Examining the Influence of L1 on Feedback Literacy: A Cross-Cultural Feedback Literacy Study

RESEARCH ARTICLE

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Cite: "Yeşilçınar, S., Jalilzadeh, K., & Şata, M. (2026). Examining the influence of L1 on feedback literacy: A cross-cultural feedback literacy study. *Millî Eğitim, 55*(251), 1189-1210. DOI: 10.37669/milliegitim.1638231"

Received: 12.02.2025
Accepted: 08.10.2025
DOI: 10.37669/milliegitim.1638231

Keywords:
feedback literacy, culture and feedback, item biases in feedback literacy, cross-cultural feedback literacy study

Abstract

This study examines the impact of L1 (native language) on feedback literacy among EFL learners from Türkiye, Iraq, and Iran. It also investigates potential item biases in feedback literacy across diverse contexts and explores variations in feedback literacy levels based on native language, language proficiency, and gender. By focusing on these variables, the research highlights the multifaceted nature of feedback literacy and its dependency on both individual and contextual factors. The findings emphasize the significance of students' literacy backgrounds, cultural influences, and prior educational experiences in shaping feedback literacy, advocating for an inclusive and culturally sensitive approach. This approach is particularly critical for addressing the challenges faced by linguistically diverse learners in higher education contexts. The findings shed light on the intricate interplay of cultural, linguistic, and educational factors in feedback literacy and offer practical insights for educators and institutions. Understanding the role of L1 in feedback provision contributes to the knowledge of effective feedback practices for diverse language learners. Recognizing the diverse literacy backgrounds and experiences of students enables higher education institutions to better support the development of feedback literacy, fostering inclusive and culturally responsive learning environments. This study contributes to the existing literature on feedback literacy and provides a foundation for further exploration. Educators and institutions can benefit from these findings by adopting context-sensitive approaches to feedback literacy, promoting effective feedback practices in language learning contexts.

Ana Dilin Geri Bildirim Okuryazarlığına Etkisinin İncelenmesi: Kültürlerarası Bir Geri Bildirim Okuryazarlığı Araştırması

ARAŞTIRMA MAKALESİ

Anahtar Kelimeler:
geri bildirim okuryazarlığı, kültür ve geri bildirim, geri bildirim okuryazarlığında madde yanlılıkları, kültürlerarası geri bildirim okuryazarlığı çalışması

Öz

Bu çalışma, Türkiye, Irak ve İran'dan İngilizceyi yabancı dil olarak öğrenen bireyler (EFL öğrencileri) arasında ana dilinin (L1) geri bildirim okuryazarlığı üzerindeki etkisini incelemektedir. Aynı zamanda, geri bildirim okuryazarlığı ile ilgili maddelerin farklı bağlamlardaki olası yanlılıklarını araştırmakta ve geri bildirim okuryazarlığı seviyelerindeki farklılıkları ana dil, dil yeterliği ve cinsiyet değişkenleri açısından değerlendirmektedir. Bu değişkenlere odaklanarak, araştırma geri bildirim okuryazarlığının çok yönlü doğasını ve bireysel ile bağlamsal faktörlere olan bağımlılığını ortaya koymaktadır. Elde edilen bulgular, öğrencilerin okuryazarlık geçmişlerinin, kültürel etkilerin ve önceki eğitim deneyimlerinin geri bildirim okuryazarlığını şekillendirmedeki önemini vurgulamakta ve kapsayıcı, kültürel olarak duyarlı bir yaklaşım benimsenmesi gerektiğini savunmaktadır. Bu yaklaşım, özellikle dilsel çeşitlilik gösteren öğrenicilerin yükseköğretim bağlamında karşılaştıkları zorlukların ele alınmasında kritik bir rol oynamaktadır. Araştırma, geri bildirim okuryazarlığındaki kültürel, dilsel ve eğitsel faktörlerin karmaşık etkileşimine ışık tutarak, eğitimciler ve kurumlar için pratik öneriler sunmaktadır. Ana dilin geri bildirim sağlama sürecindeki rolünü anlamak, farklı dil geçmişlerine sahip öğrenicilere yönelik etkili geri bildirim uygulamalarına ilişkin bilgi birikimine katkı sağlamaktadır. Öğrencilerin çeşitli okuryazarlık geçmişlerini ve deneyimlerini tanımak, yükseköğretim kurumlarının geri bildirim okuryazarlığını geliştirmek için daha iyi destek sunmasını sağlayarak kapsayıcı ve kültürel olarak duyarlı öğrenme ortamlarını teşvik etmektedir. Bu çalışma, geri bildirim okuryazarlığına ilişkin mevcut literatüre katkı sunmakta ve daha ileri araştırmalar için bir temel oluşturmaktadır. Eğitimciler ve kurumlar, bu bulgular doğrultusunda bağlama duyarlı yaklaşımlar benimseyerek dil öğrenimi bağlamlarında etkili geri bildirim uygulamalarını destekleyebilirler.

Introduction

Feedback is a crucial component of instruction and learning, but much evidence suggests that students are frequently dissatisfied with the feedback procedures they encounter. (e.g., Winstone & Carless, 2019). Feedback has been claimed to have the potential to improve students' capabilities to evaluate their own work and others (Carless & Boud, 2018; Tai, et al., 2018) throughout the learning process. Recently, feedback literacy has been introduced in feedback literature as a new area which requires researchers to carry out empirical studies to explore the extent to which teachers and learners are feedback literate. Such investigations are vital for understanding how feedback can be optimized to support effective learning outcomes. Investigating students' feedback literacy could contribute to the main issue on the efficiency of giving feedback on the students'second language development. Some researchers (Bitchener & Ferris, 2012; Sia & Cheung, 2017) have argued the usefulness of feedback in developing students' writing at the linguistic and the micro level of writing (grammar, vocabulary, syntax), while other reseachers (e.g., Vattøy & Smith, 2019) have mentioned that the efficiency of feedback depends on the extent to which it contributes to the development of students' cognitive and metacognitive aspects of writing and their macro processes of writing (developing students' ideas, rhetorical development, and areas of revision including coherence/cohesion, content, paragraphing, purpose, lexical choice, and developmental aspects of a text). These findings highlight the multidimensional nature of feedback and the need for a comprehensive approach to fostering feedback literacy.

Feedback mechanisms in higher education are frequently misunderstood, challenging to implement successfully, and do not substantially impact student learning as intended (Boud & Molloy, 2013; Evans, 2013). Researchers have put forth a definition of intercultural feedback literacy, which involves the acknowledgment and comprehension of the impact of cultural elements on feedback processes. It also entails taking appropriate actions to ensure effective and suitable participation in cross-cultural feedback interactions. Cultural, historical, and social institutions influence people's beliefs, thoughts, and behaviors. Mediational tools such as literature, art, media, language, technology, and number systems reflect these sociocultural frameworks (Wertsch et al., 1993). This component also emphasizes the consequences of changing educational conditions, particularly educational reforms associated with devolution and commercialization, on the teaching profession in many countries, which makes instructors feel increasingly more deskilled and endangered (Gao et al., 2024). Such vulnerabilities are often mediated by the sociocultural contexts in which teachers operate, underscoring the critical role of context in feedback practices.

