



**Title of Project:**

Relationships among Students' Perceptions of and Reactions to Teacher Feedback, Self-regulation, and Academic Achievement in the Chinese Tertiary EFL Context

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**Project Summary:**

Students' dissatisfaction with teacher feedback is widespread across various higher education contexts due to lack of effectiveness of teacher feedback (e.g., Chen, 2011; Ferguson, 2011). Previous research in higher education has demonstrated that the effects of teacher feedback depend on the students' perception of and reactions to the feedback (Wiliam, 2012) and self-regulation is the key to their success in taking on teacher feedback (Butler & Winne, 1995). Teacher feedback will not be effective if students lack the self-regulation to address it even when the feedback is "lovingly crafted and provided promptly" (Gibbs & Simpson, 2004, p. 24). Therefore, it is critical to investigate university students' perception of and reactions to teacher feedback in relation to their self-regulation. To avoid a "decontextualized and broad-brush fashion" (Lee, 2008, p. 145), this research is situated in Chinese tertiary context where 37.6 million students are learning English as a foreign language. Guided by Boekaert's (2006) dual processing self-regulation model and Hattie and Timperley's (2007) model of feedback, this research adopts a mixed-methods approach consisting of a quantitative phase and a qualitative phase. The quantitative study explores what relationships exist among students' perceptions of and reaction to teacher feedback, their self-regulation and academic achievement. The qualitative study further explores how students at different levels of self-regulation perceive and react to teacher feedback in the English writing assessment and how students' reactions relate to their writing performance.