

**Liberal Journal of Language & Literature Review**

**Print ISSN: 3006-5887**

**Online ISSN: 3006-5895**

**<https://llrjournal.com/index.php/11>**

<https://doi.org/10.5281/zenodo.20364285>

**Unveiling ESL Undergraduate Students' Affective, Cognitive, and Behavioral Attitudes toward Teacher–Student Conferencing Integrated with Written Feedback**



**Muhammad Zaman**

Lecturer, Department of English, Iqra University, Karachi, Sindh, Pakistan Email: muhammad.zaman6467@gmail.com

**Farhana Yasmeen Qadri**

Assistant Professor, Department of English, Benazir Bhutto Shaheed University, Lyari, Karachi  
Email: farhana.yasmeen@bbsul.edu.pk

**Dr. (Mufti) Imran Khan**

Assistant Professor, Department of English, Govt. City College No. 2, Karachi Email: inqlab2@gmail.com

**Saqib Abbas\***

Assistant Professor, Department of English, Benazir Bhutto Shaheed University Lyari (BBSUL), Karachi, Sindh, Pakistan Email: saqib.Abbas@bbsul.edu.pk

**Abstract**

This study examined Pakistani ESL undergraduate students' attitudes toward integrating one-on-one teacher–student writing conferencing with teacher-written feedback in university writing classrooms. The study addressed persistent challenges in Pakistani ESL writing instruction, including limited interactive feedback, teacher-centered pedagogy, and students' low writing proficiency. A quasi-experimental mixed-methods design was employed involving 80 undergraduate students from a public-sector university in Pakistan, with 40 students in the experimental group and 40 in the control group. Over 16 weeks, the experimental group received writing instruction through teacher–student conferencing integrated with teacher-written feedback, while the control group received conventional written feedback only. Data were collected through questionnaires and semi-structured interviews. Quantitative data were analyzed using descriptive and inferential statistics, whereas qualitative data were analyzed thematically. The findings revealed that students exposed to conferencing integrated with written feedback demonstrated more positive affective, cognitive, and behavioral attitudes toward writing instruction. The intervention also enhanced students' confidence, engagement, and motivation in writing activities. The study suggests that integrating teacher–student conferencing with written feedback can promote more effective and learner-centered writing instruction in Pakistani ESL higher education contexts.

**Keywords:** Teacher–Student Conferencing, Teacher-Written Feedback, Writing Attitudes, Esl Undergraduates, Pakistani Esl Context, Writing Instruction

**Introduction**

English has emerged as a global language and functions as a crucial medium for communication, education, research, technology, and professional interaction worldwide (Crystal, 2003; Coleman, 2011; Almutairi, 2023). Among the four language skills, writing is considered one of the most essential productive skills because it enables learners to communicate ideas effectively in both academic and professional contexts. In higher education settings, writing plays a particularly significant role, as university students are expected to complete assignments, research projects, reports, examinations, presentations, and academic documentation in English. Consequently, undergraduate students are required to develop adequate writing proficiency to succeed academically and professionally. Graham (2019) emphasizes that writing is a fundamental communication skill that contributes significantly to academic success and workplace effectiveness. Similarly, Călinescu (2024), Wondim et al. (2023), and Shang (2016) argue that writing proficiency positively influences ESL/EFL learners' academic achievement and communicative competence. Grami (2005) further explains that writing is not only necessary for academic purposes but also serves as a critical professional skill required in workplace communication, including report writing, memos, letters, project proposals, meeting minutes, and professional documentation. Despite its importance, many ESL/EFL learners continue to demonstrate inadequate writing proficiency and struggle to produce coherent and academically acceptable written texts (Gaikwad, 2021).

