

Report on

Practicing Peer Feedback among Young Learners in Bangladeshi

English Classrooms

By

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Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Chapter 1

Introduction

“Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher that will be the biggest honor for me.”

- A.P.J. Abdul Kalam.

This is a remarkable quotation by A.P.J. Abdul Kalam about teaching. Many other people from various professions have says that teaching is the noblest profession and the foundation of all other professions. Through teaching, a teacher provides academic education and guides students to become good parson with morals and ethics. The love and respect a teacher get from the students is the highest of any other profession that I have experienced from my father's life because he is a teacher. His hard work and pure bond with the students inspire me to become a teacher. I agree with Sir Abdul Kalam and want to be a good teacher and also a good human being. As a student of ELT (English Language Teaching), I got the chance to work as an intern in a renowned school in Dhaka, and that is the starting part of fulfilling my dream to become a teacher. That three-month journey was a lifetime experience, and the immense love I received from my students will always inspire me to be a better person.

With the grace of Allah, I got an opportunity to work as an intern teacher at Islamic International School and College, House No. 17, Road No. 16, D.I.T. Project, Merul Badda, Dhaka-1212. There are three branches of this school. The main branch is located in Gulshan and was established in 1999. Another branch is located in Aftabnagar. Engineer Md. Abul Bashar is the chairman, Fakhruddin Md. Kefayet Ullah is the principal, and Mrs. Ummay Humaira Shamima is the vice principal of this school in the South Baridhara Branch. This school follows

Bangladesh's national curriculum, and it is an English version school. They have students from play to class nine. The session starts in January, and the final will be held in December. They have two buildings in this branch; one is for girls and another for boys. About 300+ students and 42 teachers are in this branch. They have a 7th-floor building for the girls. On their ground floor, they have their office and playground for assembly. They divide their first floor between play and nursery groups. On the upper floor, we stare into the building; we will find the upper-level students. On the 7th floor, they have a huge library. Also, there are different groups of teachers working for a particular class of students. The teacher's office room is attached to their class.

I began my journey as an intern on 28th October 2024. It was a three-month experience that helped me to have an overview of a real-life environment that I have learned in the last four years. It was a practical experience of my academic learning. I had met with the vice-principal, Mrs. Ummay Humaira Shamima, and she asked me to come with a formal application. She allowed me to do my internship at her school; also, she said that I would be the first intern in their school. As focusing on Islam and performing the roles were getting prioritised in this school, so, they were convinced by my uniform and get up. She assigned me to work under Mrs. Tasbita Tasmin, who was an English teacher for classes one, two, and three. She guided me throughout my journey and explained every rule they followed and also advised me to develop my teaching skills. I worked with her for two months. Later, I worked under Mrs. Jannatunnahar in my last month. Both of them were friendly and helpful. I had an amazing experience with my colleagues. Each of them helped me whenever I needed. It was a positive and happier experience.

I attended the school just like the regular teachers and did full-time teaching. I was assigned as an English teacher, and required to teach young learners. For the first few weeks, I

worked under Mrs. Tasbita, and then I started taking classes and checking scripts. When I was working under her, I tried to be a part of her teaching, communicated with the students, and took notes, which helped me to follow the roles of classes. In my free time, I helped other teachers. I also performed assembly duty, tiffin time, and prayer duty. In their class test and final exams, I had to attend on time and complete my duties. Also in their class party, cultural program, result publishing day, and convocation, I helped the teachers when they were preparing for the program, especially in decoration. I was assigned as an English teacher for class III and taught them both the English language and literature in my last month. Classroom management, group work, making productive worksheets, were part of my responsibilities. Engaging the students in peer feedback, motivating them to do better, and making the classes interesting were my main concerns. Sometimes I faced difficulties, and my supervisors help me to solve the problem. They gave their valuable time and advice to do better in class.

This report mainly focuses on peer feedback and also includes various experiences I had during my internship at Islamic International School and College. I got a chance to apply the theories and methods that I had learned before which also helped me to make the lessons interesting and productive. Moreover, I have learned a lot from my colleagues and they helped me throughout my journey. The journey was a bit challenging and interesting. I enjoyed being with my students, teaching them, and learning from them. This experience also helped me to increase my *iman* and *taqwa* and also become a better version of myself.

Chapter 2

Literature Review

Part 1: Feedback and its' importance

1.1 Concept of Feedback

Feedback is a part of education and every other sector. According to Kutasi (2023), Feedback is essential for shaping our development, enhancing our actions, and expanding our comprehension of the various aspects of our existence. It is a vital instrument for progress, whether in communication, business, education, or personal development. In education, feedback helps students to increase their knowledge and learn from their errors. This is an approach of communication between the teacher and the student that promotes confidence and motivational beliefs while providing opportunities for students to bridge the knowledge gap between what is known and what is supposed to be learned (Hattie & Timperley, 2007). Correcting their shortcomings and gaps to strengthen their learning skills and make their basics stronger. It is also a type of evaluation that helps improve the students' learning style.

Feedback is important not only for learning but also across all of life. Throughout our lives, we all provide and receive feedback in different kinds of situations, including work, at home, and in the classroom. Feedback is related to every learning and teaching process to make a person professional, better skilled, and to have error-free work. Feedback from the business community was included in educational institutions (William,2018). Though it comes from business strategy, feedback plays a crucial role for students in their learning. The Oxford Dictionary defines feedback as "information about reactions to a product, a person's performance of a task, and many more, which is used as a basis for improvement. Feedback is also seen as

advice, criticism, or information about how good or useful something or someone's work is (Oxford Learner's Dictionaries, n.d.). Nelson et al. (2021) state that, the main goals of feedback are to improve learning, skill development and minimize errors. It is an effective tool that has the potential to improve the outcomes of learning. Over the past century, there have been significant changes in the role and importance of feedback in educational contexts. Feedback was initially seen as a reinforcement-based message that included a vital connection between stimuli and correct responses when a behaviorist concept first emerged (Haughney et al., 2020). Nowadays, feedback is playing a crucial part in education. Not only are teachers involving their students in this task, but students are also eagerly waiting for their feedback. Feedback can help students in learning by pointing out errors, providing explanations for topics, providing more learning by recommending more targeted study tasks, and supporting the development of general skills. Special attention should be given to the necessity of using feedback to improve a student's performance on a task, method, or learning benefits (Mäkipää & Hildén, 2021).

1.2 Type of Feedback

Students receive feedback in many ways to learn from their feedback and improve their skills. Giving and receiving feedback is a kind of communication that is effective for studying and building a stronger relationship. Omer and Abdulrahim (2017) state that, any remarks about a student's behavioral or academic performance are considered feedback. Additionally, the researcher argued that rather than criticizing or harming the students, the main goals of feedback are to support professional growth, skill development, and learning. Every procedure, exercise, and resource that enhances learning involves feedback. It helps students to think about their

grades, understand their areas of strength, and identify areas in which improvement could be beneficial (Kutasi, 2023). There are four major types of feedback.

- Written feedback- when the teacher gives feedback to the students with comments and marks.
- Oral feedback- when the teacher gives verbal feedback during class.
- Online feedback- when the teacher gives feedback online through email or any other platform.
- Peer feedback- when the student gives feedback to another student.

1.2.1 Written Feedback

Written feedback is the most common feedback in education. Teachers have a part in helping students succeed in writing classes, particularly when providing written feedback. Carter and Kumar (2017) state that written feedback needs to be sincere, have an effective impact, and contain encouragement. Feedback is an important factor in improving writing comprehension and skills (Fithriani, 2019). There are two categories of written feedback: formative, which aims to motivate learning and development, and summative, which forms the basis of a grade and reinforces learning (Houston & Thompson, 2017).

Feedback can vary from person to person. It has both positive and negative sides. A teacher's written feedback is a crucial component that affects students' performance in writing classes, and should address both the content and the language elements of the feedback. Good feedback should encompass a reason for the comments offered and an alternative perspective or suggestion (Stracke and Kumar, 2010). According to Agbayahoun (2016), the type of written feedback that students prefer is accurate, obvious, and informative feedback. In some cases,

written feedbacks demotivate students too. According to Zhan (2016), more than half of the students agreed that their teacher focused more on other particular problems (grammar) than on offering enough feedback on the content. According to Küçükali (2017), written feedback from teachers is ineffective for several students since it sometimes lacks sufficient personal contact with the teacher.

Feedback that students get should be organised nicely. It is wiser not to put too many comments in a single paper so that students don't fall into trouble. Minimizing the comments, writing clearly, also marking correctly should be the goal. Particularly review each part and mention the error in that part to make it easier for the students. Walker and Can (2011) stated, giving specific feedback can include a variety of issues, including evaluating the report's content and analysing how it is organised, flow, and structure. The feedback needs to highlight the students' areas of error and provide recommendations for improving their learning. It should concentrate on evaluating students' performance according to the content of their knowledge rather than their personalities (Kutasi, 2023).

