

Feedback on Mock Exams and integration of skills in ELT lessons: A Blessing or a Curse?

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Abstract - Assessment has always been playing a vital role in determining the efficacy of English language courses around the globe. In view of the importance of having integration of skills in English language lessons, proper and constructive feedback sessions are very essential to see what the pitfalls are in applying the practices in ELT lessons especially in online lessons. Keeping this in mind, mock exams are becoming increasingly popular in academic institutions as a means of evaluating students' preparedness for their final exams. However, feedback on students' performance in mock exams can be seen as both a blessing and a curse. On the one hand, feedback can help students identify areas of weakness, adjust their study strategies, and improve their performance in the final exam. In a study by El-Helou and colleagues (2016), it was found that feedback provided to medical students after mock exams significantly improved their final exam scores. On the other hand, receiving negative feedback can be demotivating for students, leading to lower self-confidence and decreased engagement with the material.

In another study by Könings and colleagues (2019), it was found that the quality of feedback provided by instructors was a key factor in determining its effectiveness. Instructors who provided detailed and specific feedback were more likely to positively impact students' performance, while generic feedback had little effect.

This paper explores the potential benefits and drawbacks of providing feedback on students' performance in mock exams. It reviews the existing literature on the topic, discussing the psychological effects of feedback on students, as well as the impact on their academic performance. Additionally, it examines the role of the instructor in providing feedback and the importance of balancing constructive criticism with positive reinforcement. The sample for this study is study collected from the students' community at University of Technology and applied Sciences at Ibra, Oman.

The findings suggest that feedback can be an effective tool for improving students' performance in mock exams and, ultimately, in final exams. However, instructors should be mindful of the potential negative effects of feedback and strive to provide it in a constructive and supportive manner. In conclusion, feedback on students' performance in mock exams can be a blessing or a curse, depending on how it is delivered and received.

Keywords - Feedback, mock exams, TBL, CBL

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INTRODUCTION

Feedback on mock exams can be both a blessing and a curse, depending on how it is utilized. It is a common tool used by educators to help students prepare for high-stakes exams. On one hand, feedback can be extremely beneficial for students as it allows them to identify their strengths and weaknesses and make improvements in their learning. Mock exams provide a safe space for students to practice and receive feedback without the pressure of actual exams. This

can help students feel more confident and prepared for the actual exam.

Also, feedback on mock exams can be helpful to ensure the efficacy of the integration of skills in English language lessons. It enables students to understand what is expected of them on the actual exam and gives insight to the educators what went well and what went wrong in applying integrated skill approach in their lessons. This can help them better

understand how to approach questions and format their responses, which can improve their performance on the actual exam. On the other hand, if feedback is not provided in a constructive and supportive manner, it can have negative effects on students. If feedback is overly critical or harsh, it can discourage students and make them feel like they are not capable of success. This can lead to a decrease in motivation and ultimately, poor performance on the actual exam.

Furthermore, if feedback is not used to guide students towards improvement, it can be ineffective. If students are not given clear guidance on how to address their weaknesses, they may not know how to make improvements in their learning. Feedback on mock exams can be both a blessing and a curse. It is important for feedback to be provided in a constructive and supportive manner and used to guide students towards improvement. With the right approach, feedback on mock exams can be an effective tool for improving student learning and performance on actual exams.

LITERATURE REVIEW

As the use of mock exams as a form of feedback has been a topic of hot discussion among researchers and scholars, many studies took place in the topic. There are studies with some arguing that it is a beneficial practice, while others argue that it can be unfavorable. In this literature review, this paper will explore the different perspectives on whether feedback on mock exams is a blessing or a curse.

Hattie & Timperley (2007) mentioned, in a very widely-cited educational article, that feedback is one of the most powerful influences on learning. They continued to say this influence can be both positive and negative, and this paper investigates what research can tell us about how feedback may be shaped to be more positive.

