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Marking and giving Feedback on Pupils' Class Assignments in Tanzanian Primary Schools: Implications for Pupils' Learning

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Abstract

This study examines how teachers mark and comment on pupils' classwork in Tanzanian rural primary schools. It: examines the primary school teacher certificate and diploma curriculum to identify how these equip student teachers with the skills required to mark and comment on pupils' classroom exercises competently; explores how teachers mark pupils' class work; examines comments/feedback provided on pupils' class work; and determines the implications of teachers' feedback for pupil learning. The approach employed was a qualitative visual methodology using a basic/generic qualitative design. Camera, interview and document review were used as the major data collection tools. A sample of 20 pupils, 200 classroom exercises on various subjects in 20 primary schools, two academic masters and two tutors from two public teachers' colleges informed the study. Observation data collected through camera were analysed using visual content analysis while those collected through interviews and documents were analyzed using thematic and content analysis respectively. The findings indicate that the student teachers had not received any training while at teacher training college on how to mark and comment on pupils' work and so, once employed, they performed this important activity largely by relying on their past experience as pupils. Other findings indicate good and poor practices related to marking and providing feedback. The poor practices include the teachers' tendency to tick incorrect answers, offer positive comments on poor quality work, provide negative, abusive, unclear and written comments to pupils who were unable to read, provide comments in English which remained unclear to the pupils. The poor practices provide inaccurate information regarding pupil progress, discourage pupils from learning and attending school, and create a threatening classroom environment. This study recommends the inclusion of module on marking and commenting on pupils' work during teacher training.

Keywords: feedbacks, Marking, pupils' learning, Tanzania, written class assignments.

1. Introduction

Written class assignments are among the various forms of formative evaluation. These serve several roles, including helping teachers to improve, helping learners to improve, and increasing their motivation to learn (Ronayne, 2001). Setting a class assessment means that the teacher is required to mark it and provide feedback. Marking pupils work is arguably a core part of teachers' workings life and it is recommended that this should be done regularly and thoroughly. Marking pupils' work is among the most crucial forms of assessment, from which the pupils learn that their teachers value their efforts. It also allows teachers to judge their own effectiveness, make decisions regarding their pupils' future learning and provides a platform for teacher/pupil dialogue (Hayley Thompson Science AST, 2011). On the other hand, the major purposes of feedback include encouraging and consolidating learning and reducing the discrepancies between pupils' current understanding, performance and their goals (Naroth, 2010, Gul& Rodrigues, 2012). The literatures maintain that marking and providing feedback has been wrongly perceived by some teachers as a means of: supplying grades or brief comments to students, delivering and justifying marks rather than encouraging

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learning, monitoring student progress and hence improving student learning (Gibbs & Simpson, 2004). This is arguably an outdated view of classwork marking and feedback. Five classical categories of marking and commenting has been identified in the literature, namely: (1) encouraging - marking which responds, encourages, praises and supports pupils' learning; (2) constructive – marking which handles misconceptions and builds pupils' understanding; (3) challenging - marking which extends and steer pupils towards new learning; (4) organizational comments - marking and commenting in a manner that requires pupils to organise their written work; and (5) think comments - marking in a manner that encourages pupils to think again or review what they have written (Ronayne, 2001, pp 1). Hence, it is vital that teachers mark and comment appropriately, according to the nature of their pupils' work. For example, if a pupil's exercise does not follow the required subject organization, then organizational marking is the most appropriate way of marking to enhance pupil learning. In this paper authors believe that teachers who have been properly trained are the ones who can effectively mark and provide feedback to facilitate pupil learning. Indeed, marking and providing feedback is an exercise, which requires teachers who are knowledgeable and competent, to allow them mark in a manner that will make pupils' learning meaningful. There is a paucity of information regarding how Tanzanian primary school teachers are trained to mark and comment on their pupils' work, how they do so in practice, and the implications of teachers' marking and comments for pupils' learning. This study intends to fill this gap.

The Problem

Evidence from the Tanzanian primary school teacher curriculum, assessment and evaluation syllabus and modules, combined with the previous literature on this topic, suggests that teachers are rarely trained on how to mark and provide feedback on their pupils' work (see, for example, Ronayne 2001, Tanzania Institute of Education TIE, 2009, National Council for Technical Education- NACTE, 2013). Furthermore, there are very few opportunities for teachers to attend in-service training and, even when this occurs, the topic of marking and commenting on pupils' work is largely neglected. Hence, the following questions need to be explored: (1) how do Tanzanian teachers learn to mark and comment on their pupils' work?; (2) how do primary school teachers mark their pupils' work?; (3) what kind of comments are provided on pupils work?; and (4) and what are the implications of teachers' comments for pupils' learning?

