

RESEARCH ARTICLE

Teachers' feedback and correction on L2 students' written tasks: A comparative qualitative case study of Bangladeshi and Nigerian secondary schools

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Abstract – Writing is essential for academic performance and professional success, yet many L2 learners in under-resourced secondary school contexts face persistent challenges in developing effective writing skills because of poor instructional quality and inadequate support from their teachers. Although teacher feedback has been widely studied in higher education and controlled settings, comparatively limited research has examined its operation within Global South secondary classrooms. This study investigates teachers' feedback and correction practices in Bangladeshi and Nigerian secondary schools using a comparative qualitative case study design. Through structured and semi-structured interviews with teachers and students, the study examines the nature of feedback practices, students' responses to feedback, and their perceived impact on writing development. Findings indicate that teacher feedback is widely regarded as essential for improving writing skills and sustaining motivation in both contexts. However, subtle cross-case differences emerged in students' engagement with feedback, particularly regarding clarity, personalisation, and metacognitive reflection. The study highlights the importance of clearly communicated context-sensitive feedback practices in supporting L2 writing development in structurally comparable secondary school environments.

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1. Introduction

Writing is a critical aspect of communication and a crucial skill for success in today's fast-paced and competitive world (Zhan, 2016). In many developing and underdeveloped countries where English is taught as a second language (L2), including Bangladesh and Nigeria, writing proficiency remains central to students' academic performance and professional success. However, L2 learners in these settings face challenges in developing their writing skills because of limited access to resources, poor instructional quality, and inadequate teacher support (Che Shamsudin, 2025; Khan et al., 2021). Accordingly, identifying effective pedagogical strategies to support L2 writing development remains a pressing concern. One such strategy is the provision of teacher feedback and correction. While prior scholarship has extensively examined feedback practices in higher education and ESL/EFL contexts, comparatively less attention has been given to under-resourced secondary school environments. Recent research further suggests that the effectiveness of written corrective feedback depends not only on its form but also on learner engagement and institutional conditions (Pearson, 2024).

Feedback and correction are widely recognised as central components of the writing process that can facilitate learning and improve writing skills. Teachers play a crucial role in providing feedback and correction, and their input can significantly affect students' writing outcomes (Glover & Brown, 2006). Despite the extensive body of scholarship on written corrective feedback in higher education and controlled experimental settings, comparatively fewer studies have examined how teachers' feedback and correction practices operate within under-resourced secondary school contexts in the Global South (i.e. less developed and underdeveloped countries). Even less attention has been given to how such practices are perceived by both teachers and students within comparable postcolonial English-as-L2 educational systems. As a result, there remains limited context-sensitive understanding of how teacher-led feedback functions in everyday secondary classrooms where institutional constraints, large class sizes, and examination pressures shape pedagogical practice. Interestingly, Bangladesh and Nigeria provide analytically comparable contexts for examining teacher feedback practices. Both represent postcolonial settings in which English functions as a high-stakes academic language and a key determinant of socioeconomic mobility. Secondary classrooms in both contexts frequently contend with large enrolments, examination-driven curricula, and limited instructional resources. A comparative examination of these two contexts therefore enables exploration of how teacher-led feedback and correction practices operate within structurally similar yet culturally distinct L2 educational systems. The present study aims to investigate the research questions given below:

1. What are the nature and frequency of teachers' feedback and correction on L2 students' written tasks in Bangladeshi and Nigerian secondary schools?
2. How do teachers' feedback and correction influence students' engagement, motivation, and writing practices, as perceived by teachers and students, in each context?

1.2 Feedback and Correction

The use of feedback and correction is widely acknowledged to improve students' performance and learning in diverse educational contexts (Archer, 2010). Therefore, feedback is considered an essential notion that is frequently used in the field of language teaching to promote cognitive, technical, or professional development (Herra & Kulińska, 2018). To define feedback, Hattie and Clarke (2018) see it as information provided to students regarding their performance with the aim of improving it. Likewise, Archer (2010) says that feedback is considered effective when it utilises information about students past performance to encourage constructive and beneficial growth.

