

The Effect of Teachers Feedback on Students Learning



Sabira Ahmad	Student of B.S English Linguistics University of Buner Khyber Pakhtunkhwa ssabra779@gmail.com
Noor Ur Rahim Safi	HOD and lecturer in English Department University of Buner Khyber Pakhtunkhwa rahimsafi789@gmail.com
Akbar Ali	Student of B.S English Literature University of Buner Khyber Pakhtunkhwa kjee7165@gmail.com

Abstract: *This comprehensive study has thoroughly examined the significant influence of teacher's feedback on students' learning experiences, academic achievement, and work habits. The study emphasizes how important constructive criticism is for increasing students' motivation, sense of self-efficacy, and level of academic engagement in general. It illustrates how helpful feedback not only develops a growth-oriented mindset but also gives students the ability to develop their metacognitive skills, improve their learning processes, and create relevant goals. It is clear from in-depth data analysis and student viewpoints that students actively seek out feedback as a critical tool to track their development and establish ambitious academic goals. The outcomes highlight how students' motivation, attitudes toward learning and academic performance are shaped by their teachers' feedback. Thus, for the benefit of both students and teachers, this research emphasizes the significance of teacher feedback in directing students' academic paths and creating a positive learning environment. It also emphasizes the necessity of ongoing improvement in feedback practices. This work benefits the larger educational community by providing insightful information about efficient feedback mechanisms and how to apply them to improve educational outcomes.*

Keywords: Teachers Feedback, Academic Performance, Student Motivation. Mechanisms, Pedagogy

Introduction

Background of the Study

The learning experiences and academic performance of pupils are greatly influenced by teacher feedback in the context of learning. When delivered skilfully, constructive criticism has significant effects on student motivation, self-efficacy, and general academic engagement. This broad range of feedback techniques, which includes written exams, oral evaluations, one-on-one discussions, and peer

reviews, functions as a powerful tool for improving students' understanding and competency.

Nevertheless, educational research continues to pay close attention to the efficiency of teacher feedback. Although educators are aware of its importance, there are still questions about how to best use technology to give students' access to content that is both meaningful and useful. This thesis introduces a thorough investigation of the complex interactions between teacher evaluation and the improvement of student

academic performance. It also sheds light on its wider implications for pedagogical practises and student outcomes.

Whether it takes the form of verbal or written communication, in official or informal settings, teacher evaluation has the power to affect students' motivation and innate drive for excellence in addition to their academic success. Students who get constructive criticism develop feelings of appreciation, encouragement, and a relentless pursuit of development, which encourages increased commitment and the setting of ambitious goals. On the other hand, too critical or vague comments can demoralise students and drain their motivation for the learning process.

Realising that teacher feedback has a significant impact on students' self-perceptions and academic aspirations, which affects their motivation, is of utmost importance. Positive criticism that recognises students' efforts and successes encourages self-assurance and promotes a growth-oriented perspective, which encourages students to meet academic problems head-on with resiliency. On the other hand, unfavourable or depressing criticism can undermine students' confidence, weaken their enthusiasm, and induce fears of academic failure.

Additionally, swift and useful feedback that is well-structured helps students set realistic goals and skilfully track their academic progress. It gives students the power to direct their learning process, modify their study methods wisely, and develop a greater understanding of their subjects. Additionally, teacher criticism can influence students' learning techniques and methods. Emphasising the value of critical thinking, problem-solving skills, or effective study methods can motivate students to incorporate these skills into their academic routines, leading to improved comprehension and effective use of knowledge in a variety of contexts.

Furthermore, feedback that promotes self-reflection and metacognition gives students the

tools they need to evaluate their academic progress and make wise decisions about their study habits. Students can improve their learning strategies and develop a deeper understanding of the subject matter by reflecting on the comments they get to better understand their strengths and weaknesses.