2. Methodology

A qualitative research methodology was employed using a basic/generic qualitative design (Merriam, 1998). The use of this design facilitated the discovery and understanding of the practice of marking and commenting on pupils' work in primary schools. The sample was selected using purposive and criterion techniques. The selected schools were those which met one major criterion i.e., either very high or low performances in the 2013 National Primary School Leaving Examination. Using these criteria a sample of 20 primary schools were selected. In the studied schools, 200 pupils' class exercises on various subjects were observed and twenty pupils (from the group to whom these exercise books belonged) were interviewed. The interviews enabled the researchers to obtain an overview of how the pupils felt about the way in which their teachers marked and commented on their exercises. Hence, data were collected using observation, interviews and documentary review. The researcher reviewed the teacher training curriculum, syllabus and modules related to assessment and evaluation. The observations of the pupils' exercise books were recorded via a camera, with the participants' permission. These photographs helped to verify the information obtained from the documents (Collier & Collier, 1986; Schwartz 1988). Further information was collected through telephone interviews with four tutors from two public primary school teacher-training colleges. Two of these were academic masters while the remaining two were tutors teaching an assessment and evaluation course. The visual data collected were analysed using visual content analysis, the information collected from the documents was analysed using content analysis and the interview data were analysed using thematic analysis.

3. Research Findings and Discussion

- **Teacher Training on Marking and Making Comments on Pupils' Work**

To respond to the first research question, the researchers reviewed the available teacher-training curriculum to determine the availability of modules or learning units specifically aimed at equipping student teachers with the skills and knowledge to allow them to mark and provide feedback that would enhance their pupils' learning. Similarly, further information was collected through interviews with the college tutors

The researchers reviewed the assessment and evaluation course for primary school student teachers i.e., those who were trained for the primary school certificate from 1980 to 2013 (note that, in the past, primary school teachers' qualification was known as a certificate in teaching or grade III A). It was revealed that, during the 1980's, the teaching of educational measurement and evaluation was included within a broader subject known as Malezi, which is a Kiswahili word which implies 'child rearing' (Ministry of Education and Culture MOEC, 1980, Meena 2009). Malezi also covered the principles and philosophy of education, curriculum studies, research guidance and counseling and adult education, and essentially covered four subjects or learning areas, namely: foundations of education; education research, measurement and evaluation; education psychology, guidance and counseling; and curriculum and teaching (MOEC, 1980, Meena, 2009). The analysis of the learning units in education research, measurement and evaluation indicates that no unit existed that was devoted to training student teachers on marking and commenting on pupils' work. It is worth noting that marking pupils' exercises facilitates pupil learning and establishes a mutual dialogues between teachers and pupils, from which both parties gain. However, this is possible only when the teachers are well trained and hence conversant in marking and commenting on their pupils' work. Since the 1980's, primary school student teachers have not received any training on marking and commenting, implying that, upon graduating, they much develop coping mechanisms which allow them to mark and comment on their pupils' work.

The review of the 2009 curriculum for the Certificate in Teacher Education course in Tanzania indicates that one of its objectives is to impart the skills and techniques of assessment and evaluation to student teachers (TIE, 2009). The curriculum further highlights the competences required for the pre-primary, primary and physical education teacher education certificate, which include the ability to: assess pupils' progress and disseminate the required information to relevant stakeholders; assess pupils' progress in terms of their behaviour and academic achievement; and to assess and evaluate physical education activities, for pre-primary, primary and physical education teacher education certificate respectively (TIE, 2009). These competencies indicate that the government wishes to train teachers who are competent in assessing children's learning. Yet the curriculum and its associated syllabuses and modules overlook the aspects of assessment related to marking and commenting on pupils' work. Based on the two curriculum documents reviewed, it can be argued that there is a general belief that marking and commenting on pupils' work does not require any training, and that teachers naturally know which symbol to use when a pupil gets a question right or wrong, which colour pen to use when marking, the reasons behind using certain colours in marking, and the benefits of effective marking and commenting for pupils' learning.

