Understanding students' affective responses and their influence of written feedback*

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Kim, Jungyin. "Understanding Students' Affective Responses and their Influence of Written Feedback." ***Studies in English Language & Literature*** **44.4 (2018): 17-46.** This study attempts to examine and provide a configuration of the complex relationship between EFL college students' affective response and instructor written feedback. In doing so, the study specifically examines a) how certain affective responses inform students' successful negotiation of written feedback in their writing, b) the correlation between students' affective responses and types of written feedback received and c) variations of affective responses towards written feedback across students. Primary data included think-aloud sessions and semi-structured interviews. Students' texts were also collected but used as reference points to clarify the primary data. Grounded theory was used to examine how students negotiate the received written feedback through semi-structured interviews and think-aloud sessions. Relying on Ferris & Hedgcock (1998), a code scheme was used to organize and classify the instructor feedback. Findings showed that EFL students felt *satisfied, irritated, dismayed, dissatisfied, delighted, shocked*, and showed r*efusal of feedback* and *agreement with feedback* as part of their affective responses. While a single factor does not contribute to these responses, miscommunication and misunderstanding between the instructor and students, discouraging criticism, and negative comments from instructors were seen as notable factors. The research also showed that students' affective responses may influence students' tolerance and appropriation of instructor feedback. (Chonbuk National University)

Key Words: Affective response, English as a foreign language, instructor feedback, grounded theory

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I. Introduction

Second language (L2) teachers and researchers have shown much interest in learning effective ways to respond to L2 students' writing (Hawe & Dixon, 2014). Due to such interest, feedback has been perceived as having a significant influence on students' learning as it builds on developing their cognition, aids in learning specific writing practices, and emphasizes their strengths and weaknesses (Hyland & Hyland, 2006). In particular, instructor written feedback is said to play a valuable role in L2 writing courses (Hawe & Dixon, 2014). While providing written comments for students may be time-consuming for instructors, both students and instructors continuously believe such comments to be valuable in improving students' L2 writing skills (Hawe & Dixon, 2014; Hyland, 2013). What is more, Black et. al (2003) note that for effective written feedback, feedback should be clearly articulated, organized and delivered in a way that promotes student's active participation. Moreover, Rollinson (2005) notes that clear and thorough communication between students and teachers is one criterion not to be overlooked. While research on instructor written feedback have mainly focused on types of feedback learners expect from their teachers, learner's affective response to teacher written feedback has generally been overlooked (e.g. Aragao, 2011; Harris, Harnett & Brown, 2013; Rollinson, 2005). In regards to this, Teimouri (2017) noted that because emotions and cognition are interdependent and inseparable in students' learning, students' affective factor should be perceived as one criterion for evaluating the effectiveness of written feedback.

The significance of affective factors in L2 learning has also been noted by White (2018) who points out that affective factors may mediate development in students' writing practices, particularly when social interaction becomes part of such practices. However, when considering research in L2 writing, there is only a handful that examine the connection between students' affective response and instructor written feedback in L2 contexts; there is even less research examining how students'

affective response towards instructor written feedback inform students' revision process (e.g. Hyland, 2013; Lee, 2008; Zhao, 2010).

To contribute to this gap, the current study examines in detail a small group of EFL college students' affective response towards instructor written feedback in two writing courses during a 15-week academic semester. The study was guided by the following questions:

  1) How do students' affective responses inform ways they negotiate written feedback in their revisions.

  2) How do certain types of written feedback inform students' affective responses?

  3) What are possible variations of affective responses towards written feedback across students and across essays of an individual student?

II. Literature Review

This section consists of three subsections. The first section briefly discusses the definitions of key concepts used in this study. The second section discusses the theoretical issues that guide the study. Finally, the third section presents an overview of issues and research in learners' affective responses towards instructor written feedback.

2.1 Key Concepts

2.1.1 Affective Response
Various definitions exist for affective response, and many of them are traditionally defined within the field of psychology (Barret & Russell, 2015). For instance,

Krosnick and Smith (1994) note that affective response involves the amount of feelings when individuals respond to objects, which are being evaluated. Kalat (2014) claims that affective response relates to emotions that involve negative and/or positive feelings when facing a stimulant, for example, anxiety, apprehension, and glee.

Guthrie and Jones (2012) noted in their study that understanding learners' feelings towards teacher feedback is seen through the learner's own documentation of his/her feelings when presented with feedback. In the current study, affective response is thus referred to ways learners feel about various kinds of instructor written feedback rather than actions they take after receiving feedback since actions they take are generally perceived as tangible modification of their written text (Krosnick & Smith, 1994).

2.1.2 Revision

According to Bawarshi (2003), the concept of revision has been traditionally viewed as a practice one does to a piece of writing in which the final end product was emphasized. With growing criticism towards this traditional approach, the process approach of teaching writing emerged in which writing strategies and drafts were emphasized. In this approach, recursive and complex writing processes are viewed as part and parcel of revision.