Within the Pakistani ESL context, English writing proficiency remains a major challenge for university students despite the increasing importance of English in higher education and employment sectors. Pakistani undergraduate learners frequently encounter difficulties in organizing ideas, maintaining coherence, using appropriate grammar and vocabulary, and applying academic writing conventions effectively (Mahboob & Tilakaratna, 2020; Yasmin et al., 2023). Studies conducted in Pakistani universities indicate that traditional teacher-centered pedagogies, examination-oriented instruction, and limited opportunities for interactive feedback negatively affect students' writing development (Shahzad, 2016; Akhtar et al., 2022). Similarly, Zaman et al. (2025) reported that communicative and learner-centered instructional approaches are still insufficiently implemented in Pakistani ESL classrooms, particularly in writing instruction, where teachers predominantly rely on conventional corrective feedback methods. Researchers in Pakistan have also emphasized that students often perceive written feedback as unclear, indirect, and difficult to interpret without teacher explanation, resulting in limited improvement in writing performance (Nazir et al., 2024; Hussain et al., 2025). These challenges are even more evident in remote educational regions where learners have limited exposure to interactive English learning environments and individualized instructional support.

Although teacher-written feedback remains one of the most commonly used approaches in ESL writing classrooms, research suggests that written feedback alone may not sufficiently address students' misunderstandings or support deeper engagement with the revision process. The absence of interactive clarification and dialogue often limits students' ability to understand feedback effectively and apply revisions appropriately. Therefore, integrating one-on-one teacher–student conferencing with teacher-written feedback may provide a more interactive and learner-centered approach to improving students' writing skills. Through individualized conferencing, students receive opportunities to discuss feedback, negotiate meaning, clarify errors, and actively participate in the revision process, thereby promoting greater engagement, confidence, and writing development (Ellis, 1994; Grami, 2005).

Previous studies have examined the effectiveness of teacher–student conferencing independently and in combination with teacher-written feedback; however, limited research has explored students' attitudes toward integrating these approaches in ESL writing instruction. Existing studies have largely focused on students' overall perceptions rather than examining their affective, cognitive, and conative attitudes toward the combined feedback approach. Yamalee and Tangkiengsirisin (2019), for instance, reported that Thai students expressed positive attitudes toward integrating conferencing with written feedback, as the approach helped them identify weaknesses and revise their writing more effectively. Similarly, Pankow et al. (2024) found that many middle school students preferred written feedback accompanied by individualized conferences over written comments alone.

Conversely, Fitriani and Sabarniati (2019) reported that only a small proportion of students favored the combined feedback approach, while Gonzalez (2010) found mixed responses regarding preferences for conferencing and written feedback. Likewise, studies investigating teacher–student conferencing independently have produced inconsistent findings. Laarous and Merrouche (2022) and Leung (2008) found that students generally held positive attitudes toward conferencing, whereas Yeh (2016) reported contradictory findings between interview and questionnaire

responses. These inconsistent findings demonstrate the need for further empirical investigation into students' multidimensional attitudes toward integrated feedback practices.

In the Pakistani ESL context, research examining students' perceptions of teacher–student conferencing integrated with teacher-written feedback remains extremely limited, particularly at the undergraduate level. Most Pakistani studies on writing instruction have primarily focused on grammatical errors, writing anxiety, or corrective feedback practices rather than learners' affective, cognitive, and behavioral responses to interactive feedback approaches. Consequently, there is a substantial research gap regarding how Pakistani ESL undergraduate students perceive the integration of conferencing and written feedback in writing classrooms. Investigating this issue is particularly important because understanding students' attitudes toward feedback practices can help instructors, curriculum designers, and policymakers develop more effective learner-centered writing pedagogies that promote active engagement, revision skills, and academic writing proficiency (Ellis, 1994; Fitriani & Sabarniati, 2019).

Therefore, the present study aims to examine Pakistani ESL undergraduate students' attitudes toward integrating teacher–student writing conferencing with teacher-written feedback in university writing classrooms. The study specifically investigates students' affective, cognitive, and conative attitudes toward the intervention in order to provide empirical evidence for improving feedback practices in Pakistani ESL higher education contexts. Furthermore, the findings are expected to contribute to the growing body of literature on ESL writing instruction by addressing inconsistent findings in previous studies and by offering pedagogical implications for implementing interactive feedback approaches in Pakistani universities.