Given that feedback literacy is a relatively new concept and that cultural elements play a pivotal role in its development, further research in this area is essential. Investigating intercultural feedback literacy will address the gap in empirical studies and provide valuable insights into how cultural factors influence feedback processes. Accordingly, this paper focuses on feedback literacy, with a particular emphasis on the intercultural feedback literacy of both English as a foreign language (EFL) students and teachers. It aims to offer practical implications for teacher training and curriculum development, especially concerning the supportive role of L1 in enhancing EFL students' feedback literacy. Based on this focus, the following research questions were formulated:

- Is there a significant difference in EFL students' feedback literary levels according to their native language, language proficiency, and gender?
- Is feedback literary biased by native language, language proficiency, and gender?

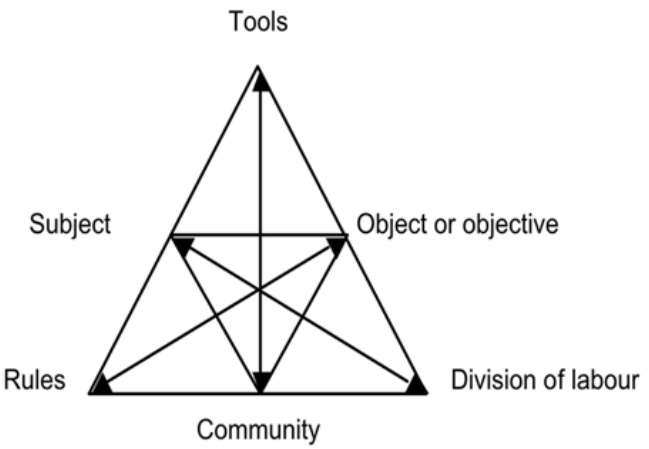
Conceptual Framework

Activity Theory and Language Learning

Because of its roots in dialectical materialism, old German philosophy, and the writings of Vygotsky (1987), the contemporary obsession with the activity theory is notable. Aleksandr Luria and A. N. Leont'ev, two of Vygotsky's students, contributed substantially to this theory by incorporating social, cultural, and historical elements into explaining how the human mind functions (as cited in Vygotsky, 1987). This is known as the second-generation activity theory. Vygotsky initially proposed practical human labor activity as a broad explanatory category of psychology; however, Leont'ev (as cited in Vygotsky, 1987) developed this idea by defining historically developing object-practical training as the fundamental unit of analysis and the explanatory principle determining the origins, structure, and contents of the human mind. Modern activity theory has recognized the significance of cognition as the foundation by viewing practical labor activity as synonymous with it. It has been widely applied to classroom learning, linguistics, and speech act theory (Roth & Lee, 2007).

Figure 1

Basic Structure of Activity Theory Adapted From Engestrom et al. (1990)



Activity theory merits greater acceptance in the educational world because it addresses the troublesome gaps between the individual and collective, physical and mental, biography and history, and praxis and theory (Roth & Lee, 2007), 'development and change' (Kaptelinin & Nardi, 2006), teacher (de)motivation (Song & Kim, 2016), in promoting L2 teacher motivation (Sampson, 2016), and emotions (Leontyev, 1978). According to Burkitt (2021), emotions go beyond merely serving as internal cues and color all of our object-oriented social interactions, contributing to our psychological understanding of a particular item, action, image, or meaning. Therefore, emotions are a product of how the human personality has evolved across history and culture and are connected to other inseparable components of experience like need, perception, and cognition. In the same vein, activity theory model states that L2 teaching is a special profession with distinct motivating traits (Dörnyei & Ushioda, 2011). Due to their social and interpersonal nature, classrooms are particularly relevant to this position. Additionally, activity theory provides a possible framework for recognizing, classifying, and resolving educational tensions that are common in language instruction (Farrell, 2016). With this regard, helping students become lifelong learners is a key objective of educational reform. In order to achieve this goal, teachers must build on their students' prior learning and assist

them in gaining the self-assurance in emotion that results in competence (Mahn & John Steiner, 2002). According to empirical evidence from research by Oyserman et al. (2002), it is possible to create interventions that encourage students to construct specific, academically-focused versions of themselves, which in turn increases their interest in school.

The use of activity theory would be advantageous to thoroughly explore the dynamic interactions between the individual teachers and their working environments. Dörnyei (2007) claims that "the cognitive-situated period of second language motivation research shifted the attention to classroom-specific aspects of motivation and created a fertile ground for educational implications directly relevant to classroom practice," (p. 111). According to the research, the emotional strain that EFL teachers experience in the classroom may lead them to choose teacher-centered strategies that require less emotional strain. It is normal for new EFL teachers to become tense when engaging with their pupils and coworkers (Kim & Kim, 2018). The teachers noted that because their pupils were disruptive in class and rarely engaged in expressive language learning activities, teachers became impatient with them. Teachers had to put in a lot of emotional work to suppress their feelings of overwhelm; as a result, they altered their class plans going forward to reduce the amount of emotional work needed. Teachers have a propensity to avoid using speaking activities in their everyday lessons due to their prior experiences with emotional labor. Kim and Kim (2018) suggest that "when teachers put too much effort into managing their emotions, it has a negative effect on the overall job satisfaction, potentially leading to burnout" (p. 26). Teachers must therefore be ready with ways like expressing their emotional concerns with coworkers in order to lessen the emotional workload before they burn out). To do this, teachers can join a teacher learning-community where they can see model lessons and work together with other teachers who have similar interests. By co-learning in the teacher learning community, this can transform their knowledge and practices.

The Role of Cultural-Historical Context in Language Learning

The culture-historical context, which refers to the more extensive social, cultural, and historical variables that influence activity systems, is another crucial component of activity theory (Engeström, 2001). These factors include national or regional educational policies, cultural attitudes toward language learning, and the colonial legacy of linguistic dominance in language instruction. Such cultural-historical elements influence not only the overarching goals and expectations of language education but also the resources and opportunities available to educators. These influences can significantly affect teacher emotions. For example, teachers working in environments where language education is undervalued or underfunded may feel frustration or discouragement. Conversely, teachers in contexts where language education is highly prioritized often experience greater motivation and positivity. Similarly, cultural-historical elements can shape the emotional experiences of students and their families. Winstone and Carless (2019) suggest that utilizing L1 as a medium for foreign language learners to engage with feedback provided on their writing can greatly enhance their ability to understand and implement the feedback.

Literature Review

Feedback Literacy

Feedback literacy is becoming more and more important in educational settings. It refers to students' ability to use feedback to improve their learning. Carless and Boud (2018) characterize feedback literacy as the ability of learners to comprehend, interpret, and utilize feedback constructively. It entails more than just receiving comments; it requires an active and critical engagement with feedback that impacts learners' subsequent academic practices and development.

