

Exploring Students' Perceptions on Teachers' Feedback in the Classroom (A Study of Achham Multiple Campus, Nepal)

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ABSTRACT:

This study, situated within an interpretivist research framework and conducted at an Achham multiple campus in the Far western province of Nepal, delves into students' perceptions of teacher feedback and the factors influencing its reception and utilization. Qualitative methods and purposive sampling were used. Twenty participated fourth-year students from distinct classes participated, and a combination of learning notes, semi-structured questions, and in-depth interviews were used to reveal their perspectives on feedback delivery. Thematic and interpretive analyses uncovered that student view teacher feedback as a focused mode of communication, distinguishable from regular classroom interactions, often discerned through cues like personal and task-related objectives. Seeking clarity, students frequently pursued both verbal and written feedback, often through dialogues with teachers. The research underscores the intricate nature of feedback, highlighting students' recognition of emotional, atmospheric, and expectation-based variables that collectively influence its effectiveness. Implying a need for further exploration into teacher and student feedback expectations, the study also suggests an intriguing avenue of investigation into the role of teacher emotions in shaping feedback. Ultimately, this research enriches our understanding of students' engagement with teacher feedback, shedding light on the intricate educational dynamics at play.

Keywords: *Teacher Feedback, Student Perceptions, Classroom Dynamics, Perspectives*

INTRODUCTION:

In the realm of education, the recognition and accessibility of feedback processes for students are undeniably crucial. This study delves into the context of Achham Multiple Campus, where a significant concern has been raised: students express dissatisfaction with the feedback provided by their teachers. Notably, a noticeable disconnect emerges between students' perceptions of the quantity and quality of teacher feedback compared to that of the teachers. This glaring incongruity warrants a comprehensive investigation, prompting the need for further research. At the core of this study lies a profound curiosity: to unravel the intricate tapestry of student experiences and beliefs concerning verbal feedback. This exploration takes inspiration from Evans and Waring's (2014) Personal Learning Styles Pedagogy framework. While feedback itself constitutes a complex and multifaceted cycle, this research specifically centers on the realm of verbal feedback, tracing its inception from the very moment a student perceives a teacher's attention and the

subsequent interaction—or lack thereof—that ensues. Feedback, as conceptualized by Ramaprasad (1983), serves as a bridge between existing knowledge and the realms waiting to be explored. Nicol and Macfarlane-Dick (2006) bolster this notion with their compelling advocacy for the alignment of formative assessment and feedback within the classroom context. Their proposition accentuates seven pivotal principles underpinning effective feedback: the clarity of exemplary performance, the cultivation of reflective learning, the assurance of high quality, the facilitation of dialogue, the infusion of positivity, the narrowing of the chasm between current and desired performance, and the influence on teaching methods. These principles find their roots in seminal works like Zimmerman and Schunk's research on self-regulated learning (2001), Wiliam's exploration of formative assessment (1998), and Sadler's profound insights into feedback as a conduit to clarity (1989). Yet, even when these foundational principles are meticulously applied, Evans (2013a) astutely observes that students might encounter challenges in effectively harnessing

feedback, often due to a spectrum of personal factors ranging from metacognitive and cognitive to emotional as well as contextual variables meticulously outlined in her feedback landscape conceptual model. In this light, the interconnectedness between feedback theories, classroom dynamics, and student interactions unveils a dynamic interplay that warrants scholarly attention. The following sections delve into the nuanced exploration of these dimensions, shedding light on the intricate relationship between teacher feedback and students' learning journeys within the distinctive setting of Achham Multiple Campus.

Teacher feedback:

