References

Bandura, A. (2001). Social Cognitive theory: An agentic perspective. *Annual Review of Psychology*, *52*(Volume 52, 2001), 1–26. https://doi.org/10.1146/annurev.psych.52.1.1

Bayraktar, B., Ragupathi, K., & Troyer, K. A. (2025). Building trust through feedback: A conceptual framework. *Teaching & Learning Inquiry*, *13*, 1–19. https://doi.org/10.20343/teachlearninqu.13.7

Brown, J. (2015). Behaviourism as a Way of Learning. In J. Brown, L. M. Noble, A. Papageorgiou, & J. Kidd. (Eds), *Clinical communication in medicine learning, teaching and assessment*. John Wiley & Sons, Ltd. https://onlinelibrary.wiley.com/doi/chapter-epub/10.1002/9781118728130.ch28?saml_referrer

Brown, J., Noble, L. M., Papageorgiou, A., & Kidd, J. (Eds). (2015). *Clinical Communication in Medicine* (1st edn). Wiley. https://doi.org/10.1002/9781118728130

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Chuang, S. (2021). The applications of constructivist learning theory and social learning theory on adult continuous development. *Performance Improvement*, *60*(3), 6–14. https://doi.org/10.1002/pfi.21963

Corral, D., & Carpenter, S. K. (2020). Facilitating transfer through incorrect examples and explanatory feedback. *Quarterly Journal of Experimental Psychology*, *73*(9), 1340–1359. https://doi.org/10.1177/1747021820909454

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of

stigma. *Psychological Review*, *96*(4), 608–630. https://doi.org/10.1037/0033-295X.96.4.608

Han, Z. (2021). Corrective feedback from behaviorist and innatist perspectives. In H. Nassaji & E. Kartchava (Eds), *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (1st edn, pp. 23–43). Cambridge University Press. https://doi.org/10.1017/9781108589789.002

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81–112. https://doi.org/10.3102/003465430298487

Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent theory, research, and practice. *The Modern Language Journal*, *62*(8), 387. https://doi.org/10.2307/326176

Hennessey, B. A. (2015). Reward, task motivation, creativity, and teaching: Towards a cross-cultural examination. *Teachers College Record*, *117*(10), 1–28. https://doi.org/10.1177/016146811511701007

Holland, C., Hutchinson, P., & Peacock, D. (2023). The importance of screening for speech, language and communication needs (SLCN) in police custody. *The Howard Journal of Crime and Justice*, *62*(3), 295–312. https://doi.org/10.1111/hojo.12514

Hoy, A. W. (2021). *Educational psychology* (Fourteenth edition, global edition). Pearson.

Kamins, M. L., & Dweck, C. S. (1999). Person versus process praise and criticism: Implications for contingent self-worth and coping. *Developmental Psychology*, *35*(3), 835–847. https://doi.org/10.1037/0012-1649.35.3.835

Kohls, G., Herpertz-Dahlmann, B., & Konrad, K. (2009). Hyperresponsiveness to social rewards in children and adolescents with attention-deficit/hyperactivity disorder (ADHD).

Behavioral and Brain Functions, *5*(1), 20. https://doi.org/10.1186/1744-9081-5-20

Kulhavy, R. W. (1977). Feedback in written instruction. *Review of Educational Research*, *47*(2), 211–232. https://doi.org/10.2307/1170128

Meacham, M. (n.d.). Why the brain is still a "black box" and what to do about it. *ATD Blog*. Retrieved 23 September 2025, from https://www.td.org/content/atd-blog/why-the-brain-is-still-a-black-box-and-what-to-do-about-it

Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education*, *45*(4), 527–540. https://doi.org/10.1080/02602938.2019.1667955

Molloy, E. K., & Boud, D. (2014). Feedback models for learning, teaching and performance. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds), *Handbook of Research on Educational Communications and Technology* (pp. 413–424). Springer New York. https://doi.org/10.1007/978-1-4614-3185-5_33

Nash, R. A., & Winstone, N. E. (2017). Responsibility-sharing in the giving and receiving of assessment feedback. *Frontiers in Psychology*, *8*. https://doi.org/10.3389/fpsyg.2017.01519

Millaci, T. S. (2021, October 15). *Classical conditioning in the classroom: 4 examples*. PositivePsychology.Com. https://positivepsychology.com/classical-conditioning-classroom-examples/

Rosch, K. S., & Hawk, L. W. (2013). The effects of performance-based rewards on neurophysiological correlates of stimulus, error, and feedback processing in children with ADHD. *Psychophysiology*, *50*(11), 10.1111/psyp.12127. https://doi.org/10.1111/psyp.12127

Skinner, B. F. (1961). Why we need teaching machines. *Harvard Educational Review*, *31*, 377–398.

Speech and language therapy in the justice system. (n.d.). *RCSLT*. Retrieved 29 September 2025, from https://www.rcslt.org/speech-and-language-therapy/where-slts-work/justice/

Stone-Romero, E. F., & Stone, D. L. (2002). Cross-cultural differences in responses to feedback: Implications for individual, group, and organizational effectiveness. In *Research in Personnel and Human Resources Management* (Vol. 21, pp. 275–331). Emerald (MCB UP). https://doi.org/10.1016/S0742-7301(02)21007-5

Thurlings, M., Vermeulen, M., Bastiaens, T., & Stijnen, S. (2013). Understanding feedback: A learning theory perspective. *Educational Research Review*, *9*, 1–15. https://doi.org/10.1016/j.edurev.2012.11.004

Tripp, G. (2022, May 9). *Carrots vs. Sticks: The science of reward and punishment for children with ADHD*. ADDitude. https://www.additudemag.com/positive-reinforcement-reward-and-punishment-adhd/

VanPatten, B., Keating, G. D., & Wulff, S. (2020a). *Theories in second language acquisition: An introduction* (Third edition, Vol. 1–1 online resource (xii, 308 pages).). Routledge. http://public.eblib.com/choice/PublicFullRecord.aspx?p=6120993

VanPatten, B., Keating, G. D., & Wulff, S. (2020b). *Theories in Second Language Acquisition: An Introduction*. Taylor & Francis Group. http://ebookcentral.proquest.com/lib/soton-ebooks/detail.action?docID=6120993

Webb, T. L., & Sheeran, P. (2004). Identifying good opportunities to act: Implementation intentions and cue discrimination. *European Journal of Social Psychology*, *34*(4), 407–419. https://doi.org/10.1002/ejsp.205

Winstone, N. E., & Nash, R. A. (2023). Toward a cohesive psychological science of effective feedback. *Educational Psychologist*, *58*(3), 111–129. https://doi.org/10.1080/00461520.2023.2224444

Woollard, J. (2010). *Psychology for the classroom: Behaviourism*. Routledge. https://doi.org/10.4324/9780203851425

Woolley, K., & Fishbach, A. (2017). Immediate rewards predict adherence to long-term goals. *Personality and Social Psychology Bulletin*, *43*(2), 151–162. https://doi.org/10.1177/0146167216676480

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, *25*(1), 82–91. https://doi.org/10.1006/ceps.1999.1016