

Importance of Feedback in Teaching English Language

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Abstract

The main goal of this academic article is to thoroughly examine the essential role of feedback in English language teaching. The investigation aims to delve into the significant impact of feedback on learners' acquisition and development of language skills. It specifically intends to analyze different feedback types and evaluate their effectiveness in promoting precise language usage. Additionally, the study aims to explore how these distinct feedback types contribute to improving learners' overall knowledge in English language classroom.

Keywords: feedback, linguistic competence, corrective feedback, content feedback, motivational feedback, error correction, building accuracy, monitoring progress.

INTRODUCTION

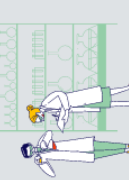
Feedback has a crucial role to play in English language teaching, as it promotes language acquisition and facilitates the development of learners' linguistic competence. By employing effective feedback strategies, teachers can contribute to the improvement of language learners' accuracy, fluency, and communication skills. English language teaching covers a wide variety of contexts, ranging from formal classrooms to online platforms, and involves learners from diverse linguistic and cultural backgrounds. Within these diverse learning environments, English language teachers encounter the challenge of guiding students towards proficiency in the language. Feedback serves as a valuable tool that helps learners overcome linguistic obstacles, reinforce correct language usage, and enhance their overall language abilities.

It is imperative for educators to recognize the appropriate timing and method as well as the rationale behind providing feedback to their students. Timing and delivery of feedback play a significant role in its effectiveness. Immediate feedback, which is given right after an activity, is particularly helpful for correcting errors and reinforcing learning, particularly in communicative activities. On the other hand, delayed feedback can also have its benefits. It gives learners the opportunity to reflect on their performance and make corrections themselves. Feedback can be given orally, in written format, or through technology-based platforms, depending on the learning environment and the nature of the feedback being provided.

There are various forms of providing students with proper inputs:

- **Corrective feedback**

Corrective feedback in English language teaching is designed to address and correct errors or inaccuracies in learners' language journey, whether it is spoken or written. Its main objective is to help learners enhance their language skills by identifying and pointing out mistakes in grammar, vocabulary, pronunciation, or other areas of language use. Corrective feedback



provides specific information about the error and offers guidance on the appropriate form or usage.

- **Content feedback**

Content feedback in English language teaching primarily concentrates on assessing the general meaning and substance of learners' spoken or written work. Its main concern lies in evaluating the coherence, relevance, and effectiveness of the overall message or content, rather than focusing on specific language errors. Content feedback may address factors such as clarity, organization, relevance to the topic, and the development of ideas.

- **Motivational feedback**

Motivational feedback is dispensed in a supportive and constructive manner to create a secure and encouraging learning environment. Teachers can proffer recommendations for improvement while sustaining a positive tone. By accentuating progress and providing reassurance, learners are more inclined to remain motivated and take risks in utilizing the language.

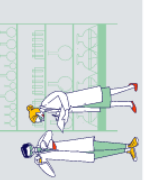
After discussing the various types of feedback that educators utilize within an English classroom, it is now time to delve into their significance and influence on both teachers and students.

- **Correcting Errors and Building Accuracy**

Feedback plays an essential role in terms of error correction and improving accuracy in learners' language production. Teachers provide timely and specific corrective feedback, enabling learners to identify and rectify errors, gain a clear understanding of language rules, and enhance their language skills. This feedback can be delivered orally during interactive activities or in written form, such as annotations on written work. Through oral feedback, teachers address errors in real-time conversations, allowing learners to promptly recognize and rectify them. Conversely, written feedback involves identifying specific errors and providing explanations or alternative suggestions for improvement. This allows learners to reflect on their mistakes, comprehend the correct forms, and implement them in future writing tasks. The main aim of both oral and written feedback is to promote accurate language use and facilitate the development of students' language proficiency. Feedback offers learners instances of correct language usage and functions as language templates. By emphasizing correctly constructed sentences, suitable vocabulary selections, and successful communication methods, instructors can lead learners to develop language skills that resemble those of native speakers. This exposure to high-quality language templates is crucial for learners to grasp and incorporate accurate language patterns and structures.

- **Assessing and Monitoring Progress**

Feedback offers valuable insights to teachers regarding learners' language proficiency and progress. By utilizing assessments, formative feedback, and continuous monitoring, teachers



can identify learners' strengths and areas for improvement in their language skills. This information enables teachers to personalize their instruction and provide targeted support to address learners' specific needs. In turn, this data-driven approach empowers teachers to make informed decisions about which language areas or skills to prioritize and how to effectively scaffold learners' development.

- **Motivating Students**

Feedback in the context of English language instruction serves a pivotal motivational function. The provision of constructive feedback, which acknowledges the diligent endeavors, discernible advancements, and notable accomplishments of learners, possesses the inherent capacity to substantially elevate their self-assurance, self-regard, and intrinsic impetus. Through the impartation of targeted commendations and the elucidation of domains warranting enhancement, educators can effectively cultivate a nurturing and uplifting pedagogical milieu that cultivates heightened learner engagement and unwavering tenacity. This multifaceted approach to feedback not only bolsters students' linguistic proficiency but also augments their commitment to the learning process.

In conclusion, feedback is considered as one of the most crucial factor in the realm of teaching. While learning or teaching english, especially, giving feedback is a significant tool for analyzing mistakes, overcoming language barrier and being proficient. Corrective feedback, content feedback and motivational feedback are the varieties of feedback that educators usually utilize during classes. These types of feedback have positive impacts on correcting errors, building accuracy, assessing and monitoring progress, motivating students and others, as mentioned above.

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