
The Essence of Giving Feedback on the Saudi Students' Reading Performance at Taibah University

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doi: <https://doi.org/10.37745/bjmas.2022.0441>

Published March 07, 2024

Citation: Rahman M.H.A. (2024) The Essence of Giving Feedback on the Saudi Students' Reading Performance at Taibah University, *British Journal of Multidisciplinary and Advanced Studies: English Lang., Teaching, Literature, Linguistics & Communication*, 5(2),1-24,

ABSTRACT: *The key characteristics of how to raise first-year university students' reading performance comprise basic pedagogical knowledge and understanding, awareness of expressive classroom practices, and linguistic and communicative competence. Nurturing these traits amongst learners is a challenging issue, specifically when they have a prior lack of English language proficiency. One way of improving learners' poor reading skills is the effective feedback given to them. This study investigates the efficiency of giving feedback to students to increase their reading abilities at the Foundation Institute in Taibah University. 15 EFL instructors who teach these students participated in the study. The descriptive method was applied and questionnaires were given to instructors to collect their views about the effects of feedback on students' reading skills. The data was analysed via content analysis. The findings revealed that constructive feedback had made remarkable progress in students' reading performance.*

KEYWORDS: constructive feedback, pedagogical knowledge, reading performance, linguistic and communicative competence

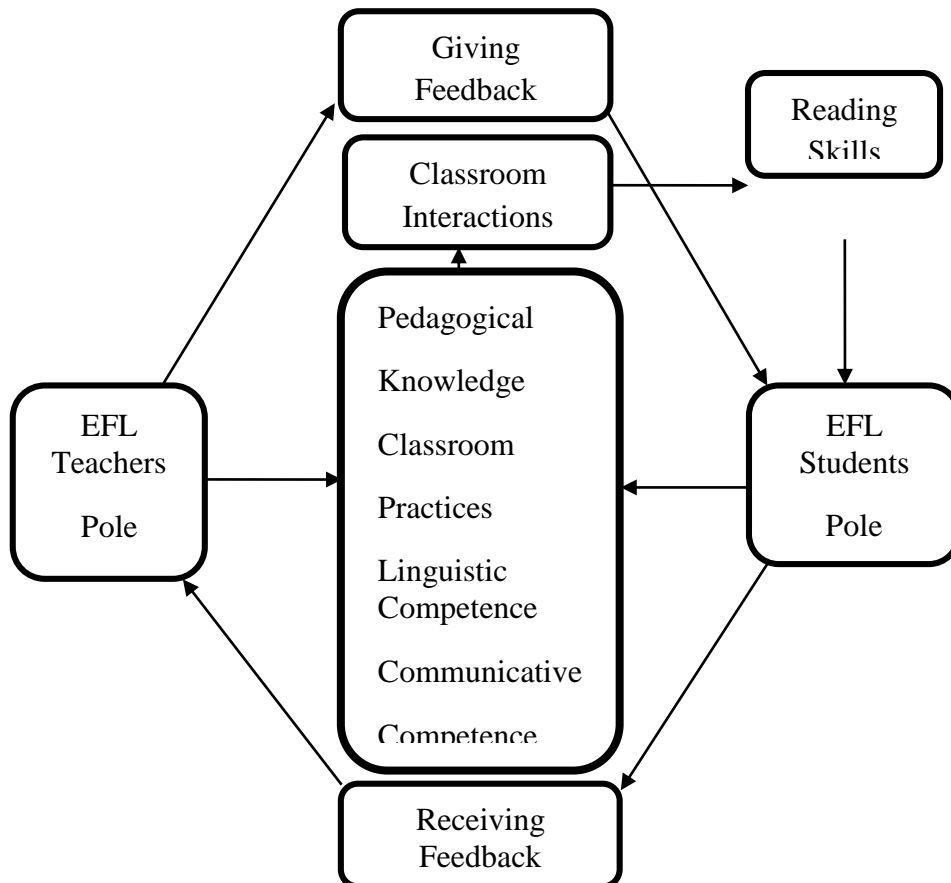
INTRODUCTION

Teaching reading skills to first-year university scholars who come to Taibah University from various schools of different English levels is a challenging matter. To increase students' performance in reading skills, the teacher would be well-equipped with four basic aspects: pedagogical knowledge, classroom practices, linguistic competence, and communicative competence. Pedagogical knowledge includes classroom management, teaching methods, classroom assessment, creating learning objectives, and learning progress. Classroom practices involve a) the approaches, techniques, and exercises instructors and students do in class throughout the teaching-learning progress, b) classroom management indicates the procedures, policies, and instructional methods that instructors use to support learning, and c)

students' attitude towards their peers and teacher (Loke, Saat & Shing, 2015; Soheili, et al. 2016). Linguistic competence, on the other hand, denotes the language components such as its grammar and vocabulary, the arrangement of written words to form sentences, the rules that govern sound patterns, and the study of meanings in the language. In addition, communicative competence is the ability to organise words, phrases, and sentences to create correct oral and written structures of language (Koay,2021).

These aspects are crucial for the best classroom interactions and reading performance of diverse groups of students who lack literacy studies. No doubt that the lack of literacy studies creates great problems for the teacher's attention when teaching reading lessons (Al-Mutairi, 2018). In this concern, the teacher does not know exactly where the focus of the learning process should be. Should the emphasis be on scholars' learning style, visual, auditory, and kinaesthetic as the students have already possessed different levels of English language? Should the focus be on teaching strategies for reading skills, like reading comprehension strategies, fluency, accuracy, and reading prosody strategies? Does the teacher concentrate on bridging the wide gap between the amount of knowledge students have already gained at school (3 hours a week) and the amount of information that they are supposed to gain at the foundation level (16 hours a week)? Will the focus be on the new syllabus from Oxford University which includes Q Skills for Success Books, online resources, student portfolio, and iTool teaching techniques? Or the emphasis should be on the teachers of the English language who have different educational and cultural backgrounds, as some are native English speakers, ESL, and EFL speakers (Deng, Mohammed & Zhang, 2023).

