

Types of Feedback for Effective Teaching in English Classroom

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Abstract

The current paper discusses on types of Feedback which play an essential role in aligning teaching, learning and assessment. Most of the teacher's feel embarrassing to get feedback from the students due to various reasons may be insulted, proud even if they know the fact that feedback improves the potentiality of the each individual. In this paper I am going to focus upon the various kinds of feedback with few examples. Further the paper focuses on introducing the feedback system in the language classroom for the assessment of teacher on learning outcomes of the students which are observed by the students, In the classroom feedback functions as to create and maintain a meaning for the teachers and students alike through a reinforcement of the purpose of assessment that relates to learning outcomes.

Introduction:

Language plays an important role in communication. Learning language is an art of acquiring knowledge. Due to the globalization of English language it has become mandatory to learn the English language right from the earliest stage of life to compete the world. Now the first and foremost question arises that:

“How to teach the English Language to the students of second language acquisition in India”?

There are many teachers teaching the English Language in India like graduates post-graduates and doctorates. Here now the second question arises that:

“Do these teachers are imparting quality of education in English language”?

If No, Further the question arises that:

“How to provide the quality education in English language”?

Now, In this paper I am going to add some suggestions by exploring the answer for third question because, there are many answers for the first two questions in the articles available in the market. Feedback can be treated as the best answer for third question because, the role of teacher and his reaction to learn errors committed by him during his lecture can be seen as a legitimate object for number of inquiries on classroom teaching and learning. Imparting quality of education in the classroom can be increased only by providing the teacher with thoughtful appraisal or feedback by recognizing them for their work. Appraisals and feedbacks are powerful tools that can mould, shape, and promote effective teaching especially among the young teachers who can play an active role in promoting the innovative teaching practices.

Unfortunately, in India we can clearly observe that most of the teachers do not have this kind of habit or even experience. According to me the practice of effective appraisal and feedback in the language classroom have real impact on the things happening around in the classroom. The teachers who are receiving appraisal and feedback, many reports may have changes in their teaching practices, especially on their emphasis on improving student academic career, focusing on student discipline, and on classroom management as well, a good way to improve teachers self-efficacy and student learning is only to value or acknowledge the teachers innovative work publicly.

Further let's focus on what is meant by feedback and how exactly does the feedback help the teachers in improving, developing themselves in their profession.

What is feedback?

Feedback means giving his/her opinion regarding one's performance in any field or work without any bias.

What is corrective feedback?

Its information provided to an individual or group about how her or its behavior, actions, style, strategies, etc. are perceived by and affecting others.

Who should provide corrective feedback?

It can be given by Students, Supervisors/ seniors, Colleagues and others staffs who work in the same field or even in a similar target group.

What are some methods of feedback?

There are some methods of feedback among which the following are most popular

- a) One-to-one feedback
- b) Intragroup feedback
- c) Inter group or Group-to-group feedback
- d) Consultative feedback

How can corrective feedback help an individual?

The following are some pro's that are user friendly and more helpful in the development of an individual:

- a) Feedback can help to recognize and acknowledge the errors, problems, and issues that could be an obstacle for professional development.
- b) Feedback can flag potential errors before they become problems
- c) Feedback can help to avoid alienating potential allies and acts as user friendly to recognize one self.

Strategies of Corrective Feedback:

Corrective Feedback is one of the most time-consuming tasks that teacher's experience in their classes. Upon receiving the written piece that the students have produced, teacher's start correcting the papers using different strategies. However, most educators are not quite aware of their students' attitude towards the way they treat their students' written piece. Another factor missing in the bulk of the studies carried out thus far is that they are void of the reasons why students prefer to be corrected, the way they claim is preferable to them. Among others, the Corrective Feedback typology put forward by Ellis (2009) provides an all-encompassing one in that it has all the feedback strategies that teacher's could employ while giving corrective feedback.

What are different types of corrective feedback?

There are six types of Corrective feedback which are as follows:

1. Explicit Corrective Feedback (CF): Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

Example: Teacher: What colour is this?

Student: This is a yellow

Teacher: Okay, can you show me a red one? (Teacher's continuation)

2. Elicitation/ Direct Corrective Feedback (CF) :The teacher directly elicits the correct form from the student by asking questions (e.g., "How do you call that in Hindi?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a....") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as meta-linguistic clues in that they require more than a yes/no response.

Example: Teacher: Rajiv, what do you do in your free time?

Student: listen to music

Teacher: you? (Elicitation)

3. Recast / Indirect Corrective Feedback (CF): Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

Example: Student: I'm collector

Teacher: You're the collector (recast)

Student: I'm director

Teacher: I'm the director (recast). All right

4. Clarification Corrective Feedback (CF): By using phrases like "Excuse me?" or "I can't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

Example: Teacher: What colour is this?

Student: This is a brown

Teacher: I can't understand. What colour is this? (Clarification request)

5. Meta-linguistic Corrective Feedback (CF): Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance.

Example: Teacher: What colour is this?

Student: This is a green

Teacher: WHAT? This is a green? (Repetition of error)

6. Repetition. The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

Example: Teacher: Do you like ice-cream? What kind do you like best? Mint?

Student: Doesn't like mint

Teacher: Don't you like mint? (Recast) But do you like all the rest?(Teacher's continuation)

Conclusion:

Feedback or appraisals plays an important and vital role in evaluating our lives, not only in our carrier life but also in various aspects of our lives like personal, behavior, attitude, communication etc., It will also help us in improving skills and even more on the other aspects of our life that need improving on. At the same time, it allows us to be better, to become more efficient by changing, rectifying the defects which cannot be focused by an individual.

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