1.2.2 Oral Feedback

According to Gikay, et al (2020), verbal feedback helps students' engagement and progress more than written feedback does. Through its impact on students' motivation and self-efficacy, it influences perseverance and performance. Verbal feedback is a possible solution for some of the problems associated with written feedback. Students receive feedback while talking to their teacher; it can be during dialogue delivery, reading, or speaking tests, or a teacher can give oral feedback while checking their scripts. Gamlem and Smith (2013) examined how students viewed the oral feedback that teachers gave them. Based on the views of their students, these studies

provide teachers with valuable data that helps them improve the efficacy of their oral feedback techniques. According to the studies, giving students vocal feedback can cause both positive and negative emotional reactions, which can affect how effective the teaching process is as a whole. According to Irawan and Salija (2017), Students' thoughts, interpretations, comprehensions, and emotional experiences of teachers' oral feedback are all related to how they believe it.

Teachers give various types of oral feedback, such as evaluative, corrective, and constructive feedback. According to Duffy (2013), providing constructive feedback requires careful consideration, deep understanding, and diplomatic skill. The effect of verbal and written evaluation feedback from teachers on students' academic performance, motivation, and learning outcomes in a classroom context (Hattie and Timperley, 2007). Corrective feedback points out errors or mistakes in students' performance, it is typically seen negatively (Ceman & Dubravac, 2019). According to Mohsen (2022), the development of new technologies, like artificial intelligence (AI) systems that provide automated corrective feedback, may increase the effectiveness of corrective feedback.

1.2.3 Online Feedback

One of the most important skills for teachers to have is the ability to give effective online feedback. The lack of non-verbal communication indicators, including tone of voice and facial expressions, means teachers' abilities to provide feedback to students online are different from those used in in-person classes. Feedback is especially important in online learning, which frequently involves remote and self-sufficient connections, since it acts as a limited mechanism that connects students, instructors, and peers (Hernández, 2012). Although the importance of feedback in online learning is well acknowledged, its role remains unclear and is characterized

by several kinds of overlapping and possibly conflicting interpretations (Pardo, 2018). The range of feedback considerations has grown significantly with the use of technology and trace data in online learning environments. Using technology to automatically create and share feedback data is commonly thought of as an opportunity to increase the effectiveness of feedback (Pardo et al., 2019).

When providing online feedback, teachers must take into account many aspects. Brookes (2010) claims that students who attended to weekly podcasts that were presented to the entire class had a positive view of them and used the extra examples and guidance as an additional review resource. Feedback has to be timely and controllable, include a summary of students' performance, be a source of motivation, and correlate with the evaluation criteria. Through online feedback, the teacher and the peer can connect with individuals. A common belief is that feedback can be more effective through the use of modern technologies. To enhance the quantity of specific feedback that every learner receives, some have focused on using technology to automate the creation and delivery of feedback information (Pardo, et al, 2017). To increase their influence, other scholars have focused on enhancing the level of quality and timing of feedback produced by online teachers (Alvarez, Espasa, & Guasch, 2012). A key hurdle is that, like in classroom environments, online students frequently ignore the feedback they get (Mensink & King, 2020).

1.2.4 Peer Feedback

Peer feedback is an excellent approach for improving educational achievement. It is a teaching strategy in which students engage in the roles of both examiner and examinee, actively participating in their education. According to the article from Oxford, Peer feedback is when

students provide feedback to one another on their work or performance. Peer feedback enables students to better self-assess, as well as exposing them to different ways of approaching a task. Consequently, this pedagogical method, which includes collaborative instruction and interpersonal engagement, creates a dynamic and independent learning experience (Kutasi, 2023). The main goal is to improve understanding and learning rather than provide a final evaluation of performance. Peer feedback encourages multiple types of cognitive processes and higher order thinking during the learning exercise (Van Popta et al., 2017). Peer feedback mainly helps the students to find their mistakes, improve their self-learning, practice the task again, revise through others' papers, and develop academic accomplishment. It is essential for helping students recognize and understand their errors before their assessment. A study by Yang, Badger, and Yu (2006) finds that feedback from the teacher is less revised than peer feedback. Teachers' feedback is correct and accepted, but sometimes it lacks communication and interaction with students, whether peer feedback includes discussion and comments. Through that, students get a more profound understanding of that particular topic. In addition to the “mindful reception, peer feedback can also increase the frequency, extent, and speed of feedback for students while keeping workload for teachers under control (Gielen et al,2010). Multiple studies show that students think giving feedback is more beneficial than receiving it (Gaynor, 2020).

1.3 Teachers own Feedback (Hot feedback and Cold feedback)

According to Scrivener's (2011) book, teachers give themselves particular types of feedback.

These types of feedback are hot and cold feedback, which is called "Feedback for you."

Whenever a teacher finishes his lesson and comes to his desk, writing summary of the class within two or three lines is called hot feedback. Whenever a teacher finishes his lesson clearly and writes about that class, maybe an hour later on in the next morning, and explains in detail

that is called cold feedback. Both of these pieces of feedback are about teaching and making a lesson more productive. Amelia, Clemente, and Sixte called in their study hot feedback, providing emotional information in feedback messages, and cold feedback, providing feedback messages about only cognitive information.

1.4 Importance of Feedback

Giving students feedback is essential because it enables them to increase their knowledge.

Feedback encourages the students to learn in a better way and promotes positivity toward challenges. Receiving feedback from others can motivate students to fulfill their goals. Feedback giving is essential for development and advancement (Kutasi, 2023). It is a crucial element of the teaching-learning environment. It enhances how students and teachers connect their skills, behaviors, and knowledge in the classroom. Dignen (2014) states that feedback is the most crucial communication skill both inside and outside of the classroom because it is constant, an alternative for attentive listening, a chance to motivate, a necessity for performance improvement, and a means of ongoing learning. Good feedback gives students the knowledge they need to understand where they are in their learning process and decide what has to be done next. Students should receive helpful knowledge from effective feedback that they can use to improve their learning. Teachers should appreciate the students' efforts toward their goals and help them identify their areas where they need to concentrate more and understand. Teachers must support students' effective and creative achievement of goals to foster a growth mindset and inspire a lifelong interest in learning (Walton & Cohen, 2011). Recognising students' efforts and understanding the thought process behind their work should be the first steps of applying feedback. Teachers must promote students' personal and professional development by offering meaningful feedback and concepts that promote individual growth. Teachers have to encourage

the practice of self-reflection and goal-setting in order to promote ongoing growth as individuals. Students are encouraged to look at their own academic performance and set achievable goals that they can achieve with hard work and dedication. Getting feedback from other people can potentially motivate them to make an effort to achieve their goals. According to a meta-analysis by Graham and Perin (2007), peer feedback has a significant positive effect size. As a result, honest feedback can be a valuable resource for students to improve their knowledge and confidence in areas where they might struggle. It consists of several well-established processes that create a positive attitude toward learning and develop a mindset that views work as a path to success. Not only that, it helps to build a stronger relationship with individuals and make their path easy to learn from others. Sometimes students hesitate to ask others if they don't understand anything. Peer feedback breaks the wall of shyness and makes it easier for students to discuss each other's error.

Part 2: Role of Peer Feedback in English Classroom

2.1 Written Peer Feedback

Peer review has been found to be useful when used in first language composition (L1 writing) classrooms. Peer feedback is frequently referred to as "peer review" or "peer assistance" when writing. According to certain research, when it comes to single peer feedback, peer comments are just as effective as teacher comments (Gielen et al, 2010). It was just as beneficial as teacher comments for L1 writing, but studies on L2 writing showed that students mostly questioned the value of peer feedback. However, a survey showed that when students received feedback from native speakers, their attitudes were more positive, indicating that international students are doubtful of the effectiveness of peer review as a tool for writing reviews (Sukumaran & Dass, 2014). Peer feedback has been an accepted approach in many second language (L2) writing

programs because of the benefits and the increasing acceptance of student-centered learning. However, there have always been doubts about its effectiveness. Researchers have questioned the linguistic quality of peer feedback, and since teachers consider as the authority in the classroom, students may be unwilling to accept feedback because they think that teacher guidance is more effective than peer feedback. L2 learners generally believe that peer feedback from peers sometime have the same level of English as them which is a poor replacement for written feedback from teachers, and only a more accurate peer writer or a native speaker can evaluate or comment on their script (Chen, 2024). Although the product-oriented approach has always been given priority in writing classes, a process-focused approach has been more popular in recent decades (Graham & Sandmel, 2011). The relationship between those who give and receive feedback is crucial for the writing process to become both meaningful and communicative. Several drafts not only improve students' writing abilities but also give them peer critique and awareness, which generates the entire process significance and interactivity. Peer review has been shown to help L2 writers improve their writing abilities since it encourages them to compromise and communicate with one another. It also highlights how peer interactions provide writers with both positive and negative comments, as well as feedback that are easy to understand. This allows students to go over their work and find and fill in any gaps between their target language and their interlanguage (Hyland & Hyland, 2019).

There are two main linguistic components to L2 writing and rewriting: the global, which encompasses organisation, cohesion, and development, and the local, which deals with grammar, vocabulary, and mechanics. Every learner gives different levels of attention on these components. After evaluating two different writing styles, participants preferred to focus on grammar and content when editing in the narrative mode and on grammar in the persuasive

mode. The least amount of care was given to organisation across both narrative and persuasive mode (Chen, 2024). Lei (2017) discovered that feedback was provided to address form-related issues rather than content-related ones after closely observing a class of 32 junior English students for a semester and analysing their hundreds of drafts, students'-written feedback, and interviews. The findings of this study shows that, peer comments concerning vocabulary, grammar, and mechanics were most often taken into consideration, but comments about structure and concepts were usually not addressed.