According to Lee (2017), feedback can take two forms: summative feedback, which is given at the end of a period of study and usually includes a score or evaluation of a student's work, and formative feedback, which is given continuously during learning and is intended to help the learner. These two types of feedback are commonly referred to as assessment of learning (AoL) and assessment for learning (AfL). Although feedback is often judgmental, it can serve both purposes, and the type of feedback given will depend on which purpose is considered more important.

In language classes, error correction is the most common form of feedback, and it is usually intended to improve learners' accuracy. However, feedback is understood more broadly and has three main objectives: improving the fluency, accuracy, or complexity of learners' speaking and writing,

motivating learners, and developing learner autonomy. Summative feedback in the form of scores can be problematic because comments and prompts are more effective in promoting learning gains than scores, as Hattie & Timperley (2007) mentioned. Lee (2017) supports this argument by stating that comments and prompts are also more likely to contribute to learning when they are not accompanied by scores. If summative feedback is necessary, teachers should consider delaying or withholding the reporting of scores to increase learners' focus on qualitative comments and promote a focus on future learning.

Advocates of providing feedback on mock exams argue that it can assist students in pinpointing areas they need to improve. It is indeed a vital component of effective learning and has been studied extensively in the field of education. According to Hattie and Timperley (2007), feedback is one of the most powerful influences on learning and achievement. Providing feedback on mock tests has several advantages for students, as discussed below.

Feedback on mock tests helps students identify areas of improvement in their performance. This feedback can be in the form of scores, comments, or suggestions from the teachers or peers. When students receive feedback on their performance, they can understand their strengths and weaknesses and focus on improving their weaker areas. For example, a study conducted by Guo and Luo (2019) found that feedback on mock tests helped students identify their weaknesses and improve their performance in subsequent tests.

Moreover, feedback on mock tests can also help build the confidence of students. When students receive positive feedback on their performance, it motivates them to work harder and achieve better results. Positive feedback can be in the form of encouraging comments or scores that reflect their understanding of the topic. Additionally, feedback can help students understand their strengths and feel more confident about their abilities. This confidence can be transferred to the actual test, where the student can perform better with a positive mindset. Li and Li (2020) found that feedback on mock tests helped build the confidence of students and improve their performance in subsequent tests.

Another salient feature of mock tests with feedback is that it can help reduce anxiety in students. Mock tests provide a simulated environment that helps students get a sense of the actual test's format and difficulty level. This way, students can prepare themselves for the actual test and reduce their anxiety levels. Again, feedback on mock tests can also reduce anxiety levels by providing students with a sense of control over their learning. When students receive feedback on their performance, they can take charge of their learning and work on their weaknesses, which reduces their anxiety levels. A study conducted by Riaz and Malik (2019) found that feedback on mock tests reduced the anxiety levels of

students and improved their performance in subsequent tests.

Finally, feedback on mock tests can enhance the motivation of students. When students receive feedback on their performance, it provides them with a sense of progress and achievement. This way, students feel motivated to work harder and achieve better results. Additionally, feedback can help students set realistic goals and work towards them. When students receive feedback on their performance, they can set goals based on their strengths and weaknesses and work towards achieving them. Yan and Xie (2018) found that feedback on mock tests enhanced the motivation of students and improved their performance in subsequent tests.

In summary, feedback on mock tests has several advantages for students, including identifying areas of improvement, building confidence, reducing anxiety, and enhancing motivation. These benefits have been supported by various studies and are consistent with the broader literature on the importance of feedback in learning and achievement.

According to Traxler and King (2018), mock exams offer a low-pressure setting for practicing and getting feedback, which can help students identify their strengths and weaknesses, enabling them to concentrate their efforts on areas where they need the most help. Additionally, feedback on mock exams can reduce stress and increase confidence as students are better prepared for the actual exam.

