RESEARCH   **Open Access**

Review of Studies on Feedback Types: Systematic Review Study

*Ayhan Dönmez ⓘ, **İbrahim Seçkin Aydın ⓘ

Abstract. In this research, it is aimed to determine how the studies conducted within the framework of teacher, peer and self-evaluation feedback types using the systematic compilation method are related to students' attitudes, motivation and success. The studies selected for the research were included in the research through certain criteria depending on the systematic review method. 2438 studies were reached in the research, and this number was reduced to 35 depending on the criteria. As a result of the research, it was determined that the studies conducted in this field increased the teacher, peer and self-evaluation feedback types and the students' attitudes, motivation and success towards the course.

Keywords. Feedback, teacher feedback, peer feedback, self-evaluation.

* **(Responsible Author)** PhD student, İzmir Dokuz Eylül University, Graduate Education Institute, İzmir, Türkiye

e-mail: ayhandonmez1903@gmail.com

** Assoc. Prof. Dr., İzmir Dokuz Eylül University, Faculty of Education, İzmir, Türkiye

e-mail: seckin.aydin@deu.edu.tr

Feedback is a communication element often used by the educator in order to learn the student's level of cognition in the educational environment. Feedback, which also has the function of providing information about the outcome of a behavior (Alavi and Kaivanpanah, 2007), is information provided only to the student in order to close the gap between the student performance and the desired performance. Morry (1992) defined feedback as performance information given to the student in order to make changes at the cognitive and behavioral level and increase learning. According to Bloom (1984), feedback is the data conveyed to the individual who is in the learning process. Carlson (1979) defined feedback as information given by the teacher to help students with the lesson, support them, and make changes to what they do when necessary. Ellis (1994) explained feedback as the information developed by the listener to receive or interpret messages. Hattie and Timperley (2007) defined feedback as information about an individual's learning or performance provided by an agent such as a teacher, peer, book, or parent.

The purpose of feedback is to reduce the discrepancy between performance and target within the framework of existing understanding and to increase students' performance (Duijnhouwer, 2010; Hattie and Timperley, 2007). Learning reaches a good quality when feedback provides not only whether a learning is right or wrong, but also information on how to improve learning (Barrera-Corominas, Ion and Tomàs-Folch, 2016). The feedback process should start with a summary that includes the student's performance (Roediger, 2007; Sternberg, 2002). Eikenberry, (2007) states that the following steps should be taken to increase the efficiency of feedback:

- The last feedback given should be remembered.

- It should be questioned to what extent the feedback given is successful and how the recipient responds to this feedback.

- When giving feedback, it should be considered which sources are used.

- In the next step, it should be considered how to strengthen the feedback given and make it more useful.

- Many observations should be made and notes should be taken.

Feedback is information that changes the learner's performance as a result of certain guidance (Nelson and Schunn, 2009). Feedback, which is at a critical point in the teaching process, has a very important effect on the individual's decision to accept, reject or change a behavior. Careful receipt of feedback supports learning and/or performance (Bangert Chapter Drowns et al., 1991; Salomon

and Globerson, 1987). Feedback constitutes one of the cornerstones of success and also stands out as an important feature of the learning process (Brown, 1994; Gipps, 1994). Using feedback in the education and training process is important in many aspects. According to Rodgers (2006), feedback involves the teacher and student in the process and provides the participants with the opportunity to slow down and calm down. Thus, it tells the individual exactly what level he is at, how he got there, where he will be at the next stage, and what method he should use to get to that stage. The characteristics of good feedback are listed as follows by Macfarlane-Dick and Nicole (2006):

- Contributes to specifying the desired performance.

- It helps to develop self-evaluation skills during the learning process.

- Provides high-level information to learners at the point of learning.

- Provides both teacher and peer interaction.

- Allows motivation and self-esteem to increase.

- It prepares the necessary ground for closing the gap between the desired performance and the current performance.

When the literature is examined, we see that there are many types of feedback. Schimmel (1998) examined feedback types under four headings and divided them into confirmatory feedback, corrective feedback, error feedback and explanatory feedback. Eikenberry (2007) examined feedback in four categories: positive feedback, negative feedback, positive feedback and negative feedback. Schmidt and Wrisberg (2008) examined feedback types under only two headings and classified them as internal feedback and external feedback. Coşkun and Tamer (2015) examined the types of feedback more comprehensively and identified feedback in terms of the person who evaluates the text, feedback in terms of communication style, feedback in terms of praise or criticism, feedback according to the attitude of the evaluator, specific or general feedback, feedback in terms of form or style. It is divided into eight headings: content-oriented feedback, clear or ambiguous feedback, and in-text or extra-text feedback. However, as seen in the research, teacher feedback, peer feedback and self-evaluation were generally emphasized and the studies were carried out based on the feedback in question.

Teacher feedback is the information the teacher provides about student behavior. While the teacher exhibits an open attitude in some feedback, in some cases he or she may offer feedback

indirectly. Sometimes, it can even guide the student to acquire the target behavior and help him reach the determined goal. Teacher feedback should be clear, descriptive, non-judgmental and appropriate to student development (Beach and Friederich, 2006), should have constructive and developmental features whenever possible (Overall and Sangster, 2006), and teachers should be sincere, helpful, self-confident, guiding and critical when making evaluations. (Hyland and Hyland, 2006). It is also important how the type of feedback in question is perceived by students. According to research, teacher feedback is perceived by students as a practical tool used in education and as a helpful resource for them, and there is a prevailing understanding among teachers that the quantity, center point, format and sufficiency of feedback are different (Carvalho, Martins, Santana and Feliciano, 2014; Carvalho, Santos, Conboy and Martins, 2014). In addition, studies have revealed that students desire teacher feedback more as their grade level increases, that students who ask for feedback are more successful than students who do not, and that students want to receive more feedback from teachers (Alavi and Kaivanpanah, 2007; Elwood and Bode, 2014; Kahraman and Yalvaç, 2015; Ülper, 2011).

Student peers also have an important share in the learner's behavior. Peer feedback consists of students making positive and/or negative comments on their friends' writings (Özşavli, 2017). Students face different obstacles when giving feedback because they do not have sufficient language and content knowledge. They may also have difficulty criticizing their friends, being serious in their comments, and providing constructive feedback. Such obstacles can become surmountable through peer feedback (Hanjani and Li, 2014). When students communicate with their peers, the feedback they receive from them becomes more effective (Fathman, Kesser, and Quinn, 1992). In peer feedback, peer feedback can be more efficient if students are trained on feedback, provided with an environment where they can communicate more effectively, and provided the necessary experience in the process (Tamer, 2013). Peer feedback, as opposed to teacher feedback to 'correct' students' writing, particularly during the writing process, is seen as a way of giving students control and autonomy (Mendoca and Johnson, 1994). Carnell (2000) stated in a study that students like to receive feedback from their peers, that talking to them is easier than talking to teachers and that they feel freer. Another study showed that peer feedback may be stronger than teacher feedback because students' interests are similar to their peers (Fathman, Kesser and Quinn, 1992).

