

قوة ملاحظات المعلم الإيجابية وكيف يتم تفسيرها من قبل طلبة المرحلة الثانوية في مدينة جنزور

د . محسن أبو بكر أحمد علي - كلية الآداب - جامعة الزاوية

خلاصة البحث:

تعتبر ملاحظات وردود فعل المعلم تجاه طلابه واحدة من أقوى العوامل المؤثرة على التعلم والتحصيل العلمي .

فعندما تكون ملاحظات وردود فعل المعلم إيجابيه وبناءه للطلاب فقد تكون مفيدة جداً وتدفع الطلاب للتفكير في تعليقات وملاحظات معلمهم كدافع للحفاظ على العمل الجيد وعلاوة على ذلك، فهي تشجع الطلاب لتطوير عملهم للتوصل إلى مستوي أفضل من التحصيل العلمي. ومن ناحية أخرى، فإن ملاحظات المعلم السلبية قد تكون لها ردود فعل مدمره على الطلاب في معظم الأحيان. على سبيل المثال حينما يستعمل المعلم الفاظ تسيء للطلاب كقوله "انت تلميذ غبي" أو يقول له أو لها "جوابك خطأ، وأنت لا يمكنك أن تفعل أي شيء صحيح"، كل هذا يمكن أن يسبب أضراراً نفسية خطيرة. وسيشعر الطالب أنه غير قادر بأن يقوم بتعديل عمله أو حتى محاولة إنجاز أي شيء في المستقبل. لذلك فإن هذه الورقة البحثية تهدف إلى معرفة كيف يقدم معلمو المدارس الثانوية ملاحظاتهم؟ وكيف يفسر الطلاب تعليقات معلمهم؟ - أيضاً - هذه الورقة البحثية تسعى إلى تحديد المؤثرات الرئيسية التي يمكن أن يكون لها أثار على التدريس والعملية التعليمية برمتها

وكانت عينه البحث تتكون من 65 طالبا وطالبة و7 مدرسين ذكور وإناث اختيروا بطريقة عشوائية من مدارس مختلفه في مدينة جنزور ومن خلال جمع البيانات وتحليلها اتضح أن 90 % من الطلبة ردودهم كانت إيجابيه نحو ملاحظات معلمهم وأن الملاحظات الإيجابية للمعلم هي ليست فقط لتحسين أداء الطالب بل لتحفيز الطلاب علي زياده الاكتساب وتشجيعهم على زياده التحصيل العلمي...

The Power of Teachers' Constructive Feedback and How It Is Interpreted by Students with Reference to Janzour Secondary Schools

By

Dr. Mohsen Abobaker Ahmed Ali. English Department/ Faculty of Arts Zawia University &

Dr. Alzadma Eltahir Alfourganee. English Department/ Faculty of Education/ Janzour University of Tripoli

Abstract

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Giving constructive feedback to students can be very helpful because they will think of their teacher's feedback as a motive for keeping up the good work. Moreover, students will think of their teacher's feedback thoroughly and try to adjust their work to come up with a better product. On the other hand, receiving negative feedback is devastating most of the times. Calling a student "Stupid" or telling him/her "Your answer is wrong, you can't do anything right," can cause serious psychological damages. The student will feel that it makes no sense to edit his/her work or even try to accomplish anything in the future.

Therefore, this research aims to find out how and why secondary school teachers provide feedback and how students interpret their teachers' feedback. It sought to identify major influences that could have effects on teaching and learning process and students' achievements. The research sample consists of 65 male and female students and 7 male and female teachers from 3 secondary public schools in Libya. The different schools in this study were chosen randomly using stratified random sampling.

A combination of quantitative and qualitative research methods was utilised to collect data. A closed-ended questionnaire was administered to 65 students. In addition, 7 semi-structured interviews were conducted with 7 teachers. SPSS software was used to analyse the questionnaire responses, while thematic analysis was applied to the qualitative data. The findings revealed that more than 90% of the students had high expectations towards all questionnaire statements related to the feedback. It was also found that the purpose of feedback is more than just improving students' performance gaps. The research found that the other purpose of feedback is to assist student learning through, increasing motivation and reinforcement of correct performance.

Literature Review

1. Introduction

Giving and receiving feedback is an essential communication skill to enhance students' learning and it is an integral part of the learning process (Brown, 2004), though it remains a challenge to deliver (Cooper, 2011). In education, feedback can be conveyed through verbal feedback or written feedback and students actively can seek feedback from a variety of sources (Merry and Orsmond, 2008; Orsmond *et al.*, 2011). It is not only restricted during assessments but also can exist in the classroom, especially when the teacher responds to the question. Providing feedback in assessment tasks may give high benefits to the students together with teaching activities. It allows students to reflect on their learning; clarifies areas where students can improve; and provides students the opportunity to self-assess their skills and capabilities. In addition, they insisted that feedback should be

clear, purposeful, meaningful and compatible with the pupils' prior knowledge and provide logical connections.

