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Exploring EFL First-Year University Teachers' and Students' Perceptions and Practices of Feedback as Scaffolding for Improving Students' Performance

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Didactics

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DEDICATION

To my father, may God rest his soul, who left us on the 20th November, 2018.

To my mother I dedicate this work.

To my sister Soriya.

To my brothers, Rachid, Abdelkader, Tayeb.

Fatima **Z**ohra **C**herratti

DEDICATION

To my father who devoted his life to raise me and my family, with love, passion, and patience.   AMAR

To my mother, my motive, my energy... ZINA

To myself, thank you   KHAOULA

To my siblings   HAYTHEM, MAROUA, ZOHRA, SALIMA

To my inspiration, my advisor, my ride or die   MiMi

To my cherish   IMENE

To my beloved ones those whom I awe my life to...

Khadidja **K**haoula **M**edjhoud

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Abstract

This study has three main concerns. Initially, it investigates the forms in which teachers provide assessment feedback to their students. Second, it looks into how students react to these forms of feedback. Third, it attempts to explore both students' and teachers' perspectives on what a good feedback is. In this respect, based on probability sampling, students of L1 (n=40) and teachers (n=8) at the English Section in Ibn Khaldoun of Tiaret were purposevely selected to take part in this study. The investigation process was carried out based on the relevant literature and data obtained via both quantitative and qualitative approaches. The findings unveiled that teachers do not rely on a single type of assessment as they shift from one to another depending the learning/ teaching situation. In parallel, students do not have a single way to respond to their teachers' remarks. In addition to asking for more details and adjustments, students have many other ways in which they may react to feedback. Finally, the investigation revealed that both students and teachers have different thoughts on what a good feedback is. Some consider negative remarks as good feedback, while other participants only prefer giving/receiving positive and constructive feedback. At the end, despite the inconclusiveness of the findings, the study manages to outline a set of implications and recommendations for both students and teachers in addition to a set of suggestions for further investigations.

Keywords: Assessment, Feedback, Feedback Forms, Good Feedback, Students' Responses to Feedback.

LIST OF ABBREVIATIONS

CIRT: Center for Innovation in Research and Teaching (website)

EFL: English as Foreign Language

LMD: Licence-Masters-Doctorate

N: Number

POV: Point of View

T: Teacher

L I S T   O F   T A B L E S

L I S T   O F   F I G U R E S

T A B L E   O F   C O N T E N T

CHAPTER ONE: Feedback Practices Throughout Assessment

CHAPTER TWO: Research Design

General Introduction

Context of the Study

Assessment is one of the crucial elements in the teaching-learning process. Formative and summative assessments are main types of educational assessment that must be distinguished. Geoff Brindley in (carter and Nunan 2001, p. 137) describes formative assessment as "Assessment carried out by teachers during the learning process with the aim of using the results to improve instruction". On the other hand, summative assessment, when an assessment is complete, such as at the end of a term or year, it is known as final assessment. The goal of formative assessment is often referred to as for learning while summative is of learning. Bennett (2011), on the other hand, says that the distinction between for and of is an oversimplification because every formative assessment has a summative component, as there is a need for information about where students are in their learning in order to assist their progress. The technical term that refers to this kind of information in the field of didactics is 'Feedback'.

The significant role occupied by feedback in any type of assessment cannot be overlooked. Both students and teachers need it in the process of learning/teaching for countless reasons. This research takes the notion of feedback as a focus and tries to investigate the forms in which teachers provide it and how students react to it. Moreover, the research attempts to find the best ways for providing feedback to help students and teachers achieve a stronger level of communication and strengthen the teaching/learning process.

Aims and Objectives of the Study

This study has three main objectives:

1- Contribute to the already existing literature on assessment feedback.
2- Examine the perspectives of both students and teachers on the concept of a good feedback to find better ways to enhance the learning/teaching process.
3- Make students aware of the importance and the value of feedback to their learning.

Research Questions

In this respect, the research at hand has three major enquiries:

1- How do teachers practice and utilize feedback?
2- How do students respond to teacher's feedback?

3- What are teachers and students perspectives on a good feedback?

Hypotheses

The following hypotheses were formulated in an attempt to provide answers for the research main enquiries:

1- Teachers provide feedback to their students by shifting from one type of assessment to another depending on the teaching / learning situation.

2- They ask for more adjustment and details concerning providing feedback.

3- Students' view good feedback as a positive one that can actually motivate them. For teachers good feedback is the kind that spots the students' weakness and pushes them to work on themselves.

Significance of the Study

Assessment is important in the educational process because it informs and improves ongoing learning (Cowie & Bell, 1999). It not only guides day–to–day instructional decisions and contributes to the diagnosis of student strengths and weaknesses in relation to classroom, but also provides specific feedback to students to enhance their learning. In this regard, the study at hand is significant in terms of:

➢ It approaches the notion of feedback from both the students' and teachers' angles;

➢ It tries to provide implications and suggestion to strengthen the students-teacher-relationship; and

➢ It paves the path for other researches to further investigate the perception of both students and teachers on what a good feedback is.

Research Methodology

The objective of the research is to gather evidence into how teachers and students perceive feedback to improve learning performance. This study embraced an explorative research; data was gathered from primary sources, directly from the respondents, the sample chosen for the requirement of this research is composed of both teachers and student of the English department at Ibn Khaldoun University of Tiaret. All students and instructors at the level of the department had a fair chance to be part of our study. Nevertheless, based on probability sampling, only 40 were selected and 8 teachers were interviewed.

The practical side of the study was based on both qualitative and quantitative approaches. For the qualitative data, a semi-structured interview was designed for the teachers. Moreover, for the quantitative type of data, we opted for an online survey that mostly consisted of close-ended questions. After the data collection process, both types of data are analyzed, reported, and eventually discussed to either validate or reject the hypotheses.

Structure of the Dissertation

This research displays an outline divided into three distinct chapters:

Chapter 01: deals with the theoretical framework; it will give more information about the definition of Assessment, principles, types, characteristics, and its importance, in addition to the definition of feedback, types, characteristics, effectiveness, and its importance.

Chapter 02: is devoted to discusses the research design of our study, the methodology was followed, the data collection tool and the target population.

Chapter 03: represents the analysis and interpretation of both teachers an learners answers in the designed survey and interview in addition, it reveals the study's limitations and some recommendations and suggestions for further research.

Chapter-One

Feedback Practices throughout Assessment

Introduction

The teacher has numerous obligations when teaching English as foreign language in order to improve the language proficiency of his or her students. Because the EFL learner is likely to experience numerous challenges during his learning process, the teacher is expected to act as controller, helper and guider. This problem will be solved by an assessor. One of the teacher's tasks in correcting mistakes is to provide feedback. According to some studies, feedback is "information that is given to the learner about his performance of a learning task, usually with the objective of improving this performance ". As a result, feedback is the information that students provide regarding how well or poorly they performed. Although some people consider correction and assessment to be two separate evaluation tools, they are both important component of feedback. Through assessment, the learner is simply told how well or poorly he has done, for example, percentage grades, and through correction, learners are given information on aspects of their performance, either through explanation or the suggestion of better options. To assess student achievement and determine grades, teachers should use different tests. Tests, examinations and evaluation models are important tools, utilized as a measure of the learning process. This chapter discusses the definition of assessment, principles, characteristics and types of assessment. Then, we will discuss the notion of the feedback, its definition, types, criteria, effectiveness and its importance, in addition to the types of teacher's feedback

1.1 Assessment overview

Teachers can improve the learning results of their students by collecting data about them, assessing evidence, and enhancing instruction. Assessment is without a doubt, linked to learning.

Learning is important because it enhances the quality of instruction and increases the number of students who are interested in learning. This can be accomplished by collecting data, interpreting it, making judgment, changing lessons, and planning engaging classroom activities are all important aspects of classroom management, As well as giving useful input. According to Black and William (1998), assessment covers classroom exercise that gathers data and helps to support learning and feedback-giving. To put it

another way, it's the process of determining pupils are behaving learning to make the best decisions possible when it comes and achieving them instructional planning.

"Effective classroom assessment is linked to immediate learning "(Carr and Harris, 2001, p. 35).

It comprises observations by teachers, conversations in the classroom, and analysis of students work, including homework and tests. It also refers to the process of assessing, marking, and grading the accomplishments of students. It is defined as the collection, synthesizing and interpretation of data in order to make decisions about the performance of learners.

Assessment is done in class to identify problems, judge academic performance, provide students constructive comments, and plan lessons (Airasian, 1994). It entails a set of practices that provide teachers a lot of leeway in making assessments and conclusions regarding their student's ability.

In a nutshell, assessment can be classified as diagnostic, formative and summative. These three elements are used to assist both teachers and students in determining what has been accomplished and how to proceed. What further has to be done?

In fact, bad assessment devices result in poor learning outcomes. Furthermore, a well designed assessment benefits both teaching and learning. The procedure assessment should not be separated from either instruction or curriculum. To put it in another way, it's a method for informing and improving teaching and the process of learning.

1.1.1 Assessment Principles

Information about a student's awareness, comprehension, perception and attitude toward learning is collected as part of the assessment process. Assessment is fundamental to teacher planning, including testing, and it responds to the needs of students. (Brown & Abeywickrama, 2010; Sarcoban, 2011) suggest, that standardized assessment have been most typically connected with: Authenticity, Reliability, Validity and the wash back effect; four assessment concepts to consider. They are deeply explained in the forthcoming sections.

1.1.1.1 Authenticity

Using the idea of the authenticity in a test basically means using the test to complete the assignment in real–life circumstances. Thus, authenticity can be demonstrated in a test in the following ways:

a) Use of as much natural language as possible.

b) Inclusion of contextualized components.

c) Important, relevant, real- life topics.

d) Organization of items thematically, such as story life or episode.

e) Assignments those are similar to real world assignments (Brown, 2010).

1.1.1.2 Reliability

The stability and consistency of performance implies that reliable tests must be consistent and dependable (Badjadi, 2013; Genesee & Upshur, 1998). For example, if a teacher administers the same tests to the same student or matched students on two separate times, the results must be identical. As a result, the principle of dependability:

a) Its conditions are consistent

b) Provides clear evaluation;

c) Has standardized evaluation rubrics; and

d) Includes assignments that are clear to the exam taker (Brown & Abeywickrama, 2010).

 According to Richards and Renandya (2002), if a process is valid, it is dependable and produces consistent results.

1.1.1.3 Validity

"Validity of assessment is perceived when the assessment method is consistent with the material and curriculum being taught and if the results of the assessment are accurate "(Brown, 2002; GUR, 2013) .These factors should not be skipped, according to proponents of alternative evaluation. There have been concerns about the validity and reliability of evaluation instruments.

1.1.1.4 Wash back Effect

The wash back effect is the fourth primary principle of foreign language examination. This principle is defined as the effect of testing on teaching and learning a foreign language, according to Brown (2004) and Anderson, Rourke, Archer & Garrison (2001). Another interpretation of the wash back effect is that it can refer to both the promotion and self- consciousness of language acquisition. This idea represents the impact of testing on both teaching and learning. When using wash back, keep the following point in mind:

a) It positively influences what and how teachers teach and how students learn.

b) It suggests students with feedback data to evaluate language achievement.

c) It creates conditions for student to perform at their best (Brown & Abeywickrama, 2010).

1.1.2 Types of Assessment

1.1.2.1 Diagnostic Assessment

The process of identifying learner's strengths and shortcomings at the start of a course is known as diagnostic assessment. It makes it much easier for teachers to tailor education, suit the needs of students, or at the very least, plan classroom activities that are appropriate for their level. In this regard, Jean Jacques Rousseau advocates for the implementation of pre-instruction evaluation activities in the following statement: "Teachers, make it your first task to know your student better, for you surely do not know them". (Cited in Ellis, 2001, p. 67). This form of evaluation is used to determine learner readiness for a particular skill or program. It also defines the needs and demands that should be satisfied in any field of knowledge for both teachers and students. The advantages lead to formal consideration and should be investigated when resolving the disadvantages. When students begin a new learning program or course, diagnostic assessments are used to establish strategies and identify connections in order to prepare for the following steps. The information acquired can be utilized to plan classes and then converted into teaching methods. In a nutshell, diagnostic assessment is a teaching approach for determining learning and instructional goals. It establishes the foundation for ongoing formative assessment.

1.1.2.2 Formative Assessment

Formative assessment is a procedure that is continuous, interactive and dynamic .Feedback is an important part of the formative assessment process. It happens and should be done in a way that helps students make actual progress in their studies. Its goal is to understand how students are progressing and where they are having difficulties. It also assists teachers in making the required educational adjustments so that additional opportunities for practice are available. It entails assessing, judging, or evaluating students work or performance in order to mold and improve their abilities (Gipps, 1994). Formative evaluation is distinguished by its progressive nature, since it can take place at any time, be planned or unplanned, proactive or reactive, formal or informal.

Informal assessment is a method of getting information about students' performance in the classroom under normal circumstances. Because it is done over period of time, it can be done without setting test conditions. Formal testing, on the other hand, is used to determine whether or not a person is qualified for a position. Learner's capacity to follow a study plan and to understand how they are progressing in order to spot trouble areas. Teachers can determine how much pupils have learned during the course or academic year by administering examinations.

1.1.2.3 Summative Assessment

Summative assessment demonstrates what students have learned at the end of a certain term. It denotes key stages in a student's growth and should be formally documented in the form of scores and grades. More significantly, it should be scheduled so that students have adequate time to prepare and acquire confidence in whatever subject or area they are being assessed on. Furthermore, summative evaluation is commonly utilized to determine what learners have accomplished throughout the course of study. It is done at the conclusion of the course or near the end of the course to see if the learners have learned the target skill and to gain overall picture of their performance. Summative assessment, which takes the form of tests or exams, tries to raise learning standards by identifying areas of success and failure. It aids teachers in making accurate assessments of where students are succeeding and where they are failing in any subject.

1.1.3 Self-Assessment

When learners are autonomous and actively involved in the learning process, they can achieve successful language learning. Reflective thinking is a part of the self – assessment process. Reflection and self – assessment are more precise terms are related in the sense that it is a teaching tool that allows students to learn more effectively. Learners will be able to reflect on their own practice and gain a better understanding of what they have learned. This is the situation. Among the benefits of self–evaluation are the following:

➢ It supplies teachers with vital information about the expectations and requirements of their students.

➢ It also allows teachers to be aware of their student's difficulties and concerns.

➢ It reveals how students feel about their personal progress, their reactions to the approaches and procedures employed, and their overall impressions of the course.

➢ It is an important component of the learning process. It informs learners about their accomplishments by allowing them to make reliable and valid judgments.

➢ It is an important aspect of autonomous learning because it allows learners to set goals and manage their own learning.

➢ It entails the ability to make decisions and take responsibility for classroom practice.

➢ It should concentrate on analyzing and evaluating individual performance and improvement.

➢ It is beneficial to students since it allows them to check and evaluate their knowledge levels because it is what they see from their own perspective (Oscarson, 1998).

Asking learners questions about what they have learned and how they have learned can help. Learner's evaluative attitudes may be influenced as a result of this. The most essential aspect of learners self – evaluation is that is cannot be used in a situation where marks have intrinsic value or in a competitive environment. In a nutshell, it shouldn't be about grades.