At this point, self-evaluation is also effective in providing feedback to the student. According to Logan (2009), self-assessment, defined as a process in which the individual evaluates his own

learning through predetermined criteria, is the student's evaluation of his own work or learning process only by himself (Montgomery, 2000). Self-assessment helps students focus and makes them more effective (Harris, 1997). It gives students the awareness of being independent from teachers (Pierce, 2003). Self-assessment teaches students about their strengths and weaknesses, as well as giving them the opportunity to look at themselves objectively and share responsibility with the teacher for what they have learned or not (Boud, 1995; Falchikov, 1986; Noonan and Randy, 2005). In addition, it helps not only students but also teachers to question their professional competence and determine their current situation (MoNE, 2017).

During the education process, students generally provide feedback by receiving feedback from teachers or peers or by self-assessment (i.e. self-evaluation). Students' attitudes, motivation and success towards the course are also affected by the nature of the feedback given. Studies emphasize that feedback is a very important method in the education-training process. Systematic review is a method generally used in the field of education. The reason why systematic review was chosen in this study is that it is more objective than other methods, contains fewer errors, addresses much more comprehensive areas and is repeatable, studies are selected within the framework of clearly determined criteria, systematic review can be repeated and the results can be verified (Moule and Goodman, 2009). Considering all these data, it is predicted that healthier results will be obtained. In addition, no systematic review study on this subject has been conducted in Turkey before and it has been observed that there are gaps in this field. Thus, it is anticipated that this study will contribute to reducing the gap in the field. In this context, the purpose of this systematic evaluation is to determine the views of the research conducted within the scope of teacher, peer and self-assessment feedback types on students' attitudes, motivation and success. In this context, the problem statement of the research is "What are the attitudes, motivation and success views of students in studies conducted within the framework of teacher feedback, peer feedback and self-evaluation?" in the form.

Method

The systematic review method used in this research is a research method developed based on synthesizing and summarizing the results of research on the same subject (Gökdemir and Dolgun, 2020). In this method, which is frequently used especially in educational research (Bearman et al., 2012), the studies to be included or excluded from the research are determined in line with the criteria determined by the researcher. The systematic compilation method is more objective and

contains fewer errors than other compilation methods and provides a more comprehensive research opportunity (Moula and Goodman, 2009). According to Newman and Gough (2020), the process of preparing a systematic review consists of 9 dimensions within the framework of educational research.

1. Determining the research question

2. Creating the conceptual framework

3. Determination of selection criteria

4. Development of search strategy

5. Selecting studies reached through selection criteria

6. Coding studies

7. Evaluation of the quality of studies

8. Examining the synthesis results of individual studies to answer the research question

9. Reporting the findings

The criteria determined by Polit and Beck (2009) were used to evaluate the quality of the studies reached within the scope of the research. Each study was examined according to the determined criteria, and the studies included in the research were evaluated by giving 1 point to those that met the criteria and 0 to those that did not meet the criteria. The criteria used are as follows:

1- Have the purpose and questions of the research been presented appropriately?

2- Have appropriate answers been given to the research questions?

3- Are the concepts used in the research clearly defined?

4- Are the characteristics of the sample adequately explained?

5- Is the number of samples sufficient?

6- Are the materials and methods used appropriate to the subject of the research?

7- Is the equipment used in the research valid and reliable?

8- Are the findings clear and appropriately organized?

9- Have all the important results been discussed?

10- Are the discussion and findings compatible with each other?

11- Are the results presented in summary?

12- Have the limitations been declared?
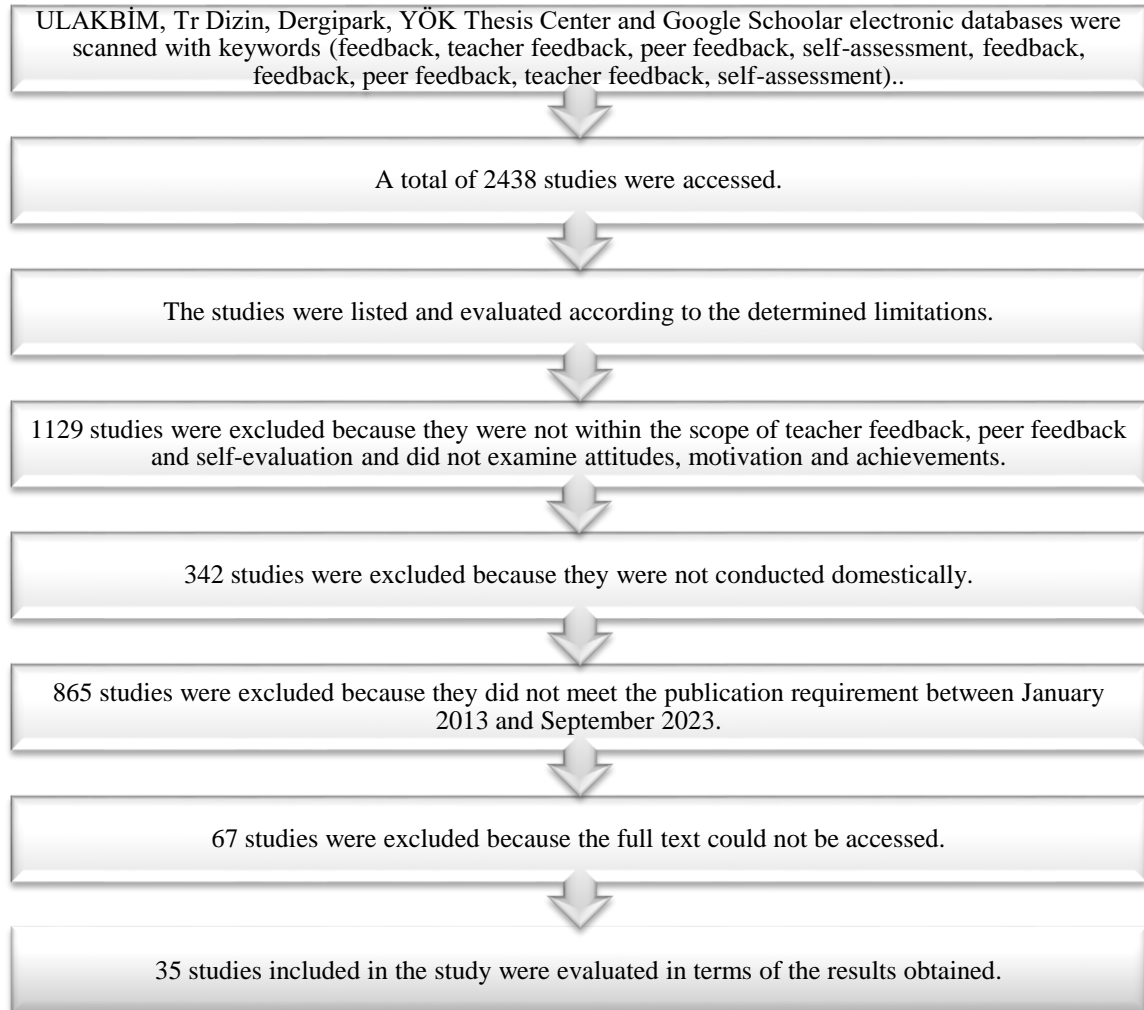
Data Collection Tools and Process