### **Statement of the Problem**

Despite the growing importance of English writing proficiency in higher education and professional communication, many Pakistani ESL undergraduate students continue to experience serious difficulties in academic writing, particularly in organizing ideas, maintaining coherence, applying grammatical structures, and revising written texts effectively. Traditional teacher-centered pedagogies and examination-oriented instructional practices in Pakistani universities often emphasize written corrective feedback without providing learners with sufficient opportunities for interactive discussion and clarification (Mahboob & Tilakaratna, 2020; Shahzad, 2016). As a result, students frequently perceive teacher-written feedback as unclear, indirect, and difficult to apply during revision (Nazir et al., 2024). Although teacher–student conferencing has been recognized internationally as an effective learner-centered feedback approach that promotes engagement, reflection, and writing improvement, limited research has examined Pakistani ESL undergraduate students' attitudes toward integrating teacher–student conferencing with teacher-written feedback. Furthermore, previous studies have mainly focused on overall perceptions of feedback practices while largely neglecting students' affective, cognitive, and conative attitudes toward the integrated intervention. Therefore, there is a need to investigate how Pakistani ESL undergraduate students perceive the integration of teacher–student conferencing with teacher-written feedback in order to provide empirical evidence for improving interactive feedback practices and writing instruction in Pakistani higher education contexts.

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## **Research Objectives**

To investigate Pakistani ESL undergraduate students' overall attitudes toward the integration of teacher–student conferencing with teacher-written feedback in writing classrooms.

To examine the extent to which the integrated feedback intervention influences Pakistani ESL undergraduate students' affective, cognitive, and conative attitudes toward writing instruction.

## **Research Questions**

What are Pakistani ESL undergraduate students' overall attitudes toward the integration of teacher–student conferencing with teacher-written feedback?

To what extent does the integrated feedback intervention influence Pakistani ESL undergraduate students' affective, cognitive, and conative attitudes toward writing instruction?

## **Significance of the Study**

This study is significant because it contributes to the improvement of ESL writing instruction in Pakistani higher education institutions by examining students' attitudes toward integrating teacher–student conferencing with teacher-written feedback. In the Pakistani ESL context, writing instruction is still largely dominated by traditional teacher-centered approaches that provide limited opportunities for interaction, clarification, and learner engagement. By investigating students' affective, cognitive, and conative responses toward the integrated feedback approach, the study provides valuable insights into how interactive feedback practices can support students' writing development, confidence, and participation in revision activities. The findings may help ESL instructors adopt more learner-centered and communicative feedback strategies that encourage active student involvement in the writing process. Moreover, the study may assist curriculum designers, teacher educators, and policymakers in developing effective writing pedagogies and feedback frameworks suitable for Pakistani universities, particularly in contexts where students experience difficulties in academic writing and limited exposure to interactive English learning environments. The study also contributes to the existing body of ESL/EFL writing literature by addressing the limited empirical research on integrated feedback practices in the Pakistani context.

## **Review of Literature**

Teacher–student writing conferencing refers to a structured and interactive discussion between teachers and learners that focuses on students' written work at different stages of the writing process, either during drafting or after completing a draft (Brookhart, 2008; Hyland, 2003; Keh, 1990; Sherman et al., 2024). It is widely recognized as a dialogic feedback practice intended to identify and address learners' writing weaknesses while simultaneously improving their overall writing proficiency (Bitchener & Knoch, 2008; Yamalee & Tangkiengsirisin, 2019). Unlike traditional written corrective feedback, conferencing promotes direct interaction between teachers and students through negotiation, clarification, and collaborative problem-solving related to writing issues. This interactive approach may occur individually or in small groups depending on contextual factors such as classroom size, instructional

time, and institutional demands (Brookhart, 2008; Hyland, 2019). In ESL and EFL contexts, conferencing has increasingly become an important learner-centered pedagogical practice because it encourages students to engage actively in the revision process and facilitates meaningful communication about writing development.

Historically, teacher–student conferencing was initially implemented in first-language (L1) writing classrooms before gradually expanding into second and foreign language writing instruction (Goshu, 2024; Yang, 2022). The approach later gained strong theoretical support from sociocultural and constructivist theories of learning. Vygotsky (1978) emphasized that learning develops through social interaction and collaborative dialogue with more knowledgeable individuals. Building on this perspective, Hyland and Hyland (2006) and Lee (2014) argue that knowledge construction occurs through interaction and negotiation, highlighting the importance of socially mediated feedback practices in language learning. Consequently, conferencing has become a central component of the process approach to teaching writing because it allows teachers to scaffold learners’ writing development through continuous interaction and guided support (Kim, 2018).

