

THE ROLE OF FEEDBACK IN THE ENGLISH LANGUAGE CLASSROOM

Marjona Shakarova Berdiyori qizi

Primary education, Kimyo International University in Tashkent

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Abstract : *In English language classrooms, feedback plays a crucial role in facilitating language learning and development. A qualitative approach was used to collect data by using classroom observation checklists, English teachers' and head teachers' interview schedules and Focus Group Discussions (FGDs) with students. (Md. Fazlur, R., Rasel B. & Ashrafuzzaman, M, December 2011). The study focuses on creating a bridge between teachers and students via analyzing modern teaching methods and providing teachers with concise feedback form. The subjects of the study were ten teachers and twelve students. They were asked to respond to an online survey about giving feedback. According to the result of an online survey about the role of feedback, giving clear feedback is considered very useful by many and all teachers agree with the view that assignment is important.*

Key terms: *The role of feedback, (formal, informal and peer feedback), online survey, English language classroom, face-to-face feedback*

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INTRODUCTION

Concise feedback form has a particularly great influence on both the learning process and students' achievement in a fairly major way. Gibbs and Simpson (2004) supported the view that feedback given to the students or teachers can be a particularly great tool to lift the level of education into another level, which actually is quite significant. To be specific, there are different types of feedback forms which can be used by teachers in the classroom with the help of facial expressions, gestures or comments in a particularly major way. In addition to this, Ha and Nguyen (2021) revealed that students preferred to receive feedback for all error types and mostly wished to be trained to kind of provide peer feedback, which is significant. However, feedback form should always be constructive and detailed in a subtle way. In light of this, the art of providing concise yet impactful feedback becomes important in shaping the learning experience. The delicate balance between

constructive insights and specificity is crucial, as it not only elevates the educational process but also empowers students to actively engage in the feedback loop, fostering a culture of continuous improvement.

LITERATURE REVIEW

The role of feedback has evolved beyond being a unidirectional flow of information from teacher to student. It has transformed into a multifaceted tool that actively involves students in their own learning journey. The significance of peer, informal and formal feedback emerges as a central theme in fostering effective teaching, learning, and student achievement. The immediacy of informal feedback, delivered through personalized interactions, allows students to promptly learn from their mistakes and make adjustments, fostering motivation and progress. However, the narrative extends beyond teacher-centric feedback, emphasizing the pivotal role of students in assessing their own work and providing constructive input to their peers. This holistic approach, encompassing both informal and formal feedback, not only guides individual learning goals but also contributes to a supportive and collaborative classroom environment.

Informal feedback is immediate and tends to be more effective. Teachers can move around the classroom and visit students at their desks to provide comments on their work. They can offer praise for good efforts and offer instant suggestions for improvement. During informal feedback, teachers can clear up students' doubts, answer their questions, or evaluate their progress with the task. When students receive feedback right away, they have the opportunity to learn from their mistakes and make necessary adjustments to enhance their performance. As Marzano (2010) said, "The most effective feedback usually involves an explanation of what is correct and what needs improvement in terms of student responses. Moreover, asking students to persist with a task until they succeed seems to promote learning." Students often anticipate immediate feedback from their teachers upon completing a task. The absence of feedback may make them feel that their efforts have gone unnoticed and can lead to demotivation. Assigning grades or marks to every piece of student work may have counterproductive effects. It could cause students to compare themselves with their peers instead of focusing on their own work and how to enhance it. Grades or marks should only be given during formal assessments. Butler (1998), who conducted research on various types of classroom feedback, discovered that students made significant progress when they received feedback in the form of comments. Students who received feedback solely in the form of comments exhibited higher levels of achievement and motivation compared to

those who received grades. Therefore, for students who may struggle with their self-esteem, it is advisable to provide feedback in the form of positive comments.