1.1.4 Peer–Assessment

Peer evaluation is an important approach for encouraging students to take more responsibility for their own learning. Here are a few of the benefits for themselves rather than for their lecturers.

➢ It engages students in seeing, monitoring, and making judgments on their peers progress, and it promotes cooperative learning.

➢ It allows pupils to learn from one another without having to rely on their teacher.

➢ It improves group work by requiring learners to accept joint responsibility for identifying and planning how to address their learning requirements. Students can express themselves and have their understanding rated and assessed by their classmates. As a result, peer feedback in the form of questions and comments encourages student to think about what they've learned so far and what they still need to learn.

➢ It can provide a wealth of information that teachers are unable to provide. It inspires students and encourages them to participate in active learning.

➢ It raises the concept that the learner is the best person to assess learner's performance, making assessment a shared activity.

➢ It involves the transfer of personal talents; it helps learners acquire autonomy, maturity and critical thinking skills.

1.1.5 Characteristics of Effective Assessment

Effective assessment should be consistent with and connected to education.

➢ It should be built on real -world tasks and processes.

➢ It is multi – faceted and employs a variety of tools, methods, strategies, including tests, observation, projects, exercises and rubrics.

➢   It should be based on criteria that students are familiar with and comprehend.

➢   It should be equal in the sense of that it should provide every learner with a chance to succeed. In reality, it should not only focus on detecting deficiencies, but also showcasing the learners' knowledge, abilities and talents.

➢   It should be continual, continuous and incorporated into daily instruction so that students can receive frequent feedback and development.

Assessment findings should be used to give teachers plenty of opportunities to evaluate, modify or change instruction in the best interest of their students.

1.2 Feedback overview

"Feedback generally refers to the listener's or reader's response given to the learner's speech or writing". (Dulay et al, 1998, p. 34). The information supplied to

learners concerning their performance is referred to as feedback. It is a reader's feedback to the author.

Any action that has the effect of supplying information to the writer for revision; or to put it another process for information, a student's response to an instruction is correct or incorrect, and via feedback, students are given information on several elements of their performance and justifications or a suggestions for better options.

In the educational field, feedback is critical. It enhances learners' awareness of their errors and shines light on areas where competence and performance can be improved. According to News Media Research, feedback "needs to offer a chance for learners to judge their performance and evaluate it in relation to their changed work /learning strategies". (News Media Research). To put it another way, creating the conditions for pupils to demonstrate their progress is a difficulty in feedback design. The content of feedback could differ. According to the CIRT website. "It can vary in focus, function, clarity, specific and tone". (CIRT) To put it another way, feedback must be clear, and instructions must be appropriate in order for the work to be understood.

In the classroom, feedback is important. The process of gathering, analyzing and interpreting information regarding teaching and learning in order to make informed decisions that improve student accomplishment and educational program effectiveness is known as English language. Evaluation is a five–step procedure that comprises the following elements:

➢ Outlining the educational system's aim.
➢ Identifying and gathering pertinent data.
➢ Having significant and useful ideas for learners in their daily lives and careers.
➢ Analyzing data for students.
➢ Classroom management or decision -making in the classroom.

Beyond student accomplishment and language testing, evaluation considers all aspects of teaching and learning, as well as how the results of alternative modes of assessment might be used to make educational decisions.

According to Black and William, feedback should be "about the particular qualities of the learner's work, with advice in what he or she can do to improve, and should avoid

comparisons with other pupils" (1998, p. 9). In other words, in order to assist students develop their text writing skills, feedback should be extensive and exact. "Feedback is one of the most powerful influences on learning and achievement, but this impact can either positive or negative" (cited in Hattie and Timperley 2007, p. 81) write in their paper "The power of feedback". Similarly, (cited in Chvala and Graeber 2010, p. 75) emphasize the need of feedback in the English subject:"The teachers approach to the assessment of pupils work in English is a key factor positively or negatively affecting pupils interest and motivation in the subject, as well as affecting their potential future development in English". In other words, how teachers assess students can have a significant impact on their academic progress. It's crucial, according to (cited in Chvala and Graeber 2010, p.89) how teacher use feedback: Their main goal to assist students in improving their language skills regardless of their starting points or past summative grades. Teachers that help their students focus on increasing their individual ability one step at a time are more likely to ensure development

Feedback is an important part of the educational process that teachers employ to help students produce more in the classroom. According to D. Brophy (1981), feedback is an important part of any language learning process, and it is critical that student receive feedback on their classroom behavior. Zamel (1981) believes that teachers' feedback is also important because it provides information that aids learners in determining the rules and principles of the language. (Cited in Wajnryb, 1992, p. 50) In other words, one of the most crucial jobs that teachers have is providing feedback especially when students' performance improves as a result of their errors. Furthermore, according to Frey and Fisher (2011), feedback should be offered in the form of guidelines in order for it to be beneficial to the learner.

1.2.1 Feedback Forms

1.2.1.1 The Verbal Feedback

This type of feedback was mostly given in the form of an oral comment by teacher on learner's performance .According to Frey and Fisher; various factors should be considered when offering oral feedback in order to receive the input effectively. In addition to the presented information, the teacher's body language, such as facial expressions, eye contact and intonation is very crucial in helping the student receive feedback successfully.

1.2.1.2 The Non-Verbal Feedback

Written feedback from teachers is valued as an important component of second language learning; "…written substantial comment on their papers, supporting the grade they have given, and generating a reader reaction". In other words, written feedback is seen as a teacher's reaction to what learners write. It is intended to provide comments in learners' written expression in order to make them aware of what is not acceptable in their pieces of writing. There are four types of teacher's feedback which are: Evaluative or Descriptive, the feedback during and after writing.

1.2.2 Feedback types

1.2.2.1 Developmental Feedback

The first feedback type identified in the literature was developmental feedback. Developmental feedback was defined by Hyatt (2005, p. 344) as remarks written "with the intention of aiding the student with subsequent work in relation to the current assignment". According to Hyatt, developmental feedback gives learners options and tells them what they need to know, need to address next, ask questions or provides background information by making comments or providing information on themes that are connected and complementary. This form of feedback, according to Hyatt, offers learners with instructions on how to continue their work.

Students were asked by Lizzio and Wilson (2008) to define effective feedback. Developmental feedback was one of the categories associated with successful feedback. The developmental feedback detected in this study was strikingly comparable to what Hyatt (2005) discovered. Developmental feedback was characterized as transferable knowledge that specifies future goals, offers improvement tactics, and poses a content inquiry. All of the remarks, once again, were focused on assisting learners in their work progress. Despite the fact that developmental feedback was clearly described in the literature and was widely regarded as vital, it was treated as an umbrella word rather than a specific feedback type in this review. This was due to the fact that the researcher uncovered a number of different sorts of feedback that provide developmental input as well. These sorts of feedback, which include generic, dialogical, and "feed-forward" feedback. All provide information that aids learning, but in slightly different ways.

1.2.2.2 Topic Specific or Content Feedback

This type of feedback is defined as information about "student knowledge and understanding of the topic being assessed" (Brown & Glover, 2005, p. 2). This feedback, according to Spinks (1998) relates to remarks about the concepts, issues, and theories that each topic contains and underpins. She believes that this remarks serve as either positive reinforcement for strong points stated or more commonly, as an inquiry to the writer about something missing from the topic. Spinks also suggested that these comments provide guidance on how much background material to provide, point out relevant or irrelevant content and encourage learners to shift from description to analysis in their writing. Brown and Glover (2005) discovered that topic specific feedback often provides very little feed-forward information and very little encouragement with future writing skills. It may recognize performance gaps in relation to the work's theme or content and supply information to fill in the gaps, but it is rarely applicable to future work. Because of this an assignment's content is frequently unique to the work being evaluated. As a result, student frequently do not refer to feedback after the work has been done. As a result, it was stated as having just two distinguishing criteria in terms of differentiating and categorizing this feedback: one is that it is about substance, and the other it is information that is not transferrable to another assignment.

1.2.2.3 Generic Feedback

This type of feedback was characterized as information on the structure or mechanics of writing that was regarded transferrable since it suggested new approaches to future tasks (Lea & Street, 2000; Orsmond & Merry, 2011). Generic feedback, according to Lea and Street is information regarding grammar, punctuation, layout or structure, while Orsmond and Merry argue that it also assists learners to improve elements of future work. This form of feedback, according to the experts, aids learners in developing academic conventions and writing abilities.

Generic feedback is important since it relates to the structure and mechanics of written work rather than the content. Learners 'management of an assignment at the macro level is included in the feedback concerning structure. This includes feedback on whether the introductions and conclusions are accurate, as well as, if the assignment is well – organized (Spinks, 1998). It also considers how ideas flow between paragraphs.

Mechanics feedback, on the other hand, is thought to address learners 'micro-level handling of the assignment (Spinks, 1998). It takes into account difficulties like grammar, expressiveness and spelling as well as, a variety of other sentence – related concerns. Structure and mechanics data were regarded general since they provide knowledge that may be applied to other similar assignments. Components of structure and mechanics assist learners in improving their writing and transferring information. Generic feedback differs from topic specific feedback in terms of knowledge transferability.

1.2.2.4 Corrective or Editorial Feedback

The sort of feedback focuses on error correction (Bitchener, 2008; Price, Handley, Millar, & Donovan, 2010). It is focused with written work surface level adjustments. In the room, there was some debate. Corrective feedback can be either direct or indirect, according to the research (Bitchener, 2008). While direct feedback provides the proper language from above or near the error, corrective feedback provides the correct linguistic from above or near the error. Corrective feedback shows that a mistake has occurred in some form but that no specific repair has been made. Is provided (Bitchener, 2008; Ellis, 2009). Crossing is an example of direct corrective feedback, removing any extraneous words or phrases, and inserting any necessary words or phrases omitted (Bitchener, 2008). Underlining or circling errors with no explanation of how the error could have been expressed correctly, or making the amount of errors in the margin, are examples of indirect corrective feedback. Corrective feedback can also be categorized as generic, which is an important feature. However, this is contingent on the feedback containing information regarding improvement. If the feedback merely highlights flaws without demonstrating how to rectify or enhance them, it is solely corrective in nature. If instructions on how to rectify the issue are also supplied, the feedback is characterized as generic. This is because knowing how to repair faults allows learners to improve their work in the future, making the information transferable, which is a key feature of general feedback.

1.2.2.5 Discourse Feedback

Discourse feedback (Hyatt, 2005; Lillis & Turner, 2001) is the fifth feedback type identified in the literature. It is defined as feedback that contains terminology relating to "taken for granted" assumptions and understandings of academic conventions within the

discipline being studied. In the academic world, this phrase is usually referred to as "jargon". Argument, structure, plagiarism, explicitness and clarity are only a few examples of academic discourse terms (Lillis & Turner, 2010). These are concepts and terms that appear simple and straightforward to experts, but are perplexing to people new with the topic being studied (Hyatt, 2005). Discourse feedback has the drawback of preventing learners from fully participating and engaging in a course (Hyatt, 2005; Niven & Meyer, 2007; Weaver, 2006; White & Lowenthal, 2011). This is due to the fact that discourse feedback is frequently encoded information to which learners do not have complete access (White & Lowenthal, 2011). It is difficult for learners to actively participate if they do not grasp what has been communicated (Gutierrez, 1995). There are some concepts that are referred to as "academic discourse" in this context. These phrases will be referred to as discourse feedback. They include phrases like "interpreting and applying evidence", "logical structure", "clearly structured and concise" and "development of complex concept". These are terms that the researcher has discovered that student misunderstand and mistake for intellectual discourse.

1.2.2.6 Dialogical Feedback

Sharing or reciprocity between learners and markers is the sixth feedback type recognized in the research (Carless et al., 2011; Nicol, 2010; Sutton, 2009; Tuck, 2012). It's also known as feedback that prompts additional conversation. This form of input has been described in a number of different ways. It's described an interactive conversation between the marker and the student by Carless et al. (2011). "Interpretations are shared, meanings are negotiated and expectations are clarified" (p.397), they proposed that this is the type of feedback that both supports and informs learners while also assisting them in the development of self -control abilities. Dialogical feedback, according to Yachting (1986, as cited in Sutton, 2009), is a "shared inquiry that uses endless posing and answering questions "(p.3). He stated that where there is no first or last word, open communication is used. This permits information to be continuously constructed while also still accessible, deconstructs and reassembles (Wegerif, 2006, as cited in Sutton, 2009) According to Nicol (2010), that feedback activities are shared among markers and learners in dialogical feedback as an example, to be effective, feedback must be adaptable (based on the requirements of the students), and it must be timely. Be interactive with activities that relate to the task aim and be rich in two-way exchanges reflective. Despite

the fact that dialogical feedback is one of the most significant and successful types of feedback, this is because, as previously said, dialogical feedback is typically understood to be about two-way interactive exchanges between markers and learner's. Because there are generally delays between when markers make comments and when learners get them, two-way interactive dialogues on written work are often difficult to provide. These delays can be significant, and learners may not take advantage of the feedback because they have moved on from the assessment topic to which the feedback relates. Dialogical feedback, on the other hand, does not have to be a two-way interactive conversation. It could also about "open dialogue in which no one has the last word" (Sutton, 2009, p. 3). Markers can promote open communication by offering information that encourages learners to explore more about a topic by asking probing questions. Markers can also encourage students to engage in more in-depth thinking. Learners can construct, deconstruct, and reconstruct old and new information by doing so this is the type of information that has been labeled as dialogical feedback.

1.2.2.7 Feed-forward Feedback

The seventh and possibly most important sort of feedback found in the literature is "feed-forward" feedback, also known as "gap-altering" feedback. This was described as feedback that included specific suggestions for improvement (Bevan et al, 2008). These comments, according to the researchers, are related to the creation of written work and can be used to a different piece of work (Bevan et al., 2008; Nicol, 2010). The information provided should not only point out where learners went wrong, but also highlight their strengths and limitations, as well as what they can do to improve (Nicol, 2010). Feed-forward feedback improves future understanding and achievement, according to Brown and Glover (2005). It allows students to bridge the gap between their current performance .Instead of focusing exclusively on the job that has just been performed; feed-forward feedback is focused on the future (Price et al, 2010). It's all about "longitudinal development, which includes not only criticism aimed at improving performance, but also advice and guidance to help students master literacy skills more slowly "(Knight & York, 2004, as cited in price et al, 2010, p.279).

The goal of feed-forward feedback is to move away from simply telling learners about what is right or incorrect and toward having them see and understand why

something is right or wrong, as well as how it might be improved (Sadler, 2010). This assists students in making decisions regarding their own work before, during and after completion (Sadler, 2010)."You'll need to work on the following three items in your next essay", for instance would be a feed-forward comment (Burke, 2009, p. 48). The marker then tells the writer the three areas they need to work on and how to go about doing it.

1.2.3 The importance of Feedback

When it comes to learning a new language, feedback is crucial. In general, instructional feedback gives students information that either supports what they already know or challenges their existing linguistic knowledge and beliefs (Mory, 2004, p. 745 - 783). According to Nicol and Macfarlandick (2006, p. 205), feedback is a type of formative evaluation that is used to improve and accelerate learning of the target language. Feedback is defined as "everything that can increase pupils capacity to self–regulate their performances (Nicol and Macfarlandick, 2006, p. 205). The two authors suggest a set of benefits for using feedback

➢ Defines what constitutes good performance (goals, criteria and standards).

