DIFFERENT TYPES AND LEVELS OF FEEDBACK AND WAYS TO MAKE THEM MORE EFFECTIVE IN LANGUAGE CLASSROOMS

https://doi.org/10.5281/zenodo.7405932

Jumamuratova Nargiza Bakhtiyarovna
(Teacher at Karakalpak State University named after Berdakh),
Jalgasova Mekhriban
(1st year student at Karakalpak State University named after Berdakh)

Abstract: *The article is dedicated to the study of various types and levels of feedbacks that teachers give to students for creating and maintaining effective monitoring and facilitating students' learning autonomy. In addition, the article explores some types of feedback that need to be avoided.*

Key words: *assessment for learning, self-regulated learning, motivation and engagement, task performance, surface understanding.*

Feedback is information provided (by the teacher, a peer, a book or computer program or an experience) about aspects of a student's performance or the knowledge they have built up from a learning experience. Learners can use feedback to confirm, overwrite, fine tune or restructure existing knowledge, beliefs and strategies.

Research suggests that appropriate, constructive and assessment-based feedback is one of the most critical features of effective teaching and learning. In a meta-analysis of over 800 studies, Hattie (2009) found feedback was the most important teacher practice in improving student learning. Feedback supports students to know where and how to improve, and it can support their motivation to invest effort in making improvements. It is an integral part of assessment for learning.

Well-timed feedback can support cognitive processes for better performance, including confirming or restructuring understanding, improving strategies, guiding students to more information, and suggesting directions and/or alternative strategies they could pursue in order to improve. Feedback can also engage students in metacognitive strategies such as goal setting, task planning, monitoring, and reflection, which are important skills for self-regulated learning. Feedback can influence students' affective processes, improving effort, motivation and engagement.

What kind of feedback do students need?

Feedback improves learning when it focuses on the particular qualities of the student's work, with specific guidance on what the student can do to improve.

Feedback should be user-friendly (specific and personalised), transparent, addressable, timely, ongoing, and content-rich. It also needs to be clear, purposeful, and compatible with students' existing knowledge, while providing little threat to self-esteem.

The best kinds of feedback:

• are goal-referenced: linked to, and assisting understanding of, the goals of learning

• are matched to the needs of the students, with the level of support they need

• are accurate and trustworthy (with teachers and students in agreement about what counts as success)

• are carefully timed: provided when students need it to improve learning (which might be during the learning activity, or before revising a piece of work)

• focus on strengths and weaknesses as well as revealing what students understand and misunderstand, and accompanied with strategies to help the student improve

• emphasise correct rather than incorrect responses

• focus on changes from previous work or understanding

• guide ongoing learning

• are directed towards enhanced self-efficacy and more effective self-regulation

• are two-way conversations (either written dialogue or oral) rather than one-way

• are used in conjunction with self and/or peer assessment
• do not threaten self-esteem

• are checked for clarity, adequacy and effectiveness with the student — "Does this feedback help?"

• are actionable — with the student given time to respond to and act on feedback.

Three stages to effective feedback

1. **Feed-up:** Before feedback can be given, students need to know the learning intention(s). Feed-up clarifies for the student Where am I going? What are the goals? This information sets the context for feedback.

2. **Feedback:** Feedback itself focuses on monitoring and assessing learning progression in relation to the learning intention or task. It is about How am I doing? What progress is being made towards the goals?

3. **Feed-forward:** This relates to the next steps required for improvement on a specific task or learning intention. It is about Where to next? What activities need to be undertaken to make better progress? Here the answer is likely to be directed to the refinement of goals, and seeking more challenging goals, because these are most likely to lead to greater achievement.

Effective feedback is when teachers and students address all three of these questions.

Three levels of feedback

Feedback operates on, or can be geared towards, three levels. These are:

1: Task-level (or product) feedback

Feedback aimed at the task or product describes students' performance and may offer students directions on how to acquire more, different or correct information.

Example: "That is correct. Could you include more information about the Treaty of Versailles?" Immediate feedback is likely to be most effective for task-level feedback. Task-level feedback is not the most powerful kind. This is because feedback at the task level is not usually generalisable to other tasks. However, this level of feedback can be effective when the information it provides about the task is later used for improving strategies or self-regulation. For example, task-level feedback might help students to reject incorrect interpretations and provide directions for better ways to process and understand the material. Too much feedback at the task level focused on the accuracy of responses, and not on the processing required for these responses, can direct students' attention away from a higher-level understanding of their task performance, and focus them instead on a surface understanding of learning involving acquisition, storage and reproduction of knowledge.

