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RESEARCH TIMELINE

Writing assessment literacy and feedback literacy in second language writing

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1. Introduction

As integral components of writing classrooms, WRITING ASSESSMENT and FEEDBACK play a crucial role in informing and improving the teaching and learning of second language (L2) writing (Crusan, 2021*; Lee, 2017*). Despite abundant advice on the implementation of effective writing assessment and feedback practices (e.g., Ferris & Hedgcock, 2023; Gadd & Parr, 2017), assessing and responding to writing remains a challenging endeavor marked by frustration and uncertainty for many L2 teachers (Ferris, 2014*; Yu & Lee, 2024). Equally, students report dissatisfaction and a lack of competencies in utilizing assessment information and feedback to improve their writing (Yu, 2024). To address this quandary, it is essential to examine the literacy required by both teachers and students for effective assessment and feedback practices. However, notwithstanding the growing focus on language assessment literacy (see Vogt et al., 2024, for a recent research timeline) and feedback literacy in general (see Nieminen & Carless, 2023, for a critical review), there has been a lack of synthesis specifically focused on WRITING ASSESSMENT LITERACY and FEEDBACK LITERACY in L2 writing.

1.1. Defining writing assessment literacy and feedback literacy

Writing assessment literacy and feedback literacy are interrelated yet distinct constructs, although they are frequently explored separately in the literature. Writing assessment literacy refers to individuals' "knowledge, beliefs, and practices regarding writing assessment" (Crusan et al., 2016*, p. 53) and plays an essential role in L2 writing education. Without such literacy, teachers and students are left to make decisions about assessment with little theoretical knowledge and practical competency (Crusan, 2021*). While writing assessment duties encompass various aspects—such as designing assignments, developing scoring tools, and providing feedback on student writing—the first two aspects have received the majority of attention (Weigle, 2007*). This may be attributed to the inherent complexity of feedback, which itself necessitates specialized feedback literacy (Carless & Winstone, 2023; Lee et al., 2026). Although feedback literacy is broadly situated within writing assessment literacy, it can be conceptualized as a distinct and independent construct in its own right (Lee, 2017*).

As a cutting-edge area bridging "assessment" and "feedback" (Sun et al., 2024), feedback literacy represents a new aspect of writing assessment, encompassing "competencies in feedback" (Lee, 2021*, p. 1049) that aim to optimize its benefits. With the increasing diversity of feedback sources (e.g., teachers, students, automated writing evaluations, and generative AI), as well as the prevalence

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of new feedback techniques such as multimodal feedback (Zhang, 2026), the concept of feedback literacy has expanded to include peer feedback literacy (e.g., Dong et al., 2023*), automated feedback literacy (e.g., Buckingham Shum et al., 2023), generative AI feedback literacy (e.g., Liu & Deris, 2025*; Zhan & Yan, 2025*), and multimodal feedback literacy (e.g., Jiang et al., 2024*). This evolution may transform the assessment process by broadening the focus from human-driven assessment and feedback to include technology- and AI-mediated classroom practices. Against this backdrop, writing assessment literacy and feedback literacy become increasingly essential, as they underpin the development of knowledge, foster meaningful visions, and enhance competencies in leveraging technology and AI for effective assessment and feedback practices.

This timeline integrates these two essential topics to illuminate the evolution of each strand and their interconnected insights. As will be illustrated in our timeline, each topic area exhibits distinct developmental trajectories while also sharing similarities, particularly in the transition from conceptual works to the proliferation of scales in both writing assessment literacy and feedback literacy, alongside a growing number of empirical studies employing diverse methodologies (quantitative, qualitative, and mixed-methods research). Moreover, the interaction between the two areas is evident, as feedback is an indispensable and integral component of writing assessment. Hence, an integrated view of the two concepts can more effectively chart their historical trajectory and influence in the realm of L2 writing.

1.2. Objectives and organization of this research timeline

The present research timeline provides a graphic presentation of key thoughts and research on writing assessment literacy and feedback literacy in L2 writing. By doing so, it aims to offer the reader an overview of significant works, highlight emerging trends, and track research developments in the field.

In this article, we outline the selection of studies included in this research timeline, highlight the trends of development in L2 writing assessment literacy and feedback literacy, describe the themes corresponding to the study categories, and conclude with a brief summary. A chronology of a representative sample of key studies is then presented along with our annotations.

2. Selection of studies

The timeline showcases a selection of 50 seminal works and primary studies over the past 25 years, comprising 45 journal articles, 3 monographs, 1 book chapter, and 1 doctoral dissertation. The key works included in this research timeline were selected through a comprehensive literature search. The initial step involved querying four academic databases commonly used in applied linguistics, namely, Web of Science, Scopus, Linguistics and Language Behavior Abstracts, and ProQuest Dissertations & Theses Global. Additionally, we performed a manual search of six publisher websites: Cambridge Core, De Gruyter, Oxford Academic, Sage, Springer, and Taylor & Francis. Various search terms and combinations were utilized, including assessment litera* OR assessment competenc* OR assessment abilit* OR feedback litera* OR feedback competenc* OR feedback abilit*, AND foreign language OR second language OR L2, AND writ*.

Of note, this research timeline does not aim to include all potentially relevant studies; instead, it focuses on selected works that contribute to significant shifts and developments in this domain. To achieve this, we included pioneering studies that have shaped subsequent conceptual frameworks or empirical research, as well as those that address critical calls from earlier studies. Additionally, we featured works that refine or expand existing frameworks and those that offer substantial empirical insights. To establish a more objective basis for our selections, we considered several additional criteria, including Google Scholar citation frequency as an indicator of a work's impact on subsequent research, along with methodological rigor to ensure that the studies met high standards of research

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design and analysis, particularly those published in reputable indexed journals (e.g., those listed in the Social Sciences Citation Index or Scopus bibliographic indices). Moreover, we prioritized works that contribute to validated instruments or theoretical frameworks, as their influence is often evident in their citation patterns and their ability to guide future research.

While an initial comprehensive search yielded a substantial number of results, the researchers conducted a careful screening process and exchanged comments on the primary studies. This timeline highlights works that are not only pivotal in the field but also represent an ongoing dialogue across time, depicting a critical and panoramic view of how this research area has evolved.

3. Trends of development in L2 writing assessment literacy and feedback literacy

3.1. Conceptualizing writing assessment literacy and feedback literacy

Conceptualizations of writing assessment literacy originate from Weigle's (2002*) monograph entitled *Assessing Writing*, published by Cambridge University Press.. Although the term writing assessment literacy was not explicitly used then, Weigle emphasized the importance for key stakeholders—including teachers, test developers, and parents—to possess knowledge and skills related to writing assessment. Building on this conceptualization, Crusan et al. (2016*) encapsulated writing assessment literacy as a broad construct that intertwines the knowledge, beliefs, and practices concerning the assessment of writing. The absence of such literacy can create significant barriers to the implementation of effective writing assessment practices.

Initially introduced into educational research by Sutton (2012), feedback literacy encompasses the academic literacies necessary for students to comprehend, interpret, and engage with complex ideas. This construct was later applied to L2 writing research and expanded to represent both students' and teachers' capacities to optimize the benefits of feedback (Lee, 2021*), referred to as *writing feedback literacy*, which offers a novel approach to understanding feedback through an emphasis on participants' feedback literacy. As a key building block within feedback practices, this innovative concept carries significant implications for empowering students and teachers in L2 writing education (Boggs & Manchón, 2023*). While a number of meta-analytic reviews have investigated the effectiveness of feedback in improving L2 writing accuracy (e.g., Brown et al., 2023; Kang & Han, 2015), scant attention has been paid to the role of feedback literacy in L2 writing (Mao et al., 2024).

Overall, these conceptual works are invaluable for establishing a foundational framework for understanding writing assessment literacy and feedback literacy. They articulate key definitions and elucidate the roles of various stakeholders, thereby fostering a shared understanding within the field and offering useful implications for subsequent scale development and empirical research. In turn, later studies have contributed to the refinement of our understanding of these two key constructs and the diverse sub-literacies associated with them.

