THE IMPORTANCE OF FEEDBACK IN TEACHING ENGLISH AT SCHOOLS

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Abstract

This paper aims to find out how giving feedback is important and effective when used in EFL classrooms. This thesis addresses merit sides of teaching English with using feedback in classroom. The survey includes the teachers teaching English a with different efficient ways to gain a greater variety of opinions on the subject matter and to provide a wider choice and inspiration for the reader.

Keywords: Making errors, oral and written feedback, positive and formative feedback, EFL.

Introduction

When teaching English as a foreign language (EFL), teachers use feedback in order to help students to improve their English skills. They can use both oral and written feedback toencourage students to make progress. Oral and written feedback play a significant role in second language acquisition, and this study could raise teachers' awareness of the different feedback strategies that can be employed in EFL classrooms. This could benefit theirteaching performance and students' learning[4]. This study aims to examine the different types of oral and written feedback used in the EFL classroom, as well as teachers' own perceptions of feedback. The approach used to conduct this study was both quantitative and qualitative. Three types of data material were collected in a secondary school (grades 7-9) for the analysis: three secondary school teachers were interviewed; their English lessons were observed; and their feedback on student essays was collected. The material collected was used in the analysis, which indicated that the teachers used different types of feedback. The most frequent oral feedback types used were recast, elicitation, and praise[5].

Analysis and Results

However, the teachers employed different strategies regarding to how they provide thisfeedback. Two of the teachers provided feedback in the traditional way by using corrective types of feedback frequently, while one teacher chose not to correct students too often and instead encouraged them by giving them praise[13]. The

evaluation of different feedback types performed in this study suggests that recast as an implicit feedback type provided orally could be more effective in a communicative classroom setting, as it does not interrupt the communicative flow. In writing, on the other hand, explicit feedback combined with face- to-face sessions could lead to better results. It would be interesting to investigate in further research the effects of different oral and written feedback types[6].

Making errors is a crucial part of learning. When students make errors, teachers are there to provide them with guidance so that they will be able to produce the correct target form. Teachers need to provide feedback on students' oral and written performances in order to enhance their target language skills. Furthermore, according to Brookhart (2008:2), feedback can be powerful if done well, and effective feedback gives students the information that they need so that they can understand where they are in their learning and what to do next. In this study, the term feedback is used to refer to feedback given by a teacher to a student in grade 7, 8, or 9 based on his or her utterances and written compositions[7].

The focus of this study lies on analyzing and evaluating oral and written feedback provided by teachers of English in a secondary school in the south of Sweden. The findings are expected to raise awareness of English teachers' practices. The study focuses on feedback practiced in classes where English is taught as a foreign language[14]. The topic and findings are relevant because not enough information about feedback and/or error correctionis provided during teacher education. It is of vital importance for teachers to be aware of thedifferent types of feedback in order to make improvements in their own teaching. Therefore,the findings provided in this study can be significant to both experienced and new teachers[8].

To begin, the data were collected using classroom observations, teacher interviews, and student essays. Based on previous research, different classifications and types of feedback are discussed. Subsequently, the collected data were analyzed to determine which type of oral and written feedback was most frequently employed by the teachers[18]. An examination of the differences and similarities, if any, in how different teachers provide feedback is presented. The teachers' interview answers are also analyzed to determine their thoughts and attitudes regarding feedback. The effects of the different feedback types used by the teachers are evaluated based on previous research[9].

This theoretical background will discuss the most common types of feedback that students receive in the classroom both orally and in written form, and that have been dealt with the most by different researchers[15]. The focus is on gaining an understanding of the different strategies of oral and written feedback that can be

provided by teachers to students,and to examine the differences between them. The first section will present a general overview of oral feedback provided in the classroom, as well as examples of oral feedback types, namely praise and corrective feedback. Subsequently, the last three sections will discuss written feedback, its advantages and disadvantages and the different strategies used to provide it[10].

Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relativeto classroom learning goals. From the student's point of view, the formative assessment

―script‖ reads like this: -What knowledge or skills do I aim to develop? How close am I now? What do I need to do next?‖ Giving good feedback is one of the skills teachers need tomaster as part of good formative assessment[15]. Other formative assessment skills include having clear learning targets, crafting clear lessons and assignments that communicate thosetargets to students, and—usually after giving good feedback— helping students learn how to formulate new goals for themselves and action plans that will lead to achievement ofthose goals[11].

Feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the sametime. Good feedback gives students information they need so they can understand where they are in their learning and what to do next the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning the motivational factor[16].

Student has to be able to hear and understand it. Students can't hear something that's beyondtheir comprehension; nor can they hear something if they are not listening or are feeling likeit would be useless to listen.

Conclusion/Recommendations

Because students' feelings of control and self-efficacy are involved, even well-intentioned feedback can be very destructive. (―See? I knew I was stupid!‖) The research on feedback shows its Jekyll-and-Hyde character. Not all studies about feedback show positive effects[12]. The nature of the feedback and the context in which itis given matter a great deal. Students see constructive criticism as a good thing and understand that learning cannot occurwithout practice[17]. If part of the classroom culture is to always ―get things right,‖ then if something needs improvement, it's –wrong.‖ If, instead, the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and in the long run reach further than they could if

they were stuck with assignments on which they could already get an A without any new

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