Correction, on the other hand, is the process of pointing out students' mistakes and suggesting ways to correct them (Harmer, 2015). Harmer (2015) further stated that, out of all the components that constitute classroom practice, the act of correcting is perhaps the one that demands the most contemplation and attention by teachers in any given classroom. In his study, Zhan (2016) also defines what correction is in line with his study on participants' responses and mentions that correction is what reminded students of their mistakes and they try to avoid the same mistakes in the next tasks. Inarguably, Oprescu (2020) says that effective feedback and correction often lead to improved language skills, increased motivation, and better academic performance.

1.3 Students' Perception of Teachers' Feedback

Research has shown that students' perceptions of feedback practices can have a significant impact on how they receive and use feedback. The study by Herra and Kulińska's (2018) identifies various factors that affect the perceptions of feedback by students, among these are the clarity and specificity of the feedback, the tone and delivery of the feedback, and the frequency and timing of the feedback. Khan et al. (2021) argue that students show a strong preference towards explicit and direct feedback and correction, indisputably, explicit correction received criticism from students more than less explicit correction. They further point out that students tend to engage well with less explicit and indirect feedback which may allow them to revise their work through self-correction, hence, giving them confidence in their language learning.

However, it is worth stating that Oprescu (2020) found that, to some extent, students welcome any form of feedback and correction strategies with which they are presented, as they may likely see these strategies as necessities for their language improvement. Furthermore, Herra and Kulińska (2018) argue that such students prefer explicit suggestions and clear examples because this help them recognise their errors and learn the correct forms. This suggests that these students tend to seek detailed feedback on multiple aspects of their work. In this regard, Zhan (2016) further emphasised the importance of maintaining effective communication with such students. He suggests that teachers should communicate more with them about their feedback practices so that they can be aware of their perceptions and preferences. Research from secondary contexts further indicates that students' emotional and cognitive responses to feedback vary widely: while some appreciate detailed corrective feedback, others find it demotivating or overly prescriptive (Yu & Yang, 2021). These divergent responses underscore the importance of culturally sensitive feedback strategies.

1.4 Impact of Feedback and Correction on Student Writing Skills

Various research has shown that effective feedback and correction can lead to improvements in writing skills, such as increased accuracy, fluency, and complexity of writing. Khan et al. (2021) study indicates that feedback, especially written feedback, assists students in improving their writing skills. Moreover, the goal of language learning and teaching activities is often met which is effective and meaningful written communication among the students. However, in actual situations, Glover and Brown (2006) find that some students do not use written feedback to improve their future work because the topics they had learned and received corrections on had already moved on and were not revisited by teachers.

In Zhan's (2016) study, it is said that written teacher feedback can only be successful in helping students improve their writing when they take feedback and correction seriously. He further suggests that teachers should consider and recognise students' feedback preferences and how they receive feedback on their writing. In this way, feedback practices can have a positive impact on students' writing skills (Khan et al., 2021). Zhan's (2016) study also found that written teachers' feedback made students aware of their problems with grammar, and expressions, and some students claimed that the feedback they had received helped them to know what to correct and what to pay attention to in the future. Empirical studies continue to show that the effects of corrective feedback depend on self-efficacy and self-regulation. For example, training in writing assessment literacy has been shown to boost writing self-efficacy and reduce anxiety among EFL students (Cao et al., 2025). Additionally, research in feedback and self-regulated writing shows that process-focused and metacognitive feedback encourages students to develop goal setting and monitoring strategies (Yang et al., 2023).

1.5 Relationship between Feedback and Student Motivation

Teacher feedback, which is conceptualised as the information provided to students by their teachers concerning their performance with the purpose of improving it (Hattie & Clarke, 2018), is considered one of the social factors that have a strong impact on students' learning outcomes (Pereira et al., 2016). Motivation has always been considered a positive predictor of students' academic performance; meta-analyses reveal that feedback from multiple sources, including peer, teacher, and automated feedback, has the strongest motivational effect (Cen & Zheng, 2024), with teachers' feedback practices effectively enhancing student motivation (Guo & Zhou, 2021). Archer (2010) asserts that feedback is effective in fostering students' growth, and Khan et al. (2021) study stresses that teachers in their study emphasise that giving

positive feedback to students regarding their English learning can motivate and encourage them. Moreover, Guo and Zhou's (2021) study suggest that when teachers offer genuine and specific praise, it can strengthen students' desired learning behaviours and significantly enhance their motivation and belief in their abilities. On the contrary, teacher feedback practices that are perceived as negative or unhelpful by students can be detrimental to student motivation, as this feedback can lead to disengagement from learning (Pereira et al., 2016). It is further observed in Zhan's (2016) study that feedback perceived as negative by students can reduce their motivation, especially when teacher feedback does not meet their expectations. However, Khan et al. (2021) study indicates that feedback is a factor that cannot be ignored in any learning setting as it helps students to enhance their learning.