3.2. Scales and surveys for writing assessment literacy and feedback literacy

With advancements in understanding the conceptualizations of these two constructs, efforts have been made to develop and validate instruments for assessing teacher and student writing assessment literacy and feedback literacy. This progress is evident not only in the growing number of publications but also in the expanding range of sub-literacies within feedback literacy, including peer feedback literacy and generative AI feedback literacy.

For teachers, specific scales have been created to measure L2 writing teacher feedback literacy (Lee et al., 2023*) or writing assessment feedback literacy, encompassing the aggregate competencies of teacher language skills, assessment, writing instruction, and effective feedback provision (Wang et al., 2023*). For example, Lee et al. (2023*) developed a 34-item writing teacher feedback literacy scale that identified 3 key dimensions—Perceived Knowledge, Values, and Perceived Skills. The validation results demonstrate the psychometric reliability and validity of the scale, indicating that

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it can effectively measure L2 writing teachers' self-reported feedback literacy. In their work, Wang et al. (2023*) uncovered four components in their newly designed scale that integrates writing assessment literacy and feedback literacy: assessment feedback competence, assessment feedback practices, knowledge of writing assessment feedback, and knowledge of effective techniques. As composite constructs comprising various elements, writing assessment literacy and feedback literacy demand that teachers possess knowledge, training, and expertise in assessment, feedback delivery, and writing instruction, along with the ability to provide effective feedback during writing assessment. Together, these instruments contribute insights into this important topic area and inform writing teacher education programs.

For students, various scales have been developed involving a broader range of participants and emphasizing different focal areas. Regarding writing assessment literacy, Xu et al. (2023*) developed and validated a scale aimed at university students across different language groups, focusing on Knowledge, Belief, Behavior, and Critique. In the realm of feedback literacy, instruments have been designed to examine how student writers approach, use, and evaluate feedback, as well as how they manage their emotions during this process—termed STUDENT WRITING FEEDBACK LITERACY by Yu et al. (2022*). Furthermore, conceptualizing peer feedback literacy as student writers' capacities and attitudes in providing and receiving peer-written feedback, Dong et al.'s (2023*) peer feedback literacy scale addresses feedback-related knowledge and abilities, cooperative learning ability, appreciation of peer feedback, and willingness to participate in peer feedback activities. Collectively, these efforts enhance our understanding of the agentic role that students play in the feedback process.

Some studies have sought to determine the extent of assessment and feedback literacy among teachers and students. Utilizing a combination of quantitative survey data and qualitative responses (e.g., survey comments and interviews), previous research has highlighted significant gaps in teachers' writing assessment literacy and feedback literacy, as evidenced by respondents' insufficient knowledge to translate theory into practice (Lam, 2019*) as well as low confidence in their overall assessment abilities (Crusan et al., 2016*), particularly in relation to feedback (Lee & Mao, 2024*). Similarly, student responses indicate a lack of writing assessment literacy and feedback literacy, attributed to low writing motivation (Xu & Zheng, 2025*) and limited feedback experiences and training (Zhang et al., 2023*). Clearly, teachers and students need to strengthen their relevant literacies to maximize the learning potential of assessment and feedback in L2 writing.

3.3. Development of student/teacher writing assessment literacy and feedback literacy

Importantly, research has demonstrated that writing assessment literacy and feedback literacy can be cultivated and enhanced over time for both teachers and students. To promote teacher assessment and feedback literacy and achieve professional development, teachers can refine their assessment competencies by reflecting on the (in)consistencies between their assessment philosophies and practices (Britton, 2023*), embracing technological integration into classroom feedback practices (Wu et al., 2023*), or engaging in continuous professional development events such as professional development communities (Cui et al., 2023*). Collectively, these studies emphasize the need for both reflective practices and technological integration, as well as collaborative approaches, to effectively enhance teacher assessment and feedback literacy.

Heeding the call for improving student abilities to evaluate and use assessment feedback information (Yu & Liu, 2021*), researchers have placed growing emphasis on student assessment and feedback literacy development, contributing to a nuanced understanding of how various instructional contexts and assessment approaches (e.g., assessment for/as learning) enhance students' engagement with feedback (Xu & Zheng, 2024*). These studies highlight the promising value of instructional activities and practices for developing student writing assessment literacy and feedback literacy. For instance, systematic integration of multiple feedback sources (i.e., teacher, peer, and automated feedback) has been shown to effectively improve students' feedback literacy (Zhang & Mao, 2023*; Zhang et al., 2023*). Additionally, peer support and dialogues act as vital social scaffolding (Saeed & Alharbi,

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2023*; Wu & Lei, 2023*), while translingual practices further enrich the feedback process (Sun et al., 2023*). Together, these findings indicate that students can be empowered to expand the knowledge, skills, and strategies that are essential for becoming effective student assessors.

Of note, mastery of writing assessment literacy and feedback literacy has become increasingly imperative in the current age of AI. In light of the technological, ethical, and pedagogical challenges posed by generative AI (Crosthwaite & Sun, 2026), the development of these literacies can empower teachers to integrate AI responsibly into curricula and guide students' efforts to balance and optimize human assessment and machine-generated feedback (Buckingham Shum et al., 2023; Lee & Mao, 2025).

3.4. Factors affecting writing assessment literacy and feedback literacy

Recently, attention has turned to the exploration of the underlying mechanisms of writing assessment literacy and feedback literacy, highlighting a range of factors that shape this literacy. Some in-depth investigations of focal student writers' feedback literacy through qualitative case studies (e.g., Han & Xu, 2019*; Li & Han, 2021*) have utilized multiple data sources, including writing samples, feedback, semi-structured interviews, and class documents. As shown in Han and Xu (2019*), individual variations existed in student feedback literacy, with some high-achieving and highly motivated participants becoming more feedback-literate than their underachieving and minimally motivated peers. Influencing factors include learner characteristics such as language ability, metacognition, beliefs, and motivation (Han & Xu, 2019*; Teng & Ma, 2024*), as well as contextual factors, such as discipline-specific L2 writing discourse (Li & Han, 2021*). Consequently, writing assessment literacy and feedback literacy are subject to both individual differences and contextual influences. Notably, most existing studies have concentrated on students and the individual factors at play, leaving a scarcity of research focused on L2 teachers and the influence of contextual forces in this process.

4. Themes

Relevant studies were organized into the following themes. Conceptual studies (A) provide theoretical foundations by defining and refining key constructs, clarifying their scope, and situating them within the field of L2 writing research. Research topics are distinguished between writing assessment literacy (B1) and feedback literacy (B2). Methodological contributions include scale development and validation (C1), where instruments are designed and tested for reliability, and surveys (C2), which map literacy levels across diverse stakeholder groups. Empirical investigations into the development of writing assessment/feedback literacy employ qualitative (D1), quantitative (D2), or mixed-methods (D3) designs to trace how teachers and students acquire, enact, and refine their writing assessment and feedback competencies. Complementing these are studies on influencing factors, which highlight the role of individual differences (E1) and instructional contexts (E2). Each study is further categorized by research orientation, differentiating investigations centered on teachers (F1) from those centered on students (F2). Together, these elements create a comprehensive overview of the diverse facets of representative studies in this area.

