GIVING FEEDBACK TO LEARNERS AND TYPES OF FEEDBACK

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Abstract: This article focuses on how to give feedback to learners correctly and types of feedback. The paper aims to provide valuable constructions about giving feedback to students and various types of feedback. Since giving effective feedback is still an issue for many educators this paper aims to help educators, students and educational institutions make the best decisions when it comes to giving feedback and choosing its type by exploring different studies, scholarly articles, and real-life examples.

Key words: feedback, constructive, issue, type, improve, formal, informal, peer feedback, formative.

Introduction: Feedback is considered as a difficult issue in education arena. Because it is one of the most important and challenging elements of teaching process which effects on improving the learning process of students. One incorrect feedback can kill students' motivation so having knowledge about how to give feedback in a suitable and types of feedback according to the situation is very essential for teachers. This research article aims to reveal effective ways of giving feedback to students and choosing its appropriate type in order to improve learning process of students.

When giving feedback there are so many things that should be taken into consideration since feedback is a vital approach to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning (Ferguson, 2011). In addition, the feedback strongly impacts on students' future practice and the development of learning (Eraut, 2006). That is why giving feedback has a crucial role to play in the learning process of students. However different student surveys across the world have also indicated that learners are dissatisfied with the feedback they receive on their course works (David Nicol, 2010) and it causes many conflicts between teachers and students. In order to avoid such kind of

situations teachers should know how to choose an appropriate type of feedback and use it correctly. According to Ismat Rahman article about the value and effectiveness of feedback in improving students'(2016)some suggestions have been made to make feedback more effective and valuable in terms of student learning:

- Make students understand what good performance or goal means,
- Simplifies the improvement process of self-assessment or reflections in learning,
- Providing quality information to students about their learning,
- Allowing peer dialogue in understanding the feedback,
- Inspiring positive motivational beliefs,
- Providing opportunities to close the gap between current and desired performance,
- Effective feedback can provide information to teachers that can be used to help to shape the teaching,
- Giving positive feedback,
- Choosing the right moment.

There are several types of feedback and each type of feedback has its role to play in teaching process.

Informal feedback can occur at any times. Therefore informal feedback requires the building of rapport with students to effectively encourage daily time management and decision-making for learning. When giving informal feedback teachers should keep it constructive rather than critical or accusatory. There are so many advantages of informal feedback such as offering an opportunity for students to provide timely, constructive information that will assist learning, helping students to become more reflective about their learning and so on (informal feedback, 2013 edition).

Formal feedback refers to the structured and systematic evaluation and communication of a student's performance, progress and areas requiring improvement.

Formative feedback is monitoring student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. This type of feedback helps students to improve and prevent them from making the same mistake again. Drew (2001) conducted an investigation into student perception of what helps them learn and develop in higher education. Students regarded assessment as a powerful vehicle in helping them learn, but

suggested that feedback in all aspects of their progress, not just performance in essays or examinations, would help them develop further.

Summative feedback focuses on evaluating the student's overall performance and achievement after a specific period instruction or activity. This type of feedback summarizes the learning outcomes. Summative assessment instruments are supposed to guide large numbers of university tutors and supervising teachers as they undertake these observations and make high-stakes judgements about students' teaching competence and incompetence(Lee Rusznyal, 2012)

Student peer feedback is when students provide one another with feedback on their work or performance. In this type of feedback students are responsible for not only their learning but also their peers (Linda B. Nilson, 2003)

Constructive feedback is specific, issue-focused and based on observations. There are four types of constructive feedback: negative feedback, positive feedback, negative feed-feedback, positive feed-feedback. Constructive feedback motivates learners, improves their learning and enhances their professional growth (Wolters Kluwer, 2017)

Each type of feedback in teaching plays a critical role in supporting students' growth, understanding, and progress. Choosing appropriate type of feedback and giving it correctly are key elements of successful teaching and learning process.

Conclusion:

In conclusion: Giving feedback is a multifaceted and essential aspect of teaching which serves as a dynamic tool for guiding learners toward growth, improvement, and greater understanding. This article offers valuable insights into how to give feedback correctly and the types of feedback. By implementing suggestions about giving feedback and choosing a suitable type of it, teachers can improve students' learning process and develop their language skills.

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