Teacher feedback stands as a pivotal mechanism within the educational landscape, offering students valuable insights into their performance vis-a-vis learning objectives (Rakoczy et al., 2008). This feedback serves a dual purpose: it facilitates knowledge and skill enhancement while igniting the flames of learning motivation (Schute, 2008). Rooted in the comprehensive framework of educational interaction, teacher feedback encompasses information delivered by various agents - be it teachers, peers, literature, parents, self-assessment, or experiential encounters - all contributing to the tapestry of one's performance or comprehension (Hattie and Timperley, 2007, p. 81). At its essence, teacher feedback entails tangible guidance, elucidating the divergence between current performance and desired benchmarks (Wiggins, 1993, p. 182). It unfailingly aims at amplifying students' learning journeys, channeling efforts toward the realization of educational goals. This feedback takes diverse forms: it shapes the output and process of classroom activities, guides self-directed learning management, and fine-tunes the intricate role of self-regulation in the realm of education. The omnipresence of teacher feedback in classrooms resonates profoundly. Instantaneous reactions, be they conveyed through expressions, gestures, or remarks, weave an intricate web of guidance for learners. Written note, verbal feedback emerges as a potent force, surpassing written counterparts in its immediacy and impact. While an unscripted response to in-class performance, its potency relies on its constructive nature - an attribute indispensable for driving effective learning. The classroom, a nexus of instructional dynamics, echoes with feedback-driven interactions. It is crucial, however, to gauge students' reactions, as their engagement with feedback culminates in meaningful learning only when met with introspection and action (Gibbs and Simpson, 2004). Navigating the realm of feedback, research illuminates its varying effects, spanning from empowerment to potential detriments. As we explore its realm, the pedagogical approach wields significance. Approaches like Bloom's 'mastery learning', rooted in research, cast a positive influence,

bridging the gap between feedback and enhanced learning. Yet, the age-agnostic influence of feedback transcends boundaries, encompassing realms such as English, mathematics, and science (Ishtiaq & Suleman, 2016). Unveiling the nucleus of classroom feedback, teachers emerge as the cornerstone, offering students a conduit for refining their learning. However, in the pursuit of perfection, there lies a challenge. Teachers, immersed in linguistic concerns, may inadvertently overshadow content, organization, and style (Furneau et al. 2007; Lee 2004). The quest to address every linguistic flaw might inadvertently undermine student confidence, rendering feedback a potentially double-edged sword. Selective and purposeful feedback, as advocated by research, heralds a path toward more efficacious learning (Ferris et al. 2013; Sheen et al. 2009).

In this intricate dance, the classroom context plays a pivotal role, shaping the prism through which students perceive feedback. From single-draft to multiple-draft settings, the potency of feedback manifests differently. The instructional context, be it the phase of writing or the depth of commentary, influences how students assimilate and act upon feedback (Diab, 2005; Ferris, 2003).

Perspectives of feedback:

According to Cognitive researchers have examined how the human mind processes feedback and learns from it, focusing on the role feedback plays in converting declarative knowledge into automatized procedural knowledge (Anderson 1985; McLaughlin 1987, 1990; Pienemann 1984, 1998). Sociocognitive researchers, on the other hand, do not view learners as merely autonomous individuals (as in the cognitive approach), but instead they interact with the social environment as they learn. Specifically, influenced by interactionist theories, feedback takes into consideration "the significance of the individual reader and the dialogic nature of writing" (Hyland and Hyland 2006a, p. 2).

Socio-cultural views, learning could be a social phenomenon embedded in specific cultural, historical, and institutional contexts (Lantolf 2000; Vygotsky 1978), with the social part "as constitutive of cognition and so of learning" (Villamil and de Guerrero 2006, p. 23). Many researchers feedback has checked out feedback as an associate entity that's innocent of context (Hyland and Hyland 2006b; Lee 2008), failing to require an account of the multitude of contextual factors that may influence the feedback process such as the instructional context, the teacher factor, and students' individual differences (Goldstein 2005, 2006; Hyland and Hyland 2006a; Evans et al. 2010; Ferris 2010, 2014;). Sociocultural perspectives have great potential to address the role of these important, yet underexplored, contextual variables in feedback in writing.

Students' Perception of Teacher Feedback:

Students' Perception of Teacher Feedback in the Classroom refers to the way students interpret and make sense of the feedback they receive from their teachers during the learning process. This includes how students understand the feedback's content, its relevance to their learning goals, and the impact it has on their academic progress. Students' perception of teacher feedback is influenced by their individual learning styles, prior experiences with feedback, and their attitudes towards the learning environment (Shrestha et.al 2019). Understanding students' perception of teacher feedback is crucial for educators to effectively tailor their feedback strategies and create a supportive learning environment that promotes student growth and achievement. This review of student perceptions of feedback found that: (1) students perceive feedback to be unhelpful when it is vague, negative, or critical and is without guidance (Harris et al., 2014); (2) feedback must link students' work to the assessment criteria for it to be perceived as helpful (Brown et al., 2009)

