

# Feedback and Feedforward: Vital Tools to Enhance Learners' Sustainable Academic Excellence at Jazan University

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## Abstract

The term 'feedback' is a dynamic phenomenon in the teaching-learning process. Teachers must have professional skills to understand students' psychological approach, learning styles, and mindsets to provide effective feedback. This leads to feedforward, promoting academic satisfaction and enhancing learners' mental stability and learning goals. A study conducted in three different colleges at Jazan University in KSA found that feedback implementation is complex and involves multiple variables. For the first mode of data collection, students' assignment samples in each course are assembled. For the second mode of data collection, surveys are conducted targeting students and teachers. SPSS is used to analyse the data collected through assignments and surveys. Data analysis depicted clearly that feedback implementation is an intricate process and fruitful outcomes are determined only by

controlling both the learners' reception and reaction to the feedback; however, this control can only be achieved by making the entire academic process learner-centred and not considering feedback as just a message to be delivered to students, but as an all-inclusive process that should be initiated, carried forward, and culminated in a very comprehensive manner.

**Keywords:** Feedback, Psychological approach, Feedforward, Learning styles, Mental stability, Learner-centred

## 1. Introduction

### *1.1 First Phase of the Feedback Process*

To achieve a pragmatic teaching-learning scenario and bridge a gap between theory and practice, the foremost issue usually given importance to is the content and types of feedback provided to the learners. Alongside these aforementioned areas of feedback, there are some other requisites of feedback that can't be unheeded if one aims at achieving more fruitful and productive outcomes.

In any Professional Development Program for Teachers, the focus is mainly on the content or 'what' of the feedback intended to be given to the students. On the other hand, less heed is paid to 'how', 'where', and 'when' this feedback should be provided, or how could this feedback be made more productive making sure the maximum academic outcome, ignoring the very fact that it is the main goal of any teaching-learning process. Where 'How' of feedback refers to a continuous or formative mode and is usually carried out by assessment of students' assignments. The assessment of students' assignments is considered as written or corrective feedback and is found to be least effective in terms of yielding long-term academic excellence on the part of students, although it can help the teachers know the performance of the students in a particular context and can assist them in modifying their teaching methodologies to some extent to better suit learners' current achievement level only. However, the question remains of how the modified strategy will work in yielding the long-term academic goals until direct feedback is given to the students or taken from them regarding the basal errors made by them in their work. Direct feedback could be individual-based or in the form of focused groups and will acquaint the educators with the root causes of the problems students are facing and will bring them to a better position to solve them immediately with more productive and better-aligned methodologies to the learners' achievement level. This all can be achieved more successfully and professionally if the teacher is well-trained and has sufficient knowledge regarding dealing with students' learning issues. So, it's suggested that any PDP, apart from 'What', i.e., content of the feedback, must include this usually missing aspect related to the 'How' of the feedback, as well. It will prove to be a real game changer in the whole teaching-learning scenario. So, we can lay this whole perspective in a framework where 'working feedback' starts with the PDP providing teachers with input for effective feedback procedures and culminates in the academic outcome of the students as a result of this professionally driven feedback.

### *1.2 Second Phase of the Feedback Process*

Feedback is a manifold process, incorporating learners' learning focus, determining their way

forward in the learning process, and giving them the charge of their learning. It can prove to be a real game changer if applied in an appropriate manner and with deeper insight instead of a formal piece of advice handed over or communicated to the students. Feedback can prove to be double-edged, being constructive and destructive at the same time. Making it constructive is the ultimate goal of a trainer; however, if not dispensed skilfully and professionally can prove to be havoc for learners. For students, feedback is usually considered a criticism of their work, so it's quite intimidating for them and creates a negative impact on them. In this context, it's very important to understand the soul of the feedback process i.e., the knowledge of four basic 'Wh. Factors involved in the productivity of any feedback aimed at the students.

1. **What:** It refers to the content of the feedback.
2. **Where:** It refers to the place or learning context.
3. **When:** It refers to the time frame (formative/ summative etc.)
4. **How:** It refers to the function/process involved in communicating feedback

The most important constituent of this 4-tier approach is the 4<sup>th</sup> factor which is not just a stand-alone element, but an embodiment of a complex process that needs to be understood with a much deeper insight unlike done up until now and proved futile.

To understand the aforementioned 4-tier approach, it's critically important to comprehend the 4 models proposed in the Educational Research Review, as it will lead us to a better comprehension of the effectual outcome of the feedback process. According to (Panadero & Lipnevich, 2021) various proposed models reflect multiple thematic areas, such as descriptive, internal processing, interactional, and pedagogical. All these thematic areas are interconnected to each other and to students' characteristics that lie in the backdrop of all of them. Before going to further dissection of the topic, we will briefly discuss the above-mentioned thematic areas of the models proposed by different researchers.

**1. Descriptive:** It refers to the content of the feedback. Description of the feedback is the focal point of this model. In this thematic area, feedback is considered as a message to be transmitted or conveyed to students irrespective of mode of transmission, such as oral, written, online, or offline (in a traditional classroom setting). It is related to the 'what' of the feedback. It takes the form of corrective feedback emphasizing correcting students' mistakes and errors just for marks or grade improvement. It doesn't carry any long-term academic improvement goals. Feedback is just a task carried out by the teachers besides other tasks, ignoring the fact that it's not a task but rather a whole process. Overall, it is an orthodox process and found to be least effective.

**2. Internal Processing:** It refers to the feedback processing between the feedback provider and the feedback receiver. Its basic focus is how feedback impacts the learners. (Butler & Winne, 1995) It involves the delivery and implementation of feedback content. Here the focus is not only on how the feedback will be delivered, but also on how it will be perceived. Both function and internal processing play a vital role here and are interlinked as well. It refers to the 'how' of the feedback process.

**3. Pedagogical/Instructional:** This thematic area focuses on shortening the gap between the set goals and the current level of performance. It doesn't only aim at guiding the students about their work, i.e. how they are doing (feedback), but also aims to guide them where to go next (feedforward). With the concept of feedback and feedforward, teachers can modify their pedagogies effectively and make them in line with the learner's learning objectives. It's considered as one of the most explored thematic areas besides descriptive. In this context, feedback can acquire various shapes like an open dialogue, one-on-one, collective, oral, written, formative, summative, etc. The 'where' of the feedback is also critical here. It refers to the classroom climate. It can have positive or negative impacts, both. It impacts learners' perception of the feedback affecting their psyche and the whole teaching-learning process; if not provided appropriately results in nullifying the feedback outcomes.