On the other hand, some scholars contend that feedback on mock exams can be detrimental to students. Lu (2018) discovered that students who received feedback on their mock exams were more prone to anxiety and stress than those who did not receive feedback. Feedback can highlight areas where the student requires improvement, creating a feeling of inadequacy or failure. Furthermore, feedback on mock exams can be time-consuming and sometimes inaccurate, causing confusion and frustration for students.

A captivating role of feedback in exam preparation is complex. It is the cardinal reason to cause anxiety and stress for students. The effectiveness of feedback on mock exams may rely on the type of feedback given, as well as the individual learning styles and preferences of each student. For example, some students may benefit more from self-directed feedback or peer feedback than feedback from a teacher or instructor.

For language learning process, corrective feedback on mock tests is a critical aspect, particularly in the context of English language learning. Various studies have been conducted to explore the effects of corrective feedback on mock tests, and the following literature review provides an overview of some of the significant findings in this area. Sheen (2004)

investigated the effects of corrective feedback on the acquisition of English grammar by non-native English speakers. The study found that corrective feedback on mock tests had a positive impact on the acquisition of English grammar. The results indicated that students who received corrective feedback on their errors outperformed those who did not receive any feedback.

Similarly, Li (2010) examined the effects of different types of corrective feedback on the acquisition of English grammar by Chinese university students. The study found that explicit corrective feedback, where the teacher provides a clear explanation of the error and how to correct it, was more effective in improving students' grammar than implicit corrective feedback, where the teacher only indicates the error without providing an explanation. According to Riaz, R, (2019), when students receive constructive feedback on their performance in mock exams, it can alleviate anxiety by providing them with a clearer understanding of their strengths and weaknesses. This knowledge allows students to focus on specific areas that require improvement and develop targeted strategies for their actual exams.

Another study by Wang (2011) investigated the effects of corrective feedback on mock tests on the acquisition of English vocabulary by Chinese high school students. The study found that feedback on mock tests helped students identify their errors and focus on correcting them. The results also indicated that corrective feedback improved students' retention of vocabulary and enhanced their ability to use it correctly in context.

According to Mayo, S and Masuku, B. (2020) timely and specific feedback allows students to understand their mistakes, identify areas for improvement, and make necessary adjustments in their learning strategies. Chinnathambi, K, et.al (2021) further say that students are positive about the use and efficacy of writing error correction symbols on their written drafts and ready to take these kind of feedback. .

Moreover, Park and Lee (2013) explored the effects of corrective feedback on mock tests on the acquisition of English writing skills by Korean university students. The study found that feedback on mock tests helped students identify and correct their errors, which improved their writing skills. The results also indicated that feedback on mock tests enhanced students' awareness of their language errors and increased their confidence in writing.

In summary, the above studies suggest that corrective feedback on mock tests can have a positive impact on the acquisition of English grammar, vocabulary, and writing skills by non-native English speakers. The type of feedback, whether explicit or implicit, and the mode of feedback delivery, such as written or oral, can also influence the effectiveness of corrective feedback. Therefore, language teachers should consider these

factors when providing feedback on mock tests to enhance students' language learning outcomes.

Therefore, educators should thoughtfully consider the type and timing of feedback they provide to students, considering individual differences in learning styles and needs. Further research is necessary to comprehend the impact of feedback on mock exams and to develop best practices for effectively using this tool in exam preparation.

SIGNIFICANCE OF THE STUDY

- Though the benefits of giving feedback on mock exams are detailed by the scholars and researcher, the drawback of this practice cannot be ignored. Many scholars underpinned their notes on the demerits of giving feedback to students on their mock exams. Scholars differ in their opinion on the benefits of giving feedback on mock exams.
- Many studies were conducted in general contexts. Therefore, more concrete data needed to be collected to reach more concrete conclusions on this topic.
- Investigation among language students can give clear picture about ESL/EFL students' perspective.
- No study on the topic was done among the GFP students of UTAS-Ibra to extract what exactly they feel about having feedback on mock exams.
- The study can give insight to the educators to be prudent when administering feedback sessions to their students to fetch better results.