In this study, the first research question is "What are the attitudes, motivation and success views of students in studies conducted within the framework of teacher feedback, peer feedback and self-evaluation?" The problem statement was determined, then the literature was examined and 2438 studies were found. However, these studies were evaluated within the scope of certain selection criteria and included in the research. The content validity of the criteria in question was ensured by taking expert opinions, and the selection criteria for the studies were determined as follows:

> ➢ Studies should examine the effects of feedback types on students' attitudes, motivation or achievement within the scope of teacher feedback, peer feedback and self-evaluation,
> ➢ The studies must have been carried out domestically,
> ➢ Studies should be published between January 2013 and September 2023,
> ➢ The full text of the studies should be accessible,
> ➢ The language of publication must be English or Turkish.

Relevant studies were searched in ULAKBİM, Tr Dizin, Dergipark, YÖK Thesis Center and Google Scholar electronic databases with the keywords "feedback, teacher feedback, peer feedback, self-assessment, feedback, feedback, peer feedback, teacher feedback, self-assessment". . The titles and abstracts of the studies in electronic databases were independently examined by the researchers. Although there were 2438 studies within the scope of the study, 35 studies that met the limitations were included in this study. 13 of these studies are articles and 22 are thesis studies. In the research, coding studies were included, details of the selected studies were specified, and the quality of the studies was evaluated. At the end of the process, the study results were examined and the findings were reported. The process steps of the research are shown in Format 1.

Format 1.

Process steps of the research

ULAKBİM, Tr Dizin, Dergipark, YÖK Thesis Center and Google Schoolar electronic databases were scanned with keywords (feedback, teacher feedback, peer feedback, self-assessment, feedback, feedback, peer feedback, teacher feedback, self-assessment)..

↓

A total of 2438 studies were accessed.

↓

The studies were listed and evaluated according to the determined limitations.

↓

1129 studies were excluded because they were not within the scope of teacher feedback, peer feedback and self-evaluation and did not examine attitudes, motivation and achievements.

↓

342 studies were excluded because they were not conducted domestically.

↓

865 studies were excluded because they did not meet the publication requirement between January 2013 and September 2023.

↓

67 studies were excluded because the full text could not be accessed.

↓

35 studies included in the study were evaluated in terms of the results obtained.

Data Analysis

Descriptive content analysis was used to analyze the data. The data obtained during the research process was converted into a table. The table includes the name of the study, its authors, the year of publication, the effect of the method used on the student, and the scores for evaluating the quality of the studies. In addition, the content of the studies included in the research was analyzed and the results were examined according to various factors. The findings were interpreted qualitatively. The findings were converted into tables and examined within the scope of success, attitude and motivation variables.

Results

By analyzing the content of 35 studies included in this research, the appearance of teacher feedback, peer feedback and self-evaluation on student attitudes, motivation or achievements was examined in line with the determined studies. Within the scope of the systematic review study, studies examining the effects of teacher, peer and self-assessment feedback types on students were analyzed and some findings were reached. The studies included in the research were examined in tables. The tables were prepared taking into account the success, attitude and motivation variables evaluated within the scope of the study.

Table 1

The Effect of Feedback Methods on Student Achievement in the Studies Included in the Research

	Name of the Study	Year	Author(s)	The Effect of Used Feedback on Student Achievement	Quality Evaluation Score Average
1	Feedback Practices in Teaching Turkish as a Foreign Language Effect on Writing Skills	2023	Münevver Nuriye SERPEN Aliye Uslu ÜSTTEN	As a result of this research, it was observed that the students in the experimental group were more successful and exhibited better writing skills compared to the students in the control group, based on the feedback given by the teacher.	10
2	The Effect of Peer Feedback on the Writing Skills of Students Learning Turkish As a Foreign Language	2023	Mehmet ÖZŞAVLI	As a result of the research, an increase was observed in the writing scores of the experimental group, where peer feedback practices were effectively included, and it was concluded that the students improved themselves in terms of word choice, content, language use and form.	11
3	Investigating The Effect of Peer Assesment on Preservice Teacher's to Professional Knowledge and Skills	2019	Vural TÜNKLER	In this research, it was concluded that peer evaluation practices improved the professional knowledge and skills of teacher candidates, helped them realize their shortcomings and faults, and contributed to their critical thinking.	9
4	The Effect of Giving Feedback and Correction Species on Sixth Grade Students' Writing Skills	2016	Nurettin YILDIZ	In this study, it was concluded that the feedback and correction practices provided by the teacher positively affected the students' writing skills.	10
5	The Impact Of Self-Assessment: A Case Study on a Tertiary Level EFL Writing Class	2019	Vedat KIZIL Hülya YUMRU	In this study, it was concluded that self-assessment practices contributed to students' English writing and metacognitive skills.	10
6	The Role of Peer Feedback on Ambiguity Reduction in Turkish as a Foreign Language Learners' Writing	2018	Bülent ARI Mustafa Burak TOP	In this study, it was concluded that peer evaluation detected 25.96% of the expression disorders applied in the experimental group. For this reason, it has been concluded that using peer evaluation as an application at C1 and above level in teaching Turkish to foreigners will contribute to the teaching process.	9
7	Effect of Feedback on Turkish Fourth-Grade Elementary School Students' Fluent Writing Skills	2019	Bengisu KAYA Seyit ATEŞ Kasım YILDIRIM	In this study, it was concluded that the feedback given by the teacher was effective in the development of students' fluent writing skills.	11