Bawarshi (2003) cited various authors who conceptualized the development of revision. One notable author Bawarshi (2003) cites is Bartlett (1982), who has done research in the field of academic writing. Bartlett (1982) saw the significance of having a revision model that considers the interconnection between the reader and writer. Building on such interpretation, the study defines revision as a communicative process between reader and writer which involves a broad range of revision types, such as global feedback on meaning to mechanical aspects that include grammar and punctuation.

2.1.3 Successful Revision

Often times the concept of successful revision is confused with types of revision students undertake. Types of revisions and successful revisions are two different concepts noted in what Ferris (2002) refers to ways one measures revisions. Using these two concepts in line with Ferris (2002), successful revision refers to various ways students attempt to adopt teacher feedback. On the other hand, types of revisions refer to Hillocks' (1982) classification of revision in which revisions are categorized into two main groups: formal (surface) modification and text-based modification. While this classification has traditionally been utilized in understanding students' revision, it overlooks the idea that students' revision process are complex in nature. In response to this limitation, the researcher focuses on students' successful revisions to examine how students negotiate written feedback in various drafts. To clearly trace the effect of the instructor feedback, the researcher has arranged the effect of feedback on students' revision process into three headings originally proposed by Goldstein and Conrad (1990): *no revision; successfully revised; unsuccessfully revised.*

2.2 Theoretical Issues

The learning theory of socio-constructivism, socio-cultural theory, and cognitive theory are three learning theories that support this study. The study then briefly research in the interrelationship between students' affective response and teacher written feedback in the context of L2 writing.

The learning theory of socio constructivism views knowledge as meaning that is socially constructed in interaction among people within a situated environment (Flowerdew & Costley, 2016). Examining instructor written feedback from this perspective, the theory is perceived as a continuous communication between students and instructors. Within this interactive process, the final text is socially constructed by both the student and instructor with each member playing an integral role in this

process.

The socio-cultural theory of learning has often been used to understand L2 acquisition and learning (Hyland, 2013). Based on Vygotsky's zone of proximal development, teacher feedback guides students so that students may reach their potential until they are able to produce an outcome (Vygotsky, 1978). This outcome is achieved through scaffolding in which a more experienced learner (in this case, the instructor) provides guidance to the student (Lantolf & Poehner, 2014). It may be said then that Vygotsky's idea of scaffolding is reflected in the teacher's feedback and that student-teacher dialogic interactions may aid in building students' writing skills and in the production of a final text (Hyland, 2013). In a similar vein, Vygotsky (1962) supports the idea that affective responses towards teacher feedback is in line with the socio-cultural learning theory when he claims that "full comprehension of another's idea is achieved when one understands its affective-volitional basis" (p. 252).

Instructor written feedback from the cognitive process theory of learning guides students in revising their drafts, and thus the cognitive process theory of learning is perceived to be a crucial part of the revision process (Flower & Hayes, 1981). Moreover, this theory of writing sees the importance of producing numerous drafts as well as receiving instructor and/or peer feedback. Based on this theory, many factors, such as the writer, task requirements, and environment influence the process of producing a final text. Such factors also derive from the affective domain, which the researcher further examines in the following section.

2.3 Affective Response and Instructor Written Feedback

In the context of L2 writing, studies in the past have looked into students' preference of feedback (e.g., Fathman & Whalley, 1999), and teacher written feedback (e.g., Reid, 1994). Later, studies began to place more focus on understanding how teacher feedback influences the learners' writing processes (Ferris

& Hedgcock, 1998; Hyland & Hyland, 2006). While there have been growing interests in this field, there are limited studies that place in-depth focus on students' affective responses to different types of instructor written feedback. According to Lee (2008) and Min (2013), a majority of L2 students hold positive responses toward their instructor's written feedback. For example, in Ryoo's (2004) study, a majority (73%) of EFL students in a writing class responded to the instructor feedback with excitement; this was followed by feeling confused (41%), dismayed (24%), annoyed (7%), and pressured (1%). However, the study did not consider the interrelationship between different types of instructor feedback, and types of affective responses from students; rather, the study provided a general overview of students' affective responses.

Also, many research on instructor feedback tend to focus on intermediate to advanced L2 learners in process-oriented classes situated mainly in Western educational settings (see Ferris, 2002). Moreover, past research on instructor written feedback were largely concerned with examining students' interpretation and attitude towards instructor comments (Kietlinska, 2006). There are limitations to these studies. For instance, past studies in L2 contexts did not specifically look into types of affective responses toward instructor written feedback. Lipnevich and Smith's (2008) study, for example, examined how instructor written feedback affected students' emotions and motivation. Yet, their study overlooked ways to link types of affective responses with instructor written feedback empirically. In response to such recent past studies, Ferguson (2011) suggests the need to further understand ways students affectively react to instructor written feedback in higher education.

III. Research Methods

3.1 Context

The study was conducted in the Center for General English Studies in a Korean university. The Center for General English Studies is included in most university level curriculum, which requires all English language and literature majors to take basic to intermediate-level English writing, speaking, and reading courses in addition to courses in their major. Two intermediate-level college writing courses were chosen for this study (College writing A & College writing C) because students in these courses had more opportunity to write a variety of academic essays through the production of multiple drafts. College writing A and College writing C represented two different sections of an intermediate-level writing course. The researcher received permission to gather data from the university and faculty members from the Center for General English Studies.