2.2 Oral Peer Feedback

Oral peer feedback involves sharing verbal comments on each other's work. It helps the students increase their ability to speak in their target language and correct their mistakes. A study by Ratih, Rustandi, and Febriani (2020) shows that students' self-efficacy plays a vital role in oral peer feedback in speaking subjects. The majority of students show interest in giving oral peer feedback and claim that they can achieve their goals through this. Although they feel a little nervous, they give a positive response. In an Indonesian study by Sumardi, Anisa, and Aniq (2021), students receive oral peer feedback positively and listen to all the comments their peers give. In an online presentation peer group focused on English speaking, the group creates a positive atmosphere and shares constructive suggestions (Anjarni & Alvianingrum, 2024). Not only in in-person classrooms but also in online classes, oral peer feedback is helpful for students, and students mostly get positive feedback. A study by Hidayat, Purwati, and Setiawan (2023) on teachers' perspectives on students' oral peer feedback, out of four teachers, three of them believes that oral peer feedback is useful for the students. They try to provide an assessment that engages students in oral peer feedback. They believe that this process makes them active and involves them in activities. On the other hand, another teacher says that criticising is a type of

negative feedback that makes students unhappy. Depending on the student's voice, the feedback can be positive or negative. Sometimes students feel less confident to comment on others and think about whether they are correct or not. In those cases, teachers handle the situation (Sumardi, Anisa, & Aniq, 2021). Students give no comments or fewer comments on their friends. In some cases, students are not enough to give oral peer feedback. Because of their nervousness, they try to avoid tasks like peer feedback (Ratih, Rustandi, & i, 2020). When students see their friend's accuracy rate in speaking, they might feel low when others correct them and become unhappy easily. As it happened in front of class, especially in online classes, everyone is watching them, and they feel ashamed for their mistakes. They also take it as insulting to get negative feedback in front of the class, while written feedback cannot be seen by everyone (Hidayat, Purwati, and Setiawan, 2023). All of these studies about oral peer feedback show both sides of it, and most of the students prefer giving positive feedback over negative feedback and appreciate their peers with good comments.

2.3 Pros and Cons of Peer Feedback

One of the most thoroughly studied feedback characteristics is, feedback valence, whether feedback is either positive or negative. Positive feedback can improve performance and self-perceptions of one's abilities. Although research on the impact of negative feedback has provided mixed results (Lechermeier & Fassnacht, 2018). A study about peer feedback by Sultana (2009) shows the benefits and problems of peer feedback. So, the benefits of peer feedback come first.

1. When students are in an ESL/EFL classroom, they get more chances to use their target language, which engages them more in English learning.

2. Through giving peer feedback, students learn to help each other. It gives positivity toward the students to help each other in their studies. It creates a supportive and friendly atmosphere in the classroom.
3. Not only are they helping each other, but also, they are learning from others. So, it helps to correct individual mistakes. Although both providing and getting feedback are beneficial, providing feedback has a stronger effect than receiving it (Kim 2009).
4. As students are more comfortable with their classmates, peer feedback is less threatening than their teachers' feedback.
5. Traditional classrooms are controlled by the teachers, and they take most of the class time while teaching. But in peer feedback class, students get more time to communicate through their target language (Rollinson, 2005).
6. Peer feedback grabs students' attention, and it increases students' involvement in class (Sharmin, 2019).

Everything has its positive and negative side, and peer feedback has some lacking as well.

Negative feedback can be taken as a threat to one's self-concept, which causes to transfer cognitive resources away from the activity toward oneself (Baadte & Schnotz, 2014).

1. Sometimes students feel correcting their friends' errors can harm their friendship.
2. After getting correction from peers, some people feel they are inferior to their peers. In that case, they like to get feedback from their teachers. They think it is insulting when their classmate corrects them.
3. In some cases, students do not correct their peers because they do not want them to correct their peer's errors.

4. Students might think themselves superior and more knowledgeable, and they do not value their peers. They do not even go through their peers' papers properly.
5. Sometimes both peers make the same mistake, and they do not even know where to correct it. The peer does not have that knowledge to correct others because of their own error.
6. Students are not as expert as the teachers. So, the accuracy of peer feedback can vary and can be less productive than the teachers (Gielen et al, 2010).

Part 3: Peer Feedback in Bangladesh Context

In a second language classroom, it is important for the learner to get feedback to correct their mistakes. In some cases, feedback from partners is more influential than feedback from teachers. In Bangladesh it is used in education, and the government suggests the teachers in their teacher training engage students in group work and peer feedback. Though in peer feedback students try to correct each other, it is the teachers' role to engage them in this process.

3.1 Peer Feedback Among Young Learners and Adult Learners

Peer feedback can be different according to students' age level. According to the students' proficiency level, the peer correction can differ. Adult learners can learn better from their peers and understand the process. On the other hand, child learners depend on their teacher more. It is also difficult for the teachers to control the class of young learners while they give peer feedback. Sometimes teachers need to recheck their paper. To get a brief idea about this topic, Sultana (2009) had a survey with 43 students, where 23 of them were adults from BRAC University English and Humanities Department and 20 were child learners between 8 and 11

years old. This survey result shows only 2 students like to go for peer feedback, and most of them did not agree with specific reasoning. As young learners depend on their teacher so they disagree to go for this process. Adult learners sometimes find it beneficial, and for some reason they also deny getting peer feedback. A study among undergraduate first-year students to teach writing by Sharmin (2019) shows that peer feedback helps them to improve their overall quality of writing, use of language, content, and organisation. Although, they are adult learners, some of them are unable to give textual feedback to correct their peer's mistakes. They have collected the first draft, the feedback, and the revised paper, which they rewrote after getting the peer feedback. She claims that the revised paper is better than the first draft and it helps them to improve their writing skills. Indeed, it is a time-consuming process, but in this survey, most of the students find it is a beneficial experience that helps them to focus on their writing. A study by Simonsmeier et al. (2020) proves that peer feedback improves adult learners' academic self-concept. Students who get positive feedback from their peers can improve their ASC in writing (Chodkiewicz & Boyle 2014).

Chapter 3

My Experience

4.1 Teaching English to Young Learners in an English Version School

I had the opportunity to serve the students as a teacher in Islamic International School and College. I was required to teach the students of class 1, class 2, and class 3. For the first few weeks, I was working under an English teacher who takes both the first and second paper of English classes 1, 2, and 3. Their proficiency level was intermediate beginners (standards 1 and 2) and beginner level (standard 3), as they were students of the English version. An English version school's student was more advanced than a Bangla medium school's student, which I noted by class 3 students. One student was newly admitted to this school, and she was slower than others. Previously she was in a Bangla medium school, and that was the reason, she was facing difficulty to coop-up with the English version school. However, this school treated every student equally and tried to maintain its rules and regulations perfectly. Along with the educational system, this school arranged extracurricular activities and prioritised the relation of Islam.

4.2 The Observation Period

For the very first few weeks, I was working under a senior teacher and observing her class from the last bench. She was a class teacher of Class 2 students and took English classes for 1, 2, and 3. The teacher tried to make her class interesting and fruitful so that students could learn and enjoy every lesson. Not only she, but every other teacher, including the vice principal, helped me to follow their roles. Their instruction was valuable for me and would help me throughout my life.

4.2.1 School Timing

The school started at 7:30 am, and the teachers were asked to come on time. The students were also urged to be on time at 7:40 am for their morning assembly. The school had only one shift, which started at 8 am and closing time is 1:15 pm. At 7:40 a.m., they closed the main gate and started their assembly. In their assembly, they had to follow their leader's command and completed 11 types of physical exercise, recite a *surah* from the Quran, and recite the meaning *dua*.



Figure 1: Students are doing Assembly

After the assembly, they went back to their classes that begin at 8 am. There were 2 classes before the Tiffin, and the class duration is 40 minutes each. They got 20 minutes for tiffin, and a teacher was always there on duty with them. As they were not that much older and sometimes quarrel so a teacher had to be here to control them. The teacher asked them to wash their hands properly and then open their napkins on their tables. They had to recite *dua* before eating. After finishing their food, they washed their hands again, and if they got extra time, they could play in

their play space. After the tiffin, there were 4 classes for the students of classes one and two whom leave at 12 pm. Students of KG; nursery left their school at 11:40 am. The students of class three and the rest of the group's tiffin time started at 10:40 am. They had 4 classes after their tiffin time. They finished their classes by 12:45 pm. After that, the students had to complete their prayer within 20-30 minutes. During this period, the teacher who had prayer duties came to the prayer space and instructed them to complete their *odhu*. Then they stood together for their prayer. If they missed any step of *Salah*, the teacher guided them. She used to make groups of 4-5 students for reciting *duas* together. After finishing the prayer, they could leave for home.