➢ Aids in the development of self–evaluation and language reflection.

➢ Provides students with high quality information about communicative learning competence.

➢ Promotes communicative learning by encouraging dialogue between teachers and students competence.

➢ Allows for the closing of the performance gap between current and desired levels.

➢ Supports positive self- esteem and motivational beliefs.

➢ Gives teachers information that will help them shape their lessons.

1.2.4 The Effectiveness of Feedback

Addressing the Three Feedback Questions:

Effective teaching is not only transmitting knowledge and understandings to students (or providing constructive tasks, settings and learning), but also measuring and evaluating students' comprehension of this material so that the next teaching act can be performed. Tailored to the students' current understanding the feedback section is the second component .In relation to the three primary issues, what am I doing here? What's

up? In addition, what next? The dimensions of feed up, feedback and feed-forward are addressed. When teachers and students work together, they create an optimal learning atmosphere or experience. Look for answers to each of these concerns. Teachers frequently limit students' ability to acquire information about their performance in regard to any of these topics by taking responsibility for the students and failing to consider their own learning opportunities.

Where Am I Going? Feed UP

A critical aspect of feedback is the information given to students and their teachers about the attainment of learning goals related to the task or performance. . The success of achieving a goal can be measured in a variety of ways. Direct judgments such as "passing a test" or "completing an assignment", comparative judgment such as "doing better than last time".

Outside of conscious awareness such as "performing well on a task" or "seeking more hard tasks", it is automatic and triggered. On this last kind, Bargh, Gollwitzer, Lee-Chai, Barndollar, and trotschel (2001) (cited in Hattie, J & Timperley et al, 2007) the power of feedback. Goals were shown to enhance goal-directed behavior for instance: task completion or cooperation produce task tenacity in the face of challenges and favor the resumption of interrupted work even when more appealing options are available. "Providing hard assignments and substantial feedback leads to better student involvement and higher accomplishment", concluded Black and William (1998) (quoted in doc Formative assessment).

Goals can refer to specific accomplishments or comprehensions, as well as different aspects of experience, and they usually have two dimensions: challenge and commitment. Goals that are difficult to achieve are linked to feedback in two ways: To begin with, they inform individuals about the type or quality of performance that is expected of them, allowing them to direct and evaluate their activities and efforts accordingly. Feedback enables individuals to set fair goals and track their progress toward those goals, allowing them to change their effort, direction and even strategy as needed. (Locke & Latham, 1990, p. 23).

How Am I Going? Feedback

In order to answer this question, a teacher (or peer, task or self) must provide information about a task or performance goal, usually in reference to some expected standard, prior performance, and/or success or failure on a specific aspect of the assignment. The feedback dimension is a word that can be used to describe this component of feedback. When feedback includes information on progress and/or how to proceed, it is effective. Students often seek information about "how they are going", although they may not always welcome the answers. Too often, attention to this question leads to assessment or testing, whereas this is not fundamental conception underlying this question. "Tests" are but one method used by teachers and students to address this question and as discussed below, often fails to convey feedback information that helps teachers and their students to know how they are going.

Where to Next? Feed Forward

Teachers often provide knowledge, assignment or learning intents; students undertake tasks; and then some sort of consequence follows. More information, more work and more demands are frequently the result and the pupils learn that the answer to "Where to Next?" Is more. "The power of feedback, on the other hand, can be used to directly address this topic by providing data that leads to further learning opportunities. Enhanced challenges, more self-control over the learning process, better fluency and automaticity, more techniques and procedures to work on the tasks, deeper knowledge and more information about what is not understood are some of these possibilities". This feed forward question has the potential to have some of the most significant effects on learning.

Rather than working in isolation at each of the four levels, the above three questions usually work together. Feedback on "How am I Going?" Has the potential to lead to the completion of additional activities or the determination of "Where is I Going?" in relation to a goal. "Can you tell me where I'm going?" as Sadler (1989) effectively stated, the strength of feedback comes from bridging the gap between where students are and where they want to go. (From Sadler, (2013), Opening up feedback).

1.2.4.1 Characteristics of Effective Feedback

"To be effective, feedback needs to be clearing, purposeful, meaningful, and compatible with student's prior knowledge and to provide logical connections "(Hattie & Timperley, 2007, p. 104). Other characteristics are listed below:

A) Task specific: feedback must be specific because it is dependent on the learning context. When it comes to giving feedback, tangential chats are useless.

B) Self-regulation: through boosting self–efficacy and self-esteem, feedback should encourage the learner to self- regulate. This idea is related to instructing students on how to learn.

C) Low task complexity: feedback should focus on low-complexity tasks. Goals should be broken down into doable tasks to improve feedback effectiveness.

D) Timing: feedback time is not as simple as some may believe. Students benefit from quick feedback on the correctness of easy assignments. While students may prefer fast feedback, research shows that task process feedback benefits from a delay, giving students time to consider complex tasks before obtaining response.

E) Praise: the most common and ineffective form of feedback, praise negates the benefits of feedback. It should be utilized with caution because students love receiving private praise, even if it is falls shorts of the job specificity required.

F) Technological enhanced: When used correctly, technology can boost cooperation, social presence, dialogue, reflection, support learning principles and student satisfaction.

1.2.4.2 Criteria for Effective Feedback

When giving feedback to students, teachers should follow basic guidelines. Frey and Fisher 2011 argue that in order to be as effective as possible, teachers' feedback should be: Timely, Specific, and Understandable.

A) Timely:

"Feedback is more powerful when it is linked as a loosely as possible in time with student performance "(Banger et al, 1991 cited In Frey and Fisher, 2011, p. 71)". They suggest that learners should incorporate their receptive feedback into their next performance in order to enhance their output and that if they offer an additional assignment without receiving feedback on the previous job, they will miss opportunities to progress. After completing the assigned assignment, this method provides explicit and firm feedback that is both helpful and receptive.

B) Specific:

If the feedback is insufficient, the learners will not understand what they are supposed to do and will not be able to connect how they perform the activity to what they will have to do in the future. When feedback is explicit, learners are more likely to comprehend what they should do and what they will need to modify in the future, giving them the opportunity to improve their performance (Frey and Fisher, 2011, p. 72).

C) Understandable:

If feedback language is unclear to learners, it will have no impact on their future performance;

For example, a teacher can detect a student's reaction when he makes an ambiguous comment.

Furthermore, according Frey and Fisher (2011) posit that "Despite the time that teacher has taken into offering the feedback, the pupil is unlikely to learn "(p. 73) if the input is intelligible.

    D) Actionable:

Learners should be able to follow along with the information provided by their teachers. They should practice, update, improve and retry what they learn through feedback in this way. When a teacher reveals whether student's answer is accurate or incorrect, the latter has a negative impact on their performance; however, when a teacher provides data to his or her student with proper answers, the latter has a good impact on their performance (Frey and Fisher, 2010, p. 76). They demonstrate the positive impact of feedback in the following way: "Positive impact when teacher gave students with explanations regarding their correct and erroneous response "(Ibid).

1.2.5 Teacher Feedback

In the educational field, feedback is critical .It enhances learners' awareness of their errors and shines light on areas where competence and performance can be improved. According to News Media Research, feedback "must provide learners with the opportunity to appraise and evaluate their performance in connection to their revised work /learning techniques". To put it another way, creating the conditions for pupils to demonstrate their progress is a difficulty in feedback design. The content of the feedback may differ:

according to CIRT Website," It can vary in focus, function, clarity, specificity and tone". To put it another way, feedback must be clear and instructions must be appropriate to make the task understandable.

1.2.5.1 Evaluative and Descriptive Feedback

If offered correctly, feedback is extremely valuable. There are two types of feedback: evaluative and descriptive. First, in an evaluative one, the teacher provides feedback "in the form of grades or quick comments, for instance: well done", in other words, it does not provide detailed information about the writing. The second is descriptive one, according to which it is a type of feedback that provides pupils with precise, specific information on enhancing their learning. As the department of education and communities in Wales said: for example, the teacher gives specific directions on what to do and how to do in order to help his or her students develop their writing skills.

1.2.5.2 Feedback on Writing

During or after the writing process, feedback can be given. To begin with, feedback throughout the writing process "allows students to take feedback on board immediately and try to realize improvement during" (Ibid). In reality, it is more efficient and productive. Feedback after writing, on the other hand "is provided to students after writing" (Ibid). This type of feedback usually benefits outstanding pupils, but it is more challenging for struggling students.

"When reading student papers, teachers frequently asked themselves," how can I give my students the best feedback to help them improve their compositions? "The question is complicated by the fact that there is little agreement among teachers and scholars about how they should respond to the situation "writing students" (Fathman and Whalley, 1990, p. 178). According to K.Hyland, the most typical commentary, rubrics, correction symbols, taped commentary and electronic feedback are examples of feedback strategies.

a) Commentary:

This is the most common type of written teacher feedback. This method of providing feedback entails handwritten comments on students' papers. Commentary feedback is regarded as a response to the students' writing rather than an assessment of

their work. "If time allows, responses make take the form of both marginal and end comments. A comprehensive end note allows more space and opportunities for the teacher to summarize and prioritize key points and to make general observations on the paper"(Hyland, 2003, p. 180). Such feedback can be extremely beneficial and should aid students in avoiding errors in their final version.

b) Rubrics:

"The usage of cover sheets, which give forth the criteria that have been used to assess the assignment and how the student has fared in regard to these criteria, is a variant on commentary and commonly accompanying it on final drafts" (Hyland, 2003, p.181). Rubrics can be used for a variety of genres and are helpful in demonstration what the teacher looks for in a student's work.

c) Correction Symbols:

Correction symbols relate to the usage of correction codes like those proposed by Oshima and Hogue to indicate the types and locations of students' mistakes (1997) Correction codes is "normally done by underlining the mistakes and using some kind of symbol to focus the attention of the students on the kind of mistake they have made" (Byrne, 1988, p. 125). As a result, the coding strategy entails utilizing a variety of codes (either in the body or in a corresponding margin) to refer to various elements of language such as word, order, spelling and verb tense. Minimal marking is another name of correction symbols. Correction codes are a convenient approach to alert students about where they went wrong and " it is convenient to have a system of signals to the pupil in order to help him realize to know what he is looking for before he has acquired much proof -reading skill" Bright and McGregor (1998, p. 156). Correction codes help students to view writing as a talent that can be improved and they teach them how to look for flaws (Hedge, 2000, p. 316). The use of symbols allows students to recognize and remedy their errors. When students have made revisions to their written work, the feedback process is complete (Harmer, 2001, p. 112).

d) Taped Commentary:

The use of a tape recorder to record comments regarding students' writing and a mark on their papers to identify what the comment pertains to is known as taped commentary.

This not only saves time and adds variety, but it also gives learners with listening practice and aids those who prefer and aural learning method". It also reveals the writer how someone reacts to their writing as it progresses, where ideas are communicated, where ambiguity appears and where logic or structure fails (p, 182). Students may appreciate receiving feedback in this format since it is more personal and immediate than receiving written comments at the end of the work.

e) Electronic Feedback:

A lot of comments may now be delivered online, either through e-mailing comments to students is a great way to respond to their work as it progresses through several drafts, because students can include their tutor's comments or respond to queries as they work at their computers. "These new written feedback channels give teachers more freedom in their response methods, but convenience is likely to be the decisive factor in which ones are used". (p, 183).

1.2.5.3 Peer Feedback

According to Long (cited in Black , 2005, p. 15), "good discussion engages participants in a dialogical process that leads to increasingly sound well- grounded and valid understanding of a topic or issue". Learners improve their reflection and thinking skills through dialogue. As a result, students are seen as active participants in the formation of meaning through contact with peers (Black, 2005). However, neither interaction nor debate is sufficient to ensure that students achieve the key interaction of communicative competence learning. According to Black (2005, p. 15), most talks revolve upon sharing and comparing information, with little emphasis on language correction and analysis. Peer feedback is used as a technique of language development in this exploratory study. Students provide each other feedback on the quality of their language use. Learners can grow and learn from one another as a result of these feedbacks.

There are several advantages to using peer feedback in the classroom. It opens up new learning opportunities for both givers and recipients, as well as a sense of community that encourages connection (Mory, 2004). Learning occurs when students are asked to provide feedback one another and learners get a better understanding.

Meaningful interaction increases when students participate in a feedback process. Students are more satisfied with the course when they connect with their peers and with the content of the discussion (Swan, 1985). Peer feedback has the ability to improve the quality of conversation and as a result, the quality of target language learning. The ability to learn a language is influenced by receiving feedback. Furthermore, giving feedback to peers may be beneficial to pupils. "When asked to provide feedback to classmates, students must now read, compare or question ideas make improvements, or even reflect on how well one's own work is compared to others", according to Lin, Lin, Chiu, and Yuan (2001, p. 248).

According to McConnel, collaborative assessment pushes students away from relying solely or primarily on instructions to a "more autonomous and independent environments where each individual learns the experience, know -how, and skills to assess their own learning" (2002, p. 89). As a result, students are given the opportunity to reflect not only on their peers' work, but also on their own.

1.2.6 Teacher Using Feedback and Assessment

This tendency toward incorporating feedback and assessment for learning has resulted in a growing corpus of research, albeit more is needed, particularly in the EFL environment (Carless, 2006; Mutch, 2003). Teachers want their feedback to be effective because they spend so much time and effort composing it (Duncan, 2007; Ferris, 2003). Research has focused on what type of feedback to give (form or substance), notably in EFL writing, as well as how to give feedback (Myers, 1997; Newfields, 2003; Tribble, 1996; Wada, 2006). Several studies have looked at student reactions to instructor feedback, with some confirming the idea that students pay little attention to feedback and are mainly concerned with their grade (Chanock, 2000; Ecclestone, 1998; Hounsell, 1987). Other data show that students cherish feedback (Duncan, 2007; Taras, 2003; weaver, 2006); moreover they expect and believe they deserve it (Duncan, 2007; Taras, 2003; Weaver, 2006). (Higgins, Hartley & Skelton, 2002). However, most research suggests that, even when valued, feedback is not always beneficial to students or teachers as they would like (Carless, 2006; Gibbs & Simpson, 2004–2005; Hounsell, McCune, Hounsell & Litjens, 2008). Feedback has been chastised for being imprecise or ambiguous, as well as for failing to provide advice or guidance (Chanock, 2000; Murtagh & Baker, 2009; Weaver,

2006). There is evidence that teachers and students have very different perspectives on the effectiveness of the feedback process (Carless, 2006; Higgins et al., 2001; Mutch, 2003). All of which suggests that new ways of providing written feedback in the context of a more formative approach to evaluation are needed.

1.2.7 The Importance of Feedback through Assessment

When given correctly, Feedback on performance is often regarded as an important part of the learning process. People learn more quickly and profoundly if they understand their own strengths and weaknesses, as well as how to enhance their own performance in the future. Constructive feedback is one of the most important things anyone can do to help someone else learn. We all have the ability to impart information to others, whether we are students or teachers to others, whether we are students or teachers (Boud, 1991, p. 19). Feed forward is the term for the ability to impact future results. Feedback must not only identify the learner gap between actual and expected performance in order to provide feed forward but also give the data required to bridge the gap this additional knowledge is what makes the difference. When it comes to making assessments formative, this is crucial. Furthermore, when explicit instruction is provided to reduce the gap, the feed forward effect is amplified, and the focus of feedback shifts away from grades and toward learning.

