). The Journal of Asia TEFL EFL Learners ' Anxiety When Using LMS and WhatsApp : *The Journal of Asia TEFL*, 19(1), 317–326.
- Zhu, Q., & Carless, D. (2018). Dialogue within peer feedback processes: Clarification and negotiation of meaning. *Higher Education Research & Development*, 37(4), 883–897.