A. Conceptualization of writing assessment/feedback literacy

B. Research topic

- **B1.** Writing assessment literacy
- **B2.** Feedback literacy

C. Scale development and surveys

- **C1.** Scale development and validation
- **C2.** Surveys of stakeholders' literacy

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D. Studies on the development of writing assessment/feedback literacy

- **D1.** Qualitative research design
- **D2.** Quantitative research design
- **D3.** Mixed-methods research design

E. Factors affecting writing assessment/feedback literacy

- **E1.** Individual differences
- **E2.** Instructional contexts

F. Research orientation

- **F1.** Concerning teachers
- **F2.** Concerning students

5. Concluding remarks

Writing assessment literacy and feedback literacy have emerged as a significant area of research in L2 studies. Existing conceptual, theoretical, and empirical work has enriched our understanding of the roles and competencies of both teachers and student writers in the writing assessment and feedback process. As will be illustrated in the timeline, conceptual and theoretical frameworks have increasingly diversified, evolving from initial definitions of assessment and feedback literacy to encompass additional components such as peer feedback literacy, multimodal feedback literacy, and praise feedback literacy. Empirically, the focus has shifted from solely examining teachers to including both teachers and students, thereby emphasizing the importance of student agency and shared responsibility between teachers and students in writing assessment and feedback practices. Furthermore, feedback literacy has emerged as a crucial element of writing assessment literacy, gaining significant attention in the field. This burgeoning area encompasses not only the concept itself but also its connections to writing performance, feedback-seeking behavior, and feedback engagement. Collectively, valuable insights can be drawn for stakeholders to revisit and refine their current assessment and feedback designs and practices.

This research timeline supports the future development of this topic by mapping the complex and multifaceted nature of assessment and feedback literacy. We anticipate that continued research will create areas of mutual concern and shared relevance among students, teachers, teacher educators, and researchers as they navigate the complexities of writing assessment literacy and feedback literacy in L2 writing.

Note

*. Indicates full reference appears in the subsequent timeline.

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Year	References	Annotations	Theme
2002	Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.	This work delved into the essential knowledge and skills that stakeholders–including teachers, test developers, and parents–must possess regarding writing assessment. **Weigle** emphasized the necessity for teachers to have a solid understanding of the principles underlying writing assessment in order to conduct it responsibly in their classrooms and beyond. This seminal work has informed her subsequent research (WEIGLE, 2007), which highlights the importance of teacher assessment literacy in L2 writing.	**A** **B1** **F1, F2**
2007	Ferris, D. R. (2007). Preparing teachers to respond to student writing. *Journal of Second Language Writing, 16*(3), 165–193. https://doi.org/10.1016/j.jslw.2007.07.003	In this paper, **Ferris** described her approach to training writing instructors in an MA TESOL seminar by utilizing the "approach/response/follow-up" model. She stressed that providing effective feedback is a complex task that demands more than just experience; it requires solid principles, practical techniques, and thoughtful reflection and evaluation to develop teachers' feedback competence. The findings resonate with the conceptualizations of teacher feedback literacy frameworks (e.g., LEE, 2021), which necessitate a range of feedback-related competencies.	**A** **B2** **E1** **F1**
2007	Weigle, S. C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing, 16*(3), 194–209. https://doi.org/10.1016/j.jslw.2007.07.004	In this conceptual paper, **Weigle** highlighted the crucial need for L2 teachers to acquire skills for designing fair and valid writing assessments. By underscoring the importance of teachers' knowledge about assessment issues, this article advocates for equipping L2 writing teachers with assessment competencies through ongoing professional development, spurring further discussions and research on writing teacher assessment and feedback literacy (e.g., ACAR, 2023; CRUSAN ET AL., 2016).	**A** **B1** **F1**
2010	Crusan, D. (2010). *Assessment in the second language writing classroom*. University of Michigan Press.	Acknowledging that "many teachers are unprepared to systematically establish and use criteria to assess writing" (p. 2), this book offers practical guidance on conducting writing assessment, covering design, implementation, and scoring. It emphasizes the necessity for teachers to be informed (KNOWLEDGE) and engaged (ABILITIES) in writing assessment practices. This work contributes to the conceptualization of writing assessment literacy (CRUSAN ET AL., 2016) and has informed the development and validation of related scales (e.g., WANG ET AL., 2023; XU ET AL., 2023).	**A** **B1** **F1**
2013	Lee, I., & Coniam, D. (2013). Introducing assessment for learning for EFL writing in an assessment of learning examination-driven system in Hong Kong. *Journal of Second Language Writing, 22*(1), 34–50. https://doi.org/10.1016/j.jslw.2012.11.003	This study is the first to empirically examine the development of classroom writing teacher assessment literacy and its influencing factors. By integrating quantitative and qualitative data from multiple sources (questionnaires, interviews, pre- and post-tests, and lesson observations), **Lee and Coniam** argue that the ability to implement ASSESSMENT FOR LEARNING effectively in the writing classroom is an important aspect of writing teacher assessment literacy. Furthermore, the findings highlight the role of teachers' understanding of assessment principles and practices, along with the prevailing school culture, in the enactment of writing assessment literacy. These findings offer valuable insights for exploring how teachers enact writing assessment literacy and the factors that influence this process (e.g., LAM, 2019; WANG ET AL., 2023).	**B1** **D3** **E1, E2** **F1**
2014	Ferris, D. R. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing, 19*, 6–23. https://doi.org/10.1016/j.asw.2013.09.004	Focusing on teachers' philosophies and practices regarding feedback provision, this mixed-methods study surveyed 129 researchers and interviewed 23 community college and university writing instructors from the United States. The results revealed variations among instructors and highlighted a discontinuity between teachers' self-reported principles and their actual practices, as evidenced by their feedback execution. This accentuates the importance of considering teachers' feedback practices alongside beliefs, reinforcing the interconnectedness of these components within conceptual frameworks (e.g., LEE, 2021) and empirical studies (e.g., YU, 2021) on L2 writing teacher feedback literacy.	**A** **B2** **C2** **D3** **F1**

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(*Continued.*)

Year	References	Annotations	Theme
2016	Crusan, D., Plakans, L., & Gebril, A. (2016). Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices. *Assessing Writing*, 28, 43–56. https://doi.org/10.1016/j.asw.2016.03.001	In response to Weigle's (2007) and Crusan's (2010) calls for greater attention to writing teacher assessment literacy, **Crusan et al.**'s survey evaluated the assessment literacy of 702 tertiary instructors across 41 countries by examining their knowledge, beliefs, and practices regarding writing assessment. Results indicate that while respondents possessed fundamental knowledge of writing assessment, they held mixed beliefs about related issues and expressed a lack of confidence in their assessment abilities. Furthermore, various factors—such as linguistic background, teaching experience, and teaching context—were found to influence respondents' writing teacher assessment literacy. These insights highlight the necessity for teacher professional development in assessment literacy, informing the design of teacher education programs in subsequent studies focused on writing teacher assessment literacy development (e.g., Cui et al., 2023; Wu et al., 2023).	**B1** **C2** **E1, E2** **F1**
2017	Lee, I. (2017). *Classroom writing assessment and feedback in L2 school contexts*. Springer.	In this book, **Lee** identified feedback literacy as a critical component of writing teacher assessment literacy. Recognizing that feedback literacy is crucial for enabling teachers to provide useful feedback and for helping students use feedback productively, the author urges increased attention to this important construct in writing teachers' assessment literacy development. Since then, an increasing number of researchers have focused on empirical studies related to writing teacher feedback literacy (e.g., Britton, 2023; Wu et al., 2023), as well as the development of scale instruments (e.g., Wang et al., 2023) and pedagogical frameworks (e.g., Lee, 2021).	**A** **B1, B2** **F1, F2**
2018	Wu, T. M. (2018). *Exploring teachers' writing assessment literacy in multilingual first-year composition: A qualitative study on e-portfolios* [Unpublished Ph.D. dissertation]. Arizona State University.	Building on Crusan et al. (2016)'s operationalization of writing assessment literacy, **Wu**'s dissertation study triangulated interview data from 16 teachers with course syllabi from multilingual first-year composition classrooms to qualitatively examine teachers' knowledge and implementation of electronic writing portfolios. Two-thirds of the participants showed limited use or resistance to adopting this tool to support students in their writing processes, which were attributed to both their limited knowledge and institutional pressure. This study augments previous conceptualizations (e.g., Crusan, 2010; Crusan et al., 2016) of writing teacher assessment literacy by integrating electronic writing portfolios as a crucial component.	**B1** **D1** **E1, E2** **F1**
2019	Lam, R. (2019). Teacher assessment literacy: Surveying knowledge, conceptions and practices of classroom-based writing assessment in Hong Kong. *System, 81*, 78–89. https://doi.org/10.1016/j.system.2019.01.006	This mixed-methods study examined writing teacher assessment literacy among 66 Hong Kong EFL secondary school teachers through a questionnaire, telephone interviews, and classroom observations, focusing on their knowledge, conceptions, and practices in L2 writing assessment. Self-reported findings reveal that the teacher participants only had a basic perceived level of writing assessment literacy concerning their knowledge base, conceptions, and practices, despite having solid work experience and relevant academic backgrounds. While the participants generally perceived their writing assessment literacy as satisfactory, some still lacked an updated knowledge base and practices related to assessment literacy. These findings echo the work of Crusan et al. (2016) and Lee (2017), which collectively advocate for the professional learning of teachers in writing assessment literacy.	**B1** **C2** **D3** **E1, E2** **F1**