**4. Interactional:** It refers to the interaction between the sources and agents involved in the feedback process. The sources and agents in this case refer to teachers, peers, and self (learners themselves). According to (Panadero & Lipnevich, 2021), this theme is the least explored area in the whole feedback process. It studies how the different sources and agents' feedback impacts the students and whether their response to them is the same or different. Agents like teachers are given importance in the pedagogical area, but other agents like peers and self are mostly ignored. This whole thematic area depends on how a teacher designs his feedback process focusing on himself as a feedback delivery agent, or assigning peers this role, or shifting the whole feedback process to the learner himself, making him responsible for self-correction, or in other words, learner's autonomy is made the focal point of the feedback process. Here we can observe two shifts. One shift is in the teacher's role from being the transmitter of feedback to the observer of the feedback's impacts, and the second shift is in the student's role from being the passive receiver of the feedback to the active implementor of the feedback. Other than teachers and students themselves, there exists another type of agent and that is peers. The concept of peer feedback carries a lot of limitations such as peers' qualification for providing the feedback, personal biases, intellectual level, sufficient training, etc. All these aspects need to be explored further.

**5. Students' Characteristics:** Students' Characteristics are considered as the linking agents and remain in the backdrop in all 4 major thematic areas. Students' idiosyncrasies act as a catalyst in the whole feedback framework. Based on them, students' reactions to feedback may vary. It could be perceived positively or negatively depending on learners' learning styles (Khurshid, 2015), psychological approach, cognitive and behavioural outlook, and achievement level.

## **2. Literature Review**

Feedback occupies the central position in any teaching-learning process as its impact on the learners' academic achievements is indispensable. Although most of the researchers have agreed on the critical role it plays and the contribution it makes to students' learning outcomes, there are a few apprehensions as well. Firstly, students consider feedback as criticism of their work and develop a negative attitude towards it from the very outset. Secondly, the efficacy of the feedback depends on multiple aspects, such as its content,

delivery, perceivability, and finally its application. (Boud & Molloy, 2013), (Panadero et al., 2018). (Johnson and Pendaro, 2018). Feedback given to students, generally, doesn't focus on covering all these aspects. Rather, the target is mostly the content only (Ruiz-Primo & Brookhart, 2017) though its significance can't be overlooked either. If the focus is 'improvement in grading rather than growth', learning could never take place to its maximum. Instead of an orthodox feedback process, a transition is required to make the feedback process more productive by giving place to self-reflection in the feedback framework. Student's voice as autonomous learners, affirmed by (Higgins et al., 2002), as "conscientious consumers" is of fundamental importance in the whole process and requires to be paid attention. Students connect to the feedback depends on two fundamentals, the nature of the feedback and how it is comprehended; the former is not usually given enough focus in the prevalent research. This gap in research leads us to the first question that has been dealt with within the scope of the current research paper – 'listening to student's voice' in the feedback process.

Different researchers agreed on what constitutes good quality external feedback. Quality, in a broader perspective, is undoubtedly related to students' needs and teacher-defined goals. (Nicol & Macfarlane-Dick, 2006). Good quality feedback simply and directly gives awareness to the students of their shortfalls and leads them to feedforward, i.e., impart an understanding of the targeted goals. Teachers' feedback is a source against which students evaluate their work so it needs to be very skilled and specific without any negative element or mark of criticism. However, the question remains how to achieve this end? The disparity between teachers' and learners' perspectives can lead to a widened gap between the intended goals and the outcomes of the teaching-learning process (Carless, 2006); Gibbs and Simpson, 2004). Students and teachers need to be on one page for the intended learning outcomes. Above all, the stakeholders must listen to each other to get the maximum benefit of the feedback process. This leads us to one of the underlying issues dealt with within the scope of the current paper – the disparities between educators' and learners' approaches to the feedback process.

Teachers' feedback responses would have to be interpreted, constructed, and internalized by the student if they were to have a significant influence on subsequent learning (Ivanic, Clark & Rimmershaw, 2000). Consequently, to achieve the maximum benefits of the feedback, the message must be deciphered by the students effectively. Nevertheless, here also the crucial question remains unanswered and that is 'how'. Many factors play a role in this scenario, such as students' self-reflection, metacognition, psychological approach, and future goals and targets. (Zainab, 2016) This brings us to the next important issue incorporated in the current research paper – the role of learners' self-reflection and idiosyncrasies in the feedback process.

Up until now, research has been inadequate in confirming the framework of external feedback. As (Boud & Molloy, 2013) says:

"The only way to tell if learning results from feedback is for students to make some kind of response to complete the feedback loop (Sadler, 1989). This is one of the most often forgotten

aspects of formative assessment. Unless students can use the feedback to produce improved work, through for example redoing the same assignment, neither they nor those giving the feedback will know that it has been effective. (Boud & Molloy, 2013)

This brings us to the next question dealt with within the scope of the present research paper and that is about the basic framework of the feedback process and how to make the best out of it. In this regard, the teacher's tracking of students' performance, no doubt, is crucial in the entire feedback process. In this current research paper, four assignments are administered to the students to track their performance with and without feedback and its impact on feedforward.

Input plays an essential role in the education process, influencing students' academic achievement and encouraging growth. Although its significance is broadly recognized, there are considerable gaps in understanding how to enhance feedback for optimal results. Much of the current research centers on theoretical frameworks, yet there is a scarcity of evidence regarding how to implement these concepts in various educational environments. This disconnect creates an urgent need for investigations that link research findings with practical teaching scenarios.

A significant challenge is that many studies focus on the substance of feedback, frequently overlooking how it is communicated, comprehended, and utilized by students. Providing comprehensive feedback is crucial, but it must also assist students in internalizing the information and applying it effectively. The feedback cycle, which evolves into feedforward methods, is often neglected, leaving students without clear guidance on how to enhance their future performance.

Moreover, research has not adequately addressed individual variances, such as cultural, linguistic, and cognitive elements, which significantly influence how feedback is perceived and utilized. Ignoring these diverse requirements can render feedback ineffective for some students. Another issue involves aligning the objectives of teachers with the views of students—an aspect that remains inadequately studied in practical contexts, often resulting in feedback that does not resonate with learners.