1.6 Conceptual Framework

This study is guided by a sociocognitive view of feedback as a dialogic and motivational process shaped by classroom interaction and institutional context. Drawing on Hattie and Clarke's (2018) conceptualisation of feedback as information that reduces the gap between current performance and desired goals, feedback is understood as a structured communicative act that influences learners' cognitive, behavioural, and affective engagement. Recent scholarship emphasises that the impact of teacher feedback depends not only on its content but also on how learners interpret, internalise, and act upon it (Pearson, 2024). From this perspective, feedback functions through engagement processes that include students' motivation, self-regulation, and responsiveness to revision. Studies on self-regulated writing further suggest that process-oriented and metacognitive feedback can support learners' goal-setting, monitoring, and strategy development (Yang et al., 2023). Accordingly, teacher feedback is conceptualised here as an interactional practice that may shape students' writing development indirectly through motivational and engagement mechanisms. Given that feedback practices are integrated within specific classroom ecologies, this study also recognises that institutional conditions, such as class size, time constraints, and examination pressures, may mediate how feedback is delivered and received. This enables a comparative examination of how teacher-led feedback and correction operate within two structurally comparable yet culturally distinct secondary school contexts.

2. Methodology

This study adopts a comparative qualitative case study design to examine teachers' feedback and correction practices in two secondary school contexts: one in Bangladesh and one in Nigeria. Each school is treated as a bounded case, enabling in-depth exploration of teacher-led feedback practices within their respective institutional settings. A comparative approach was employed to identify both shared patterns and context-specific variations on how feedback is delivered and perceived in structurally comparable Global South L2 educational environments.

2.1 Participants

Purposive sampling was employed to select participants who were directly engaged in L2 writing instruction at the secondary level. One English language teacher from a secondary school in Bangladesh and one from a private secondary school in Nigeria were selected based on accessibility and their active involvement in teaching writing. From each teacher's class, four students were invited to participate, resulting in a total of eight student participants (four from each context; balanced by gender). Although the classes comprised over 40 students each, a smaller group was selected to allow for in-depth qualitative exploration of perceptions and experiences. All student participants were enrolled in upper secondary classes and had prior experience receiving written feedback from their teachers. Each interview lasted between 20-30 minutes and was conducted in English. All interviews were conducted virtually via Google Meet and recorded with participants' consent.

2.2 Research Instruments and Data Collection

For data collection purposes, we reached out to the teacher, explained the purpose and possible advantages of the study, and obtained their informed consent. Data for this study were gathered through the interview technique to investigate the research questions. The interview questions were categorised into three parts; the first part focuses on the biodata of the interviewees and the other two parts focus on the research questions for the study. The interview questions are categorised into two parts, the teachers' interview, and the students' interview. For the teacher's interview, we used semi-structured interview questions (Appendix A) to ask open-ended questions about the nature of feedback and correction in their classroom and their impacts on the writing skills of the students. On the other hand, we used structured interview questions (Appendix B) to elicit the perceptions of the students towards their teachers' feedback and correction strategies and to gain in-depth knowledge of how they affect their writing tasks.

2.3 Data Analysis

At the end of the interviews, we transcribed the data verbatim and analysed it using reflexive thematic analysis. The analysis followed an iterative process: (1) familiarisation with the data through repeated reading of transcripts; (2) generation of initial codes through systematic colour-coding in Microsoft Word; (3) identification and clustering of recurring codes related to the study research questions into broader candidate themes; (4) refinement and definition of themes through cross-case comparison between the Bangladeshi and Nigerian datasets. Both authors independently conducted initial coding before collaboratively reviewing and refining the emerging themes to ensure consistency and

interpretive alignment. Discrepancies in coding were discussed until consensus was reached. The use of Microsoft Word for coding allowed systematic organisation of highlighted segments and facilitated transparent tracking of thematic development. Frequency counts presented in Table 1 represent the number of coded segments associated with each theme and are provided to indicate recurrence rather than statistical generalisation. The analysis prioritises depth of interpretation over numerical distribution. Table 1 presents the thematic categorisation of coded interview segments across both cases. The frequency counts indicate the recurrence of coded instances within the dataset and serve as an analytic guide rather than a measure of statistical significance. These themes structure the subsequent cross-case analysis.

