

THE ROLE AND POWER OF FEEDBACK IN EFFECTIVE TEACHING

ROLUL ȘI IMPACTUL FEEDBACK-ULUI ÎN PREDAREA EFICIENTĂ

Daniela MUNTEANU,

Specialitatea Limba engleză, gr. FE 2401,
Coordonator științific: **Alina PINTILII**, dr., lector. univ.,
Centrul Universitar „Bogdan Petriceicu Hasdeu” din Cahul
al Universității Tehnice a Moldovei

Abstract: *Feedback is a powerful way to achieve improvement in teaching and learning. It is an ongoing process of setting learning goals, gathering evidence about student performance, and providing guidance that helps learners improve their results. Feedback can be provided by teachers, peers, or even by students themselves through self-reflection. In language learning, it is crucial as it aids students in recognising errors, enhancing language precision, and boosting communication abilities. The current paper explores the function of feedback in English language instruction by supporting theoretical viewpoints with classroom observations. The theoretical part examines the key definitions, types, and levels of feedback found in educational research. The findings indicate that effectively utilising feedback enhances student involvement, boosts grammatical precision, and fosters students' confidence in using the English language. Timely and clear feedback, along with prompting techniques and understanding questions, fosters reflection and engagement in the learning experience.*

Keywords: *feedback, educational process, student involvement, English language teaching*

Rezumat: *Feedback-ul reprezintă o metodă eficientă de îmbunătățire a procesului de predare și învățare. Este un proces continuu care implică stabilirea obiectivelor de învățare, colectarea de date privind performanța elevilor și oferirea de îndrumări care îi ajută pe elevi să-și îmbunătățească rezultatele. Feedback-ul poate fi oferit de profesori, de colegi sau chiar de elevi înșiși, prin auto-reflecție. În procesul de învățare a limbilor străine, acesta este esențial, deoarece îi ajută pe elevi să-și recunoască greșelile, să-și îmbunătățească precizia lingvistică și să-și dezvolte abilitățile de comunicare. Teza de față explorează rolul feedback-ului în predarea limbii engleze, susținând punctele de vedere teoretice cu observații din sala de clasă. Partea teoretică examinează definițiile cheie, tipurile și nivelurile de feedback identificate în cercetarea educațională. Rezultatele indică faptul că utilizarea eficientă a feedback-ului sporește implicarea elevilor, îmbunătățește precizia gramaticală și consolidează încrederea elevilor în utilizarea limbii engleze. Un*

feedback oportun și clar, alături de tehnici de stimulare și întrebări de înțelegere, încurajează reflecția și implicarea în experiența de învățare.

Cuvinte-cheie: *feedback, proces educational, implicarea elevilor, predarea limbii engleze*

Feedback is a significant factor of the teaching and learning development and is mostly measured as one of the most vital elements influencing student performance and progress. In academic research, scholars such as John Hattie and Helen Timperley have highlighted the central role of feedback in improving learning results when it is constructive and well delivered feedback. From this viewpoint, feedback is not just an assessment tool, but also an instrument that facilitates students' change in the learning process and contributes to the development of their autonomy and critical thinking skills.

Feedback can be provided in many forms, including written comments, verbal explanations, and nonverbal signs. Each form plays a diverse role in fostering students' understanding and progress. Constructive feedback helps students identify their own strong points and areas for improvement, thus encouraging them to actively participate in the learning process. At the same time, recent research has indicated that effective feedback should not only correct errors, but also offer rich insights and genuine opportunities for improvement. By contrast, uncertain or insufficient feedback can lead to misunderstanding between students and reduce their enthusiasm to learn.

In the educational process, feedback can be separated into several types, each serving a detailed resolution. Positive feedback has a motivating effect, reinforces desirable behaviour, and creates a supportive learning environment. Corrective feedback focuses on identifying and correcting mistakes, which is particularly important in language learning, as linguistic accuracy is essential. Descriptive feedback helps students gain a deeper understanding of the learning content by providing detailed explanations and suggestions for improvement. Additionally, relevant research shows that feedback can be divided into dissimilar levels, such as the task level, the process level, and the self-regulation level, each of which promotes the development of different dimensions of learning.

To test the theoretical perspectives mentioned above, the present study analysed the use of feedback in English language teaching at the middle school level within pedagogical practicum, using a sample of sixth- and seventh-grade students. The study employed a survey and classroom observation. It also conducted systematic observations of various teaching activities, such as vocabulary and grammar exercises, as well as listening and speaking activities. The data were collected using observation sheets to analyse the type of feedback, its timing and frequency, as well as the students' reactions.

The research findings show that feedback was used consistently throughout the teaching process and was present in various parts of the lessons. A comparative analysis between sixth and seventh grade classes reveals certain differences in the distribution of feedback types between the two classes. Positive feedback dominated in both grades, but the percentage was higher in the seventh grade (47%) than in the sixth grade (41%). This might suggest that teachers in higher grades place greater emphasis on stimulating students' motivation to learn and their participation through feedback.

In comparison, corrective feedback is more frequent in the sixth grade (28%), while it is slightly lower in the seventh grade (24%). This suggests that students in lower grades have a greater need for direct modification of errors in the language learning process. The amount of descriptive feedback is the similar in equally grades (18%), demonstrating that teachers in both groups prioritize encouraging student understanding over explanations and embellishment. Nevertheless, the percentage of constructive feedback is a little inferior in

the 7th grade (11%), while in the 6th grade it is 13%, which might reveal that teachers focus more on motivation than on comprehensive guidance when teaching students in upper grades.

An important aspect observed in the study is the use of exploratory techniques and open-ended questions, in which feedback becomes an active learning tool. Instead of providing the correct answer directly, the teacher guides students to find it themselves, thereby helping to develop independence and critical thinking. These practices align with the principles of formative assessment, where feedback plays a formative role and supports students' ongoing progress.

The analysis of students' reactions and the results from the survey confirm the positive effect feedback has on the learning process. Students in both classes have indicated that feedback helps them understand the content better, correct their mistakes, and improve their performance. Furthermore, the majority of students have stated that they feel motivated and confident when they receive feedback, which helps create a positive learning environment and increases engagement in instructional activities.

In conclusion, the correlation between theoretical and practical findings demonstrates that feedback is an indispensable element of the educational process. A well-adjusted use of different types of feedback services advances student activity, fosters language development, and encourages active involvement. Consequently, feedback ought not to be viewed only as an assessment device, but as a central pedagogical approach that can support students' rational development and independence in the educational process.

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