

## THE IMPACT OF CONSTRUCTIVE FEEDBACK-BASED JOURNAL WRITING ON TEACHERS' PROFESSIONAL IDENTITY DEVELOPMENT

Assist. Prof. Dr. Gholamreza ABBASIAN  
IAU South Tehran Branch  
Imam Ali University, Tehran, IRAN

Delaram POURMANDNIA  
IAU South Tehran Branch  
Tehran, IRAN

### ABSTRACT

Providing feedback has been considered to greatly improve language learners' overall competence in a wide variety of contexts. However, one area that has been least studied is providing feedback to language teachers and investigating the probable positive contributions to improving their professional prospects. Therefore, this study aimed at investigating the impact of constructive feedback-based journal writing on teachers' professional identity development. To this end, twenty-two EFL teachers participated in this study. A standard questionnaire was administered as both the pretest and posttest after the treatment. The analysis of the collected data was carried out through one paired-samples t-test. The results indicated that in spite of revealing slight improvement for the posttest over the pretest, constructive feedback-based journal writing did not significantly developed teachers' professional identity. Although, the reported results were not statistically significant, more investigation is merited to further shed light on the implications of this less-searched sphere of language teaching.

**Key Words:** Constructive Feedback, Journal Writing, Reflective Teaching, Professional Identity.