Table 1

Thematic categorisation of colour-coded interview data

Codes	Overall Appearance	Themes	Total
Feedback is generally perceived as helpful and a tool for improvement, in both confidence and writing skills	13	Feedback effectiveness	26
Feedback impacts motivation and engagement in the writing process	6		
Teachers also provide positive feedback to motivate students	5		
Classroom size and time constraints can present challenges to providing effective feedback	2		
Teachers use various strategies to give feedback, including full sentences and symbols	7	Feedback strategies and correction patterns	11
Differentiated feedback is provided based on individual student needs	4		
Students tend to make suggested changes in response to feedback	14	Student response to feedback	28
Specific examples and actionable feedback are preferred by students	16		
Feedback can be a source of disagreement, but compromise can be reached through open communication	7	Feedback communication	7
Students would like to see more feedback provided on certain aspects of their writing	7	Improving feedback practices	13
Grammar and sentence structure feedback is preferred by some students	6		

2.4 Ethical Considerations

Ethical considerations of this study were given utmost importance. The teachers and the students were informed about the nature of the study and provided informed consent. The study ensured the anonymity of the participants by allocating pseudonyms to all the participants to keep their identities secret and protect their privacy. The pseudonyms allocated are Mr. Kamal (Bangladeshi) and Mr Adebayo (Nigerian) for the teachers, and Nafees, Fahim, Fatema, and Sadia (Bangladeshis), and Adedoyin, Yuusuf, Joseph and Maryam (Nigerians) for the students. The study also ensured the confidentiality of the data by only sharing it with authorised personnel.

3. Results and Discussion

In this section, we present the analysis of the data, including the key major findings that address the research questions of this study. The broad themes derived from the table given above, which pertain to the nature and frequency of feedback and correction provided by teachers on students' written tasks in Bangladeshi and Nigerian secondary schools, and how these affect students' writing skills, are used for thematic analysis. The responses of the interviewees were also considered to ensure clarity. The first three themes address the first research question, which is about the nature and frequency of feedback and correction provided by teachers, while the other two themes address the second research, which is about their impact on students' writing skills.

3.1 Feedback and Corrections Effectiveness

This section examines the effectiveness of feedback as a tool that enhances L2 students' writing skills, as presented in the data obtained. First, students perceive feedback as helpful and a tool for improvement, not only in their writing skills but also in confidence. When the students were asked during the interview about their feelings toward their teacher's feedback and if they helped them improve their writing skills, they were quite positive in their responses. While expressing their feelings, Adedoyin stated that she felt very pleased when their teacher corrects her work because it helps her identify her mistakes and improve her general writing skills, and Fatema also mentions that she "understands that feedback is necessary for improving" her writing skills. By comparing the responses, by the Bangladeshi and Nigerian students, we can agree that feedback and corrections are generally perceived by students as necessary tools for their improvement.

This result is similar to Khan et al. (2021) who found in their study that students found their teachers' feedback helpful as it improves their overall writing skills. Across both cases, students perceived teacher feedback as beneficial for improving their writing skills and confidence. However, a subtle difference emerged in how students articulated their engagement with feedback. Bangladeshi students tended to reflect more explicitly on how feedback shaped their writing process, whereas Nigerian students emphasised motivational effects but were less detailed in describing how they operationalised feedback in revision.

