



THE ROLE OF GIVING FEEDBACK IN TEACHING ENGLISH

Annotation:

This article explores the significance of feedback in teaching English as a second language (ESL). It examines different types of feedback, their functions, and best practices for implementation. The research emphasizes the impact of feedback on student motivation, learning outcomes, and language proficiency.

Keywords:

Feedback, English language teaching, formative assessment, summative assessment, student motivation, learning outcomes, language proficiency.

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Introduction

Feedback is a critical element in the educational process, especially in language learning. In teaching English, feedback can take various forms, each playing a vital role in enhancing students' language skills. Understanding the dynamics of feedback helps educators provide effective guidance that fosters student development and engagement.

Main Body

Types of Feedback

Feedback can be categorized into formative and summative types:

- Formative feedback. This is ongoing feedback provided during the learning process, aimed at improving students' skills. Examples include:
 - Verbal feedback Immediate corrections and suggestions during speaking activities.
 - Written feedback. Comments on written assignments that guide revision.
 - Peer feedback. Opportunities for students to critique each other's work, fostering collaboration.¹
 - Summative feedback. Provided at the end of a learning period, summative feedback assesses overall proficiency through tests and assignments.

Functions of feedback.

Enhancing learning. It helps students identify strengths and weaknesses, enabling targeted improvement.

¹ Nicol, D. J., & Macfarlane-Dick, D. (2006). "Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice." *Studies in Higher Education*, 31(2), 199-218.



Building confidence. Positive reinforcement encourages students to take risks and persist despite challenges.²

Encouraging autonomy. Feedback promotes self-reflection, helping students assess their own work and develop independent learning strategies.

Be Specific and Constructive Offer clear, actionable suggestions rather than vague comments. Provide immediate feedback during activities, while allowing reflection time for written work. Create a safe space where students feel respected and valued. Incorporate technology and varied methods to cater to different learning styles.

Research Part

This study employs a mixed-methods approach, integrating both quantitative and qualitative data to provide a comprehensive understanding of feedback practices in English language teaching. The research was conducted in two phases:

Surveys: A structured survey was distributed to 100 ESL teachers across various educational institutions. The survey included multiple-choice questions and Likert-scale items aimed at assessing teachers' perceptions of the importance of feedback, types of feedback utilized, and their effectiveness in fostering student engagement and learning outcomes.

Interviews: In-depth interviews were conducted with 20 ESL students from diverse backgrounds. The interview questions focused on their experiences with feedback, how it influenced their learning, and their preferences regarding feedback types. This qualitative data provided insights into students' perspectives on the feedback they received.³

Methodology

This study utilizes a mixed-methods approach, combining qualitative and quantitative research. Surveys were administered to 100 ESL teachers to gather data on their feedback practices. Additionally, interviews with 20 students provided insights into their experiences with feedback in the classroom.

Data Analysis

Quantitative Analysis:

Data from the surveys were analyzed using statistical software to identify trends and correlations in feedback practices. Descriptive statistics were employed to summarize the responses, while inferential statistics were used to determine relationships between variables.

Qualitative Analysis:

Transcriptions from the student interviews underwent thematic analysis, following these steps:

Familiarization: Researchers read through the transcripts to gain an overall understanding.

Coding:

Key themes and patterns were identified and coded.

Theme Development:

Codes were organized into broader themes that reflected common experiences and perceptions.

Ethical Considerations The study adhered to ethical guidelines by ensuring: Informed consent:

² Brookhart, S. M. (2017). "How to Give Effective Feedback to Your Students".

³ Hattie, J., & Timperley, H. (2007). "The Power of Feedback." Review of Educational Research 77(1), 81-112.



All participants were provided with information about the study's purpose and their right to withdraw at any time. Confidentiality: Data were anonymized to protect participant identities.

Discussion

The findings underscore the critical role of feedback in language learning. Formative feedback not only aids in skill development but also fosters a positive learning environment. Teachers' ability to provide timely, constructive, and specific feedback correlates directly with students' motivation and engagement levels. The incorporation of peer feedback further enhances collaborative learning, promoting a sense of community among students.⁴

Results

The survey revealed that 85% of teachers emphasized the importance of formative feedback, while 90% recognized its role in enhancing student motivation. Interviews indicated that students felt more engaged and confident when receiving specific, constructive feedback, particularly in peer review settings.

Conclusion

Feedback is indispensable in teaching English, significantly impacting students' learning experiences and outcomes. By employing effective feedback strategies, educators can enhance student motivation, promote autonomy, and ultimately improve language proficiency. As the educational landscape evolves, embracing innovative feedback methods will remain crucial for effective English language teaching.

References

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