METHODOLOGY

Design of the Study

This study adopts qualitative analysis on collected data from the stake holders related to the topic of investigated. In order to facilitate detailed and pinpoint study, a questionnaire with 20 questions were formulated and this questionnaire covered the discussion points that the statement of the problem hinted. This data is analyzed carefully using the PASW 18.0 Software; formerly known as SPSS 18.0 Software and reached in conclusion in line with previous literature.

Participants

Students from the Preparatory Study Program (PSP) at English language Centre at the University of Technology and Applied Sciences (UTAS), Ibra were the participants of the current study. They were chosen from Level One, Level Two, Level three, and Level Four of the course. Both male and female

students were selected to respond as the feedback from each gender was important to this study. The ages of the participants ranged from 18 to 23 and the participants were from different regions of Oman. They were all learners of English as a second language.

Instruments

A self-prepared questionnaire with 20 questions was prepared to collect the data. This questionnaire included the questions to extract students' responses to the issues that the researcher found during his teaching learning for past several years. It also substantiates the literature review that has done for this study. The participants were given this questionnaire after validating the set of questions.

Procedure

After careful preparation of the questionnaire in line with the hypothesis and its validation, it was administered among the participants. Students responded to the questionnaire and it was later collected in MS Excel sheet and used for analysis using PASW 20.0 (Earlier known as SPSS) software. Responses to each and every questions were taken separately for detailed analysis ensuring comparing and contrasting wherever it is necessary.

RESULTS

The following findings through the survey are the salient observations made by this study. The elements are capable of giving insights to the ELT community in terms of giving feedback on mock exams.

Level

	Frequency	Percent
Level-1	29	23.8
Level-2	52	42.6
Level-3	37	30.3
Level-4	4	3.3
Total	122	100.0

The study has used the codes as follow:

- 1 – Strongly agree
- 2 – Agree
- 3 – Neither agree nor disagree
- 4 – Disagree
- 5 – Strongly disagree

I get feedback on the mock tests.

Table 1: Opinion of the students with respect to getting feedback on the mock tests

	Frequency	Percent
Strongly agree	8	6.6
Agree	6	4.9
Neutral	15	12.3
Disagree	51	41.8
Strongly disagree	42	34.4
Total	122	100.0

Chi-square 70.213; **df:** 4, **p**<0.05; **Table Value:** 9.49

Above Table 1 shows opinion of the students with respect to getting feedback on the mock tests. The majority of the respondents i.e. 41.8% and 34.4% disagreed and strongly disagreed about getting feedback on the mock tests. Further 12.3% respondents have neutral opinion about the above statement while 6.6% and 4.9% respondents strongly agreed and agreed about getting feedback on the mock tests.

I think feedback on mock exams are important for me to prepare for actual exams

Table 2: Opinion of the students with respect to feedback on mock exams are important for me to prepare for actual exams

	Frequency	Percent
Strongly agree	7	5.7
Agree	8	6.6
Neutral	16	13.1
Disagree	47	38.5
Strongly disagree	44	36.1
Total	122	100.0

Chi-square 63; **df:** 4, **p**<0.05; **Table Value:** 9.49

Above Table 2 shows opinion of the students with respect to feedback on mock exams are important for me to prepare for actual exams. The majority of the respondents i.e. 38.5% and 36.1% disagreed and strongly disagreed that feedback on mock exams are important to prepare for actual exams. Further 13.1% respondents have neutral opinion about the above statement while 5.7% and 6.6% respondents strongly

agreed and agreed that feedback on mock exams are important to prepare for actual exams.

I feel disappointed if I don't get feedback on time

Table 3: Opinion of the students with respect to feel disappointed if I don't get feedback on time.