This study essentially examines in-depth the varied effects of instructor feedback on students' academic endeavours, taking into account its influence on motivation, self-efficacy, goal-setting, learning strategies, and metacognitive abilities. The study aims to provide nuanced viewpoints that will improve teacher feedback procedures and help both teachers and students in the field of education.

Research Objective

1. To analyze teachers feedback influences student learning, with the impact varying based on students' age and grade level.

Research Question

1. How is student learning influenced by teachers feedback, and how do students' age and grade level determine this impact?

Purpose of Statement

The relationship between teacher feedback and students' academic performance and involvement is thoroughly examined in the present dissertation. It seeks to ascertain how various forms of feedback, including grades, test results, and overall academic accomplishment, affect academic performance. Beyond the classroom, the study investigates how feedback affects students' motivation and engagement, looking at techniques like timely, constructive, and particular feedback. This study aims to offer a nuanced knowledge of the significant impact of feedback on student outcomes and effective learning practises using empirical data and a review of a range of literature.

Delimitation of the Study

The results of this study may not be easily extrapolated to elementary or early childhood

education because they primarily focus on secondary and higher education levels, which have very different feedback dynamics and implications. The study primarily concentrates on traditional classroom settings, potentially omitting the distinctive feedback dynamics and difficulties present in online or distant learning contexts. Although the study acknowledges the potential impact of cultural and contextual elements, it does not thoroughly examine how cultural or geographic variations in the impacts of teacher feedback may differ from one another, necessitating further, context-specific studies. Additionally, despite acknowledging the crucial role that teacher-student connections play in the feedback process, the study places more emphasis on the effects of feedback than it does on the interpersonal dynamics of these relationships. The research also emphasises differences in learning styles, aptitudes, and personalities among students, which can greatly affect how they react to feedback from teachers. However, given the complex and wide-ranging nature of the topic matter, it might not fully examine these individual variances.

Significance of Study

The study of how student work habits are influenced by teacher feedback is of utmost significance to the field of education. This importance stems from its potential to significantly enhance teaching methods by developing efficient feedback techniques that encourage fruitful working practises. Additionally, it advances knowledge of student development by highlighting the significance of good work habits for both academic achievement and the development of practical life skills. Additionally, this research can help shape educational policies and changes, encouraging the professional growth of teachers and raising the level of education generally. The significance of the study encompasses educational practises, holistic student development, and the possibility of good systemic change in education.

Literature Review

The purpose of this evaluation of the literature is to thoroughly examine research studies that have been conducted by other authors on the investigations of the impact of teacher feedback on the academic performance of students. This review aims to offer a thorough understanding of the effects of teacher feedback on a variety of learning performances, motivation levels, self-efficacy, and critical thinking skills in students. To do this, this study will examine a variety of studies carried out in various educational settings. The findings of this review are meant to increase our understanding of effective feedback mechanisms and to offer direction for developing and implementing feedback strategies in educational contexts.

It is crucial to include feedback into the teaching and learning processes in the field of pedagogy. According to the definition of feedback, it "refers to information offered by an authoritative source, i.e., instructor, peer, textbook, or parent; concerning aspects of an individual's performance or grasp of a subject matter." Feedback's main goal is to reduce the gaps between desired and actual performance levels (Hattie & Timperley, 2007). It is an effective method for formative assessment, giving students an understanding of how they are developing, highlighting their areas of proficiency, and indicating those that need improvement.

Precision, promptness, and the value it adds to the recipient with reference to their academic work are characteristics of effective feedback (Shute, 2008). They claim that feedback should be goal-oriented, focusing on the particular academic work rather than the individual student, but simultaneously offering helpful suggestions for improvement. Feedback should also be tailored to students' prior knowledge and comprehension levels for best effectiveness.

Numerous studies have examined the connection between students' academic progress and teacher feedback. Black and

Wiliam (2009) found a definite positive relationship between effective feedback and enhanced student performance in their thorough analysis of the literature on formative assessment, which included feedback. The study emphasised the need of clear, focused feedback that identifies areas in need of change.