Conclusion

We may conclude from what we have seen so far in this chapter that feedback is an important part of English language learning. Its main goal is to help students acquire various abilities and become more conscious of their mistakes. Furthermore, it creates a positive effect in the classroom by making students feel like their professors genuinely care about them; additionally, it improves students' ability to appraise their own knowledge and skills. However, for teachers, the most pressing problem is not the number of mistakes that must be rectified and dealt with in a timely manner, but rather what and how those mistakes should be corrected. Feedback should be given based on particular criteria, and it will be effective if learners respond positively. Effective feedback must be provided as means of not only commenting on the work completed, but also as a mechanism for establishing a structured pathway for student advancement and achievement. As a result, EFL teachers employ feedback as a tool to encourage pupils to

improve their learning. To sum up, to avoid ambiguous and difficult responses, teachers should ask students for their feedback preferences right at the first.

Chapter-TWO

Research Design

Introduction

After having conveyed possible theoretical background related to how teachers and students perceive feedback as an effective strategy to improve learning engagement. This chapter sets out the research design and the methodological procedures that have been adopted to conduct this research. It specifically aims to explain the methodology framework used to achieve the desired results. First, this chapter illuminates the focus of the study, highlighting the research aims. Second, it demonstrates the rationale behind opting for this research design aligning with research aims and questions. Then, it discusses the sampling strategy, the selection of the appropriate participants, and the reason behind these choices. Additionally, it describes the methods of data collection and the research tools that were employed to gather the necessary data for the study. After that, it addresses the analysis techniques that the authors justifiably went through to analyse and interpret data. Finally, this chapter uncovers any methodological limitations that could challenge the research design. It is worth noting that the designed and administered questionnaire and interview are demonstrated briefly at the end of the chapter.

2.1 The purpose of the Study

Our study mainly aims to get a deep insight into how teachers and students perceive feedback as a powerful influence on students' improvements. In particular, our objectives first and foremost explore the practices of feedback by teachers in terms of delivery and purpose, through a semi-structured interview. Secondly, an online survey was designed for students to check their emotions, thoughts, and actions responding to teachers' feedback. Based upon the findings gathered after analyzing and interpreting the collected data, it clarifies our understanding of the issue from different angles that helped us suggest and recommend particular solutions. On the one hand, for teachers to better amplify feedback opportunities to affect student learning engagement. On the other hand, to notify the learners about the role of feedback that could assist them to improve their performance and learning outcomes.

2.2 Research Design

As formerly mentioned, our research focuses on how teachers and students perceive feedback as a key- factor to improve learning performance. To develop our assumptions we needed to count on an appropriate research design that aligns with the

research aims and the research question, and specifically to ensure valid and reliable results.

The research design is the systematic outline that guides the research to success "...In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data." (Kothari, 2004, p.31). In other words, it identifies the suitable research methods to address the appropriate sample, data collecting instruments and data analysis tools. In our case, we opted for exploratory research to get a deep insight into how teachers and students perceive feedback assessment as a key factor to improve their learning performance. As it is known the study tends to gain a better understanding of the research problem without conclusive results, in other words, it opens other insights for a new research problem that can be the focus of future research.

2.3 Research Methods

The Exploratory research methods vary according to the data required and the nature of the study. There are mainly two methods that are broadly used in exploratory research, primary survey research methods and secondary research methods. As already planned, our data were directly gathered from the research subject because the focus of the study was to compel in-depth information about the topic. Primary methods were the convenient choice in which we managed to collect both qualitative and quantitative data to answer our research questions. Explorative research may be qualitative (Adams et al, 2007), quantitative or even a mix of (Tortorella et al, 2017), in addition, John and David (2018) claim that "more insight into a problem is to be gained from mixing or integration of the quantitative and qualitative data. This "mixing" or integrating of data, it can be argued, provides a stronger understanding of the problem or question than either by itself" (p. 294). A mixed-method approach was implemented as data collection tools and data analysis.

Exploratory research methods can be qualitative and quantitative according to the research nature and the data required for the research. Qualitative data was arranged to answer questions about meaning, beliefs, and attitudes towards a subject matter from small sample-sized respondents. However quantitative data is likely gathered in terms of numerical descriptions of opinions, thoughts, and perceptions from a wide range of

respondents. Particularly, our first research question expected qualitative answers to get in-depth information about how teachers practice feedback in the classroom; teachers were questioned through a survey semi-structured interview to seek out their views as leaders and experts in the field. As well as, quantitative answers were likely convenient to add more insights into students' opinions and thoughts of their teacher's feedback. The participant- students represented the target population by sharing their perceptions, thoughts, and opinions through a designed survey questionnaire.

2.4 Settings and Sampling

2.4.1 Population and Sampling

It is commonly known that investigating the whole extensive population is quite impossible for certain kinds of research. Sampling is the alternative tool when it is selected representatively from the entire population. The researcher intends to select a representative and specific sample that introduces the same interests and characteristics of the target population in which they align with the research objectives and the research questions.

This research targeted teachers and students of the English Sectin at Ibn Khaldoun University, Tiaret as a whole population; however, it was narrowed to eight teachers of our English department and sixty first-year LMD students. We addressed teachers of the English language since they are leaders and guiders as well as providers of feedback, further, first-year students as First Generation University students are exposed to instructions, guidance, and different commentary about their further learning goals. This selection was based on the non-probability sampling method; convenience sampling was a better strategy to reach teachers because they were available and accessible during research. Additionally, the participant students were purposefully assigned to our exploratory research goals.

2.4.2 Setting

This research was carried out at the English department of Ibn Khaldoun University, Tiaret. It was accomplished during a period from February to June of the academic year 2021-2022.

2.5. Research instruments

During this research a semi-structured interview was administered to teachers of the English department of Ibn Khaldoun University, tiaret to gather information about their perception of practicing feedback in the EFL classroom. Teachers were interviewed in-person and it took place at the level of our English department, it lasted 20 to 30 minutes. As a second instrument, an online survey questionnaire was designed for first-year LMD students to explore students' opinions about the feedback provided by their teachers; it was delivered on social media to official groups of the first-year LMD students of Ibn Khaldoun University, tiaret.

Both survey questionnaire and interview are important research tools for this research; they help gather evident data about human participants concerning their beliefs, attitudes, feelings, and thoughts about the topic. Both instruments include questions that are designed to answer the research questions through

Participants' contributions, however, each method has different objectives and design process.

2.5.1 The survey /Questionnaire

"Surveys have been used for a long time as a tool for data collection. A standardized questionnaire with closed or open-ended questions is sent to the selected sample of respondents. Surveys find use in descriptive, explanatory as well as exploratory research. Surveys are also suitable for accessing a large number of participants and asking standardized questions." (Adams et al, 2007, Babbie, 2013, Israel, 2007, as cited in Jain, 2021).

The researchers created and administered an online survey questionnaire to first-year LMD students to gather more insights into the subject matter. The questionnaire contained a mixture of close-ended and open-ended questions: close-ended questions covered possible answers about the topic, respondents were only expected to select the appropriate options. Furthermore, the researchers included open-ended questions to give respondents the chance to express their ideas and opinions. The survey questionnaire was created online using Google Forms website, and the link for the online form was distributed to official groups of first-year LMD students on social media. The online

survey was easy to reach and helpful for students while some participants had the chance to ask the researchers for more explanations and illustrations when it was necessary. Only forty respondents contributed to the survey however responses were well- received, as participants were flexible and honest. In the end, plumping for the small size of participants was due to the nature of the exploratory project and its objectives.

2.5.1.1 The Purpose of the Survey Questionnaire

The survey questionnaire aimed to explore how students make sense of and use feedback. Particularly it focused on how students felt and what they thought about the feedback they had received over the course of their studies; how they understood it, they engaged with it, and if and how they act on it.

2.5.1.2 The content of the survey questionnaire

The Survey questionnaire contained seven questions, six closed-ended questions designed as multiple choices in which they were asked to tick the appropriate box, and five-point Likert scales to rate the included items in terms of how much they agree or disagree with the statement. The last question was open-ended as a follow-up question to the previous one to get more explanation about the answer, in which respondents answer in their own words.

Question one: in what forms do you receive teachers' feedback?

This question is about the ways teachers provide or deliver feedback to students. What feedback do communications codes convey over lectures?

Question two: how much do these emotions describe your feeling when you receive feedback?

This question addresses the emotions and feelings elicited from the feedback. It refers to the affective consequences of the provided feedback; it could be positive or negative, motivated or demotivated.

Question three: what do you consider your teacher's feedback?

This question is asked to find out how students interpret the feedback they receive and how they make sense of it. Mainly how they judge and consider that feedback.

Question four: what is the aim of your teacher feedback?

This question aims to investigate how students understand the purpose of the teacher behind giving feedback, as they evaluate feedback purposes and the messages derived.

Question five: how do you respond to the feedback you receive?

This question targets students' reactions to the feedback they receive, what decisions they make towards that feedback, and if they use it and how.

Question six: do you think that feedback helps you attain better results?

This question has a binary answer; addresses students' perceptions and opinions about feedback and to what extent feedback is important for the learning process to improve their performance.

Question seven: If yes how might it be preferable for you to receive feedback?

This question is a follow-up to the sixth question that aims to get more explanation about their interest in receiving feedback as well as how likely they prefer it to be.

2.5.2 The Interview

The interview is a vital data gathering technique involving verbal communication between the researcher and also the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme, or situation (Carolyn, 2006). An interview may be a conversation between the researcher and therefore the participant, within which the interviewer guides the interview by asking questions to the interviewee; it may be face-to-face or telephonic communication. The main aim of the interview is to elicit in-depth information on the subject. Furthermore, interviews are powerful data collection tools in an exploratory project that intends to develop a deeper understanding of respondents' beliefs, behaviours, and feelings towards certain events. Interviews have been recommended as one of the suitable data collection tools in the literature (Adams et al., 2007, as cited in Jain, 2021).

The selection of this data collection tool was based on the nature of the required data to develop the research project. The authors managed in-person interviews with teachers of our department that would provide more details and clarifications to keep on the interview due to the open-ended nature of questions. The questions were semi-structured because it is more flexible to ask follow-up questions at the appropriate time.

According to Silverman (2013, as cited in Baten & Amadi, 2020) "Usually the interviewer will have a prepared set of questions, but these are only used as a guide, and departures from the guidelines are not seen as a problem but are often encouraged". In other words, the interviewer may add extra questions on sections or some points that were overlooked or not answered by the interviewee.

Teachers accepted to participate in a recorded interview, which lasted between 20 to 30 minutes according to how teachers went into answering the questions, and some teachers were sufficient with concise answers however other teachers went into highlighting their points with illustrations and stories.

2.5.2.1 The Purpose of the Interview

The semi-structured interview was conducted to explore teachers' practices of feedback, and the way they provide it to students' performance. Particularly investigating how they measure students learning through assessment, what are the kinds of feedback they provide, what points they focus on when delivering feedback, what are their beliefs and perceptions about the feedback role, and if they achieve to practice it.

2.5.2.2 The Content of the Interview

The interview was qualitative and open-ended by nature, open-ended questions were not set in order, rather, there were follow-up questions presented according to each interview that helped to develop more details and explanations about the topic.

Guiding questions:

➢ How do you measure students' learning achievements?
➢ What are the assessment criteria you implement?
➢ Do all students have the opportunity to receive feedback?
➢ What is the kind of feedback you provide?
➢ What points do you focus on when you give feedback?
➢ Are feedback purposes related to learning and success criteria?
➢ Feedback in your classes is it one-sided feedback?
➢ Do you provide the same feedback to all students?
➢ What are students' actions taken as a result of your feedback?
➢ What is the good feedback you believe can be beneficial the most?

Follow-up questions:

➤   How do you reward your students?

➤   What is feedback role in improving performance?

➤   How does feedback help to achieve learning objectives?

➤   What is the situation with low-level students concerning feedback?

➤   How brilliant students receive feedback?

➤   What are the evaluative comments you give?

2.6 Data Analysis Methods and Procedures

2.6.1 Quantitative Data Analysis Procedures

The value of statistical information is defined as quantitative data analysis; quantitative data is primarily based on numbers, calculations, and statistics. Quantitative data is gathered to answer research questions based on the how and what questions.

Quantitative data were gathered using an online survey questionnaire created in Google Forms, with the results typically organized statistically. The quantitative analysis depended on the following steps:

A)   The researchers generated the data from the Google Forms database, where it is affordable to organize data in a spreadsheet with Google Sheets.

B)   The researchers created a spreadsheet and they transferred it to Excel 2016 software, where the data was inserted to calculate percentages and averages from the data.

C)   After calculating the data, the results were summarized and transformed into tables and charts to make it easier to manipulate. An apparent overview was found to answer the research questions and was ready to report.

D)   Reporting data was the last step; it was based on observing the tables and the graphs, then reporting findings for each research question.

The previous analysis steps included all of the survey questionnaire's closed-ended questions; however, the final question was an open-ended question, and the data were analyzed as follows:

a)   Researchers have read through the provided answers several times to get a sense of what has been said.

b)   The themes and categories were extracted from the participant's responses.

c)   The researchers sum up the results into a generating rubric.

2.6.2 Qualitative Data Analysis Procedures

The major sources of qualitative data may be observations, interviews, questionnaires, physical traces, document reviews, and audio-visual materials (Patton, 2002; McMillan & Schumacher, 2014, as cited in Ngulube, 2015). These Qualitative data refers to non-numeric data, instead, it focuses on interviews transcripts, videos, images, texts, and other observational data. These data need to be analyzed by identifying patterns, themes, and ideas in which the researcher tries to describe and summarize necessary information to incorporate within the interpreted findings. According to Bryman and Bell (2017), qualitative data analysis is divided into five categories: content analysis, narrative analysis, discourse analysis, framework analysis, and grounded theory. Depending on our research aims, objectives, and research questions that involve understanding people's experiences, beliefs, and opinions on a particular topic, thematic analysis was the suitable choice. In addition, Thematic analysis is "possibly the most widely used method of data analysis, but not "branded" as a specific method until recently" (Braun & Clarke, 2013, p.175, as cited in Ngulube, 2015). Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006, as cited in Kiger & Varpio, 2020).

Thematic analysis is a mainly systematic process of analyzing and considering what participants have said in the interview, in which the researcher attempts to detect codes, patterns, concepts, and themes of the transcribed data. According to (Kvale and Flick 2009, as cited in Baten & Amadi, 2020) data transcription is one of the most important steps before data analysis. Data was collected from a face-to-face recorded interview; the interview was transcribed correctly concerning written forms as illustrated in the appendices. Then, we started directly analyzing the interview transcripts. In our case research, we followed a guideline for how to analyze the interview, according to (Clarke & Braun 2006, as cited in Armendariz, 2017) their method of analysis consists of six steps: become familiar with the data, generate initial codes, search for themes, review themes, define themes, write-up.

Step 1. Become familiar with the data:

"Familiarizing yourself with your data is focused on reading and re-reading the data, noting down initial ideas" (Braun & Clarke, 2006, p. 87, as cited in Armendariz, 2017). First, we transcribed each participant's interview, and then we read and re-read the transcripts to be able to identify codes and patterns, taking notes was an important step in the process to facilitate analysis and interpretation.