Figure 2: Tiffin Time

4.2.2 Uniform

The school uniform was different for each class. Students of the play, nursery, and KG groups must wear white shirts and navy-blue skirts. Students of class one started wearing a navy-blue dress with white pajamas and a white *hijab*. They had a logo which was attached to their hands. Junior students attached the logo to their pockets. Students of the advanced level were required to maintain *purdah* strictly. The boys mainly wear white shirts, navy blue pants, and white shoes

and socks. The teachers were also suggested to wear *burkabs* with *hijabs* regularly and cover their faces while they went outside.

4.2.3 Classroom and School Decoration

There were two branches of this school in South Badda. One building was for girls and the other for boys. In their girl's building, they decorated the classes with colored paper. They covered the doors with fully decorated items like- different shapes of flowers, leaves, trees, and birds. There were so many projects and posters hanging on their walls. The teachers help their students when they engage in a project. Their best works were also displayed in the office room. In every class, there was a whiteboard and a display board to pin something. They had corner racks to put their books or any important thing that was used in their classes. For the junior group students, they provide wooden tables and chairs, as their height is shorter than others.

4.3 Classroom Management

A teacher's duty is not limited to teaching; handling the class wisely is also important. The methods and strategies that a teacher uses to maintain a classroom environment that encourages student success and learning are known as classroom management (Hans & Hans, 2017). When a teacher can manage the class, it creates a nice environment for teaching and learning. For academic success, a teacher should learn some techniques and have ideas about dealing with students in different environments. Actively maintaining the class and making a friendly environment is a must. According to Augusta University, a well-managed classroom can lead to students engaging strongly in lessons and encourage them to do better in academic performance. It also helps the teachers to make their lessons more effective and have less stress in class.

Arranging the seating of the class, managing the time, controlling the class even while the group

work is ongoing, handling critical situations, using tools and techniques, confidently taking the class, and spreading confidence in the students are parts of classroom management (Scrivener, 2011).

4.3.1 Seating Arrangement

Having a good seating arrangement can make a lesson interesting. Classroom management can be affected depending on the seating arrangement in the classroom. The teacher needs to think about the size of the room and make it affect for the students (Hans & Hans, 2017). The seating arrangement depends on the classroom size, students' number, position of the window and door, and the type of table and chair. In this school, we had around 12-18 students in every class and the classrooms were not that much bigger. They used different types of tables for different classes. For the students of classes one and two, they used wooden tables and chairs where two students could sit at one desk. For class three, they used a plastic desk where three students could sit together. This type of seating was fixed, and the classroom size was not bigger because of that it was not easy to change the position in the class. Adding a moveable seating arrangement and creating semicircles, U-shapes, and one circle if the classroom is small can engage them in group work, make their study interesting, make it easy for the teacher to manage the class, and allow everyone to see each other (Brown & Lee, 2015). The school did not provide group work for the young learners, so they did not need to change their seating arrangement. From the following figure 4, which was a traditional seating arrangement and this school, follows that. Traditional seating arrangement may not limit communication or teamwork but it makes 21st century skills more challenging (Ibiloye, 2021).

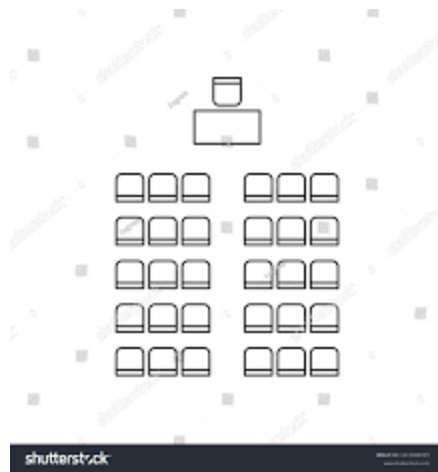


Figure 3: Seating in rows

4.3.2 Use of Board

In every classroom, there was a larger whiteboard at the front. Using the board is helpful for the teachers to practice every day work organised way (Scrivener, 2011). I had tried to use the board properly and divided it into three parts. It helps to present class content, tasks, and other necessary information organised way (Scrivener, 2011). At the top left corner, I wrote the date, day, class, subject, and period. At the right-top corner, I wrote C.W. that stands for class work and use the rest of the board for class work. At the left-bottom side, I used to write H.W.that denotes home works and special notes.

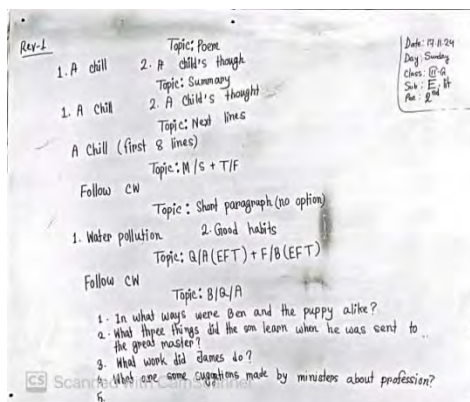


Figure 4: Using the White Board

4.3.3 Materials and Resources

Teachers can use different resources and materials to make their lessons effective and interesting. This can be a projector, pictures, worksheets, books, realia, recorder and many more (Gower, Phillips, Walters, 2005). This school provided books and worksheets in their class. Different types of objects can be used in class, but they did not offer any types of authentic products like realia or any kinds of cost-effective materials. There was no use of technology was noted in the classroom.

4.3.3.1 Worksheet

Many types of materials can be used in class, and teachers can make worksheets on their own. Students can carry the worksheet home after using it in class. They provided worksheets before the exam where students must answer the following questions. For example, a worksheet on matching tables, filling in the blanks, answering questions, etc. They used pictures as well, which made the work more interesting. In this following figure, the teacher made a worksheet for students to make sentence. They had to make the sentence following the given picture and later they were allowed to color that picture.

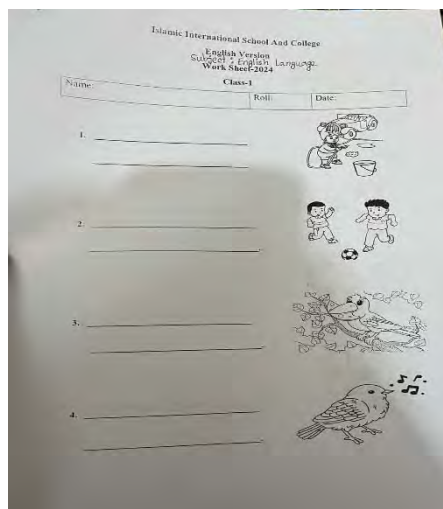


Figure 5: worksheet on " Making sentence from the picture".

4.3.3.2 Book

The most important and common material used to teach or learn is a book. Especially in language teach class a textbook is mandatory. Teachers can choose appropriate text book for the lesson and use it smartly in class by following the instruction given on it with the use of various materials (Brown & Lee, 2015). Their English class was divided into English literature and English language. Three books were used for the language class and two for the literature class. The books used for language teaching are New Grammar Tree, Pupil Book, and Student Book. The NCTB book *English for Today* and *Oxford Reading Circle* were used for literature class. They had use short forms while calling any specific book. Students used their books while practicing in class and completed the exercise that was given in the book instead of writing in their notebook. It helped them to revise and got the answers easily. All the books were colorful, and relevant pictures were added with every lesson which makes their lesson more interesting and attractive.

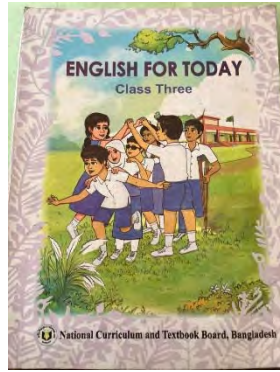


Figure 6: "English for Today" for class Three

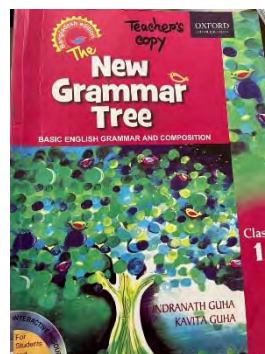


Figure 7: "The New Grammar Tree" For class One

4.3.3.3 Attendance and Record Copy

An attendance copy and record copy were a part of every class. An attendance copy used to record the student's attendance and a record copy was a notebook where the teachers wrote down their class topic and the home work they gave. This was a process to check the daily activities. At the corner of the page, the date and day were written. Then in the table, they wrote 1st period and then 2nd period. Every teacher had to fill out their part, and this copy was regularly checked by the principal.