However, many researchers, (Hattie and Timperley, 2007; Fisher and Frey, 2009; Burgemeister, Fry, and Saalbach, 2021 & De Nisi and Kluger, 1996) believe that giving and receiving constructive feedback is one of the major factors that support students in gaining facts during classroom interactions. Therefore, the present study attempts to examine the effects of constructive feedback on the English reading performance of first-year students at Taibah University. Providing feedback encourages a classroom teacher to know whether the learning process has taken place, students gain some knowledge, and lesson objectives are attained.



The Scheme of Increasing Students' Reading Performance

Statement of the Problem

For the past seven years, the researcher has been working with first-year university students at the Foundation Institute, at Taibah University. During this time of teaching proficiency, he became fully aware of students' needs to understand the ethos of the university as it impacted their progress. Concurrently, students are required to be receptive to engaging in transformative, life-changing, and intensive courses in the English language at the Foundation Institute. The new English course contains various elements such as Oxford Reading and Writing LMS, Oxford Listening and Speaking LMS, paragraph writing, writing portfolio, speaking quizzes, and Q Skills for Success Series Books.

Additionally, most first-year university students still draw on their earlier grammar-translation methods gained from public schools. This traditional learning involvement (i.e. less knowledge of English proficiency) is insufficient to cope with the new style of learning English at foundation levels. The prior method forced students to be passive. They did not make any effort

to rethink, comprehend, and interact with each other using the target language. In other words, the target language was not given enough opportunity for practising as the students' attention was on transforming words, ideas, and concepts into their mother tongues.

Moreover, the Preparatory Year Program (PYP) is a one-year full-time foundation program that trains new students from Taibah University for admission into the university colleges. Since its establishment in 2009, the PYP has become highly regarded by Taibah University Administration. The program has two semesters. The first semester begins in September and finishes in December, and the second semester begins in January and finishes in May. However, all new university students who join science streams have to take this basic program which includes five main subjects: the English language, the Arabic language, science studies, computer studies, and Islamic studies. On the other hand, the student's reading abilities do not match this full-time program. Most students are beginners or at elementary English language levels, while the subjects are planned for university levels.

The program aims to establish a solid base for students' levels and to enable them to cope with the various college studies. The main focus of this program is on an English language subject which has two English courses, the English course (E101) in semester one and the English course (E102) in semester two. Each course has 16 hours a week. The English syllabus is independently accredited by outside experts from Oxford University. In this concern, the load of English courses at the Foundation Institute is great (16 hours) and it bores the learners who are accustomed to a two or three-hour load.

Furthermore, English language instructors annually attend effective workshops presented by professional trainers from Oxford University. Instructors almost always take into account the big gap between students' current levels in the English language and the English syllabus, which challenges the students academically, but the staff instructors exploit their best efforts and time to make sure that students are fully prepared for the task ahead. To bridge the gap between new students' low levels and the English syllabus, the present study investigates and explores the technique of giving constructive feedback in EFL classrooms to expand scholars' reading skills (Azad & Zaman, 2023).

The evidence that emerges from giving constructive feedback helps school leaders and teachers with gathering, analysing, interpreting, and using information about scholars' progress and achievement. The emphasis on offering helpful feedback improves students' learning and teachers' teaching as both respond to the information provided (Hattie, Wisniewski, & Zierer, 2020). Precise, expressive feedback is needed for enhancement and success. How teachers provide suggestions for improvement is essential in "closing the gap" for students. Teachers who have robust subject knowledge with real feedback can offer students rich, focused information about their learning and how to develop it. Students who are comprehensible and keen on their learning practice can gain progress and use his/her teacher's comments to increase their English language performance in reading abilities (Yoon, K. et al.,2007).

Objectives of the Study

The present study aims to scrutinise the actual implementation of giving and receiving constructive feedback in EFL contexts. Giving feedback plays a major role in building instructor-student rapport and getting students to engage deeply in the process of reading skills. Thus, the objectives are:

1. To examine the effects of giving instructive feedback on the development of first-year university students' reading skills.
2. To explore the effects of receiving constructive feedback on the instructors' teaching policies, teaching methodology, and lesson plans.
3. To discover the instructors' views about the effects of useful feedback on first-year university students' reading performance.

LITERATURE REVIEW

A review of literature is a piece of previous academic writing demonstrating knowledge and understanding of a specific topic in a certain field. Since the study of feedback is the backbone of the teaching-learning process, the present research traces deeply most of the written information mentioned in literature about feedback to bring a clear picture and to highlight its importance.

What is Feedback?

The term 'feedback' is defined as information or a description provided by a classroom teacher to develop students' learning performance (Davies, et al. 2007). It allows students to make their self-assessments, be aware of their levels in the process of learning, and enable them to follow the right track in learning (Al-Ghamdi, 2017).

Although there are lots of terms used to refer to 'feedback', scholars have shared similar meanings of the word feedback in pedagogical areas. Giving feedback is simply giving information to learners about their learning. Feedback can mainly focus on learners' language/skills, performance, behaviours, attitudes to learning, and progress in learning. Sometimes an EFL instructor can give feedback to a whole class, at other times he can give feedback to small groups or individual learners. The purpose of feedback is to motivate learners, to help them understand their problems and how they can solve them (Al Bashir, Kabir & Rahman, 2016).

Many scholars believe that feedback is an essential part of learning and training programs because it helps learners maximise their efforts in all steps of learning, raise their awareness of strengths and areas for improvement, and suggest actions to be taken to improve performance (Obilor, 2019).