			Timothy RASİNSKİ		
8	The Effect of Self-Evaluation Implementations on Students' Performance And Attitude in Violoncello Teaching	2016	Bahar GÜDEK Devrim ÖZTÜRK	In this study, it was determined that the performance of students who self-evaluated for 13 weeks improved their cello playing skills.	10
9	The Effect of Peer Assessment on Speaking Skill in Teaching Turkish as a Foreign Language	2018	Emre BAYRAKDAR Saadet MALTEPE	As a result of this research, it was determined that peer assessment in teaching Turkish as a foreign language positively affects students' speaking skills.	9
10	The Role of Self Assessment Practices in The Improvement of Freshman Students' Writing Performance and Awareness	2014	Seda BANLI	As a result of the study, it was determined that students' self-evaluation of writing skills positively affected their writing performance.	11
11	The Use of Peer Assessment in Distance Education and its Effects on Academic Success	2016	Mustafa Serhat DÜNDAR	It was concluded that the peer assessment method used in this research increased the academic achievement of students.	10
12	The Effect of Self-Assessment on the Achievement in Writing in English	2017	Melike CÖMERT	As a result of this study, it was determined that feedback based on self-assessment was more effective than writing lessons conducted with traditional methods.	10
13	The Effect of Peer Feedback on Turkish as a Foreign Language Students' Writing	2017	Mehmet ÖZŞAVLİ	According to the results of this research, it was observed that peer feedback increased the writing skills of students learning Turkish as a foreign language.	11
14	Effect of Web Based Peer and Self Evaluation on Student Achievement in Communication And Human Relations	2015	Adem ÇIRAK	As a result of the research, it was determined that the web-based peer and self-assessment method increased students' communication and human relations skills.	10
15	Effect of Peer Instruction Enriched by the Web Based Peer and Self Assessment System on the Achievement and Attitude of the 7th Grade Students in Rational Numbers	2014	Osman Cevat YAVUZ	According to the results of the feedback type applied in the research, it was seen that the success score of the experimental group increased compared to the control group.	11
16	The Effect of Verbal Feedback on Primary Pupils' Academic Achievement, Attitudes Towards the Lesson and Metacognitive Awareness	2014	Mustafa Feyyaz ÇETİN	As a result of this study, it was determined that the effective feedback given by the teacher positively affected the academic success of the students.	9
17	The Effect of Self-Assessment Applications Under the Guidance of Supervisor on Teachers' Self-Assessment,	2018	İzzet ÖZDEMİR	As a result of the research, it was determined that self-evaluation implemented under the guidance of inspectors improved teachers' teaching skills.	10

	Reflective Thinking and Teaching Skills				
18	The Effect of Argument Maps Scaffolded with Peer Feedback on Students' Argumentation Skills	2018	Beyza UÇAR	As a result of the research, it was determined that argument maps supported by peer feedback were more effective on the experimental group and increased their skills.	11
19	Exploring The Effects of Feedback Types and Wiki on EFL Learners' Writing Performance	2018	Ayşe ALTAY	In line with this study, it was concluded that teacher and peer feedback were not effective on students' writing success.	10
20	The Effect of Providing Self and Anonymous Peer Feedback on Writing Assignments in a Digital Environment Among Turkısh EFL High School Learners	2017	Ayten KAYACAN	As a result of the study, it was determined that peer and self-assessment practices had a positive effect on the writing skills of the experimental group.	11
21	The Effects of Peer Assessment Applıcatıon On Seventh Grade Students' Mathematical Achievements in the Teaching of Equations	2017	Sinem Ceren ÇOLAK	As a result of this research, it was determined that the peer assessment method increased students' success in mathematics lessons.	11
22	An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking Self Efficacy Levels	2019	Hong Yu Connie AU	According to the results of this research, it was determined that peer and teacher feedback methods increased the success of students learning English as a foreign language.	9
23	A Comparison of The Impact of Teacher Feedback Within and Irrespective of the English as a Foreign Language Learners' Zone of Proximal Development	2018	Hasan SAĞLAMEL	As a result of this research, it was determined that the feedback given to students by the educator in the field of proximal development increased their success scores.	11
24	The Effect of the Self-Assessment-Based Reading Aloud Method on Reading Fluency and Reading Comprehension in Primary School	2019	Ferhat SAAT	As a result of the research, it was determined that the self-assessment-based oral reading method was effective in fluent reading and comprehension.	10
25	The Effect of Written Peer Feedback Training on Turkish EFL Students' Feedback Types and Writing Performance	2019	Esma CAN	As a result of the research, it was determined that peer feedback positively affected the writing skills of the experimental group.	10
26	The Effects of Different Corrective Feedback Methods on Improving Writing Skills of Teenage EFL Students	2023	Şeyda BEDİZ	As a result of the research, it was determined that indirect teacher feedback was more reliable and effective in improving students' writing skills.	11
27	The Impact of Self Assessment and Peer	2023	Burcu EREN	As a result of this study, it has been determined that	9

	Assessment on EFL Learners' Writing Performance			individuals learning English as a foreign language, depending on the self-assessment and peer assessment methods, make many contributions to the writing performance of these methods.	
28	The Effect of Pronunciation Teaching With The Model of Self-Listening and Self-Assessment on the Voiceness Skills of Foreign Students Learning Turkish	2021	Rümeysa UÇAR	As a result of this study, it was determined that pronunciation teaching implemented with the self-listening and self-evaluation model increased pronunciation skills.	9
29	The Effect of Peer Feedback in the Online Environment on Collaborative Problem Solving Skills	2022	Yeşim KARADAĞ	As a result of this study, it was determined that peer feedback had positive effects on collaborative problem solving skills.	11

When Table 1 is examined, 29 studies examining the effects of teacher, peer and self-assessment feedback types on student success were found. While 28 of these studies concluded that feedback types positively affected student success, only 1 found that feedback types did not create a significant change on success. In summary, 96.56% of the studies examined found that feedback types positively affected student success. When the average quality evaluation score of the studies is examined, it is seen that 7 of them have 9 points, 11 of them have 10 points and 11 of them have 11 points. It was also determined that 10 studies examined the effect of teacher feedback, 16 studies examined the effect of peer feedback and 11 studies examined the effect of self-assessment on students.