Being feedback literate means that a student has the skills and predispositions that let them: -Understand what feedback is for and why it is important.- Understand feedback correctly in the context of their learning. -Use strategies to make the feedback useful. -Self-regulate learning based on feedback.- Actively seek and ask for feedback to help continuous development. Because feedback processes are so complicated, a number of studies have defined feedback literacy as a multidimensional construct. Molloy et al. (2020) put forth a model implemented in the Feedback Literacy Scale (FLS), which delineates essential dimensions that characterize learners' engagement with feedback: 1. Appreciating Feedback—Knowing why feedback is important for learning and making progress.2. Making Judgments: The ability to look at one's work critically in light of the feedback criteria.3. Managing Affect: Dealing with the feelings and motivation that come up during the feedback process.4. Taking Action: The ability to make changes based on feedback to make future work better. These dimensions emphasize that feedback literacy encompasses not only knowledge but also the attitudinal and behavioral elements crucial for the effective utilization of feedback. In cross-cultural settings, feedback literacy may be affected by learners' first language (L1) and cultural backgrounds, which influence their expectations, interpretations, and reactions to feedback. This factor is particularly relevant for postgraduate students in multilingual environments, where language proficiency and culturally ingrained feedback norms converge to influence feedback engagement (Molloy et al., 2020; Tian & Lowe, 2013).

The term feedback literacy has gained attention in recent years, referring to students' ability to understand and respond to feedback. Various models have been proposed, and researchers are exploring ways to enhance feedback literacy (Carless & Boud, 2018; Molloy et al., 2020). However, the concept of feedback literacy has predominantly been portrayed from a mono-cultural perspective, focusing on a single form of literacy. In highly diverse higher education systems, where students from different cultural backgrounds enter postgraduate programs, they may bring unique feedback experiences (Tian & Lowe, 2013; Wakeling & Hampden Thompson, 2013). Importantly, language proficiency has been identified as a key factor in students' ability to interpret and act on feedback effectively, especially in multilingual academic settings (Molloy et al., 2020). Notably, there is limited research on feedback literacy specifically focusing on postgraduate-taught students, possibly due to assumptions about their previous acquisition of feedback literacy during undergraduate studies.

Feedback, Culture and Histories

Students are proactive agents who "make sense of information from various sources and use it to enhance their work or learning strategies" (Carless & Boud, 2018). They also produce internal feedback for themselves by comparing their work to that of others (Nicol, 2021). The ability and willingness of students to actively engage with feedback is crucial for this success (Boud & Molloy, 2013; Carless, 2019; Winstone et al., 2019), as is their development of feedback literacy. However, feedback literacy has been criticized for being constructed uniformly across all students, neglecting the influence of varied settings and cultures (Pitt et al., 2020).

The development of feedback literacy has not been particularly contextualized to the increasingly global and intercultural higher education institutions (Ajjawi & Boud, 2017; Chong, 2021). The current study addresses this by aligning with new conceptualizations of feedback literacy that focus on everything outside of the individual rather than just the internal determinants of feedback literacy (cognition, skills). We contend that feedback literacy should not be under-conceptualized to ignore these context-specific social, material, and cultural aspects because they significantly influence interactions, experiences, and processes. In this study, culture was conceptualized as shared norms, values, and practices within a community, which may intersect but are not synonymous with linguistic backgrounds.

The notion of literacies being situated is not a novel concept. It is rooted in the academic literacies framework developed by Lea and Street (1998), which views literacies as complex social practices influenced by relational structures, ideologies, and institutional power dynamics. This concept is also evident in Värlander (2008). Studies on feedback literacy have highlighted the significance of learning environments facilitating feedback engagement (Chong, 2021). While contextual and social factors have received significant attention, cultural dimensions remain underexplored. In diverse higher education contexts marked by interculturality, the coexistence of distinct feedback codes and conventions shapes unique literacies, further emphasizing the interplay between contexts and cultures.

Students' diverse literacy skills are shaped by their prior academic experiences or "histories," which encompass the various assessment and feedback methods they encountered during their previous academic pursuits at primary and tertiary educational institutions. International postgraduate-taught students often possess extensive exposure to diverse feedback traditions, frequently exceeding the duration of a three-year undergraduate degree (Ramani et al. 2017). Individuals' literacy histories play a crucial role in their transition to higher education at the postgraduate level in other institutions. These histories are likely to influence their approach toward feedback, including how they perceive, interpret, and respond to it.

In intercultural settings, assessment and feedback are co-constructed through interactions shaped by diverse cultural perspectives (Deardorff, 2009). Sociocultural theories of feedback suggest that feedback processes involve constructing meaning using the tools and resources available to students (Esterhazy & Damşa, 2019). The factors mentioned above are derived from the individual's prior academic background and are influenced by their pre-existing cognition or comprehension (Damşa & Ludvigsen, 2016). Hence, it is probable that they guide international postgraduate students in formulating internal assessments and producing internal evaluations of their academic work and advancement (Nicol, 2021).

Feedback has also been a critical topic in L2 writing research (Hyland & Hyland, 2019). The majority of L2 writing research on feedback, which primarily comprises experimental studies, has focused on determining optimal feedback strategies (e.g., Bitchener & Knoch, 2009) and the extent to which teachers should address student writing errors (e.g., Zhang & Cheng, 2021). However, conflicting findings have emerged regarding the scope and methods of feedback (Mao & Lee, 2022), leaving the most appropriate approach to feedback provision shrouded in uncertainty.

Despite the extensive research on feedback transmission in L2 writing, there is still room for improvement. Since students play a crucial role in making sense of feedback and using it for improvement (Carless & Winstone, 2020; Mao & Lee, 2022), researchers have emphasized the significance of examining the skills students need to take advantage of feedback, specifically student feedback literacy (Carless & Boud, 2018; Yu & Liu, 2021). In order to achieve the goals of developing student feedback capability, there has been a growing demand to enhance students' feedback literacy by incorporating pedagogical tasks and diverse forms of support (including teachers and peers) into the L2 curriculum (Malecka et al., 2022; Yu & Liu, 2021). Although the value of student feedback literacy in L2 writing is increasingly acknowledged, little is known about the role of foreign language learners' L1 in feedback provision as a tool that activity theory has significantly and extensively emphasized. Taken into account, the researchers are interested in demystifying the role of L1 in feedback literacy to check whether it makes a difference among Turkish, Iraqi, and Iranian EFL learners concerning their level of feedback literacy. Secondly, the other aim was to delve into the possible item biases in student feedback literacy items in three different contexts.

Methodology

Research Model

This study examines the differentiation of feedback literacy levels of EFL learners according to various variables (native language, language proficiency, and gender), adopting a causal comparison model, one of the quantitative research approaches (Fraenkel et al. 2012). Convenience sampling was used to recruit participants.