Teacher–student writing conferences may focus on multiple dimensions of writing, including content development, organization, grammar, vocabulary, mechanics, style, and coherence. According to Hyland (2019), conferences can address writing topics, outlines, sources, drafting strategies, or completed assignments, although they are most commonly conducted on papers in progress to improve the quality of revision and final output. One of the major strengths of conferencing lies in its interactive nature, which provides opportunities for teachers to clarify feedback, negotiate meaning, and address learners’ individual academic and linguistic needs (Hyland, 2019; Keh, 1990). From the students’ perspective, conferencing enhances learner autonomy, strengthens motivation, and encourages active engagement in the writing process. Zamani and Moghaddam (2025) further report that conferencing positively contributes to students’ confidence and motivation, which can subsequently foster positive attitudes toward writing instruction and revision practices.

In the Pakistani ESL context, teacher–student conferencing remains relatively underutilized despite the increasing recognition of communicative and learner-centered pedagogies in language education. Writing instruction in many Pakistani universities still relies heavily on teacher-centered methods and traditional written corrective feedback practices that often limit interaction between teachers and students (Mahboob & Tilakaratna, 2020; Shahzad, 2016). Pakistani ESL learners frequently experience difficulties in understanding teachers’ written comments because feedback is often indirect, generalized, or insufficiently explained (Nazir et al., 2024). As a result, students may struggle to revise their writing effectively or fail to engage critically with feedback. Recent Pakistani studies also indicate that examination-oriented educational practices and large classroom sizes reduce opportunities for individualized feedback and interactive writing support (Akhtar et al., 2022; Yasmin et al., 2023). Similarly, Zaman et al. (2025) emphasize that communicative and learner-centered instructional strategies are still inadequately implemented in Pakistani ESL classrooms, particularly in writing instruction. Therefore, integrating teacher–student conferencing with written feedback may provide Pakistani learners with opportunities to discuss feedback directly, clarify misunderstandings, and participate more actively in the revision process.

Despite its pedagogical benefits, teacher–student conferencing also presents several

challenges for both instructors and learners. Hyland (2019) notes that some students may feel uncomfortable receiving individualized attention due to anxiety, cultural barriers, limited confidence, or insufficient interactional competence. In many Asian and South Asian educational contexts, including Pakistan, students are often accustomed to hierarchical teacher–student relationships and teacher-dominated classrooms, which may discourage open communication during conferencing sessions. Furthermore, teachers may encounter practical difficulties such as limited instructional time, large class sizes, heavy workloads, and inadequate conferencing skills, all of which can reduce the effectiveness of conferencing practices (Hyland, 2019). Similarly, students may perceive conferencing and revision activities as burdensome, particularly when they are required to respond simultaneously to written feedback and oral discussion. Such factors demonstrate that the effectiveness of conferencing is influenced by contextual, institutional, and cultural variables.

For conferencing to be successful, effective planning and supportive interaction are essential. Hyland (2019) stresses that teachers should carefully determine the venue, frequency, duration, objectives, and follow-up activities associated with conferencing sessions. Sherman et al. (2024) further emphasize that teachers should build trust with learners, acknowledge students' linguistic and cultural backgrounds, and provide specific and constructive feedback. Keh (1990) also argues that conferencing should resemble a counseling-oriented interaction rather than a highly directive instructional session. In such supportive environments, students are more likely to feel comfortable discussing their writing problems openly and engaging actively in collaborative revision practices.

Attitude is another important psychological construct closely associated with language learning and educational success. Gardner (1985) defines attitude as an evaluative response based on learners' beliefs, feelings, and perceptions toward a particular object or experience. In language learning contexts, attitudes refer to learners' positive or negative dispositions toward language learning processes, instructional approaches, or classroom practices (Zulfikar et al., 2019). Gardner (1985) further explains that attitude consists of three interrelated dimensions: affective, cognitive, and conative. The affective component relates to learners' emotions, enjoyment, and feelings; the cognitive component concerns beliefs, evaluations, and perceived usefulness; whereas the conative dimension reflects behavioral intentions and willingness to engage in particular activities (Gardner, 1985; Zulfikar et al., 2019). These dimensions collectively influence how learners respond to instructional practices and learning experiences.