According to Black and Wiliam (1998), there are two mixed approaches of feedback, which are directive feedback, when the students need to abide by specific commands, and facilitative feedback, which provides comments and suggestions to help guide students in their revision and conceptualization. Black et al., (2004, p.10) explained that, feedback can provide information that teachers and their students can use in modifying the teaching and learning activities in which they are engaged.

Given the benefits that both teachers and their students may gain from the application of feedback, the question is how feedback can be applied effectively in the context of the curriculum and the time available and how students interpret their teachers' feedback (Sadler, 2010).

2. Definition of Feedback

Despite the various definitions of the term feedback that have been implied in the context of teaching and learning, Price et al. (2010) believed that there is no widely agreed scholarly definition of 'feedback' either in the pedagogic literature or in practice. Feedback in the context of teaching in general, can be used to inform learners about their performance. It is provided for improving their learning and can be used in two different ways. It can be utilized to assess learners by informing them how they have performed, through giving grades or providing a comment or can be used to determine specific aspects of the learners' performance and notify what the learners did right and what they did wrong and

why (Brown, 2004). Accordingly, in the purely instructional sense, feedback can be said to describe any communication or procedure given to inform a learner of the accuracy of a response, usually to an instructional question. This type of feedback allows the comparison of actual performance with some set standard of performance (Taras, 2005,).

In this research, feedback definitions will be focused on the 'information' about the performance gaps and the strategies to improve the gaps (Sadler, 1989; Taras, 2005). According to Sadler, (1989, p.123) feedback is "any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong". Therefore, feedback can be defined as the means by which teachers enable students to 'close the gap' in order to take learning forward and improve their performance.

3. Research on Feedback

Feedback is seen by many researchers and educators (Sadler, 1989; Brown, 2004; Black & Wiliam, 1998; Black et al., 2004) as a powerful tool to enhance the teaching and learning process. It can be given in different ways to inform students about whether they are on the right track or not. It also helps teachers to modify current actions for a more successful outcome. Black and Wiliam (1998) concluded that students who were typically low achievers produced higher gains when they had a clear understanding of what was achievable and what they could do to improve their work. Further, students can improve when messages about their work are clear, and not based on comparisons or competition. Therefore, it is important that teachers' feedback should be about the particular qualities of students' work, with advice on what he

or she can do to improve, and should avoid comparisons with other students (ibid).

Feedback is considered as a vital element which should be constructive, and should motivate students to be involved in judging their own performance in order to improve their learning. According to Black and Wiliam (1998); Brown, (2004) in order for feedback to be effective and support students to engage and develop in their learning it should focus on the task, and should be specific in its nature as to what the learner has done well and what they need to work on next, and is given while the task is still relevant. They emphasized that feedback which supports learning involves choice for the learner in deciding what and how to receive that feedback. Consequently, classrooms should be a culture of success for all students as explained by Black et al., (2004, p.10) The importance of constructive feedback allows for many positive opportunities. One important element is that feedback provides a foundation for positive student and teacher relationships. By providing appropriate feedback, the students understand the teacher is genuinely concerned about them and their education. This component also enhances a student's self-efficacy and provides an avenue for motivation (Brown, 2004).

4. Various Strategies to Provide Feedback

It is obvious that teacher's feedback plays a crucial role in promoting learning processes and eliminates learners' structural problems regarding what they produce. Teachers should be aware of learners' needs which are the basis for appropriate feedback teachers intend to provide. This is because learners vary in their knowledge and level of proficiency. When teachers give their

students only marks or grades, they do not benefit from the feedback on their work. Further, if students are only rewarded by providing score, they might perceive it as a competition between them and their peers (Black & Wiliam, 1998). Therefore, constructive feedback should be provided to students so that they can identify their own strengths and weaknesses and teachers can know and understand learning difficulties and misconceptions and can provide feedback accordingly. Whichever feedback strategies are employed, it is important to note that the student's emotional response to any form of feedback plays a sufficient and important role in whether the student can and will use this feedback to improve or self-correct (Cooper, 2011).

5. Rational of the Study

The current study aims to identify the importance of constructive feedback and the intentions of giving feedback by secondary school teachers to their students. It also intended to explore how feedback is interpreted by students at Janzour secondary schools. Therefore, the researchers attempt to find possible answers to the following questions:

1. How do secondary school teachers provide feedback to third year secondary school students?
2. Why do teachers provide feedback to third year secondary school students?
3. How do third year secondary school students interpret their teachers' feedback?