	Frequency	Percent
Strongly agree	8	6.6
Agree	7	5.7
Neutral	36	29.5
Disagree	44	36.1
Strongly disagree	27	22.1
Total	122	100.0

Chi-square 44.967; **df:** 4, **p**<0.05; **Table Value:** 9.49

Above Table 3 shows the opinion of the students with respect to feel disappointed if don't get feedback on time. The majority of the respondents i.e. 36.1% and 22.1% disagreed and strongly disagreed about feeling disappointed if don't get feedback on time. Further 29.5% respondents have neutral opinion about the above statement while 6.6% and 5.7% respondents strongly agreed and agreed about feeling disappointed if don't get feedback on time.

I seek suggestions from teachers based on the feedback I get on the mock exams.

Table 4: Opinion of the students with respect to seeking suggestions from teachers based on the feedback I get on the mock exams.

	Frequency	Percent
Strongly agree	8	6.6
Agree	8	6.6
Neutral	38	31.1
Disagree	35	28.7
Strongly disagree	33	27.0
Total	122	100.0

Chi-square 37.262; **df:** 4, **p**<0.05; **Table Value:** 9.49

Above Table 4 shows opinion of the students with respect to seek suggestions from teachers based on the feedback I get on the mock exams. 28.7% and

27.0% respondents disagreed and strongly disagreed about seeking suggestions from teachers based on the feedback they get on the mock exams. Further 31.1% respondents have neutral opinion about the above statement while 6.6% each respondent strongly agreed and agreed about seeking suggestions from teachers based on the feedback they get on the mock exams.

I got benefitted from the feedback on mock exams.

Table 5: Opinion of the students with respect to getting benefitted from the feedback on mock exams.

	Frequency	Percent
Strongly agree	9	7.4
Agree	8	6.6
Neutral	24	19.7
Disagree	41	33.6
Strongly disagree	40	32.8
Total	122	100.0

Chi-square 42.016; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 5 shows the opinion of the students with respect to getting benefitted from the feedback on mock exams. Most of the respondents i.e., 33.6% and 32.8% respondents disagreed and strongly disagreed about getting benefitted from the feedback on mock exams. Further 19.7% respondents have neutral opinion about the above statement while 7.4% and 6.6% respondents strongly agreed and agreed about getting benefitted from the feedback on mock exams.

I feel feedback can demotivate me.

Table 6: Opinion of the students with respect to feedback can demotivate.

	Frequency	Percent
Strongly agree	13	10.7
Agree	16	13.1
Neutral	25	20.5
Disagree	47	38.5
Strongly disagree	21	17.2
Total	122	100.0

Chi-square 29.639; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 6 shows the opinion of the students with respect to feedback can demotivate. Most of the

respondents, i.e. 38.5% and 17.2% respondents disagreed and strongly disagreed that feedback can demotivate. Further 20.5% respondents have neutral opinion about the above statement while 10.7% and 13.1% respondents strongly agreed and agreed that feedback can demotivate.

I do not prefer to get feedback in front of my classmates.

Table 7: Opinion of the students with respect to do not prefer to get feedback in front of my classmates.

	Frequency	Percent
Strongly agree	11	9.0
Agree	7	5.7
Neutral	34	27.9
Disagree	39	32.0
Strongly disagree	31	25.4
Total	122	100.0

Chi-square 34.066; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 7 shows opinion of the students with respect to not preferring to get feedback in front of classmates. Most of the respondents, i.e. 32.0% and 25.4% respondents disagreed and strongly disagreed about not preferring to get feedback in front of classmates. A further 27.9% respondents have neutral opinion about the above statement while 9.0% and 5.7% respondents strongly agreed and agreed about not preferring to get feedback in front of classmates.

Sometimes, feedback session harasses me.

Table 8: Opinion of the students with respect to sometimes, feedback session harasses me.

