



## THE PURPOSE OF THE STUDY

- how feedback works in lessons,
- what forms of feedback are effective,
- whose feedback is more important and finally how feedback can be improved.

## RESEARCH QUESTION

**‘How can feedback improve the achievements of 10<sup>th</sup> grade students in English lessons?’**

The literature review, and subsequent research study, attempted to answer three questions:

1. What is feedback and why is it important?
2. How does feedback link to learning and teaching in English?
3. How can the value of feedback be increased?

## CONCLUSION

All students appreciate the importance of feedback;  
96% of students do value feedback;  
93% of students believe that the quality of feedback is essential in their learning;  
88% of students agree that positive feedback leads them to achieve their goals.

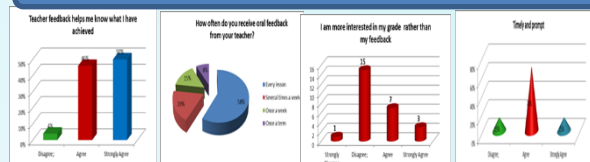
<https://www.youtube.com/watch?v=6gyI0wE9iNo>

## METHODOLOGY

**A mixed-methods approach:**

- qualitative and quantitative data through interviews;
- questionnaires ;
- focus group;

## KEY FINDINGS



More than 50% of students get oral feedback every lesson whereas 4% and 8% of students get written feedback every lesson and several times a week respectively.

38% of students do not like receiving negative and critical feedback and 62% students think positive feedback rises their confidence and motivates them to learn.

The feedback that helps students to reflect on and redirect or improve their learning

Feedback helps students to know their past achievements (50%) and enhances future development (61%)

## RECOMMENDATION

- To keep the balance of given feedback (oral and written feedback)
- To clarify the purpose of feedback to students (areas for strength and areas for development)
- Not to give feedback at the same time as overall grades