

KO'P SONLI INGLIZ TILI O'RGANUVCHILARDAN IBORAT AUDITORIYADA FIKR-MULOHAZA BERISHNING AMALIY QIYINCHILIKLARI VA YECHIMLARI

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Annotatsiya: Feedback (izohlash, fikr-mulohaza berish) til o'rganishning asosiy omillaridan biri hisoblanib, til o'rganishning rivojlanishiga imkoniyat yaratadi. Biroq, ko'p sonli til o'rganuvchilardan iborat auditoriyalarda, feedback bildirish qiyinchilk tug'diradi. Chunki o'qituvchi tomonidan har bir talabagafikr-mulohaza berish ko'p vaqt talab qiladi. Natijada, talabalarning yetarli darajadabilim va ko'nikmaga ega bo'lishlari uchun imkoniyat kamayadi. Mazkur maqolaning maqsadi ko'p sonli ingliz tili o'rganuvchilardan iborat auditoriyada fikr-mulohaza berishning zamonaviy va samarali usullarini o'rganishdan iborat. Maqolada keltirilgan muammoning yechimlaridan biri o'quvchilarning bir-birlariga nisbatan bildiradiganfikr-mulohazalari hisoblanadi. Yana bir usul – guruhlariga bo'linib muloqot ko'nikmasini oshirish mobaynida kuzatilgan xatolarga umumiy tarzda fikr-mulohaza berishdir.

Kalit so'zlar: feedback, fikr-mulohaza, tavsiflovchi, motivatsion, tengdoshlarning fikr-mulohazalari, guruhda ishlash, rivojlantirish, samarali

ПРАКТИЧЕСКИЕ ТРУДНОСТИ ПРИ ОБРАТНОЙ СВЯЗИ В БОЛЬШИХ АНГЛИЙСКИХ КЛАССАХ И ВОЗМОЖНЫЕ РЕШЕНИЯ

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Аннотация: Фидбек является одним из ключевых факторов в изучении языка, поскольку оно способствует развитию знаний и навыков языка. Однако предоставление обратной связи в больших английских классах может быть затруднительным из-за недостатка времени на индивидуальную обратную связь от преподавателя, что может привести к медленному прогрессу среди студентов. Цель данного исследования - изучить способы решения этой проблемы. Одно из предложенных решений - это обратная связь со стороны сверстников, где студенты делятся комментариями друг с другом. Другим методом является обратная коллективная связь на основе работы студентов в группе, выполняющих определенную задачу, направленную на развитие навыков речи.

Ключевые слова: Обратная связь, описательная, мотивационная, фидбек от сверстников, групповая работа, развитие, эффективный

PRACTICAL DIFFICULTIES OF GIVING FEEDBACK IN LARGE ENGLISH CLASSES AND POSSIBLE SOLUTIONS

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Abstract: Feedback is one of the key factors in language learning since it paves the way for the development of necessary skills and knowledge. However, giving feedback in large English classes can be difficult since there is not enough time for everyone to receive individual feedback from a teacher, which may result in low progress among students. The purpose of this

article is to investigate the ways to address this issue. One solution presented in this article is peer feedback where students give each other comments. Another method is to give oral collective feedback based on the performance of students engaged in a group work activity.

Key words: Feedback, descriptive, motivational, peer feedback, group work, development, effective

Introduction. Feedback is one of the essential elements of teaching and learning. It facilitates the progress, acts as a level and serves as a beacon in the vast ocean of knowledge where learners are often faced with the waves of uncertainty, difficulties and insecurities in their journey. A growing number of researches point out the benefits of feedback in terms of education. For example, Ferguson (2011) maintains that feedback is a crucial aspect of learning and nurtures skills that are necessary to succeed as a student. Although the importance of feedback is widely known and there is much research about the types of feedback and how to implement them, some teachers still struggle to give proper feedback, particularly in large ELT classes where the number of students can exceed the number of chairs available in the class. This presents a challenge in the form of time constraint as it is virtually impossible to give each and every student quality feedback. Consequently, certain students fall behind others and fail to learn target language successfully. This issue is also common among shy students who are not willing to ask for the feedback or less active students who receive little feedback from teachers due to limited involvement in the lessons. Giving feedback is only one of the many problematic issues of teaching large classes; having said that, it is one which is crucial for learners' educational growth and development. Thus, the purpose of this article is to identify practical difficulties of giving effective feedback in large language classes, particularly in English classes and explore possible ways to address them.