Kluger and DeNisi (1996) examined 131 research papers in a study to examine the effect of feedback interventions on task performance. They discovered that feedback interventions had a moderate influence on performance enhancement, with the greatest benefit being seen when feedback was frequent, concentrated on certain performance-related factors, and included development ideas.

Several studies have examined the relationship between students' academic success and feedback from instructors. Black and Wiliam (2009) found a definite positive correlation between improved student accomplishment and effective feedback in their thorough examination of the formative assessment literature, which includes feedback. The study highlighted the need of providing accurate, targeted feedback that points out potential development areas.

According to Hattie and Timperley's (2007) research, it's essential to provide students with feedback that increases their self-efficacy—confidence in their capacity to succeed. Feedback that offers precise direction and ideas for improvement can boost students' self-efficacy and confidence, inspiring them to work diligently and promoting perseverance.

Feedback plays a significant role in helping children improve their critical thinking and self-regulation abilities. Setting objectives, keeping track of progress, and modifying action plans in response to feedback are all aspects of self-regulation. When teachers provide feedback that directs students' self-reflection and metacognitive processes, students improve as learners.

According to studies, feedback that motivates students to exercise critical thought and

evaluate their work might improve these abilities. For instance, in their meta-analysis of formative assessment research, Nicol and MacFarlane-Dick (2006) discovered a favourable association between feedback and students' ability for reflective learning and critical thinking.

Because English is already a widely used language and because it allows for participation in a wide range of social activities, learning English is the foundation for learning all other subjects (Zuparova & Shegay, 2020). Language serves as more than just a means of communication; it also helps people build relationships and understand how to interact in various social contexts. English as Foreign Language (EFL) students' perceptions of teacher feedback in their English lessons and how this feedback affects their self-regulated learning were examined by Putri and Munir in their study (Putri and Munir, 2021). Ten EFL senior high school students took part in online semi-structured interviews for the study mentioned above. The study's findings showed that students' opinions of teachers' feedback were mixed. In addition, the feedback they got encouraged students to practise self-regulated learning habits like goal-setting, tracking their progress, motivating themselves, asking for help when they needed it, adjusting their methods, and self-evaluating their English learning. These findings have consequences for educators, pointing to the necessity of improving the standard of feedback given during classroom evaluations in order to better assist students in their efforts to learn independently.

The considerable impact of teacher feedback on students' learning in classrooms at the secondary school level, emphasising its potential to boost learning motivation, spark curiosity, and promote language development. Notably, detection of persistent problems, such as teachers undervaluing feedback language, ignoring good feedback, and missing skills in applying feedback, which cause student disengagement and declining motivation in

learning. To address these issues, practical steps have been taken to enhance instructor feedback, highlighting its importance in fostering teacher-student interaction, establishing the tone of the classroom, and directing students' thought processes (Pianta et. al, 2012).

In their study, Ahmad, Thomas, and Rimesha Farooq (2021) highlight the crucial role that teacher feedback plays in raising students' self-efficacy and academic performance. This feedback should include constructive, evaluative, and remedial elements. With self-efficacy serving as a mediator, it focuses on the effects of this feedback on undergraduate students within the setting of higher education in Balochistan, Pakistan. The results emphasise the significance of teacher feedback in the learning process by showing how these kinds of feedback have a big impact on students' academic performance and help them feel more self-assured. The study also highlights the necessity for efficient and valuable feedback providing by emphasising issues with feedback consistency and scheduling. These results are consistent with the central idea of the value of teacher feedback in students' learning and the significance of teacher.

Alina Georgeta Mag (2019) emphasises the crucial connection between effective feedback and high-quality instruction, highlighting recent studies that substantiate this association. It fills a research vacuum concerning how pupils perceive feedback, a crucial component of learning. According to a research done with first-year students in the Primary and Preschool Pedagogy programme, students' unhappiness was frequently brought on by late or inadequate feedback given during the semester. While opinions on whether there was enough feedback differed, students expressed a wish for academic staff to take a more proactive approach, acknowledging the importance of feedback in advancing learning. The study emphasises the value of feedback in the context of Romania's expanding educational system, which is confronted with issues including changing teacher-student interactions, media

influence, community impact, and a wide range of student requirements. Feedback continues to be a cause of student disappointment despite its accepted value, underscoring its relevance to studies on the role of teacher feedback in students' learning processes.