3.2 Participants

Two full-time instructors and eight EFL students in two writing courses (writing section A and section C) were selected for this study. The researcher received assistance from the two instructors and McDonald's (1978) L2 reviser's scheme in order to select students from each of the two courses: College writing A and College writing C. Since the instructors were well aware of the revision processes and writing skills of their students from past writing classes, the researcher asked the two instructors to identify students for this study by using McDonald's (1978) reviser's scheme. The researcher provided the two instructors a sheet showing each type of reviser's features. Fortunately, the instructors' were open to this request, and seven to eleven labels for each classification were presented to the researcher from each instructor. While a number of students were contacted to participate in this

study, a few noted that they could not participate due their busy class schedule. Ultimately, eight students showed interest in the study, and explanation of the study's requirement, sessions, and duration were given to the students. While the two instructors were participants in this article, note that the researcher did not take part in the course instruction or any administrative work related to the course.

3.3 Data Collection and Procedure

To thoroughly understand students' affective responses to instructor written feedback, the researcher gathered students' texts, think aloud sessions, and semi-structured interviews. Twenty essays for each student and a minimum of two drafts for each essay were collected. Word count for the essays varied between 540 and 960. In College writing A, each student submitted three short essay assignments while students in College writing C submitted two longer essay assignments.

Step one of the data collection began with students' first draft of the first writing assignment. The researcher collected the first drafts with their written feedback and categorized the points of feedback. Step two asked students to think aloud while discussing their first received written feedback on their drafts. In this step, the researcher asked students to focus on their responses to the instructor feedback. Step three, students' second drafts were collected for semi-structured interviews. The purpose was to gather their affective responses to the instructor feedback from their drafts. These three main steps were repeated for each essay assignment (Table 1).

Table 1. Data collection and procedure

Student-Instructor Actions	Researcher Actions
Instructor introduces topic of writing activity	
Students submits drafts #1	● Collects drafts #1
Instructor feedback on drafts #1	● Organizes and categorizes instructor feedback
Students receive feedback comments	● Think aloud session on students' affective response and comprehension of instructor feedback comments.
Students submit drafts #2	● Collects drafts #2 ● Examines students' appropriation of instructor feedback ● Conducts interviews to understand students' response to and comprehension of instructor feedback
Instructor feedback on drafts #2	● Categorizes instructor feedback
7. Students submit final drafts	● Collects final drafts ● Examines students' appropriation of instructor feedback ● Conducts interviews to understand students' response to and comprehension of instructor feedback

3.4 Data Analysis

A qualitative methodological orientation was adopted to address the sociocultural trend currently seen in many L2 writing studies. In addition, the study also takes on a constructivist perspective whereby the participants' reality is seen in the shape of "intellectual compositions which are social and specific in nature, and contingent for their content and structure" (Atkinson, 2005, p. 51).

Semi-structured interviews with students and think-aloud protocol were analyzed through grounded theory approach (Glaser, 1967). In order to use this theory in data analysis, the researcher referred to Strauss and Juliet (2011). By analyzing the data,

the researcher began with open coding on the participants' affective responses and proceeded to identify relationships among the open codes. During open coding, a heading was made to roughly describe the affective responses to the instructor written feedback. For the axial coding process, relationship among the open coding was identified. In selecting the core category for selective coding, core variables covering the whole data were identified. Moreover, the researcher connected the final codes of the affective responses to the successful student revisions and instructor feedback types accordingly.

In the following subsections, the researcher first explains how the think-aloud protocol and student interviews were analyzed. Then, an explanation of how the instructor feedback was analyzed is shown. Finally, analysis of students' successful revisions is described.

3.4.1 Think Aloud and Interview Analysis

To examine interviews and the think-aloud data sets, grounded theory was applied. Recordings of the interviews and think aloud session were transcribed. Then, the researcher checked with the students to verify its content and accuracy. Emergent themes were examined and used to code the transcripts. Constant comparative analysis was used to analyze the data in which themes surfaced. These themes were discovered and coded (Miles & Huberman, 1994).

Eight factors constituted the coding scheme, which would be used to examine the affective responses towards instructor feedback (Table 2). At the outset, these factors may appear to overlap; yet, grounded theory was used multiple times in building the final coding scheme which led to no instances of overlapping.

Table 2. Coding scheme eight factors

1. satisfied	2. irritated	3. dismayed	4. dissatisfied
5. delighted	6. shocked	7. refusal of feedback	8. agreement with feedback

3.4.2 Instructor Written Feedback Analysis

Based on a coding scheme used by Ferris & Hedgcock (1998), all the points of feedback were analyzed. Rollinson (2005) refers to points of feedback as short written interventions on a specific feature of a text. For example, when an instructor requests students to make changes in the wording of a phrase, this is referred to as points of feedback because the student is asked to focus on a specific vocabulary feature. Seven kinds of instructor written feedback points constitute the coding scheme (Table 3). A total of 832 feedbacks were coded. In order to maintain agreement among faculty rater and the researcher of this project, Kappa statistic was used in SPSS for inter-rater reliability (Cohen, 1968). 0.82 was the Kappa value in terms of reliability between raters of coding feedback types.