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Year	References	Annotations	Theme
2020	Han, Y., & Xu, Y. (2020). The development of student feedback literacy: The influences of teacher feedback on peer feedback. *Assessment and Evaluation in Higher Education, 45*(5), 680–696. https://doi.org/10.1080/02602938.2019.1689545	This multiple-case study investigates how teacher feedback on peer feedback influences the development of three Chinese master's students' feedback literacy. Drawing on data from drafts, peer and teacher feedback, semi-structured interviews, verbal reports, observation notes, and class documents, this study shows that teacher feedback scaffolded the cognitive and social-affective dimensions of student feedback literacy, though its impact varied by individual factors. Specifically, the two high-achieving, motivated students enhanced their cognitive (epistemological/practical knowledge) and social-affective (attitudes, self-efficacy) readiness for peer feedback, while the under-achieving, less-motivated student showed limited progress due to low language proficiency and motivation. These findings underscore the individual nature of student feedback literacy, prompting studies (Li & Han, 2021; Zhang & Mao, 2023) that examined the use of tailored and student-centered pedagogical activities to enhance students' feedback literacy.	**B2** **D1** **E1** **F2**
2021	Crusan, D. (2021). Writing assessment literacy. In H. Mohebbi & C. Coombe (Eds.), *Research questions in language education and applied linguistics* (pp. 431–435). Springer.	Recognizing the ongoing divide between research and practice in effective writing assessment (Lee & Coniam, 2013), **Crusan** argues that researchers can bridge the gap between assessment theory and practice through the study of writing assessment literacy development. She provides 10 research questions to guide studies on writing assessment literacy, addressing teachers' acquisition, beliefs, practices, and contextual influences (e.g., linguistic background, teaching experience, and institutional policies). These ideas pave the way for further studies aimed at bridging this research gap and fostering writing teacher assessment literacy to enhance writing assessment practices.	**A** **B1** **F1**
2021	Lee, I. (2021). The development of feedback literacy for writing teachers. *TESOL Quarterly, 55*(3), 1048–1059. https://doi.org/10.1002/tesq.3012	This conceptual article proposes a tripartite framework for writing teacher feedback literacy, encompassing teachers' skills, knowledge, and values regarding feedback. The pedagogical framework outlines competencies across various feedback stages: designing clear assignments and criteria (before feedback), prioritizing communication and agency (during feedback), using feedback to improve teaching (after feedback), ensuring active engagement and timely feedback (throughout feedback), and fostering professional learning in communities of practice (beyond feedback). The tripartite framework has informed the development of feedback literacy scales (e.g., Lee et al., 2023) and guided empirical studies aimed at unpacking teachers' feedback literacy (e.g., Cui et al., 2023).	**A** **B2** **F1**
2021	Han, Y., & Xu, Y. (2021). Student feedback literacy and engagement with feedback: A case study of Chinese undergraduate students. *Teaching in Higher Education, 26*(2), 181–196. https://doi.org/10.1080/13.562.517.2019.1648410	In light of the individual nature of student feedback literacy revealed in Han and Xu (2020), this qualitative case study scrutinized feedback literacy among two focal Chinese undergraduate students in an L2 writing course. Data from drafts, interviews, and observations revealed that student feedback literacy was multifaceted, encompassing cognitive capacity, social-affective disposition, and social-affective capacity, with each of these aspects varying both across and within individual students. This study expanded the authors' previous work (Han and Xu, 2020), furthering our understanding of the emergent and situated nature of student feedback literacy.	**B2** **D1** **E1, E2** **F2**

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Year	References	Annotations	Theme
2021	Yu, S. (2021). Feedback-giving practice for L2 writing teachers: Friend or foe? *Journal of Second Language Writing, 52*, 100798. https://doi.org/10.1016/j.jslw.2021.100798	Given the various challenges for teachers in developing their feedback literacy (Lee, 2021), this qualitative study explored 27 Chinese EFL university teachers' learning from feedback-giving experiences as a means to enhance their feedback literacy. Triangulating data from semi-structured interviews, follow-up interviews, and feedback samples, the study suggested that some participants did not recognize the learning opportunities in providing feedback due to students' limited writing proficiency, large class sizes, and time constraints. However, the majority of teachers believed that giving feedback could enhance their feedback literacy and practices, leading to a better understanding of the students and their writing problems, improvements in their instructional approaches, enhancement of their own writing proficiency, and development of knowledge in other disciplines and research topics. The study contributes to the current discourse by demonstrating that the experiences of providing feedback on student essays can be rewarding for teachers' own feedback literacy.	**B2** **D1** **E2** **F1**
2021	Yu, S., & Liu, C. (2021). Improving student feedback literacy in academic writing: An evidence-based framework. *Assessing Writing, 48*, 100525. https://doi.org/10.1016/j.asw.2021.100525	This conceptual paper drew on theoretical and empirical research to propose an evidence-based framework to enhance student feedback literacy in academic writing. The framework emphasizes six knowledge bases (linguistic, genre, disciplinary, assessment, emotion regulation, and reasoning/argumentative strategies) and incorporates technical facilitators (e.g., technology-enhanced feedback), social-interactive scaffolding (teacher/peer dialogue), and learner agency (decision-making, independence, proactivity, reflection) within the academic writing process (planning, translating, reviewing). More importantly, it stresses that developing feedback literacy is a collective effort that requires the involvement of both instructors and peers, which inspired the design of teacher–student co-constructed classroom activities in subsequent research (e.g., Zhang & Mao, 2023; Zhang et al., 2023) examining the effects of pedagogical activities on student feedback literacy.	**A** **B2** **F2**
2022	Li, F., & Han, Y. (2022). Student feedback literacy in L2 disciplinary writing: Insights from international graduate students at a UK university. *Assessment and Evaluation in Higher Education, 47*(2), 198–212. https://doi.org/10.1080/02602938.2021.1908957	Shifting the focus from feedback at the interface of university and workplace to L2 disciplinary writing, this qualitative study investigated feedback literacy in L2 disciplinary writing among five Chinese international master's students at a UK university. Data from interviews, stimulated recall, and essay drafts reveal feedback literacy as cognitive readiness (subject knowledge, disciplinary conventions/epistemologies, L2 linguistic and pragmatic competence) and socio-affective readiness (proactivity, attitudes toward feedback). As shown in the study, student feedback literacy in L2 disciplinary writing requires knowledge in subject/disciplinary matters, academic conventions, and L2 communication. The study underscores the situated, multifaceted nature of feedback literacy, urging instructors to tailor feedback to address L2 students' linguistic and disciplinary challenges (e.g., Liu et al., 2026).	**B2** **D1** **E1, E2** **F2**