Literature Review:

Feedback is crucial for the advancement and development of learners' necessary knowledge and skills. Furthermore, it enhances the learning achievements and performances of both learners and educators, making it a vital factor in shaping learning motivation. Cohen (1985) emphasized that feedback is a significant and powerful tool in instructional design. Feedback is a structured provision of information essential for understanding and performance from various sources such as teachers, peers, books, parents, oneself, or experiences (Hattie, 2007). Teachers and parents often provide feedback on correctness, administrators and experts offer feedback on performance, and teachers may provide informative feedback to colleagues. Books help solidify learners' concepts, while parents provide mental support in validating answers and research findings. Black and William (1998) outlined two functions of feedback: giving solutions and suggestions and providing guidance to help learners independently enhance their learning experiences.

Feedback provides clear ideas and logical thought processes for learners, teachers, and practitioners. Effective feedback, however, relies on various factors, including learner characteristics like sustained learning and workload management (Hattie and Timperley, 2007). It was advised that feedback reduces the gap between understanding existing knowledge and achieving desired outcomes (Hattie and Timperley, 2007).

Teacher-written feedback is optimally complemented by oral feedback during face-to-face interactions, enabling teachers to address individual student needs

by clarifying meanings, resolving ambiguities, and encouraging student questions (Ferris, 2014). From socio-cultural perspectives, interactive oral feedback between teachers and students contributes to the development of writing skills (Williams, 2002). Oral corrective feedback is particularly linked to dynamic assessment, where teacher-student interactions expand students' zone of proximal development (Nassaji and Swain, 2000; Poehner, 2008). Teacher feedback aligns with the "feed up, feedback, feed forward" stages of learning (Hattie and Timperley, 2007).

Feedback's underlying premise is to facilitate learning and enhance performance. Valerie Nevil Shute (2008) refers to this as "formative feedback," aiming to alter thinking or behavior for improved learning, under the condition that it is delivered correctly. Despite conflicting findings, Nevil Shute (2008) concludes that feedback generally enhances learning, with effect sizes ranging from .40 SD to .80 SD or higher. For example, Hattie and Timperley (2007) found student feedback to have varying effects, with a median effect size of $d = 0.79$.

Regarding student perception of feedback, research suggests that classroom feedback is often poorly received and underutilized in work revision. Students find teachers' feedback confusing and struggle to apply it (Hattie and Gan, 2011). Students view teachers as experts providing guidance, clarifying goals, identifying errors, and suggesting improvements (Carnell, 2000). However, students value collaborative work for discussing tasks and receiving peer support (Carnell, 2000). Students in higher education prefer specific and timely written feedback for its supportive impact (Poulos and Mahoney, 2008). Emotional responses to feedback also impact student perceptions (Ferguson, 2011). The classroom climate, characterized by trust, respect, and relationships, is vital for effective feedback utilization (Cowie, 2005; Hattie and Timperley, 2007). A supportive and interactive classroom environment promotes student participation and learning (Waldrup et al., 2009).

Recent studies confirm existing findings on student feedback perceptions in higher education, highlighting the role of emotions in shaping these perceptions. This study aims to fill a gap in the literature by exploring the interaction between emotions and cognition in students' feedback perceptions.

Affecting Factors of feedback:

Feedback's influence on learners' motivation is intricately tied to its reception and learners' dispositions within specific contexts (Rae and Cochrane, 2008). This interplay is influenced by Dweck's (1986) differentiation of learners into adaptive and maladaptive dispositions. Adaptive learners persevere toward goals, while maladaptive learners lack such drive. The significance of goal-oriented learning (Locke, 1996; Duckworth and Gross, 2014) underscores the reality that not all students are

equally driven, managing diverse situational pressures (Butler and Winne, 1995).

Learners' goal orientation and perceptions of feedback's nature and value directly affect their inclination and capacity to utilize it. This intersects with the potent role of emotions in feedback processing, gaining increasing recognition (Rae and Cochrane, 2008; Evans, 2013a). Higgins, Hartley, and Skelton (2001) underline how students invest emotionally in assignments, anticipating returns on their investments.