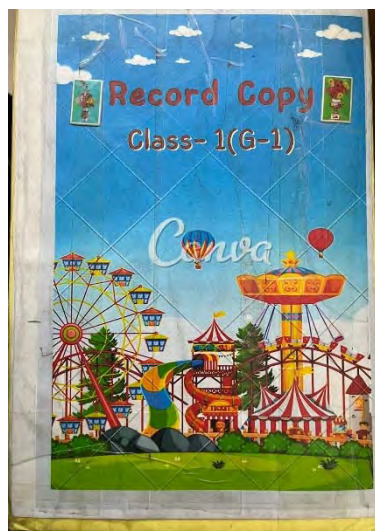


Figure 8: The Cover Page of record copy

05/11/24 Tuesday				
Per	Sub	C.W.	H.W.	T.O.
1st	English (RDS)	C.T. 4 held (2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100)	C.T. held + DO P. 14 (RDS RDS)	20
2nd	E-2	PP for C.T. + 10/12	PP for C.T. + 10/12	T. 10/12
3rd	Math	DO P. 150	DO P. 151	5
4th	Islam	WR + 1/2 (1-2)	WR + 1/2	T. 1/2
5th	Science	WR + 1/2 (1-2)	WR + 1/2	T. 1/2
6th	E-1	WR + 1/2 M/S	WR + 1/2	T. 1/2
06/11/24 Wednesday				
Per	Sub	C.W.	H.W.	T.O.
1st	Science	REV. WR + 1/2 (1-2)	PP for C.T. + 10/12	T. 10/12
2nd	Islam	WR + 1/2 (1-2)	WR + 1/2	T. 1/2
3rd	E-1	REV. WR + 1/2 (1-2)	PP for RDS	T. 10/12
4th	E-2	C.T. held	C.T. held	T. 10/12
5th	Math	MA P. 153	DO P. 154	5
6th	English (RDS)	WR + 1/2	WR + 1/2	T. 1/2

Figure 9: Inside of a Record Copy

4.4 Lesson Plan

Planning a lesson before the class is mandatory and helpful for teachers. Effective planning is necessary for good teaching, and this plan has to be planned before the class. A lesson plan is planning and organizing the tasks that students and teachers do to fulfill the learning goals. The lesson plan focuses on organizing and presenting the material in a logical way so that students may understand a topic appropriately (Farhang, Hashemi & Ghorianfar, 2023). It involves not

only preparing for the class but also maintaining time and arranging the sections according to when to do what. Dividing the total time according to the lesson and activities is also part of the lesson plan. At the pre-planning stage, teachers select their topic and come up with the ideas and collect materials. After that they plan their lesson and prepare for the class (Harmer, 2015).

There were two kinds of lesson plan that the school was following. The first one was called model lesson plan and the second one was called weekly lesson plan. According to the Vice principal, before engaging teachers in their classes they prefer teacher training which takes one month and they learn about lesson planning over there.

4.4.1 Model Lesson Plan

A model lesson plan includes all the aims and activities that teachers perform in one class. Selecting the topics, finding proper materials, maintain the time, managing the class, adding group activities are parts of a lesson plan. That is a pre task work a teacher can do before the class to make the class productive. Preparing a model lesson plan was mandatory for the teachers in this school. Mentioning the date, class, period, and subject on the top was a must. On the right side of this page, they mentioned the time and divided the total time according to the activities. It was not necessary to describe everything in detail but mentions the topic and main ideas. For example, 2 minutes for greeting, preparation for the class, aim where the teacher would deliver the ideas what they were going to learn, the main lesson, what the students would do was also mentioned here, checking their notebook and moral teaching was mandatory for every class as it was mentioned in the figure of model lesson plan.

Class:	II (A)	Model lesson Plan	Date: 20/10/24
Per:	1st	October, 2024	
Sub:	E. Lang.	Packlammunes	
Time	2m	Greeting: Assalamulalain, how are you?	
5m	Preparation: Observing, seating arrangement, ventilation etc.		
6m	Aim: Today we will learn and solve 'adverbs' from your GIT book.		
5m	Presentation: At first I'll give the idea of adverb. Like what is adverb, where it is used and how we can recognize it in sentences. I'll write the answers from pg (eg + 69) on board.		
15	Application: Students will take out their GIT book and open page 67 and write cwt date on the top of the page. They will pick up the answers from pg 68 (a) and 69 (b) which will be written on board by me.		
4m	Confirmation: I'll check the books for confirmation.		
5m	Relaxation: They will get some time for moral teaching and recreation.		
2m	Diary: HW pg - 68 (A+B)		
1m	Departure: Cleaning the board, I'll leave the class.		

Figure 10: A Model Lesson Plan

4.4.2 Weekly Lesson Plan

According to the schools' rule, a weekly lesson plan was a list of the topic that the teacher would teach in a week. It was more likely the routine of classes, homework and included the topics for the particular class. In their weekly lesson plan, they mentioned the date at the top and the number of the week of that month. At first, they mentioned the period then the class and section, the subject, then the class work and home work in detail.

After completing that the teachers submitted it to their principal, she checked everything and returns with her feedback.

Weekly Lesson Plan				
October 2nd week				
Per	Class	Sub	EW	HW
1st	II (G)	E. Lit	Poem C (The Rooks)	EW to HW
2nd	II (G)	E. Lit	Summary (A DIME story)	LP + WP CW
3rd	I (G)	E. Long	Paragraph (penall box)	LP + WP CW
4th	II (G)	E. Long	App. Clean. in advance	LP + WP CW
Monday 09-10-24				
Per	Class	Sub	EW	HW
1st	I (G)	E. Lit	Rd + ex (don't talk)	Rd the story 3 times
2nd	I (G)	E. Long	Para (Zonko)	LP + WP CW
3rd	I (G)	E. Long	Para (Zonko box)	LP + WP CW
4th	II (G)	E. Lit	Rd + ex (TSA)	Rd the story 3 times
Tuesday 09-10-24				
Per	Class	Sub	EW	HW
1st	II (G)	E. Long	QTI (adverb)	HW Pg. 68 (10)
2nd	I (G)	E. Long	QTI (U-30)	LP the sounds
3rd	I (G)	E. Long	Para (Zonko)	LP + WP CW
4th	II (G)	E. Lit	PP for CT (TLOL)	PP for CT (TLOL)
Wednesday 09-10-24				
Per	Class	Sub	EW	HW
1st	I (G)	E. Lit	et will be held (na)	CT held
2nd	II (G)	E. Lit	Sp (TSA)	EW is HW
3rd	I (G)	E. Long	PB (Add. cont)	HW - add in copy
4th	I (G)	E. Long	R/A (MGM C)	LP + WP CW
Thursday 09-10-24				
Per	Class	Sub	EW	HW
1st	II (G)	E. Lit	Dic (TSA)	EW to HW
2nd	I (G)	E. Long	W/M/T/F (MGM C)	EW is HW
3rd	II (G)	E. Long	PP for CT (Later app)	PP for CT
4th	II (G)	E. Lit	Sp (D. T)	EW is HW

Figure 11: A Weekly Lesson Plan

4.5 Feedback

Feedback shapes both individual and institutional outcomes and is considered as a corrective communication technique. It is described as constructive criticism or useful information provided by someone in order to address areas where performance, a task, or products need to be improved. Feedback is an essential tool to help students become independent learners who can monitor, evaluate, and control their learning (Kutasi, 2023). In every classroom, feedback is a part of the learning process that students get from their teachers and also from their classmates. Getting feedback on every task is essential for learners to better understand. Not only do the students get feedback to enhance their learning, but also the teachers get feedback from their senior teachers and the principal.

4.5.1 Written Feedback

Students in their classroom engage in reading, speaking, and writing skills. One important factor influencing students' performance in writing classes is the written feedback provided by the teacher. Students' writing performances in writing class can benefit from this feedback (Aprilia, Listyani & Palupi, 2023). Students' performance in their Academic Writing class might be impacted by how they understand the written feedback from their teachers. Students from the junior class had to write everything in their diary and notebook, in case they forgot anything important. Although writing homework and important notices in their diary was a part of their class. Teachers had to encourage them to write neatly and cleanly. During their writing activities, I used to walk round the class and had an eye on their copy that they were writing properly. After completing that, I had to collect their copy, book and diary then return it to them with proper feedback. Also, I made sure that they had completed their diary and homework. Students got feedback where they made any mistake and general feedback at the end. In their examination copy and progress report card there was a section to give feedback by the teachers to improve their skills. Sometimes teachers gave positive appreciation to motivate the students, like "Good job," "Ma shaa allah, you are doing well," etc. Negative feedback impacted on them and made students unhappy about their writing. To encourage students, I always tried to correct their mistakes and inspired them to do better in the next class with some motivational notes.

HALF YEARLY

CONDUCT *Excellent*
 MORAL DEVELOPMENT *Very Good*
 DISCIPLINE *Very Good*
 ATTENDANCE *24/31*
 GRADE *A+*
 HANDWRITING *Very Good*

GENERAL REMARKS
Allhamdulillah! Good job! Keep up the amazing work and you will sparkle

ANNUAL

CONDUCT *Excellent*
 MORAL DEVELOPMENT *Excellent*
 DISCIPLINE *Very Good*
 ATTENDANCE *28/31*
 GRADE *A+*
 HANDWRITING *Very Good*

GENERAL REMARKS
Allhamdulillah! Good job! Keep up your hard work. May Allah help you to sparkle in every way of your life

Figure 12: Written Feedback on Progress report

4.5.2 Oral Feedback

Oral feedback is more like instant feedback that teachers give on the spot. When we talk about speaking competence, the terms accuracy and fluency come to mind. Language learners are supposed to speak both accurately and fluently. According to Cendra and Sulindra (2022), the students should be able to produce grammatically correct sentences and utterances, choose suitable words based on the speech or utterance's context, and use clear pronunciation with smoothness, speed, and rhythm while speaking. Both of these forms are important to master in a language. In my class, when I gave the students speaking tasks, I tried not to interrupt while students were speaking, and later on, I corrected their mistakes. I had focused on fluency while they spoke, and then I also pointed out their mistakes to correct them. I used to ask them to answer in English like- word meaning, spelling words, and sometimes asked them to read out a story from their book. In some cases, they miss spelled the word, were unable to pronounce specific words that were difficult, and sometimes students were unable to read out stories. At that moment I had to correct them while making mistakes which were corrective oral feedback (Ceman & Dubravac, 2019). Also, I gave them general feedback like, "Most of you are not

pronouncing this particular word correctly”. I also gave them general feedback to focus on reading to fluently read. I encouraged my students to speak in English in class with their teachers and also their classmates to overcome the fear of English speaking.