The idea of feedforward is acknowledged as crucial but lacks sufficient exploration in existing literature. There are few studies that offer straightforward techniques for transforming feedback into actionable improvements. Similarly, while self-reflection and metacognition are recognized as vital for engaging with feedback, their impact on helping students actively utilize feedback has not been fully examined.

Current research seeks to fill these gaps by investigating how feedback can be customized to address the varied needs of learners. By monitoring student performance on assignments both with and without feedback, the goal is to evaluate its influence on learning and develop effective feedforward approaches. The study also highlights the significance of valuing student voices and promoting their independence, fostering a more inclusive and pragmatic method of feedback that links theoretical understanding with everyday classroom practices.

### 3. Research Methodology

The present research is a small-scale mixed-method study aiming at a naturalistic paradigm reflecting the philosophy of feedback from the perspective of teachers and students. The present study is carried out to check the one-to-one correspondence between the feedback given by teachers and students' academic achievement in the presence of a catalyst involved in enhancing the whole teaching-learning process. The catalyst in this case is considered as the perception attached to the basic idea of feedback and is believed to be constantly working in the background influencing the teaching-learning process in the foreground. This perception is shared by teachers and students, both. It doesn't only encompass what, when, where, and how of the feedback, but also the students' self-reflection and idiosyncrasies in perceiving it.

To know students' and teachers' viewpoints, it is decided to collect the data in an open and uncontrolled or semi-controlled manner. A focused group technique is employed as a means of capitalizing on group interaction to facilitate the collection of rich responses to the questions posed (Rae & Cochrane, 2008).

It must be realized though that focused groups have their limitations and need to be approached tentatively. The context for the present research is English courses runs at various colleges under the supervision of Jazan University, KSA. College of Health Sciences, Business College, and Computer Science College cater to intermediate and pre-intermediate levels. English is taught as a foundation course in all the three aforementioned colleges. It is not possible to target all the students belonging to these three levels because the data would be unmanageable, therefore, focused groups are targeted. For the first mode of data collection, purposive sampling is tailored and assignment samples of 5 students from each course are assembled. So, the total no. of targeted students reaches 15. The second mode of data collection adopted is a survey comprising both open-ended and close-ended questions following the Likert scale. 20 teachers and 49 students participated in these surveys. After collecting the data, the quantitative analysis is carried out using SPSS. The qualitative data analysis is done by analysing the responses deeply by three assessors. Then, their responses are tallied to achieve the authentic results.

#### 3.1 Data Collection Methods

To collect comprehensive data about the whole feedback process, direct and indirect methods are employed. Assignments and surveys are incorporated to generate genuine and authentic results.

##### 3.1.1 Data Collection Through Assignments

For analyzing the directly proportional relationship between feedback and students' academic achievement, a series of 4 assignments is set up and dispensed among students of three courses. Target students belong to pre-intermediate and intermediate levels only to sustain the accord and balance in the achieved results. One teacher is made responsible for giving feedback to 5 students for each course. Each assignment carries a total of 10 marks. Among the students, each assignment has been completed by a group of five individuals.

### 3.1.1.1 First Phase of Data Collection

During the 1<sup>st</sup> phase of data collection, the first assignment is given to the targeted students with a general guideline of how to attempt it. The students are supposed to return it in a week. Once the students submit it, the teacher records the feedback in the form of written comments and returns it to students without any face-to-face or group interaction. Students decode it as per their perception.

### 3.1.1.2 Second Phase of Data Collection

During the 2<sup>nd</sup> phase, students are given the second assignment based on the same concepts, but with different content. It is collected after a week. Students' performance is recorded.

### 3.1.1.3 Third Phase of Data Collection

During the 3<sup>rd</sup> phase, the same practice is repeated by giving students the third assignment and collecting after a week. However, this time feedback is given with elaborated written comments and involves face-to-face interaction as well.

### 3.1.1.4 Fourth Phase of Data Collection

During the 4<sup>th</sup> phase, the assignment with the same concepts as assignment 3 is given to students, but with different content. After a week, the assignment is collected back and students' performance is recorded.

## 3.2 Analysis of Data Collected Through Assignments

After the data is finalized, all the assignments are compared to find out the differences in students' performance. The main focus is on figuring out:

- a. students' improvement in assignment 2 compared to assignment 1
- b. students' improvement in assignment 4 compared to assignment 3
- c. differences in improvement between assignment 2 and 4
- d. range of improvement from assignment 1 to 4

The performance across these assignments varies, showcasing a range of understanding and proficiency among the students. For instance, in the College of Health Sciences, Assignment 1 (Figure 1) reflects a moderate performance with an average mark of 2.5, suggesting a need for improvement in comprehension or application. Similarly, Assignment 3 also exhibits a comparable average mark, indicating a consistent performance trend. However, there are notable exceptions in Assignments 2 and 4, where the averages rise to 3.1 and 7.4, respectively. Assignment 4, in particular, stands out with a significantly higher average, indicating a strong grasp of the subject matter or perhaps a particularly well-received task. These variations in performance across assignments highlight the diversity of skills and competencies among students within the College of Health Sciences. The same trend is observed in the College of Computer Science (Figure 2) as well. Business College (Figure 3) shows the same trend but it is not as evident as it is observed in the other two colleges.