The importance of providing useful feedback during the teaching and learning process. It emphasises how vital it is for students to receive appropriate feedback in order to identify their learning gaps, provide suggestions for improvement, develop responsive learners, improve teaching methods, and give teachers and students useful information. The essay emphasises that feedback is a tool for enhancing learning, not just for fixing mistakes or giving grades. It emphasises the value of constructive feedback that is relevant, dynamic, engaging, and centred on students' performance and learning right now. They also stress the need for feedback to be considerate of students' needs and refrain from making generalisations about them. Additionally, it emphasises the value of providing feedback soon after an observation for maximum impact and promotes interactive feedback sessions that entail interaction between teachers and students, encouraging active listening and engagement. These ideas are pertinent to this research study since they are consistent with the literature on the value of teacher feedback in increasing students' learning processes and performance (Obilor & Isaac, 2019).

The crucial role feedback plays in improving students' learning experiences in higher education. Given that many lecturers still rely on outdated feedback techniques that may not adequately assist students' learning experiences, feedback is frequently seen as one of the most difficult aspects of teaching at this level. the need for contemporary, technologically advanced feedback methods that can considerably enhance the learning experiences of students. A revaluation of feedback practises. The research recognises that feedback plays a crucial role in determining students' learning futures and professional

identities, and by resolving feedback-related difficulties, it not only benefits students but also helps to professionalise teaching in higher education (Bashir, Kabir, Rahman (2016).

The literature review underscores the value of teacher feedback in helping students advance in their academic performance and understanding. Effective feedback has been demonstrated to improve academic accomplishment, self-efficacy, motivation, and critical thinking abilities. The growth and development of pupils is greatly benefited by specific, timely, and actionable feedback.

Methodology

The main focus of this study is a qualitative investigation into how students' academic performance and work habits are affected by teacher comments. The study uses questionnaires to carefully collect information from a wide range of participants, including both male and female students, and provides insightful information about the effects of teacher feedback. The study used a qualitative methodology to explore the complex and multifaceted nature of teacher-student interactions, examining how feedback encourages self-regulated learning, motivates students, and examines potential inequalities. Our comprehension of the educational process and its implications will be improved by revealing the complex dynamics of teacher feedback in the educational setting through the careful design of the research objectives and questions.

Primary Data Collection

The use of structured questionnaires is how the majority of the data for this study was gathered. The objectives and questions of the research are carefully considered when creating these questionnaires. The process of choosing participants is an important step, with standards set up to guarantee a varied sample that includes both male and female students. Participants' numbers and demographic information, such as their ages and educational backgrounds, will be made clear. The data collection procedure is

print-based, along with providing knowledge or information about to preserve participant confidentiality and they give more accurate answers.

Secondary Data Collection

In addition, besides the main data for the study, available literature and records will be used. The literature sources chosen will be those that directly address the goals and questions of the study. In order to give context and backdrop for the study, this secondary data will be incorporated into the analysis.

Research Method

This study uses a qualitative methodology to explore how students' working habits are impacted by teacher feedback. As the major method of data analysis, thematic analysis enables systematic discovery of recurrent themes and patterns in the data, which is in line with the goals of the study. Data coding, interpretation, and the use of software tools are all part of the analysis process. Pilot testing and the triangulation of data sources are taken into consideration to increase credibility. To further assure the quality and dependability of the data, other procedures like member checking, peer debriefing, and extended engagement with the data will be used. This approach, which combines triangulation, qualitative analysis, and validation measures, provides a strong foundation for examining in-depth the complex relationships between student work patterns and teacher feedback