Step 2. Generate initial codes:

This step is called coding, where the analyzing process just began. After reading and comprehending the transcripts, the next step was highlighting the interesting statements, phrases, or words that represent an interesting theme or an idea related to the research questions. The coding process was done manually in a word document where the researchers created a table grouped into separate sections, in which codes and patterns fit each section.

Step 3. Search for themes:

Themes are a broader concept compared to codes; themes could combine several codes that fall for the same idea. In this phase of analyzing data, we managed to associate each code with a significant theme.

Step 4. Review themes:

This step concerns revision of the previous step of identifying themes. In other words, we looked over the coherence of selecting codes and themes to represent relevant data, did the placement of codes fits into a certain theme, and what and how many themes could be mentioned according to their relevance to data.

Step 5. Define themes:

The names of themes to be included in the final report are reviewed to ensure they are brief and adequately descriptive (Braun and Clarke 2006, as cited in Kiger & Varpio, 2020). The researchers named each theme according to what it was about and how it described a certain idea. The researchers identify a specific and descriptive name for each theme to avoid complexity and ambiguity.

Step 6. Write-up:

This phase indicated the last step of analyzing data. We reported our analysis as the final description of the results; the interpretation was narrative, concise, and coherent in relating to the research questions, we reported each theme with arguments about the final data. Furthermore, we quoted what participants said in the interview to demonstrate our findings.

2.7 Research Limitations

One of the factors that limited our research methodology is selecting a strong research design for the study since it is conducted for the first time in our faculty. The other factor is the analysis of data, it was challenging for both quantitative and qualitative data analysis. Overall, we managed to achieve the proper research design for the research topic. The data collected were as expected and satisfying to cover research aims, objectives, and research questions. Additionally, the researchers succeeded in analyzing data through an accurate guidelines throughout the data analysis process.

Conclusion

This chapter covered all the methodological processes of our research project, according to the nature of the study and the theoretical framework exploratory research design was likely to align with the research objectives and the research questions, which coped with the research focus concerning how teachers and learners perceive feedback as a powerful key to learners' improvements.

Chapter-Three-

Results and Discussion

Introduction

This study aimed to get deeper insights into teachers and students practices and perceptions of feedback. A survey questionnaire was conducted to students to collect data about how they responded to the feedback they receive, however a semi-structured interview to elicit data about teachers practices of feedback. The data gathered were both quantitative and qualitative. Therefore results and finding provided by participants shed the light on the actual students' response and teachers' practices of feedback in the current research.

3.1 The Results of the Survey Questionnaire

The data obtained from the survey about the students' responses to teachers' feedback is reported using both percentages and frequencies.

Question 01: In what forms do you receive teacher's feedback?

Figure 1

Students' Preferences Concerning Teachers' Feedback

	Facial expressions	Advice	Written documents	Grades/ marks	Rating feedback
Colonne1	11	26	16	12	15
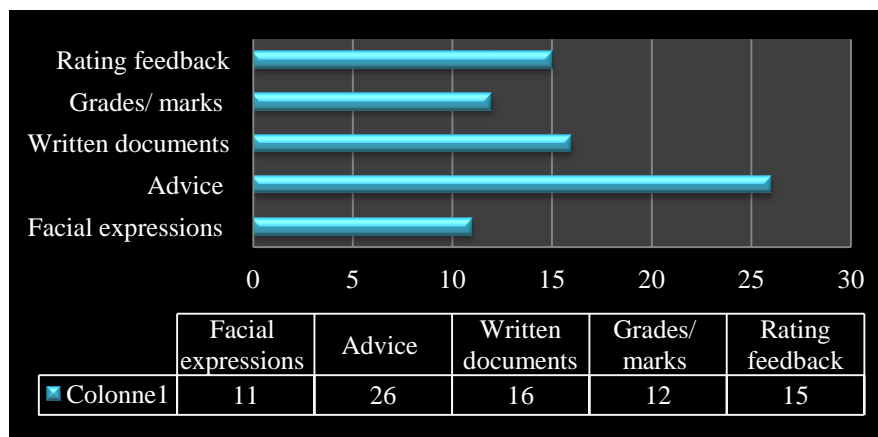
Figure 3.1 shows the forms of feedback that students receive from their teachers.

The analysis of figure 3.1 shows that 11 students out of 40 receive feedback from their teachers through their facial expressions. 26 students said that their teachers tend to provide them with pieces of advice. 'Written documents' - as a tool to deliver feedback – was selected by 16 students. Only 12 students said that teachers give them feedback via

their grades and marks, while 15 students selected the rating feedback (very good, excellent, etc ...

This means that teachers do not stick to only one way to provide their students with feedback. Their way of providing it may also change depending on which student they are evaluating/ assessing.

Question 02: Please rate each of the following items in terms of how much these emotions describe your feeling when you receive feedback?

Table 1

Students' Feelings When They Receive Feedback

Emotions	Number/%	Not At All	Very Little	Some What	Highly	To A Great Extent	Total
Sad	N	17	17	6	0	0	40
	%	42.5	42.5	15	0	0	100
Ashamed	N	14	20	4	1	1	40
	%	35	50	10	2.5	2.5	100
demotivated	N	17	12	8	2	1	40
	%	42.5	30	20	5	2.5	100
Proud	N	6	10	10	8	6	40
	%	15	25	25	20	15	100
disapointed	N	12	21	6	1	0	40
	%	30	52.5	15	0.5	0	100
motivated	N	0	8	14	12	6	40
	%	0	20	35	30	15	100
Happy	N	2	10	12	10	6	40
	%	5	25	30	25	15	100
Strong	N	1	7	11	7	14	40
	%	2.5	17.5	27.5	17.5	35	100
Weak	N	19	13	5	1	2	40
	%	47.5	32.5	12.4	2.5	5	100

Table 3.1 shows the degree of certain emotions that students tend to have when they receive feedback from their instructors.

1- **Sadness:** 42.5% of students said that they do not feel sad at all or very little when they receive feedback. Only 15% said that they feel somewhat sad.

2- **Shame:** the vast majority students (35% + 50% = 85%) said that they either do not feel ashamed at all or very little when given feedback. Only 10% stated that they feel somewhat ashamed and 5% are divided between feeling highly ashamed to feeling it so to a great extent.

3- **Demotivation:** The majority of students said they do not feel demotivated by teachers' feedback or feel so very little. On the other hand 20% of students reported that they do feel somewhat demotivated. Only 5% said that they feel highly demotivated and 2.5% are demotivated to a great extent.

4- **Pride:** when it comes to this particular sensation, the results were somehow 50/50. The first half of students said that they do not feel proud at all or only feel it very little, while the second half said that they somewhat feel so to feeling it to great extent.

5- **Disappointment:** the vast majority said that they do not feel disappointed or feel so very little when receiving feedback. 15% of students stated that they feel disappointed when they receive feedback, and only 2.5% said they highly feel disappointed when they are given feedback.

6- **Motivated:** 20% of students said that they feel very little motivation when teachers give the m feedback. The rest is divided as follows: 35% feel somewhat motivated, 30% feel highly motivated, and 15% feel motivated to a great extent.

7- **Happiness:** 30% of students are divided between not feeling happy at all and feeling so very little when their instructors give them feedback. The remaining 70% is divided as follows: 30% feel somewhat happy, 25% feel highly happy, 15% feel extremely happy.

8- **Strength:** the majority of students said that they do feel somewhat strong / strong to a great extent. Only 19% reported that they either do not feel strong at all/ very little strong.

9- **Weakness:** when it comes to feeling weak, the majority of students said that they do not feel weak at all/ very little weak. The minority reported that they feel somewhat/ highly weak when they receive feedback.

These results indicate that the feedback teachers give to students stimulates both positive and negative feelings. The positive feelings are linked to positive feedback and vice versa. Another thing illustrated from these results is that the negative feelings are not as intense as the positive ones are. This means that students are highly aware of why teachers are

giving them feedback so they do not really get bothered because of it, or, simply, the students are careless about what their teachers say.

Question 03: what do you consider your teacher's feedback?

Table 2

Students' View of their Teachers' Feedback

Option	Number /%	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Personal	N	10	11	12	2	5	40
	%	25	27.5	30	5	12.5	100
Related to the issue	N	5	4	19	10	2	40
	%	12.5	10	47.5	25	2.5	100
Positive	N	3	2	15	14	6	40
	%	7.5	5	37.5	35	15	100
Negative	N	11	13	13	2	1	40
	%	27.5	32.5	32.5	5	2.5	100
Appropriate	N	5	5	15	10	5	40
	%	12.5	12.5	37.5	25	12.5	100
inappropriate	N	13	15	8	2	2	40
	%	32.5	37.5	20	5	5	100
Specific	N	4	8	15	10	3	40
	%	10	20	37.5	25	7.5	100
Aimless	N	14	13	10	3	0	40
	%	35	32.5	25	7.5	0	100
Easy to understand	N	3	4	9	20	4	40
	%	7.5	10	22.5	50	10	100
confusing	N	8	13	10	7	4	40
	%	20	32.5	25	17.5	10	100

Table 3.2 includes some criteria related to teachers' feedback and the students' opinion regarding these criteria.

1- Personal: 30% of students stated that they are neutral about this particular option. 52.5% is the sum up of students who strongly disagree/ disagree. 5% agree that their teachers' feedback is personal, while only 12.5 strongly agree.

2- Related to the issue: almost half of the students are neutral. The remaining half is divides as follows: 12.5% strongly disagree, 10% disagree, 25% agree, and 2.5% strongly agree.

3- Positive: half of the students either strongly agree/ agree that their teachers provide them with positive feedback. The remaining 50% is divided as follows: 37.5% neutral, 5% disagree, and 2.5% strongly disagree.

4- Negative: more than half of the students' sample strongly disagree/ disagree with their teachers' feedback being negative. The rest reported the following: 32.5% are neutral, 5% agree, and 2.5% strongly disagree.

5- Appropriate: 25% is the sum up of those who strongly disagree/ disagree with their teachers' feedback being appropriate. 37.5% are neutral, while 25% agree, and 12.5% disagree.

6- Inappropriate: the vast majority strongly disagrees/ disagrees on this. 20% are neutral. The remaining 10% is evenly divided between those who agree/ strongly disagree.

7- Specific: 37.5% are neutral. 30% is the sum up of those who strongly disagree/ disagree. 25% of students agree and the remaining 7.5% strongly agree.

8- Aimless: 67.5% is the sum up of those who strongly disagree/ disagree. 25% are neutral, and 7.5% agree.

9- Easy to understand: 22.5% are neutral. 17.5% strongly disagree/ disagree. 60% is the sum up of those who strongly agree/ agree.

10-   Confusing: 25% are neutral. 52.5% strongly disagree/ disagree. 17.5% agree, and only 10% disagree.

These results represent a detailed description on how students view their teachers' feedback. Quite a noticeable number of the participants opted for neutral in many options this might be because they do not have a clear understanding of their teachers' feedback. Nevertheless, quite a large number also linked it to a set of good criteria, such as positive, problem related, easy to understand, etc …. This does not neglect the existence of those who correlate the teachers' feedback with negative criteria.

**Question 04*:* what is the aim of your teacher's feedback?

➢ **Option 01:** to provide clear information about what you should do next

➢ **Option 02 :** to give suggestions of some helpful sources

➢ **Option 03:** to value your efforts done in the work

➢ **Option 04:** to give an ongoing feedback to raise the chance of improving in the next task

➤ **Option 05 :** to guide you understand the task requirements

➤ **Option 06:** to emphasis on the correct answers rather on the incorrect answers

➤ **Option 07:** to suggest several possibilities to solve a task

➤ **Option 08:** to criticize you personally rather than your work

➤ **Option 09:** to discuss future elements that you deal with next

➤ **Option 10:** to mention your strengths and support you to give more

Table 3

The Aim behind Teachers' Feedback

Option	Number/%	Not at all	Very little	Some what	Highly	To a great extent	Total
1	N	5	4	12	15	4	40
	%	12.5	10	30	37.5	10	100
2	N	3	7	9	14	7	40
	%	7.5	17.5	22.5	35	17.5	100
3	N	0	7	11	12	10	40
	%	0	17.5	27.5	30	25	100
4	N	4	6	9	17	4	40
	%	10	15	22.5	42.5	10	100
5	N	1	8	10	16	5	40
	%	2.5	20	25	39	12.5	100
6	N	4	6	14	8	8	40
	%	10	15	35	20	20	100
7	N	4	11	11	11	3	40
	%	10	27.5	27.5	27.5	7.5	100
8	N	16	9	9	6	0	40
	%	40	22.5	22.5	15	0	100
9	N	5	6	11	11	7	40
	%	12.5	15	27.5	27.5	17.5	100
10	N	5	6	7	12	10	40
	%	12.5	15	17.5	30	25	100

Table 3.3 consists of a set of possible goals lying behind the teachers' feedback where students have to react on and express their opinion.

The top three goals that students highlighted as 'highly/ to a great extent' are:

1- Option 03 and option 10 were chosen by the vast majority of students (55%): to mention your strengths and support you to give more and to value your efforts done in the work.

2- Option 02 and option 04 were both selected by 52.5% of students: to give suggestions of some helpful sources and to give an ongoing feedback to raise the chance of improving in the next task.

3- Option 01 was selected by 47.5% of students: to provide clear information about what you should do next.

These results can be taken as a positive sign demonstrating that the majority of the sample does understand that teachers' feedback only serves their benefits.

Question 05: How do you respond to the feedback you receive?

Please choose the statement that is relevant to you (you can tick more than one statement)

➢ **Statement 01:** you ask for more details when the feedback is insufficient
➢ **Statement 02:** you take the negative feedback as a motive to improve next
➢ **Statement 03:** you pay attention to the mark and neglect the comments
➢ **Statement 04:** you protest for the mark when it is unpleasant
➢ **Statement 05:** you work on each element pointed by the teacher
➢ **Statement 06:** you opt to receive more criticism to improve achievements
➢ **Statement 07:** you are not interested about any feedback
➢ **Statement 08:** you accept the positive notes and you ignore the negative ones

Figure 2

Students' Responses to Teachers' Feedback
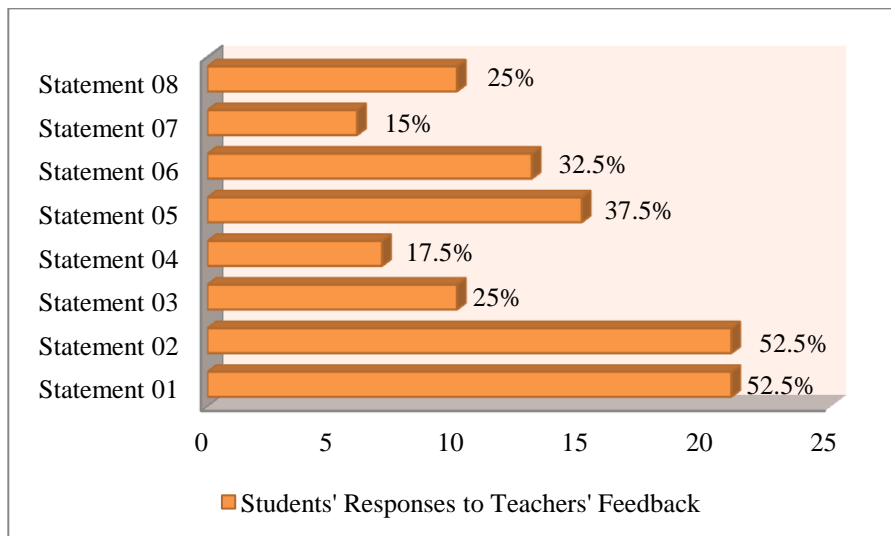
Figure 3.2 reveals students reactions towards teachers feedback.