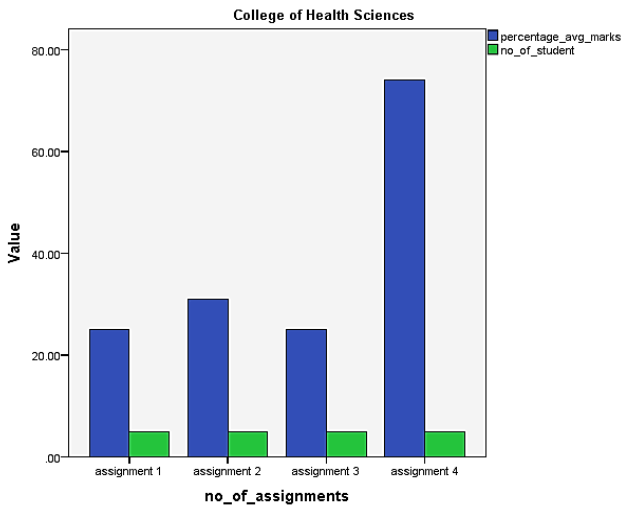


Figure 1

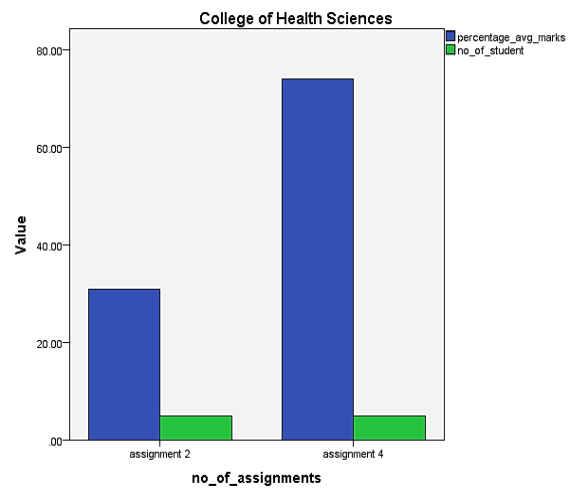


Figure 2

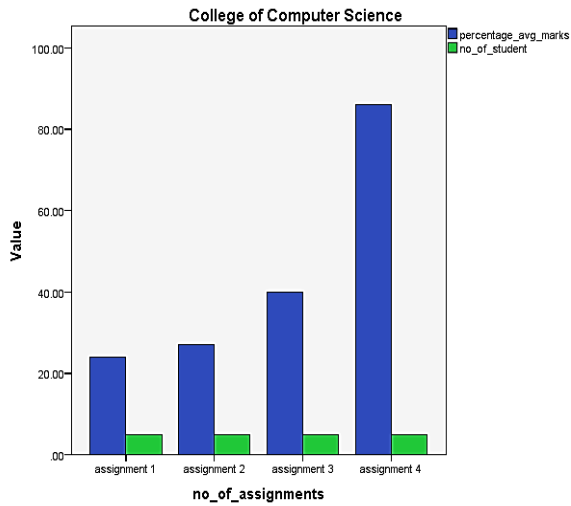


Figure 3

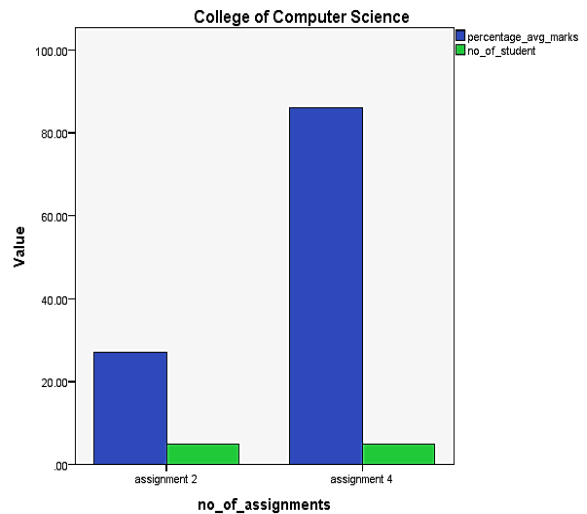


Figure 4

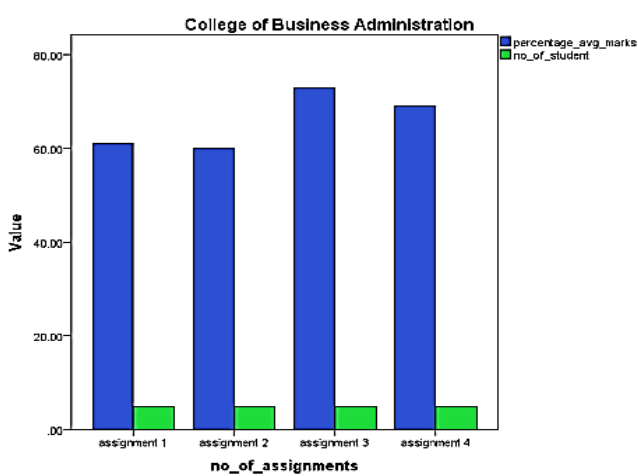


Figure 5

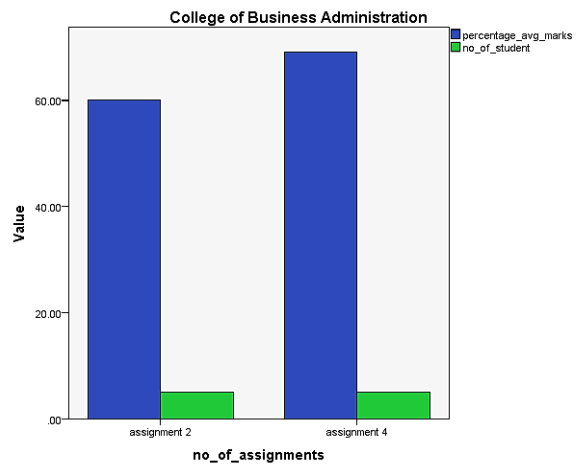


Figure 6

### 3.2.1 Range of Improvement From Assignment 1 to Assignment 4

By looking at the data, one can conclude that the average score from Assignment 1 to Assignment 4 has remarkably increased in the College of Health Sciences with a 3.1 average in Assignment 2 and a steep rise to 7.4 in Assignment 4 (Figure 4). A similar look at the data from the College of Computer Science also stands out showing a rise from 2.7 to 8.6 (Figure 5). The data from the College of Business Administration depict an almost flattish rise from 6 to 6.9 (Figure 6). While the range of improvement across the colleges varies, what remains constant is the fact that the input provided by the respective teachers shows a marked increase in students' academic performance (Figure 7). This change is flashed across the trimester and can easily be replicated across all the disciplines under study.