Data Analysis and Discussion

This chapter delves into the fundamental subject matter of our research, which examines how students' academic performance and work habits are impacted by teacher feedback. The data analysis stage plays a crucial role in revealing the insights and patterns concealed in the 30 students' responses who took part in this study. We have gathered a wealth of data using a structured questionnaire with 20 thoughtfully crafted questions; this data will be scrutinized, examined, and interpreted to satisfy the

research goals indicated in the preceding chapters. Additionally, this chapter will discuss the data's findings and qualitative features in detail to give readers a thorough knowledge of how teacher feedback affects students' work habits. The analysis will add to the larger conversation on the dynamics of feedback in educational settings and provide an empirical knowledge of the connection between teacher feedback and student outcomes.

It is critical to use previous research on the effects of instructor feedback on students' academic performance and work habits when conducting this study. According to studies by

Hattie and Timperley (2007) and Shute (2008), formative feedback is crucial for providing students with useful advice to enhance their performance. In formative assessment, Black and Wiliam (1998) stress the value of ongoing, timely feedback. We will make references to these and other studies throughout this data analysis chapter in order to compare our results to previous research. Table 4.1, which summarises key findings from a few research for this comparison, will help us determine whether our findings are in line with or differ from the body of knowledge on teacher feedback and how it affects students' work habits.

4.1. No of questions, students and over all responses in percentage:

No of Questions	No of Students	Responses	
		Positive responses	Negative responses
Twenty (20)	Thirty (30)	Ninety two (92%)	Eight (8%)

The total number of questions, total number of respondents, and percentage of student responses are all listed in the table above. Twenty separate questions made up the design questionnaire, which was distributed to various bachelors' level students at the University of Buner (both male and female). After receiving instructions or knowledge of the questionnaire, the students responded to each question, with an average of each student providing a more positive response than a negative response.

In addition, the study gave a sample of 30 undergraduate university students a questionnaire with 20 statements on it. The five response options were "Agree," "Strongly Agree," "Disagree," "Strongly Disagree," and "Somehow Agree" and the students were asked to react. The purpose of the statements was to learn how the students felt about the importance of teacher feedback and how it affected their motivation and academic performance. 92% of

students indicated good opinions regarding the importance of instructor feedback. There was a high degree of agreement with the significance and influence of feedback, as shown by the 77% of respondents who strongly agreed with the positive remarks. While the majority of students believed that teacher comments had a good impact, a minority (8%) disagreed, with 3% strongly disagreeing. The reasons for these disagreements are unknown; they could be due to ignorance or other factors.

The questionnaire design has been crucial in obtaining insightful data on how teacher feedback benefits students in many ways. The primary factors on which the questionnaire's results are based are as follows: The Value of Teacher Feedback on Students' Academic Performance About 92% of students agreed with the statement that receiving feedback from teachers is helpful for improving their academic performance. This broad agreement among the

participants emphasises the conviction that teachers' helpful feedback considerably adds to students' academic success. The fact that such a large number of respondents agreed with this statement demonstrates the crucial role that teacher feedback plays in boosting educational quality and its effects on student performance.

Student motivation is boosted by teacher feedback, according to a significant 77% of students who strongly agreed with this statement. This indicates that student motivation is boosted by teacher feedback throughout their academic careers. This affirmative reaction shows how much instructor feedback may motivate students to strive for academic achievement by providing them with inspiration and motivation.

My comprehension of how to improve my work is aided by instructor comments, according to the data, which showed that an astonishing 92% of pupils agreed with this statement. This response emphasises the importance of feedback as a useful teaching tool that helps students pinpoint their areas for development and directs them toward personal growth. 92% of students strongly agreed with the statement that "teacher feedback is a vital component in my learning process," echoing the opinions of the majority. This broad agreement supports the notion that teacher feedback is essential to the educational process and considerably enhances students' growth and development. A significant 85% of students stated that receiving constructive criticism from teachers helps them feel more confident in their skills. This response emphasises the psychological benefits of constructive criticism, which give pupils a sense of self-assurance and self-belief and can improve their academic achievement.