Teachers should also provide formal feedback through structured conferences. These feedback sessions should have clear objectives, such as offering comments or suggestions for personalized goal setting. The purpose of these student-teacher feedback conferences is to equip students with information they can use to either confirm their existing beliefs or modify their current knowledge and beliefs (Mory, 2004). By combining these formal sessions with the informal feedback given in class, students are shielded from the fear of failure and embarrassment in the end. When these conferences are conducted systematically, both teachers and students can make the most of their time for effective teaching and learning. Feedback also plays a significant role in the assessment process. In the words of Black and William (1998), "for assessment to be formative, the feedback information needs to be put into action." In simpler terms, students should be given adequate time and opportunities to act upon the guidance provided by their teachers. Teachers should allocate some class time for feedback sessions, allowing students to comprehend their current performance and the purpose of their learning. It's crucial to maintain a supportive classroom environment so that students never feel intimidated by lower grades or disheartened by negative comments.

In addition to teacher feedback, it is crucial to train students to assess their work and provide feedback to peers. Research emphasizes that students should actively engage in the feedback process. Traditionally, feedback was seen as something only teachers did, and students were passive recipients. However, educators now agree that students should have a direct role in feedback. Feedback is no longer solely the teacher's responsibility. Student involvement in giving and receiving feedback is essential for effective learning (Nicol, 2014). Students should be able to evaluate their work's quality, aligning their concept of quality with that of the teacher (Sadler, 2013). A simple way to introduce peer assessment and feedback is by having students provide comments on each other's classroom presentations. Teachers can create basic assessment forms or checklists for this purpose. This can be followed by an open class discussion, helping students understand the qualities of a good presentation. This practice can be extended to writing classes through "peer review," where students read and respond to each other's writing. However, the criteria for assessing peer writing should differ from those used by instructors. Using the same criteria as teachers may be ineffective, as students often have a limited understanding of them. Teachers should provide clear instructions in simple peer review templates for specific and constructive comments. Well-

planned peer review sessions offer opportunities for students to enhance both their writing and reading skills. They learn to read attentively, focusing on details, and integrate their peers' suggestions to improve their writing.

In conclusion, effective feedback in education is a powerful tool for enhancing the learning process and student achievement. It is no longer the sole responsibility of teachers; students must actively participate in the feedback process, both as recipients and providers. Feedback should be constructive and detailed to be truly beneficial. Informal feedback, delivered promptly through face-to-face interactions, is particularly effective in guiding students and motivating their progress. Formal feedback, including structured conferences, aids in setting personalized learning goals and confirming or adjusting students' existing knowledge and beliefs.

METHODS

Sampling

Participants in this study were teachers and students in different language degree programs at Kimyo International University in Tashkent, majoring or minoring in English. They enrolled in the English language course as an elective course. The teachers had a variety of background knowledge and experiences in teaching ESL. Fourteen students were English major high-level students who learn an extra language which is English.

In order to know the opinions of teachers and students during the research. Firstly, an online survey was carried out with five multiple-choice questions which included questions. The link was sent to some students and teachers by email. This is a modern method as it allows teachers to reach a large number of people easily only after they responded to the questions.

In particular, the study addressed the following research questions:

RQ1: Do you think giving feedback is important?

RQ2: How is the role of feedback effective in teaching?

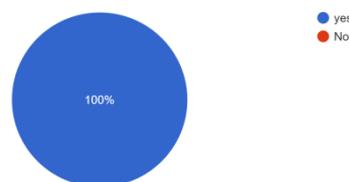
RQ3: Which type of feedback is better?

RQ4: How do you agree if feedback is given by teachers?