Table 2

The Effect of Feedback Methods on Student Attitudes in the Studies Included in the Research

	Name of the Study	Year	Author(s)	The Effect of Used Feedback on Student Achievement	Quality Evaluation Score Average
1	Effect of Primary School Teachers' Feedback on Students' Extracurricular Mathematics	2015	Gülçin ERAZ Cumali ÖKSÜZ	As a result of this study, it was determined that the feedback given by the teacher regarding extracurricular mathematics activities increased the attitude scores in the experimental group.	11
2	The Effect of Verbal Feedback on Primary Pupils' Academic Achievement, Attitudes Towards The Lesson And Metacognitive Awareness	2015	Mustafa Feyyaz ÇETİN Çiğdem ŞAHİN-TAŞKIN	As a result of this study, it was determined that the effective feedback given by the teacher significantly affected the students' attitudes towards the course.	10
3	Effects of Video Self Modeling on Development of Fluent Readıng Skills	2013	Mustafa ULU Mustafa BAŞARAN	As a result of this study, it was determined that the video self-assessment technique developed positive attitudes in the experimental group.	9
4	The Influence of Peer Feedback on Students' Writing Performance and Their Attitudes Towards Writing	2014	Mehmet Veysel BİLEN	As a result of the peer feedback applied in this research, it was determined that the attitudes of the students in the experimental group increased.	10
5	The Effect of Peer Feedback on Turkish as a Foreign Language Students' Wrıtıng	2017	Mehmet ÖZŞAVLİ	According to the results of this research, it was observed that peer feedback positively affected the attitudes of students learning Turkish as a foreign language.	9
6	Effect of Peer Instruction Enriched by the Web Based Peer And Self Assessment System on the Achievement And Attitude of the 7th Grade Students in Rational Numbers	2014	Osman Cevat YAVUZ	According to the results of the feedback type applied in the research, it was determined that there was no change in the attitudes of the experimental and control groups.	11
7	The Effect of Effective Feedback on	201	Mustafa Feyyaz	As a result of this study, it was determined	10

	Academic Achievement, Attitude Towards the Course and Metacognitive Awareness	4	ÇETİN		that the effective feedback given by the teacher positively affected the students and their attitudes towards the course..	
8	The Effects of Peer Assessment Applıcatıon On Seventh Grade Students' Mathematıcal Achievements In The Teachıng of Equations	201 7	Sinem ÇOLAK	Ceren	As a result of this research, it was determined that the peer assessment method positively increased students' attitudes towards mathematics course.	9
9	An Analysis of the Effect of Peer And Teacher Feedback on EFL Learners' Oral Performances and Speaking Self Efficacy Levels	201 9	Hong Yu AU	Connie	According to the results of this research, it was determined that peer and teacher feedback methods positively affected the attitudes of students learning English as a foreign language.	9

When Table 2 was examined, 9 studies were found examining the effects of teacher, peer and self-evaluation feedback types on student attitudes. 8 of these studies concluded that feedback types positively affected student attitudes. The remaining 1 study shows that feedback types do not affect student attitudes. In line with the findings, 88.89% of the studies indicate that feedback types improve student attitudes. When the average quality evaluation score of the studies is examined, it is seen that 4 of them have 9 points, 3 of them have 10 points and 2 of them have 11 points. It was also determined that 4 studies examined the effect of teacher feedback, 5 studies examined the effect of peer feedback and 2 studies examined the effect of self-assessment on students.

Table 3

The Effect of Feedback Methods on Student Motivation in the Studies Included in the Research

	Name of the Study	Year	Author(s)	The Effect of Used Feedback on Student Achievement	Quality Evaluation Score Average
1	The Predictive Effect of Perceived Teacher Feedback and Motivational Climate on Enjoyment And Motivation in Physical Education and Sport Lessons	2018	F. Hülya AŞÇI, Gökçe ERTURAN İLKER	In this study, it was concluded that positive non-verbal feedback given by teachers gave positive results.	10
2	Exploring Students' Attitudes Toward Motivation, Satisfaction, and Perceived Learning Outcomes Using Online Feedback in Writing Argumentative Essay	2023	Marzieh PARVANEH Akhteh KHANEH	As a result of this study, it was determined that peer feedback positively affected students' motivation levels.	11

When Table 3 was examined, two studies were found examining the effects of teacher and peer feedback types on student motivation. Both of these studies found that feedback types increase student motivation, and in line with the findings, these studies show that feedback types improve student motivation. When the average quality evaluation score of the studies is examined, it is seen that 1 of them has 10 points and 1 of them has 11 points. Additionally, it was determined that 1 study examined the effect of teacher feedback and 1 study examined the effect of peer feedback on students.

Discussion and Conclusion

This study aimed to determine how students' attitudes, motivation and success are viewed in studies on teacher feedback, peer feedback and self-evaluation. For this reason, various limitations were introduced to the research by using the systematic review method and the studies obtained in this context were examined. Within the scope of the study, 35 studies were reached, 13 of which were articles and 22 thesis studies. The findings show that teacher feedback, peer feedback and self-evaluation increase students' attitudes, motivation and success towards the course. Due to the limitations determined in the research, foreign sources were not examined, and only studies that had the opportunity to be published in our country were included in the research. In the field of education and training in our country, based on the studies on the feedback given, it has been frequently encountered that the opinions of students or teachers are taken on the types of feedback (Bayat, 2010; Bozpolat, Hazar and Yıldız, 2021; Dilbaz Sayın and Arslan, 2017; Kırbaç, Balı and Macit, 2017; Öntaş and Kaya, 2019; Şahin and Şahin Kalyon, 2018 etc.; Ülper and Çetinkaya, 2016; Ülper, 2012; Yılmaz, 2019). Although the abundance of such studies contributes to the literature, it is seen that the studies examining student success, attitude and motivation based on feedback in Turkey are quite few in number, especially when compared to foreign sources.

It has been determined that studies conducted abroad have found findings that support the research results. Studies have shown that the feedback given by the teacher positively affects the academic success of the students, and that the students who are not given feedback are less careful in correcting their mistakes, thus increasing the success of the students who are given feedback by the teacher (Black et al., 2002; Butler, 1987; Cooper, 2001; Crooks, 1998; Elawar and Corno, 1985; Hattie and Timperley, 2007; Knight, 2003; Li and Steckelberg, 2004; Rowntree, 1987; Sadler, 1989; Schoen and Kreye 1974; Torrance and Pryor, 1998; Weaver, 2006). Similarly, it is possible to come across studies where teacher feedback increases students' interest and desire for the course and positively affects their attitudes (Cooper, 2001; Hagger et al., 2015; Wang et al., 2008). There are also studies concluding that teacher feedback increases student motivation (Deci, Koestner and Ryan, 1999; Koka and Hein, 2005; Mouratidis et al., 2008; Mouratidis, Lens and Vansteenkiste, 2010).

