

ORIGINAL CONTRIBUTION

The Influence of Prompt Teacher Feedback in Affecting Student Achievement: Insights from Students' Perspective at Secondary Level

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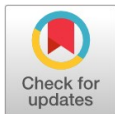
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Abstract— The purpose of the study was to explore and find out the Influence of Prompt teacher feedback in affecting student achievement: insights from students' perspective at Secondary level. The objective of this study was; 1) To identify different prompt feedback types given by teacher on student performance 2) To explore influence of Prompt teacher feedback in affecting student achievement at secondary level. Prompt feedback of Teachers and academic achievement of the students were considered as the variable of the study. The sample of the study comprises on 260 students at secondary school level. For the research, cross-sectional survey was conducted. Simple convenient sampling method was used for the selection of sample. A modified and self-developed questionnaire was used for study. The data was interpreted by using different tests and statically techniques, like correlation, average mean (M) were used to analyze data. Conclusions were drawn in the light of responses received and on the basis of these conclusion, recommendations were given. It was concluded there is significant relationship between prompt feedback of teachers and academic achievement of students. It is recommended to arrange training sessions for teachers to create awareness among teachers to use the feedback techniques effectively in the class room. This study explains about prompt feedback of teachers increases the achievements of students and provides workable guideline to achieve the objectives of education, by suggesting the improvements in teaching methodology. It might be also helpful to get better quality of education in schools and in turn the attainment of the objectives. It may helpful for the provision of such an environment in an institution which is conducive for good teaching and also stimulates the teaching personnel to achieve the prescribed targets. For the teachers, it might be helpful to understand the student's psychology and may help them in motivating the students towards right direction.

Index Terms— Prompt feedback, Students learning, Academic achievement, Student's success, Teaching strategies, Delayed feedback

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Introduction

Feedback has been considered as an important tool in helping to determine by what students attribute their success and failures. Teacher needs to think about what they are reinforcing ability, attempt, and uniformity, risk taking, the right answer, neatness and cooperation.

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It is important to find out that how the amount and type of feedback given by the teacher differ according to gender, contest and class. (Bibi, as cited in Akram, M., Naseem, Q., & Ahmad, I. 2017). Arends (2007) explains feedback is a stimulus that is detached, and also means to get individuals to replicate preferred performance. The educationalists suggested that by using praise and privileges or types of incentives and rewards by the teachers motivates students to develop positive attitude and to perform encouraging conduct in the classroom. Anthony, 2005 explains that feedback is proved to be the vital factor through which teacher, can review the success and failure of their instruction. The importance of provided feedback by the teacher for the achievement of instructional objectives is very important. Positive feedback effects on the educational performance of students and it also show positive results of the students in assessment. Dyer (2006) found that there is positive effect of feedback on academic performance of the students.

Fyfe and Rittle-Johnson (2016) explains that Feedback has a prominent role in classrooms, as teachers use it to inform students of their current academic progress. Giving feedback on how students perform in the classroom or on specified tasks allows them to reorganize what they understand or know to accommodate new and better ideas and skills. Providing feedback does not fall only on teachers as feedback can be given by peers during group work and students can create their feedback when working on academic tasks. Feedback is significant in the formative evaluation where teachers will be able to identify their students' weaknesses and use the information to improve their delivery.

Hattie and Timperley (2007) defined input as knowledge given by teachers, peers, parents or experiences as to how one performs, or understands a matter. Feedback occurs after a student's response or when a student is given input on a certain task (Henderson et al., 2019; Machrus & Desmita, 2019). Systematically, teachers use feedback to shift students' focus from grades to the importance of knowing how much they have mastered a given task. Furthermore, feedback, at its best, is not just a list of comments but it is personalized to cater to students' specific needs. However, the impact feedback has on students is dependent on its type, when and how it is used. Practically, teachers inform students of their progress while learning through the feedback loop (Blar, Jafar, & Monawir, 2015; Chalmers, Mowat & Chapman, 2018). In these instances, students are informed of their current progress, reach their learning goals and gauge their performance against their peers. Omer and Abdularhim (2017) posit that for teaching and learning to be considered successful, evaluation-based feedback should be constructive and suitable.

