

Effects Of Feedback On The Teaching And Learning Of English Language In Higher Institutions In Nigeria

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Abstract: *Feedback is a very important element in the teaching and learning process, especially when it comes to the study of English language. This study was carried out to examine the impact of feedback in teaching and learning English language in higher institution, using Adekunle Ajasin University as a case study. This study was specifically set to ascertain the importance of feedback to teaching, to learning, how it improve students' academic performances and also how it helps educators or instructor know the loop hole in their respective teaching method. This research made use of survey design and the simple random sampling techniques was adopted in this study. The population size comprises of students from the faculty of arts and from the faculty of education in Adekunle Ajasin University, Akungba Akoko, Ondo State. To determine the sample size, the researcher conveniently selected 100 respondents, also self-constructed and validated questionnaire was used for the data collection. The validated questionnaires were collected and analyzed using the frequency table and also the mean score. The results show that regular and constructive feedback significantly improves students' performances and it boosts their overall confidence. Moreover, feedback enhances students' metacognitive skills, enabling them take ownership of their language. The finding shows the importance of feedback in English language teaching and learning, highlighting its potential to foster a culture of continuous improvement and excellence in higher institution. In conclusion, it is recommended that feedback should be given in a timely and effective manner. Learners should put the feedback given to them into proper use, as it helps them in advancing academically.*

Keyword: *Feedback, English language, learning, Student performance, learning, improvement*

I. BACKGROUND TO THE STUDY

English language is the language of government, law, politics, mass media, commerce, trade, administration and different social engagement for people from different tribe or language group in Nigeria. It is the language for education and also a medium of instruction. The National Policy of Education (NPE 2014), stipulated that English should be progressively used as medium of instruction from the fourth year of primary. In Nigeria today, English remains the language of teaching, student cannot make commendable progress in their studies without mastering of the language. Subject and courses taught in the primary, secondary and even tertiary institution are done in English language. According to Aliyu(2010), English language is said to be a language which originate from British as a native language and it is recognized

by the Americans with the exception of south Americans . In (1877), Henry sweet defined English as the language of the people of England

English language proficiency stands as a cornerstone for academic and professional success in our increasingly interconnected world. The ability to communicate effectively in English is not only a practical skill but also an empowering tool for individuals navigating diverse academic and professional landscapes. In higher institutions, the responsibility to impart this proficiency falls upon educators, who face the challenge of equipping students with the linguistic competence needed for success. However, the journey of mastering English as a second language is multifaceted and often fraught with challenges. Students in higher institutions encounter linguistic intricacies, cultural nuances, and diverse learning backgrounds that shape their

language acquisition experience. Recognizing these challenges, the effectiveness of teaching methods, particularly the role of feedback, becomes paramount in fostering successful language acquisition. According to Shute (2008), feedback is the information provided by an agent (e.g., teacher, peer, parent, or technology) regarding aspect of one's performance or understanding.

Feedback is an important element of student-teacher interaction in the classroom. Even experienced teachers admit that it is beneficial to put oneself in the student's position in order to understand their individual needs, and hence adjust the instruction, assessment and feedback moves to aid language acquisition. Every once in a while a teacher comes to the realization that despite all the effort and countless correction, students still make the same errors. Sometimes it is because the expectations towards the learners are too high, on other occasions it is because students lack interest to advance in their language development, and sporadically there is a mismatch between what teachers communicate and what students receive and process. Feedback is an important element of student-teacher interaction in the classroom. Even experienced teachers admit that it is beneficial to put oneself in the student's position in order to understand their individual needs, and hence adjust the instruction, assessment and feedback moves to aid language acquisition.

STATEMENT OF THE PROBLEM

Feedback has a major impact in the academic of students either positively or negatively depending on the student attitude toward the feedback given. It has been recorded that providing student with specific feedback on their work leads higher achievement and self-efficacy. This research project tends to look at what happens when adequate feedback is not administered to students of English language in the higher institution for this research work the case study will be Adekunle Ajasin University Akungba-Akoko, Ondo state. Delay in feedback, for instance 100level first semester result that is released at 200level first semester affects the performance of the student. Feedback encourages or discourages the performance of students.

PURPOSE OF THE STUDY

The major purpose of the study examines the impact of feedback in teaching and learning English language in higher institution. The purposes are as follow:

- ✓ To examine the impact of feedback on the learners of English language in higher institution
- ✓ To what extent is feedback given?

RESEARCH QUESTIONS

- ✓ What are the effects of feedback on student performance?