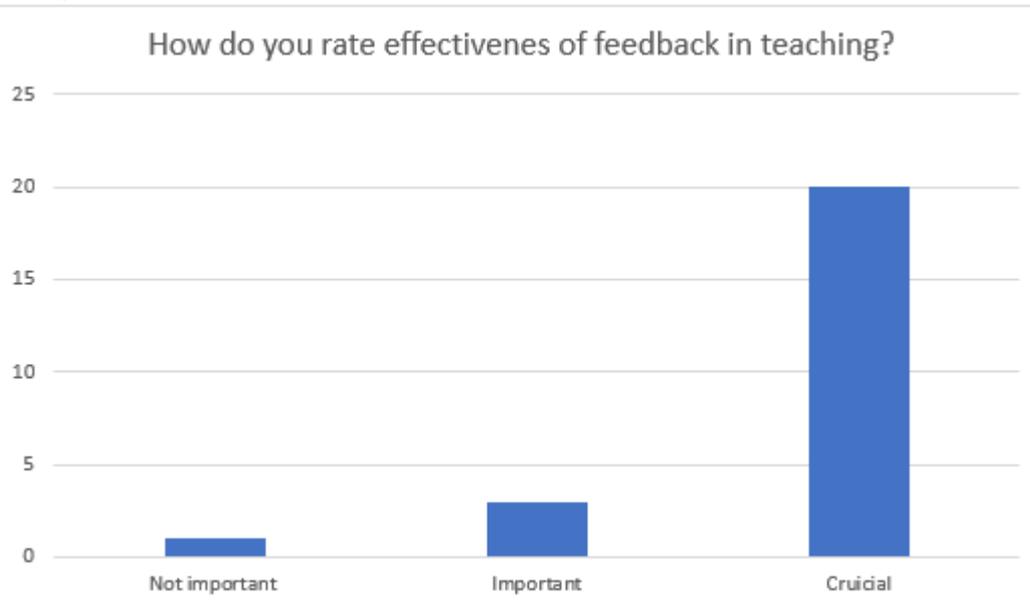
RQ5: Would you like to get feedback from an expert?

Data Collection and Analysis

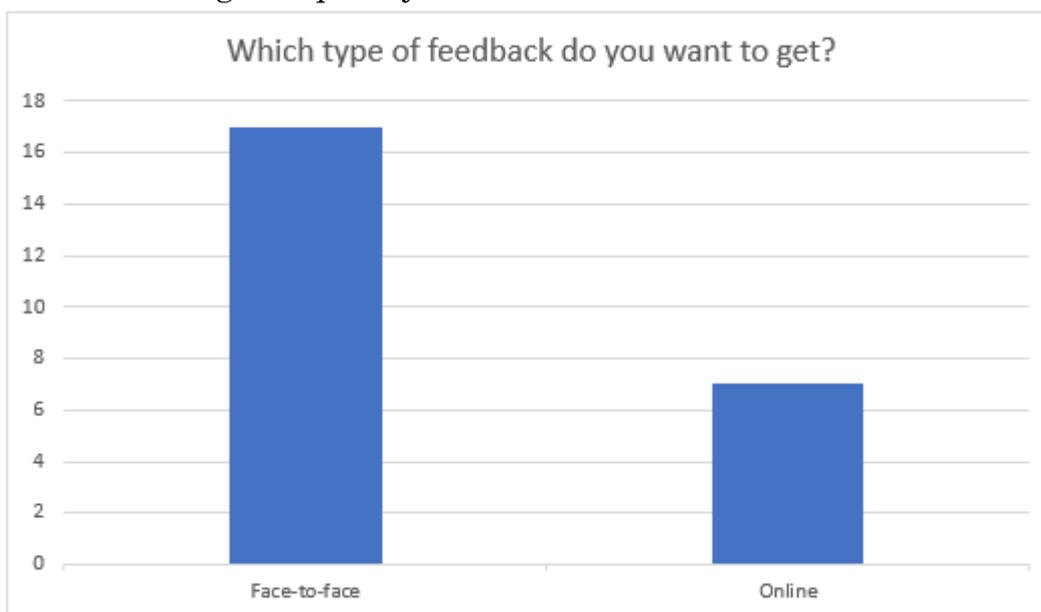
Do you think giving feedback is important?
25 ответов



In the context of the pie chart, where respondents were asked about the importance of giving feedback, the survey results revealed unanimous agreement among all students and teachers. Every participant voted affirmatively, signaling a collective acknowledgment of the crucial significance attributed to providing feedback in the educational context.