6. The Methodology

For collecting data, the current study adopted both quantitative and qualitative methods. This method could help the researchers to gain a better understanding of the phenomenon under study.

For quantitative data the researchers select a questionnaire. Denscombe (2007) claims that questionnaire is a common and easy method of collecting primary data. Questionnaires are simple to manage and they can be used to collect an extensive variety of data in different conditions. Therefore, a questionnaire composed of 14 close-ended questions was constructed and administered among 65 Libyan EFL students randomly selected from third year. All the items were put in four-point Likert scale ranging from “Strongly Disagree”, “Disagree” to “Strongly Agree”, “Agree” which measures the degree to which students agree with those items.

A qualitative method was also used in this study to address the research questions that surveyed "why" and "how" teachers provide feedback in Libyan secondary schools and its effects on students' learning. This indicates as Creswell, (2012, p.537) states that, '*the researcher assesses reality subjectively through his or her lens*' which possibly makes it more flexible in its response to new openings that may occur in the research processes.

The sample selection for the current study was students who are studying English language. They have been studying English for six years. The students are 65 Libyan EFL secondary school students at Janzour city, which located to the west of Tripoli. All the students who participated in this study have to study English language as a compulsory subject. The students were encouraged to answer the questionnaire as honestly as possible. In addition,

they were not asked to write their names because it has no relevance to the outcome of this study. The other sample for the qualitative method in this study was 7 teachers who were teaching English at the target schools. The teachers were interviewed and they were told that it is their right to refuse or withdrew at any time.

7. Results and Discussion

7.1. Data analysis of students' questionnaire

7.1.1. Students' Gender

Figure, (1) below shows the percentage of both male and female students who participated in the questionnaire. 28% who participated in this questionnaire were males while, the females who participated in the same questionnaire were 72% from the whole sample. This indicated that the number of female students were more than male students as it is shown on the following figure.

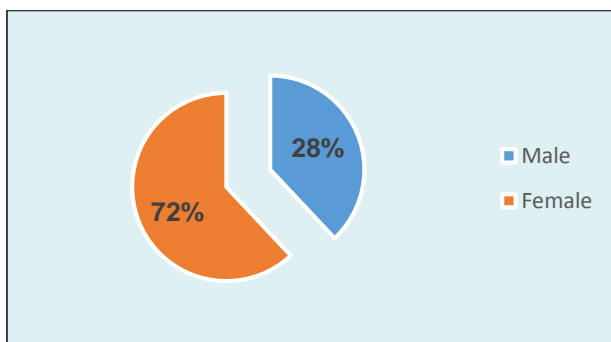


Figure 1: Students' Gender for the questionnaire

7.1.2. Students' frequency of responses concerning their teachers' feedback

The students' questionnaire was analysed quantitatively in order to give numbers, figures and percentages, which will be used in comparing and contrasting between the items within the questionnaire, and the semi-structured interviews. The process of

data analysis in the current study went through a number of steps, started by entering the data onto the computer and ended with descriptive analysis of the findings obtained. The answers to the questionnaire questions regarding, the statements that relating to the views that the students held under the category of how teachers' feedback is interpreted revealed various responses as illustrated in table (1)

Table 1: Distribution of third year students' expectation towards their teachers' feedback

No.	Questions	Strongly Disagree	Disagree	Strongly Agree	Agree
1.	My teacher should praise my efforts	8%	12%	30%	50%
2.	My teacher's feedback should include suggestions for improvement	2%	12%	50%	36%
3.	Feedback should include positive comments which highlight students' strengths	5%	3%	32%	60%
4.	Teacher's oral feedback encourages me to speak in English	40 %	27%	13&	20%
5.	Providing feedback with grades is motivating	2%	3%	55%	40%
6.	Feedback should be significant for the individual needs of each student.	12%	14%	44%	30%
7.	Students like to receive only positive feedback	18%	22%	43%	17%
8.	It becomes difficult when my teacher corrects me while I am still speaking	16%	22%	42%	20%
9.	My teacher should explain to me how the score is fair	3%	17%	50%	30%
10	Providing feedback with grades is demotivating to students	10%	75%	7%	8%1

11.	Feedback should be communicated in language that is understandable for the students	0%	2%	28%	70%
12.	Teachers need to justify the score that I had given	13%	27%	38%	22%
13	Teachers should include their plan for improvement in their feedback	22%	21	40%	17%
14	My teachers' feedback was highly beneficial to me if I get a similar task in the future	2%	8%	60%	30%

Table (1) represents the students' perceptions towards their teachers' feedback and how they interpret it. Regarding item, no 1 'my teacher should praise my efforts' more than 50% preferred their teachers to praise their efforts. For statement, 2 the results of the questionnaire showed that more than 86% stated that their teachers' feedback should include suggestions for improvement. Students' responses related to statement 3 which says that feedback should include positive comments that highlight students' strengths showed that more than half of the students 57% agreed with this statements. A low percentage 33% of the students reported that their teacher's oral feedback encourages them to speak in English. It seems that they do not prefer their teachers to interfere while speaking.