Feedback plays an important role in language teaching and learning process. This process helps the teachers to effectively teach the learner and also enhance their capabilities towards learning. A decent feedback gives basic analysis of the records, additional comprehension and appreciation of the language. Feedback is considered as post-reaction data

provided to learners; to advise them about their real condition of learning. It assists learners in gaining insight or capability to what is craved. Mory (2003), summarized that feedback plays the role of a motivator, supporter and informer.

A comprehensive feedback is assumed to be important for pursuance of further learning, as it points towards learner's level of learning and the requirements for development. To urge someone for feedback is always helpful for the enhancement of both teaching and learning. Feedback indicates and improves a few capacities such as; to affirm introduced data, append the new data, indicate the mistakes, rectify the mistakes and create contingent use of data. Whereas in a learning setting feedback streamlines the great performances, helps the advancement of self-appraisal, conveys outstanding data to learner about learning, empowers teacher's and learner's participation, encourages inspiration and self-regard and inspires teachers to enhance their skills in teaching. In some cases, teachers realize that giving feedback to their students is the most tedious and unpleasant task. The teacher's reaction and views may be characterized by employing the feedback strategy and are affected by numerous components such as the language capacity of the learners, types of assignments, and the phase at which the feedback is provided. The teacher at the time of providing feedback serves as the pursuance, editor, facilitator, guard, mentor and evaluator. Moreover, teachers need to assess learner's learning through numerous perspectives such as organization and style, content, vocabulary and grammar.

According to Hattie and Timperly (2007), feedback is information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspect of one's performance or understanding.

II. FORMS OF CONSTRUCTIVE FEEDBACK

PRAISE

Praise is where you show appreciation to your students for the work they have done. If a student performance excellently well in a particular acknowledging their work and showing your appreciation you can help to reinforce these positive behaviors. Additionally, you can use praise as part of a larger feedback session. By highlighting the things the student has done and how he or she performed better than the rest of the students in the department or class. Your students feel appreciated and any advice shared as part of the feedback will feel positive. Criticism is harder to navigate as if it is handled poorly it can lead to an u making it more necessary to gain knowledge about the experiences of these different groups of students. In addition, as fee-paying students may behave like consumers and expect 'value for money', they may be more demanding of aspects of their student experience and of having their voice heard. As Green et al. (1994: 101) argue.

CRITICISM

Criticism plays an important role in helping people avoid negative behaviors and grow from their mistakes. Proper criticism should be sincere and caring whilst also containing a

level of importance. Do not let your emotions get the better of you as criticism levied while you are angry, disappointed, or frustrated may lose its message. The outcome of criticism should still be positive and contribute to the students' growth.

III. TYPES OF FEEDBACKS

Feedback is an elastic term that can cover a myriad of contexts. John Hattie and Helen Timperley define feedback as the 'information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding ... feedback thus is a consequence of performance' (Hattie and Timperley, 2007, p. 81). This definition suggested that feedback can come from a wide range of sources (e.g. teachers, other students or self) and that it is a response to something, for example an assignment task. Royce Sadler's seminal definition of feedback explains that feedback should provide information about the 'gap' between actual performance and desired performance, thereby enabling students to close the gap and improve their performance, moving it closer to the desired level. As Harvey (2001b) argued, effective improvement in the quality of Education requires integrating student views into a regular and continuous cycle of analysis, reporting, action and feedback.

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CONSTRUCTIVE FEEDBACK

Constructive feedback is the type of feedback aimed at achieving a positive outcome by providing someone with comments, advice, or suggestions that are useful for their work or their future. This type of feedback focuses on providing specific suggestions for improvement while acknowledging the positive aspects of the individual's performance or behavior. The outcome can be faster processes, improving behaviors, identifying weaknesses, or providing new perspectives.

CORRECTIVE FEEDBACK

Corrective Feedback (CF) has become prominent learning and teaching due to its crucial and postulated facilitating role both in students' attention in and teachers' perspective on the error treatment. CF is described by Russel & Spada (2006) as any feedback type used by teachers in response to learner utterance in the target language that contains an error. According to Chaudron, CF referred to "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (1977, p. 31). Immediate student response to teacher's corrective feedback is called student uptake which can result either with repair of the error or still in need of repair (Lyster & Ranta, 1997).

IV. STUDENT PEER FEEDBACK

Peer feedback is when students provide one another with feedback on their work or performance. Engaging in peer feedback using the relevant assessment criteria provides students with opportunities to explore these criteria and standards in the context of a specific task. Peer feedback involves providing opportunities for students to talk and listen, write, read meaningfully, and reflect on the content, ideas, issues, and concerns of an academic subject. Peer feedback can be defined as "a communication process through which learners enter into dialogues related to performance and standards. Peer feedback can take various forms, such as, peer evaluation, peer critiquing, peer editing, or peer response.