Furthermore, teachers provide positive feedback to students, which eventually impacts motivation and engagement in their writing process. For example, Nafees commented on the positive feedback on the things that are done well and said it motivates her to improve and never stop writing. Another student, Yuusuf, emphasised on the feedback given to him by their teacher on his written essays and said, "It helped me to write a stronger essay and motivated me to do more research before starting any assignment." Similarly, Fahim asserts that he felt "motivated to learn English and concentrate in the classroom because my teacher praises me when I answer him correctly." This implies that the students appear to be motivated and improved in their writing skills when they receive positive feedback and/or corrections from their teachers. While motivational effects were evident in both contexts, the Bangladeshi participants appeared to demonstrate a slightly stronger metacognitive awareness of how feedback influenced their drafting and revision strategies. It, thus, shows that positive feedback on L2 students' written tasks can enhance their overall writing skills. These findings support what Guo and Zhou (2021) revealed in their study, that feedback and motivation are intertwined, and when teachers provide positive and effective feedback to students, it enhances their motivation and improves their academic performance. The broader motivational impact also aligns with Cen and Zheng's (2024) meta-analysis, which shows that multi-source feedback, including teacher feedback, has one of the strongest effects on learner motivation.

It is worth mentioning that both teachers identified classroom size and time constraints as structural barriers to providing more extensive individualised feedback that meets students' expectations—similar to what Zhan (2016) suggests may reduce L2 students' overall motivation and performance. However, the Bangladeshi teacher, working in a private school with relatively manageable class sizes, indicated slightly fewer logistical constraints compared to the Nigerian context. This also aligns with Tang (2023), who found that higher secondary students in China showed lower engagement with writing-related feedback, possibly due to increased workload, exam pressure, or fatigue, which suggests that structural constraints may dampen the benefits of feedback. Therefore, institutions must consider workload and scheduling contexts when designing feedback systems to maintain its motivational potential.

3.2 Feedback Strategies and Correction Patterns

In relation to the nature and frequency of feedback and correction that teachers provide to L2 students on their written tasks, it is revealed that teachers use different feedback strategies and provide personalised feedback when needed. Responses from the conducted interviews indicate that the teachers take each student's writing ability and individual needs into consideration when giving feedback. For example, Mr. Adebayo made it known that in cases where students may differ in their needs, with some students struggling with grammar, while others struggling with organisation, he provided feedback that is specific to each student's needs. This reinforces the need for teachers to be able to recognise the individual learning needs of their students. Thus, Mr. Adebayo's comment on how he provides feedback in a class of students with different learning styles closely underpins what Zhan (2016) says that good teachers welcome and communicate with students who require full attention to almost all aspects of their work.

In addition, it is observed that the responses from students, when they were asked about their teachers' feedback practices, show that the teacher utilises various strategies to give feedback on their written tasks, including full written sentences and symbols. While interviewing Mr Kamal, he states that he believes this approach helps his students learn from their mistakes and improve their overall writing skills. With this strategy of written feedback, students can become aware of potential problems in their writing, revisit the feedback, and use it to address those issues at any time. This supports the view of Khan et al. (2021) and Zhan (2016) that written feedback makes L2 students aware of where their writing problems lie and helps them improve in their writing skills. Interestingly, a student, Sadia, states that while giving feedback using symbols, the teacher uses symbols whose meanings have already been taught to them. This implies that the teacher is aware of the importance of educating students on the meaning of symbols used for correction, as it assists them in understanding and learning from feedback.

Although both teachers reported attempts to tailor feedback to students' needs, Nigerian students expressed a stronger desire for more personalised feedback than their Bangladeshi counterparts. For instance, Adedoyin, explicitly expressed dissatisfaction with the level of individualised feedback received. She stated that she would like to see more personalised feedback that is tailored to individual writing needs, especially in tasks involving two or more students together (group tasks). This preference reflects the sociocognitive view of feedback as a dialogic and motivational process, where students construct knowledge through interaction with peers and teachers during collaborative classroom activities. It further suggests that while differentiated feedback practices are present in both contexts, students' expectations regarding individualisation may vary across institutional settings. While it can be argued that time constraints may not allow for providing tailored feedback to individuals, it should also be noted that some students, especially those that prefer personalised feedback, may feel less motivated to concentrate in their studies. As Herra and Kulińska (2018) noted, such students prefer receiving explicit suggestions from their teachers because it helps them retain their mistakes and the correct forms of the mistakes.