In language education, positive attitudes play a significant role in promoting successful learning outcomes. Karahan (2007) argues that learners who possess positive attitudes toward language learning are generally more successful in acquiring language skills. Similarly, Lingaiah and Ishak (2023) note that positive attitudes toward writing contribute significantly to students' academic and professional success. Krashen's (1985) affective filter hypothesis further suggests that positive emotional states lower learners' affective barriers, thereby facilitating language acquisition, whereas negative attitudes and anxiety hinder learning by raising the affective filter. Ajzen (1991) also explains that stronger behavioral intentions increase the likelihood of active participation and successful performance in learning activities. Therefore, students' attitudes toward feedback approaches are particularly important because they influence learners' willingness to revise, participate, and improve their writing

skills.

In Pakistani ESL classrooms, learners' attitudes toward writing and feedback are often shaped by traditional educational practices, limited interaction, and examination-driven learning environments. Many Pakistani students perceive writing as a difficult and stressful activity because they receive limited opportunities for collaborative learning, reflective revision, and individualized support (Mahboob & Tilakaratna, 2020; Yasmin et al., 2023). Research conducted in Pakistan indicates that learners tend to respond more positively to learner-centered and interactive instructional approaches that encourage participation, discussion, and teacher support (Zaman et al., 2025). Consequently, investigating Pakistani ESL undergraduate students' affective, cognitive, and conative attitudes toward integrating teacher–student conferencing with written feedback is important because positive learner attitudes can significantly enhance engagement, motivation, and writing development. Furthermore, understanding students' perceptions of integrated feedback practices can assist teachers, curriculum designers, and policymakers in implementing more effective and contextually appropriate writing pedagogies within Pakistani higher education institutions.

### **Research Methodology**

The present study employed a quantitative research approach to investigate Pakistani ESL undergraduate students' attitudes toward integrating teacher–student writing conferencing with teacher-written feedback in university writing classrooms. The study was grounded in the post-positivist research paradigm, as it allows the examination of educational phenomena through empirical measurement while still acknowledging that findings are provisional and shaped by contextual realities. This paradigm was considered appropriate because the study aimed to measure students' affective, cognitive, and conative attitudes toward the intervention using objective statistical procedures.

A quasi-experimental pre-test and post-test control group design was adopted. Two intact undergraduate ESL classes were selected, with one assigned as the experimental group and the other as the control group. The experimental group received the integrated intervention of teacher–student writing conferencing combined with teacher-written feedback, while the control group was taught using traditional teacher-written feedback only. Both groups were tested before and after the intervention to examine changes in writing performance and attitudinal responses.

The target population of the study consisted of Pakistani ESL undergraduate students enrolled in public sector universities offering BS English. These learners were selected because they regularly engage in academic writing tasks and commonly face challenges related to writing proficiency, feedback interpretation, and communicative confidence in English.

A purposive sampling technique combined with intact group selection was used to determine the study sample. Two existing undergraduate ESL classes were selected based on accessibility and instructional feasibility. The total sample size comprised 80 students, with 40 students assigned to the experimental group and 40 students assigned to the control group. Both male and female students participated in the study to ensure representation of Pakistani ESL undergraduate learners.

Data were collected using two main instruments. First, a pre-test and post-test writing assessment was administered to evaluate students' writing performance before and

after the intervention. Second, a five-point Likert-scale attitude questionnaire adapted from Gardner (1985) and Abbas (2016) was used to measure students' affective, cognitive, and conative attitudes toward the intervention, ranging from strongly disagree to strongly agree.

The intervention was implemented over a 12-week period during regular ESL writing classes. Students in the experimental group participated in teacher–student writing conferencing sessions alongside receiving teacher-written feedback on drafts and revision tasks, whereas the control group received only traditional written corrective feedback.