4.5.3 Peer Feedback

Feedback giving is common when it is given by the teachers. But it is new for the young learners because they did not experience something like this earlier so; I tried to make them understand that giving feedback to each other is called peer feedback. Peer feedback is a teaching strategy that allows students to participate in their own education by acting as both examiners and examinees. It is also describing students evaluate their peers' work or performance using appropriate criteria (Simonsmeier et al, 2020). At the beginning, young learners found it difficult and did not even want to do it again, as it was new to them. I gradually made it easier and interesting for them by added pictures and also rewarded them sometimes to motivate them and engaged with work. Sharker (2018) shows in his study how researchers found a strong correlation between students' achievement and their level of motivation, showing that higher motivation increases language learning. Although they recognise the necessity for motivation, teacher views on the issue of classroom motivation in English language learning and teaching are quite different. They use motivation in a different way. Although some teachers disagree, others think that external motivational activities have a greater impact than internal motivation. I also experienced the same thing for young learners, as they also prefer to have rewards like chocolates, pencils and other gifts rather than having claps or good comments. So, I tried to apply external motivation for my students to engage them in peer work. Students gradually enjoyed doing peer feedback by checking each other's scripts after getting rewards. They were more likely to take it as a competition and tried to do better. This process grabbed them in the

lesson, and they showed more interest compared to the normal classes. Also, young learners were not able to comment on each other's copy; they could only write the correct answer and marked if it was correct or not. Although there were positive and negative sides and some challenges that I faced, in the end, the students found this an interesting learning process. It helped them to learn from each other and pushed them to study to do better on their tests.



Figure 13: Students get prize after completing their task

4.5.3.1 Written Peer Feedback

Peer feedback has received a lot of attention in academic writing programs because it can improve students' writing skills, critical thinking, and learning process. This is the common type of peer feedback that students are familiar with. This method is known to be very effective at improving writing skills as it encourages students to critically evaluate both their peers' and their own work (Nurkhamidah, Lustyantie & Chaeruman, 2024). Adult learners mostly gave feedback on paragraph, composition and creative writing but for the young learners, they had found out this process more difficult. I tried to make the task easier for young learners by using tables and short questions in a worksheet and distributed them to all. The following worksheets about

“Articles, Adjectives and Numbers” were made by me for the student’s peer writing feedback. In that worksheet, many types of activities were given, like filling in the blank, identifying and underlining adjectives and nouns, completing the tables and identifying numbers. Their task was more like an examination. They got 10-20 minutes to complete their worksheet without any help. I selected their peer, and they exchanged their worksheet after completing that. I had to write the answer on the board, but I did not write it first. I asked them to answer the question one by one and wrote the correct answer on the board. In that time, asked them to give a tick mark if their peer wrote it correctly. After finishing that, they submitted their worksheet to me, and I had to recheck every copy carefully with my feedback. Then I gave them marks and selected the top 5 students who got better marks. After completing this process, I returned their worksheet with marks and tried to reward the top 5 students who did better. This was a way to motivate them for their learning and engage them in their lesson (Sharker, 2018). When they understood the process nicely, I asked them to teach each other where they found any mistake and discuss that. I gave them particular time for them, and they were only allowed to talk with their peer who sits next to them. I had changed their seating arrangement too for this process. So, in every bench there were 2 or 4 students so that each person could sit together. Most of the time there were 2 students on 1 bench. Students enjoyed writing peer feedback more than oral peer feedback and were more comfortable with that.

Articles

Name:

Roll:

Fill in the blanks with suitable articles:

1. Tell me truth.
2. He eats apple every day.
3. earth revolves around sun.
4. My mother bought chocolate. chocolate is given to my brother.
5. I want to be doctor in future.
6. I have orange, pear and apple in my basket.
7. It's raining. Please take umbrella.
8. Dhaka is capital of Bangladesh.
9. I am student in class three.
10. He made omelet with egg and tomato.

Figure 14: Worksheet on Article

Adjectives

Name:

Roll:

Underline the adjectives and nouns from the sentences given below. If it is an adjective, write Adj; if it is a noun, then write N.

1. The beautiful trees blew quietly in the wind.
2. They all had brown hair and green eyes.
3. Sweet strawberries are the best!
4. The yellow flowers were tall and beautiful.
5. There is a scary house at the end of the street.
6. Hairless cats look like big rats.
7. The young puppy played in the garden.
8. The colorful, tropical fish swam in the clear aquarium.

9. The peaceful lake reflected the greenish mountain.

10. The juicy watermelon was refreshing on a hot summer day.

Figure 15: Worksheet on Adjective

Islamic International School and College																							
Nouns: Number																							
Class: 3																							
Name:	Roll:																						
• Complete the chart. Write the singular or plural of each noun. <table border="1" style="margin: 10px auto; border-collapse: collapse;"><thead><tr><th style="width: 50%;">Singular number</th><th style="width: 50%;">Plural number</th></tr></thead><tbody><tr><td>Puppy</td><td></td></tr><tr><td></td><td>Mice</td></tr><tr><td>Day</td><td></td></tr><tr><td>Box</td><td></td></tr><tr><td></td><td>Armies</td></tr><tr><td></td><td>Oxen</td></tr><tr><td>leaf</td><td></td></tr><tr><td>Scarf</td><td></td></tr><tr><td></td><td>Women</td></tr><tr><td>Zoo</td><td></td></tr></tbody></table>		Singular number	Plural number	Puppy			Mice	Day		Box			Armies		Oxen	leaf		Scarf			Women	Zoo	
Singular number	Plural number																						
Puppy																							
	Mice																						
Day																							
Box																							
	Armies																						
	Oxen																						
leaf																							
Scarf																							
	Women																						
Zoo																							
• Read the sentences properly. Underline the nouns then write S.N. if it is a Singular noun and write P.N. if it is a Plural noun. 1. The new born baby has two brothers. 2. This table has four legs. 3. I have a pet cat. 4. The shopkeeper gave me lots of chocolate. 5. A gaggle of geese are taking a bath in the pool.																							

Figure 16: Worksheet on Number

4.5.3.2 Oral Peer Feedback

Teachers may give oral feedback at the end but young learners prefer to correct them instantly. When students got oral peer feedback, it was a bit embarrassing. Mostly, I focused on written peer feedback, but sometimes I also asked them to correct their peer vocally. There were two benefits that I experienced from my class, and these were: when students got oral peer feedback, they remembered it and tried to correct their errors, as this happened in front of the whole class. Another benefit was when one student mistakenly pronounced any sentence or word, I asked another student to answer the correct form just to make sure they were not having the same mistake. In story reading class, I selected the peers and asked one student to read a particular portion of a passage, and another student would also stand up with her and identified her mistakes. When the student was unable to pronounce any word or the whole sentence, I asked her peer to found her mistake and corrected her. Sometimes students felt uncomfortable giving peer feedback orally, and I had to ask them to correct others. Also, the student who got oral feedback in front of the class seems unhappy (Hidayat, Purwati, and Setiawan, 2023; Ratih, Rustandi, & Febriani, 2020).



Figure 17: One student is reading and another one is giving oral peer feedback

4.6 Extracurricular Activities

Every school should arrange some extracurricular activities for the students to motivate them. It is monotonous for them to focus on only studies and exams; they need some break to enjoy with their friends and do many other types of activities which make them energetic. According to the National Center for Education Statistics, in the United States, almost all high schools have extracurricular activities like sports, academic clubs, and music. Students have an opportunity to learn the principles of teamwork, individual and group responsibility, physical fitness, competition, diversity, and a sense of culture and community through these activities.

Extracurricular activities are considered a component of a well-rounded education because they give students the chance to apply their academic skills in real-life situations and serve the purpose of reinforcing the lessons in the classroom.

4.6.1 Class Party

In student life, we experienced the class parties held in our last class. That was one of the heartbreaking moments, as we spent the whole year with our classmates and teachers, and finally, it came time for changing sections for the next class in the New Year. The class party of Islamic International School was held on Thursday, 22nd November 2024. So, the school announced the date earlier, and all the students were excited for the day to celebrate their class party, decorate the class, and enjoy with their classmates. On that day, the students came to class wearing their school uniforms and attended the first three periods. After their tiffin, every student started working under their class teacher to decorate their class. They bought colored papers, glitter paper, colored pens, balloons, highlighters, scissors, and many other decorative. They started coloring the paper, making flowers, leaves, and stars, designing the display board located at one side of the classroom. They also used colorful balloons, and confetti to decorate the whole classroom with the help of their class teachers. Other teachers came to visit the classes and take pictures with them. The teachers and students exchanged chocolates, pencils, balloons and some gifts. For each class, there was a cake and they cut it with their teachers. While cutting the cake they sang the school's theme song. After that, they enjoyed their food together. Before leaving the class, their subject teachers and the principal came and talked to them, inspiring them to get well-prepared for the final examination. Some of the students would admit to another school, so this was their last class with their teachers and classmates. And they enjoyed their last moments together, took pictures for their lifetime memory. It was a happy celebration held in the school where the younger people enjoyed the most. Their crowd, their presence, and their voices make the classroom lively.



