

Author: Dreiling, Katharina

Title: *Feedback from the Perspective of Students in German Language Classes in Upper Secondary Schools. Longitudinal Analyses on the Differential Perception and Motivational Effects of Feedback.*

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Abstract. Feedback that students receive from their teacher during class is considered a key factor of effective teaching and classroom discourse. However, empirical findings show that the impact of teacher feedback on the learning process is not necessarily positive, indicating that learners perceive and use feedback differently depending on their individual learning characteristics. Against this background, students' individual perception of feedback in classroom has been the focus of much recent research. Taking their findings into account, the present study aims to investigate the perception of feedback from the perspective of students in German language classes in upper secondary schools. Based on theoretical assumptions of supply-use models, the focus of this study is on the extent to which feedback quality is perceived differently depending on the individual characteristics of the students and in how far the perceived feedback quality is related to the development of motivation.

The analyses are based on data from the longitudinal study "FeeHe", in which 807 students from 49 German language classes in upper secondary school were surveyed about their perception of different dimensions of feedback quality as well as their learning motivation. Results of latent change models show that students in German lessons in upper secondary school not only differ significantly in their perception of feedback at the beginning of the school year, but also in their changes of perception over the course of a school semester. Students' individual performance predicts interindividual changes in the perception of feedback quality. Findings from bivariate latent change models show that the level and change in perceived feedback quality and in students' motivation are positively related. Further

analyses indicate that both the perceived usefulness of feedback and the perceived competence support mediate the link between dimensions of perceived feedback quality and change in students' motivation. Overall, the present study expands the current state of research on interindividual differences in the perception of feedback and on differences in the effects of feedback on motivation.