For data analysis, SPSS version 26 was used. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to analyze students' attitudes and performance. Inferential statistics, specifically paired sample t-tests and independent sample t-tests, were applied to compare pre-test and post-test results between the experimental and control groups in order to determine the effectiveness of the integrated feedback approach in the Pakistani ESL context.

## **Results**

**Table 1**

Interpretation of Mean Scores

<b>Mean Score Range</b>	<b>Interpretation</b>
5.00–4.51	Highly Positive
4.50–3.51	Positive
3.50–2.51	Neutral
2.50–1.51	Negative
1.50–1.00	Highly Negative

## **Students' Overall Attitudes towards the Intervention**

**Table 2**

Students' Overall Attitudes towards the Intervention (n = 40)

<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
40	2.80	5.00	4.36	0.61

Table 2 indicates that Pakistani ESL undergraduate students demonstrated a positively favorable attitude toward the integrated intervention of teacher–student conferencing and teacher-written feedback. The mean score ( $M = 4.36$ ,  $SD = 0.61$ ) falls within the positive range, suggesting that participants generally valued the instructional approach. The relatively low standard deviation reflects moderate consistency among responses, indicating that most students shared similar perceptions regarding the usefulness of the intervention. These findings suggest that the integrated feedback approach was well-received and pedagogically acceptable in the Pakistani ESL context, particularly for improving writing instruction at the undergraduate level.

## **Affective Dimensions of Students' Attitudes**

**Table 3**

Affective Attitudes towards the Intervention (n = 40)

<b>No</b>	<b>Items (Summary)</b>	<b>SD</b>	<b>% DA</b>	<b>% US</b>	<b>% A</b>	<b>% SA</b>	<b>M</b>	<b>SD</b>
1	Liked receiving integrated feedback	0	0	5.0	35.0	60.0	4.55	0.58

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

No Items (Summary)	SD	% DA	% US	% A	% SA	M	SD
2 Happy to receive future conferencing	0	2.5	7.5	40.0	50.0	4.38	0.62
3 Enjoyed conferencing procedures	2.5	5.0	15.0	42.5	35.0	4.03	0.74
4 Would avoid conferencing (reverse)	50.0	32.5	10.0	5.0	2.5	4.65	0.69
5 Wait eagerly for sessions	5.0	10.0	25.0	35.0	25.0	3.65	1.02
6 Enjoy multiple writing aspects feedback	0	5.0	12.5	37.5	45.0	4.23	0.70
7 Do not like conferencing (reverse)	60.0	25.0	7.5	5.0	2.5	4.72	0.54
8 Conferencing is enjoyable	0	5.0	10.0	45.0	40.0	4.20	0.66

The affective results show that Pakistani ESL students expressed a strongly positive emotional response toward the integrated feedback intervention. The majority of participants reported enjoyment, satisfaction, and willingness to continue receiving conferencing-based feedback.

The highest mean values were observed in reverse-coded items, confirming a clear rejection of negative emotions toward conferencing. However, moderate variation in item 5 ( $M = 3.65$ ,  $SD = 1.02$ ) suggests that some learners still exhibited uncertainty, possibly due to differences in confidence levels and prior exposure to interactive feedback practices.

Overall, the findings indicate that the intervention significantly enhanced students' emotional engagement, reducing resistance and increasing enjoyment in writing instruction.

## Cognitive Dimensions of Students' Attitudes

Table 4

Cognitive Attitudes towards the Intervention ( $n = 40$ )

No Items (Summary)	SD	% DA	% US	% A	% SA	M	SD
1 Improved writing performance	0	2.5	7.5	35.0	55.0	4.42	0.63
2 Written feedback alone helpful	5.0	7.5	20.0	40.0	27.5	3.77	0.88
3 Conferencing improves writing	2.5	10.0	15.0	42.5	30.0	3.88	0.91
4 Suitable to learning style (reverse)	2.5	5.0	10.0	37.5	45.0	4.18	0.79
5 Helps negotiate feedback	0	2.5	5.0	47.5	45.0	4.35	0.60
6 Helps clarification	0	5.0	10.0	40.0	45.0	4.25	0.73
7 Understand writing gaps	0	0	7.5	42.5	50.0	4.43	0.64
8 Improves self-correction ability	0	0	5.0	40.0	55.0	4.48	0.58

The cognitive findings demonstrate that students strongly recognized the **pedagogical** effectiveness of the integrated feedback approach. The highest ratings were given to items related to self-correction, understanding writing gaps, and feedback clarification, indicating that learners perceived clear instructional benefits.