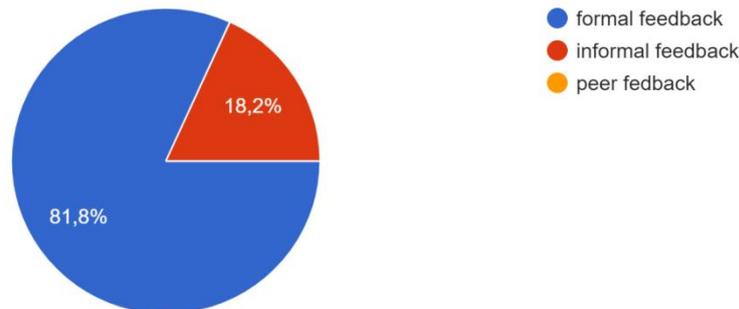
According to the survey findings, just one student regarded the role of feedback in teaching as unnecessary, whereas the other three students rated it 3 out of 5. Additionally, the overwhelming majority of twenty-one students assigned excellent marks, signaling a unanimous consensus on the crucial importance of feedback in the teaching process. This indicates a strong acknowledgment among students regarding the significant role that feedback plays in enhancing the quality of education.



Among the 24 teachers who offered feedback, 7 opted for the online option, constituting around 29% of the total responses. The majority of teachers, on the other hand, showed a preference for face-to-face feedback. This distribution suggests that while some teachers find online feedback beneficial, a significant portion still values the personal and direct nature of face-to-face interaction

Which type of feedback is better?

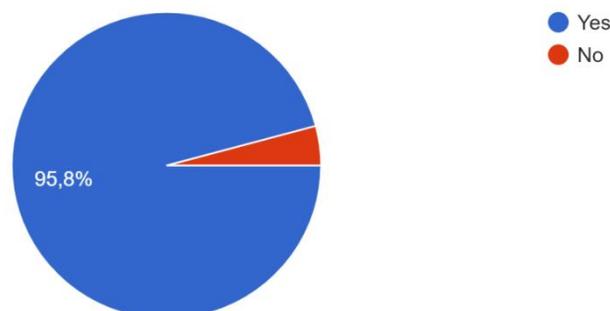
11 ОТВЕТОВ



As per the survey results, a substantial 81.8% of participants opted for formal feedback, contrasting with the 18.2% who favored informal feedback. Notably, no participants expressed a preference for peer feedback. This indicates a clear majority inclination towards more structured and formal feedback mechanisms, emphasizing the prominence of organized and expert-driven feedback in the participants' preferences.

Would you like to get feedback from an expert?

24 ОТВЕТА



The pie chart indicates a strong preference among respondents for receiving feedback from experts, with a notable 95.8% expressing this inclination. In contrast, a minimal 4.2% indicated a preference against seeking feedback from experts. This overwhelming preference for expert feedback underscores the perceived value and importance attributed to insights from professionals in the field.

CONCLUSION

This mixed-methods study conducted at Kimyo International University, employing surveys and qualitative analysis, offers comprehensive insights into the indispensable role of feedback in the learning process. The unanimous agreement among teachers and students, as evidenced by both quantitative and qualitative data, emphasizes the paramount importance of well-structured feedback. Notably, the study reveals a clear preference for formal feedback mechanisms, supported by a majority of participants, while also highlighting the significant inclination towards receiving feedback from experts. The incorporation of a diverse sample, consisting of teachers and English major high-level students, enhances the generalizability of these findings.

A study on formal and informative feedback was done. But peer feedback wasn't well explained in research, now further implantation should be researched for peer feedback. and this research involved only university teachers and students but how would feedback be worked with school teachers

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