Motivation and Confidence: According to the evidence, encouraging student academic success through teacher comments is essential. Additionally, it seems to boost students' self-assurance in their skills and motivate them to set greater standards.

Particulars of the teacher's feedback: The

majority of students valued thorough feedback on their assignments, highlighting the value of honest criticism. They requested teacher input proactively and used it to gauge their growth.

Accountability and Commitment: According to the results, instructor criticism helps pupils feel responsible for their own learning. It also affects how committed they are to learning and how willing they are to take chances while pursuing their education.

Overall Academic Performance: A sizable portion of students felt that receiving feedback from teacher's results in better overall performance in class, highlighting the critical role that feedback from teachers plays in their academic achievement.

Higher objectives: A significant majority of students expressed agreement that teacher feedback is essential in inspiring them to seek higher academic objectives. These results emphasise the value of encouraging feedback in developing students' aspirations and inspiring them to pursue harder academic goals.

Tracking Progress: According to the survey's findings, many students view instructor feedback as a useful tool for keeping tabs on their academic development. This demonstrates the crucial function that feedback plays in assisting learners to maintain a close eye on their educational path and make sure that they stay connected with their academic goals.

Motivation to Excel: A majority of students strongly agreed that receiving positive comments from teachers increases their drive to perform at the highest level possible in their coursework. These comments highlight the powerful motivational effect that feedback has on students, motivating them to pursue academic excellence.

Actively Requesting Feedback: According to the research, a sizeable percentage of students actively request teacher feedback on their tasks. This proactive involvement in the learning process demonstrates the importance students place on feedback as a crucial component of

resource for their academic growth.

Belief in Capabilities: The majority of students expressed the opinion that receiving positive instructor comments helps them feel more confident in their skills. The importance of feedback in boosting students' self-assurance and self-belief, both of which are essential for academic achievement, is highlighted by these remarks.

Academic performance: It is clear that many students view feedback as a crucial element in their performance in the classroom. This research supports the idea that teachers' helpful feedback has a big impact on how pupils develop academically.

Risk-Taking: According to the questionnaire responses, students' learning journeys are made more adventurous by feedback. This demonstrates how feedback can encourage a setting where students feel comfortable experimenting with new concepts and methods, thereby improving their educational experiences.

Student Commitment to Learning: The majority of students strongly agreed with the notion that student commitment to learning is influenced by instructor feedback. Feedback seems to increase students' commitment to their academic goals, highlighting its impact on motivation and commitment.

Accountability: A large number of pupils develop a sense of accountability as a result of receiving feedback. Due to their increased sense of ownership for their own learning, students are more engaged and approach learning with greater vigour as a result of this accountability.

Student enthusiasm for learning has been found to be positively impacted by teacher comments. It promotes a love of learning and maintains participation in academic pursuits, demonstrating its impact on students' general learning attitudes.

Motivation to Work Hard: A sizeable portion of students think that receiving positive feedback

from teachers is extremely important in inspiring them to work hard in class. They recognise the importance of feedback in their academic path, and this inspiration is what keeps them committed to achieving academic greatness.

Influence on Effort: Most students saw the link between feedback and effort, highlighting the importance of feedback in determining how actively students participate in and contribute to the learning process.

Overall Performance: Most students think that receiving feedback from teachers has a favourable effect on their general performance in class. This supports the notion that constructive criticism is a crucial element of students' educational experiences and a fundamental driver of academic success and continuing growth.

According to the research, teacher evaluation is a motivating and self-confidence-enhancing element in students' academic lives. The majority of students believe it to be a useful tool for improving their overall performance, establishing higher goals, and measuring progress. These results support previous literature that emphasises the role of timely and constructive feedback in promoting successful learning outcomes by highlighting the importance of effective feedback in the educational context. Collectively, these data highlight the critical part that teacher feedback plays in influencing students' attitudes, motivation, and academic achievement. The high rate of agreement with these claims highlights the importance of feedback as a key element of the teaching process.

