

## THE IMPORTANCE OF USING FEEDBACK IN TEACHING

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**Annotation:** *This article discusses the role of feedback on lessons learned. In addition, it has been analyzed what to focus on when giving feedback.*

**Key words:** *feedback, learning, positive feedback, negative feedback, learner, recipient.*

Learning foreign languages in order to get access to the world’s day-to-day information and create common ground has become inevitable necessity for today’s human being. While to gain the peak is always complex process, teachers will not stop working until they don’t find out the appropriate solutions for delicate problems. In this article I am going to bring the central role that feedback plays in student learning, and explore ways to help the reception of feedback to be improved. All forms of feedback have their pros and cons, and I've tried to feature both sides of the picture in each case, to decide how best to use feedback in teaching, learning and assessment contexts.

Feedback is something which happens as a result of some learning-oriented action. Feedback may be provided after the event, or during the event, or both. However, feedback can be provided even in the absence of any learning action, and may even cause a learning event to take place thereafter. In other words, strong ripples bouncing in towards the center can in due course bring the whole ripple system into being, and ideally cause learning-by-doing and even create some motivation.

But it shouldn’t be forgotten that feedback has some strategies or ways to decline. What kind of feedback are there: positive or negative? We tend to regard feedback as being one or other of these, but in practice, the most useful feedback usually contains both. Positive feedback embraces praise, and the only problem is that in many cultures human beings are not particularly good at accepting eulogy, tending to shrug it off in a bid to demonstrate modesty. Positive feedback is most effective when we take ownership of it and swell with pride about it. We therefore need to help our students become more adept at



making the most of the positive feedback they receive - whether from us, of from each other, or from anyone else.

However, 'negative' is an unfortunate word, and 'critical' is much more acceptable for the elements of feedback which are not just praise and affirmation. Human beings are often not too adept at making best use of critical feedback. We may instinctively become defensive, and close the doors analysing the feedback and adapting our actions on the basis of it. Yet learning by trial and error is a perfectly natural and valid way of learning, and depends on making optimum use of feedback about mistakes.

How can we best give feedback to students? We can select from a wide range of processes, but we also need to address as many as possible of a range of qualities and attributes in our strategy for providing feedback. For example, feedback needs to be:

- **Timely** - the sooner the better. There has been plenty of research into how long after the learning event it takes for the effects of feedback to be significantly eroded. Ideally feedback should be received within a day or two, and even better almost straightaway, as is possible in some computer-aided learning situations, and equally in some face-to-face contexts.

- **Intimate and individual.** Feedback needs to fit each student's achievement, individual nature, and personality. Global ways of compiling and distributing feedback can reduce the extent of ownership which students take over the feedback they receive, even when the quality and amount of feedback is increased. Each student is still a person.

- **Empowering.** If feedback is intended to strengthen and consolidate learning, we need to make sure it doesn't dampen learning down. This is easier to ensure when feedback is positive of course, but we need to look carefully at how best we can make critical feedback equally empowering to learners. We must not forget that often feedback is given and received in a system where power is loaded towards the provider of the feedback rather than the recipient - for example where we are driving assessment systems.

- **Feedback should open doors, not close them.** In this respect, we have to be particularly careful with the words we use when giving feedback to students. Clearly, words with such 'final language' implications as 'weak' or 'poor' cause irretrievable breakdowns in the communication between assessor and student. To a lesser extent, even positive words such as 'excellent' can cause problems when feedback on the next piece of work is only 'very good' - why wasn't it excellent again? In all such cases it is better to praise exactly what was very



good or excellent in a little more detail, rather than take the short cut of just using the adjectives themselves.

• **Manageable.** There are two sides to this. From our point of view, designing and delivering feedback to students could easily consume all the time and energy we have - it is an endless task. But also from students' point of view, getting too much feedback can result in them not being able to sort out the important feedback from the routine feedback, reducing their opportunity to benefit from the feedback they need most. These are only five facets of the range of qualities and attributes we need to think about when reviewing our feedback provision.

All things considered, feedback plays a crucial role in the learning process and is one of the factors that encourages learners to keep improving themselves by highlighting their strengths and attributes.

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