Feedback can occur in several situations, specifically 1) teachers giving tips for corrective measures, 2) peers giving information for clarification, 3) students referring to a task's answer key to determine if the selected answer is accurate, and 4) students using self-reflection on previous experiences for self-improvement. When effectively provided, feedback is a powerful tool for improving learning. Feedback feeds forward into planning modifications in learning as well as in teaching for teachers whilst feedback about learning is provided to the learners with the intended purpose of improving learning (Griffiths et al., 2017).

According to Maranon (2006) feedback forms in the personality of the student that was right or wrong had an unenthusiastic impact, and also it provides reason why something was right or wrong had a positive impact.

Throughout a task, Prompt feedback usually occurs. It is less formal, although it can be a powerful and effective tool as it can be provided easily in the land in a timely way. Asking what do you notice about _? Or how does this match the criteria? Stimulates students' thinking.

Hartely (2000) recommended that the language and tone of feedback matters a lot. It starts from positive manners and then continues to the aspects required for improvement. To enhance the confidence and self respect of the learner, Prompt feedback is very important. It must be correlated according the mental level and needs of the learner.

According to ygotsky (1978) to present student with prompt feedback is a trend in classroom. Prompt feedback is need of more than few seconds of teacher's time and attention; also it needs careful planning of the teacher. To make it significance genuine rather than automatic is Basic complexity of prompt feedback. To support thinking and way of thinking, Language is the primary instrument. The language communication between the educator and the student are important (Talib et al., 2015). Prompt feedback promotes the student to being able to separately complete his task in the future while it was not previously possible for the learner. The knowledge served as the link between the student and his or her highest potential, obtained from Prompt feedback (Beaumont, 2011).

For the significant Teaching and learning process, feedback of teacher is a joint association where feedback is not only significant for the learners and the learning. Miles and Smith, (2013) identify if the benefits which the feedback provided be reduced if feedback is only used to get to next to a grade. If the grade is deficient, it supports the learner and parents to focus on the learning rather than understanding of the grade. Black et al. (2004) explained way the responses of teachers affect students, it is very important to imitate on practices in classroom. The consistency of learning process is in hands of the teacher and the learner, therefore they both must have to act best for the better learning outcomes. To help the students to make associations between the feedback given by teachers, their work, and learning and the ways to improve, the role of the teacher is very important.

Feedback must articulate in already known language by the learner. Unknown and difficult words lead to dissatisfy the learner. Feedback is like the way through which learners can maximize their performance, some guidelines on providing feedback are:

- Feedback should be carefully delivered
- Feedback must be task oriented.

- Feedback on time plays important role
- Feedback should be provided in descriptive manner.
- Proper attention should be provided in classroom to all the learners.
- Feedback should be presented in simple way to understand.
- Feedback should be real rather than conceptual in nature.

Feedback Regarding Period of Time

Different definitions about feedback of teacher are encountered in the pedagogy literature. Rink (1985) explains the term teacher feedback to include a variety of teacher reactions on student behavior such as teacher praise, correction, and confirmation of correct response. Dixon (2005) suggest that feedback which focuses on the task is more effective at raising student achievement as compared to the feedback oriented towards the student promotion to next grade only. Student oriented feedback shown to be ineffective at raising student achievement (Hattie & Timperley, 2007).

Prompt Feedback

Prompt feedback is one of the motivational strategies. It can regard as the information available, makes possible the contrast of the actual performance with some standard performance of a skill at a selected time without delay, of the students which. It is the process of informing students, parents and administrators regarding students' progress underneath shortest possible period of time. To change the responses of learners, they must be furnished with some kind of awareness of their consequences, this process is called feedback (Hattie & Timperley, 2007).