Further analysis of the primary school teacher curriculum indicates that, in 2013, an assessment and evaluation module was included in a subject known as education (*ualimu)*, which covers 14 modules, namely: psychology; growth and child development; learning theory, guidance and counseling; curriculum; preparation for teaching; classroom teaching; assessment in education; evaluation in education; research in education; teaching profession; education development in Tanzania; educational leadership; inclusive education; and adult education (TIE 2013). The detailed analysis of the assessment and evaluation modules indicates that the learning units are: the meaning of assessment in education; types of assessment; aspects of assessment; keeping pupils' records; ways of measuring pupils' educational development; preparation of examination questions; preparation of a marking guide; examination marking strategies; and analysing examination results (TIE, 2013). As with the previously discussed curriculum and modules, the assessment and evaluation module in teacher training disregards the significance of including learning units on marking and commenting and focused mainly in preparation and marking examination questions.

Towards the end of 2013, the responsibility for primary school teacher training in Tanzania was shifted from the Ministry of Educational and Vocational training to the Tanzanian National Council for Technical Education (NACTE). Similarly, the qualification for primary school teachers was changed from a certificate to a diploma in primary school teaching. This resulted in a new teacher training curriculum which is divided into three levels, i.e., four, five and six. Among these three levels, the findings show that assessment and evaluation module is offered at level five. The learning units in this module includes: describing the meaning of assessment and evaluation in teaching and learning; defining the types of assessment and evaluation employed in primary education; defining the criteria for assessment and evaluation in teaching and learning; defining the domains for assessment and evaluation; analysing the tools for assessment and evaluation in primary education; the use of assessment tools for measuring pupils' academic and behavioral development; preparing assessment tools and marking guides; and evaluating assessment results to facilitate decision-making regarding pupils' learning (NACTE 2013 pp 49-52). These contents indicate that primary school student teachers are trained on various issues including how to prepare marking guides in term or annual examinations rather than how to conduct the actual marking exercise in day-to-day classroom assessment. The module highlights the need to follow a marking guide when marking examination questions, yet there is no indication that a student teacher is taught how to mark and comment on pupils' classroom exercises. Indeed, the analysis of the three curriculum documents as indicated above raises questions such as: how do teachers learn to mark and comment on pupils work?; How do they know which pen colours to use when marking?; and how do they mark and comment on pupils' work? To answers these questions, academic masters and tutors from two teacher training colleges were interviewed. One academic master commented:

There is no module, which is aimed at training student teachers how to mark classroom exercises. This means that student teachers are not trained how to mark and comment on their pupils' work; the assumption is that they know how to do this. I can state my own experience when I was a student teacher. I was not trained, but when I got a job, I relied on what I used to see when I was a pupil. I saw teachers using red pens and placing a tick beside a correct answer and a cross beside an incorrect answer, so when I become a teacher I did the same! (interview, academic master, teacher training college A).

In the same manner, another tutor, who teaches the measurement and evaluation module at college B, had this to say:

We don't train our student teachers how to mark. There's no such item in the assessment and evaluation module. We only encourage student teachers to motivate pupils who did well in exercises by using appraising words like 'good', 'well done' and 'excellent'. Student teachers are trained on various teaching matters like blackboard work. No one thinks that it's also important to teach them how to mark classroom exercises. I think that, when they become teachers, they mark using their own experience as former students at various education levels (interview, academic master, Teacher training college B).

The two quotations above suggest that, at teacher training college, student teachers are not trained how to mark and comment on pupils' work. The lack of reference to marking and giving feedback suggests that newly-qualified teachers must rely on their own past experience as pupils as a guide in this regard. They use the same colour pens that they have witnessed their own teachers using and make comments similar to those that they themselves received as pupils, without understanding the benefits and implications of these with regard to pupil learning. It may be argued that pupils and teachers in Tanzania are missing out on the learning advantages associated with marking and commenting on pupils' work. The research findings elsewhere reveal the various benefits of marking and commenting on pupils' work. Notably, marking is a crucial form of assessment, a vital investment of teachers' time and the most powerful way to impact on pupils' progress, it improves individual pupils' progress and provides opportunities for teachers to respond to and understand individual pupils (Divakaran, 2015). On the other hand, feedback via comments is recognised as a core component of learning assessment, which is a core component of personalised learning (Divakaran, 2015).