Table 3. Types of instructor feedback

Type	Description
Correction coding	Using symbols for direct revision (RW=try rewriting/ WO=wrong order/ /M=missing word/ P=punctuation)
Give information	Giving information on student's topic for suggested revision
Compliment	Praising students on their writing such as "excellent body" and "good"
Grammar & Edit	Pointing to issues in structure, editing or grammar
Requesting	Requesting students to modify, delete or add a feature of their essay. Many of the requests are more indirect in nature, such as the instructor requesting students to clarify a concept
Unfavorable feedback	Critique of a specific feature of students' essays or general critique of students' drafts.
Speculative comments	Personal notes, humorous comments, reader-responses: Such comments are ones that could not be categorized under a single category

IV. Findings

A few representative student comments about their affective responses towards feedback are presented based on the think-aloud sessions and student interviews. In the student comments, a few additional explanations are presented in parenthesis for clarification reasons. The following are the findings based on the research questions.

4.1 Affective Responses and Negotiating Written Feedback (RQ #1)

Data shows that students' affective responses toward instructor feedback consist of feeling *satisfied, irritated, dismayed, dissatisfied, delighted, shocked, refusal of feedback,* and *agreement with feedback.*

Table 4. Affective responses

Affective Responses	Frequency	Percentage
Agreement with feedback	608	73.1%
Refusal of feedback	84	10.1%
Shocked	36	4.3%
Delighted	30	3.6%
Dissatisfied	26	3.1%
Dismayed	20	2.4%
Irritated	15	1.8%
Satisfied	13	1.6%
Total	832	100%

As seen in Table 4, agreement with feedback occurred the most in terms of frequency (608) with 73.1%. *Refusal* came thereafter with 84 cases (10.1%). Feeling *shocked* constituted 4.3% of the affective responses, and feeling *delighted* occurred

30 times (3.6%). There were 26 accounts of feeling *dissatisfied* and 20 accounts of feeling d*ismayed*. Feeling *irritated* (1.8%) and *satisfied* (1.6%) had the smallest percentages.

While it may seem that *refusal of feedback* is non-constructive for both students and instructor, this form of affective response often times gives instructors an opportunity to consider the effectiveness of their own feedback. Moreover, from the constructivist perspective, *refusal of feedback* indicates students' progress and growth because not only do students shape knowledge, instructors also participate in shaping knowledge via feedback on student writing.

While a few students misunderstood the feedback comments, many students accepted and agreed with most of the instructor written feedback. They also noted that they took the feedback seriously because they were dependent on the feedback for the revision process, and for ultimately producing at least two drafts for each writing assignment. To show how students engaged with the instructor written feedback, students expressed that they re-read the feedback comments multiple times. Excerpts below further highlights how some students justified their affective responses towards received feedback. All names are pseudonyms.

Excerpt 1 shows Ana having positive feelings towards the instructor's written feedback because she felt that the comments revealed some of her weak points in her text which she was unaware of. In Excerpt 2, Yongpil specifically noted that the correction codes were difficult to understand because he struggled to grasp the meaning of the codes.

 Excerpt 1

   Interview q: What responses do you have towards the instructor written
   feedback? For example, are you satisfied, frustrated, shocked or any other
   response?
   Ana: I feel good- okay with it. I have no problem [no issues with the
   instructor feedback] I

Interview q: Do you feel the need to receive comments from the instructor?

Ana: At first maybe I can be scared, but I prefer to get any kind of comments so I can learn about what I do wrong. (Ana, interview #1)

Excerpt 2

Interview q: You enjoy receiving the instructor's feedback?

Yongipil: A little bit. Maybe mmm··· abbreviation of correction? [correction code] is confusing . . .I'm not sure what the professor is trying to say, but if I can understand it I want to change it in my writing. (Yongpil, interview #1)

Based on the collection of student interviews, students showed that they liked compliments in the instructor written feedback. While this seems like a predictable response from students, such feedback was not necessarily helpful in their essay revision. While compliments did motivate students to revise their essay, too much compliments were not always welcomed by students because some felt that a balance between constructive criticism and compliments was needed. The following interview with Yongpil illustrated the need for such balance (Excerpt 3).

Excerpt 3

Interview q: What are your thoughts about receiving compliments on your writing?

Yongpil: I think it gives me hope, but maybe not too much compliments, but a mixing of compliments and useful ones [comments] are helpful, but I think not too much criticism is good either. (Yongpil, interview #1)

With regards to feedback that was difficult to understand, students showed *refusal of feedback* and *dissatisfaction.* For example, some students seemed dissatisfied with correction symbols (e.g. "SP" "WW" and "VF") from the written feedback. In some instances, students argued that there were some written comments they did not agree

with because communication between the instructor and the students was not always clear. Students insisted that this was due to the instructor misunderstanding students' intentions. This resulted in some students showing *refusal of feedback* as seen in Excerpts 4-5. *Refusal of feedback* was an important feature of affective response since it revealed students' awareness of and intellectual judgement about word choices that contradicted and challenged the instructor's instruction.