Conclusion

The impact of teacher feedback on students' learning experiences, academic performance, and work habits has been thoroughly explored in this study. It also sheds significant light on the value of constructive criticism and its complex consequences on numerous facets of education. It has also revealed crucial insights into the dynamic relationship between

instructor feedback and students. Overall, the research has highlighted the critical importance of teacher feedback as an effective tool for raising students' motivation, self-efficacy, and general academic engagement. It has been demonstrated that constructive feedback, when correctly given, develops a growth-oriented mindset, motivating students to approach academic problems with resiliency and drive. It has also become clear that it plays a crucial role in helping students set goals, develop learning methods, and develop their metacognitive skills, allowing them to change their study habits and comprehend their subjects more effectively.

In-depth data analysis and discussion in the study offer an extensive understanding of the students' viewpoints on instructor feedback. The majority of students agree that receiving feedback is crucial to strengthening their learning process, academic achievement, motivation, and self-confidence. They actively seek feedback and view it as a useful tool for tracking their development and establishing more challenging academic objectives. This study highlights the importance of feedback by emphasising how it encourages student responsibility and dedication to learning. According to the findings, teacher evaluation has a significant impact on students' attitudes towards learning and levels of motivation, which contributes to their overall academic achievement.

The analysis of this study supports the essential role that teacher feedback plays in guiding students' academic paths and promoting a supportive and productive learning environment, as a conclusion. It not only adds to the body of information but also emphasizes how important it is for teachers to understand the effects of their feedback and continuously improve their feedback methods for the benefit of their students. In the end, this research advances our knowledge of useful feedback mechanisms and how to use them to enhance educational results, providing important educational insights for students as well as

teachers.

REFERENCES

- Hattie, A.C., & Timperley, S. (2007). The Power of Feedback. *Review of Educational Research*, 77, 112-81. <https://api.semanticscholar.org/CorpusID:82532100>
- Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78 (1). <https://doi.org/10.3102/0034654307313795>
- Black, P.J., & Wiliam, D. (2009). Developing the theory of formative assessment. *Personnel Evaluation in Education*, 1 (1). <https://api.researchgate.net/publication/225590759>
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119 (2), 254-284. <https://doi.org/10.1037/0033-2909.119.2.254>
- Nicol, D.J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, *Studies in Higher Education* 31 (2), 199-218. <https://doi.org/10.1080/03075070600572090>
- Zuparova, S. (2020). Approaches to learning English as the source of all. *European Journal of Research and Reflection in Educational Sciences* 8 (5).
- Putri, N.V., Munir, A., & Anam, S. (2021). Students' perceptions of teacher feedback in EFL English class and their self-regulated learning after receiving feedback. *English as a Foreign Language*, 11, 42-60. <https://api.semanticscholar.org/CorpusID:>

- Pianta, R.C., Hamre, B.K., & Allen, J.P. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. *Handbook of Research on Student Engagement*. https://doi.org/10.1007/978-1-4614-2018-7_17
- Cusrow, J. Dubash, & Rimesha. (2021). Fail Forward: Students' Mistakes as Teachable Moments. *Universal Journal of Educational Research*, 9, (4). 856 - 861. <https://doi.org/10.13189/ujer.2021.090419>.
- Mag, A.G. (2019). Can Children Be Trusted? Children And Adult Power: A Focus On Ethics. *The European Proceedings of Social & Behavioural Sciences*, 464-471. <https://doi.org/10.15405/epsbs.2019.08.03.55>
- Obilor, Isaac, E. (2019). Feedback and Students' Learning. *International Journal of Innovative Research in Education*, 7(2), 40-47. <https://researchgate.net/publication/343609551>
- Bashir, M., Kabir, M.R., & Rahman, I. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, 7, 38