- **The Ways in which Teachers Mark Pupils' Work**

Evidence drawn from the observations of pupils' exercise books revealed that the teachers were largely marking using a red pen and that all of the marking were undertaken by teachers, suggesting that peer marking was not practised. The findings revealed several positive and negative practices. Three key areas regarding good practice emerged. Firstly, it was found that the teachers placed a tick and cross beside correct and incorrect answers respectively. Secondly, when the pupils responded to a question incorrectly, the teachers would write the correct, expected answer (see examples from the English exercise books).

Question: What is your name?

Pupils' responses: My name is four;

my name is book

In this case, the teacher wrote the correct answer beside the incorrect one. This form of marking provided correct information to pupils regarding their progress and informed them of the correct response to the questions they got wrong. Thirdly, the teachers provided brief comments which helped their pupils to improve. The kind of comment provided and the frequency of their occurrence in the 200 observed exercises are indicated in table one:

Table 1: Comments Made on Pupils' Work and their Frequency of Occurrence

Comments	**Frequency**	**%**
Good	20	10
Very good	10	5
Excellent	10	5
Finish the work	3	1.5
Good try	3	1.5
Draw properly	1	0.5
Poor work	3	1.5
Re-do the work	3	1.5
Write properly	4	2
The letters were poorly constructed	1	0.5
You have tried somewhat, yet your explanation does not produce the proper meaning	1	0.5
Don't copy the questions and leave them un-responded	1	0.5
The question was completely unclear to you	1	0.5
Follow instruction	1	0.5
See me	10	5
Seen	1	0.5
Rewrite	1	0.5

This form of comments, especially the positive ones, encouraged the pupils to learn, while comments, like 're-write', led the pupils to who were able to understand to redo the work. In their re-written work, the pupils made some improvement compared to the work they had submitted previously.

Regarding poor practice, six key issues emerged from the findings. Firstly, the teachers had a tendency to fail to mark class exercises, whereby 30 of the 200 exercises observed were unmarked. It was further noted that this was very common in all subjects. In these cases, the teachers provided the exercises yet they never marked indicating that no feedbacks were given. Hence, the pupils were not informed about their strengths, weaknesses and areas for improvement.

Secondly, while marking, the teachers only marked questions that the pupils had answered and skipped all of those to which there was no response. In this case, when a pupil left a blank space, this question was

not marked. Out of the 200 exercises observed, the findings revealed 25 cases whereby no comment or mark was awarded when a pupil left a blank space. Hence, the pupils remained unaware of the answer to those questions to which they had failed to respond. As a result, the marking exercise did not achieve its objective of making pupils aware of the improvements required in order to achieve the specific lesson's learning outcome. In the same vein, the findings also indicate that teachers were insensitive when spotting irrelevant pupils' works while marking pupils' exercise. In this regard, four cases were found where pupils instead of responded to classroom exercises they drew pictures with messages that were not related to the respective subjects. Yet the teachers simply ignore the pictures and messages and no marking or commenting were done.

Thirdly, the teachers were found to put a tick to wrong answers. Forty-two cases were detected whereby the teacher placed a tick and commended the work using words like 'good' in relation to very poor work that one could hardly read and get a sense of what the pupil was trying to communicate. Similarly, the work contained several spelling mistakes, yet was ticked, given a high mark, such as 9/10 or 4/4, and commended in the comments. For example, the observation of the pupils' exercise books revealed the following:

Question: Mention three things, which are part of the home environment

Pupil's responses: washing utensils, washing clothes, taking a bath, cooking, sweeping, bell, flag, a hoe, bed, cloth, cooking, food, farming, running etc.

In another question, the teacher wanted the pupils to define the term 'environment'. the pupils provided several responses, for example:

Environment means utensils,
Environment means house.
Environment means food.

Surprisingly, all of these pupils received a tick even though, in reality, the responses provided did not describe things that constitute the home environment or define the term 'environment'.

Fourthly, the teachers had a tendency to ignore literacy when marking, rarely focusing on correcting grammar, spelling and other mistakes. There were 15 cases whereby the teachers corrected these mistakes, but more than 60 cases whereby the pupils had made spelling or writing mistakes yet the teacher had merely placed a tick or cross beside the answer without correcting the mistakes. This was a common problem in all subjects. For example, in class three English, a question required the pupils to write figures in words, as indicated below:

Table 2: Examples of Cases where Literacy was not Marked

Pupils	Number in Figures	Pupils responses in words	Correct response
A	12	twelvu	twelve
B	15	fiveteene	fifteen
C	18	eigtteene	eighteen
D	**62**	sixty one too	Sixty two
E	**52**	Fifty too	Fifty two

In these examples, the teacher merely put a cross, without correcting the mistakes. Marking for literacy is essential, especially in lower level classes where teachers are expected to correct the pupils' work in order to improve their confidence and knowledge and so enable them to identify and correct their own mistakes (Hayley Thompson Science AST, 2012). This form of marking was largely absent, which denied the pupils the opportunity to improve their writing and spelling.