Providing students with feedback may serve as instructional aid in that knowledge of results facilitates learning on the test scores about the performance of learners in irregular manner. Prompt feedback assist the survival of interaction between the teachers and the students as well as the flow and exchange of information in an interlink age process. Hull (1952) stated that the response of result acts as reinforcement.

Delayed feedback

Delayed feedback includes response provided directly after a test has been taken. Delayed feedback can represented as work that is graded within 24 hr or perhaps longer after being curved in the classroom environment, delay in feedback could also produce good continuation skills (Dihoff, Brosvic, & Epstein, 2003).

Types of Feedback by Its Nature

Oral feedback

Throughout a task, oral feedback usually occurs. It is less formal, although it can be a powerful and effective tool as it can be provided easily in the and in a timely way. Asking what do you notice about? Or How does this match the criteria? Stimulates students' thinking.

Hartely (2000) recommended that the language and tone of feedback matters a lot. It starts from positive manners and then continues to the aspects required for improvement. To enhance the confidence and self respect of the learner, oral feedback is very important. It must be correlated according the mental level and needs of the learner.

Written feedback

Written feedback is the form of feedback that requires more teacher's concentration and time. Purpose of written feedback is to allow students to know about how much they have successfully retrieved information about concept that has been taught up regarding a specific topic. It also enables students to attain the opportunity to correct errors at their own. Having the ability to correct the errors would construct maximally effects the personality of learner (Kulhavy, 1977).

Types of Prompt Feedback

Descriptive feedback

Descriptive type of written feedback is more effective at helps in raising student achievement as compared to feedback which just evaluates the degree to which something is right or wrong (Bangert-Drowns et al., 1991). According to Cowie (2005) Evaluative feedback tells students about something is right or else wrong, is corrective in nature. Descriptive feedback firstly tends to explains that why something is incorrect and secondly explains how to improve it. Descriptive feedback is more helpful at increasing student achievement, students also appreciates it for helping and improving their writing and reading.

Improvement-oriented feedback

Improvement-oriented feedback has been exposed to be extra effective increasing student achievement than achievement-oriented feedback Cho et al. (2006). Improvement-oriented feedback is closely related to mastery learning whereas achievement-orientated feedback has a stronger relationship to performance learning. In other words, feedback for raising student achievement as compared to feedback that describes whether or not one have been successful feedback and also suggests ways to improve is more effective.

Evaluation feedback

Evaluation feedback refers to that teachers make evaluation for students' answer in the type of words, numbers and symbols Cullen (2002). Evaluation feedback is described as forms of judgment based on the learners' performance Nunan (2001). Nunan (1991) explains that effect of evaluative feedback as compared to descriptive feedback was general and unclear. Students' inner expectation towards teachers will decrease, if teachers give only simple feedbacks. Evaluation type of written feedback plays an important role in determining the grades and position of the learner in the classroom.

Positive feedback

Oche (2012) explains that According to Thorndike law of effect, in the personality of learner positive response results in positive impact while negative feedback result negative impact. The stimulus response association theory of learning summarize Skinner's, Pavlov's, Thorndike's, and Hull's theories of learning that through the organization or escalation of bonds between the stimulating conditions and responses, learning can acquire. The result of positive and negative feedback on students can make or mark a student's educational progress, which are of course multiple in outlooks.

Negative feedback

Oaverts (2013), express the association to commence when student performs a task known as the process of negative feedback in education, giving feedback is not effective if the feedback is not of good quality.

The effect of a positive feedback or negative feedback strongly affects student's performance. By reviewing the literature it was found by the researcher that although a lot of studies were conducted on feedback of teachers but less emphasis was given specifically the prompt feedback and its effect on student's achievement. Feedback is an incentive that has been almost removed from classroom, and it intends to get individuals repeat desirable behavior. For that reason it was valuable to find out the association between prompt feedback of teachers and students achievement at secondary level. The main objectives of the study were:

- To define prompt feedback types given by teacher on student performance.
- To explore influence of Prompt teacher feedback on student achievement at secondary level.