Participants

The study consisted of 705 individuals, including 415 (58.9%) females and 290 (41.1%) males aged 28 to 35. Out of the total participants, 78.0% (550) held a bachelor's degree, 16.0% (113) held a master's degree, and 6.0% (42) held a doctorate degree. Regarding participants' English language proficiency, 48.1% (339) had a B1-B2 level, 39.3% (277) had a C1-C2 level, and 12.6% (89) had an A1-A2 level. Based on their mother tongue, 45.0% (317) were Persian, 40.7% (287) were Turkish, and 14.3% (101) were Arabic speakers. The mean duration of English language learning was 9.61±5.96 years. Participants' proficiency levels were identified based on self-reported IELTS and TOEFL scores. All participants participated in the study voluntarily.

Data Collection Tool

Zhan (2022) developed the 24-item Feedback Literacy Scale (FLS) to assess students' feedback literacy levels. The items are rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), with a possible score range of 24 to 120 points. The Feedback Literacy Scale (FLS) created by Zhan (2022) assesses feedback literacy through six essential sub-dimensions that collectively reflect students' interaction with feedback during the feedback process. Each dimension concentrates on particular facets of feedback literacy as outlined below:

- Eliciting

This dimension pertains to the students' initiative in soliciting feedback. It checks how often students ask their peers, teachers, or other sources for feedback on their work.

Example: "I ask my teacher for feedback on my homework".

- Processing

Processing shows how well learners can understand and make sense of the feedback they get. This dimension looks at how well students understand the feedback and how it relates to what they are learning.

Example: "I carefully read and think about the feedback I get".

- Enacting

Enacting shows that the learners can use the feedback to make changes or improvements to their work. This dimension emphasizes the implementation of feedback in practice.

Example: "I change my work based on the feedback I get".

- Appreciation of Feedback

This dimension measures how well the learners understand how important and useful feedback is for their learning. It shows if students think feedback is a good way to help them learn more.

Example, "I think feedback helps me learn better."

- Readiness to Engage

Readiness to engage shows how motivated the learner is and how willing they are to take part in feedback activities, like getting feedback and thinking about it.

Example, "I am willing to take feedback, even if it is harsh."

- Commitment to Change

This dimension assesses the learners' determination and continuous endeavor to utilize feedback for ongoing enhancement over time. It shows a long-term dedication to self-regulated learning.

Example, "I will change how I study based on what you say."

Results from correlation analyses indicated that the sub-dimensions were highly interrelated, with correlations ranging from .743 to .865, and total correlations ranging from .883 to .922. Therefore, the FLS was found to be unidimensional and represented by a single score (See Appendix 1). In terms of reliability and validity, the Cronbach's α coefficients for the sub-dimensions ranged from .804 to .869, the McDonald's ω coefficients ranged from .810 to .870, and the stratified Cronbach's α coefficient for the entire scale was .969 (See Appendix 2). Confirmatory factor analysis (CFA) was conducted to evaluate the validity of the measurement tool, and the fit indices were $\chi 2/df = 1{,}090.579/246 = 4.433$, CFI = .931, NNFI = .922, NFI = .913, RMSEA (90% CI) = .070 (.066 - .074), and SRMR = .036.

Data Analysis

The data analysis process involved using descriptive statistics for the participants' sociodemographic information, and Cronbach's α, McDonald's ω, and Stratified Cronbach's α coefficients were employed to assess the reliability of the measurement tool. Second-order confirmatory factor analysis (CFA) was conducted to evaluate the validity of the measurements, and Pearson correlation coefficient was used to examine the relationships between the sub-dimensions of the measurement tool. Finally, a many-facet Rasch analysis was performed to achieve the study's objectives.

The primary reason for using many-facet Rasch analysis is to examine the common interaction between variables rather than the variables themselves, as noted by Kassim (2007). Additionally, many-facet Rasch analysis yields more detailed results since it provides both group-level and individual-level statistics simultaneously (Myford & Wolfe, 2003). The many-facet Rasch measurement model allows multiple sources of variability, such as rater, item, task, individual, and time, to be placed on a single equal interval scale (Bond & Fox, 2015; Linacre, 1993). These features enable the examination of the effects of rater biases, beliefs, or personal characteristics on scoring behavior using a many-facet Rasch measurement model approach. The many-facet Rasch model utilized in this study is presented below.

$$\log\left(\frac{P_{bkpx}}{P_{bkpx-1}}\right) = \theta_b - \beta_k - \alpha_p - \tau_x - I_{bk} \qquad (1)$$

The I_{bk} term in Equation (1) represents the joint interaction between individual and item variables, indicating that individual characteristics affect their responses to the item. For this study, significant interactions between participants' mother tongue and feedback literacy level suggest that mother tongue may cause bias. Therefore, significant Ibk terms are treated as bias terms.

Many-facet Rasch analysis, which is a member of item response theory, requires meeting certain assumptions (Farrokhi et al., 2011, 2012). These assumptions include unidimensionality, local independence, and model-data fit. In this study, the high correlations between the sub-dimensions of the measurement tool and the acceptable fit values of the Second order CFA model indicate unidimensionality, which was accepted. Since unidimensionality was met, it was also assumed that the local independence assumption was met. Lastly, standardized residual values were assessed for model-data fit, where it is recommended that the number of standardized residuals outside the ±2 range should not exceed 5% of the total number of observations and the number of standardized residuals outside the ±3 range should not exceed 1% of the total number of data (Linacre, 2017). The standardized residual values showed that there were 664 (3.924%) values in the ±2 range and 22 (0.130%) values in the ±3 range, leading to the conclusion that the model-data fit was good (total number of observations 705x24 = 16,920). The data analyses for this study were conducted using Jamovi, JASP, SPSS, and FACETS software packages.

Findings

Table 1 presents the analysis of the measurement reports for each facet within the scope of the research. The table includes the logit values, SH (standard error of measurement), infit and outfit values, and group statistics obtained for each facet.

Table 1

Measurement Reports of the Facets

		Individual Statistics					
Facets	Facets of categories	Logit	SH	Infit	Outfit	Group Statistics	
						Separation	11.31
Language proficiency	C1-C2	0.22	.01	1.08	1.09	Strata	15.41
	B1-B2	-0.05	.01	0.92	0.92	Strata of Reliability	.99
	A1-A2	-0.17	.02	1.08	1.08	chi-square (df)	420.40* (2)
	Male	0.37	.01	1.04	1.04	Separation	5.50
Gender	Female	0.25	.01	0.97	0.98	Strata	7.67
						Strata of Reliability	.98
						chi-square (df)	62.60* (1)
	Ph.D.	0.07	.03	1.02	0.99	Separation	2.97
Degree	B.A.	0.01	.01	0.99	1.00	Strata	4.29
	M.A	-0.09	.02	1.02	1.03	Strata of Reliability	.90
						chi-square (df)	32.80* (2)
	Turkish	0.16	.01	0.96	0.96	Separation	9.53
Native language	Persian	0.01	.01	1.01	1.01	Strata	13.04
	Arabic	-0.17	.01	1.08	1.09	Strata of Reliability	.99
						chi-square (df)	241.40* (2)