If the instructor does not give learners feedback, the learners will think that everything is OK and that there are no areas for improvement.

Additionally, the learners can obtain the value of feedback, particularly when it is given by an educator whom they respect as a role model for his knowledge and competence. The failure to give feedback conveys non-verbal communication, provides a false assessment to learners in terms of their abilities, and leads them to have a lack of trust in their instructors (Bambaerero & Shokrpour, 2017).

Classifications of Feedback

(Hattie & Timperley, 2007) suggest a model of feedback that includes three types. Each type integrates with the other to create a complete picture of feedback that is used during the student's learning. These types are feed-up, feedback, and feed-forward.

Feed-up requires the instructor to direct his students towards the objectives of the lesson that he/she plans to achieve. From a very beginning, students have to be aware of the objectives of the lesson. For example, the instructor can say by the end of this grammar lesson, all students will be able to identify the rule, and use and give examples of the present perfect tense. On the other hand, the instructor ensures that all his exercises, prompts, and instructions are effective in achieving those goals. He also attempts to observe carefully whether the students follow the right track to attain the objectives or not. If it is about a course "e.g. writing course", the learners must have to bear in mind that when they finish this course, they have to write letters to their friends, describe their houses or towns and their writing has to be accurate, free from spelling mistakes, and well-structured (Hattie, 2009).

In brief, feed-up means the teacher has to set effective objectives for his lesson, plan all lesson stages based on these objectives, and ensure that students are fully aware of the lesson objectives.

Feedback requires the instructor to tell students about their performance in the previous lesson. He has to inform students about their strengths and weaknesses in every unit of the study. For instance, if the lesson is about "describing a setting of the story", students need to know exactly who has a problem with selecting specific adjectives for describing places, what mood (feelings) the reader has when reading a story, what period or moment best fits the context of the story and who uses all five senses when describing the story. Then the instructor has to select two difficulties that most students have, such as how to use descriptive adjectives and the period that fits the environment of the story. He has to bring a clear model of how to write the setting of the story. He has to clearly explain the model in front of students and concentrate on these two difficulties. He has to ask students to compare and contrast their writing with the model. Then he can ask them individually what they find different and similar in their writing. The teacher can also ask them to redo it or follow the model in their coming writing. This feedback is crucial because students understand obviously where they are weak, and where they are strong, and they change their way of learning accordingly (Jawah et al., 2004).

Feedforward indicates that students must know where to go next. For example, in a vocabulary lesson, the instructor can say by the end of this lesson I want every student to know the meaning of these 10 new words, pronounce them, and practice them with examples. Then we can move

to the next step, which is the use of these words to describe the main characters of the story in *Great Expectations* written by Charles Dickens. Here the instructor relates the present lesson to the future lesson objectives, which creates chain points for students to follow. All these three types work together to promote students' learning and to increase students' performance (Nicol, 2021). Moreover, (Hattie & Timperley, 2007) propose levels or new classifications of feedback. They divide feedback into four categories involving task, process, self-regulation, and self as a person.

Feedback about the task is more powerful when it corrects misconceptions than when it directs students toward the lack of information (Hattie & Timperley, 2007). If the instructor feels that students do not understand some points of the lesson, he has to provide them with extra instructions or exercises that are more useful than feedback. Feedback about the task focusses on the present task. It does not proceed to other tasks because it is specific to a particular assignment.

Feedback about the process gives students information about how they do the task, information about the relationship between what they did and the quality of their performance, and information about possible alternative strategies that would be useful for the completion of the task. In this sense, students who are aware of feedback about the task can know what feedback about the process they want to use to complete the task successfully. When the instructor explains the targeted goal clearly, students can generate their cognitive feedback, linking characteristics of the task and their process with those targeted objectives (Barros, Flores, Pereira & Simão, &, 2016). When instructors give feedback about the process, they have to scaffold information to all students. This is a very powerful way to meet the needs of all students, and encourage them to gain "learning how to learn" (Brookhard, 2017).

Feedback about self-regulation is defined as a comment that prompts students to self-monitor, direct, and regulate their improvement towards the desired learning targets (Hattie & Timperley, 2007). Moreover, Al-Ghamdi (2017) mentions that feedback about self-regulation aims to expand students' skills. They can do self-evaluation, and self-monitoring, enrich self-confidence, and develop students' abilities throughout their work.

Feedback about self-level is related to students' personalities rather than students' performance (Al-Ghamdi, 2017). It involves personal evaluations of students themselves. (Brookhart, 2017) mentions that feedback about the person "smart boy" is generally not an ideal idea, for two reasons. First, it does not have information that can be used for further learning, so it's not formative. Second, feedback about the person contributes to students' belief that intelligence is fixed. This means that achievement is something beyond the student's control. The idea that intelligence is fixed removes the connection between a student's effort and success (Brookhart as cited in Dweck, 2007).

Reasons Behind the Importance of Feedback in Classroom

Feedback is essential to the ongoing development of scholars in learning contexts. Lots of classroom environments involve the integration of awareness, skills, and behaviours in

complicated ways that require the instructor to know exactly whether the students comprehend the lesson or not. If the scholars understand the lesson, which area in the lesson is understood and which is not understood and why? Feedback is central to improving a learner's competence and confidence through all levels of teaching/learning. Consequently, there are many reasons lead to the significance of feedback in EFL classroom, and they are explained in the following points.

Gordon (2003) claims that the key role of feedback is to inspire students' reflection. The EFL teacher has to give a chance for students to reflect upon their activities. This reflection can occur by asking students some questions to inform them about what he/she feels confident about having done well and what he/she would like to improve. Follow up with your observation of what was done well (be specific), and then outline one or two more points that could help learners improve.

