Techniques, strategies for giving an effective feedback.

Azimova Makhfuza Abdusamatovna

Uzbekistan World State Languages University
English second faculty-2, Teacher,
Uzbekistan, Tashkent

The process of teaching and training learners on the basis of all complex skills is both time- consuming and has many responsibilities through the improvement of student's awareness. There are many techniques and strategies for the foreign language teachers. Feedback is one of them, it means special attention and evaluation to a particular student for his or her job. It matches specific descriptions and suggestions with a students work. This article is mainly based on the techniques and strategies of giving an effective feedback.

Key words: reinforcement, punishment, echoing, questioning, stating question, mode, audience,

Introduction:

It is known that feedback is an important formative assessment process to give information to teachers and students about how they are doing relative to classroom goals. According to Susan M. Brookhart (2010) formative assessment includes having clear learning aims, crafting clear lessons and assignments that communicate those targets to students, and usually after giving good feedback helping learners to master how to formulate new goals themselves and action plans will lead to achievement of those goals.

Feedback can be very powerful way of teaching together with assessing at the same time. If it is done well it helps to develop evaluated skills of the students. It is not just for assessing or criticizing the learners but can be cognitive and motivational factor for the language learners. Cognitive function of feedback is to enable students comprehend their mistake and be informed how to copy with it. When they understand what is wrong with their work they will try to develop their poorer skills firstly.

Motivational factor is given by the teacher to inform that the learner is working well on the sphere. Satisfaction of their job will lead the students to study more on their own. Furthermore, an effective feedback should contain information about how to able be to correct mistake and work on the work. Students can not hear something beyond their comprehension; nor can they hear something if they are not listening or are feeling like it would useless to listen to.Whether teachers are giving formal or informal feedback, there are a number of basic principles to keep in mind.

1. Givenfeedback should be provided only when asked to do so or when your offer is accepted.

2. Feedback is to be given as soon after the event as possible or else it may lose its value.

3. Positive opinions should be presented first.

4. Feedback is advised to be given privately if it is possible, especially more negative feedback.

5. *1. Susan M. Brookhart (2010). Educational Measurement: issues and practice , a journal of the National Council on Measurement in education p 55-87.*

6. Feedback needs to be part of the overall communication process and 'developmental dialogue'. Use skills such as rapport or mirroring, developing respect and trust with the learner.

7. Teachers should stay in the 'here and now', don't bring up old concerns or previous mistakes, it is not suggested unless this is to highlight a pattern of behaviors.

8. Focusing on behaviors that can be changed individually not personality traits is more preferable.

9. Teachers should talk about and describe specific behaviors, giving examples where possible and it is not effective to evaluate or assume motives.

10. Use 'I' and give your experience of the behavior it is more sensible way of getting closer to your students and their atmosphere. ('When you said…, I thought that you were…').

11. When giving negative feedback, suggest alternative behaviors. It helps students to know another way of behaving which is useful for them to be acquainted with well-built cognitive function.

12. Feedback is for the recipient, not the giver – so it should be sensitive to the impact of teachers' message.

13. Considering the content of the message is important, the process of giving feedback and the congruence between your verbal and non-verbal messages should be motivated.

14. Teacher should encourage reflection. This will involve posing open questions such as:

    Did the feedback go as planned? Why or why not?

    If you were doing it again what would you do the same next time and what would you do differently? Why?

    How do you think the patient felt? What makes you think that?

    What did you learn from this session?

15. Professional feedback givers should be clear about what they are giving feedback on and link this to the learner's overall professional development or intended program outcomes.

Feedback can be understood a way of conveying the message towards the correction of mistake. Showing incorrectness is useful in giving feedback to the learners if they are used

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appropriately: this can be done in a number of different ways: repeating, echoing, statement and question, expression.

Repeating: teacher may ask the student to repeat what they have said, perhaps by saying ***Again***. It should be with intonation and expression in order to indicate that something isn't clear to teacher or there is problem with the task or speech

Echoing: it is a simple way of pin-pointing an error done by the performer. Repetition of what the student has said. Emphasizing the part of the sentence which gone wrong.