2: Process-level feedback

Feedback aimed at the process of understanding focuses on how the student has completed a task or created a product. Example: "You might find it easier to punctuate this page if you read it aloud with a peer." Process-level feedback is particularly powerful for improving students' deep processing and mastery of tasks and directing students towards more effective task strategies. It provides a deeper understanding of learning, enabling students to appreciate relationships between strategies and performance, which helps them to transfer skills to more difficult or unfamiliar tasks. Process-level feedback on metacognitive processes might focus on enhancing students' self-efficacy, self-regulatory skills or confidence to engage further on a task. Example: "You already know the key

features for introducing an argument, check to see that you have incorporated them into your first paragraph." Feedback focused on cognitive or metacognitive processes is most effective when there is a delay between student performance and feedback, which enables better reflection.

3: Personal-level feedback

Feedback focused on the personal level is directed to the self and contains little task- related information. Example: "That's an intelligent response, well done." This is the least effective level of feedback as it rarely leads to more engagement, enhanced self-efficacy or better understanding of the task. In fact, praise often directs attention away from the task. When feedback draws attention to the self, students have a high fear of failure, and it becomes risky for students to tackle challenging tasks or to try hard. However, sometimes praise focused on the student's effort, self-regulation and engagement can assist in enhancing self-efficacy and increase student motivation. Summary: Feedback that is designed to move students from the task to the underlying processes or understandings and then to self-regulation is most effective. For example, feedback based at task performance can build students' confidence and help them to feel more able to improve and experiment with strategy use. Then questioning and feedback can focus on learning strategies and metacognitive skills, which eventually help students to become self-regulating learners. These are the students that seek and give their own feedback! How to improve feedback practices in your classroom.

Ineffective feedback to avoid

Giving marks or grades

Students tend not to pay attention to feedback comments when they are given a mark or grade. Students who get low marks twice in a row come to expect to get low marks every time, with a negative impact on both motivation and achievement.

Comparisons with other students

Competitive environments also have a negative impact on motivation and achievement. Rather than comparing individuals against the performance of a class, a fairer comparison pits each student's current performance against their own previous performance. This comparison is seen as relevant and achievable, whereas trying to compete with peers is stressful for many students.

Extrinsic rewards

These undermine students taking responsibility for themselves, increase teacher control and surveillance, and generate competition amongst students.

Non-specific or general feedback

Telling students to work harder, or recalculate, does not help students know how or where to improve their work. Unclear evaluative feedback, which details students' successes and failures but does not specify reasons, is likely to have negative effects on self-efficacy, exacerbate poor performance and damage self-images.

Giving feedback unrelated to critical aspects of learning goals

Feedback should be clearly focused on the learning goals and agreed success criteria for meeting these goals. Students should not be given feedback on presentation, spelling and/or the quantity of writing when the learning goal is "creating mood in a story".

Overloading students with too much or too technical information

It is better to identify one important thing that you noticed, that, if changed, will likely yield immediate and noticeable improvement

Too much written feedback

Giving too much feedback in written form can be overwhelming for students and difficult to understand. Some students have difficulty understanding and processing written feedback. However, this can be mitigated by good communication between the teacher and student in which the student is invited to say if feedback is not useful or doesn't help them to make improvements.

Associating "what next?" with more

Often teachers suggest that students gather more information, or perform more tasks, so that students come to understand that the answer to "Where to next?" is "more". Instead, feedback can provide information on greater possibilities for learning, including enhanced challenges, more autonomy over the learning process, greater fluency, and diversifying strategies and processes for tasks.

Giving feedback when students lack knowledge or information

Feedback can only build on existing learning or understanding. Students with very little understanding of a content area are more likely to benefit from targeted instruction than from feedback on poorly constructed concepts. Feedback is better focused on faulty interpretations and fine-tuning performance.

REFERENCE LIST:

1. Ambrose, S., Bridges, M., & DiPietro, M. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco, CA:

2. Jossey-Bass. Bangert-Drowns, R., & Kulik, C. (1991). The Instructional Effect of Feedback in Test-like Events. Review of Educational Research, 61, 213–238. Retrieved from http://rer.sagepub.com/content/61/2/213.short

3. Bransford, J., Brown, A., & Cocking, R. (2000). How People Learn: Brain, Mind, Experience, and School. Washington, D.C: National Academy Press.

4. Butler, D. L., & Winne, P. H. (1995). Feedback and Self-Regulated Learning: A Theoretical Synthesis. Review of Educational Research, 65, 245–281. doi:10.3102/00346543065003245

5. Butler, R. (1987). Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest, and performance. Journal of Educational Psychology, 79, 474–482. doi:10.1037//0022-0663.79.4.474

6. Chan, J. C. Y., & Lam, S. (2008). Effects of different evaluative feedback on students' self-efficacy in learning. Instructional Science, 38, 37–58. doi:10.1007/s11251-008-9077-2