Yang and Carless (2013) and Pekrun et al. (2014) shed light on how students' emotions intersect with self-regulation and feedback engagement. Positive and negative emotional signals can respectively enhance or hinder feedback processing, although the interplay is intricate; individual assessment and filtering mediate emotional messages. Evans and Kozhevnikova (2011) further assert the inseparable link between emotions and feedback, aligning with studies of social cognitive processes (Dweck, 1986). While research into feedback perceptions abounds (Price et al., 2010), with connections to verbal feedback, there's a dearth of exploration regarding secondary students' perceptions of verbal feedback. This gap highlights an area ripe for investigation. In tandem, the mounting pressure on secondary educators to provide regular, formative feedback underscores the escalating value of verbal feedback (Ofsted, 2014), prompting inquiry into how feedback's impact can be magnified. Thus, this investigation delves into two core questions: Can students recognize feedback occurrences? And can this awareness be harnessed to foster tangible learning gains? Through probing these dimensions, a deeper comprehension emerges regarding the interplay of motivation, emotions, and feedback dynamics, offering potential avenues for optimizing the impact of feedback in educational settings.

Methodology and Method:

The study adopted a qualitative underpinned by an interpretative constructivist approach, employing in-depth interviews and questionnaires to gather rich insights into students' perceptions of teacher feedback within the context of Achham Multiple campus fourth-year students. The research sample, strategically chosen to ensure relevance and comparability, consisted of twenty students, evenly divided between Classes population group and health group. These two cases formed the basis of comparison, sharing distinct characteristics, engaged in challenging homework, and classwork assignments. Purposive sampling was employed. The twenty chosen students were conveniently sampled, being the only ones under the permission of campus administration, class /subject teacher, consistently engaging in more substantial homework, and classwork loads within a non-exam-oriented class. The research focuses on how adept

learners discern and utilize teacher feedback. Acknowledge the ethical consideration, inherent in case study endeavors, comprehensive measures were taken to ensure student anonymity. Each student was attributed coded references: pop 1 student was referred to as health 2, while their group counterparts were denoted as P1 and H2.

In this study, the researcher provided individualized feedback to students through 20-minute break time sessions for each ongoing assignment. Following each feedback session, students maintained a learning diary, structured semi-according to the principles of effective feedback outlined by Nicol and Macfarlane Dick (2006). The collected data from in-depth interviews and questions underwent thematic analysis, these interviews were audio-recorded, and two sections were taken interviews separately. The ensuing outcomes were transcribed and subjected to coding for subsequent analysis.

Generating Themes:

When I look at the data to find common themes, I often pay a lot of attention to how often something comes up. Some studies even use that as the main way to decide what themes to focus on. For example, Braun and Clarke (2006) say that themes should go beyond just random or isolated events. But in my study, where I try to understand things from the student's point of view, I took a wider approach. Just looking at how often something happens didn't capture the whole picture. I wanted to understand why certain things were important to the students. I noticed that they used specific words a lot and kept talking about certain things for a long time. This made me think that those things were really meaningful to them. So I used a way of looking at the data that paid attention to how often things came up, but I also looked at how much they mattered to the students. This approach helped researchers see the bigger picture and understand the real-world context that might get lost if only focused on numbers (Guest, MacQueen, and Namey 2012). By finding this balance between how common something is and how important it is to the students, I was able to come up with themes that truly captured what the students were experiencing. This gave me a deeper insight into how the different pieces of data fit together and how they relate to the student's own experiences.

Theme 1: Student Perceptions of Teacher Feedback: P1 and H2

In examining the perspectives of students P1 and H2 regarding teacher feedback, a comprehensive analysis underscores their distinct viewpoints and sheds light on the nuanced interplay between their experiences and the feedback process.

P1's Perception:

P1's interpretation of teacher feedback reflects a deep emphasis on personal goals and improvement. They seem to resonate with the idea of feedback as a tailored interaction, focusing on refining specific aspects of their work. The use of phrases like "my goals" suggests a strong ownership of the feedback process. P1's preference for feedback that requires less personal effort aligns with the notion of seeking targeted guidance to enhance specific elements of their work. This implies that P1 may prioritize incremental improvement over broader task goals, seeking feedback that helps them fine-tune their approach.