Studies conducted on peer feedback from abroad have found studies concluding that the feedback students give to each other increases their academic success (Berggren, 2014; Chang, 2015; Chibsa, 2008; Grami, 2010; Huisman, Saab, van Driel and van den Broek, 2018; Liou and Peng, 2009; Min, 2006). In addition to these studies, studies have also been found to show that peer feedback increases students' attitudes towards the course (Hu, 2005; Katsra, Tollefson, and Gilbert, 1987; Lee, 1997; Min, 2005; Shao 2009; Tang and Tithecott, 1999). There are also studies showing that as a result of self-assessment practices, students develop positive attitudes towards the course and positively affect student motivation (Black, Harrison, Lee, Marshall and Wiliam, 2003; Morrison et al., 2004). In this context, studies have also been found that self-assessment affects students' academic success (Andrade and Boulay, 2003; Andrade, Du and Mycek, 2014; Hirvela and Pierson, 2000; Lam, 2010; Meihami and Varmaghani, 2013; Oscarson, 2009; Ross, 2006; Ross, Rolheiser and Hogaboam-Gray, 1999; Sajedi, 2014).

Recommendations

As a result of this study, the following recommendations can be given to researchers:

➢ Before starting their studies, researchers should try to prevent possible problems that may arise, especially in peer feedback, by providing feedback training to the study groups through an expert.

➢ Studies examining the effects of feedback types on motivation and self-efficacy factors, as well as success and attitude factors, are quite limited in the literature. Such studies need to be increased.

➢ Researchers who comparatively examine the effects of feedback types should not ignore the principle of correct and timely use. In environments where friendship relations are strong, teacher feedback may be less effective than peer feedback, or in times requiring individual effort, self-evaluation may be more effective than peer feedback.

➢ Following this study, future studies should not only select topics related to feedback types, but also include systematic review studies in different disciplines.

➢ It is seen that there are few systematic review studies in the field of Turkish teaching in the literature. For this reason, it is recommended that researchers conduct systematic studies in this field by examining Turkish teaching practices within the framework of different variables.

About Authors

First Author: Ayhan Dönmez is a PhD student at İzmir Dokuz Eylül University. He completed his undergraduate and graduate education at Dokuz Eylül University. His studies are mainly on Turkish teaching.

Second Author: İbrahim Seçkin Aydın is a member of İzmir Dokuz Eylül University. He works at the Faculty of Education. He is currently working at the department of Turkish and social sciences education. He completed his doctorate at Dokuz Eylül University and his subject is on Turkish education.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

Funding

Ethical Standards

Since this study was a compilation study and the data source of the study was open access, ethics committee approval was not required.

ORCID

Ayhan Dönmez ⬤ https://orcid.org/0000-0003-1499-319X

İbrahim Seçkin Aydın ⬤ https://orcid.org/0000-0003-0610-863X

References

Alavi, S. M. and Kaivanpanah, S. (2007). Feedback expectancy and EFL learner's achievement in English. *Online Submission, 3*(2), 181-196.

Andrade, H. and Boulay, B. (2003). The role of rubric-referenced self-assessment in learning to write. *Journal of Educational Research, 97*(1), 21-34.

Andrade, H. L., Du, Y. and Mycek, K. (May-2010). Rubric-referenced self-assessment and middle school students' writing. Assessment in Education: Principles, *Policy and Practice, 17*(2), 199-214.

Bangert-Drowns, R. L., Kulik, C. C., Kulik, J. A. and Morgan, M. T. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research, 61*, 213–238.

Barrera-Corominas, A., Ion, G. and Tomàs-Folch, M. (2016). Written peer-feedback to enhance students' current and future learning. *International Journal of Educational Technology in Higher Education, 13*(1), 1-11.

Bayat Ö. (2010). İngilizce yazılı anlatım derslerinde uygulanan akran ve öz değerlendirme etkinliklerine yönelik öğrenci görüşleri. *Dil Dergisi, 150*, 70-81.

Beach, R. and Friederich, T. (2006). Response to Writing. In C. A MacArthur, S. Graham, J.Fitzgerald (Eds.). *Handbook of Writing Research.* New York: The Guilford Press.

Bearman, M., Smith, C. D., Carbone, A., Slade, S., Baik, C., Hughes-Warrington, M., and Neumann, D. L. (2012) Systematic review methodology in higher education, *Higher Education Research & Development, 31*(5), 625-640.

Berggren, J. (2014). Learning from giving feedback: a study of secondary-level students, *ELT Journal, 69*(1), s. 58-70.

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003). *Assessment for learning: Putting it into practice.* Maidenhead, UK: Open University Press.

Bloom, B. S. (1984). The 2 sigma problem: the search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher, 13*, 4-16.

Bloom, B. S. (1995*). İnsan nitelikleri ve okulda öğrenme* (Çev. D. A. Özçelik). İstanbul: Milli Eğitim Basımevi.

Bozpolat, E., Hazar, E. ve Yıldız, H. (2021). Lisansüstü eğitimde geribildirime ilişkin öğretim üyesi görüşleri. *e-Kafkas Journal of Educational Research, 8* (2), 370-396.

Brown, D. (1994). *Principles of language learning and teaching.* New Jersy: Prentice hall Regents.

Butler, R. (1987). Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest and performance. *Journal of Educational Psychology, 79*(4), 474-482.

Carlson, C.R. (1979). Feedback for Learning. In Milton, O. (Eds.), *On College Training*. San Francisco CA: Jossey-Bass.

Carnell, E. (2000) Dialogue, Discussion And Secondary School Students On How Others Help Their Learning. In Askew (Ed.), *Feedback for Learning.* London: Routledge.

Carvalho, C., Martins, D., Santana, L. E. and Feliciano, L. (2014). Teacher feedback: educational guidance in different school contexts. *Procedia-Social and Behavioral Sciences, 159*, 219-223.

Carvalho, C., Santos, J., Conboy, J. and Martins, D. (2014). Teachers' feedback: exploring differences in students' perceptions. *Procedia-Social and Behavioral Sciences, 159*, 169-173.

Chang, C.Y. (2015). Teacher modeling on EFL reviewers' audience-aware feedback and affectivity in L2 peer review, *Assessing Writing 25*, 2–21.