Individual Statistics							
Facets	Facets of categories	Logit	SH	Infit	Outfit	Group Statistics	
FLS (items)	Item17	0.22	.04	1.21	1.20	Separation	2.86
	Item13	0.19	.04	1.11	1.11	Strata	4.15
	…	…	…	…	…	Strata of Reliability	.89
	Item18	-0.18	.03	1.04	1.03	chi-square (df)	221.70* (23)
	Item22	-0.25	.03	1.04	1.05		

*$p < .05$

When the feedback literacy levels of the participants are analyzed in accordance with their English levels, it is evident that those with C1-C2 level exhibit the highest level of feedback literacy, while those with A1-A2 level exhibit the lowest level, and this disparity is statistically significant (χ^2 (df) = 420.40 (2); $p < .05$). Moreover, the discrimination rate and index are high, and the reliability of the discrimination index is also high. Thus, there is a significant difference in feedback literacy levels of individuals based on their English level. Additionally, there is a significant difference in feedback literacy level according to gender (χ^2 (df) = 62.60 (2); $p < .05$), as the logit values indicate that the feedback literacy level of men (logit = 0.37) is higher than that of women (logit = 0.25). Analysis of feedback literacy levels based on educational level reveals that doctoral graduates exhibit a higher level compared to both bachelor's and master's graduates, whereas bachelor's graduates exhibit a higher level than master's graduates (χ^2 (df) = 32.80 (2); $p < .05$). Furthermore, feedback literacy levels display a statistically significant difference according to native language (χ^2 (df) = 241.40 (2); $p < .05$), with Native Turkish speakers exhibiting the highest level and Arabic speakers exhibiting the lowest level. Examining the level of agreement with items, it is determined that items numbered 17 and 13 have the highest level of agreement, while items 18 and 22 exhibit the lowest level. Statistically, it is observed that the items display a significant difference based on individuals (χ^2 (df) = 221.70 (23); $p < .05$). Finally, upon examination of Table 1, it is noted that the infit and outfit values of surfaces lie between .50 and 1.50, and they exhibit acceptable fit values.

After analyzing the measurement reports of the surfaces, we investigated the potential interactions (bias) between individuals' gender, English level, and native language and the FLS items. These significant interactions were considered as Differential Item Functioning (DIF). Firstly, we examined the DIF status of individuals according to their gender and found that it was not statistically significant at the group level (χ^2 (df) = 21.60 (48); $p > .05$). Upon examining the individual-level statistics, we observed that the t-value of any interaction was not outside the range of ± 2.00. Therefore, we concluded that there was no DIF in the gender x items interactions. The graphical representation of the t-values of gender x items interactions is presented in Figure 2.

Figure 2

Gender x Items Interactions

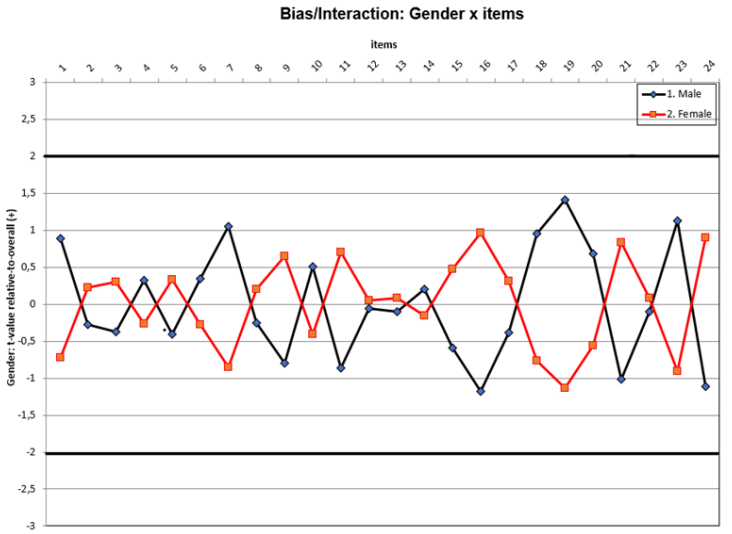


Figure 2 reveals that there is no DIF in the Feedback Literacy scale for both women and men, as the t-values of the interactions of all items are within the acceptable range of ± 2.00. After examining DIF based on gender, DIF was assessed in terms of interactions between English level and items. The analysis showed that there was no statistically significant interaction at the group level (χ^2 (df) = 66.40 (72); $p > .05$). However, when examining individual level statistics, two of the 72 interaction terms (3 x 24) were found to contain bias, with item 22 showing bias with both C1-C2 and A1-A2 levels. The t-values of the English level x items interactions are illustrated in Figure 3.

Figure 3

Language Proficiency x Items Interactions

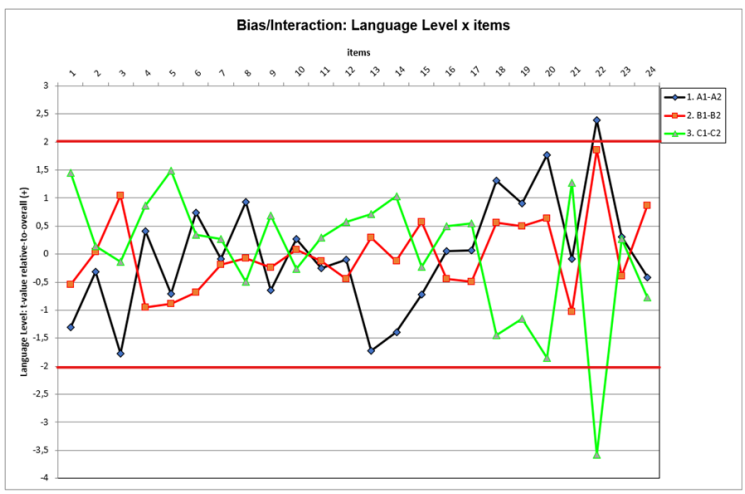


Figure 3 shows that although there is no DIF in any item at the B1-B2 level, item 22 exhibits DIF for both C1-C2 and A1-A2 levels. This item scored lower than expected for the C1-C2 level, but higher than expected for the A1-A2 level, indicating possible bias. However, since there is no significant bias at the group level, this should not affect the validity of the measurements.

Following the examination of individual DIF according to English level, the study investigated DIF in native language x items interactions. The results showed that there was no statistically significant interaction at the group level (χ^2 (df) = 51.80 (72); $p > .05$). Upon analyzing individual level statistics, only two of the 72 interaction terms (3x24) demonstrated bias (the interaction of native language Persian with item number 17 and the interaction of Turkish with item number 22). Figure 4 provides a graphical representation of the t-values for the native language x items interactions.