Statement and question:*by saying* simply*Good try, but that's not quite right* or*do people think that's correct?* It will indicate that something hasn't quite worked on well

Expression: when language trainer knows the class well, facial expression or a gesture (for example, a wobbling hand) may be enough to indicate that something belongs to the work by students doesn't quite work. This way needs to be done with careful attention as the wrong expression or gesture can be appeared to be mocking or cruel. A quick way of helping students to activate rules they already know is to give a quickhint . Teacher might just say the word rather than the present perfect. Or they could say countable to make them think about a concord mistake they have made, or tell to indicate they have chosen the wrong use to make them think that perhaps they should have used the past simple instead of present perfect. This kind of hinting depends upon the students and the teacher sharing metalanguage (linguistic terms) to correct themselves which, occurs during the class.

According to the research on the studies of giving feedback was risen 100 years ago. It was called as behaviorism(Thorndike, 1913) . It was divided into two types:Positive feedback used to the students who accomplished the task well and it was seen as an example to the other students of the class.Negative feedback was given to the ones who could not do their task effectively or satisfactorily. Negative feedback was estimated to be punishment for most of time. It happened to be challenging situation for the learners if it is given them in front of the class.Both of them, reinforcement and punishment effected to the students' learning. Until recent time it was not learned individually out of the classroom. Recent studies have showed that there are some techniques of feedback in teaching.

Effective types of feedback can divided into these types:

Appreciation.

First way is considered to be far more impressive than the others.Appreciation is the most effective and important means of giving feedback. It is also called as a"*feedback door.*" It begins with thanking students for submitting their work, which really vital step to start the assessment towards the completion of the learners tasks, then it acknowledges and validates their time spent learning something new. Appreciation comments do not have to be drawn out all the time in order to have a positive impact. They can be as delivered simply as by saying "thank you for sharing this awesome suggestion or idea with us. Receiving a positive, appreciative comment at the outset, students are more likely to feel respected and engage with any additional feedback provided by their teachers.

Saying back.

Sayback is known from the name which involves restating what learners have said. This method shows learners that their posts were read and it lets them know that they are moving on the right track. Often, the best way to begin this method a sayback comment isused with an "I agree" or some other appreciative statement. For instance "I agree with your conclusion , it was done on topic and with careful attention. It should be done by saying the name of an internet link or sharing it to a resource extends learning beyond the course content and introduces learners to new information, ideas, perspectives, and digital tools. Such as by stating that, one of our course members introduced a participant to a new creative commons resource by writing the following: "The creativity and learning capacity depend on the teacher's using feedback on time"

By asking questions.

Questioning is a commonly spread way of ensuring the interactiveness among the students. Asking a question is a good way to engage them in conversations about their work and task.

2. Thorndike, (1913) educational psychology, volume I: the original nature of man. New York: Columbia University, Teachers College.

While answering questions, learners often are asked to delve more reflection on the process of their work, eventually it brings their perception into a deeper level.Questions can be used to serve many purposes when it is required from the aim of providing feedback. They can be used to clarify the learners' thinking for example: what did they want to mean by saying this?. Or else to make the teaching process more transparent as " why did you do like this?. To motivate students to think about their work in a differently " Have you considered other means or ways of completing your work too?. To expand the learner's' perceptions or skills" Have you considered exploring to far more extend on your task". And to inspire the students to make changes to their work " What do you think you can learn more on this topic?". Such kind of questions are utilized by the teachers in order to enhance their students' awareness on the given task.

Guiding to next steps.

Providing next steps is a means of letting learners know what task they can do to well their work and, by looking ahead, to acquire more knowledge basis to their skills. Some of the foreign language teachers claim that, it is necessary to build a strong concept in the way of students' receiving feedback. It ought to be explained that it helps to negotiate with the problems of the task.

Providing guidance.

Providing guidance is another means of scaffolding student in learning. This is to be done by offering arelevant suggestion, sharing acceptable advice, or providing insights all of them encourage students to reach just beyond what they think they are capable of doing. When providing guidance, it's advised to start with " I suggest you..". Starting with "you" such as "You should" often translated to make learners feel defensive and they are less likely to respond. Here is an example to provide guidance: "If you do decide to make this into a poster for a pointing reminder, I would suggest using less text. You could go over the steps in greater detail to introduce it, but for the poster, I would use short bullet points in a larger font so it could be

used as a reference from afar." It is more effective than emphasizing only drawbacks of the students' work. Feedback is not telling the negative side of the task, but to encourage them to correct their mistake.

Sharing personal experience.