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Year	References	Annotations	Theme
2022	Yu, S., Zhang, D., & Liu, C. (2022). Assessing L2 student writing feedback literacy: A scale development and validation study. *Assessing Writing, 53*, 100643. https://doi.org/10.1016/j.asw.2022.100643	Building on Yu & Liu's (2021) operationalization of student feedback literacy, this study develops and validates the L2 Student Writing Feedback Literacy Scale to measure L2 students' ability to appreciate, evaluate, and use feedback while managing emotions in English writing contexts. The final 28-item scale comprises 5 dimensions: Appreciating Feedback (10 items), Acknowledging Different Feedback Sources (5 items), Making Judgments (5 items), Managing Affect (3 items), and Taking Action (5 items). Together, these dimensions provide a structured framework for exploring and enhancing student feedback literacy.	**B2** **C1** **F2**
2023	Acar, A. S. (2023). Genre pedagogy: A writing pedagogy to help L2 writing instructors enact their classroom writing assessment literacy and feedback literacy. *Assessing Writing, 56*, 100717. https://doi.org/10.1016/j.asw.2023.100717	Responding to the calls for greater attention to teachers' competencies needed for effective writing assessment (e.g., Crusan et al., 2016) and feedback practices (Lee, 2017), this exploratory case study examines how genre-based pedagogy enables an experienced L2 writing instructor to enact writing assessment literacy and feedback literacy in a 16-week EAP writing course of a U.S. Southwestern University, collecting data via classroom observations, reflective journals, course artifacts (e.g., syllabus, student writing), and pre-/post-semester interviews. Findings show that through genre exploration tasks and learner involvement, genre-based pedagogy facilitated both writing assessment literacy and feedback literacy, enabling the instructor to elicit evidence of students' genre knowledge, adjust instruction, and provide formative feedback aligned with genre-specific criteria.	**B1, B2** **D1** **E2** **F1**
2023	Boggs, J. A., & Manchón, R. M. (2023). Feedback literacy in writing research and teaching: Advancing L2 WCF research agendas. *Assessing Writing, 58*, 100786. https://doi.org/10.1016/j.asw.2023.100786	This position paper explores the role of feedback literacy in advancing written corrective feedback research. By critiquing the assumption that learners inherently know how to use feedback, this article highlighted cognitive (e.g., aptitude, working memory), affective (e.g., motivation, self-efficacy), and demographic (e.g., educational culture, maturity) factors in student feedback literacy and proposed refining feedback literacy models to include L1/L2 writing experience and developing measurement tools for research and pedagogy. These insights offer valuable ideas for further studies seeking to expand the scholarship on feedback literacy in L2 writing.	**A** **B2** **F2**
2023	Britton, E. R. (2023). Developing teacher feedback literacy through self-study: Exploring written commentary in a critical language writing curriculum. *Assessing Writing, 56*, 100709. https://doi.org/10.1016/j.asw.2023.100709	Building on Lee's (2021) pedagogical framework of teacher feedback literacy, this self-study examined teacher feedback literacy within a critical language awareness curriculum at a U.S. university. Using a mixed-methods design, it analyzed 301 feedback comments from 27 students, with 5 selected for in-depth study of writing development in response to feedback. Findings reveal that 53.8% of comments weakly aligned with critical language awareness principles, often focusing on form, while strongly aligned comments (23.5%) enhanced students' writing in description, argumentation, code-meshing, and source integration. The study accentuates the importance of teacher professional learning as highlighted in previous studies (Lam, 2019; Lee, 2021), underscoring the role of self-study in deepening teacher feedback literacy.	**B2** **D1** **E2** **F1**

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Year	References	Annotations	Theme
2023	Cui, Y., Jin, H., & Gao, Y. (2023). Developing EFL teachers' feedback literacy for research and publication purposes through intra- and inter-disciplinary collaborations: A multiple-case study. *Assessing Writing, 57*, 100751. https://doi.org/10.1016/j.asw.2023.100751	This multiple-case study investigated how four EFL teachers at a Chinese university's academic writing center developed feedback literacy for research and publication purposes. Analysis of data from written feedback, semi-structured interviews, verbalizations, and stimulated recalls showed a shift from a focus on local linguistic errors to global issues (e.g., content, organization, genre-specific features), reflecting enhanced contextual and disciplinary knowledge. Intradisciplinary collaborations (e.g., with colleagues and international instructors) and interdisciplinary interactions (e.g., with student authors) facilitated this development, fostering awareness of teacher feedback literacy and strengthening teacher identity. The study is the first to empirically examine the development of teacher feedback literacy through professional learning communities, highlighting the importance of sustained professional development and interactive collaborations in fostering teacher feedback literacy.	**B2** **D1** **E2** **F1**
2023	Dong, Z., Gao, Y., & Schunn, C. D. (2023). Assessing students' peer feedback literacy in writing: Scale development and validation. *Assessment and Evaluation in Higher Education, 48*(8), 1103–1118. https://doi.org/10.1080/02602938.2023.2175781	Extending the notion of L2 student writing feedback literacy (Yu et al., 2022) to peer feedback research, this study developed and validated a Peer Feedback Literacy Scale for Chinese EFL university students, focusing on providing and receiving peer feedback in writing. Exploratory and confirmatory factor analyses identified four factors: feedback-related knowledge and abilities, cooperative learning ability, appreciation of peer feedback, and willingness to participate. This study broadens the boundary of student feedback literacy research by incorporating peer feedback in this area.	**B2** **C2** **F2**
2023	Lee, I., Karaca, M., & Inan, S. (2023). The development and validation of a scale on L2 writing teacher feedback literacy. *Assessing Writing, 57*, 100743. https://doi.org/10.1016/j.asw.2023.100743	Grounded in Lee's (2021) pedagogical framework, this study provides a starting point for assessing the extent of writing teachers' feedback literacy by developing and validating a Writing Teacher Feedback Literacy Scale. A 34-item scale with three factors was established: Perceived Knowledge, Values, and Perceived Skills. This instrument has been used in a follow-up survey study (Lee & Mao, 2024) aimed at ascertaining the feedback literacy of a large group of EFL teachers.	**B2** **D2** **E2** **F1**
2023	Saeed, M. A., & Alharbi, M. A. (2023). Towards fostering Saudi EFL learners' collaborative engagement and feedback literacy in writing. *Assessing Writing, 56*, 100721. https://doi.org/10.1016/j.asw.2023.100721	This qualitative study investigates how technology-mediated peer dialogue enhanced collaborative engagement and feedback literacy among 15 dyads of Saudi EFL learners in an online argumentative writing course. Utilizing Google Docs for collaborative writing and Blackboard for screencast-recorded peer discussions, data from screencasts, essay drafts, and interviews revealed that learners exhibited cognitive, socio-affective, and behavioral engagement with teacher feedback. Collaborative dyads produced more elaborate negotiation episodes (41%) and successful revisions (79%), developing feedback literacy through appreciating feedback, making evaluative judgments, and managing negative effects. These findings lend credence to Yu and Liu (2021)'s evidence-based framework, highlighting the role of dynamic teacher- and peer-scaffolding across the technical, social-interactive, and individual levels in fostering student feedback literacy.	**B2** **D1** **F2**