Excerpt 4

> Interview q: You understand the corrections? [points to correction codes]
> Yongpil: All of them?
> Interview q: Yes. For example, "WW" and "SP"
> Yongpil: Wonderful word? [smiles]. I'm not sure what they mean, but I will ask her [the instructor] because I am curious to know what it means. (Yongpil, interview #1)

Excerpt 5

> Minsoo: Most of the time, I understand what she [instructor] is trying to say, but sometimes I don't agree with some points like this [points to "the following example shows" feedback]. She cross out "next" and add "the following example shows." Maybe she made a mistake. The word, "next,' is correct here.
> Interview q: So, do you revise those points of feedback?
> Minsoo: I try my best to choose some to revise but I think I can understand what she try to say. (Minsoo, interview #1)

Other affective responses, *shock, irritation,* and *dismay* were also noted by students. When asked about such responses students noted that they felt irritated when reading comments marked in red ink. For example, in one interview, Soojin said, "I don't like to look at the feedback when there is circles everywhere on my paper, because I don't know why she circle it, so I ignore and work on other

feedbacks (Soojin, think aloud#1).

Soojin's particular affective response may be ascribed to the manner the instructor presented Soojin's feedback (using several circles to indicate 'points of feedback' on Soojin's initial essay draft). For the same session, Soojin also pointed out, "too many comments doesn't give positive energy, so sometimes it's difficult to get motivated to do another writing" (Soojin, think aloud#1). In a similar vein, one student, Ana, noted that she felt surprised with the handful of comments (Excerpt 6)

Excerpt 6

> Ana: I feel a bit of surprise, but surprise can be good. But this is not good kind of surprise, you know.
> Interview q: What do you mean?
> Ana: It's more a shocking feeling because she said to delete all the words [the instructor deleted "students" and wrote "learners" throughout her text]. I don't understand.
> Interview q: Then, do you revise any of the received feedback:
> Ana: I try to revise what I agree with. I believe the teacher is trying to give some helpful points- sometimes I have difficulty understanding the intention of the feedback. (Ana, interview #1)

While Soojin and Ana's affective responses may not represent the voices of all the students in this study, students generally had negative responses towards countless comments, circles, and corrections in red. Yet, many learned to pick and choose feedback comments they found useful.

The rest of this section will now look into the relation between affective responses and successful revisions. Then, the next section will address research question #2: understanding how certain types of written feedback inform students' affective responses. Data relies on interviews and think-aloud sessions already presented above. Data also considers instructor written feedback types and students' successful revisions. Table 5 provides frequencies of instructor feedback types. Table

6 presents frequencies of student revisions.

In Table 5, percentage and frequency of instructor written feedback types were gathered. Correction coding (27%), give information (26.8%), and grammar & edit (24.8%) had the most number of feedback. What may be concluded is that instructors tend to provide types of feedback points that are easy and straight forward to revise.

Table 5. Instructor feedback types

Instructor feedback types	Total	Percentage
Correction coding	225	27.0%
Give information	223	26.8%
Grammar & Edit	206	24.8%
Requesting	122	14.7%
Compliments	31	3.7%
Unfavorable feedback	16	1.9%
Speculative comments	9	1.1%
Total	832	100%

Using the analytical themes to examine the success of students' revisions, Table 6 shows the frequencies of each of the schemes. As seen in the table, *successful student revisions* were 89.1%. While students made efforts to adopt the written feedback in the revision of their drafts, factors that led to students to *unsuccessfully revise* their drafts and to make no revision constituted 86 (10.9%) in total. What can be concluded from the results is that despite students' irritation and dismay in the presentation of the instructor's feedback, the majority of the students appeared to negotiate and adopt many of the feedback points. Moreover, such efforts to negotiate the received written feedback and adopt them in their writing are also supported in the student interviews above. Note that because students were not asked to revise

their drafts for 40 feedback points, the researcher did not rate these 40.

Table 6. Student revisions

Themes	Frequency	Percentage
Successfully revised	706	89.1%
No revision	57	7.2%
Unsuccessfully revised	29	3.7%
Total	792	100%

Note: 40 points of feedback were not rated.

With regards to the interrelationship between students' affective responses and successful revisions, Table 7 shows the affective responses' frequencies with regards to factors in the analytical theme. The affective response of agreement with feedback was seen in 95.9% of 'successfully revised' drafts. However, *refusal of feedback* was largely seen in two sections of the revision analytic theme (no revision 84.5% and unsuccessfully revised 15.5%). Feeling *delighted* was seen 100% in points of feedback 'not rated,' and feeling *satisfied* was reflected in 75% of points of feedback not rated. Feeling *dissatisfied* was reflected in 'unsuccessfully revised' with 52.9% and 35.3% in 'successfully revised.' Interestingly, feeling *shocked, dismayed,* and *irritated* were strongly reflected only in the 'successfully revised' scheme. Moreover, feeling *dismayed* was seen in the 'not rated' scheme with only 8.3%.