Theoretical Framework of the Study

The theoretical framework of the study is based on the stimulus response association theory of learning summarize by Skinner's, Pavlov's, Thorndike's, and Hull's theories of learning that through the organization or escalation of bonds between the stimulating conditions and responses, learning can acquire.

Objective of the study

- To define prompt feedback types given by teacher on student performance
- To explore influence of Prompt teacher feedback on student achievement at secondary level

Research question

- Is there any relationship exists between prompt feedback and academic achievement of students at secondary level.
- What is relationship between student's achievement and demographic variables in the study?

Methodology

This study was quantitative in nature. Data were collected through questionnaire.

Population of the study

For conducting this study, 10th class students of the District Rawalpindi were served as population of the study. The targeted population of this study was secondary schools of District Rawalpindi; accessible population was secondary schools of Wah Cantt which consisted on the students of 10th class.

Sampling method of the study

For conducting this study, the researcher used the non-probability sampling method. The researcher selected the simple convenient sampling technique for data collection procedure of this study.

Sample

The sample of this study was selected from the male and female students of secondary schools of District Rawalpindi. Convenient sampling technique was used for the selection of sample; sample size was consisted of 260 students (10th class) of secondary schools of Wah Cantt.

Instrument for the study

The researcher reviewed the related researches for developing research instrument. Self-developed questionnaire (close ended) was used to collect data from the students. Questionnaire was also translated in Urdu for students. The researcher measured the types of prompt feedback of teacher (Improvement feedback, evaluation feedback, positive feedback, negative feedback, descriptive feedback) using modified and self-developed questionnaire, which comprised of three sections. These three sections represent the demographic information (Name, father information, mother Information, tuition center information, average time spend on homework) and two types of Prompt feedback (Improvement feedback, evaluation feedback, positive feedback, negative feedback, descriptive feedback)

Data collection

For data collection self-designed questionnaire was used from the students, also the SSC part-1 marks of the students were taken in terms of academic achievement. The researcher personally visits schools for data collection.

Analysis of data

Data was quantitative and SPSS software was used for the analysis of collected data.

Delimitation of the study

The study was limited to the students of secondary schools of Wah Cantt therefore; the results cannot be generalized to the students of primary and middle level as well.

This study was quantitative so it is possible that many types of teacher's feedback were not covered. In the future, the qualitative aspect of this study might fill the gaps. Only the secondary school students of class 10th were considered as the population of the study.

Results

Research question one

Is there any relationship exists between prompt teacher feedback and academic achievement of students at secondary level?

Table I
Correlations

		Marks of English in SSC.1	Prompt Improvement Feedback	Prompt Evaluation Feedback	Prompt Positive Feedback	Prompt Negative Feedback
Prompt improvement feedback	<i>r</i>	.283**				
	<i>r</i> ²	8.01%				
	<i>p</i>	.000				
	<i>N</i>	260				
Prompt evaluation feedback	<i>r</i>	.200**	-.012			
	<i>r</i> ²	4.00%	0.01%			
	<i>p</i>	.001	.845			
	<i>N</i>	260	260			
Prompt positive feedback	<i>r</i>	.638**	.076	.313**		
	<i>r</i> ²	40.70%	0.58%	9.80%		
	<i>p</i>	.000	.219	.000		
	<i>N</i>	260	260	260		
Prompt negative feedback	<i>r</i>	-.039	.161**	-.054	-.103	
	<i>r</i> ²	0.15%	2.59%	0.29%	1.06%	
	<i>p</i>	.527	.009	.387	.097	
	<i>N</i>	260	260	260	260	
Prompt descriptive feedback	<i>r</i>	.313**	.228**	-.028	.107	
	<i>r</i> ²	9.80%	6.57%	0.08%	1.14%	0.19%
	<i>p</i>	.000	.000	.655	.084	.476
	<i>N</i>	260	260	260	260	260