However, it is noticed from the table above that a high percentage 95% of the students reported that providing feedback with grades is motivating. The responses of the students for statement 6 showed that 76% of them feel that Feedback should be significant for the individual needs, while, 60% of the students reported that they like to receive only positive feedback. With regard to

statement 8 'it becomes difficult when my teacher corrects me while I am still speaking' 62% of the students face difficulties when their teacher corrects them while speaking. For statement 9 'My teacher should explain to me how the score is fair' the results revealed that 80% of the students agreed with this statement. It is worth mentioning that very few students only 15% acknowledged that providing feedback with grades is demotivating to students. On the other hand, 98% of the students reported that feedback should be communicated in language that is understandable for the students. For statement 12 'Teachers need to justify the score that I had given', the results revealed that 60% of the students prefer their teachers to explain the score that they gained to them. Statement 13 'Teachers should include their plan for improvement in their feedback' students' responses showed that 92% of them stated that their teachers need to include plan for improvement. The results for statement 14 revealed that 90% of the students considered that their teachers' feedback was highly helpful for them if they get a similar task in the future.

7.1.3. Analysis of teachers' interview

The aim of analyzing qualitative data was to gain more in-depth explanations and interpretations about the power of teachers' constructive feedback and how it is interpreted by their students. To exemplify the findings and consolidate the analysis, some of the participants' real contributions have been quoted. Analysis of the qualitative data revealed that most of the teachers were aware of the importance of using positive feedback as a procedure to inspire students to participate in classroom activities. All teachers include praise in the feedback session. Most of them relate praise

as part of verification, positive reinforcement and motivation on what the students have done right. Therefore, praise can be seen as a reward and positive reinforcement when the student has done a correct performance. This increases the student's confidence to carry on the performance in the future (Brown, 2004). One of the teachers (3) explained that *'I usually prefer to praise my students I consider it as a reward and I want the student to know that they are doing the right thing. It is a positive reinforcement for them'*. The findings of teachers' interview revealed that there were discrepancies among teachers in their feedback towards errors committed by students in class. While 4 out of 7 teachers supported the idea of rejecting students' errors, others strongly opposed this practice. These findings are in line with Brown, (2004) study who found that there were some teachers who believe in refusing the students' wrong answer. These teachers justified their views by explaining that errors should be banned in order to learn accurate language. The findings also revealed that 3 out of 7 teachers provided positive feedback and ignore their students' errors. Those teachers who tolerate errors believed that negative feedback might create undesirable attitude towards the teacher as well as the learning.

7.1.4. Conclusion

The primary focus of this study was to find out how and why secondary school Libyan English language teachers provide feedback to their students. It was also intended to raise awareness to the authorities and stakeholders such as students, teachers and decision makers of the importance of feedback in general and constructive feedback in particular. Data was collected through a

mixed-method approach using questionnaires, and interviews to evaluate the perceptions and views of students and their teachers regarding feedback. Based on the results, it was found that both teachers and students had concerns about feedback. For example, teachers suggested that there should be an appropriate environment in which students feel secure and safe. They clarified that feedback should be educative in nature and sensitive to the individual needs of the student. Further, teachers explained that students should be given variety of activities which can attract their attention to make their learning task more interesting and beneficial.

Another conclusion which could be drawn from the findings of this study was that students prefer to be provided with positive feedback rather than negative feedback. They said that their teachers should praise their efforts. A high percentage of students suggested that teachers' feedback should be communicated in language that is understandable for them. They also added that their teachers should include their plan for improvement in their feedback.

Finally, the results draw attention to the impact of various other significant factors that shape teachers' current practices of teaching. Some of the issues that had been raised by the participants were the direct influence of the Libyan war on changing many values of the social and cultural Libyan society; many secondary school students have become more rebellious in and outside their classrooms. This phenomenon exists as Libyan secondary school classrooms' big challenge recently. Many students refuse to be provided with any negative feedback in front of their peers, especially in classes where the majority of students are females. Further, they also deny to be given low marks even though their

achievements were poor. This issue becomes relatively sensitive and forced most teachers to change their behaviour and account for any practices they tend to implement to check their students' learning. Students at this age consider themselves as an independent and adult like. Therefore, teachers find it more difficult to control and discipline their behaviour. It was also found that the majority of students tend to focus more on their grades and push them to memorize information to perform well in their tests, which increases test anxiety among them and hinders long term learning. These factors besides many others affect in one way or another teachers' ability to employ more useful and constructive feedback for their students and assist students to improve their performance.

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