H2's Perception:

Contrastingly, H2's perspective on teacher feedback appears to encompass both personal and task-oriented objectives. Their mention of "easy type query" tasks like highlighting as well as more challenging aspects highlights a multifaceted engagement with feedback. The notion that they cannot always differentiate between personal and overall task goals suggests a potential struggle in navigating the feedback process. This may indicate a need for greater clarity in distinguishing between these two dimensions of feedback, indicating that H2 might benefit from feedback that emphasizes both their individual growth and the broader task requirements.

Moreover, our discussion boosted my self-confidence, as your clear explanation helped me grasp the suggested improvements right away (H2).

The diverse perceptions of P1 and H2 underscore the complexity of feedback interpretation. P1's focus on personalized improvement aligns with a proactive approach to feedback utilization, indicating a desire for targeted, actionable insights. On the other hand, H2's struggle to differentiate between personal and task goals highlights the importance of clear communication in feedback delivery. Educators should consider tailoring feedback to meet individual needs while also emphasizing the broader task objectives. Additionally, these perceptions provide insights into the broader feedback landscape within the classroom. While the researcher noted the presence of grading/levels in both cases, H2's lack of recall suggests a potential disconnect between teachers' intended feedback content and students' reception. Similarly, while praise was not explicitly mentioned by Class H, its presence was discerned by the observer, indicating that students may not always register or remember positive feedback, possibly impacting their motivation and self-perception.

In summary, P1 and H2's perceptions shed light on the intricate interplay between personal goals, task objectives, and feedback reception. Their experiences underscore the importance of clear communication, personalized guidance, and a holistic understanding of

feedback's impact on student motivation and learning outcomes.

Theme 2: What are the factors that affect feedback?

The process of feedback can be influenced by a variety of factors, which can affect how feedback is given, received, and acted upon. These factors can vary depending on the context, the individuals involved, and the nature of the feedback. Here are some key factors that impact the feedback process: relationship and Trust, communication skills, clarity and specificity, timing, relevance and applicability, culture and social context, emotional intelligence, motivation, feedback environment and frequency. Understanding and managing these factors can contribute to a more effective and productive feedback process, fostering growth and development for individuals and organizations. Some factors are mentioned below.

Relationship and Trust:

The quality of the relationship between the giver and receiver of feedback is crucial. Trust, respect, and rapport can greatly influence how feedback is perceived and accepted. A strong relationship can make feedback more effective and easier to communicate. Incorporating these student views into the factor of "Relationship and Trust" highlights how the quality of the teacher-student relationship influences the perception and effectiveness of feedback.

When teachers prioritize building trust and rapport, they create an environment where feedback becomes a collaborative and empowering tool for student growth (H2).

The impact of the feedback process is profound when a strong teacher-student relationship is nurtured. This connection enhances receptiveness, fostering a trusting environment where students welcome feedback as a means of growth. This positive rapport also fuels heightened engagement, where students actively contribute, inquire, and share their insights, imbuing the feedback process with greater significance. Moreover, this bond cultivates openness to improvement, enabling students to embrace constructive feedback with the understanding that it bolsters their progress rather than critiques. The reciprocity of trust encourages effective two-way communication, empowering students to comfortably offer feedback to teachers, thereby fostering mutual learning and growth. Most importantly, this foundation of trust curtails defensiveness, promoting an atmosphere where students are receptive and unguarded, facilitating open and productive dialogues that enrich the feedback experience.

Expectation:

Expectation, encompassing the anticipation of forthcoming events or behaviors grounded in prior

experiences and contextual cues, functions as a cognitive mechanism shaping how individuals construe and decode their surroundings. This psychological process holds sway across diverse domains like education, psychology, and interpersonal connections, exerting a substantial influence on emotions, attitudes, behaviors, and choices.

In an educational context, such as the classroom, students' perceptions of their peers' judgments, as articulated by Participant H2's observation, underscore how expectations can predicate notions of intelligence and influence self-perception. H2's assertion, "I think people in the class will obviously sort of determine you as more intelligent or less intelligent than them and have a judgment on you for that," illustrates how these conjectures impact peer dynamics. Moreover, expectation's sway is exemplified by H2's statement, "I didn't have to worry that I wasn't up to standard or the same level," emphasizing how personal expectations can intersect with perceived standards. Notably, these expectations extend to educators, as evident in Class H, where teacher expectations were perceived as potential inhibitors in the feedback process. This sentiment is underscored by the poignant remark, "... and you think the teacher's automatically going to think, okay, they're okay. They're intelligent enough to work it out on their own whereas you might not feel that inside." Collectively, these instances demonstrate the intricate interplay of expectation, perceptions, and the educational milieu, exemplifying how the cognitive phenomenon interlaces with emotions, behaviors, and decision-making.