The analysis of figure 3.2 illustrates that 52.5% respond to insufficient feedback by asking for extra details. On the other hand, 52.5% also said that their response would be taking the negative feedback as a motive to get better. 25% of the students reported that they only give their attention to the mark they get instead of the remarks that come with it. 17.5% of the sample stated that when they get an unpleasant mark they tend to protest. 37.5% said that they take what the teacher says seriously by working on every single element he/she highlights in their feedback. 32.5% said that they like to search for more criticism in order to improve their achievements. Only 15% said that they are careless about any sort of feedback. Last, but not least, 25% stated that they only accept the positive remarks and tend to ignore the negative ones.

Question 06: Do you think that feedback helps you attain better results?

Figure 3

Students' POV regarding the Efficiency of feedback
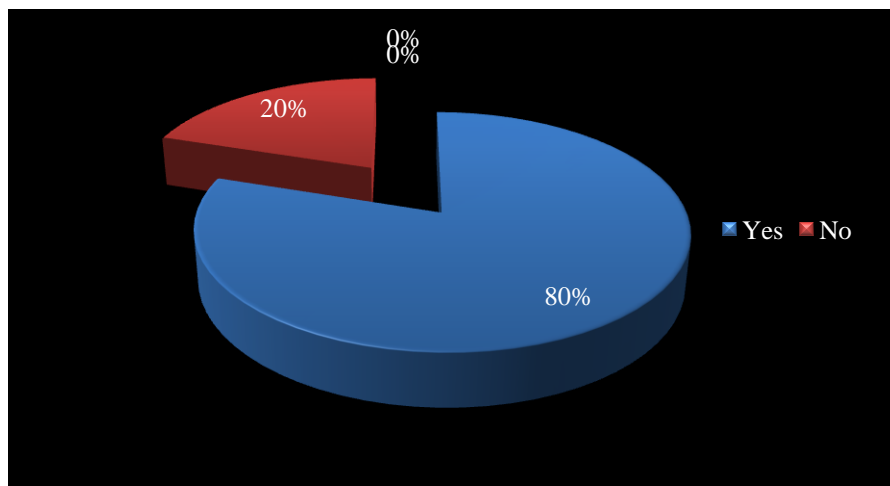
Figure 3.3 shows their agreement about feedback effectiveness upon their learning improvements.

      The analysis of figure 3.3 illustrates that 80% of students do believe that feedback could help them attain better results and improve, while the remaining 20% reported that they do not believe so. This means that the majority of the sample is aware of the significance of teachers' feedback in the teaching-learning process. Moreover, it indicates that they need feedback in order to know what is there to improve.

Question 07: If yes how might it be preferable for you to receive feedback?

The answers of the 32 students who said that they think feedback help them attain better results fall under these rubrics:

➢ Getting positive/ constructive/ motivating feedback in the classroom.

➢ Getting negative feedback consisting of somewhat harsh language because it motivates them more.

➢ Getting the feedback individually through a private conversation between the teacher and student or an email is more effective.

➢ Getting feedback indirectly via a collective discussion in the classroom.

3.1.1 The Discussion of the Survey Questionnaire

The section beneath is dedicated to discussing the results obtained from the survey about the students' responses to teachers' feedback. At the very end, the discussion will try to either validate or reject the hypotheses formulated at the onset of this research.

To begin with, the analysis of the first question revealed that the top three forms in which students receive feedback are advice, written documents, and rating feedback (like, very good, excellent, etc.). This means that students are able to notice and recognize the forms their teachers use to provide them with feedback. Said differently, students can notice that their instructors have multiple ways to express their satisfaction or dissatisfaction. Furthermore, the fact that instructors rely on different ways of giving their feedback illustrates that they shift from one type of assessment to another; they do not rely on the summative assessment only or the formative assessment only. Here, we can shed light on the first hypothesis of this study and say that it is confirmed. Teachers provide feedback to their students by shifting from one type of assessment to another depending on the teaching/learning situation.

To reinforce the aforementioned result, in questions 02 and 03, students described both their feelings when they receive feedback and the feedback of the teachers themselves. The descriptions of both aspects varied. First, depending on the kind of feedback they get, students' feelings shift from positive ones, like being proud, motivated, and happy, to negative ones, like feeling sad, demotivated, disappointed, etc. Second, they described the teacher's feedback by pointing out a set of both negative and positive criteria in addition to their extent or degree. The positive ones were that teachers' feedback is often related to the issue, easy to understand, and appropriate. The negative criteria were ones like being confusing, aimless, and personal. Moreover, in question 04, the students highlighted the aims they thought correlated the most with their instructors' feedback. The vast majority reported that their teachers give them remarks in order to mention their strengths, encourage them to give more, and value their efforts. The students also opted for the rest of the provided aims, just with different percentages. Taking all these findings into consideration, we can clearly see that teachers do use different ways to give feedback by shifting from one type of assessment to another. A soul way to give remarks would not stimulate all those kinds of emotions within students, nor would it be able to have different

aims or meet both negative and positive criteria. As a result, the first hypothesis is 100% valid.

Concerning the ways students opt to use when they respond to feedback, they are quite numerous. The participants selected all the provided forms in the survey at different percentages. To illustrate, almost half of them said that they ask for extra details when the feedback is insufficient. Also, they take the negative feedback as a motive to improve. Some stated that they do not care about any kind of feedback, and others said that they even ask for more. So, there is not a single way for students to react to feedback. The way they opt for may change depending on different variables, like the teacher giving them feedback, the subject they are studying, their motivation, and their mental and emotional state at that moment, and most importantly, the type and characteristics of the feedback. So, as a conclusion to this section, the second hypothesis of the study is valid – students do ask for more adjustments and details concerning the feedback they receive. However, the hypothesis is inconclusive as it fails to cover or include all the various ways in which students may or can respond to feedback.

Finally, in question 06, students were asked whether they thought feedback helped them attain better results. The data revealed that the majority of students do consider it an efficient element in the process of learning; it helps them improve and achieve better results. Moreover, question 07 revealed that participants vary in their tendencies when it comes to the feedback they like to receive. Some stated that they would rather get positive constructive feedback because it motivates them, while others said that it is the negative feedback that does the job for them. Moreover, a portion of the participants expressed how they have no problem with receiving their feedback publicly, in contrast to others who specifically stated how they like to get remarks in private. In this respect, we can say that hypothesis number 3 is valid to some extent only. Said differently, students do like to get the kind of positive feedback that motivates them. However, in other cases, students would prefer negative feedback as it motivates them more than positive.

3.2 The Results of the Semi-Structured Interview

The analysis was based on the thematic analysis process, in terms of identifying themes to show results about the research question.

Theme 1: assessment practices

Most of the teachers referred to different types of assessment that are required for the teaching and learning process. They managed to apply diagnostic assessment to check their students' needs through the diagnostic test before starting teaching; they also went for practicing formative assessment through classroom discussion, verbal communication, and written tests. And the final examination is the summative measurement tool at the end of the academic year.

"You are going to inform your teaching. What I mean by informing your teaching is that your students' needs will guide the way you are going to be teaching. And then here, if you can see there is a triangulation between teacher assessments, learning, you teach them, then you give them the activity, you assess them, you obtain the evidence to obtain the data, and then you inform their learning" (T.2)

"We are required to do a diagnosis. For example, a diagnostic assessment is at the beginning of the session. It's like we may say it's a short test to check or to verify the background knowledge of these students, at least to be able to prepare a program or a lesson plan or a course that suits the learner's needs. As for the formative assessment, we always do that. It is part of their TD mark. Then eventually we've got the examination. This is the last part, it is summative assessment" (T.8)

In addition, they stated that assessment is based on many criteria. The point of focus was both on the oral and written performance of students, such as communicative skills, writing skills, and their ability to understand and practice what they have learned. Additionally, they concentrate on the language style, the content and the structure of the language studied to measure learners' capacities and their knowledge of the subject matter.

"They are asked to try to understand the meaning of the text and from understanding the meaning of the text, they can form sentences rather than giving those sentences and then they combine them. Here, we don't only measure the ability of the student to make types of sentences, but here we measure their ability to understand the message of the reading text and at the same time their ability to identify relationships mentioned indirectly in the text. Yes. And the third aspect, of course, is the ability to practice written English" (T.2)

"The assessment criteria that I focus on are essential. Doing or preparing for exams. I focus on the essential points that I explain in the classroom. And I test, for example, the capacity of memorizing, the capacity of reciting or rewriting things that I give them" (T.7)

Theme 2: providing feedback

Sub-theme 1: forms of feedback

Results revealed that teachers mainly provide feedback in two forms namely oral and written feedback. The oral feedback practiced by teachers is revealed in the form of classroom feedback which takes place immediately at the level of classroom discussion, teacher-learner, and learner-learner interaction, saying a word of support and motivation. However, teacher-written feedback was widely given in a sort of written comments and remarks on examination papers, and shortcoming sessions, besides providing marks and pluses on a particular practice.

"Through feedback in the classroom, you know, saying words to support the students and to make them feel good about themselves sometimes or give them homework to do. Sometimes they write things and they come to me and I correct them. Sometimes they speak and then you assess them right on the spot time" (T.3)

"More in an oral way, it is face to face communication where we just give some hints about how to encourage them or motivate them or not. Written one is not focused on it because basically, we do not have learners written efforts or personal efforts. That's why we just focus on what is oral since we are dealing with classroom interactions" (T.5)

Sub-theme 2: types of feedback

The interview data showed that both negative and positive feedback was provided, and positive feedback was exposed in the way teachers support and encourage their students and motivate them to improve their performance, other teachers mentioned that students are welcome to ask questions for more clarification. However, negative feedback was present in a specific situation where teachers blame students for blending and failing to answer.

"The good feedback should be in a way or sort of a friendship. Why not support a positive one? I would not make the student feel that he is out or I would make him feel that he has

attained a 50% or half of what is expected from him. So that to encourage him to do more, even if he has not attained that percentage." (T.5)

"I try to be sometimes positive, but sometimes I get annoyed when I'm when I keep repeating myself." (T.2)

"Sometimes I blame them; sometimes I praise them, rewarding them. Rewarding is limited to giving marks pluses to encourage them, especially if they do if they achieve higher results. So it depends. It depends on the situation." (T.8)

There were other types of feedback evaluative and descriptive feedback that was revealed in the results. Evaluative feedback was demonstrated in the forms of grades and marks, some teachers reward their students with marks and pluses as they praise them with evaluative comments such as well done, good job to raise their spirit to do better. The other type was descriptive feedback provided in terms of identifying strengths and weaknesses of students, judging their performance and attitudes, and otherwise proscribing and identifying problems to students while imposing alternative solutions and guiding them to improve their performance.

"Reward them through marks because if you even if they don't do better sometimes in the exam, because test exam written is not evaluation, sometimes they are stressed, sometimes they are not on focus. But I don't deprive them of getting a mark because if I don't give them that mark, they will become demotivated" (T.4)

"Surfing on the Web is the most prevailing advice we offer for students, then giving titles of books, encouraging their efforts. Voluntary efforts are also another way of just expecting them to act well and do more than what they are. As you say, imprisoned, present in prison, in the classroom. We want them to do out of the classroom outset" (T.5)

"There is something very important for improvement, what we call feed forward. It is not only proscribing or identifying the problems to students, but at the same time you should tell students how to improve this." (T.2)

Sub-theme 3: source of feedback

As reported in the results feedback can be given from different sources, teachers mentioned that they practice feedback classroom where feedback comes from teachers to students and between students themselves. They provide the opportunity to exchange

feedback through classroom discussion and engage students in debates. Additionally, teachers considered students' feedback specifically on their way of teaching thus they reflect on themselves and improve their performance.

"We try to give the chance to our students to correct themselves or to provide feedback to one another. Then we prefer peer feedback or classroom feedback. Then the teacher role comes at the end." (T.6)

"I would always ask for their opinion on the way they were taught that module. So I would ask for separate pieces of paper, for instance. Then they would tell me what they think, and I use it for the coming years to improve" (T.3)

"It is about students themselves. So what we do is that when we have presentations, when we have group work, students go to the board and then they present and I create a discussion. Okay, so not kind of a discussion, but more of a debate. While those who researched a certain topic, they face their classmates and then they exchange questions, answers, feedback" (T.3)

Theme 3: challenges to providing feedback

Sub-theme 1: subject of the study

As teachers reported that providing feedback is related to the subject they teach specifically when it comes to assessment. For instance, teachers who teach writing they are more into providing grades and evaluative comments, they used to praise their students with "well done" or "good job". However, those who teach oral subject they used to practice verbal assessment and oral feedback through verbal communication, classroom interaction "teacher-learner" and "learner-learner" interaction. And those who teach other subject they incorporate mostly oral feedback than other form of feedback.

"When you teach oral expression and demanded to teach them about things that are related to linguistics, you start to register and so on and so forth. These things I use, the tools For instance I show them videos and these videos. You engage their feedback by conversing with them all. You ask them questions and they will respond" (T.1)

"Being a teacher of literature, I focus on the first thing communicative skills because it's about discussion. This is literature for serious students. It's not like first year students

critical abilities of students, because in my teaching, I try to connect a discussion education to social life." (T.5)

"Sometimes it is written. Sometimes it is oral. We usually comment immediately on our students work for example, achievement. Yes, let's say not oral comments but oral feedback is highly provided during our lectures"

"So in the writing class, for the first year, of course, I'm teaching them sentences in the English language. So the way I set them, for instance, in the first semester, I have given them, a text, From this text, they are asked to try to understand the meaning of the text and from understanding the meaning of the text, they can form sentences rather than giving them sentences and then they combine them. Here, we don't only measure the ability of the student to make types of sentences, but here we measure their ability to understand" (T.2)

Sub-theme 2: learner's profile

Teachers indicate that the profile of students determine the way feedback is provided. For instance, students have different personalities and mentalities, some are introvert others feel ashamed or shy, also interested students would accept feedback and act on it, and others would misinterpret teachers' feedback. Teachers assigned the level and the knowledge of students as active learners who will grasp information fast while passive learners will lose it. Another teacher added another issue could be a barrier to practice feedback which is baccalaureate orientation; students are not interested at all.

"Mixed abilities classes and mixed mentalities. You may say something for somebody, they may misinterpret it. Then it would be a problem. He would hate you, hate your subject, and it would be done over." (T.5)

"They probably they don't belong to the English department because the problem of baccalaureate orientation some students did not choose English" (T.4)

"They are all different kinds of backgrounds. There are students who in their society, they don't feel good about themselves. They sometimes don't feel that that they cannot do something. They don't trust their potential, their capabilities" (T.3)

Sub-theme 3: high-sized classroom

Data revealed that overcrowded classrooms hampered teachers to provide an effective feedback to each individual, teachers assigned that numerous amounts of students prevent

them from receiving feedback specifically those who are in need of teacher support and guidance.