Many scholars (Gutierrez and Orrellana, 2006; Al-Bashir, Kabir, and Rahman, 2016 & Hyland, 2006) claim that giving feedback to learners at the levels of higher studies promotes students' self-learning. (Ferguson, 2011), in his study, believes that feedback is considered as one of the greatest approaches to facilitate scholars' enhancement as independent learners. It enables them to manage, evaluate, and regulate their education. With simple guidance from lecturers, scholars set their objectives, and prepare exercises and tactics that fulfil these objectives. The useful effects of feedback on future practices and the enhancement of students' facts were highlighted by Eraut (2007). When students enter universities, the sort of feedback they receive will play an essential role in shaping their upcoming learning.

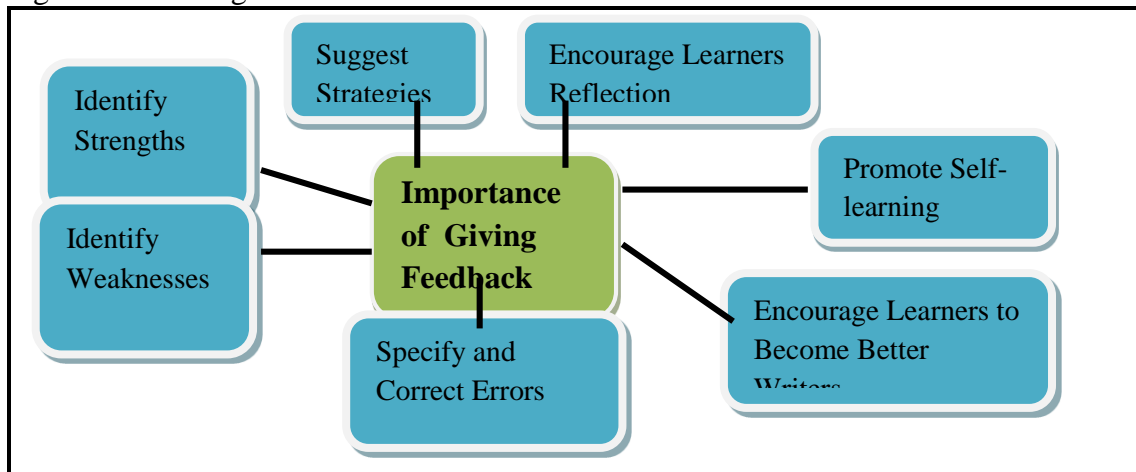
Some studies think of feedback as printed comments offered by instructors on students' writing abilities. In this concern, (Black, 1992) claims that the central purpose of feedback is to motivate scholars and support them in better writing, i.e. to raise the quality of their text writing. He added that the desire of students to provide feedback assists them to become better evaluators of their writing styles. Thus, they become better writers.

Feedback is essential because it suggests learning strategies. In John Hattie's work on educational effectiveness (Hattie, 2012). Hattie described 10 feedback strategies out of 150 factors that made significant improvements in learners' achievements. He adds that to support students via valuable feedback, instructors can offer scholars an insight into observed learning needs and the resources available to facilitate and support their learning. Promote enthusiasm and arrangement for students in appropriate learning accomplishments. Use questioning to identify what level a student is working at, and deliver comments on what their next steps should be to develop their awareness (Nicol & McCallum, 2022).

Moreover, (Mohamed, and Long, 202; Nicol & Dick, 2021) suggest that giving feedback points out the learners' errors identifies aspects that learners have handled well, as well as provides learners' strengths and weaknesses. Thus, teachers have to create a respectful, open-minded, non-threatening classroom setting to allow learners to think carefully about their errors and how to correct them. He can offer ideas for development. Where appropriate, he comments on

scholars' development and the next steps of what learners want to develop. Figure 1.1 summarises the significance of feedback.

Figure 1.1 The Significance of Feedback



Rules of Giving Supportive Feedback

While the process of teaching-learning is in progress inside the classroom, the teacher has to provide feedback to his students. This feedback should be given constantly using verbal, printed language, varieties of voice, or miming. Feedback suggests facts about learning developments and evaluates the quality of these enhancements. Feedback can reinforce existing strengths, keep goal-directed exercises on the course, clarify the effects of behaviour, and intensify students' abilities to discover and remedy errors on their own. Based on some scholars, the following points are the major principles of giving and receiving helpful feedback.

Feedback Must Be Explicit, Meaningful, Honest and Well-timed

This point indicates that the instructors need to think about the when and why of giving feedback. **Explicit** means feedback should have an obvious learning focus (Boud & Molloy, 2012). For example, the instructor can provide feedback to the students to remind them that the expression "heavy tea" in native English is not proper and that it is better to say "strong tea" instead.

Meaningful shows good feedback gives expressive and powerful suggestions about how to adjust behaviour or change a concept and add additional context that might have been originally missed (Boud & Molloy, 2012). In this concern, Hattie (2009) proposes that to be more valued, feedback requires to be clear, decisive, meaningful, and well-matched with educators' previous knowledge and providing a reasonable connection with their present learning environments. Hattie adds that if feedback is directed in the right way, it would support educators to comprehend, engage, or build up real policies to process the information intended to be learnt.

Honest explains that providing helpful feedback requires the lecturer to be honest with his students. When a student's level is below the target goal or his/her work is not proper and needs more development, the lecturer has to inform his student about the area of weaknesses and the enhancement that he needs. So, the lecturer has to plan a strategy of clear, precise and intended feedback to maintain students learning process (Colombo, Di Bernardo, Fossas, & Jeffrey, 2010).

Well-timed refers to feedback that should be offered as close as possible to the time of the action when happens (MacKay et al., 2019). It makes no sense to give the related observation one month after the moment of the event. For instance, the instructor can say "Hassan last semester you did a great report about the characters. The use of cohesive devices, the unity of thought, and the choice of words and expressions were smoothly done. I believe you will be a novel writer in the future only if you vary your style of writing". This feedback could be constructive if it was given at the time of the lesson.