Although written feedback and conferencing alone were rated positively, students consistently preferred the integrated method, confirming its superiority in promoting deeper cognitive processing of writing tasks.

Moderate variation in some items suggests differing levels of prior academic writing experience among students, but overall cognitive attitudes remained strongly positive.

**Conative Dimensions of Students' Attitudes**

Table 5

Conative Attitudes towards the Intervention (n = 40)

No Items	SD	% DA	% US	% A	% SA	% M	SD
1 Increased commitment to revision	0	2.5	7.5	45.0	45.0	4.33	0.60
2 Conferencing not demanding (reverse)	2.5	7.5	12.5	40.0	37.5	4.00	0.94

The conative results indicate that students showed a strong behavioral intention to engage in revision activities after receiving integrated feedback. The majority of participants reported increased willingness to revise their writing, reflecting improved academic engagement.

Most students did not perceive conferencing as overly demanding, although a small proportion expressed uncertainty, possibly due to limited prior experience with interactive feedback methods in Pakistani ESL classrooms.

Overall, the findings suggest that the intervention positively influenced students' behavioral readiness, revision practices, and academic engagement, making it a practical and sustainable approach for writing instruction.

Across affective, cognitive, and conative dimensions, Pakistani ESL undergraduate students demonstrated consistently positive attitudes toward teacher–student conferencing integrated with written feedback. The intervention not only improved emotional engagement but also enhanced cognitive understanding of writing and increased students' willingness to revise their work. These findings strongly support the pedagogical value of integrating interactive conferencing with traditional written feedback in Pakistani higher education writing classrooms.

The present study examined Pakistani ESL undergraduate students' attitudes toward teacher–student writing conferencing integrated with teacher-written feedback, with particular attention to affective, cognitive, and conative dimensions. Overall, the findings indicate that students hold a consistently positive attitude toward the integrated feedback approach. This suggests that when written feedback is supplemented with interactive conferencing, learners are more likely to feel emotionally engaged, cognitively supported, and behaviorally motivated in their writing development process. The results further imply that the intervention is both pedagogically acceptable and practically beneficial in the Pakistani higher education context, where traditional teacher-centered and written-only feedback practices are still widely used (Shahzad, 2016; Akhtar et al., 2022; Mahboob & Tilakaratna, 2020).

From an affective perspective, students demonstrated positive emotional responses, showing enjoyment, reduced reluctance, and increased willingness to participate in conferencing sessions. Cognitively, they perceived the integrated feedback as helpful in identifying writing weaknesses, improving revision quality, and enhancing clarity in understanding teacher feedback, which aligns with the view that feedback becomes more effective when it is dialogic and interactive rather than purely written (Hyland, 2019; Yamalee & Tangkiengsirisin, 2019). Conatively, students showed stronger intentions to revise their writing and actively engage in future feedback cycles, indicating that the intervention not only influenced perceptions but also promoted action-oriented learning behaviors (Ajzen, 1991).

The findings also highlight that Pakistani ESL learners benefit from opportunities to negotiate meaning, clarify feedback, and discuss writing issues directly with

instructors, especially in contexts where written feedback alone is often perceived as unclear or insufficient (Nazir et al., 2024; Hussain et al., 2025). This underscores the importance of shifting toward more interactive, learner-centered feedback practices in Pakistani university writing classrooms.

In conclusion, integrating teacher–student conferencing with teacher-written feedback appears to be a highly effective and positively received pedagogical approach for enhancing ESL writing instruction in Pakistan. However, its successful implementation requires institutional support, teacher training, and manageable class sizes to ensure sustainability. Future research should further explore its long-term impact on writing proficiency across diverse Pakistani academic contexts and disciplines.

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**Print ISSN: 3006-5887**

**Online ISSN: 3006-5895**

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