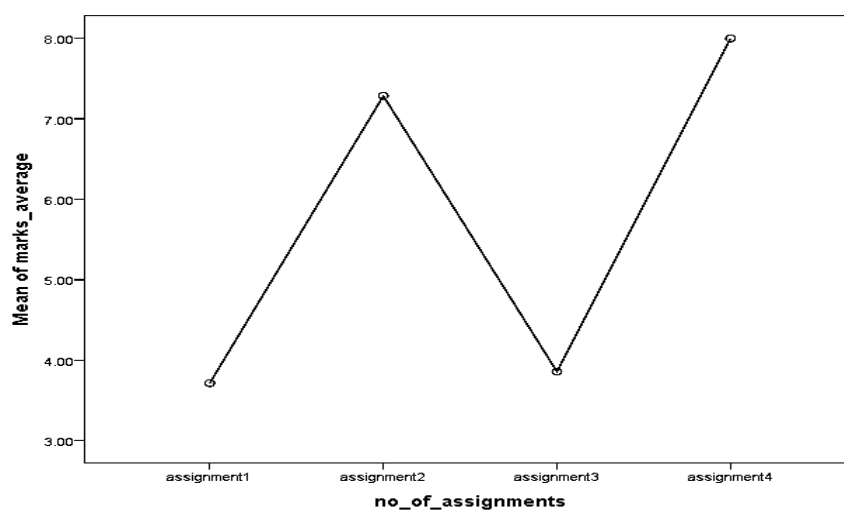


Figure 7. Range of Improvement from Assignment 1 to Assignment 4

### 3.2.2 Data Collected Through Surveys

In the meantime, two surveys are also conducted as planned and the results are generated using qualitative and quantitative analysis. 49 teachers and 20 students participated in these surveys.

#### 3.2.2.1 Analysis of Data Collected Through Surveys

What is evident in the student's academic performance is also reflected in their ideology while responding to the student survey wherein 45.76 % and 37.29 % strongly agreed and agreed respectively considering feedback a crucial tool for measuring their achievement. For teachers, feedback vitality established is around 47.8%. 64.4% of the student respondents across the campuses have opted for face-to-face feedback from the teachers. In this case, both the stakeholders that is teachers and students share the same perspective. There is an almost equal inclination for the type of feedback with 49.15 % of students opting for oral and 47.4% opting for written feedback. However, for around 62% of teachers written feedback holds more functionality compared to oral feedback. Further, students have also exhibited an inclination to receive feedback in groups (59.3%) over individuals (38.9%). On the contrary, more than 80% of teachers show a clear preference for individual-based feedback. Regarding

the student's willingness to explore the possibility of receiving feedback from peers, 10.2% strongly agreed and 54.2% agreed to the peer-feedback approach, which is quite a high approval rate. Whereas from teachers' perspective, the approval percentage falls between 30-50% for strongly agreed and agreed respectively. The choices students showcased for receiving feedback from teachers are around 20.3% and 37.3% for strongly agreed and agreed respectively. On further probing deeper into this aspect, the students elucidated that it's a natural process and they prefer feedback from experts on the subject. Those who welcomed feedback from peers said that it would be a way to attain valuable insights along with constructive criticism, creating a supportive learning environment that benefits everyone. Regarding the inclusion of peer feedback, teachers and students showed approval percentages of around 23.8% and 11% respectively. 62.7% of the learners opted in favor of summative compared to formative which is opted by 33.9% of students only. Here students clearly preferred the summative mode while around 81% of teachers preferred the formative mode of feedback. More than 70% of students appreciated the self-reflection approach in feedback reflecting a high percentage of approval. However, a low percentage of teachers showcased confidence in a self-reflection approach. It is less than 50%. 44.1% of learners agreed to the consummation of feedback in the classroom as against 10.1% of students who strongly disagreed with the concept. About considering feedback as a criticism of their work, only 6.8% of students agreed while 20.34% of students strongly disagreed with the very concept. On the other hand, around 20% of teachers strongly believe that feedback is taken as a criticism by students. However, more than 60% believe that students don't take feedback negatively. Corrective and Functional feedback are almost given equal weightage by the students with a slight deviation of 2.9% between the two. However, educators showcased a strong belief in functional compared to corrective feedback.

From this analysis, we could figure out the crucial disparities in educators' and learners' approaches to feedback. We are leaving these disparities open to further research and it is believed that for achieving pragmatic results in any teaching-learning process, these areas must be explored further. (Detailed data sets for the surveys can be found in the appendix.)

## **4. Recommendations**

### *4.1 Be Specific*

Provide detailed feedback that addresses specific aspects of the student's work. Highlight both strengths and areas for improvement. (Christina Anna Bauer & Walton, 2023). When providing feedback to young people, being specific is crucial for promoting development and comprehension. By focusing on specific elements, you may affirm their efforts and offer practical insights for improvement.

Next, explore the details of their work. Identify specific occasions where they performed exceptionally well, supporting your feedback with solid proof. This may include emphasizing a skilfully constructed argument, a comprehensive examination of evidence, or an especially perceptive interpretation. Identifying these characteristics helps to strengthen their positive actions and motivates them to keep moving on that path. The teacher survey conducted for the present research also supports the same idea where 80.9% of the English teacher

respondents at Jazan University preferred individual feedback which can pinpoint and explain areas of improvement. Provide precise details on where they might improve their work. Avoid ambiguous criticisms and provide specific recommendations for improvement instead. Offering precise guidance supported by 61.9% of teachers focusing on written feedback enables students to make tangible progress incorporating detailed evidence, and perfecting their grammatical concepts and writing style.

Additionally, take into account the delivery of the feedback. How and where the feedback process plays a fundamental role. More than 90% of students opted in favour of offline feedback. It elucidates, on the one hand, how important is face-to-face interaction between a student and teacher in any feedback process. On the other hand, it also focuses on the psychological aspect of the feedback process where a teacher has to keep in view the idiosyncrasies of the students while dispensing the feedback. Hence, teachers must ensure to provide constructive and encouraging feedback that emphasizes growth rather than negativity. Encouraging discussion and highlighting the value of ongoing enhancement enables students to assume responsibility for their educational progress

#### *4.2 Timely Feedback*

Aim to provide feedback promptly so that it remains relevant to the student's learning process. This could mean giving feedback on assignments promptly after they are submitted. (Bromley, 2013). Timely feedback is crucial for promoting optimal learning outcomes. Providing timely feedback helps educators keep the knowledge pertinent to the student's continuous learning process. The same idea is reiterated in the teacher survey where 80% of teachers opted in favour of the formative feedback. This immediate feedback helps students link the feedback to the particular task or idea they are working on, strengthening their comprehension and allowing them to make required changes swiftly. It fosters accountability and engagement by encouraging students to actively participate and invest in their learning through timely guidance and support. Emphasizing prompt feedback establishes a continuous feedback cycle that improves the learning process and enables pupils to achieve their maximum capabilities.