Feedback Must Be Motivated and Positive

Encouraging feedback is a powerful technique in learning. It increases the commitment to learning objectives and therefore motivates learners to take responsibility for achieving them (Al-Bashir, Kabir & Rahman, 2016). Based on Bookhard's (2017) suggestion, positive feedback means describing how the strengths in a student's work match the standards of good efforts and how those strengths show what the student is learning. The instructor has to concentrate on rewards and praises and avoid punishment and general criticisms (Gipp & Tunstall, 1996).

At the moment of giving feedback, it is crucial for educators to feel positive towards feedback. This would encourage them to utilise the comments they have gained. Even when the instructor draws learners' attention to the less successful part of their performances, he should explain it positively by showing and presenting to students a model and asking them to follow it.

Feedback Must Be Goal-oriented

Helpful feedback requires every lesson planned with particular goals. Teachers have to prepare strategies (e.g. certain exercises, techniques, and teaching methods) which match the goal (Wiggins, 2012). Therefore, instructors have to give students task-focused feedback, instead of some expressions like "That is great". Detailed feedback on what the student needs to do to gain improvement, the steps to follow to fulfil this improvement, and one-to-one review meetings as evidence of ongoing comments are crucial in students' learning processes (Bell & Hardman, 2019).

In everyday life, goals are clear for people. For example, if a friend asks someone for feedback on a draft of a book he is working on, the goal is clearly to write a good book. However, in the classroom, it is essential for the teacher to remind students about the aims they are working for and to offer feedback to explain how they can hit those goals (Saari, 2020 & Hove, 2022).

The Focus Must Be on Learner's Behaviour, not Learner's Personality

In this concern, the teacher has to focus on the student's duties rather than his/her personality. An effective way to do so is, to begin with the student's behaviour in question, mentioning how he feels about it, and refer later to the points that he wants students to focus on. This method enables the teacher to avoid personal discussion in the classroom and concentrate only on behaviour. For instance, the teacher may say: Peter, I haven't seen you in class for some days. I am afraid you may miss basic information. Can you see me to explain it? Instead of: "I notice that you don't bother about the course" The focus is on behaviour that can be changed and related to the aspects of the study, not on personality traits (Burgess, Diggele, Mellis & Roberts, 2020).

Balance the Content.

In the classroom, the teacher has to vary his feedback when commenting on student's work. He has to bring his attention to student's strengths and weaknesses. For example, the teacher can start by giving feedback on a student's good points. This will reinforce and encourage learners' learning. He can refer to a particular area of development and the plans to solve it. Then the teacher can conclude with positive feedback. This model supports student's confidence and decreases his weaknesses (King, 2023). For instance, the teacher may say: "You did a great presentation, Peter. Your eye contact was fine, and your plan was well-prepared. Your voice was a little difficult to hear at the back of the classroom, but with more practice, you will be better. Keep up this good work." Instead of saying: "Although your presentation was great, boys at the back of the class did not hear your explanation."

Feedback Has to Be Given Privately When Offer More Negative Matters.

Negative feedback can be more complicated and challenging to deliver. When it is not given properly, students aren't receptive to it. Thus, when it's done right, learners are appreciative because they realise that the criticism is intended to assist them become better. When offering negative comments, explain accurately why you are criticising and the implications that come from it, then create a plan to help students progress and suggest alternative solutions (Prossack, 2018). Overall, these steps would not be in front of the educators, they must be in an individual meeting (Davis, 2019).

Encourage Reflection, This Will Involve Posing Open Questions.

Reflection and constructive feedback complement each other in an individual's learning environment. Because of feedback and reflection, changes in practice are considered, evaluated, and strengthened. The process towards goals and action plan steps are discussed and new action steps or goals are identified that become the focus of the next lesson. Through reflection and feedback, scholars learn new policies and gain new facts about their interactions, strengths, and their perspectives. To get scholars to reflect on their lesson, the teacher has to ask some questions including Did it go as planned? If not, why not? If you were asked to do it again, what would you do the same and what would you do differently? What did you learn from this lesson? These thoughtful questions expand students' knowledge about the lesson and direct them to follow the right track of learning (Wilson, 2022).

Be Related to the Objectives and Learners' Enhancement.

The use of feedback is thought to be one of the most powerful strategies to develop students' performances (Hattie, 2009). Thus, it has to gain a lot of attention in education policy and practice at the foundation level. In the review of literature, teachers have been found to give much feedback, but their learners report that they receive only a little feedback, which is beneficial to their learning practice (Brooks, Burton, Carroll, Hattie & van der Kleij, 2021). For that reason, feedback is objective and targeted rather than quantitative, which is vital for comments to be received and used by the students (Brooks & Burton, 2020). Similarly, Gamelem and Smith (2013) confirm that students recognize feedback to be most helpful when it contains development-focused knowledge that explains the next steps for learning. This sort of feeding forward or closing the standard gap as explained by Sadler (2010) requires the students to have conceptual knowledge of the standards, so they can work towards improvement.

Do not Overload, Identify Two or Three Aspects of the Lesson That You Intend to Summarise at the End

When a teacher revises a certain lesson, it is not successful if he feeds students back on all the points of that lesson. Instead, he has to identify two basic aspects and centres his feedback on them. This will make students understand the importance of feedback, and they select proper guidelines that increase their learning habits. In this regard, (Clarke & Hattie, 2018) mention that teachers' providing too many criteria makes it very problematic for specific feedback to be given, and also too much information in their marking which students find overwhelming and difficult to obtain. Clarke recommends that when giving written comments, teachers focus on two or three successes in the student's work and one area where some development is essential. To provide constructive feedback (Clynes, & Raftery, 2008) claim that classroom teachers should understand the four steps of the feedback process, which involves first, describing current behaviour. The teacher mentions the learners' behaviour. He has to be descriptive, brief, open, and patient. He has to be prompt and sensitive to time and place. Second, identify the learning aspects, be factual with examples, and build your feedback on direct observation. Third, describe the impacts and consequences. The teacher has to be precise, selective, objective, and supportive. Fourth, identify alternative behaviours. In this concern, the teacher has to be encouraging, offer ideas, and be part of the plan.