Table 7. Affective responses and revision crosstab

Affective responses	No revision		Unsuccessfully revised		Successfully revised		Not rated		Total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Agreement with feedback	2	–	18	2.9%	601	95.9%	6	-	627
Refusal of feedback	60	84.5%	11	15.5%	0		0	-	71
Shocked	0	-	1	-	61	98.4%	0	-	62
Delighted	0	–	0		0		26	100.0%	26

Dissatisfied	1	5.9%	9	52.9%	6	35.3%	1	5.9%	17
Dismayed	0		0		11	91.7%	1	8.3%	12
Irritated	0		0	–	9	100.0%	0		9
Satisfied	0	–	1	12.5%	1	12.5%	6	75.0%	8
Total	63		40		689		40		832

Thus, in Table 7 the main findings from the relationship between students' affective responses and successful revisions are (a) the affective response of *agreement with feedback* may contribute to students' high rate in 'successful revision.' (b) Another significant affective response, *refusal of feedback*, also showed a relatively high rate in students' 'no revision.' (c) Feeling *delighted* was mostly seen when students' work were complimented, which in most part helped students' motivation to write and improve writing skills. (d) While the affective responses of feeling *shocked, dismayed,* and *irritated* may actually demotivate students' desire to revise their drafts, the study showed successful revision. (e) The affective response of feeling *satisfied* seemed to be closely related to written feedback that did not require student revision.

4.2 Types of Written Feedback and Students' Affective Responses (RQ #2)

The crosstab process in Table 8 used SPSS to show a general idea of the correlation between the participants' affective responses and types of feedback. The frequency of each category combination that was noticed in the data was collected. As seen in Table 8 main instances of *agreement with feedback* were reflected in four instructor feedback types: information giving (31.7%), grammar/edit (28.6%), correction coding (26.3%), and requesting (13.2%). 100% of feeling *delighted* showed correlation with 'giving compliments.' Feeling *satisfied* was generally seen when students received instructor feedback types that requested students to revise parts of their drafts (50%). *Refusal of feedback* was seen in four feedback types:

grammar/edit (31%), correction coding (26.2%), give information (23.8%), and requesting (19%). Affective responses, such as feeling *shocked, dissatisfied,* and *irritated* were seen respectively in correction coding with 60.6%, 52%, and 50%. Moreover, feeling *dismayed* was generally related to unfavorable feedback (50%).

Table 8 Feedback types and affective responses crosstab

	Correction coding	Give information	Compliments	Grammar Edit	Requesting	Unfavorable feedback	Speculative comments	Total
Agreement with feedback	161 (26.3%)	194 (31.7%)	0	175 (28.6%)	81 (13.2%)	0	1	612
Refusal of feedback	22 (26.2%)	20 (23.8%)	0	26 (31%)	16 (19.0%)	0	0	84
Shocked	20 (60.6%)	2	0	5	2	1	3	33
Delighted	0	0	30 (100%)	0	0	0	0	30
Dissatisfied	13 (52.0%)	2	0	0	5	3	2	25
Dismayed	1	1	0	1	6	11 (50.0%)	2	22
Irritated	7 (50.0%)	0	0	0	1	5 (35.7%)	1	14
Satisfied	0	1	3	0	6 (50.0%)	0	2	12
Total	224	220	33	207	117	20	11	832

What can be concluded from Table 8 is that many of the students' affective responses were reflected in feedback types of 'correction coding,' and 'give information.' Moreover, feedback types in which students agreed with the instructor's feedback or feedback types that complimented students' writing elicited affective responses of *agreement with feedback, feeling satisfied,* and feeling *delighted.* The reason is that these feedback types aided in students' awareness of their shortcomings in their writing.

Data also revealed that affective responses of *refusal of feedback, feeling shocked,* and feeling *dissatisfied* were also elicited by correction coding, requesting, and grammar/edit feedback types. This is due to students' misinterpretation of the

instructor's correction codes, students' misunderstanding the instructor's written comments or when students felt the instructor's comments to be overly critical. Also, receiving too much correction coding, grammar/edit, and requesting were considered to be types of feedback that elicited affective responses of shock and dismay because students believed their writing was not good enough. In addition, unfavorable feedback types evoked feeling *shocked, dismayed,* and *irritated*. While the percentage of these feelings are relatively low, the reason for these affective responses was due to the fact that such feedback included sharp criticism towards students' work. To conclude, there is a correlation between unfavorable affective responses (e.g. *refusal of feedback, shock,* and *dismay*) and correction coding, requesting, and grammar/edit feedback types.

Such unfavorable affective responses may be due to miscommunication between instructors and students. This argument circles back to what Rollinson (2005) argued when he said that sufficient communication between student and instructor may be one factor associated to students' successful use of instructor written feedback.