"There are a lot of people. For instance, you have 70 people in one classroom. 80 people. Are you going to give feedback to every single? Get feedback from every single" (T.1)

"This is this is one of the problems that we are suffering a lot. I'm saying a lot here at this department. I'll give you an example. We have around 67 students per class. Yes. So each class is composed of 67. And I taught you and you were also huge. I mean, numerous. So it's almost impossible to give feedback to every student. So the larger the class is, the more difficult it is for to give feedback for students" (T.3)

"I don't think so. Overcrowded classrooms are really an obstacle" (T.5)

Theme 4: act on feedback

Results revealed that particular teacher have not seen any response from students towards the feedback they provide, either they neglect what they have been told or they have misinterpreted it. Except for other teachers who have noticed improvements in students' performance. Teachers blame students for being uninterested and ignore the importance of the feedback they provide, and sometimes do not recognize how to deal with it due to lack of awareness of their learning intentions.

"So I have noticed, at least between the semesters, some students who are improving, who are feeling effective, more effective not just as students but as members of the society." (T.3)

"If students react positively, there would be motivating me to do more. Yes. Give more feedback. Sometimes you see that some are introvert, some who do not accept criticism. Some would feel that they are, as we say, confident of themselves, even if they are wrong. So there are certain cases that oblige us to avoid any kind of feedback." (T.5)

"Sometimes they work hard on themselves. Sometimes they neglect what they discard, what I have informed them. Sometimes they are undecided. Sometimes they do not take it into account at all. So it depends on the personality of the student. If he is or she is at the level of improving, if she appreciates improvement, feedback is positive" (T.8)

Theme 5: function of feedback

Teachers highlighted several function of feedback include mode of delivery, time of delivery, amount of feedback, and the focus of feedback. Most of teachers agreed that feedback will be effective when teachers provide it on time. Other teachers concentrated on the situation of giving feedback that should not be random, each feedback suits a particular situation. Another point was the focus of most teachers that feedback should be taken in action where both teachers and students practice the given feedback at the right timing.

"We need to understand the function of assessment, the function of feedback because feedback in isolation is useless. What I mean by feedback in isolation is that. We need to understand the act of giving feedback, the amount of feedback. We have to understand what we call timely feedback. What we mean by timely feedback is that it should be given on its appropriate time." (T.2)

"Another kind of good feedback is to take students who are capable sometimes or whom you think that they can do a certain job, bring them to the board and make them prove it in action" (T.3)

"I would just be that flexibility in ways of assessing or giving feedback. I would move through the ways which suits the situation, exactly which situation" (T.5)

Another data were occurred in the results concerning the function of feedback is to define and inform student about the learning goals and the feedback objectives because students do not know how to reach the objectives and how to act in different situation. They reported that feedback objectives should be communicated to learners to engage them in the learning process and help them improve.

"We have a student who does know the steps to reach the goal and another student who does not know the goals and how to reach the goal. That means that in this very situation, assessment is very important because assessment will map the way for the student to reach the learning goal" (T.2)

"They think you're criticizing them unnecessarily like this right. The solution to this problem is to tell them upfront. This is feedback, to define feedback for them, Right this way, when you give the feedback, it won't be considered negative feedback, right? It will

be considered. For instance, the word for it really is constructive criticism, it makes them better" (T.1)

"Not of learning. For learning. We take into consideration what they are or they are expected to do. To know it is the know how to do things. That's what I really focus on" (T.5)

3.2.1 The Discussion of the Semi-Structured Interview

After analyzing data about teachers' feedback practices and how they perceive feedback as a powerful influence on student improvement, it appears that feedback practices are interrelated with assessment practices in the classroom.

In other words, teachers provide feedback after assessing students' performance throughout the academic year; they mainly use classroom interaction or tests and examinations as assessment tools.

In addition, findings pointed out key themes that describe the practices of feedback, including feedback provision, barriers to providing feedback, acting on feedback, and the function of feedback. These key terms indicate that feedback is present in the classroom setting and that teachers are familiar with feedback with a particular belief. In this study, teachers mostly provided evaluative feedback rather than other kinds of feedback. It was practically based on marks and grades. Besides evaluative comments on exam papers, it focused on whether students achieved the ability to answer the question or not. However, there was a dominant type of feedback that mostly all teachers provide, which is positive feedback; it was delivered as words of support, advice, and motivational vibes. The positive feedback was utilized more in oral form than in written form, where teachers encouraged their students, interacted with them, and engaged them in debates to express themselves and bring out their potential.

However, it was revealed that teachers have a theoretical background in feedback; however, they struggled with different factors to provide feedback. One factor is high-sized classes, where all students have the chance to receive feedback on only specific times. Additionally, students who have different personalities and mentalities are reported to do not accept any kind of criticism or they are not interested at all. Others are either passive or active learners. Teachers would be concerned about active learners who can

grasp the information fast rather than those who are late learners. That will demotivate teachers to provide more feedback.

Acting upon feedback was a key theme in the results. Teachers pointed out the value of making use of the feedback information and said they should act upon the feedback they receive to take the next step towards improvement. It appears that making use of feedback is typically related to the awareness of the information received and the mechanism of internalizing feedback to use it later, as it is required from students to recognize the value of feedback and to understand their potential roles in making it work.

Teachers were aware of how feedback should function effectively, and this was reflected in their feedback practices. Teachers succeeded in developing students' feedback effectively in terms of defining the learning objectives for students, supplying feedback in a particular situation at a specific timing, and being flexible in ways of giving feedback that suits students' needs not only in prescribing or identifying problems but providing alternative solutions on how to improve further. Effective practice of feedback enables students to receive and use feedback healthily and properly. Effective feedback depends on teachers' beliefs towards feedback utilization on the one hand, and on the second hand, their artistry to realize learning objectives so as to engage students within the learning process.

3.3 Recommendations and Further Suggestions

3.3.1. Recommendations for Students

We would like to provide EFL students with some suggestions that aim to increase their interest in feedback. The following are some of them:

➢ We advise students to view their lecturers' feedback as constructive criticism that can help them improve their learning.

➢ Learners should view their mistakes and errors as opportunities to grow and learn.

➢ Learners must understand that feedback is a strong tool for identifying strengths and highlighting areas for progress.

3.3.2 Recommendations for Teachers

Based on the outcomes of this study, we offer some recommendations for teachers who want to improve their students' motivation by providing appropriate feedback. The following are some of them:

➢ Teachers should provide fast feedback to pupils so that they can hear and use it. Comments must be given when students are still thinking about the subject.

➢ Teachers should provide feedback as regularly as possible for all major assignments as frequently as possible.

➢ Teachers should start with possible feedback to describe what has been a done well, then go on to negative comment on the work with positive ideas for development.

➢ The psychology of students is a very sensitive factor that every instructor should consider when delivering feedback. He must know each student very well and understand personal differences in order to avoid having problems with them when offering feedback.

➢ Enhancing students' learning can only be accomplished by providing appropriate feedback that facilitates both learning and teaching at the same time, with the impact of feedback on student psychology being very clear. It is also important to note that positive feedback from teachers and student comments are extremely beneficial to both the learner and the teacher.

➢ The vagueness of feedback can have a negative impact on students' emotions as well as their academic results, so teachers should be cautious when providing feedback to avoid pupils becoming depressed or failing.

3.4 Limitations

This research was limited to an insufficient sample size to respond to the survey questionnaire due to the delayed distribution of the survey questionnaire. However, the participants provide us with a fruitful and thick description of their responses.

The main factor that posed a limitation to the study is the time constraint of conducting the whole research, which limited us to applying triangulation methods of collecting data. Only the survey questionnaire and the semi-structured interview were

managed to gather data. However, it was planned to record observations about the practices of feedback from both teachers and students during lectures.

Despite the limitations of the research work, we succeeded in collecting the required data to answer the research questions and accomplish the research objectives.

Conclusion

Based on the quantitative and qualitative analysis of the required data to answer the research questions. The findings revealed that, on the one hand, students request revision and adjustments when it comes to receiving feedback, and that they are primarily interested in positive and constructive feedback to help them act on it and improve effectively. On the second hand, teachers' provision of feedback is related to students' desire and their ability to respond to their feedback and internalizing it.

<div align="center">

General Conclusion

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Feedback has gathered increasing attention in higher education because of its positive association with student learning outcomes. Our research aims to obtain deeper insights into teachers' and students' practices and perceptions of feedback as a powerful influence on students' learning achievements. In other words, it refers to investigating teachers' and students' awareness of the value of feedback to inform the learning and teaching intentions further to enhance better achievements.

To achieve the research aim, this work has been outlined to three chapters. The first chapter represented the theoretical basis and backgrounds of the research topic, furthermore, it incorporate the scholarly sources of feedback practices. This enabled us to identify the gap of research topic also to determine and to develop methodological frame work to investigate upon the research problem. The literature review undertook to defined knowledge about feedback referring back to assessment as a core discipline and the context in which feedback is practiced. The second chapter is the methodological chapter where the research design, methods and techniques are described to conduct this research. The research design included both qualitative and quantitative methods, both survey questionnaire and in-depth interview to collect data. Chapter three identified the main findings and results of the study, it demonstrated objectively the results obtained then reported the main result of the data.

The results summed -up the most important insights of the research. In one hand, It indicated what were the teachers' practices and utilization of the feedback they provide, as data revealed, that practices of feedback re interrelated to assessment practices that feedback was mainly evaluative, and it was derived from tests and examinations assessment in terms of grades and evaluative comments, besides that provision of feedback associated to learners engagements and abilities to internalize the given feedback. In the second hand, the survey questionnaire results illustrated the responses and perceptions of students towards receiving feedback. Students pointed out several implications to receive feedback based on their beliefs, affections, and abilities to use feedback. To conclude, teachers and students perceptions are connected one to another, that teacher willing to provide feedback when students embodied it, and students request for support, knowledge, and encouragements that boost their achievements.

General Conclusion

The strong implications that this study results could suggests is:

➤ Teachers should focus on particular quality of feedback that suits what learners can do to improve.

➤ Feedback should be provided right on the sot in order not to lose its value.

➤ Students and teachers should create a rewarding process beyond grades and marks, such as specific budget on a specific achievement.

➤ Elicit feedback from different source as peer-feedback or self-feedback; teachers are not the only source of feedback provision.

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Appendix A

A survey questionnaire about students' responses to teacher's feedback

Dear Students,

"Feedback is information given to the learner to tell him about his performance of what they are doing correctly and incorrectly. It can be written, oral, by test marks or instructions in order to help learners improving their knowledge, skills or understanding and motivate them to achieve their learning goals".

As part of exploring how teachers and students perceive feedback in EFL classroom, this questionnaire targets L1 students to find out how they feel, think and act on the feedback they receive from their teachers. Therefore, you are kindly invited to participate in this study keeping in mind that the collected data and results will be used for research purposes only.

1.   In what forms do you receive teacher's feedback?

Facial expressions	☐
Advice	☐
Written comments	☐
Class discussion	☐
Grades/marks	☐
Rating feedback (good job, very well, poor work,...	☐

2.   Please rate each of the following items in terms of how much these emotions describe your feeling when you receive feedback.

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	Not at all	very little	somewhat	highly	to a great extent
Sad	☐	☐	☐	☐	☐
Ashamed	☐	☐	☐	☐	☐
Demotivated	☐	☐	☐	☐	☐
Proud	☐	☐	☐	☐	☐
Disapointed	☐	☐	☐	☐	☐
Motivated	☐	☐	☐	☐	☐
Happy	☐	☐	☐	☐	☐
Strong	☐	☐	☐	☐	☐
Weak	☐	☐	☐	☐	☐

3.   What do you consider your teacher's feedback?

Please rate each item according to how much you disagree or agree. Neutral means the item is irrelevant to your case.

	Strongly disagree	disagree	neutral	agree	strongly agree
Personal	☐	☐	☐	☐	☐
Related to the issue	☐	☐	☐	☐	☐
positive	☐	☐	☐	☐	☐
negative	☐	☐	☐	☐	☐
appropriate	☐	☐	☐	☐	☐
inappropriate	☐	☐	☐	☐	☐
specific	☐	☐	☐	☐	☐
aimless	☐	☐	☐	☐	☐
easy to understand	☐	☐	☐	☐	☐
confusing	☐	☐	☐	☐	☐

4.   What is the aim of your teacher's feedback?

	not at all	very little	somewhat	highly	to a great extent
-To provide clear information about what you should do next.	☐	☐	☐	☐	☐
-To give suggestions of some helpful sources.	☐	☐	☐	☐	☐
-To value your efforts done in the work.	☐	☐	☐	☐	☐
-To give an ongoing feedback to raise the chance of improving in the next task.	☐	☐	☐	☐	☐
-To guide you understand the task requirements.	☐	☐	☐	☐	☐
-To emphasis on the correct answers rather on the incorrect answers.	☐	☐	☐	☐	☐
-To suggest several possibilities to solve a task.	☐	☐	☐	☐	☐
-To criticise you	☐	☐	☐	☐	☐

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personally rather

than your work.

-To discuss future ☐ ☐ ☐ ☐ ☐

elements that you deal

with next.

-To mention your ☐ ☐ ☐ ☐ ☐

strengths and support

you to give more.

5.   How do you respond to the feedback you receive?

Please choose the statement that is relevant to you (you can tick more than one statement).

You ask for more details when the feedback is insufficient.   ☐

You take the negative feedback as a motive to improve next.   ☐

You pay attention to the mark and neglect the comments.   ☐

You protest for the mark when it is unpleasant.   ☐

You work on each element pointed by the teacher.   ☐

You accept the positive notes and u ignore the negative ones.   ☐

You are opting to receive more criticism to improve achievements.   ☐

You are not interested about any feedback.   ☐

6.   Do you think that feedback helps you attain better results?

Mark only one oval

Yes   ☐

No   ☐

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7.   If yes how might it be preferable for you to receive feedback?

Please express your preferences to receiving feedback.

....

....

....

....

....

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Appendix B

Teacher's semi-structured interview about formative feedback practices in EFL classroom

This interview aims to collect data about the way you provide feedback to your students in order to assess their achievements. Your answers are very important; please respond to the questions requested.

Section one: assessment practices

➢ How do you measure students' achievements?

➢ What are the assessment criteria you implement?

Section two: feedback practices

➢ do you measure students' learning achievements?

➢ How What are the assessment criteria you implement?

➢ Do all students have the opportunity to receive feedback

➢ What is the kind of feedback you provide?

➢ What points do you focus on when you give feedback?

➢ Are feedback purposes related to learning and success criteria?

➢ Feedback in your classes is it one-sided feedback?

➢ Do you provide the same feedback to all students?

➢ What are students' actions taken as a result of your feedback?

➢ What is the good feedback you believe can be beneficial the most?

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Appendix C:

A model of the interview transcripts and coding process for the thematic analysis. (Interview03)

Speaker1: [00:00:02] Look at my record. Okay. The first question is, how do you measure your students' improvements?

Speaker2: [00:00:12] Well, there are different ways of measuring student improvements. Sometimes you measure them unconsciously. That is, through support in the classroom, through giving feedback, and good feedback. And of course, the ones that are known. With exams and tests. Whether or not they achieved something. And mainly with homework. Right. So they do the homework and you somehow know-how.

Speaker1: [00:00:47] okay. What are the assessment criteria you implement inside the classroom?

Speaker2: [00:00:54] This is somehow similar to the first question. Yes.

Speaker1: [00:00:58] So it's particularly the criteria of your assessment?