As feedback is a key point in the process of EFL classroom learning, it is given by more than one educator. In workshops or training sessions, a professional teacher trainer can give feedback to trainees when he informs them about the areas where they work well and the areas where they need improvement (Hardavella, et al.2017).

The professional teacher trainer can also receive feedback from trainees when he poses questions like, What is your feeling about this session? If you were doing it again, what would you do the same and what would you do differently?

In the classroom, on the other hand, a teacher can teach students an English lesson. He can ask them to do post-lesson exercises. Then he corrects their work. In the next lesson, the teacher can give students helpful comments about their work. Based on these corrections, students may

know the area where they work successfully and the area where they create mistakes and need development. Similarly, the teacher also receives feedback from students because he can understand which parts of the lesson he did well for learners and which parts need changes, and thus, new techniques and methods of teaching are required. If a teacher attends/observes his colleague's lesson, by the end of the lesson, the teacher observer can give feedback to his colleague on the ways of teaching and the techniques used (Hylad & Zhang, 2022).

Moreover, when students do their classroom activities in pairing work or group work, they have some discussions, correct each other's work, and exchange views and ideas about certain aspects of language. In this sense, they give feedback to each other, and they also receive feedback from each other in the form of reflection. In brief, educators who give feedback are professional trainers, teachers, teachers' colleagues, students, peers, learners' parents as well as the whole school students' shared reading (Hattie & Timperley, 2007).

The photograph below shows the whole school reading together and highlights the emphasis placed on reading success in New Zealand. Over all, it increases the possibility and the chance of Feedback.

Adapted from ERO- Teaching approaches and strategies that work.

Ways of Giving Feedback?



As feedback is thought to be one of the major factors for students to gain knowledge, it should be given in a specific process in the English classroom. For instance, before a feedback session, the teacher has to ensure that all classroom learners are aware that they are going to receive feedback and that they know exactly the goal of this feedback. He has to summarize the feedback points and make sure that he knows the positive aspects and areas for improvement with supporting evidence, and how the comments relate to the learning program and the objectives. In terms of setting the scene, the teacher has to create an appropriate environment, clarify ground rules with the students, what language aspect the student is to concentrate on, when the teacher will interrupt, what other students are to do, how the student can get help during the consultation. During the feedback sessions, the classroom teacher must redefine the aims and duration of feedback, encourage learners to self-assess their performance by

providing feedback, be keen to encourage dialogue and rapport with students, reinforce appropriate practice with specific examples, identify, analyse, and explore solutions for poor performance in practice. After the session, the teacher should complete any outstanding documentation and ensure the students get their copies, carry out any agreed follow-up activities or actions, make sure that opportunities for remedial work are arranged, and set a date for the next feedback session (King,2023).

Giving and receiving performance feedback effectively is one of the most essential and complicated learning skills in the field of education. Teachers are required to communicate comfortably and properly with students to enhance their individual abilities, guide the learning process, and promote their English language levels and English language performance. A competent teacher provides students with sufficient information on which they make individual decisions and opportunities to observe, modify, and change regularly students learning behaviours to get better performance and achieve learning objectives successfully. A competent teacher also thinks of feedback as factual. It must be provided on actual results or observed lessons and to ensure that it is given directly after the events – it should not wait until the end of the period. A professional instructor selects key points and restricts himself to them. He focuses on aspects of language that can be improved and gives positive feedback on matters that the learner did well, criticizes performance not individual, to get a positive change in individual learner's awareness (Wiggins, 2012).

Challenges in Giving Feedback

Creating a climate for giving and receiving feedback is a vital and challenging issue in the field of education. Teachers are always required to view feedback from the perspective of students engaged in learning and become proactive in providing knowledge and skills. This means that students with low self-efficacy can have a variety of reactions. Teachers need to seek and learn from feedback as well as students. They need to know how to create and use feedback processes in their classroom. This requires a significant amount of knowledge about the learning targets (Tuck, 2012; Rodgers, 2006 & Stiggins, 2008).

Moreover, creating a climate for learning rather than a climate of competition and rewards is an important challenging task for teachers where they need knowledge, skill, and ability (Souter, 2009; Huth & Narciss, 2006; Butler, & Woodward, 2018; Black & Wiliam, 2004 & Sadler, 2014).

In addition, the transition from teacher-supplied feedback to student self-monitoring is not an easy job and not something that is done automatically (Butler, Karpicke & Roediger, 2008). (Wiggins, 2012) states that in his many years of observing schools and workplaces, he has rarely seen an ideal feedback system. In this regard, (Early & Saidy, 2014) reveal that students frequently complain that there is a lack of adequate and timely feedback, and teachers complain that students fail to heed the advice given in feedback. (Holmes & Smith 2003) also found that learners report that instructors give minimal or no feedback and no explanation for the grade and feedback that is negative and critical without hints or cues to improvement.

Similarly, the more challenging problem in giving feedback is the traditional grading which provides a climate that is not conducive to giving and receiving of feedback by setting the teacher up as an evaluator (Quinton, & Smallbone, 2010). Pre-service teachers have significant concerns over many issues related to grading and giving feedback, especially how to grade fairly, how to motivate students, and the time required to assess students (Souter, 2009; Gramberam, 2005). Some studies are often dismissed by teachers as unrealistic, impractical, or irrelevant because they do not address the complexity and competing pressures in their classrooms (Cheng, & Milnes, 2008).