Figure 4

Native Language x Items Interactions

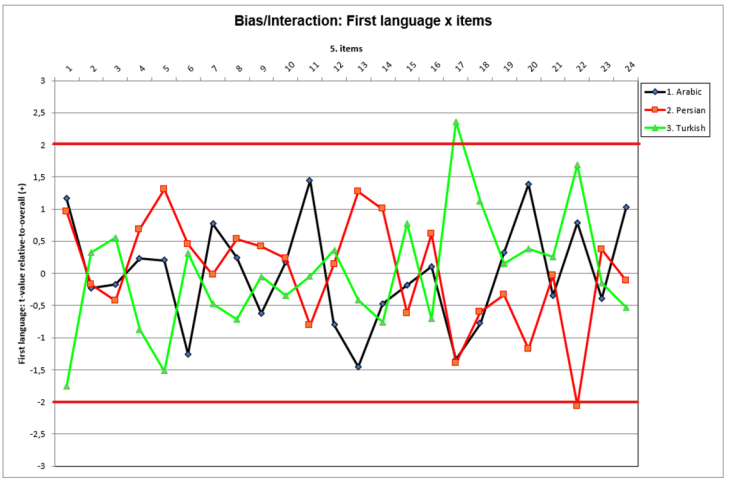


Figure 4 shows no significant interactions (DIF) between the items and native Arabic speakers. However, item number 17 shows bias for native Persian speakers, and item number 22 shows bias for native Turkish speakers. Item 17 scores higher than expected, while item 22 scores lower than expected. Despite these two individual biases, there is no significant bias at the group level, which indicates that the validity of the measurements is not affected.

Discussions

This study has sought to explore the concept of feedback literacy in the context of international postgraduate students, focusing on the interplay between cultural, linguistic, and educational backgrounds. Activity theory offers a framework for interpreting these findings by emphasizing the interconnectedness of cognitive, social, and cultural factors in shaping feedback literacy. From this perspective, feedback literacy can be seen as a product of students' interactions with their academic environments, mediated by tools (e.g., feedback methods), rules (e.g., institutional norms), and community (e.g., peers and educators).

The findings highlight significant differences in feedback literacy levels based on English proficiency, gender, educational level, and native language. These results substantiate the argument that feedback literacy should be understood as a complex, multifaceted construct that is influenced by social, cultural, and material aspects, as suggested by Värlander (2008). Using activity theory, these differences can be interpreted as emerging from variations in the "activity systems" of students, where cultural and linguistic tools mediate their feedback experiences and outcomes.

The study confirms previous research that has identified language proficiency as a key factor in feedback literacy (Molloy et al., 2020). International postgraduate students with higher levels of English proficiency are likely to have more exposure to English-based feedback cultures, which may influence their ability to interpret and act on feedback. This finding supports the argument that

feedback literacy is shaped by social and cultural factors, as well as individual cognitive processes (Lillis & Tuck, 2016). The cultural-historical dimension of activity theory further highlights how students' prior educational experiences and cultural norms shape their feedback interactions, creating tensions that educators must address to facilitate effective learning.

However, the study also highlights the need for a more nuanced approach to feedback literacy that takes into account the diverse literacy backgrounds and experiences of students. As noted by Ajjawi and Boud (2017), feedback literacy is not a monolithic construct but rather a complex set of practices that are shaped by a range of factors, including institutional culture, disciplinary norms, and socio-cultural contexts. Activity theory supports this view by identifying contradictions within and between activity systems as catalysts for growth and change. For example, students' struggles with unfamiliar feedback practices could be reframed as opportunities to negotiate and transform their feedback literacy. This might include providing additional support and guidance for students with lower levels of English proficiency, as well as exploring alternative forms of feedback that are better suited to different cultural and linguistic contexts (Chong, 2021). By applying the principles of activity theory, educators can design interventions that address these tensions, such as collaborative feedback workshops that integrate cultural diversity as a resource for collective learning.

The significant difference in feedback literacy levels based on English proficiency supports the idea that language plays a crucial role in the development and expression of feedback literacy. This finding aligns with Carless and Boud's (2018) assertion that students need to make sense of information from various sources to enhance their learning strategies, which may be more challenging for those with lower English proficiency. It also underscores the importance of considering linguistic diversity in feedback practices, as emphasized by Tian and Lowe (2013) and Wakeling and Hampden Thompson (2013). Activity Theory's principle of historicity also offers insights into how students' prior experiences with their L1 and L2 shape their engagement with feedback practices. Understanding these historical influences can inform more inclusive and effective pedagogical interventions.

The finding that no DIF was detected based on gender in this study aligns with previous research on language teachers' feedback and self-regulated learning (SRL) in language learning. Guo (2021) observed that while teachers were perceived to provide more directive feedback to female students and less criticism overall, no significant gender differences were found in feedback types like verification, scaffolding, or praise. This suggests that despite gendered perceptions in teacher feedback (e.g., Huang, 2013; Plante et al., 2013), these differences did not significantly affect students' responses in assessments. Similarly, Guo (2021) found that gender differences in SRL, with male students reporting higher critical thinking skills and female students reporting better self-resource management, did not result in DIF at the item level, indicating that both genders engaged similarly with language learning and feedback processes.

The observed variation in feedback literacy levels among bachelor's, master's, and doctoral graduates suggests that the development of feedback literacy is an ongoing process that continues beyond undergraduate education. This finding echoes the work of Carless (2015), who argues that feedback should be conceptualized as a two-way process of meaning co-negotiation that evolves over time. Moreover, it calls into question the assumption that postgraduate students have acquired a uniform form of feedback literacy during their undergraduate studies (Sutton & Gill, 2010).

Although the participants' native languages were used as a variable in the study, language does not inherently equate to culture. The statistically significant differences in feedback literacy levels based on native language emphasize the importance of considering cultural diversity in

feedback practices. According to Activity Theory, the native language serves as a cultural tool that mediates students' engagement with feedback, particularly in multilingual contexts. This reinforces the theory's emphasis on the role of cultural artifacts in shaping human activity. As mentioned in the literature review, feedback codes and conventions can vary across cultures, leading to the development of distinct literacies within intercultural higher education settings (Barton et al., 2007). Therefore, it is crucial for higher education institutions to recognize and accommodate the diverse feedback experiences of international postgraduate students in order to facilitate meaningful and effective feedback interactions (Ajjawi & Boud, 2017; Chong, 2021).

The analysis of the FLS items indicates that some items may exhibit bias based on English proficiency level and native language. However, since these biases were not significant at the group level, their impact on the overall validity of the measurements appears minimal. Nevertheless, it is important for researchers to be aware of potential biases and to continually refine measurement tools to better capture the nuances of feedback literacy in diverse contexts (Carless, 2019).

This study is significant as it contributes to the literature via its comparative and quantitative examination of the influence of L1 variable on feedback literacy. Previous studies (e.g., Carless & Boud, 2018; Molloy et al., 2020) have generally addressed feedback literacy in the context of cultural or pedagogical factors but have not systematically examined the mediating role of L1 in this process. Using Rasch analysis in a multicultural sample of participants from Türkiye, Iran, and Iraq, this study demonstrated significant differences in feedback literacy levels across different L1 groups. Thus, it is one of the first studies to assess the often-overlooked factor of linguistic origin in feedback literacy research with a quantitative approach.

Furthermore, this research empirically supports the notion that feedback literacy in an intercultural context develops in interaction with students' prior literacy backgrounds and cultural norms. The findings demonstrate that feedback literacy relies not only on individual cognitive skills but also on internalized learning habits through the L1. In this respect, the study both sheds light on the sociocultural foundations of feedback literacy at a theoretical level and suggests a new pedagogical perspective for higher education institutions that prioritizes linguistic diversity.