4.3 Variations of Affective Responses Across Students (RQ #3)

The purpose of this section is to briefly illustrate that there were indeed variations among students' affective responses individually and that there were also variations across the essays within each individual student. Figure 1 presents the variations of affective responses among eight students and within each student's assignment. As seen in Figure 1, there were different frequencies of affective responses among each student. While Minsoo presented affective responses 195 times, other students showed different frequencies of responses. For example, Yongpil showed 139, Sunghee showed 116, Nara showed 84, Ana and Hajin 81, and Jongwon 55 times. Within each type of affective responses among students, data showed variations of responses. For instance, Minsoo showed 19.5% instances of *agreement with feedback*. With regards to feeling *delighted* which occurred 25 times, Soojin felt *delighted* 6 times,

Nara expressed this feeling 5 times, and Hajin expressed it 3 times.
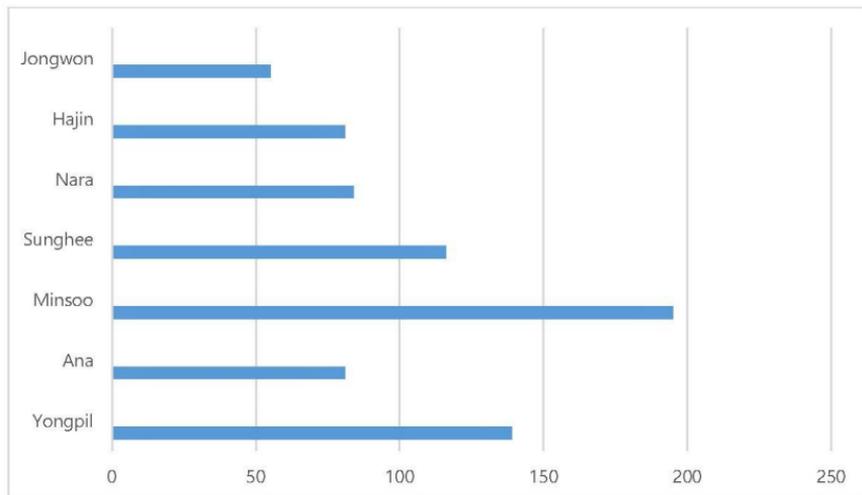

Figure 1. Differences among students' affective responses to instructor feedback

V. Discussion

Taking on a qualitative approach (Merriam, 2009), this study examined a group of EFL college students' affective responses towards instructor written feedback. The main findings for research questions #1 is that most students indicated *agreement with feedback* (78.1%). This may perhaps be associated with EFL students' trust and reliance on the teacher as the main knowledge provider (Ferris, 2002). This claim is upheld by past research which argued that EFL students were inclined to rate teacher feedback more highly compared to other feedback sources, such as peer feedback (e.g., Lee, 2008; Zhao, 2010). Yet, one affective response towards instructor feedback, *refusal of feedback,* showed a 10.1% out of all the affective responses (see Table 4).

Findings for research question #2 revealed a range of affective responses such as

feeling *delighted, satisfied,* and showing *agreement with feedback.* Such findings are in accordance with Lee's (2008) study, which showed that second language learners showed feelings that were generally positive in response to instructor feedback if they felt the feedback was easy to comprehend and aided in developing their writing. In the findings, students' affective response of feeling *satisfied* and showing *agreement with feedback* may be particularly related to points of feedback that students found relatively easy to appropriate in their revision (e.g., Table 8 'grammar/edit' points, and 'give information').

On the contrary, affective responses of feeling i*rritated, dismayed, dissatisfied*, *shocked*, and *refusal of feedback* were associated with students' misinterpretation of some of the instructor written feedback, students taking on too much feedback early in their drafts, and/or students receiving overly critical comments that included discouraging words. Moreover, students' disclosed these particular affective responses when they disagreed with points of feedback. Such findings are similar to Rollinson's (2005) argument which emphasized that negative evaluation towards students' text often make students feel disappointed, which resulted in delaying the revision process of their texts.

Based on the findings from the two research questions, students reject using feedback in their revision when they felt *irritated, disappointed, dissatisfied,* and *shocked.* Yet, this is not a common affective response seen in most L2 students, since this research illustrated that unfavorable feelings (e.g. feeling *irritated, dissatisfied,* and *disappointed*) did not always inhibit students from adopting written feedback successfully in their revision process. This is clearly seen in Table 7 in which feeling *irritated* pointed to an interesting 9/9 (100%) successfully revised revision.

In research question #3, the findings revealed that each student showed different affective responses with regards to various influences, such as feedback type and volume of received feedback per draft. Among the seven participants, Minsoo received the most feedback points and was one of the few students who understood many of the instructor's feedback points. This argument is reflected in the interview question in

Excerpt 5 in which Minsoo noted that he was capable of comprehending the feedback points. His response is in contrast to the other students (e.g. Yongpil Soojin, and Ana) in which they struggled to understand some of the received written comments.