Chibsa, T. (2008). *The Effect of Peer Feedback on The EFL Students' Writing Performance and Writing Anxiety* at Adama University. [Yayımlanmamış yüksek lisans tezi]. Addis Ababa University

Cooper H. (2001). *The battle over homework: Comman ground for administrators, teachers and parents*. (3.baskı). Thousand Oaks, CA: Corwin Press.

Coşkun, E. ve Tamer, M. (2015). Yazma eğitiminde geribildirim türleri ve kullanımı. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 12*(32), 337-372.

Crooks, J. (1998). The impact of classroom evaluation practices on students. *Review of Educational Research, 58*(4), 438-481.

Deci, E.L., Koestner, R. and Ryan, R.M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin, 125*, 627–668.

Dilbaz Sayın, S. and Arslan, H. (2017). Öğretmen ve okul yöneticilerinin öğretmen performans değerlendirme sürecindeki çoklu veri kaynakları ile ilgili görüşleri ve öz değerlendirmeleri. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi, 6*(2), 1222-1241.

Duijnhouwer, H. (2010). *Feedback Effects On Students' Writing Motivation, Process, And Performance.* Holland: Utrecht University Press.

Eikenberry, K. (2007). Remarkable Leadership: *Unleashing Your Leadership Potential One Skill at a Time*. [DX Reader version].

Elawar, M. C. and Corno, L. (1985). A factorial experiment in teachers' written feedback on student homework: Changing student behavior a little rather than a lot. *Journal of Educational Psychology, 77*(2), 162-173.

Ellis, R. (1994). *The Study Of Second Language Acquisition.* Oxford: Oxford University Press.

Elwood, J. A. and Bode, J. (2014). Student preferences vis-à-vis teacher feedback in university EFL writing classes in Japan. *System, 42*(1), 333–343.

Falchikov, N. (1986). Product comparasion and rocess benefits of peer group and self assessment. *Assessment and Evaluation in Higher Education, 11*, 146-166.

Fathman, A. K., Kessler, C. and Quinn, M.E. (1992). Science and cooperative learning for LEP students. In C. Kessler (Ed.) C*ooperative learning: a teacher's resource book* (pp. 65-83). NJ: Prentice Hall.

Gibbs, G. and Simpson, C. (2005) Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education, 1*, 3-31.

Gökdemir, F. ve Dolgun, G. (2020). Writing material & method section in qualitative, quantitative, systematic review, meta-analysis, and meta-synthesis studies. *Archives of Health Science and Research, 7*(2), 189-195.

Grami, M. A. (2010). *The effects of integrating peer feedback into university-level ESL writing curriculum :a comparative study in a Saudi context*. [Yayımlanmamış doktora tezi]. Newcastle Üniversitesi.

Hagger, M.S., Koch, S. and Chatzisarantis, N.L.D. (2015). The effect of causality orientations and positive competence-enhancing feedback on intrinsic motivation: A test of additive and interactive effects. *Personality and Individual Differences, 72*, 107–111.

Hanjani, A. M. and Li, L. (2014). Exploring l2 writers' collaborative revision interactions and their writing performance. *System, 44*, 101–114.

Harris, M. (1997). Self-assessment of language learning in formal settings. *ELT Journal, 51*(1), 12-20.

Hattie, J. and Timperley, H. (2007). The power of feedback. *Review Of Educational Research, 77*(1), 81–112.

Hirvela, A. and Pierson, H. (2000). portfolio: Vehicles for authentic self-assessment. In G. Ekbatani ve H. Pierson (Eds.). *Learner- directed assessment in ESL* (s. 105-126). Manwah, N. J.: Lawrence Erlbaum Associates.

Hu, G. (2005). Training Chinese ESL Student Writers for Effective Peer Review, *Asian Englishes, 8*(2), 64-76.

Huisman, B., Saab, N., van Driel, J. and van den Broek, B. (2018). Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment & Evaluation in Higher Education, 43*(6), s. 955-968.

Hyland, K. and Hyland, F. (2006). Feedback on second language students' writing. *Language teaching, 39*(2), 83-101.

Kahraman, A. and Yalvaç, F. (2015). EFL Turkish university students' preferences about teacher feedback and its importance. *Procedia – Social and Behavioral Sciences, 199*, 73–80.

Kara, Z. (1994). *İşbirliğine dayalı paylaşmalı dönütün başarı ve hatırda tutma üzerindeki etkileri.* 1. Eğitim Bilimleri Sempozyumunda Sunulan Bildiri, Bildiri Metinleri II, Çukurova Üniversitesi, Balcalı Eğitim Fakültesi Yayınları, 494-507.

Katsra, J., Tollefson, N. and Gilbert, E.(1987). The Effects of Peer Evaluation on Attitude Toward Writing and Writing Fluency of Ninth Grade Students, *The Journal of Educational Research, 80* (3), 168-172.

Kırbaç, M., Balı, O. and Macit, E. (2017). Eğitim sisteminde geribildirim ile ilgili öğretmen görüşleri. *İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi, 4*(7), 57-74.

Knight, N. (2003). Teacher feedback to students in numeracy lessons: Are students getting good value? *Research Information for Teachers, 3*, 40–45.

Koka, A. and Hein, V. (2005). The effect of perceived teacher feedback on intrinsic motivation in physical education. *International Journal of Sport Psychology, 36*, 91–106.

Lam, R. (2010). The role of self-assessment in students' writing portfolios: A classroom investigation. *TESL Reporter, 43*(2), 16-34.

Lee, I. (1997). Peer Reviews in a Hong KongTertiary Classroom, *Tesl Canada Journal, 15*(1), 58-69.

Li, L. and Steckelberg, A., (November 19, 2004). Using peer feedback to enhance student meaningful learning. *Proceedings of the Association For Educational*

Communications and Technology, 145(20) Retrieved May 15, 2023, from http://edres.org/eric/ED485111.html

Liou, H.C. and Peng, Z.Y. (2009). Training effects on computer-mediated peer review, *System 37*, 514–525.

Logan, E. (2009). Self and peer assessment in action. *Practitioner Research in Higher Education, 3*(1), 29-35.

Macfarlane-Dick, D. and Nicol, D. J. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199–218.

Meihami, H. and Varmaghani, Z. (2013). The İmplementation of self-assessment in EFL writing classroom. *International Letters of Social and Humanistic Sciences, 9*, 39- 48.