	Frequency	Percent
Strongly agree	11	9.0
Agree	21	17.2
Neutral	34	27.9
Disagree	32	26.2
Strongly disagree	24	19.7
Total	122	100.0

Chi-square 13.984; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 8 shows opinion of the students with respect to sometimes, feedback session harasses. Most of the respondents i.e., 26.2% and 19.7% respondents disagreed and strongly disagreed about the statement that sometimes feedback session harasses. Further 27.9% respondents have neutral opinion about the above statement while 9.0% and 17.2 % respondents strongly agreed and agreed that sometimes feedback session harasses.

I prefer written feedback rather than one-to –one feedback session.

Table 9: Opinion of the students with respect to written feedback rather than one-to –one feedback session.

	Frequency	Percent
Strongly agree	7	5.7
Agree	13	10.7
Neutral	32	26.2
Disagree	38	31.1
Strongly disagree	32	26.2
Total	122	100.0

Chi-square 30.049; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 9 shows the opinion of the students with respect to preferring written feedback rather than one-to –one feedback session. Most of the respondents i.e., 31.1% and 26.2% respondents disagreed and strongly disagreed about not preferring written feedback rather than one-to –one feedback session. Further 26.2% respondents have neutral opinion about the above statement while 5.7% and 10.7% respondents strongly agreed and agreed about preferring written feedback rather than one-to –one feedback session.

I think whole class feedback is better than one-to –one feedback session.

Table 10: Opinion of the students with respect to whole class feedback is better than one-to –one feedback session.

	Frequency	Percent
Strongly agree	11	9.0
Agree	10	8.2
Neutral	24	19.7
Disagree	51	41.8
Strongly disagree	26	21.3
Total	122	100.0

Chi-square 44.967; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 10 shows the opinion of the students with respect to whole class feedback is better than one-to-one feedback session. Most of the respondents, i.e. 41.8% and 21.3% respondents disagreed and strongly disagreed that whole class feedback is better than one-to –one feedback session. Further 19.7% respondents have neutral opinion about the above statement while 9.0% and 8.2% respondents strongly agreed and agreed that whole class feedback is better than one-to-one feedback session.

I want one-to –one feedback session rather than whole class feedback.

Table 11: Opinion of the students with respect to want one-to–one feedback session rather than whole class feedback.

	Frequency	Percent
Strongly agree	10	8.2
Agree	11	9.0
Neutral	32	26.2
Disagree	44	36.1
Strongly disagree	25	20.5
Total	122	100.0

Chi-square 33.984; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 11 shows opinion of the students with respect to prefer one-to-one feedback session rather than whole class feedback session. Most of the respondents i.e. 36.1% and 20.5% respondents disagreed and strongly disagreed about preferring one-to-one feedback session rather than whole class feedback. Further 26.2% respondents have neutral

opinion about the above statement while 8.2% and 9.0% respondents strongly agreed and agreed about preferring one-to-one feedback session rather than whole class feedback.

Feedback on mock exam helps to strengthen exam skills

Table 12: Opinion of the students with respect to feedback on mock exam helps to strengthen exam skills.

	Frequency	Percent
Strongly agree	40	32.8
Agree	41	33.6
Neutral	26	21.3
Disagree	8	6.6
Strongly disagree	7	5.7
Total	122	100.0

Chi-square 44.803; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 12 shows opinion of the students with respect to feedback on mock exam helps to strengthen exam skills. Most of the respondents, i.e. 33.6% and 32.8% respondents agreed and strongly agreed that feedback on mock exam helps to strengthen exam skills. Further 21.3% respondents have neutral opinion about the above statement while 5.7% and 6.6% respondents strongly disagreed and disagreed that feedback on mock exam helps to strengthen exam skills.