#### *4.3 Constructive Criticism (Feedforward)*

When providing feedback to a student, it is essential to do so constructively by focusing on areas for growth rather than just highlighting errors (Stapleford, 2023). Subtly point out areas for improvement by emphasizing particular activities or tactics the student can use to improve their performance. Promote introspection and self-evaluation, enabling the learner to assume responsibility for their educational progress. Moreover, provide assistance and tools to assist in their growth, such as extra practice chances, supplemental materials, or individualized coaching. Presenting feedback in this way increases the likelihood that students will feel motivated and empowered to improve, thereby creating a good and productive learning atmosphere. The assessment data collected for the present research shows a range of improvement from Assignment 1 to Assignment 4 because of the feedback. Students could be shown this comparison to be motivated. They will understand the importance of timely feedback and how it leads them to feedforward.

#### *4.4 Set Goals*

Encouraging students to set goals based on the feedback provided is another vital sub-set of feed-forward that supports them in achieving those goals. Students' growth and development need to motivate them to establish goals according to the feedback given. Feedback from teachers, peers, or self-reflection offers vital insights into areas for progress and strengths for pupils. Students can effectively improve their abilities and knowledge by establishing SMART goals, which are 'specific', 'measurable', 'achievable', 'relevant', and 'time-bound'.

Educators must assist students by aiding them in breaking down significant objectives into achievable tasks, providing tools and direction, and giving ongoing encouragement and motivation. Recognizing their advancement and commemorating their accomplishments as they develop can help students maintain motivation and concentration on achieving their objectives. ("Increasing the Motivation of Agricultural Universities Students to Studying English with the Help of Project Method," 2021). Encouraging a growth mindset that views mistakes as chances for learning and progress might help students persevere through difficulties.

#### *4.5 Personalize Feedback*

Recognize that each student has unique strengths, weaknesses, and learning styles. Tailor feedback to individual students to maximize its effectiveness. Recognizing the uniqueness of each student is crucial for creating a nurturing and efficient learning atmosphere. Each student possesses a unique combination of skills, limitations, and learning preferences that influence their educational experience. Educators can optimize the impact of their feedback by recognizing these variances and customizing them to meet the individual needs of each student. By utilizing this tailored strategy, instructors can leverage students' strengths by providing praise and encouragement to support positive actions and accomplishments. Understanding various learning styles in the classroom allows teachers to provide feedback in ways that best suit each student, such as visual, auditory, kinesthetic, or a mix of these. Educators may create a more inclusive and empowering learning experience for all students by embracing diversity and customizing feedback to match their specific needs. (Khurshid, 2015)

The aforementioned perspective was validated through the surveys conducted for the present research paper.

#### *4.6 Encourage Reflection*

Students must contemplate the feedback they receive as it is a significant component of their learning process. Encouraging students to consider how they may utilize the feedback for the next assignments or learning tasks improves their metacognitive abilities. Educators promote deeper thought and self-awareness among students by posing questions like "What specific aspects of the feedback resonate with you?" and "How can you use this feedback to enhance your approach in similar tasks?" This process motivates students to create methods for integrating feedback into their learning process, which may include improving their study habits, adjusting their problem-solving approaches, or seeking extra resources or help. The

surveys conducted presently reiterated the same idea that more than 70 % of students opted in favour of self-reflection in the feedback process. Teachers' approval of this concept is not very high, but they should start listening to their students' voices and help them to be autonomous learners.

#### *4.7 Use a Mix of Formats*

Exploring several formats for providing feedback allows for a versatile approach to communication that accommodates various learning styles and preferences. Written comments enable extensive explanations and careful thinking due to their clarity and permanence. Conversely, verbal criticism provides a human element, encouraging direct engagement and the chance for instant clarification. Teacher respondents preferred written feedback over verbal while student respondents preferred verbal over written. This shows a gap between educators' and learners' mindsets and needs to be explored further. Contrary to the common belief that multimedia forms such as audio recordings or video feedback are considered to boost comprehension and memory by utilizing visual and auditory stimuli, our student respondents opted in favour of face-to-face feedback over any other mode. This again reflects on the gap between the educators' and learners' approach towards the feedback process and opens the field for further research. In a nutshell, educators can customize feedback to establish 'eclectic feedback' to meet specific requirements, thereby promoting a more inclusive and efficient learning outcome.

#### *4.8 Feedback Dialogue*

Educators can gather significant insights into students' opinions, issues, and interests by establishing communication channels, which can lead to more personalized and efficient teaching methods. It fosters personalized teaching and is instrumental in generating mutual respect between the teachers and the students. It establishes the growth of professional assessment literacy and emphasizes the importance of 'academic trust', (Davis & Dargusch, 2015). Furthermore, it promotes the ethos of mutual respect and collaboration, with both students and teachers actively participating in the learning process. The whole feedback process could be summed up by establishing 'meaningful discourse helping students receive feedback, reflecting critically on their performance, setting improvement objectives in the view of feedforward, and taking proactive efforts to achieve them.'

#### *4.9 Peer Feedback*

Integrating chances for peer input into your teaching approach can be quite advantageous in various aspects. Creating a controlled environment for students to give feedback to one other under your supervision can reduce your burden and promote a culture of collaborative learning in your classroom (Svinicki, 2001). Peer feedback enables students to analyse their classmates' work thoughtfully, providing viewpoints and opinions they may not have thought of otherwise. This method enhances their comprehension of the topic and sharpens their communication and analytical abilities. Moreover, students may find input from peers less daunting than feedback from teachers, which can boost their confidence and motivation. Incorporating peer feedback into your teaching method can improve the learning experience

for students and foster a supportive and engaging learning environment. Both teachers and students seem to appreciate the idea of peer-feedback in the surveys. However, peer feedback has a lot of limitations, such as peers' training, education level, efficiency, unbiased approach, etc., and it needs to be explored further before implementation.

#### *4.10 Track Progress*

Maintaining a feedback log both for teachers and students is extremely helpful for multiple reasons. Both the stakeholders can measure progress properly, identifying patterns of improvement or continuous areas of struggle. This data allows all involved to customize the process more effectively by addressing specific needs and giving focused assistance where needed. Keeping a record of feedback history promotes accountability for both the educator and the student, motivating them to actively interact with the criticism and strive for progress. Furthermore, it acts as a point of reference for engaging in discussions with them enabling productive exchanges about progress and advancement. By methodically recording feedback, instructors can improve their teaching methods and provide more effective assistance to meet the various learning requirements of their pupils. The same idea is reiterated in the assignment data in which teachers keep track of the student's performance by dispensing different types of feedback: written, verbal, detailed, and brief. By analysing the range of improvement and comparing the results of assignments 2 and 4, we could visualize which type of feedback is crucial to students' academic excellence. Being educators, this could greatly aid us in formulating our teaching strategies over time to well suit our students' learning styles and achieve maximum academic output.