RESEARCH METHODOLOGY

Since the term methodology is defined as a system of ways of doing research, the present study highlights its design, population, and setting as well as tools for gathering data.

Research Design

The present study employs a flexible design and descriptive method. The descriptive method has been selected because it fits neatly into the definition of both quantitative and qualitative research methodologies, and it can utilise elements of both, often within the same study. Descriptive research, on the other hand, refers to the type of research question, design, and data analysis that will be applied to a given topic. The advantages of the descriptive method are:

1. It is effective in analysing non-quantified issues.
2. It can observe phenomena in a completely natural environment.
3. It has a chance to mix the quantitative and qualitative studies to get solid findings.
4. It enables the researcher to explain clearly and in detail all the major elements involved in the process of feedback.
5. It provides sufficient information in the form of teachers' views about the effectiveness of feedback on the development of EFL Saudi learners. For these reasons, the present study makes use of descriptive methods.

Population and Settings

The sample of the study is selected from a population of all instructors and lecturers who teach the English language at the Unified Scientific Tracks of Taibah University in Saudi Arabia. The Unified Scientific Tracks are programs where first-year university students come to study at a foundation institute for one year, and then they are distributed to university colleges based on their final results. The study is implemented on all university tracks, including the main campus in El Madinah El Munawarah, El Ula, Bader, Unbue, and Mahad Ed Dahab campuses. This area is a very rich place which is full of linguistic diversity and pedagogical investigations. The participants are 17 instructors, 12 males and 5 females. Their years of experience range from 5 to 20 years. They are BA, MA, and Ph.D. holders.

Tools for Collecting Data

Although the focus of the study is on the students' benefits from giving feedback during classroom learning, the sample of the study is instructors who give feedback to these students.

To collect information from instructor educators, a questionnaire is carefully planned to play this role. The purpose of this questionnaire is to gather, analyse, and evaluate the effectiveness of giving feedback to English classroom learners to measure their performance and reinforce the process of teaching-learning in the classroom. The questionnaire involves two main sections. Section one is for instructors' general information like qualifications, years of experience, and gender. Section two includes six points for participants to answer. These points are reasons for giving feedback. Learning without feedback is a waste of time; peer feedback, meetings for sensitive feedback, giving learners written or oral feedback, as well as teachers receiving feedback from learners.

The questionnaire has four columns. The first column includes items or statements, then followed by columns of agree, disagree, and comments. The participant has to look at the statements and decide if he agrees or disagrees with each one. Then he has to tick either the "agree" or "disagree" column on the right and add any comments he thinks are useful.

DATA ANALYSIS

The qualitative data was gathered from teachers using a questionnaire. Content analysis was implemented to analyse the data. The main purpose of the analysis is to identify the respondents' views about the impact of giving constructive feedback on the improvement of the student's English language performance on the E101 course at El Ula Branch, Taibah University. To apply content analysis, all teachers coded from T1 to T10. Based on the analysis, the data was coded and divided into themes. Thus, six themes emerged from the data analysis including: 1. Teachers need to give feedback because of some benefits. 2. Learning without feedback is a waste of time. 3. Peer feedback is effective. 4. Negative feedback should be given to students in individual meetings and not in front of the students. 5. It is useful to give feedback and scores to provide students encouragement. 6. Teachers can receive feedback from students.

Teachers need to give feedback because of some benefits.

In terms of the influence of constructive feedback on the student's English language performance, all the participants reported that giving effective feedback during teaching fresh students the course of English language (E101) is a crucial factor, as students constantly have to engage with English through all subjects studied at foundation levels. The present study revealed that almost all participants strongly viewed that providing feedback is essential because students cannot develop alone. They do not know what to do well, so they require teachers to tell them how to improve. In this regard, T3 clarifies

Students need to be corrected and helped with their learning. A teacher's feedback is a guide, it puts the students on the right track. If the teacher gives feedback appropriately according to the student's needs, this could be useful and encourage all students. It could be a better way for mistake correction, and it helps students not to make mistakes again. Some participants added that providing effective feedback makes students understand their errors to avoid them later (T7,5), develops students' weaknesses in the future (T6), enables learners to save time(T6), lets

students share views in the classroom (T9), helps students appreciate their teachers, therefore, they build rapport and communicate with teachers easily (T4).

Moreover, offering feedback builds students' confidence and self-esteem. This point was reflected in the participants' views, as they agreed that feedback increases students' confidence, self-esteem (T4), and awareness (T6). It also allows teachers to identify students' weak points. Therefore, they can recycle language that students are having problems with. Similarly, participants mention that repetition is one of the effective ways to fix information (T7). Regular feedback helps teachers create classes that can meet students' real needs to develop (T3).

Learning without feedback is a waste of time.

The present study revealed that the majority of the participants arrived at the fact that learning without feedback is a waste of time. However, teachers should prepare clear solutions to their students' problems, and they can give feedback in the classroom during an activity, while they are monitoring learners doing group work and after the lessons. T1 reports that teachers must give sufficient feedback. They should take time and make efforts to offer useful feedback to their students. A teacher has a chance to help and support weak students, so without real feedback, he can't decide if he needs to repeat some information or not. Students can respond positively and remember what they learned there, but if there is no immediate feedback, students will not connect to it. Similarly, T4 realises that providing feedback is important for the learning process because learners can gain the skills needed for learning. Teachers can also set goals and aim to achieve the teaching plan. This makes learners be creative and new facets will appear. T6 implies that feedback helps students avoid major mistakes, motivate themselves, and keeps everyone on track with learning.

Peer feedback is effective.