Feedback Environment:

The role of atmosphere emerged as a dual-edged factor influencing the dynamics of the feedback process, as highlighted by both cases. Students' reflections shed light on the delicate balance between formality and informality that characterized feedback delivery. In Class P, the atmosphere's formality was a pivotal concern; striking the right equilibrium was imperative. If too informal, doubts arose about the task's validity, while excessive formality seemed to evoke a sense of threat, deterring students from seeking clarification. Contrastingly, Class S students frequently acknowledged the benefits of an informal atmosphere, particularly evident in their learning diaries. This informality facilitated their willingness to seek clarity and engage effectively with feedback.

Peers emerged as a shared source of distraction, acknowledged across all learning diaries. The one-to-one nature of certain feedback interactions was deemed advantageous due to its absence, freeing the feedback process from peer-induced disruptions. Remarkably, the level of formality was found to be influenced by the teacher's tone and conversational style. As elucidated by P1, the informality of the atmosphere was a direct outcome of the teacher's

conversational approach, transforming the feedback into a productive exchange akin to a conversation between peers.

P1's insight further underscored the pivotal role of the teacher in cultivating the appropriate atmosphere to optimize the feedback process. In the context of Class H, an informal ambiance proved conducive to enhancing the clarity and effectiveness of verbal feedback. Collectively, these observations illuminate the nuanced interplay between atmosphere, teacher-student dynamics, and the peer context, collectively shaping the conditions under which feedback is received, understood, and valued by students.

DISCUSSION:

Teacher feedback:

The concept of teacher feedback underwent a multifaceted exploration, as illuminated by student perspectives. They pinpointed the emergence of 'signal points,' pivotal junctures within conversations that transformed mere discourse into meaningful feedback. This finding resonates with Yang and Carless (2013), who expounded on cue awareness, wherein cues act as vital informational cues for progression. Notably, students displayed keen cue awareness, triggered by specific messages or phrases, shaping their receptivity to feedback. This inclination toward "feeding forwards" as opposed to retrospective analysis resonated with the cue recognition theory of Higgins, Hartley, and Skelton (2001), urging a forward-looking perspective.

An intriguing revelation surfaced as certain elements were noticeably excluded from feedback messages. Grades, though evident in the researcher notes, were curiously absent from student discussions. This disparity challenges prevailing notions that tie grading to feedback, raising questions about the efficacy of grades as indicators of success or failure. This interesting departure from the norm aligns with Sadler's (1989) concept of objective-led feedback, shifting focus to different cues for feedback recognition. Such an observation raises pertinent challenges to established practices, as evidenced by the Foster good practice guide (Ofsted 2009), which emphasizes students' desire for grading inclusion. However, this insight contends that grades hold less significance as feedback triggers, encouraging educators to consider alternative indicators.

Intriguingly, the explicit mention of praise was notably absent from student discussions. While Class B emphasized the importance of positive tonality and approach, a sentiment in line with Hattie and Timperley's (2007) findings, praise per se did not emerge as a feedback facet. This dynamic underlines the nuanced nature of praise-based feedback; while desired by students, its effectiveness remains contextual. This is evident in Class B's yearning for

teacher praise as part of feedback yet not deeming it a feedback signal.

Ultimately, students' perceptions of verbal feedback converged in highlighting its foundational link to clarity, fostering a trajectory of growth and progress. This clarity-centric journey underscores the pivotal role of dialogue, recognized as a fundamental cornerstone of the feedback process across both case scenarios. Through their candid insights, students collectively illuminate the intricate interplay of cues, clarity, and progressive outlooks that shape the essence of verbal feedback.

