Conclusion

Feedback pervades the school day: most interactions between teachers and students involve some element of feedback. That is why, we believe it is necessary to gain an insight into current FL assessment practices in primary education across Europe with regard to feedback, to help address them pedagogically and academically and contribute to teaching effectiveness.

In this study, we have shown that comparable feedback practices can be registered in dissimilar settings (the different skills are addressed in a similar fashion and with parallel acuteness) and that there are common areas for improvement across countries (such as the lack of emphasis on pronunciation and discourse-based feedback). Still, good practices and weaknesses can be identified and explained by taking into account the educational and social context (the emphasis on providing feedback on receptive skills in Spain and on writing in Slovenia can be interpreted in terms of local policies; Lešnik, Brumen & Ivanuš-Grmek, 2013). More research is required to determine the influence of these contexts on the most appropriate way to deliver feedback on the different skills.

We acknowledge that the number of questionnaires gathered is limited and hence they reveal trends and not generalizations. Another caveat of this study is that the participants were asked to report on their beliefs about their feedback behaviour and it does not reflect their actual classroom performance. Thus, further research will involve enlarging our sample and contrasting the data with performance-based data, collected, e.g., through classroom observations and recordings of scripts from constructive feedback, which will reveal the nature and characteristics of feedback. In spite of these limitations, we believe that the outcomes obtained here are a relevant contribution within the context of teaching practice and recent literature on FL assessment and feedback.

References
Farrokhi, F. (2012). The Effects of Direct Written Corrective Feedback on Improvement of