I know many students who lost interest in studies after getting negative feedback on their mock exams

Table 13: Opinion of the students with respect to know many students who lost interest in studies after getting negative feedback on their mock exams

	Frequency	Percent
Strongly agree	13	10.7
Agree	8	6.6
Neutral	37	30.3
Disagree	32	26.2
Strongly disagree	32	26.2
Total	122	100.0

Chi-square 27.59; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 13 shows the opinion of the students with respect to knowing many students who lost interest in studies after getting negative feedback on their mock exams. Most of the respondents, i.e. 26.2% each respondent disagreed and strongly disagreed about knowing many students who lost interest in studies after getting negative feedback on their mock exams. Further 30.3% respondents have neutral opinion about the above statement while 10.7% and 6.6% respondents strongly agreed and agreed about knowing many students who lost interest in studies after getting negative feedback on their mock exams.

Apart from feedback from teachers, peer feedback is also needed so that I can adopt the techniques of my classmates.

Table 14: Opinion of the students with respect to feedback from teachers, peer feedback is also needed so that I can adopt techniques of my classmates.

	Frequency	Percent
Strongly agree	4	3.3
Agree	7	5.7
Neutral	28	23.0
Disagree	45	36.9
Strongly disagree	38	31.1
Total	122	100.0

Chi-square 54.967; df: 4, $p < 0.05$; Table Value: 9.49

Above Table 14 shows opinion of the students with respect to feedback from teachers, peer feedback is also needed so that i can adopt techniques of my classmates. Most of the respondents i.e., 36.9% and 31.1% respondents disagreed and strongly disagreed that feedback from teachers, peer feedback is also needed for adopting techniques of the classmates. A further 23.0% respondents have neutral opinion about the above statement while 3.3% and 5.7% respondents strongly agreed and agreed that feedback from teachers, peer feedback is also needed for adopting techniques of the classmates.

Feedback can/should be given anonymously.

Table 15: Opinion of the students with respect to feedback can/should be given anonymously.

	Frequency	Percent
Strongly agree	8	6.6
Agree	13	10.7
Neutral	27	22.1
Disagree	41	33.6
Strongly disagree	33	27.0
Total	122	100.0

Chi-square 30.951; **df:** 4, **p**<0.05; **Table Value:** 9.49

Above Table 15 shows opinion of the students with respect to feedback can/should be given anonymously. Most of the respondents i.e., 33.6% and 27.0% respondents disagreed and strongly disagreed about feedback can/should be given anonymously. Further 22.1% respondents have neutral opinion about the above statement while 6.6% and 10.7% respondents strongly agreed and agreed that feedback can/should be given anonymously.

Teachers' use of marking symbols on mock exams confuses me.

Table 16: Opinion of the students with respect to teachers' use of marking symbols on mock exams confuses me.

Chi-square 42.508; **df:** 4, **p**<0.05; **Table Value:** 9.49

Above Table 16 shows opinion of the students with respect to teachers' use of marking symbols on mock exams confuses me. Most of the respondents i.e., 38.5% and 27.9% respondents disagreed and strongly disagreed that teachers' use of marking symbols on mock exams confuses. Further 17.2% respondents have neutral opinion about the above statement while 9.8% and 6.6% respondents strongly agreed and agreed that teachers' use of marking symbols on mock exams confuses.

Discussion, Recommendations and Conclusion

The study investigated the acceptance level of students for getting feedback on mock exam and how it is useful to ensure the effectiveness of integration of skills practice. Interestingly the results negate most of the hypothesis that students are demotivated after getting feedback on their mock exams and eventually they don't perform well in the actual examinations. It was found that the majority of the students opined that the feedback session is useful, and they don't see it having a negative effect on students' morale. It would be advisable for ELT professionals to continue the

practice of giving feedback on mock exams as a whole.

However, for successful integration of skills practice in the ELT lessons, educators need to make students able to have peer to peer feedback session also by getting them to swap the exam answer sheets and have a discussion on it on their own. It is believed that this will fill the gap of skills to approach questions during the real exam. Moreover, teachers need to give more verbal feedback as it is the most preferred way for students to get feedback. In short, the study re-instated the importance of giving constructive feedback on mock exams to prepare students for their actual exams.

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