**Correlation is significant at the 0.01 level (2-tailed).

Table I reports correlation analysis of the variables (marks in SSC-1 and types of prompt feedback). The tables shows weak positive correlation between marks of students and prompt improvement oriented feedback, ($r = .283, p < .001$), accounting for 8.01 percent variation. There was positive weak correlation between prompt evaluation feedback and marks of students, ($r = .200, p < 0.01$) accounting for 4.00 percent variation. There was positive strong correlation between prompt positive feedback and marks of students, ($r = .638, p < 0.01$) accounting for 40.70 percent variation. There was negative correlation between prompt negative feedback and marks of students, ($r = -.39, p < 0.01$) accounting for 40.70 percent variation. There was positive weak correlation between prompt descriptive feedback and marks of students, ($r = .313, p < 0.01$) accounting for 9.80 percent variation.

Research question two

What is relationship between student’s achievement and demographic variables in the study?

Table II
Correlations

		SSC-1	Gender of Respondent	Education of Father	Mother Education	Father Occupation	Home Task Given	Average Time Spend
Gender of respondent	<i>r</i>	-.003						
	<i>r</i> ²	0.00%						
	<i>p</i>	.964						
	<i>N</i>	260						
Education of father	<i>r</i>	.038	.095					
	<i>r</i> ²	0.14%	0.90%					
	<i>p</i>	.539	.128					
	<i>N</i>	260	260					
Mother education	<i>r</i>	.150*	.193**	.433**				
	<i>r</i> ²	2.25%	3.72%	18.75%				
	<i>p</i>	.016	.002	.000				
	<i>N</i>	260	260	260				
Father occupation	<i>r</i>	-.061	-.139*	-.162**	-.106			
	<i>r</i> ²	0.37%	1.93%	2.62%	1.12%			
	<i>p</i>	.325	.025	.009	.089			
	<i>N</i>	260	260	260	260	260		

Table 2 Continue

		SSC-1	Gender of Respondent	Education of Father	Mother Education	Father Occupation	Home Task Given	Average Time Spend
Mother occupation	<i>r</i>	.025	-.023	.038	-.199**	-.086		
	<i>r</i> ²	0.06%	0.05%	0.14%	3.96%	0.74%		
	<i>p</i>	.690	.713	.546	.001	.168		
	<i>N</i>	260	260	260	260	260		
Home task given	<i>r</i>	-.062	.038	.031	-.007	-.019		
	<i>r</i> ²	0.38%	0.14%	0.10%	0.00%	0.04%		
	<i>p</i>	.322	.547	.615	.916	.758		
	<i>N</i>	260	260	260	260	260		
Average time spend	<i>r</i>	.015	.201**	.138*	.105	-.011	-.030	
	<i>r</i> ²	0.02%	4.04%	1.90%	1.10%	0.01%	0.09%	
	<i>p</i>	.815	.001	.026	.091	.858	.630	
	<i>N</i>	260	260	260	260	260	260	
Tuition center going	<i>r</i>	.186**	-.123*	.018	.004	.057	-.063	-.117
	<i>r</i> ²	3.46%	1.51%	0.03%	0.00%	0.32%	0.40%	1.37%
	<i>p</i>	.003	.047	.776	.949	.363	.312	.060
	<i>N</i>	260	260	260	260	260	260	260

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table II reports correlation analysis of the variables (marks of SSC-1 and types of demographic variables in the study). The tables shows negative correlation between marks of students and gender of the respondent, ($r = -.003, p > .001$), accounting for 0.00 percent variation. There was positive very weak correlation between father education and marks of students, ($r = .03, p > 0.01$) accounting for 0.04 percent variation. There was positive weak correlation between mother education and marks of students, ($r = .150, p > 0.05$) accounting for 2.25 percent variation.