Fifthly, the observation revealed 10 cases whereby the teachers placed a single large tick or cross across a whole page. This approach implies that detailed marking was largely missing, and denies pupils an opportunity to learn and correct their mistakes regarding each question. Similarly, in 10 cases, the findings

show that teacher asked a question, which required several responses, yet only a single tick or cross is provided.

Lastly, teachers had a tendency to circle questions that were either wrongly or correctly responded by the pupils. The findings revealed 14 cases whereby teachers' only circled questions without indicating whether the pupils got them wrong or correct. This tendency was not very useful in supporting pupils learning, since there was no provision of any comments to explain the strength, weaknesses or the needed corrections.

Further analysis regarding how the teachers marked the pupils' work revealed that the majority of teachers focused on marking rather than commenting, despite the fact that the work contained several mistakes so making comments would have helped the pupils to improve. In the 200 exercises observed, 126 cases were found whereby the teacher only put either a tick or a cross. Notably, very few teachers took the trouble to comment while marking, but simply placed a tick or cross beside correct and incorrect answers respectively. It was further revealed that, where the teachers did add comments, these were very brief (see table 1). This finding suggests that the teachers largely rely on acknowledgement marking i.e., marking pupils' work in a less detailed manner, also known as 'light touch marking' (Hayley Thompson Science AST, 2012). Hence, the focus was largely on putting a tick or cross and marks. These findings suggest that quality teacher marking, i.e., detailed marking with specific comments to help pupils to improve, was largely lacking, which denied the pupils the opportunity to improve through learning.

- **Comments Provided on Pupils' Work**

Regarding the forms of comments provided on the pupils' work, four major issues emerged from the field: (1) the majority of the teachers relied on using 'light touching marking' and hence rarely provided detailed comments; (2) they commented using language that was unclear to their pupils; (3) they made written comments to pupils who were unable to read; and (4) they made abusive comments.

- **The Use of 'Light Touch' Comments**

As noted in table one above, the teachers rarely provided comments and, in the rare cases where they did, these tended to be very brief. Table one indicates that the terms commonly used included: 'good', 'excellent', 'well done', 'poor work', 'see me' and 're-do the work'. The observation of the pupils' exercise books suggests that this form of comment was very common, probably due to the kind of training provided by the teacher training colleges. As noted earlier, a tutor from the teacher training college noted that the student teachers were largely insisted on the necessity of encouraging and motivating pupils' learning by praising good performance using words like 'excellent' and 'good'.

- **The Use of Language that was Unclear to Pupils and Providing Written Comments to Illiterate Pupils**

In all of the cases observed, in English, comments were made such as 'see me', 're-write', 're-do', and 'the question was completely unclear to you'.The researchers interviewed the pupils who received this kind of comment and asked them to read the comment, explain its meaning and state what action they took after reading it. The findings indicate that none of the pupils who were interviewed could read the comments provided in their exercise books or explain their meaning, and hence they did nothing in response to them. Below are a few quotes from the interviewed pupils:

I couldn't read what the teacher wrote in my exercise book. The message was also unclear to me. I did nothing and the teacher never explained it to me verbally (a pupil, school, A).

I don't understand English. I can't read English or Kiswahili; hence, I was unable to read what the teacher wrote in my exercise book, I just decided to ignore it and proceed with my schooling (a pupil, school C).

The tendency whereby the teachers commented in English, while the pupils were unable to understand that language, denied the pupils the opportunity to learn from the comments made. The findings also revealed several cases whereby the teachers provided written comments to pupils who were unable to read. When asked to read comments that were provided in Kiswahili and English, the majority of the pupils were unable to do. The findings in the studied schools revealed that there were pupils who could not read either Kiswahili or English in each class. For example, in one school it was reported that 13, 7 and 9 pupils in class seven, six and three respectively could not read and write. Hence pupils who could not read teachers' comments did nothing after receiving the comments and in one school a pupil decided to copy what the teacher wrote. Notably, the teacher wrote "*nione*" which is a Swahili word implying "see me". The student instead of responding to the comment by seeing the teacher he decided to just rewrite the word"*nione*".