Speaker2: [00:01:03] Yeah. The assessment usually goes as an as I was saying earlier, through feedback in the classroom, you know, saying words to support the students and to make them feel good about themselves sometimes or give them homework to do. Sometimes they write things and they come to me and I correct them. Sometimes they speak and then you assess them right on the spot time. So yeah, it depends. It depends on the students because, you know, there are different personalities. So some students, once they are corrected, they stop, they block, while others accept criticism. So the job is a bit difficult sometimes, but it's challenging. And of course, the assessment, as we said earlier, with the official ones, I would say with exams and tests.

Speaker1: [00:02:02] okay. Are feedback purposes related to learning their learning intentions or your objectives of the lesson?

Speaker2: [00:02:17] would you say again.

Speaker1: [00:02:19] Is the feedback you provide the purposes of your feedback related to your learning. I mean, students learning intentions and your classroom objectives.

Speaker2: [00:02:33] Of course. Of course. The feedback has got to be constructive. You know that is it. It has got to make students feel that they're improving. Otherwise, the feedback would make them feel better about themselves, and then they might stop learning in the first place. So I think that the feedback and the comfort that the students feel in the

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classroom, has got to allow them that they feel okay and they feel ready to learn because once comfortable they could learn. Once uncomfortable they not only learn, not only don't learn, but they also hate what they are about to learn. So if imagine you are hungry, you're not comfortable, the teacher is not giving you good feedback, is demoralizing you, making you feel or belittle you, making you feel small. Yes. In that way, learning does not usually take place.

Speaker1: [00:03:37] As you experienced before the many, many situations feedback you provide. What kind do you usually provide? What kind of feedback do you usually provide?

Speaker2: [00:03:51] would you illustrate.

Speaker1: [00:03:53] I mean, oral feedback, written feedback to in terms of instructions, advice, what what's the usual kind of feedback you provide?

Speaker2: [00:04:04] Yeah, look, there are, in my opinion, at least in my class, there are different kinds of feedback, you know. The most common one is the spoken feedback that you give to students. Saying those words, which raise their spirits for learning, makes them feel good about themselves. That is one way of saying the feedback. Another kind of good feedback is to take capable students sometimes or whom you think can do a certain job, bring them to the board and make them prove it in action. So that makes them gives them good feedback and makes them feel good about themselves. Recently I discovered a student who usually does not like to participate, but a real good one. So I told him to give a presentation and the presentation was great. And I thought that this was more. And just saying you're good. So he proved it. So this is what I might call feedback in action. There is also another kind of travelling feedback is where you reward students with something while they achieve, they think. For instance, if somebody got a good grade in an exam and then you reward them, it makes them feel good about themselves or that they're doing something. They achieved something. It's no longer about getting just a grade. You have to take it to the next level.

Speaker1: [00:05:44] Yes. Okay. The next one is do you do all your students have the opportunity to receive feedback?

Speaker1: [00:05:52] No, no, absolutely not. This is one of the problems that we are suffering a lot. I'm saying a lot here at this department. I'll give you an example. We have around 67 students per class. Yes. So each class is composed of 67. And I taught you and you were also huge. I mean, numerous. So it's almost impossible to give feedback to every

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student. So the larger the class is, the more difficult it is to give feedback to students. And the problem with feedback is that you're supposed to give feedback to good students, but once you have many students, then it's difficult because less competent students need you and competent students also need you. And some are silent and also need you. So to whom are you going to give your feedback? So this is a key I mean, a key problem here because we've got a problem with the number of students. So while some students receive my feedback and also my attention, not every student get gets that and this makes learning difficult. So we try to deal with this is what I do. It's like I try to deal with what we have. We have huge numbers. So from time to time, each time we try to cope with what we have, okay.

Speaker1: [00:07:31] The feedback you provide, does it focus on the person, their efforts, their work, or you focus on your objectives to realize your objectives.

Speaker2: [00:07:41] What do you mean by realizing my objectives.

Speaker1: [00:07:44] Objectives of the lesson.

Speaker2: [00:07:46] Well, look, the objectives of the lesson, it's like it's, it's not quite clear. So mostly it's not clear how you want to build that constructive feedback. So it's better first, this is what I do to make students feel comfortable and then give them the feedback. Of course, once they feel that they matter in the classroom and then that serves the objective automatically. Right. So it's more about how they feel about themselves. They don't feel belittled. They don't matter. They're not important. It gives them a chance to serve, for instance, your objectives.

Speaker1: [00:08:42] feedback in your classes. Is it one-sided feedback?

Speaker2: [00:08:48] Will you illustrate.

Speaker2: [00:08:49] One side, one-sided feedback?

Speaker1: [00:08:51] I mean, you are the only source to provide feedback. Do you receive feedback from yours Students.

Speaker2: [00:08:58] You mean I receive feedback and exchange feedback? Of course.

Speaker2: [00:09:04] I think we did this together, didn't we? When I talked to you, didn't we do this? Look, usually what I do, I to receive feedback on the way I teach a certain subject because each year we have different subjects. So it's not a lack of confidence, but it's more in the constructive kind of experience that I would have with students. So I would always ask for their opinion on the way they were taught that module. So I would ask for separate pieces of paper, for instance. Then they would tell me what they think, and I use it

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for the coming years to improve. Right. So that would be usually by the end of the semester or by the end of the year. Another kind of feedback that is not just about me. It is about students themselves. So what we do is that when we have presentations, when we have group work, students go to the board and then they present and I create a discussion. Okay, so not kind of a discussion, but more of a debate. While those who researched a certain topic, they face their classmates and then exchange questions, answers, and feedback. Your presentation was good, it was missing something, etc. You could have done better, etcetera. So this kind of constructive feedback is back and forth between students and yeah, I try to promote it. Okay.

Speaker1: [00:10:50] Okay.what is the good feedback you believe can be beneficial for students' needs?

Speaker2: [00:10:59] Well, as we said earlier. And it's the feedback that makes them feel that they are progressing, that they are doing something, and that they have progressed. They have evolved. Because if they stay constantly feeling that nothing has changed, might not push them to do better. But imagine that there is a competition where the best one gets something. So I think that a lot of people would do a lot better than they were doing. So this is why, as I would say, maybe feedback would be also interesting in terms of rewards. Like, for instance, I'm thinking about this maybe one day we would organize as teachers. Let's say kind of a competition, or we develop or donate some money, buy a computer, give it to the number one student, for instance. That is also a kind of feedback. Instead of saying you're great, it speaks louder.

Speaker1: [00:12:05] Yes. What I mean here exactly. There are two kinds of feedback, formative feedback, and usually students, are interested in summative feedback which is evaluating grades and so on. And some others, need feedback. They need you to guide them throughout their learning. I mean, here feedback for learning, not the feedback of learning.

Speaker2: [00:12:32] Yeah, but this is taken for granted. I mean, of course, of course. Feedback is constant throughout the year. I mean, no question about it. I mean, students, receive the kind of feedback that the teacher tells them because as soon as you get into the classroom, there are a lot of things going on. All of your actions, all of your words, mean something. And the feedback is not always necessarily positive.

Speaker1: [00:13:01] Yes.

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 Speaker2: [00:13:02] So there is that kind of feedback where you have to to to to put an end to something that you don't like in the classroom. For instance, if there is noise, if there is something, there is also a kind of feedback that has got to do with the behaviour of students, where you have to put limits that this is not accepted in my classroom. So from then up to your good, you're okay, you're doing it. So this is taken for granted. I mean, I'm sorry, but this happens all the time throughout the year that is a kind of summative. And as you said, with the affirmative, I mean, sorry, this is a formative one, but with the summative that comes, that comes by the end and then with the reward. So both of them are important, I believe. But imagine that there are no grades. So how would someone feel about themselves? So they go hand in hand. I think that you can use one without the other. Right. So maybe the formative would be more constructive. Sometimes students lose it on exams, etc...

Speaker1: [00:14:20] Yeah, possible.

Speaker1: [00:14:21] Okay. How do you measure? I mean, do have you noticed students' interaction with your feedback as a result of effective feedback?

Speaker2: [00:14:35] Of course. Yeah, yeah. I remember some students that I taught them and the feedback got to them because, you know, once you have students, as we said earlier, and we have a huge number of students, there are all different kinds of backgrounds. There are students who in their society, they don't feel good about themselves. They sometimes don't feel that that they can do something. They don't trust their potential, their capabilities. So with the teacher's feedback that is not only make them feel confident, not only makes them work, but also makes them feel good about themselves and that they are important in the society. So I have noticed, at least between the semesters, some students who are improving, who are feeling effective, more effective not just as students but as members of the society. I remember one student who told me about his situation with his family. His parents used to he told me that he used to do drugs and we tried to drag him out of that society. Listen, this is not the right way. It's what you do. Listen. And we try to give them that special treatment because not in front of the students, but somehow make them feel that they're good and they don't have to listen to that society that does not accept them or does not treat them well. So somehow you have to drag them away from trouble. Somehow you have to make them feel good about themselves and especially if you see their potential. And I remember going from a negligent, not interested student into a brilliant one rising from. Yeah, yeah, that happened.

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Yes, yes. So the feedback that we give, it's no longer just about learning in teaching. It's about making a good Algerian citizen sometimes. Yes.

Speaker1: [00:16:46] Yeah. Thank you. I think this is all.

Speaker2: [00:16:49] You're welcome. It was great.

Speaker1: [00:16:51] Yeah, me.Too. Thanks for your contribution.

Code	Sub-theme	Theme
the ones that are known. exams and tests.. And mainly with homework. . write things and they come to me and I correct them they speak and then you assess them. formative one, summative comes by the end	**Tools of assessment** **Types of assessment**	**Assessment practices**
support in the classroom, giving feedback, spoken feedback words, feedback in action. travelling feedback reward students while they presentations, group works, discussion. a debate. exchange questions, answers competition donate some money, by computer, not only a grade.. not always necessarily positive. put an end to behavior of students,that is not accepted	**Types of feedback**	**Feedback** **Provision**
receive feedback on the way I teach ask for their opinion for separate pieces of paper, what they think, in order to improve. feedback between students	**Source of feedback**	

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assess them right on the spot time. The feedback has got to be constructive students feel they're improving not giving you good feedback, is demoralizing feel belittle small. feedback make them feel better about themselves they might stop learning different personalities., , accept criticism.. good students, less competent students, competent students silent students. different kinds of backgrounds.	**Effective feedback**	**Function of feedback**
	Students profile	**Barriers to provide Feedback**
absolutely not. 67 students per class. numerous. impossible to give feedback to every student,	**Crowded classroom**	

Summary

This study has three main concerns. Initially, it examines the forms in which teachers provide feedback to their students. Second, it examines how students respond to these forms of feedback. Third, it attempts to explore the perspective of students and teachers on what constitutes good feedback. Based on probability sampling, L1 students (n=40) and teachers (n=8) from the English Section of Ibn Khaldoun University, Tiaret. They were purposevely selected to participate in this study. The survey process was conducted using relevant documentation and data obtained through quantitative and qualitative approaches. The results revealed that teachers do not rely on a single type of assessment where switching from one to another depending on the learning/teaching situation. At the same time, students do not have one way to respond to their teachers' comments. In addition to asking for more details and adjustments, students have many other ways to respond to feedback. Finally, the survey revealed that students and teachers have different opinions on what constitutes good feedback. Some see negative feedback as good feedback, while other participants only prefer to receive/give positive and constructive feedback. Ultimately, despite the inconclusiveness of the findings, the study manages to outline a set of implications and recommendations for students and teachers, in addition to a series of suggestions for further research.

Keywords: Assessment, feedback, forms of feedback, good feedback, student responses to feedback.

Résumé

Cette étude a trois préoccupations principales. Au départ, elle examine les formes dans lesquels les enseignants fournissent une rétroaction d'évaluation à leurs élèves. Deuxièmement, il examine comment les élèves réagissent à ces formes de rétroaction. Troisièmement, il tente d'explorer le point de vue des élèves et des enseignants sur ce qu'est une bonne rétroaction. Sur la base d'un échantillonnage probabiliste, des étudiants de L1 (n=40) et des enseignants (n=8) de la section d'anglais d'Ibn Khaldoun de Tiaret ont été sélectionnés à dessein pour participer à cette étude. Le processus d'enquête a été mené à partir de la documentation pertinente et des données obtenues au moyen d'approches quantitatives et qualitatives. Les résultats ont révélé que les enseignants ne se fient pas à un seul type d'évaluation lorsqu'ils passent de l'un à l'autre selon la situation d'apprentissage/d'enseignement. En parallèle,les élèves n'ont pas une seule façon de répondre aux remarques de leurs enseignants. En plus de demander plus de détails et d'ajustements, les élèves ont de nombreuses autres façons de réagir aux commentaires. Enfin, l'enquête a révélé que les élèves et les enseignants ont des opinions différentes sur ce qu'est une bonne rétroaction. Certains considèrent les remarques négatives comme de bons commentaires, tandis que d'autres participants préfèrent seulement recevoir/donner des commentaires positifs/constructifs. En fin de compte, malgré le caractère peu concluant des résultats, l'étude parvient à esquisser un ensemble d'implications et de recommandations pour les étudiants et les enseignants, en plus d'une série de suggestions pour des recherches plus poussées.

Mots clés : Évaluation, rétroaction, formes de rétroaction, bonne rétroaction, réponses des élèves à la rétroaction.

ملخص

هذه الدراسة لها ثلاثة أهداف رئيسية. في البداية اكتشاف اشكال التعليقات و الملاحظات التي يقدمها المعلمون لطلابهم. ثانيا تفحص كيفي استجابة الطلاب لهذه الأشكال من التعليقات. ثالثا يحاول البحث استكشاف وجهات نظر الطلاب والمعلمين حول ماهية و مفهوم التعليقات الجيدة بالنسبة لهم. بناءً على طريقة الاحتمالات تم اختيار 40 طالب لغة إنجليزية سنة أولى ليسانس 8 أساتذة من قسم اللغة الإنجليزية في جامعة ابن خلدون بتيارت من أجل أن يكونوا جزءا من الدراسة. أجريت عملية التحقيق استنادا على الابحاث السابقة المتعلقة بالموضوع والبيانات التي تم الحصول عليها من خلال النهج الكمي والنوعي. أظهرت النتائج أن المعلمين لا يعتمدون على نوع واحد من التقييم بل ينتقلون من واحد إلى الآخر اعتمادًا على حالة التعلم/التدريس. في الوقت نفسه، ليس لدى الطلاب طريقة واحدة للرد على تعليقات معلميهم. بالإضافة إلى طلب المزيد من التفاصيل والتعديلان لدى الطلاب العديد من الطرق الأخرى للرد على التعليقات. أخيرًا، من خلال البحث تم استنتاج أن الطلاب والمعلمين لديهم آراء مختلفة حول ماهية التعليقات الجيدة. يعتبر البعض التعليقات السلبية تعليقات جيدة بينما يفضل البعض الآخر تلقي إعطاء تعليقات إيجابية في النهاية ، على الرغم من عدم الحسم في النتائج ، تمكنت الدراسة من التوصيات للطلاب والمعلمين ، بالإضافة إلى سلسلة من الاقتراحات لمزيد من البحث.

الكلمات المفتاحية : ألتقييم أشكال التعليقات، التعليقات الجيدة، ردود الطلاب على التعليقات