Mendoca, C. and K. Johnson (1994). Peer review negotiations: revision activities in esl writing instruction. *TESOL Quarterly 28*(4), 745–768.

MoNE. (2017). *Öğretmen Mesleki Genel Yeterlilikleri*. Erişim adresi: https://oygm.meb.gov.tr/

Min, H.T. (2006). The effects of trained peer review on EFL students' revision types and writing quality, *Journal of Second Language Writing 15*, s. 118–141.

Montgomery, K. (2000). *Authentic Assessment*. London: Addison Wesley Longman.

Morrison, S. J., Montemayor, M. and Wiltshire, E. S. (2004). The Effect of a Recorded Model on Band Students' Performance Self-Evaluations, Achievement, and Attitude, *Journal of Research in Music Education, 52*(2), 2, 116-129.

Mory, E.H. (1992). The use of informational feedback in instruction: implications for future research. *Educational Technology Research and Development, 40*(3), 5–20.

Moula, P. and Goodman M. (2009). *Nursing Research.* (pp. 111-149, 247-261). London: SAGE Publication Ltd.

Mouratidis, A., Lens, W. and Vansteenkiste, M. (2010). How you provide corrective feedback makes a difference: The motivating role of communicating in an autonomy-supporting way. *Journal of Sport and Exercise Psychology, 32*(5), 619-637.

Mouratidis, A., Vansteenkiste, M., Lens, W. and Sideridis, G. (2008). The motivating role of positive feedback in sport and physical education: Evidence for a motivational model. *Journal of Sport and Exercise Psychology, 30*(2), 240-268.

Nelson, M. M. and Schunn, C. D. (2009). The nature of feedback: How different types of peer feedback affect writing performance. *Instructional Science, 27*(4), 375-401.

Newman, M. and Gough, D. (2020). Systematic reviews in educational research: methodology, perspectives and application. In O. Zawacki-Richter, M. Kerres, S. Bedenlier, M. Bond, K. and Buntins (Eds.), *Systematic reviews in educational research: Methodology, perspectives and application* (pp. 3-22). Wiesbaden: Springer VS.

Noonan, B. and Randy, D. (2005). Peer and self-assessment in high schools. *Practical Assessment Research and Evaluation, 10*(17), 1-8.

Öntaş, T. ve Kaya, B. (2019). Sınıf öğretmeni adaylarının öğretim materyali tasarlama sürecinde geribildirim verilmesine yönelik görüşlerinin incelenmesi. *Milli Eğitim Dergisi, 48*(224), 59-73.

Oscarson, A. D. (2009). *Self-assessment of writing in learning English as a foreign language: A study at the upper secondary school level.* Göteborg: Geson Hylte Tryck.

Overall, L. and Sangster, M. (2006). *Assessment: A Practical Guide For Primary Teachers.* London: Bloomsbury Publishing.

Özşavli, M. (2017). *Akran geribildiriminin Türkçeyi yabancı dil olarak öğrenen öğrencilerin yazma becerisine etkisi.* Yüksek lisans tezi, Mustafa Kemal Üniversitesi, Sosyal Bilimler Enstitüsü, Hatay.

Pierce, L. V. (2003). *Assessing English Language Learners.* Washington, D.C.: National Education Association.

Rodgers. C. R. (2006). Attending to student voice: the impact of descriptive feedback on learning and teaching. *Curriculum Inquiry, 36*(2), 209-237.

Roediger, H. L. (2007). Twelve tips for reviewers. APS Observer, *20*(4), 41–43.

Ross, J. A., Rolheiser, C. and Hogaboam-Gray, A. (1999). Effects of self-evaluation training on narrative writing. *Assessing Writing, 6,* 107-132.

Rowntree, D. (1987). *Assessing students: How shall we know them?* London: Kogan Page.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science,18*(2), 119-144.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science Review, 18*(2), 119-144.

Şahin, M. G. ve Şahin Kalyon, D. (2018). Öğretmen adaylarının öz-akran-öğretmen değerlendirmesine ilişkin görüşlerinin incelenmesi. *Kastamonu Eğitim Dergisi, 26*(4), 1055-1068.

Sajedi, R. (2014). Self- assessment and portfolio production of Iranian EFL learners. *Procedia-Social and Behavioral Sciences, 98,* 1641-1649.

Schimmel, B. J. (1988). Providing meaningful feedback in courseware. In D. H. Jonassen (Ed.), *Instructional designs for microcomputer courseware* (183–195). Lawrence Erlbaum Associates, Inc.

Schmidt, R. A. and Wrisberg, C. A. (2008). *Motor learning and performance: A situation based learning approach.* Champaign, IL: Human Kinetics.

Schoen, H. L. and Kreye, B. C. (1974) Five forms of written feedback to homework in a mathematics course for elementary teachers. *Journal for Research in Mathematics Education, 5,* 5-140.

Shao, M. (2009). A Study of Peer Assessment in EFL Writing İnstruction, *Foreign Language Theory and Practice, 2009*-02.

Sternberg, R. J. (2002). On civility in reviewing. *APS Observer, 15*(1), 3-34.

Tamer, M. (2013). *Türkçe öğretmenlerinin yazma eğitimindeki geribildirimler.* Yayımlanmamış yüksek lisans tezi, Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü, Hatay.

Tang, G. M. and Tithecott, J. (1997). Peer Response in ESL Writing, *Tesl Canada Journal, 16*(2), Spring 1999.

Torrance, H. and Pryor, J. (1998). Investigating teacher assessment in infant classrooms: Methodological problems and emerging issues. *Policy and Practice. 2*(3), 305 -320.

Ülper, H. (2011). Öğrencilerin ürettikleri taslak metinlerine yönelik geribildirim almaya ilişkin yeğleyişleri. *Mehmet Âkif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 1*(22), 280-300.

Ülper, H. ve Çetinkaya, G. (2016). Türkçe öğrenen yabancı öğrencilerin yazılı taslak metinlerine yönelik geribildirim almaya ilişkin beklentileri. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *13*(33), 1-17.

Wang, C. K., Lim, B. S., Aplin, N. G., Chia, Y. H. M., McNeill, M. and Tan, W. K. (2008). Students' attitudes and perceived purposes of physical education in Singapore: Perspectives from a 2× 2 achievement goal framework. *European Physical Education Review, 14*(1), 51-70.

Weaver, M. R. (2006). Do students value feedback? Students perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education, 31*(3), 379-394.

Yılmaz, G. (2019). *Öğretmenlik uygulamasında dönüt konusunda adaylarının görüşleri.* Yüksek lisans tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.