Figure 18: Board Decoration for class party



Figure 19: Present for the students



Figure 20: Students unpack their gifts



Figure 21: Students are showing their gifts each other

4.6.2 Annual Cultural Function and Result Day

On 14th December the school arranged a program for the annual result date and pre-primary qualification ceremony. Before that program, the teachers worked hard for a week to prepare their results and prepared for the final day. Before 7th December they had already completed their checking and rechecking of final papers. The teacher who rechecks, submitted their paper to the teachers with valuable feedback. After that, the teachers started working on the progress report. The vice principal divided the teachers into three to four teams. One team worked on the decoration, one team worked on the rehearsal, and one team worked on the managing part of the program. In the decoration team, there were about 10-12 teachers, and they had a leader to instruct them. They were cutting paper, making flowers, leaves, convocation caps, and so on. After their cutting, they attached them to hardboard and in ribbons. Before the final day, they had completed decorating the school, especially the open place where the program was held. In their second group of teachers, there were 4 or 5 teachers who arranged the students to perform on the final day. They managed the students and asked them to come to the school regularly for the rehearsal. They teach them to sang some songs and recite poems in a group. Two students were selected from senior classes for the presentation of the event. So, their class teacher instructed them to speak properly. Another group of teachers arranged the speech and worked on the

management team. They scheduled everything and gave notice to everyone. They were working on the desktop, preparing the speech, listing everything, and so on. The class teacher's duty was to make sure that the students who placed first, second, and third were ready to come and collect their prizes on the program date. The parents were invited to come to the program, and requested to give short speeches.

The image shows a student progress report card for Tashita Tasmin, Class 18B/2019-20. The card is divided into two sections: 'HALF YEARLY' and 'ANNUAL'. Both sections show excellent performance in all categories, including Conduct, Moral Development, Discipline, Attendance, Grade, and Handwriting. The 'HALF YEARLY' section shows a grade of 'A+' and 'Very good' handwriting. The 'ANNUAL' section shows a grade of 'A+' and 'Very good' handwriting. Both sections include a 'GENERAL REMARKS' box with handwritten notes from the class teacher, Tashita Tasmin, praising the student's performance and wishing for a bright future. The card also includes a note at the bottom stating that the report card must be returned to the class teacher within 7 working days of its receipt.

HALF YEARLY	
CONDUCT	Excellent
MORAL DEVELOPMENT	Very good
DISCIPLINE	Excellent
ATTENDANCE	91/94
GRADE	A+
HANDWRITING	Very good

GENERAL REMARKS
 Alhamdulillah! Your performance is outstanding. I wish your bright future.
 Tashita Tasmin
 Class 18B/2019-20

ANNUAL	
CONDUCT	Excellent
MORAL DEVELOPMENT	Excellent
DISCIPLINE	Excellent
ATTENDANCE	77/77
GRADE	A+
HANDWRITING	Very good

GENERAL REMARKS
 Alhamdulillah! Congratulations! You have an excellent result. Keep it up.
 Tashita Tasmin
 Class Teacher

N.B. This report card must be returned to the class teacher within 7 working days of its receipt.
 Scanned with CamScanner

Figure 22: A student get star for 100% attendance on Progress report

On the final day, the teachers come at 8 am. and submitted their progress report to the vice principal. They also called parents and make sure that they were coming. Before 9 am, the students came to class and waited there. The parents were sitting on the ground floor where the program took place. At 9 am, the students came to the program place line by line, and their class teacher guided them. They took their seat, and the class teacher sited with them. Before starting the program, two students gave the badge to the principal that the teachers made with paper. The program started with a recitation from the Holy Quran. A student named Nazifa recited from the Quran, and Naziba said the meaning. Then a group of students sang the national anthem, and most of them are boys. After that, a group of female students performed the school song. Their

teachers were with them and gave them instruction, also helping them whenever they felt any difficulties. After finishing that, the vice principal, one senior teacher, one assistant teacher, one parent, and lastly the principal gave their speech. They appreciated the students for their outstanding results and inspired them to do better in the future and also gave some advice. The students also performed poems and songs and ended the program. Lastly, the principal gave the prize to the students who place first, second, and third in every class. When they finished the prize-giving ceremony, they went to their class to collect their progress reports, where the class teachers gave them the progress report. While they were collecting the progress report, the convocation of KG started. They performed the songs that they practice and take pictures with their teachers. After that, the principal gave them a certificate, and they collected that one by one. Then the program ended for this year.



Figure 23: A group of Students are singing the school song



Figure 24: Prize-giving ceremony



Figure 25: Graduation Program

4.7 Formative Assessment and Summative Assessment

Assessment is an important component of the educational process, which provides as a vital resource for evaluating student learning and guiding instructional strategies. There are two primary types of assessment: formative assessment and summative assessment. Measuring student progress, understanding their ability to learn, and guiding future learning strategies are some of the particular aims of these assessment methods (Chand and Pillay, 2024). Formative assessment is defined mainly by its focus on giving quick, specific feedback that serves as a guide for students to identify their areas of improvement and development (Morris et al., 2021). The class tests we take in class are called formative assessment. Summative assessment, referred

as assessment of learning, is an essential evaluation of educational method that is different from formative assessment in terms of its specific characteristics and purpose. Summative assessments take place at the end of a learning session and give an in-depth evaluation of students' performance in terms of established standards or learning goals (Mogboh and Okoye, 2019). The final examination is called summative examination that we take at the end of the years. The total mark for examination was 100 and it divided into 3 parts: 75 marks for the final exam, 15 marks for the class test, and 10 marks for the class performance.

4.7.1 Class Test

The class test was called CT, which was taken in their regular class. The students gave 1-2 CTs every month depending on the lessons they completed. They had two types of CTs for English literature. One was called ERDS, where they gave an exam on reading, dictation, and spelling, and the other one was a normal class test. The normal class test formation was like- the teacher wrote the question on the board, and the students got 40 minutes to answer the questions. They had to answer short questions, broad questions, true-false questions, and fill in the blanks- so on. They gave 25-mark exams, and in total there were 4-5 CTs taken in class. After completing all the exams, the total mark was converted into a 15% mark.

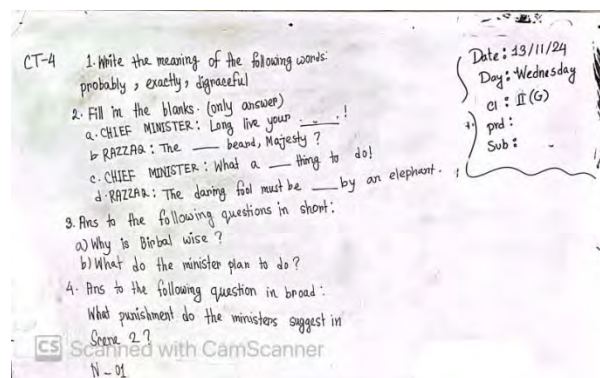


Figure 26: Teacher Write the Class Test Question on the Board

4.7.2 English Reading Dictation and Speaking (ERDS)

ERDS was a class test taken on the subject of English Literature, and the full form was English Reading, Dictation, and Spelling. There were 4-5 ERDS taken, which carry 25 marks. The 25-mark exam was divided into 3 parts. The reading part contained 4 marks, the dictation part carried 5 marks, and the spelling part carried 15 marks. For every exam, there was 1 mark for neatness. When the exam started, the teacher said the words and the students had to write the words with their meanings. In their dictation part, the teacher reads out a dialogue that was given in the book and the students had to write it correctly with punctuation marks. After that, the teacher gave them some time to review and then collected all the notebooks. The teacher asked one by one to read out a particular part of the text and gave the mark instantly. According to our country's curriculum, there is no exam taken on reading, speaking, and listening and focus on written exams only. But we know that practicing all the skills can make students proficient in a particular language, and we cannot just focus on one skill. The teacher's rule is to make an opportunity for the students to practice all the skills. Taking exams of every skill and practicing them in class is helpful for the students to be accurate and fluent in that language. So this school was trying to do that, and this was very helpful for the students.

4.7.3 Annual Examinations

The final exams started on 24th November and continued till 9th December. The examination started at 8:30 a.m., but the students had to be in class by 8 am. Before they entered their hall, the teachers checked them in on their ground floor. Then they allowed the students to attend their exams. The exam times were mostly 1.5 hours for the students of class 1, 2 hours for the students of classes 2, 3, and 4, and 3 hours for the senior classes. There were 2 teachers in one classroom. The teachers helped them if they do not understand any questions. For the young

learners, the on-duty teachers checked their scripts to ensure that they answered everything. There was one thing that was common for the students of class 1 in every exam, they got some pictures and figures in their exam papers, and they could to color them. They got 1.5 hours, so most of the time they completed their exam before the time and they enjoyed coloring the pictures. It was one kind of motivation as well and this thing they enjoyed the most in the exam hall.