Affecting factors impact of teacher feedback: the student perspective

Relationships and Trust:

The impact of teacher feedback on students is profoundly shaped by the quality of the teacher-student relationship and the trust that exists between them. This dynamic connection holds a pivotal role in how feedback is received and utilized. When teachers cultivate an environment of open communication and approachability, students feel more at ease discussing their work and seeking guidance (Liu, P. 2013). Moreover, the emotional bond between teachers and students amplifies the feedback's effectiveness, as students are more inclined to value and act upon suggestions when they sense genuine care and support. This personal connection allows for tailored feedback, addressing individual strengths and weaknesses, which is crucial for meaningful improvement. Beyond specific critiques, the trust established between teachers and students fuels motivation and confidence, empowering students to embrace challenges, learn from mistakes, and perceive feedback as a stepping stone toward growth (Zacarian, D., & Silverstone, M. 2020). This enduring relationship also influences long-term attitudes toward learning and personal development, shaping students into lifelong learners who see feedback as an essential tool for continuous self-improvement.

In conclusion, the relationship and trust between teachers and students play a pivotal role in determining the impact of teacher feedback. A strong bond of trust enhances the effectiveness of feedback by making students more receptive, motivated, and willing to engage in the learning process. Teachers who prioritize building positive relationships with their students create an environment where feedback is not just information but a catalyst for growth and development.

Expectation:

Students' perceptions of their abilities play a crucial role in shaping their responses to teacher feedback. In line with the concept of a mastery mindset outlined by Dweck (2007), all students viewed their abilities as malleable and subject to development. However, the

way cognitive ability was perceived varied, encompassing both internal and external influences. Dweck's work distinguishes between a fixed mindset, where learners believe ability is static and tied to success or failure, and a growth mindset, where persistence and effort can lead to eventual achievement. Notably, students exhibited a fluid disposition between these mindsets, suggesting susceptibility to contextual and individual factors. The adoption of either mastery or fixed mindset was influenced by various factors, including the presence of peers.

While Evans (2013a) highlighted the potential positive impact of peers in facilitating meaningful feedback conversations, our study found that students perceived the presence of peers as potentially detrimental to the feedback process. This finding aligns with Pekrun et al. (2014), who identified that the presence of peers could increase anxiety and hopelessness toward a task. Despite the potential benefits of peer involvement, our students considered the presence of peers as a threat, potentially inhibiting their openness to feedback.

Furthermore, students' perceptions of teacher expectations held particular significance, especially within Class H. These students believed that teachers' judgments of cognitive ability influenced the support they received. It was noted that when students perceived teachers as authoritative figures within the feedback exchange, it could negatively impact how they received and internalized feedback. To address this, it is crucial to empower students with agency and foster a sense of equality in the feedback process, as emphasized by Evans (2013a). While Gipps (1999) emphasized the influence of the teacher's viewpoint on the learner, our study underscores that students' perceptions of how the teacher views them play a pivotal role in shaping their reception and interpretation of feedback.

In conclusion, students' perceptions of their abilities, the malleability of cognitive skills, the role of peers, and teacher expectations collectively influence how they receive and respond to feedback. These findings underscore the importance of cultivating a growth mindset, creating a supportive peer climate, and empowering students to view themselves as active participants in the feedback exchange. Moreover, it emphasizes the need for teachers to establish an environment that promotes equality and stakeholders, enabling students to constructively engage with feedback and harness it for their continuous growth and improvement.

Feedback Environment:

The discussion on the feedback environment in this study highlights the significant influence of the atmosphere in which feedback is delivered on students' reactions and responses. The research findings underscore the complex interplay of various factors

that contribute to the feedback environment, with distinct effects observed across different classes. This underscores the importance of considering individual differences and class dynamics when designing feedback delivery strategies.

One key aspect highlighted in the study is the role of the tone of conversation during feedback. Students' unanimous agreement on the impact of tone on the interaction's mood and their receptiveness to feedback aligns with existing literature. Gamlem and Smith (2013) also emphasized the importance of the atmosphere in effective feedback reception, and this study's findings corroborate that notion. The research reinforces the understanding that a positive and supportive tone fosters a conducive environment for meaningful feedback exchanges.