What can be concluded from the study is that when students believed written feedback was useful and/or easy to understand, and when feedback complimented their strengths students felt *delighted, satisfied* and showed *agreement with feedback.* What is interesting is that not all researchers agreed on the influence of compliments on students' quality of writing. Hyland and Hyland (2006) illustrated that complimenting on students' texts did little to improve their writing. Others (e.g., Daiker, 1983) have argued that complimenting student's writing may help them become more aware of what is considered acceptable and good writing. In addition, Daiker (1983) further argued that when students receive praise, it may encourage students for success. With regards to this, Hyland and Hyland (2006) did affirm that praise may aid in "reinforcing proper language behaviors and promote students' confidence" (p. 212). Therefore, on one hand there is an interconnection between students' affective response towards instructor feedback and success of revision, and on the other hand, between affective responses and of instructor feedback types.

VI. Conclusion

The main contribution of this article lies in second language writing because it considers the influence of L2 student's affective response towards instructor written feedback and how such responses inform ways students apply the received instructor comments in their writing. The researcher has attempted to conceptualize this complex relationship in Figure 2. While the figure does not map out all the factors that contribute to students' affective responses towards written feedback, and in turn, explain all the reasons for adopting feedback points in students' revision process, the researcher hopes the figure may encourage more research in this area that has yet to

be further researched.

Figure 2 illustrates that 'correction coding' may point to feeling *dissatisfied, shocked, refusal of feedback,* and *agreement with feedback*. Moreover, 'give information,' 'requesting,' 'grammar/edit' feedback types led to both *refusal of feedback* and *agreement with feedback*. Also, 'compliments' led to feeling *delighted*. Though 'unfavorable feedback' may trigger *dismay* and *irritation*, 'speculative comments' may instigate students to feel *shocked*. As illustrated in the figure, feeling *irritated, disappointed, shocked,* and *agreement with feedback* may interestingly lead to students successfully adopting the instructor's written feedback. Again, this may be due to EFL students' common belief that the instructor's feedback is rated as more valuable compared to other feedback, such as peer feedback.
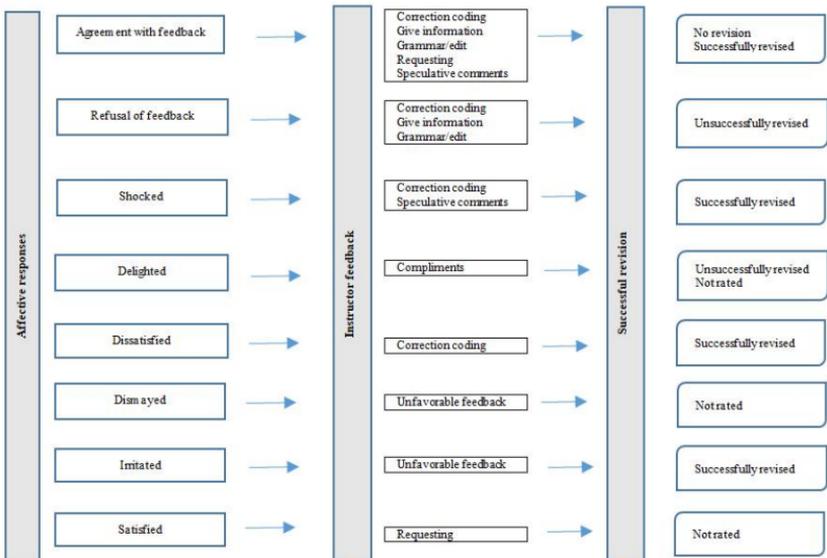

Figure 2. Configuration of students' affective responses towards written feedback and their revision

The study may also offer some insights on ways to give students written feedback that is effective for revising their writing, and provide instructor awareness on how

their feedback influences students' emotions (Swain, 2010). For example, the researcher believes that instructors should consider students' affective responses since too many feedback points with critical comments or unclear feedback points may contribute to students' negative affective responses. While we may argue that positive feedback may more likely motivate L2 students' learning, an appropriate proportion of both criticism and compliments appears to be an important element instructors should consider when providing feedback. Instructors may also want to hold back on providing all their written feedback on students' initial drafts, and distribute their feedback over several drafts. For instance, instructors may provide holistic feedback on content and organization on the first draft; thereafter, in the following drafts they may provide feedback on grammar and other mechanical elements on students' texts. Moreover, before providing students' first written feedback, instructors may also want to train students how to utilize feedback through short preparatory activities in order to minimize miscommunication between students and instructor. Finally, being more aware of students' affective responses to written feedback may shed light on instructors' own strategies and practices for providing written feedback (Min, 2013).

A few limitations in this study are worth noting. First, the study had a small sample size, which was a challenge in providing generalizations. While Lichtman (2014) argues that the sample size needs to be somewhat small scale in order for the researcher to oversee the hundreds of information from the units of data collected, further studies using a larger random sample size may lead to different results or perhaps further validate the current study. Second, findings illustrated that a relation between the participants' affective responses and their success of revisions exists; yet, other studies may want to do further studies to examine the relationship's strength. Third, with regards to the interview questions, many of the questions required students to focus their attention on their emotions. This may be because the interview questions were formed from the think-aloud sessions, which the researcher compiled prior to the interviews. Other studies could prevent such limitations by

using different data collections, such as asking students to keep a journal of their feelings in response to more specific points of feedback from the instructor.

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