3.3 Feedback Communication

The responses regarding the kinds of feedback L2 students receive and how they perceive them reveal that differing opinions from both teachers and students can lead to disagreements. However, five of the participants (Nafees, Fahim, Sadia, Joseph, and Maryam) stated that open communication often fosters compromise between them and their teacher. For instance: Joseph made it known that “there was a particular time [he] had a disagreement with [his] teacher as [he] thought [his] original idea was more effective.” However, the teacher had a healthy debate with him on the issue, and he later accepted his teacher’s feedback as he saw it as a necessity for his improvement. The end results here highlight the importance of teachers knowing how to communicate their feedback effectively; when done effectively, Zhan (2016) and Hattie and Clarke (2018) assert that students welcome the feedback and use it to improve their writing skills.

Similarly, Nafees recounted a time he and his classmate had a disagreement over a writing task, during which their teacher intervened and helped them learn what they did not know. As he stated, “Mr. X didn’t tell who was right and who was wrong. He just praised our efforts, explained the concept better, and pointed out where each of us former understanding of the concept is useful.” We can see that Mr. X was able to pay attention to the students’ needs and provide them with effective feedback, while the students also listened and learned new things. This validated the finding of Opreescu (2020) that students welcome effective feedback and correction strategies they are presented with, as they may likely see them as necessities for their improvement. Through respectful dialogue, both teachers and students can share perspectives and find common ground. Hence, it is suggested that teachers should always communicate effectively with their students about their feedback practices, as listening and acknowledging each other’s viewpoints can lead to constructive outcomes.

3.4 Student Response to Feedback

Regarding whether L2 students use the corrections and feedback provided by their teachers, evidence shows that students vary greatly in their responses to feedback. Notably, a clearer cross-case difference emerged regarding clarity and applicability of feedback. Bangladeshi students generally reported that feedback was understandable and could be directly implemented in revision. In contrast, some Nigerian students described teacher feedback as specific yet occasionally unclear or difficult to apply without additional examples. For instance, Fatema stated that she usually responds positively to feedback on her written tasks by attending to the suggested changes while Maryam highlighted that she tries her best to make the suggested changes but sometimes struggles with it. This variation leads students to prefer different types of feedback (i.e. more personalised feedback). However, it is worth noting that all the participants welcome and implement the suggested changes in response to their teachers’ feedback. The actual reason behind this is that they see feedback as information provided to improve their writing skills and overall performance (Hattie & Clarke, 2018; Zhan, 2016).

Furthermore, the data from Table 1 showed that L2 students prefer specific examples from their teachers, along with the feedback given on their written tasks. Given that tone, delivery, clarity, and specificity of feedback are among the various factors that affect how students perceive feedback (Herra & Kulińska, 2018), it is important for teachers to provide effective feedback to their students. While the students confirm that they receive actionable feedback from their teacher, they indicate that it would be better if the teacher could use examples that they are more familiar with while giving feedback. For instance, Joseph acknowledged that the feedback was specific and actionable, yet he reported difficulty applying it in practice without familiar examples, saying: “It would be better if our teacher can use examples, we are more familiar with.” This reinforces what Herra and Kulińska (2018) mentioned that L2 students prefer clear-cut examples as it helps them retain their mistakes and refrain from them in the future. Recent research by Yu and Yang (2021) further supports this, showing that engagement with feedback depends not only on its clarity and specificity but also on students’ affective responses, with overly prescriptive feedback sometimes reducing motivation and feedback that feels approachable and understandable engendering more constructive engagement. Hence, feedback should be grounded in familiar, relatable contexts to maximise response quality.

3.5 Improving Feedback Practices

It is interesting to note that the participants perceived the feedback practices of their teachers as a useful tool for their improvement. As demonstrated by Yuusuf when he was asked about the changes, he would like to see in the way feedback is provided to better support and improve his writing skills, he said, “I would like to receive more feedback on my thought process and how to structure my arguments effectively.” Despite making minor errors in his written tasks and receiving the feedback of their teacher, he still held high expectations for their teacher to give more feedback on how to write convincing papers. Similarly, Nafees concluded that he would like to receive more personalised feedback from his teacher on his written work, noting that students expect feedback tailored to their individual writing needs.

These results confirm that L2 students, in general, favour explicit feedback from teachers. This validates the argument of Khan et al. (2021) that students show a strong preference towards explicit and direct feedback from their teachers. Furthermore, students were observed to welcome and accept their teacher’s corrections and feedback on the errors made in their work (Opreescu, 2020). However, they expect their teacher to provide more guidance on how to apply the feedback as Maryam comments, “I would like to receive more guidance on how to implement the suggested changes...” These findings suggest that L2 students tend to position teachers as prompters who should suggest to them what to do and how to proceed in any given activity. This aligns with Cao and Wang (2025) that guided feedback contributes to building students’ long-term writing self-efficacy.