There was negative correlation between father occupation and marks of students, ($r = -0.61, p > 0.01$) accounting for 0.37 percent variation. There was positive weak correlation between mother occupation and marks of students, ($r = -.02, p > 0.01$) accounting for 0.06 percent variation. There was negative correlation between home task and marks of students, ($r = -.06, p > 0.01$) accounting for 0.38 percent variation. There was positive weak correlation between average time spent on home work and marks of students, ($r = 0.15, p > 0.01$) accounting for 0.02 percent variation. There was positive weak correlation between tuition academy joining and marks of students, ($r = -0.186, p < 0.01$) accounting for 3.46 percent variation.

Discussion

- The first objective was to define different types of prompt feedback given by teacher on student performance. The researcher identified Promptfeedback types (positive feedback, negative feedback) in introduction section. These types of feedback were defined and explained by different authors like Black et al.(2003), Bangert-Drowns et al. (1991), Rink (1985), Cho et al.(2006), and Noor et al. (2010). To achieve this objective research question was proposed to achieve the first objective. After the detailed literature review the researcher find out that several studies are conducted but they were on the some kinds of feedback and most of them were on single topic e.g prompt or descriptive feedback.
- The second objective was to find out the effect of prompt feedback types on student achievement. Table I reports correlation analysis of the variables (marks in SSC-1 and types of prompt feedback). The tables shows weak positive correlation between marks of students and prompt improvement oriented feedback, ($r = .283, p < .001$), accounting for 8.01 percent variation. There was positive weak correlation between prompt evaluation feedback and marks of students, ($r = .200, p < 0.01$) accounting for 4.00 percent variation.

There was positive strong correlation between prompt positive feedback and marks of students, ($r = .638, p < 0.01$) accounting for 40.70 percent variation. There was negative correlation between prompt negative feedback and marks of students, ($r = -.39, p < 0.01$) accounting for 40.70 percent variation. There was positive weak correlation between prompt descriptive feedback and marks of students, ($r = .313, p < 0.01$) accounting for 9.80 percent variation. The findings of this research are aligned with that of (Ashwell, 2000).The findings of this research are also aligned to some extent with that of (Selvaraj, 2021).

Conclusion

Based on findings, following conclusions were drawn;

- It was concluded that there was positive correlation between marks of students and Prompt feedback which indicated that providing prompt feedback to the students on their performance can positively affects the performance of the students.
- It was also concluded from the findings of the study that there is positive relationship between prompt feedback of teachers and academic achievement of the students at secondary level.
- It was concluded that prompt negative feedback by teacher discourage the students to improve their work.
- It was concluded that prompt positive feedback by the teacher effects students' performance positively.
- For keeping the students in the right direction teachers should clarify confusing statements of the students, correct students' mistakes, encourage students on their work progress, suggesting changes, and avoiding comments like very bad, unacceptable, etc.

Recommendations

- For keeping the students in right direction in relation to provide immediate prompt feedback to students during teaching to concept clarification, awareness of their own strengths and weaknesses, and for improvement in learning, Teachers may use feedback during learning process.
- It is recommended that students should be given proper timely feedback on their assigned tasks by the teachers.

Practical Implication of the Study

- It is recommended to arrange training sessions for teachers to create awareness among teachers to use the prompt feedback techniques effectively in the class room.
- Training programs on the importance of motivation, rewards, praise for teachers to enhance their knowledge and competence and to enable them to use various feedback techniques in the classroom, establishment may commence can be initiate by the local administration

Limitations

- The study was limited to the students of secondary schools of Wah Cantt therefore, the results cannot be generalized to the students of primary and middle level as well.
- This study was quantitative so it is possible that many types of teacher's feedback were not covered. In the future, the qualitative aspect of this study might fill the gaps.
- Only the secondary school students of class 10th were considered as the population of the study.

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