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# Text quality and changing perceptions of teacher feedback and affective-motivational variables: a study with secondary EFL students

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**Introduction:** Feedback can support students' writing and has the potential to enhance writing motivation and reduce writing anxiety. However, for feedback to fulfill its potential, it has to be accepted by students and perceived as motivating.

**Methods:** In this study, we investigate changes in less proficient English as a foreign language (EFL) students' (N=53) writing motivation and affect, as well as their perceptions of teacher feedback and how these relate to students' argumentative text quality. Measurements were taken before EFL teachers attended a professional learning intervention on feedback (T1) and 8 months later (T2).

**Results:** From T1 to T2, students felt that general feedback quality improved, their writing self-efficacy increased, and their writing anxiety decreased. However, no significant changes in text quality could be observed between T1 and T2, and students continued to struggle with creating structure and coherence in their texts. Regression analyses revealed that feedback perceptions and affective-motivational variables did not predict students' text quality at T1. Yet at T2, students' perception of general feedback quality and the effect of feedback on writing motivation were significant predictors of text quality; self-efficacy and writing anxiety were not.

**Discussion:** Our results suggest that more attention needs to be paid to feedback's motivational impact, especially among less proficient EFL writers.

## KEYWORDS

writing self-efficacy, writing anxiety, feedback on writing, intervention, secondary school, English as a foreign language (EFL), text quality development, writing motivation

## 1. Introduction

Writing plays a vital role in communication. However, developing the ability to write texts that adequately convey the writer's intention to a target audience is a time-intensive and demanding process (Kollogg, 2008) and may be even more challenging when writing in a foreign language (FL) (Hyland, 2009; Galbraith, 2009). The challenges FL writers face may not only be based on text knowledge that develops through time and teaching but can additionally be rooted in motivational problems, such as low competence beliefs, a lack of writing enjoyment, or the presence of writing anxiety (e.g., Trimmer et al., 2019; Zumbrohn et al., 2019; Sun et al., 2021).

# Text And Quality Studies Of Educational Texts

**R. Nata**



## **Text And Quality Studies Of Educational Texts:**

## **Text And Quality Studies Of Educational Texts** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has become more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Text And Quality Studies Of Educational Texts**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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