### **5. Conclusion**

Overall, feedback implementation is an intricate process involving multiple variables from content to idiosyncrasies of students to pedagogical context to sources and agents. To make the whole process fruitful, teachers' professional development should occupy the key position. They must be aware of how to go about the whole process to get the maximum learning and academic outcomes. They have to make sure that feedback reaches its full potential (Panadero & Lipnevich, 2021). This could be done by controlling both the learners' reception and reaction to the feedback. This control could only be achieved by making the whole teaching-learning process learner-centered and not considering feedback a mere task or a message to be delivered to students, but an all-inclusive process that should be started, carried forward, and culminated in a very comprehensive and well-planned manner.

This research underscores the critical role of feedback as an all-encompassing, structured process rather than a singular task. By managing both the delivery and learners' reactions to feedback, the study highlights how education can transition towards a more interactive and impactful learning model. The findings advocate for embedding feedback seamlessly into teaching practices, ensuring its potential is fully realized.

Moreover, the significance of this research lies in its ability to address a crucial gap in understanding how feedback can be optimized within learner-centered frameworks. By offering insights into the complex interplay of teacher practices, learner reception, and the

broader pedagogical context, this study contributes to the ongoing development of effective teaching strategies. It provides educators with practical approaches to make feedback a transformative element of the teaching-learning process, thereby advancing academic outcomes and fostering meaningful learner engagement.

This research paves the way for future studies to explore exciting possibilities and deepen our understanding of feedback in education. Researchers could examine how factors like cultural backgrounds, teaching environments, and individual learning styles shape the effectiveness of feedback. They might also investigate how learner-centered feedback influences long-term academic progress and personal development. Additionally, with the growing role of technology in education, there's immense potential to explore how tools like AI can make feedback more personalized and interactive. By building on these ideas, future work can refine and enhance teaching practices, ensuring feedback remains a powerful force in helping students thrive.

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### Appendix 1: Assignments1-4

#### Assignment-1 (Tenses-Present Simple & Past Simple)

##### I. Use the correct form of the verb given in parenthesis.

1. I \_\_\_\_\_ (go) to the college every day.
2. You \_\_\_\_\_ (play) the piano very well.
3. \_\_\_\_\_ she \_\_\_\_\_ (visit) you daily?
4. Salma always \_\_\_\_\_ (find) new ways to do things.
5. Toronto \_\_\_\_\_ (be) in Canada.
6. Cars \_\_\_\_\_ (have) wheels.
7. \_\_\_\_\_ your mother \_\_\_\_\_ (have) a big house?
8. We \_\_\_\_\_ (use) the computer last night.
9. They \_\_\_\_\_ (not/ visit) Paris two years ago.
10. \_\_\_\_\_ he \_\_\_\_\_ (read) the newspaper yesterday?
11. \_\_\_\_\_ she \_\_\_\_\_ (you / call) last week?
12. Last year I \_\_\_\_\_ (go/ not) to England.
13. I \_\_\_\_\_ (not/ like) the coffee yesterday. It wasn't strong.
14. We went to Kate's house but she \_\_\_\_\_ (be/ not) at home.
15. Ali and Ahmad \_\_\_\_\_ (be) best friends. They play football every day after class.

#### Assignment-2 (Tenses-Present Simple & Past Simple)

##### I. Use the correct form of the verb given in parenthesis.

1. I sometimes \_\_\_\_\_ (meet) friends in the afternoon.
2. \_\_\_\_\_ (he/ sing) in the shower usually?
3. Lyla and Manal \_\_\_\_\_ (be) in Riyadh in 2018.
4. They \_\_\_\_\_ (not/ buy) T-shirts last Friday.
5. She often \_\_\_\_\_ (walk) to school.

6. \_\_\_\_\_ (Nick/ call) you an hour ago?
7. She \_\_\_\_\_ (not/ work) in the garden on Mondays.
8. \_\_\_\_\_ (Soha/ drink) coffee every day?
9. We \_\_\_\_\_ (not/ ride) our bikes on Sundays.
10. They \_\_\_\_\_ (live) on the third floor.
11. I \_\_\_\_\_ (have) dinner with my family yesterday.
12. My friend \_\_\_\_\_ (not/ speak) Spanish very well.
13. I wasn't hungry after work so I \_\_\_\_\_ (not/ eat) the dinner.
14. \_\_\_\_\_ (the bus/ leave) on time yesterday?
15. I love sports. I \_\_\_\_\_ (play) tennis every weekend.

**Assignment-3 (Tenses-Present Simple & Past Simple)**

**1. Complete the sentences using the correct form of verbs in parenthesis.**

1. They \_\_\_\_\_ (go) to Europe last summer.
2. I always \_\_\_\_\_ (have) ketchup with my spaghetti.
3. She \_\_\_\_\_ (visit) her uncle yesterday.
4. My sister \_\_\_\_\_ (have) tea at 5 o'clock on Saturdays.
5. Amal \_\_\_\_\_ (clean) her room daily.
6. Asad \_\_\_\_\_ (meet) a famous Youtuber in 2020.
7. I sometimes \_\_\_\_\_ (walk) to the office.
8. They \_\_\_\_\_ (sit) in front of the computer every evening.
9. They \_\_\_\_\_ (like) their holidays two weeks ago.
10. Anum often \_\_\_\_\_ (talk) to Mary.

**2. Change the sentences in question 1 to negative.**

1.  
\_\_\_\_\_.
2.  
\_\_\_\_\_.
3.  
\_\_\_\_\_.

4.  
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5.  
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8.  
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9.  
\_\_\_\_\_.
10.  
\_\_\_\_\_.