V. IMPORTANCE OF FEEDBACK IN LEARNING

Feedback can also be provided not only about the subject matter content learned but also aspects of learning process and of learner. Learners usually crave feedback. Through this process they can see that the teacher or trainer has taken the time to observe, examine, analyze and critique, to think about what they have said, written or done and to try and help them to improve their work. Effective feedback appears to be a very positive feature of all post-compulsory teaching learning that helps to promote student understanding, motivation and well as performance. It can also decrease performance variability over time.

- ✓ *Identification of Strengths and Weaknesses:* Feedback helps learners identify their strengths and weaknesses. By understanding where they excel and where they need improvement, learners can focus their efforts on areas that require attention, leading to more efficient learning.
- ✓ *Facilitation of Mastery Learning:* Feedback supports mastery learning by providing learners with information on their performance relative to specific learning goals or criteria. Learners can use this feedback to monitor their progress, set goals, and take ownership of their learning.

VI. DATA ANALYSIS

Research Question 1: What are the effects of feedback on student performance?

S/NO	ITEMS	SA	A	D	SD	Mean
1.	Do you agree that feedback helps you perform better in your studies?	53 53%	43 43%	3 3%	1 1%	3.48
2.	Do you agree that feedback from teachers helps you understand how to improve your performance?	61 61%	34 34%	4 4%	1 1%	3.55
3.	Does feedback from peers influence your performance in a positive way?	88 88%	0 0%	12 12%	0 0%	3.76

4.	Does receiving feedback motivate you to work harder on your assignments?	93 93%	0 0%	7 7%	0 0%	3.86
5.	Do you feel more confident about your work when you receive constructive feedback?	90 90%	0 0%	10 10%	0 0%	3.8

Field Survey 2024.

Table 4.1: Analysis of respondents to research question one

The data obtained from the table 4.2 analysis, with a total mean value of 3.69 shows that items 1-5 are within the acceptable region. Therefore, concluded that feedback has effects on students' performance in Adekunle Ajasin University, Akungba-Akoko, Ondo state.

VII. DISCUSSION OF FINDINGS

From the analysis obtained from the respondents, the research tends to reveal the effects of feedback on student performance in Adekunle Ajasin University, Akungba-Akoko Ondo state. This is in line with the perspective of Hattie and Timperley (2007), talked how feedback influences students' performance and understanding. It mentions that feedback serves as a developmental tool for evaluation in teaching and learning, allowing learners to compare shortcomings, enhance self-evaluation capabilities, and observe the evaluation framework. Additionally, it suggests that the effectiveness of feedback in improving teaching and learning capabilities should be further investigated, indicating its potential impact on student performance. Their perspective went further to imply that feedback plays a significant role in influencing student performance. Table 4.3 discusses the respondent's view on how feedback improves students' academic performance. Feedback improves students' academic performance by providing them with valuable information about their performance and understanding. When students receive feedback, whether from teachers, peers, or other sources, they gain insights into what they did well and areas where they can improve. This information helps them understand their strengths and weaknesses, guiding them to adjust their learning strategies accordingly.

VIII. CONCLUSION

This research emphasizes the vital role of feedback in education, showing how it helps students learn and teachers improve their methods. By understanding different types of feedback and when to give it, educators can create a supportive environment where students feel confident to learn and grow. Timely feedback, in particular, is crucial for correcting mistakes and motivating students to keep trying. By applying these findings, teachers can enhance their teaching practices and make learning more effective and enjoyable for students. Overall, this research highlights the power of feedback to transform education and improve student outcomes.

IX. RECOMMENDATIONS

Based on the findings and conclusion of this study, the following are recommended

- ✓ Prioritize timely feedback to help students' correct mistakes and stay motivated in their learning journey.
- ✓ Diversify the types of feedback given, including task-focused, process-oriented, and self-regulation feedback, to cater to different learning needs.
- ✓ Train teachers to provide effective feedback that is specific, actionable, and tailored to individual student progress.
- ✓ Encourage students to actively engage with feedback by reflecting on their performance and making adjustments to their learning strategies.
- ✓ Create a supportive classroom environment where students feel comfortable receiving feedback and are encouraged to reflect on their learning.
- ✓ Incorporate feedback into the assessment process to ensure that students receive ongoing support and guidance throughout their learning journey.

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