Additionally, recent research in teacher feedback's role in promoting self-regulated writing strategies suggests that feedback which focuses on process and metacognitive planning supports students' strategy development, such as goal planning and self-monitoring (Yang et al., 2023). This implies that integrating feedback practices which support metacognitive strategies may not only assist with the immediate writing task but foster longer-term writing autonomy. Given that the students hold high expectations of receiving corrective feedback on all aspects of their written tasks, teachers should always be aware of this, improve their feedback practices, and help students, when necessary, in such a way that they meet their expectations. Overall, the cross-case comparison reveals more similarities than differences on how teacher feedback is perceived across the two contexts. In both Bangladeshi and Nigerian secondary schools, feedback is regarded as essential for writing development and motivation. However, differences emerge in students' metacognitive engagement with feedback and in their expectations regarding clarity and personalisation. These variations suggest that while structural conditions shape feedback practices, students' interpretive engagement with feedback may be context sensitive.

4. Conclusion

In conclusion, this study examined teachers' feedback and correction practices in secondary school contexts in Bangladesh and Nigeria through a comparative qualitative case study design. Across both settings, teacher feedback was perceived as an essential tool for improving L2 students' writing skills and sustaining motivation. Participants described feedback as a mechanism for identifying weaknesses, guiding revision, and reinforcing engagement in the writing process. Although similarities were more pronounced than differences, cross-case variation emerged in students' engagement with feedback. Bangladeshi students articulated more explicit metacognitive awareness of how feedback informed revision, whereas some Nigerian students reported occasional difficulty interpreting or applying feedback without additional clarification. These findings suggest that while constructive feedback is valued across contexts, clarity, personalisation, and institutional conditions may shape how feedback is enacted and internalised. As a small-scale qualitative case study involving two teachers and eight students, the findings are not intended for statistical generalisation but for analytical insight into comparable L2 secondary school environments. Future research may extend this work by incorporating larger and more diverse samples, classroom observations, and mixed method approaches to further examine how structural conditions and communicative practices shape students' engagement with feedback across Global South L2 settings.

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Conflict of Interests

The authors declare no conflicts of interest.

Author Contributions

Baqau Hassan Omotayo: Methodology; Writing - Original draft; Writing - Review & editing; Data curation; Formal analysis

Jannatul Ferdoushi Shuchi: Writing - Original draft; Data curation; Formal analysis

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Appendix

Interview questions used for the study.

Appendix A

Semi-structured interview questions for the teachers

1. Can you describe your feedback and correction practices in the classroom?
2. How do you give feedback on common mistakes? Individual or general?
3. How do you tailor your feedback practices to different students and their individual needs?
4. In your experience, what impact does your feedback have on students' motivation and engagement in the writing process?
5. In your experience, what are some of the challenges in providing effective feedback to students? For example, do you have a large classroom or not? Is the time allocated for your class enough for effective feedback?
6. How do you determine the type of feedback and correction to give to your students' written tasks?
7. What strategies do you use to correct their written tasks in the classroom dynamics, and how do these strategies relate to feedback? For example; do you use symbols or full sentences?
8. Have you noticed any changes in your students' writing skills and confidence as a result of the feedback you provide?

Appendix B

Structured interview questions for the students

1. How does your teacher give feedback?
2. How do you feel when your teacher corrects your written work? Does it help you to improve your writing skills?
3. How do you use your teacher's feedback to improve your writing skill?
4. How do you typically respond to feedback and corrections on your written tasks? Do you tend to make the suggested changes or ignore them?
5. Can you describe a time when feedback impacted your writing skills and kept you motivated and engaged in a particular writing project or assignment?
6. Have you ever received feedback or corrections that you disagreed with? Why and how did you handle the situation?
7. Do you feel that the feedback and corrections you receive are specific and actionable, or do you find them vague and unhelpful?
8. What changes, if any, would you like to see in the way feedback is provided in the classroom to better support and improve your writing skill?