Islamic International School And College
English Version
Annual Examination-2024
Class: I
Subject: Arabic

Time: 1 hour 30 minutes Full Marks: 30

Name: Jawadul Affoz Alina
Roll: 30 Section: 01-1 Date: 2/2/24
Marks Secured: _____ Investigator's Sign: _____
Checked by: _____ Re-checked by: _____

1. Separate the following letters: 1x6=6

ح + ل =	ع + م =	س + د =
و + ع =	ب + ع =	ق + ي =

Scanned with CamScanner

Figure 27: Question and Answer paper of Final Exam

Islamic International School And College
English Version
Annual Examination-2024
Class: I
Subject: English Language

Time: 2 Hours Full Marks: 75

Name: Safiannot Fariza
Roll no: 47 Section: 1-6-2 Date: 26/1/24
Marks Secured: 73 Investigator's Sign: _____
Checked By: _____ Re-checked By: _____

Comprehension Skills

Mr Gumpy went for a ride in his car. A boy, a girl and lots of animals went with him. They were all enjoying the ride when they saw lots of dark clouds. Very soon the clouds were right overhead. Mr Gumpy stopped the car. He jumped out, put up the hood, and down came the rain. The road grew muddier and muddier and the wheels began to spin. Mr Gumpy looked at the hill ahead. The car sank deeper into the mud. "Now we're really stuck" said Mr. Gumpy. They all got out and pushed. Slowly the car began to move.....

Figure 28: Question and Answer paper of the Subject English Language



Figure 29: Question-Answer Script that has Pictures

4.8 Teachers Meeting

On 29th December 2024, the school arranged a teachers' meeting and attendance was mandatory for all the teachers. They all attended between 8 a.m. to 8:10 a.m. The vice principal, Mrs. Ummay Humaira Shamima, led the meeting. She shared greetings with the teachers and asked about their vacations, their families, and many other things. The meeting was divided into three parts: Al-Quran *Dars*, preparation for next year, and review of the previous year. Then she asked the teachers to join with their group for Al-Quran recitation and discussion on *Surah Lukman*, 2nd *Ruku*. She gave 1 hour and 20 minutes for that, and they had to finish their tiffin by 10 a.m.

In their group, everyone recited the Quran one by one. After that, they discussed the meaning of the *tafsir* and shared their thoughts and experiences related to their topic. The lesson was mainly about parenting, and they got the advice that Lukman gave his child earlier, which Allah quoted in the Al-Quran directly. In the end, they shared what they learnt from this lesson. Also inspiring each other to be connected with the Quran, correctly practice Islam, and tried a lot to be more knowledgeable. It was a fruitful discussion that I experienced in my life. After that, the school offered breakfast, and everyone came to the meeting room. She started the second part

of the meeting and talked about the preparation they would take for next year's classes. She discussed the number of students admitted to the particular classes and mentioned the sections. The school would welcome the students with a few surprising gifts, such as chocolate, a waffle, a handmade ID card, and a crown at their first class. Every year, they would change their door and classroom decorations. So, she asked them to complete all types of decoration before 1st January.



Figure 30: Handmade Crown



Figure 31: Handmade ID Card

Then she shared her monthly plan. It would take some time to get the new books, so the teachers were requested to follow the previous book for the first week. Also, they had to focus on motivating the students in the first week so that they could start the year with positivity. It was mandatory to teach them Dua's that they recited in class, completing the diaries, and checking the record book carefully. The class teacher should arrange a parent meeting every month, and subject teachers should also attend. She also gave her suggestions to the teachers, like controlling their behavior, voice, and thinking positively, improving their *taqwa*, and so on. She recapped their school rules, which a teacher should do in the class, out of the class, and also in the exam hall. Sometimes they fall into difficult situations, and should handle them smartly. It could be a student who did something wrong or a parent who behaved rudely with the teachers. Then, she talked about some incidents that particular teachers faced previously. She suggested the senior teachers to help the juniors and discuss with them, if they needed and feel anything wrong.

Lastly, they talked about the academic activities they would have this year. They would go to a picnic class by class in the middle of January. She asked the teachers to share the idea of places that would be appropriate for the students according to their class level. Most of them

shared their ideas and suggestions about many places. She selected one teacher as a moderator of the picnic and asked the class teachers to confirm an appropriate place within one week. There would be sports preparation and a final sports day, which would start from the last week of January. Then she discussed how to distribute classes and called particular teachers' names and asked them to note down the classes she would have this year. With the greeting and wishes, she closed the meeting at 12 p.m.

4.9 Challenges Faces During the Internship

During my journey as an intern, I had gain knowledge, love, and respect. At the same time, I faced multiple challenges.

- First of all, as my students were young learners, it was difficult to keep their attention throughout the class. They used to perform class activities actively in the beginning, but lost their energy to continue the class till the end. I had to ask them individually to answer any questions or respond to a task. Then, I tried to give them a break in the middle of the class to get their full attention.
- There was no remedial class system in this school. When a student faced any problem, I had to solve that in class. There was a student in class 1 who was always late in writing. For that particular student, I had to give the whole class some extra time, and the whole class waited for her regularly. Sometimes I could not complete my desired topic for that particular student.
- Checking copies and books in class took a lot of time. Sometimes it took too much time to correct them all. While checking papers in class, students used to make noise and

quarrel with each other. It was difficult to control them during copy checking. So I decided to take their books and copies with me to the office room, and after finishing that, I distributed them all.

- As my main goal was to engage them in peer feedback, which was new for them. They used to tell me that they do not find any interest. So I decided to give them star, smileys as a reward.
- The young learners found it difficult to give peer feedback. When they got their friend's scripts, they helped them get good marks. When they got others scripts whom they did not like, they unusually cut marks, and I had to fix them all. Sometimes they shared a feeling like, "If you cut my mark, I will cut yours as well." So, engaging young learners in peer feedback was difficult (Sultana, 2009).
- Lastly, as I was an intern in their school, I was not allowed to use many types' techniques and methods that I had learned in my academic life. For example, engaging students in group work or using any authentic materials which were real-life conversation, experience, interaction, or any written document, text, pictures, videos, or audio documentary taken from real life (Toma, 2022). They only focus on their textbook, and I was not allowed to use anything outside their book. I used to make worksheets for them, and I had to follow their book. I was not allowed to engage them in creative learning. This school mostly followed GTM, and I was not allowed to apply any other method in my class. This school had the wrong concept about lesson plans, and I had to follow that as well, although I knew the correct pattern of lesson plans.

Chapter 4

Recommendations

During my internship, many good things happened to me, and I learned various things from the school. Still, I have some recommendations for the school authority.

- The school should arrange the types of seating that are movable so that the students can engage in peer work and group work in class. In the young learners' class, sisters were there to manage them and assist the teacher. So, it would not be time-consuming but rather an interesting process. Changing the seating can be interesting for learning as well.
- Although we claim that we are living in a digital world, this school has nothing from modern technology. There is only one desktop in this school, and that is not for every teacher. They promote visual learning by using colorful pictures in books and some posters hanging in the classroom. It is necessary to have laptops, projectors, and sound systems in class. Even if it is not possible to have a projector in every class, they can select one particular classroom that will have a projector. Through that, the teachers will be able to show them images, videos, and presentation slides to make their lessons easier and more interesting.
- This school focuses on their books only and does not allow any other materials or activities outside their books. They can allow using authentic materials and cost-effective materials to make their lessons fruitful, and students will understand better. Teachers should follow the correct way to make a lesson plan. They can also engage their students in different types of class activities, like group work, peer work, quizzes, and so on.

Although my supervisor tried to arrange a class for competition, the number should be

increased. Since they are not familiar with the term peer feedback, the school and the teachers should focus on it and apply it in their class, as it is one of the influential processes of learning.

- The students are familiar with the feedback they get from their teachers but not from their peers or classmates. This is the scenario at most schools in Bangladesh, where students do not share feedback. Although the government is training teachers to engage students in group work and peer work, a lower percentage of teachers follow that. I would suggest that the teachers make their classes student-centered and give them some tasks where they can share more class time with their group and peers to fulfill the goals of learning. It is important, especially for young learners, for motivation and self-confidence.

Chapter 5

Conclusion

In conclusion, the journey I had as an intern teacher at Islamic International School and College was amazing. I received an opportunity to get unconditional love and respect, and a space to practice the theories that I went through in my academic life. Though my journey was not easy, I had overcome obstacle and finally completed the three-month journey. In this phase, my main focus was on peer feedback, applying it among young learners in the English version school. Feedback plays a vital role in developing students' learning processes and promotes their knowledge, abilities, and behaviors. The motivation that works behind peer feedback can help to build up their personalities as well. Although there are some negative impacts, this is necessary for the students in learning process. Giving proper guidelines, actively managing the class, and motivating the students can cross the hurdle of negativity. It adopts students to play the double role of examiner and examinee and helps to recognise their mistakes and errors. Peer feedback can create an independent learning environment which is a powerful tool for students' growth and transformation.

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