Having been employed at one of the higher education institutions in Uzbekistan where I have to teach English to more than 30 students in one class, I came to realize that I was constantly failing to provide response to my students' performance, as a result of which many students were failing to make significant progress. According to Hattie & Timperley (2007) providing students with feedback is an essential skill for teachers working in universities, and that feedback has a key impact on the learning process. Hence, I was motivated to write this paper to contribute to the development of not only my students but also those students whose teacher reads this paper and aims to make significant progress by giving effective feedback to a group of many students learning the English language.

First of all, practical challenges of giving feedback in large language classes and existing methods to overcome them should be identified. The main challenge, as mentioned above is the time constraint presented by the number of students. If teachers gave feedback to all students, the whole lesson would be dedicated to feedback session, which is undoubtedly impractical and ineffective. This statement is supported by McCarthy (2017) who asserts that giving individual quality feedback in time takes too much time and large class settings make it even more challenging to do. There are several methods to address the lack of time when giving feedback in large classes. One is peer feedback, where students provide feedback to each other, thereby evaluating the progress level and the degree of participation (Blumberg, 2019). In addition, peer feedback nurtures student collaboration and autonomy, which are essential study skills. Rollinson (2005) also favors the idea of peers giving each other feedback as it enhances the autonomy of students. While the feedback from their peers may not be very accurate, it will still create an opportunity to grow with other students, which will save teachers' time that can be used for other activities and lesson procedures.

Another method is to employ oral feedback. While students are working together and performing a certain task, such as speaking activity, a teacher can monitor their performance by walking around and taking notes of mistakes made by students and correct them in front

of the whole class after the activity, thereby saving valuable time and still giving effective, collective feedback. This type of oral feedback is regarded as a significant contributor to learning a language (Ellis, 2009). Noteworthy is the fact that oral feedback constitutes several types such as corrective feedback, descriptive feedback, motivational feedback and so forth. In this article, the impact of descriptive and motivational feedback will be studied as a means to tailor an effective feedback to a group of English classes with many students where challenges such as time constraints and affective filters (factors that influence language learning which include shyness, fear or anxiety that limits students' participation in the lessons) can hinder the application of other types of oral feedback.

METHODS. To address the issue of giving feedback in large classes, the study was conducted at the institution I am employed with two groups consisting of 30 and 35 students majoring in Investigative and Prosecutorial activities, respectively. Participants mainly represent Uzbek nationality and are about the same age, which is from 18 to 20. The groups are mixed level classes with the majority of students having B1 and B2 levels (figure 1). Qualitative research methods such as survey and observation were used to conduct the study.

figure 1

1 st group - Investigative activity			
Number of students	Nationality	Age	Level
30	Uzbek	18-20	B1, B2

2 nd group - Prosecutorial activity			
Number of students	Nationality	Age	Level
35	Uzbek	18-20	B1, B2, C1 (2ss)

Activities aimed at improving speaking and communication skills were employed to carry out the study where students' instruction was to work in pairs and give each other feedback. In particular, this procedure took place in the following way:

Students were given four questions:

- 1) What should you do to become a prosecutor/investigator?
- 2) What qualities should a prosecutor/investigator have?
- 3) Are there any difficulties associated with being a prosecutor/investigator?
- 4) Is the job of prosecutor/investigator important in our society? In what way?

Students took turns to answer the questions and listened to their partners carefully to provide feedback on good and bad answers and correct some mistakes where students felt it necessary. In the meantime students were being monitored to ensure they were following the instructions. After the completion of the activity, students were given an anonymous survey questions. This procedure took place with both groups.

A further method of giving feedback to large number of students when they are doing an activity is oral feedback. Two types of this feedback were given to students, such as descriptive and motivational feedback after the group work activity. Students from the first group category were divided into 6 smaller groups with 5 students in each group, whereas students from the second group category into 7 with 6 students in each small group. The groups were instructed to draw four lines crossing each other, forming a big plus sign, and write 4 titles for each space and one sentence for each title.

The titles in the form of questions were given by a teacher:

- 1) What's your current goal?
- 2) What's your biggest fear?
- 3) What's your biggest regret?

4) What's your biggest dream?

They were given several minutes to prepare and 10 minutes to speak turn by turn within a group. During the activity done by both group categories, teacher monitored the process of group work and took notes of some of mistakes students made. Once the group activity was finished, feedback was given to the whole class based on the notes the teacher took. Students' mistakes were highlighted; explained, corrected and further model sentences were given in addition to some words of encouragement to motivate students to keep doing a good job in group work. For example, some students were not able to paraphrase the question in order to answer them. Some would simply say my biggest dream and later they were instructed to use greatest instead of biggest and ambition instead of dream and some more examples of this language were given. After some time, the same instructions and similar questions were given to students to see whether students would follow the feedback given by the teacher.