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Year	References	Annotations	Theme
2023	Shan, Z., Yang, H., & Xu, H. (2023). The mediating role of curriculum configuration on teacher's L2 writing assessment literacy and practices in embedded French writing. *Assessing Writing, 57*, 100742. https://doi.org/10.1016/j.asw.2023.100742	Responding to the call for examining the contextual forces shaping writing assessment literacy (Crusan et al., 2016), this qualitative study examined how curriculum configuration as an instructional context mediates the L2 writing assessment literacy and practices of five university French teachers in China. Data from semi-structured interviews, student-written work, course syllabi, and instructional designs reveal that the curriculum configuration prioritizing students' language knowledge acquisition over writing development did not significantly affect teacher assessment literacy. However, it prompted teachers to adjust their writing assessment practices to reconcile students' language knowledge acquisition with the development of writing skills.	**B1** **D1** **E2** **F1**
2023	Sun, Y., Lan, G., & Zhang, L. (2023). Pedagogical values of translingual practices in improving student feedback literacy in academic writing. *Assessing Writing, 56*, 100715. https://doi.org/10.1016/j.asw.2023.100715	Supplementing Yu and Liu's (2021) conceptual framework of improving student feedback literacy through classroom practices in academic writing, this qualitative case study explored the impact of translingual practices as a pedagogical approach on student feedback literacy at a transnational Sino-U.S. university. Data were collected over 6 months via screen recordings, stimulated recall interviews, and written drafts from a junior student with advanced English proficiency. Findings show the focal student used translingual practices (meshing Chinese and English) based on rhetorical situations to seek feedback from professors, peers, tutors, and tools like Grammarly, which improved her feedback literacy by (1) increasing appreciation of feedback as an active, reciprocal process, (2) empowering critical judgments about feedback, (3) fostering positive multilingual identities to manage emotions, and (4) facilitating action on feedback. The study argues that translingual practices, which create a supportive space for feedback engagement and challenge monolingual norms, offer pedagogical value by leveraging linguistic repertoires and promoting writer agency.	**B2** **D1** **E2** **F2**
2023	To, J., Tan, K., & Lim, M. (2023). From error-focused to learner-centred feedback practices: Unpacking the development of teacher feedback literacy. *Teaching and Teacher Education, 131*, 104185. https://doi.org/10.1016/j.tate.2023.104185	Drawing on Lee's (2021) pedagogical framework of writing teacher feedback literacy, this study explored how a professional development program fostered teacher feedback literacy in a Singapore secondary school, transitioning from error-focused to learner-centered feedback. Through collaborative action research with four teachers, data from reflective journals, focus group interviews, and student feedback artifacts reveal enhanced teacher understanding of learner-centered feedback, improved strategies for managing student emotions during peer feedback, and solutions for pragmatic constraints like workload. This study supports Cui et al.'s (2023) emphasis on the role of collegial support and action research in sustaining feedback literacy development and provides empirical evidence for Lee's (2021) pedagogical framework regarding how teacher feedback literacy can be developed through professional learning.	**B2** **D1** **E1, E2** **F1**
2023	Wang, Y., Derakhshan, A., Pan, Z., & Ghiasvand, F. (2023). Chinese EFL teachers' writing assessment feedback literacy: A scale development and validation study. *Assessing Writing, 56*, 100726. https://doi.org/10.1016/j.asw.2023.100726	This study developed and validated a four-component scale for measuring teacher writing assessment feedback literacy, which includes Assessment Feedback Competence, Assessment Feedback Practices, Knowledge of Writing Assessment Feedback, and Knowledge of Useful Techniques. The findings align with Lee's (2021) pedagogical framework of writing teacher feedback literacy, emphasizing the importance of teachers' knowledge, skills, and practices in providing effective feedback. Additionally, it incorporates a new element—techniques—which underlines the practical aspects of writing assessment feedback literacy.	**B1, B2** **C1** **F1**

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Year	References	Annotations	Theme
2023	Weng, F. (2023). EFL teachers' writing assessment literacy: Surveying teachers' knowledge, beliefs, and practices in China. *Porta Linguarum*, *40*, 57–74. https://doi.org/10.30827/portalin.vi40.23812	This study was the first to explore the relationship among different dimensions of teacher writing assessment literacy, specifically focusing on teachers' levels of knowledge, beliefs, and practices in writing assessment. Using an adapted Likert-scale survey from CRUSAN ET AL. (2016), it examined writing assessment literacy levels of 219 Chinese tertiary EFL teachers, the influence of demographic characteristics (e.g., training, academic degrees), and relationships among knowledge, beliefs, and practices. The findings indicated that Chinese tertiary EFL teachers exhibited a relatively positive picture of writing assessment literacy. Notably, teachers' training experiences and academic degrees significantly influenced their assessment literacy. Additionally, teachers' writing assessment knowledge and beliefs emerged as two significant predictors of their writing assessment practices. The study highlights the need for targeted writing assessment literacy training in non-English-speaking contexts.	**B1** **C2** **E1, E2** **F1**
2023	Wu, P., Yu, S., & Luo, Y. (2023). The development of teacher feedback literacy in situ: EFL writing teachers' endeavor to human-computer-AWE integral feedback innovation. *Assessing Writing, 57*, 100739. https://doi.org/10.1016/j.asw.2023.100739	Heeding the call for increased attention to the development of writing teacher feedback literacy (e.g., LEE, 2017, 2021), this qualitative case study explored the development of teacher feedback literacy among two L2 writing instructors at a Chinese university as they collaboratively designed and implemented a human–computer–automatic writing evaluation (AWE) integral feedback platform over 4 years. Using a sociocultural perspective, data from semi-structured interviews, stimulated recalls, class observations, and artifacts (e.g., feedback tools, project reports) reveal that the teachers orchestrated mediating tools (e.g., Excel sheets, computer applications, AWE systems), engaged in dialogic interactions with social agents (e.g., colleagues, students), reflected critically, and crossed disciplinary boundaries to innovate feedback practices. The process enhanced their feedback literacy in terms of feedback thinking (e.g., shifting toward formative, student-centered feedback), feedback-giving practices (e.g., integrating AWE and peer feedback), and feedback-sharing within their community. However, classroom feedback practices showed less pronounced development due to limited pedagogical training and contextual constraints like time limitations.	**B2** **D1** **E2** **F1**
2023	Wu, P., & Lei, C. (2023). Developing feedback literacy through dialogue-supported performances of multi-draft writing in a postgraduate class. *Assessing Writing, 57*, 100759. https://doi.org/10.1016/j.asw.2023.100759	Guided by YU and LIU's (2021) framework of student feedback literacy, this qualitative study investigated the development of feedback literacy among 25 first-year postgraduate students through a tri-step design with 2 iterations: the first involving multi-draft writing and peer feedback, and the second adding dialogue sessions (in-class and via WeChat). Data from surveys, multi-draft essays, peer feedback, reflective journals, and dialogue transcripts reveal that students initially adapted well to peer feedback, applying linguistic and disciplinary knowledge but struggled with cognitive conflicts due to limited resolution strategies. Dialogues in the second iteration facilitated clearer understanding, resolved conflicts, and fostered new ideas about writing and assessment, leading to dynamic views of feedback, effective conflict management, and emotional resilience. The study underscores dialogues as a key sociocultural scaffold for student feedback literacy, suggesting pedagogical designs that integrate collaborative feedback processes.	**B2** **D1** **E2** **F2**