From the findings, it is obvious that, the unclear feedback created a communication block and hence hindered the teacher/pupil dialogue, the pupils' acquisition of knowledge and the proper learning process (Gibbs & Simpson, 2004). It is vital that pupils are given clear, constructive, informative comments that can be interpreted easily (Rae & Cochrane, 2008). The literature maintains that, the pupils' failure to understand their teacher's comments discouraged and demotivated them, contributing to their lack of motivation to learn and attend school (Rae & Cochrane, 2008). The findings show that face-to-face discussions after marking and commenting were largely missing. The teachers merely marked work, and never discussed their comments afterwards with their pupils. Hence, a face-to-face dialogue to discuss the feedback was largely missing.

- **The Use of Negative and Abusive Comments**

The observation of the pupils' exercise books revealed some abusive comments, whereby the teachers used phrases like:

poor work,
stop being negligence,
stop being negligence as this will make you fail,
stop presenting dirty work,
beautiful girl,
the work is as bad as your face
see me beautiful girl.

The teachers also drew funny pictures in the pupils' exercise books to indicate that their works were poor, such as a large head with large ears. Pupils whose exercise books contained this kind of comment noted that these comments discouraged them from learning and attending school. They also felt ashamed and did not want their fellow pupils or parents to learn that they had received these kinds of comments.

When I saw a picture of a big head with very big ears, I felt bad. I understand that the picture implies that my work was very poor and that I am the worst pupil in the class…I was discouraged and wished that I could simply drop out of school (pupil, school D).

When I read a comment that was made on my work, I felt bad. The teacher commented that I am a beautiful girl and that I should see him, I was scared, not knowing why the teacher wanted to see me…I never saw him (interview, pupil, school E).

These quotations suggest that, rather than helping pupils to learn and improve, the teachers' comments discouraged the pupils and affected them psychologically. The literature states that the students prefer clear comments that give them positive encouragement, while negative feedback and comments that are difficult to interpret, discourage student learning (Rae & Cochrane, 2008).

- **Implications of Teachers' Comments for Pupils' Learning**

From the findings, it can be argued that the teachers rarely provided comments on their pupils' work and that, when they did so, these comments were very brief while others were unclear to the pupils. Hence, there

are very little evidence to suggest that the pupils benefited from the teachers' comments and marking, which denied the pupil the opportunity to benefit from the positive outcomes that are likely to accrue from the proper use of classroom marking and feedback. It can be concluded that the way in which the teachers mark and comment on their pupils' work does not enhance pupil learning but rather discourages it and creates a threatening classroom environment.

4. Conclusions and Recommendations

Based on this study, the following conclusions are offered:

Firstly, student teachers are not trained how to mark and comment on pupils' work, and hence cope with these activities largely by relying on their own past experience as pupils. Marking is thus regarded as an easy task which does not require any training based on the assumption that every teacher has the ability to mark and comment on pupils' work. However, the findings from the field indicate that the majority of the teachers are not marking correctly or commenting in a manner that will enhance pupil learning. Secondly, the teachers' marking and commenting are not geared towards enhancing pupil learning, are not detailed and focus merely on placing a tick or cross rather than why there is a tick or a cross, implying that detailed comments were rarely provided. Thirdly, the comments made are very brief and do not provide sufficient information to allow pupils to learn and improve in the future. Similarly, some of the comments were unclear, created a threatening environment and were not constructive enough to help the pupils to identify their strengths and weaknesses. Fourthly, marking was rarely encouraging, while on the other hand constructive, challenging, organisational and think marking and commenting were largely lacking. On the basis of the findings, it appears that there is a need to review the teacher-training syllabus in order to include a module on marking and commenting on pupils' work. This module could include learning units like: the aims and objectives of marking pupils' work; the principle of marking and providing feedback; marking and feedback strategies; marking codes; types of feedback comments; and the characteristics of constructive feedback. On the other hand, teachers who are already in the field should be provided with an opportunity to attend in-service training on how to mark and provide feedback on pupils' classroom exercises. It is also recommended that a similar study be conducted with regard to other levels of education i.e., secondary schools, the teacher training diploma and university level.

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