RESULTS. After the first activity where students practiced the speaking activity answering four questions related to their future profession and gave each other peer feedback, students were given an anonymous survey with the following two questions in small paper cards:

1. Was the feedback helpful to you? Yes/No
2. Are you willing to give each other regular feedbacks during speaking activities? Yes/No

The answers from the survey was collected and it was established that most of the students were satisfied with the feedback they received from their peers and, most of them are ready to be involved in peer feedback session after the speaking activity. However, there is also the minority part of students from the first group category and almost half of the students from the second category that express their unwillingness to receive feedback from their peers (figure 2). This outcome highlights the need to seek more effective alternative ways of providing feedback that will suit individual students' needs who want professional quality feedback from their teachers. Still, the fact that majority of students were willing to be open-minded about feedback they received from their peers, which means this method of feedback can be used in the classroom.

Group category	Feedback was helpful	Feedback was not helpful	Want regular peer feedback	Do not want regular peer feedback
Investigative activity	24	6	22	8
Prosecutorial activity	28	7	24	11

figure 2

The outcome from the second study in the form of observation demonstrated that oral feedback, particularly descriptive and motivational ones, which is given to the whole class after the speaking activity in groups proves to be effective approach since students were seen following the feedback, using better alternatives of the words and feeling encouraged to do so. This type of feedback was also successful in retaining students' attention since it involved each and every one of them in that some refreshed their knowledge while some learned from mistakes and model answers.

DISCUSSION. As can be seen, practical issues of giving feedback to a large ELT class presented by a time limit of the lesson as well as learning anxiety, shyness and other affective filters can be overcome by establishing a peer-feedback session after the activity and oral feedback which is given to the whole class. The outcome of the survey related to peer-feedback showed that many students express willingness to engage in it, while some are not so eager. Even though this feedback allows for more interaction, which is also stated by Hyland (2000) that it leads to the increase in student participation, it is possible that those showing little

eagerness may prefer quality feedback from their teacher. For example, Kangni (2015) found that these kinds of students may question the validity of peer's feedback and put more trust in teacher's words.

The second outcome of the observation shows how students' perception of oral feedback is positive, which is reflected by the high retention of students and active application of the feedback. For instance, Hattie and Gan (2011) point out that this sort of feedback can be either tailored to be focused on group of students or concentrated on the needs of individual students. Thus, it can be argued that collective feedback which is gathered from students' mistakes while monitoring them is both effective and efficient. Providing them with descriptive feedback only adds to the quality of collective feedback since it is the provision of information that is specific to the good and weak points of students as well as ways of improving them (Hargreaves, McCallum & Gipps, 2000). Last but not least, to accelerate this learning process, some mental fuel in the form of praises would serve well to large groups since it will remind students of their value, which in turn will create a more positive and supportive learning environment that is especially necessary in large classes. As Ellis (2009) argues positive words such as "that's an amazing job" and "you did well" will contribute to the friendly atmosphere and increase students' motivation to study.

It should be noted that there are more potential challenges of providing feedback to large English classes and ways of dealing with it than the ones discussed and identified here, which are the main limitations of this article. Furthermore, the study outcome from survey and teacher observation is based on the results obtained from speaking activities that are done in pair and group work; however, the study could also be conducted using different research methods, with different aspects of language as well as mixed aged and multilevel groups. What further limits the impact of this article is the absence of feedback as a means of formative assessment. Extended research is necessary to identify the impact of the feedback and related issues in other areas of the language such as listening, reading and writing. Nevertheless, the implications of this study can be important in the field of language education within universities that offer English classes to a large audience since challenges described here are similar to what they might be experiencing and solutions supported with qualitative research methods can be applied to address difficulties associated with the language learning context.

CONCLUSION. The outcome of this study concludes that peer feedback and oral feedback, particularly descriptive and motivational ones; in the form of collective feedback given for the whole class are effective ways in addressing the issue of providing feedback in large English classes, especially during pair work and group work activities aimed at improving speaking and communication skills. While it was found that not every student is satisfied with peer feedback as it might not equate to quality and professional feedback from the teacher, the majority of students were willing to give each other feedback. This means alternative approaches to peer feedback or instructions on how to give professional peer feedback are necessary if teachers want to tailor to the needs of each and every student. Furthermore, collective feedback given to the whole class, explaining common mistakes and providing examples can be one good solution when teaching a large class since it can, as mentioned above, keep students' attention high and gave them an opportunity to refresh their knowledge and learn from personal mistakes and those made by other students.

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