For the effectiveness of peer feedback, the majority of the participants reported that learners will need training in how to give feedback to each other. This is because the learners who give feedback reflect on the work their classmates have done. And the learners who receive feedback are given information on how they can improve. In fact, most participants viewed it positively as T9 ensures that peer feedback can improve students' group work and build strong relationships between students and even their teachers. T6 adds that peer feedback is a vital factor because it promotes personal and professional growth, motivates students, and boosts their performance. Moreover, the participants conclude that although some learners are knowledgeable, others do not know anything about the benefits of feedback. Therefore, they need to be aware of it through training and practising T4. Students should be given model feedback to know how to give appropriate feedback to each other. Being aware of giving feedback is a good chance for all students, the sender, receiver, and even the teacher T1.

Negative feedback should be given to students in individual meetings and not in front of students.

The present study disclosed that all participant teachers reported that to avoid students' demotivation, feedback that is particularly personal or sensitive should be provided to learners in private meetings and not in front of the entire class of learners.

The present study discovered that offering negative comments in private way can improve the relationship between students and the teacher T9, respects learner personal abilities T4, particularly the feedback that may hurt student's feelings T3.

It is useful to give feedback and scores to encourage students.

The present study revealed that almost all the participants viewed that in non-native English language teaching and learning context, it is helpful to give scholars printed or oral comments immediately after scores because this will develop students' encouragement.

Teachers can receive feedback from students.

Many participants agreed that learners can also provide instructors with some comments about the lessons, activities, and materials. They can inform teachers when they like what they are doing and when they are not so interested in the materials or activities a teacher prepares.

DISCUSSION

It appears that the participant instructors in the Preparatory-Year Program claim that giving constructive feedback to scholars at the foundation level gains more benefits for first-year university learners and has enhanced the instructors' awareness of language and language teaching-learning. The participants also mention that via feedback, scholars can exchange views, earn new information, identify their areas of weaknesses, and attempt to develop them. They can recognise the right track of knowledge, follow it carefully using sufficient insights, and save time and effort. Al Ghamdi, as cited in Lipnevich and Smith, (2008), in her study, mentions that successful comments create positive effects on scholars and enhance their EFL learning environment.

When feedback is given to highlight a certain point, scholars can realise their level of knowledge, and to what extent they know this point. The English language instructor, on the other hand, can identify the number of learners who know the answers. Based on learners' responses, the instructor can decide whether he should continue, change a part of his teaching style, vary it, or cancel all his techniques and methods of teaching and use new ones that effectively support the student's performance.

The findings imply that learning without feedback is a waste of time. Thus, observing the strengths and weaknesses of scholars and reflecting on them through written or oral feedback allow the scholars to be aware of their practices, avoid possible errors, and then develop their strategies to make positive changes and increase their performance in the English language. This type of learning comprising practical feedback, as Lipnevich and Smith (2008) noted, can motivate scholars, provide them with facts on how to do their assignments without errors, support students in solving learning problems, and help them achieve great enhancement in EFL studies.

The study findings also suggest that the sharing of critical reflective practices among scholars, which in this study occurred via peer feedback, serves as a vital link between learners'

knowledge and their abilities to translate that knowledge into meaningful classroom engagements. In the study of peer feedback, (Sluijsmans, Van Merriënboer & Van Zundert, 2010) found that training in how to do peer feedback develops students' outcomes. Students who receive better feedback gain more learning benefits from peer feedback (Tillema, Van Gennip & Segers, 2009). Both the studies of (Cooper, & Nagori, 2014), and (Jonsson, Panadero, & Strijbos, 2016) conclude that peer feedback should be considered as a collaborative learning strategy. They both recommend more investigation in collaborative and formative peer feedback.

Moreover, the findings show that negative feedback that affects a learner's feelings or hinders his/her learning must be given individually in a closed place. Talking to a student privately about his weaknesses has increased the student's awareness of his development, of what is happening in specific pedagogical activities, and of the changes the learning process reveals as important. This information that the student receives would further strengthen his abilities as a learner. It also intensifies his awareness of meaningful and effective classroom practices and eventually contributes to his confidence soon. By providing negative feedback individually, students demonstrate their readiness to obtain positive attitudes towards teaching and learning. In this concern, (Eberhardt, Koehler, Lundeberg, McConnell & Parker, 2013) claim that providing face-to-face meetings with a student enables him to pay more attention to the information given and allows him to take the opportunity to ask important questions about his weak points to be discussed in the meeting.

Furthermore, the findings conclude that when the teacher assesses his students by giving them scores, he has to make some comments on the students' performances. This would provide students with encouragement and guidance about how they select their strategies and how to follow up on the right track of learning. This point was discussed in Brookhart's (2017) study. She claims that introducing the new lesson by informing students that they are going to review their scores in yesterday's test to see what they knew and did not know, according to the test, and to plan some strategies for increasing their knowledge in this area is the best way that leads to a better students' performance.

The study also suggests that more benefits are gained for teachers when they receive feedback from their students about the lessons planned, activities prepared, and resources used. Based on students' views, teachers can know exactly what activities match students' learning styles. What materials raise students' learning interactions? Receiving feedback would enable teachers to reflect critically on their work and others' classroom beliefs, and to understand perceptions, and practices so that, as future teachers, they would be better prepared to respond to any problems, to students' errors, and to learning opportunities that arise (Kabilan as cited in Bailey, Curtis, Fan, & Nunan, 2001).

Summary

The present study has given a complete description of almost all issues related to feedback. First, the study explained the concept of feedback and the classifications of feedback, which include feed up, back, and forward. The second area mentioned is the importance of feedback

and the criteria for effective feedback. Then, the responsibility of providing feedback and how it should be given. The study explained in detail the factors which are thought of as challenges when providing constructive feedback.

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