Conclusion

Feedback literacy is a crucial factor for the success of students in higher education. The ability of students to actively engage with feedback is essential, and the development of feedback literacy is influenced by multiple factors, including cultural, social, and material aspects. It is essential to understand the context-specific social and cultural aspects of feedback literacy as they significantly influence interactions, experiences, and processes.

One of the significant factors that can influence feedback literacy is the diversity in literacy skills among students, which may stem from their prior experiences or "histories." These "literacy histories" play a crucial role in their transition to higher education at the postgraduate level, and they are likely to influence their approach toward feedback, including how they perceive, interpret, and respond to it. There is a possibility that there might be a significant difference in students' feedback literacy levels according to their native language, language proficiency, and gender. The diversity in literacy skills among students may stem from their prior experiences or "histories," which encompass the various assessment and feedback methods they encountered during their previous academic pursuits at primary and tertiary educational institutions. International postgraduate taught students possess extensive and varied experiences with diverse feedback cultures and traditions, likely equivalent to or exceeding the duration of a three-year undergraduate degree, owing to their prior engagements with various higher education systems and institutions.

Feedback literacy may be biased by native language, language proficiency, and gender. Cultural aspects have received comparatively less attention, and the interdependence of contexts and cultures is evident, particularly in modern higher education settings marked by interculturality. The significance of this matter lies in the presence of various feedback codes and conventions across cultures, which can lead to the development of distinct literacies within intercultural higher education settings.

In conclusion, this study contributes to the growing body of research on feedback literacy by shedding light on the complex interplay between cultural, linguistic, and educational factors. The findings underscore the importance of adopting a more inclusive and context-sensitive approach to feedback literacy, taking into account the diverse backgrounds and experiences of international postgraduate students. By acknowledging and addressing these differences, higher education institutions can better support the development of feedback literacy among all students, fostering more effective learning and academic success. Moreover, the study highlights the importance of recognizing the role of language proficiency in feedback literacy, while also emphasizing the need for a more nuanced and culturally sensitive approach to developing feedback literacy in diverse educational contexts. As feedback literacy continues to be a key focus of educational research and practice, it is important to ensure that it is conceptualized in ways that are inclusive, culturally sensitive, and responsive to the needs of all students (Carless & Boud, 2018; Värlander, 2008).

Suggestions

To address the challenges faced by culturally and linguistically diverse students in higher education, several targeted strategies can be implemented to enhance the inclusivity and effectiveness of feedback practices. First, educators should adopt culturally inclusive feedback approaches that consider the diverse backgrounds of their students. Training programs for academic staff can raise awareness about how cultural differences influence the interpretation and delivery of feedback, ensuring that feedback becomes more accessible and meaningful for all learners. Second, tailored support should be provided for students with lower levels of English proficiency. Institutions can organize language development workshops or feedback literacy sessions to help these students better understand and apply the feedback they receive. Such support is essential in mitigating the challenges posed by linguistic barriers. Third, collaborative feedback activities can be integrated into the learning process. Peer feedback workshops involving students from diverse backgrounds can foster mutual understanding, encourage cultural exchange, and enhance collective feedback literacy through shared experiences. Fourth, feedback tools and methods should be adapted to the students' cultural and linguistic contexts. For example, the use of visual aids, simplified language, or translated feedback can improve clarity and engagement, especially for multilingual learners. Finally, institutions should critically evaluate and revise their feedback norms and practices to identify areas for improvement. Establishing more flexible and context-sensitive feedback mechanisms can help create a more equitable and supportive learning environment for all students. In conclusion, enhancing feedback practices in diverse academic settings requires a multidimensional approach. Culturally responsive pedagogy, language support, collaborative learning opportunities, and institutional commitment to inclusivity are all essential in building feedback systems that support the academic success of all learners.

Genişletilmiş Özet

Giriş

Geri bildirim, öğretim ve öğrenmenin önemli bir bileşenidir ancak birçok kanıt, öğrencilerin karşılaştıkları geri bildirim süreçlerinden sıklıkla memnun olmadıklarını göstermektedir (örneğin, Winstone & Carless, 2019). Geri bildirimin, öğrencilerin kendi çalışmalarını ve başkalarının çalışmalarını değerlendirme becerilerini geliştirme potansiyeline sahip olduğu tartışılmıştır (Carless & Boud, 2018; Tai, vd., 2018). Son zamanlarda, geri bildirim okuryazarlığı, geri bildirim literatüründe öğretmenlerin ve öğrencilerin ne kadar geri bildirim okuryazarı olduklarına dair ampirik araştırmalar yapılmasını gerektiren yeni bir alan olarak tanıtılmıştır. Bu çalışma, uluslararası lisansüstü öğrencilerinin geri bildirim okuryazarlığı konusunu incelemeyi amaçlamakta ve özellikle kültürel, dilsel ve eğitimsel geçmişlerin geri bildirim okuryazarlığındaki rolünü araştırmaktadır. Geri bildirim okuryazarlığı, öğrencilerin verilen geri bildirimi anlaması, yorumlaması ve bu geri bildirimleri öğrenme süreçlerine nasıl etkili bir şekilde entegre edebileceklerini bilmeleriyle ilgilidir. Geri bildirim, öğrenme sürecinin önemli bir bileşeni olarak kabul edilmekte bu nedenle geri bildirim okuryazarlığı, öğrenme ve öğretme süreçlerinde başarı için kritik bir beceri olarak öne çıkmaktadır. Araştırma, geri bildirim okuryazarlığını anlamak için Aktivite Teorisi'ni bir çerçeve olarak kullanmaktadır. Aktivite Teorisi, geri bildirim okuryazarlığının, öğrencilerin akademik çevreleriyle etkileşimde bulunduğu ve bu etkileşimlerin çeşitli araçlar (örneğin, geri bildirim yöntemleri), kurallar (örneğin, kurum içi normlar) ve topluluklar (örneğin, akranlar, öğretmenler) tarafından aracılık edilen bir süreç olduğunu savunmaktadır. Bu bağlamda geri bildirim okuryazarlığı, sadece bireysel bilişsel süreçlerin değil, aynı zamanda kültürel ve sosyal faktörlerin etkileşimiyle şekillenen dinamik bir süreçtir.