It is obvious that, nothing includes students and facilitators like shared experiences. Teachers are to be guides to the academic atmosphere themselves by stating real-life experiences.It means this kind of mistake can be done even by the teachers This way is used to the student and helps foster a relationship of mutual respect between teacher and learner. It helps in many ways such as increasing the sense of connection, sharing personal experiences aims the feedback feel more authentic and practical . Students can learn from real world experiences.

Encouragement.

Sometimes learners just need a few positive words of encouragement to develop their skills and correct mistake. They show themteachers are invested in and in favor of their learning. Providing encouragement often gives learners enthusiasm for an assignment or project and motivates them to doing their work. Some of the teachers provided words of encouragement by saying, "Keep on going in this way

These types of feedback can be, and in many cases should be, mixed and matched and, thus, used in a variety of ways to boost student engagement. For example, you might start with an appreciative comment, suggest a resource, and then ask a question to push the learner's thinking. Or, you could open with a personal experience and then connect participants, encouraging them to help one another think about the content in different ways.

Besides them there are many more ways of giving feedback, they are varied in several dimensions: timing, amount, and audience. They can be used collaboratively in order to be more original and productive in used skill.Timing is given on the time of students' performance or else their existence in the class. It comes when they are on stage, or in the process of learning. It is especially given to provide some relevant suggestions for the completed work. A general principle for gauging the timing of feedback is to put yourself in the student's place. Timing works with the students who are still engaged to their task. Because no one wants to receive feedback a long time after their accomplishment. The purpose of feedback timing is used for the students to get feedback while they are still mindful of learning target, and to get feedback while there is still time for them to act better on it.

Good feedback timing should include some features:

-returning a test or assignment the next day to the students, because it is not forgotten what they done in just one day.

-providing immediate oral response to the students' job.

- misconceptions of students should be responded at once.

Whereas, bad timing also exists if the response is delayed, which can eventually lead the learner's disappointment to their mark.Amount is the most challenging decision for the teachers for the sake of its purpose. This kind of feedback includes to fix all errors which is seen by the

teacher. Judging knowledge requires to have broad horizon in all sphere of learning process. It should be considered in many aspects:

-the general or particular sphere of topic,

-typical developmental learning progressions for those topics or targets.

Furthermore, making a judgment about the amount of feedback requires considering them simultaneously. Feedback should give students a clear comprehension of what to do next on a points that they can see they need to work on it. With some students it is easier to explain their error while it can be time-consuming and difficult to others. The amount of feedback differs in each situation. If the student is not going to understand what you are saying it is harder than just showing the problem of their work.

According to Goldilocks principle, "*Not too much, not too little, but just right*" The purpose of feedback is to enable students to get enough feedback that they can understand what to do but not so much that the work has been done with their try. Next is, for students to get feedback on "teachable moment" points but not an overwhelming number. There are some examples how to give good amounts of feedback:

-selecting more dominant or serious points to comment,

-giving feedback on mostly important learning targets,

-comment by teacher on at least as many strengths as weakness.

Students should not be bored easily when they are aimed to teach how to correct their mistake.

Mode of feedback.

Feedback can be delivered in many modalities. Some of them are delivered in oral form whereas others are better in a written form. Observing the situation and give a quick correction to the made mistake seems better than observing the progress and not to evaluate the learner's problem in studying. Peter Johnston, an author of " Choice words" (2004) discussed how to ask questions while giving oral evaluation. Decision of choosing what type of feedback to give highly depends on the students' age and reading ability. Especially for the learners who are young and unable to depict the meaning of feedback. A good choice of mode can be brief, could initiate a helpful, friendly conversation with the student and teacher. Bad choice of mode is to write things which are difficult for the learners to comprehend.

Audience

Is the next strong requirement from the teachers. It also works with best when it has a meaningful and appropriate sense of the audience. Feedback about the specifics of individual work is addressed to the individual student, in terms the student can understand. It is done with the purpose that, the teacher gave attention to the work based learning of his or her learner. If the same message is intended to deliver it is more beneficial for the teachers, because the same mistake by all students does not take much time to explain. The purposes of feedback audience are:

-to reach the appropriate students with specific feedback,

-to communicate with the learners in order to make them feel that their work is evaluated. By providing feedback and providing with relevant choices to them to delve their mistake or misconception well the process of assessment can be made easier.

Conclusion.

Giving good feedback is a skill that requires practice. There have been presentedtechniques ,and choices about feedback strategies and content most likely to give students the information they need to improve and the motivation to use.

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