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Year	References	Annotations	Theme
2023	Xu, J., Zheng, Y., & Braund, H. (2023). Voices from L2 learners across different languages: Development and validation of a student writing assessment literacy scale. *Journal of Second Language Writing, 60*, 100993. https://doi.org/10.1016/j.jslw.2023.100993	This study was the first to develop and validate a Student Writing Assessment Literacy scale for L2 learners across different languages. A 25-item scale covering four dimensions was developed: knowledge, belief, behavior, and critique. Broadening the scope of teacher-centered research (e.g., CRUSAN ET AL., 2016; LEE, 2017) to include L2 student writers, the study highlights the importance of assessment literacy for students in classroom writing assessment.	**B2 C1 E2 F2**
2023	Zhang-Wu, Q. (2023). Exploring multilingual students' feedback literacy in an asynchronous online writing course. *Assessing Writing, 56*, 100718. https://doi.org/10.1016/j.asw.2023.100718	Guided by YU ET AL.'s (2022) five-dimension feedback literacy model (appreciating feedback, making judgments, managing affect, taking action, acknowledging different feedback sources), this exploratory qualitative study investigated feedback literacy development among five multilingual international students in an asynchronous online writing course at a U.S. university. Data were collected over a 4-week literacy narrative unit via students' drafts, end-of-unit reflections, and feedback interactions. Findings show students valued teacher and peer feedback for its clarity and encouragement, actively engaged in peer review, and made selective judgments to improve drafts. Translingual writing fostered identity expression, while the asynchronous modality posed challenges like time zone issues and limited real-time interaction. The study validates YU ET AL.'s (2022) model in an ESL online context, suggesting pedagogical strategies like translingual practices and time-zone-based peer groups.	**B2 D1 E2 F2**
2023	Zhang, D., Zhou, N., & Yu, S. (2023). Assessing L2 secondary student writing feedback literacy and its predictive effect on their L2 writing performance. *Language Teaching Research*. Advance online publication. https://doi.org/10.1177/13.621.688.231.217.665	This study validated the L2 Student Writing Feedback Literacy Scale for Chinese secondary students and examined its relationship with L2 writing performance. Exploratory and confirmatory factor analyses led to a 14-item scale, identifying 2 factors: Using Feedback (encompassing appreciating feedback, managing affect, and taking action) and Evaluating Feedback (aligned with making judgments). Structural equation modeling found no significant association between feedback literacy and writing performance, possibly due to limited feedback experiences or mediating factors like motivation. The findings add to previous conceptualizations of student feedback literacy (YU & LIU, 2021; YU ET AL., 2022) and further our understanding of its relationship with L2 writing performance.	**B2 C1, C2 F2**
2023	Zhang, F., Min, H. T., He, P., Chen, S., & Ren, S. (2023). Understanding EFL students' feedback literacy development in academic writing: A longitudinal case study. *Assessing Writing, 58*, 100700. https://doi.org/10.1016/j.asw.2023.100770	Guided by Yu and LIU's (2021) framework of student feedback literacy in academic writing, this longitudinal case study examines the feedback literacy development of three first-year EFL undergraduate students in an academic writing course. Specifically, it analyzed students' cognitive (understanding, evaluating, reflecting), behavioral (using feedback in revision), and emotional (managing responses) dimensions through 11 writing assignments. Data from drafts, peer feedback, immediate reflections, monthly journals, stimulated recalls, and interviews reveal varied developmental trajectories. The higher proficiency students demonstrated early and robust cognitive and behavioral engagement, whereas the lower proficiency ones overcame initial emotional resistance through proactive help-seeking or progressed slowly due to limited trust in peer feedback. The study highlights the role of individual agency and emotional resilience in feedback literacy development, suggesting enhanced cognitive and socio-affective instructional support.	**B2 D1 E1, E2 F2**

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Year	References	Annotations	Theme
2023	Zhang, T., & Mao, Z. (2023). Exploring the development of student feedback literacy in the second language writing classroom. *Assessing Writing, 55*, 100697. https://doi.org/10.1016/j.asw.2023.100697	This study investigated the development of student feedback literacy in an L2 writing classroom over a 16-week semester at a Chinese university, drawing on data gathered from pre- and post-study questionnaires with 31 postgraduate students, interviews with the teacher and focal students, student drafts, and classroom documents. Owing to a systematic instructional approach integrating preparatory activities (peer feedback training, assessment rubric elaboration), multisource feedback (peer and teacher), and post-feedback reflection, significant improvements were observed in students' feedback literacy, particularly in eliciting feedback, making judgments, and appreciating feedback. The study enhances our understanding of the dynamic and context-dependent nature of student feedback literacy, contributing empirical evidence to previous conceptual frameworks (e.g., Yu & Liu, 2021; Yu et al., 2022).	**B2** **D3** **E2** **F2**
2024	Jiang, L., Lee, I., & Yu, S. (2024). Conceptualizing multimodal feedback literacy for L2 writing teachers in the digital age. *International Journal of Applied Linguistics, 34*(4), 1479–1496. https://doi.org/10.1111/ijal.12578	This conceptual paper proposes multimodal feedback literacy as a critical component of L2 writing teacher feedback literacy, grounded in social semiotics. It defines multimodal feedback as encompassing linguistic, visual, aural, spatial, and gestural modes, distinct from multimedia feedback, and emphasizes feedback design, affordances, orchestration, and ensemble. The study highlights the need for L2 writing teachers to shift from traditional language-centric feedback to designing coherent feedback ensembles that address diverse student needs and new genres like video compositions. By introducing a conceptual framework for developing teacher multimodal feedback literacy through being (critical dispositions), doing (skill development), and becoming (recursive learning process), the study extends existing scholarship to incorporate modal feedback in feedback practices.	**A** **B2** **E1, E2** **F1**
2024	Lee, I., & Mao, Z. (2024). Writing teacher feedback literacy: Surveying second language teachers' knowledge, values, and abilities. *Journal of Second Language Writing, 63*, 101094. https://doi.org/10.1016/j.jslw.2024.101094	This study is an early attempt to ascertain the level of writing teacher feedback literacy in L2 contexts. By administering a 34-item Feedback Literacy Scale (Lee et al., 2023) to 353 EFL teachers in Hong Kong and mainland China and conducting follow-up interviews with 34 focal teachers, it examined writing teacher feedback literacy in relation to teachers' knowledge, values, and abilities regarding feedback. The study reveals deficiencies and gaps in participants' writing feedback literacy: while they reported a basic understanding of feedback literacy, they were uncertain about their abilities in implementing feedback practices, despite holding values aligned with existing literature. The study contributes to unpacking the notion of L2 writing teacher feedback literacy, emphasizing the need for feedback training in teacher education programs.	**B2** **C2** **F1**
2024	Li, F., & Han, Y. (2024). The influences of international master's students' feedback seeking behavior on their feedback literacy and feedback contexts: An ecological perspective. *Journal of English for Academic Purposes, 71*, 101424. https://doi.org/10.1016/j.jeap.2024.101424	This qualitative multiple-case study explores how feedback-seeking behaviors influence feedback literacy and feedback ecologies of two Chinese master's students in a UK university. Qualitative data analysis of interview transcripts revealed that both students proactively sought feedback from peers and teachers. By choosing their preferred sources, they created greater learning opportunities, which enhanced their own feedback literacy, including their willingness to seek and use feedback, as well as their abilities to elicit, evaluate feedback, judge their own work, and understand feedback. The study augments previous frameworks of student feedback literacy by highlighting the role of student feedback-seeking behavior in shaping dynamic feedback ecologies and fostering learner agency and feedback literacy.	**B2** **D1** **E1, E2** **F2**

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Year	References	Annotations	Theme
2024	Rad, H. S., & Alipour, R. (2024). Unlocking writing success: Building assessment literacy for students and teachers through effective interventions. *Assessing Writing, 59*, 100804. https://doi.org/10.1016/j.asw.2023.100804	This pioneering study in investigated the development of both student and teacher writing assessment literacy within a single investigation. Through assessment literacy interventions of 64 advanced Iranian EFL students and 40 teachers over 8 weeks, the self-reported questionnaires indicated significant improvements in writing assessment literacy for both students and teachers. The study underscores the importance of assessment literacy training for effective writing assessment practices.	**B1** **D3** **F1, F2**
2024	Xu, J., & Zheng, Y. (2024). Understanding the interconnectedness of L2 learners' writing assessment literacy and engagement: A longitudinal survey. *System, 123*, 103318. https://doi.org/10.1016/j.system.2024.103318	As a follow-up to Xu ET AL.'s (2023) scale validation, this longitudinal survey examined changes in L2 writing assessment literacy and engagement among 272 Chinese undergraduate EFL learners. Using two phases of questionnaire data collected at the beginning and the end of the semester, the study found significant increases in the four dimensions of student writing assessment literacy (knowledge, belief, behavior, critique), while noting no change in engagement (planning, task management, persistence). The study advocates for authentic writing tasks to enhance student assessment literacy and engagement in naturalistic classroom settings.	**B1** **C2** **E1, E2** **F2**
2024	Xu, L., Hu, J., Su, Y., & Chen, X. (2024). Symphony with noises and keynotes: Effective feedback process in L2 postgraduate academic writing from a teacher feedback literacy perspective. *System, 126*, 103464. https://doi.org/10.1016/j.system.2024.103464	This qualitative case study explored teacher feedback literacy in an L2 postgraduate academic writing class at a Chinese university, revealing key competencies that enhance student learning. Data from interviews with the teacher and 9 students, 150 self-reflections, classroom observations, and course materials show that teacher Chen orchestrated a "symphony-like" feedback process using self, peer, teacher, and automated feedback (via Grammarly). A proposed two-dimensional framework—autonomous (collaboration, reflection, refinement) and facilitative (synergy, student engagement, long-term effects)—highlights how teacher competencies foster student feedback literacy and engagement. Echoing LEE's (2021) teacher feedback literacy framework, the study emphasizes shared teacher–student responsibilities in addressing contextual challenges like uncritical feedback use, advocating for longitudinal, context-sensitive feedback practices.	**B2** **D1** **E1, E2** **F1**
2024	Zhang, D., Liu, C., & Yu, S. (2024). The impact of a feedback intervention on university students' second language writing feedback literacy. *Innovations in Education and Teaching International, 61*(3), 426–442. https://doi.org/10.1080/14.703.297.2023.2254275	This mixed-methods study evaluates the impact of a combined feedback intervention (peer, computer-generated, and teacher feedback) on the L2 writing feedback literacy of 182 Chinese university students over a 16-week semester. Using the L2 Student Writing Feedback Literacy Scale by YU ET AL. (2022), the study measured five dimensions: Appreciating Feedback, Acknowledging Different Feedback Sources, Making Judgments, Managing Affect, and Taking Action. Results showed significant improvements in Appreciating Feedback, Acknowledging Different Feedback Sources, and Managing Affect, but not in Making Judgments or Taking Action. L2 proficiency influenced outcomes: low-proficiency students showed no significant changes, middle-proficiency students improved in four dimensions, and high-proficiency students only in Appreciating Feedback. The study suggests a hierarchy of difficulty in developing feedback literacy dimensions and highlights the need for tailored scaffolding to address proficiency differences.	**B2** **D3** **E1, E2** **F2**