**Assignment-4 (Tenses-Present Simple & Past Simple)**

**1. Complete the questions and answers using the *Present Simple* form of verbs in parenthesis.**

*Example: When \_\_\_\_\_ Bella \_\_\_\_\_ breakfast? Bella \_\_\_\_\_ breakfast at 6.30. (have) Answer: When **does** Bella **have** breakfast? Bella **has** breakfast at 6.30.*

1. Where \_\_\_\_\_ they \_\_\_\_\_ after school? → They \_\_\_\_\_ in a café. (**meet**)
2. Where \_\_\_\_\_ Ayesha \_\_\_\_\_? → She \_\_\_\_\_ in Jeddah. (**live**)
3. When \_\_\_\_\_ you \_\_\_\_\_ in the garden? → I \_\_\_\_\_ in the garden every evening. (**work**)
4. Where \_\_\_\_\_ he \_\_\_\_\_ volleyball? → He \_\_\_\_\_ volleyball in the gym. (**play**)
5. What sport \_\_\_\_\_ you \_\_\_\_\_ in winter? → We \_\_\_\_\_ snowboarding. (**watch**)

**2. Complete the questions and answers using the *Past Simple* form of verbs in parenthesis.**

*Example: When \_\_\_\_\_ Bella \_\_\_\_\_ breakfast? Bella \_\_\_\_\_ breakfast at 6.30. (have) Answer: When **did** Bella **have** breakfast? Bella **had** breakfast at 6.30.*

1. Where \_\_\_\_\_ they \_\_\_\_\_ yesterday evening? → They \_\_\_\_\_ shopping.  
(go)
2. When \_\_\_\_\_ he \_\_\_\_\_ football? → He \_\_\_\_\_ football last Sunday.  
(play)
3. What \_\_\_\_\_ you \_\_\_\_\_ last night? → I \_\_\_\_\_ a movie. (watch)
4. When \_\_\_\_\_ Ali \_\_\_\_\_ home? → He \_\_\_\_\_ home at 8 o'clock pm.  
(come)
5. When \_\_\_\_\_ the meeting \_\_\_\_\_? → It \_\_\_\_\_ at midday. (finish)

## Appendix 2: Questionnaire for Students

### Student Profile

1. FULL NAME / EMAIL ID: (optional): \_\_\_\_\_

2. GENDER:            Male            Female

3. NATIONALITY: \_\_\_\_\_

4. OCCUPATION: Student

5. EDUCATIONAL BACKGROUND: \_\_\_\_\_

1. Which type of 'feedback' is more effective?

- a. oral                      b. written

2. How should 'feedback' be given?

- a. in groups                      b. individual

3. When should 'feedback' be dispensed/ What should be the 'feedback' style?

- a. formative                      b. summative

4. Which mode is more preferable for giving the 'feedback'?

- a. face-to-face                      b. online

5. Only teachers should be responsible for giving the 'feedback'.

*Strongly Agree    Agree            Neutral Disagree    Strongly Disagree*

6. Peers could be assigned the responsibility of giving feedback.

*Strongly Agree    Agree            Neutral Disagree    Strongly Disagree*

7. Give reasons for your answer to Question 6 in one or two sentences.

8. ‘Self-reflection’ could be considered a better mode of feedback compared to teachers’ or peers’ feedback?

*Strongly Agree   Agree   Neutral Disagree   Strongly Disagree*

9. Give reasons for your answer to Question 8 in one or two sentences.

10. Feedback should be given inside the classroom in front of your class fellows.

*Strongly Agree   Agree   Neutral Disagree   Strongly Disagree*

11. ‘Feedback’ is considered by you as a criticism of your work.

*Strongly Agree   Agree   Neutral Disagree   Strongly Disagree*

12. ‘Corrective Feedback’ (correcting students’ errors for improving grades for a specific content only) could yield improved learning outcomes.

*Strongly Agree   Agree   Neutral Disagree   Strongly Disagree*

13. ‘Functional Feedback’ (correcting students’ errors at a conceptual level for long-term impacts) could yield improved learning outcomes.

*Strongly Agree   Agree   Neutral Disagree   Strongly Disagree*

14. ‘Feedback’ holds a critical position in improving your learning outcome.

*Strongly Agree   Agree   Neutral Disagree   Strongly Disagree*

### **Appendix 3: Questionnaire for Teachers**

#### Teacher Profile

1. FULL NAME / EMAIL ID: (optional): \_\_\_\_\_

2. GENDER:            Male            Female

3. NATIONALITY: \_\_\_\_\_

4. OCCUPATION: Teacher

5. EDUCATIONAL BACKGROUND: \_\_\_\_\_

1. Which type of ‘feedback’ is more effective?  
a. oral                      b. written
2. How should ‘feedback’ be given?  
a. in groups                      b. individual
3. When should ‘feedback’ be dispensed/ What should be the ‘feedback’ style?  
a. formative                      b. summative
4. Which mode is more preferable for giving the ‘feedback’?  
a. face-to-face                      b. online
5. Only teachers should be responsible for giving the ‘feedback’.  
*Strongly Agree    Agree    Neutral Disagree    Strongly Disagree*
6. Peers could be assigned the responsibility of giving feedback.  
*Strongly Agree    Agree    Neutral Disagree    Strongly Disagree*
7. Give reasons for your answer to Question 6 in one or two sentences.

8. ‘Self-reflection’ could be considered a better mode of feedback compared to teachers’ or peers’ feedback.  
*Strongly Agree    Agree    Neutral Disagree    Strongly Disagree*
9. Give reasons for your answer to Question 8 in one or two sentences.

10. Students consider ‘feedback’ as a criticism of their work.  
*Strongly Agree    Agree    Neutral Disagree    Strongly Disagree*
11. ‘Corrective Feedback’ (correcting students’ errors for improving grades for a specific content only) could yield improved learning outcomes.  
*Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree*
12. ‘Functional Feedback’ (correcting students’ errors at a conceptual level for long-term impacts) could yield improved learning outcomes.  
*Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree*

13. 'Feedback' holds a critical position in improving students' learning outcomes.

*Strongly Agree*   *Agree*   *Neutral*   *Disagree*   *Strongly Disagree*

14. Feedback should be made a part of the curriculum.

*Strongly Agree*   *Agree*   *Neutral*   *Disagree*   *Strongly Disagree*

15. Do you think teachers should be trained professionally to impart effective feedback to the students?

a. Yes                                      b. No

16. Give reasons for your answer to Question 15 in one or two sentences.

17. Should feedback be made a part of 'Professional Development Program' designed for teachers' training in any teaching-learning program?

a. Yes                                      b. No

18. Give reasons for your answer to Question 17 in one or two sentences.

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