Importantly, the presence of peers is identified as a significant contributor to the feedback environment. This aligns with the broader understanding that social context can shape individuals' perceptions and responses. The study's findings resonate with the work of Gamlem and Smith, suggesting that the presence of peers influences how feedback is perceived and processed. This insight has implications for classroom dynamics and suggests that creating opportunities for peer feedback and discussion could enhance the overall feedback experience. The study also introduces the concept of context awareness among learners, drawing from the work of Evans (2013b). This concept highlights students' ability to adapt to different learning environments, which resonates with the study's findings. The varying degrees of ease or challenge in contextual shifting among students further emphasize the need for educators to be attuned to these dynamics and tailor their feedback delivery to suit individual and class preferences. The preference for a balanced atmosphere in Class H, combining formal and informal elements, offers a valuable practical implication. This suggests that a flexible approach to feedback delivery that accommodates different atmospheres based on class or individual preferences can enhance the overall feedback process. Educators can consider incorporating a variety of feedback styles to cater to the diverse needs of their students.

The comparison between Class P and Class H highlights the necessity for educators to be adaptable and responsive. Different classes may have distinct dynamics and preferences, and tailoring feedback delivery to suit these variations can optimize the feedback experience for students.

In conclusion, the study emphasizes that the feedback environment, encompassing factors such as tone, peer presence, and the balance between formal and informal elements, significantly shapes students' reception and interpretation of feedback. Acknowledging and effectively managing these elements can lead to more productive and engaging feedback exchanges. Ultimately, fostering a positive feedback environment

encourages students to be receptive, engaged, and motivated to apply the feedback constructively to their learning journey.

Conclusion, Implication and Practice:

From a personal perspective, my engagement in this study has not only deepened my role as a teacher but also transformed me into a more attentive researcher. My involvement in educational activities and the pursuit of an Mphil in Education have equipped me with the necessary tools to critically assess my teaching practices and broader educational issues. This transformative journey has ingrained a lasting positive change in my approach, rendering me more reflective and attuned to the needs and perceptions of my students. Notably, my alignment with the Personal Learning Styles Framework (Evans and Waring 2014) is evident in my deliberate efforts to engage in meaningful dialogues regarding students' learning beliefs, particularly their perspectives on verbal feedback. This heightened awareness of student perceptions has not only influenced my instructional strategies within the classroom but has also enabled me to disseminate my research findings among my colleagues.

Students, as revealed by this study, view verbal feedback as a purposeful form of conversation centered around learning goals, rather than a mere mechanism for grading or praise. The students' perception underscores that verbal feedback serves as a means to achieve clarity and is facilitated through constructive dialogue. However, the journey to attain clarity through feedback is fraught with challenges, including emotional responses, varying levels of formality, and the influence of peers. Each challenge necessitates a renegotiation during every feedback exchange. While the manifestation of these challenges differed between cases, the overarching significance of managing emotions and expectations remained consistent.

The value of this research is partly rooted in its design, as it contributes to a relatively limited body of work conducted within secondary classrooms, specifically focusing on teacher-generated verbal feedback. The study's findings also demonstrate students' comprehension of feedback signals. However, a lingering question remains: can these findings be extrapolated to diverse learning contexts, and if so, how can educators effectively communicate these signals? Should the outcomes of this study resonate elsewhere, it prompts an exploration of how teachers can allocate more time for meaningful dialogue, given students' perceived importance of such interactions. Additionally, an uncharted avenue for further research emerges, highlighting the significance of teacher emotions. This relatively underexplored fact in current literature warrants attention from both policy-makers and educational practitioners alike. The lack of

guidance in achieving the desired positivity outlined in teacher standards (Department for Education, 2011) underscores the need for comprehensive teacher training that places a heightened emphasis on relational skills. Should these findings echo in different contexts, it indicates a demand for additional Professional Development initiatives in schools, targeting relational skills enhancement to bolster the efficacy of the feedback process.

In essence, students metaphorically navigate a labyrinth of intricate classroom interactions in their quest to discern and interpret meaningful feedback signals. Yet, within this complex journey, students may encounter barriers that leave them disoriented. Nevertheless, the power of dialogue emerges as a beacon, guiding students towards positivity and clarity, ultimately facilitating their progression to the next stages of learning.

By fostering an environment of open communication, acknowledging and addressing emotional aspects, and equipping teachers with the tools to navigate these dynamics, educational institutions can pave the way for a more effective and supportive feedback process. This study's conclusions hold implications not only for researchers but for educators and policymakers striving to enhance the educational experience and outcomes for students.

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