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Year	References	Annotations	Theme
2025	Gao, J., & Chen, W. (2025). Developing culturally-situated student feedback literacy through multi-peer feedback giving: An online community-based approach. *Language Awareness, 34*(1), 19–42.	This study examined how 31 Chinese EFL undergraduates in a teacher-centered academic writing course developed culturally situated feedback literacy through an online, community-based multi-peer feedback activity. Data from surveys, feedback comments, stimulated recalls, and interviews revealed four themes: (1) knowledge co-construction and community norm-building through observing peers' feedback, (2) cognitive growth via multiple rounds of comparison and self-reflection, (3) affective appropriateness shaped by critical yet cohesive community standards, and (4) behavioral actions to improve feedback practices. The open, asynchronous platform reduced anxiety, fostered group cohesion, and encouraged critical feedback, aligning with cultural preferences for consensus. The study highlights how provider–provider interactions enhance feedback literacy in teacher-centered contexts, urging instructors to leverage such dynamics.	**B2** **D3** **E1, E2** **F2**
2025	Liu, K., & Deris, F. D. (2025). AI feedback literacy in higher education: Understanding, measuring, and predicting student feedback uptake. *Assessment & Evaluation in Higher Education*. Advance online publication. https://doi.org/10.1080/02602938.2025.2587924	Given the growing popularity of generative AI tools in L2 writing, this study developed and validated a student AI feedback literacy scale measuring EFL learners' ability to interpret, evaluate, and apply automated feedback. Drawing on feedback literacy theory and motivational frameworks, the scale was validated using data from 486 Chinese EFL university students. Findings challenge technocentric views by demonstrating that AI feedback effectiveness depends not only on tool quality but equally on learner-related factors, including confidence, perceived value, and cognitive effort. This study provides the first scale for conceptualizing and measuring student generative AI feedback literacy, marking its extension from general L2 writing contexts (e.g., Yu et al., 2022) to AI-mediated environments.	**B2** **C1** **E1, E2** **F2**
2025	Xu, J., & Zheng, Y. (2025). Does student assessment literacy matter between motivational constructs and engagement in L2 writing? A survey of Chinese EFL undergraduates. *Assessing Writing, 64*, 100916. https://doi.org/10.1016/j.asw.2025.100916	Extending their previous works on the components of student writing assessment literacy (Xu et al., 2023; Xu & Zheng, 2024), this survey-based study investigated the relationships among L2 writing motivation, growth mindsets, academic buoyancy, student writing assessment literacy, and L2 writing engagement among 425 Chinese EFL undergraduates. Results showed that L2 writing motivation, academic buoyancy, growth mindsets, and student writing assessment literacy directly predicted engagement, while motivation and buoyancy predicted student writing assessment literacy, which also mediated the relationships between motivation and engagement (and buoyancy and engagement). The study highlights the mediating role of student writing assessment literacy in linking motivational factors to engagement, suggesting pedagogical strategies like real-life writing tasks and explicit assessment instruction.	**B1** **C2** **E1, E2** **F2**
2025	Zhan, Y., & Yan, Z. (2025). Students' engagement with ChatGPT feedback: Implications for student feedback literacy in the context of generative artificial intelligence. *Assessment & Evaluation in Higher Education*, 1–14. Advance online publication. https://doi.org/10.1080/02602938.2025.2471821	In light of the growing popularity of AI tools in writing practices and assessment, this qualitative study investigated how 16 Hong Kong undergraduates engage with ChatGPT feedback on IELTS writing tasks, using unobtrusive observations and stimulated recall interviews. Adopting a four-dimensional engagement model (cognitive, metacognitive, affective, behavioral), findings reveal students primarily used cognitive strategies (e.g., selective attention, comparison) but showed limited metacognitive engagement (e.g., minimal monitoring or planning), indicating superficial interaction. Affective engagement was positive, with low emotional resistance but varied trust in ChatGPT's feedback, particularly doubting content-related suggestions. Behavioral engagement was often one-off, with 56.3% of revisions directly adopting ChatGPT's suggestions, especially for local aspects like grammar. The study proposes a refined feedback literacy framework for GenAI, emphasizing prompt engineering, evaluative judgment, emotional reflexivity, ethical decision-making, and metacognitive skills to address challenges like over-reliance.	**B2** **D1** **E1, E2** **F2**

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Year	References	Annotations	Theme
2025	Yu, S., Wu, P., & Liang, C. (2025) 'It's very well written!': Revisiting praise in teacher written feedback from the perspective of feedback literacy. *Applied Linguistics*. Advance online publication. https://doi.org/10.1093/applin/amaf033	Informed by the conceptual framework of teacher feedback literacy (Lee, 2021) and utilizing multiple data sources from teacher feedback samples, semi-structured interviews, and stimulated recalls, this case study examined how L2 writing teachers provide praise in written feedback within a Chinese EFL university context. Two profiles of praise-giving practices were identified: "active praise givers" who communicated effectively with students by providing feedback, and "sparse praise givers" who concentrated more on editing student texts. Based on these findings, a framework for L2 writing teacher feedback literacy in written praise was proposed. The study contributes to the field by addressing a gap in existing literature, which has predominantly concentrated on negative and critical feedback in student writing.	**B2** **D1** **F1**
2026	Liu, J., Shi, Z., & Li, W. (2026). Developing students' feedback literacy in disciplinary academic writing through generative artificial intelligence. *Assessing Writing, 68*, 101030. https://doi.org/10.1016/j.asw.2026.101030	Extending Yu and Liu's (2021) conceptualization of student feedback literacy to GenAI feedback and disciplinary writing contexts, this mixed-methods study compared changes in student feedback literacy between a control group receiving peer feedback and an experimental group receiving GenAI feedback. Quantitative survey data substantiated the effectiveness of GenAI feedback in fostering students' feedback literacy development, while qualitative findings indicated improved abilities to interpret, evaluate, and act on feedback. By addressing the opportunities and challenges posed by AI, the study expands the feedback agent ecology beyond human actors and contributes to Zhan and Yan's (2025) discourse on student feedback literacy in the era of AI.	**B2** **D3** **E1, E2** **F2**

Note: Authors' names are shown in small capitals when the study referred to appears in this timeline.

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