Yöntem

Bu çalışmada, İngilizceyi yabancı dil olarak öğrenen öğrencilerin geri bildirim okuryazarlığı düzeylerinin çeşitli değişkenlere (ana dil, dil yeterliliği ve cinsiyet) göre farklılaşması incelenmiştir. Araştırma, nicel bir araştırma yaklaşımı olan nedensel karşılaştırma modelini benimsemiştir. Katılımcılar, kolayda örnekleme yöntemi ile seçilmiştir. Çalışma, 705 bireyden oluşmuş, katılımcıların %58.9'u kadın ve %41.1'i erkek olmuştur. Katılımcıların eğitim düzeyleri, dil yeterlilikleri ve ana dilleri hakkında bilgiler toplanmış, geri bildirim okuryazarlık düzeylerini ölçmek için Zhan (2022) tarafından geliştirilen 24 maddelik Geri Bildirim Okuryazarlığı Ölçeği (FLS) kullanılmıştır. Ölçek, altı alt boyuttan oluşmakta olup 5'li Likert tipi bir ölçekle değerlendirilmiştir. Verilerin analizi, betimsel istatistikler, güvenilirlik analizleri (Cronbach's α, McDonald's ω, stratified Cronbach's α) ve doğrulayıcı faktör analizi (CFA) ile yapılmıştır. Ayrıca çok yüzeyli Rasch analizi, katılımcıların geri bildirim okuryazarlık seviyeleriyle ilgili daha ayrıntılı sonuçlar elde etmek için kullanılmıştır. Çok yüzeyli Rasch modeli, birey ve öge arasındaki etkileşimleri inceleyerek, rater yanlılıkları, inançlar veya kişisel özelliklerin puanlama üzerindeki etkilerini ortaya koymaktadır. Model, verilerle iyi bir uyum gösterdiği için geçerliliği kabul edilmiştir. Veriler Jamovi, JASP, SPSS ve FACETS yazılımları kullanılarak analiz edilmiştir.

Bulgular

Çalışma, geri bildirim okuryazarlığındaki farklılıkların çeşitli faktörlerden etkilendiğini ortaya koymaktadır. Araştırmada, öğrencilerin geri bildirim okuryazarlığı düzeylerinin İngilizce yeterlilikleri, cinsiyet, eğitim seviyesi ve ana dil gibi faktörlere göre değiştiği bulunmuştur. Özellikle yüksek İngilizce yeterliliğine sahip öğrenciler, İngilizce tabanlı geri bildirim kültürlerine daha fazla maruz kaldıkları için geri bildirimleri daha etkili bir şekilde yorumlayabilmektedirler. Bu bulgu, geri bildirim okuryazarlığının yalnızca bireysel bilişsel süreçlerden değil, aynı zamanda sosyal ve

kültürel faktörlerden de etkilendiğini göstermektedir. Geri bildirim okuryazarlığı, öğrencilerin eğitim geçmişleri, kültürel normları ve dil yeterlilikleri gibi faktörlerin birleşimiyle şekillenir. Öğrencilerin geri bildirimle nasıl etkileşimde bulundukları, bu etkileşimlerde kullanılan araçların (örneğin, geri bildirim biçimleri ve yöntemleri) yanı sıra, her öğrencinin kültürel bağlamındaki farklılıklar tarafından da yönlendirilir. Bu bağlamda geri bildirim okuryazarlığı, kültürlerarası etkileşimlerde farklılıklar gösteren çok boyutlu ve çok katmanlı bir beceri olarak ele alınmalıdır.

Çalışmanın bir diğer önemli bulgusu ise geri bildirim okuryazarlığının, öğrencilerin geçmiş eğitim deneyimleri ve kültürel normlarının yanı sıra, öğrencilerin dilsel yeterlilikleriyle de şekillendiğidir. Yüksek İngilizce yeterliliği, öğrencilerin daha önce İngilizce tabanlı eğitim sistemleriyle etkileşime girmeleri nedeniyle, geri bildirimle daha etkili bir şekilde etkileşimde bulunmalarını sağlamaktadır. Bu da geri bildirim okuryazarlığının yalnızca dilsel becerilerle değil, aynı zamanda öğrencilerin önceki eğitim deneyimleriyle de yakından bağlantılı olduğunu göstermektedir. Ayrıca ana dilin rolü, kültürel normların ve dilsel araçların öğrencilerin geri bildirimle etkileşimlerini nasıl şekillendirdiğini vurgulamaktadır. Ana dilin kullanımı, geri bildirim alma ve verme süreçlerinde önemli bir kültürel aracı işlevi görmektedir. Bu da her öğrencinin geri bildirimle etkileşiminin, yalnızca bireysel dilsel yeterlilikleri değil, aynı zamanda kültürel geçmişleriyle de derinden bağlantılı olduğunu göstermektedir.

Tartışma ve Sonuç

Çalışma, geri bildirim okuryazarlığının dilsel, kültürel ve eğitimsel bağlamlarda daha nüanslı bir şekilde ele alınması gerektiğini savunmaktadır. Geri bildirim okuryazarlığı, tek tip bir yapı olarak değil, öğrenci deneyimlerinin, kültürel farklılıkların ve sosyal etkileşimlerin bir sonucu olarak çok katmanlı bir beceri olarak görülmelidir. Bu çerçevede geri bildirim uygulamalarının, öğrencilerin farklı dilsel ve kültürel geçmişlerini göz önünde bulundurularak tasarlanması gerekmektedir. Eğitimciler, geri bildirim okuryazarlığını geliştirmek için dilsel ve kültürel çeşitliliği bir kaynak olarak kullanabilecekleri müdahaleler tasarlamalıdırlar. Özellikle dilsel yeterliliği düşük olan öğrencilere yönelik ek desteklerin sağlanması, geri bildirim süreçlerinde daha etkili olmalarına yardımcı olabilir. Aynı zamanda geri bildirim yöntemlerinin kültürel çeşitliliği dikkate alarak çeşitlendirilmesi, öğrencilerin geri bildirim okuryazarlığını daha etkin bir şekilde geliştirmelerine katkı sağlayabilir.

Yazar Katkıları: Yazarların katkıları eşit olup her birinin katkı oranı %33.3'tür

Çıkar Çatışması: Yazarlar arasında herhangi bir çıkar çatışması bulunmamaktadır.

Etik Beyanı: Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi"nde belirtilen kurallara uyulduğunu ve "Bilimsel Araştırma Ve Yayın Etiğine Aykırı Eylemler"e dayalı hiçbir işlem yapmadığımızı beyan ederiz. Aynı zamanda tüm yazarların çalışmaya katkıda bulunduğu, yazarlar arasında herhangi bir çıkar çatışmasının bulunmadığı, tüm etik ihlallerde tüm sorumluluğun makale yazarlarına ait olduğunu beyan ederiz.

Etik Kurul İzni: Araştırmanın etik kurallara uygunluğu hakkında Van Yüzüncü Yıl Üniversitesi Sosyal ve Beşerî Bilimler Etik Kuruluna yapılmış olan başvuru kurulun 07/02/2025 tarih ve 03 numaralı toplantısında incelenmiş olup 03-11 sayılı karar sonucunda araştırmanın etik kurallara uygun olduğu bildirilmiştir.

Finansman: Bu araştırma herhangi bir fon ile finanse edilmemiştir.

Veri Kullanılabilirliği Beyanı: Bu çalışma sırasında oluşturulan veya analiz edilen veriler, talep üzerine yazarlardan temin edilebilir.

Yazma Yardımı için Yapay Zekâ Kullanımı: Yazma yardımı için yapay zekâ kullanılmadığını beyan ederiz.

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