FEEDBACK AS A MEANS OF REALIZING REFLECTIVE APPROACH IN FOREIGN LANGUAGE TEACHING

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Resume:
The article deals with the issues of "feedback" while teaching English as a foreign language. The paper observes development of feedback as a pedagogical phenomenon, defines its functions, characterizes its types, particularly indicating that oral corrective feedback strategies used by the teachers are explicit correction, recast, clarification request, metalinguistic clue, elicitation, repetition, body language and combined strategies. The features of the implementation of the feedback elements through the appropriate organization of the educational process aimed at the formation and development of students' professional skills and abilities are determined. The advantages of using feedback as a component of reflective models in the educational process are considered to provide the teacher with a certain selection of actions that will motivate students to learn English, adapt educational material to current reality, and develop critical and creative thinking. Reflective practice, on the one hand, helps the student realize his level of knowledge, and on the other hand, encourages the teacher to reflect on his teaching strategy, analyze the chosen methods, evaluate the process of teaching and improve his teaching activities in order to achieve the goals of teaching and get the expected results. The given analysis proves that reflective teaching practice including feedback as one of its components assists the teachers to acquire both professional growth and personal development. The paper also offers examples how to use them effectively while teaching foreign languages and highlights that the feedback given in the foreign language classroom environment greatly affects students' level of motivation.

Key words:
feedback; education; foreign language teaching; reflective teaching.

Анотація:
Матюха Галина, Гостіщева Наталя, Харченко Тетяна. «Зворотний зв'язок» як спосіб реалізації рефлексивної практики в процесі викладання англійської мови.
У статті схарактеризовано форми та функції «зворотного зв'язку» як одного зі способів викладання англійської мови. Визначено особливості реалізації його елементів через відповідну організацію навчально-виховного процесу, спрямованого на формування та розвиток професійних умінь і навичок студентів. Розглянуто переваги використання зворотного зв'язку як складника рефлексивних моделей у навчально-виховному процесі. Доведено, що рефлексивна педагогічна практика, зокрема й зворотний зв'язок як один із її складників, сприяє не лише професійному зростанню, а й особистісному розвитку майбутнього вчителя. Наведено приклади ефективного використання зворотного зв'язку під час викладання англійської мови й наголошено на його можливостях підвищувати рівень мотивації студентів.

Ключові слова:
«зворотний зв'язок»; рефлексія; рефлексивна практика; методи навчання англійської мови.

Introduction. Integration into the European educational environmentmeans to develop an active and creative personality capable of further self-development, self-improvement, interaction and cooperation throughout. One of the factors that contributes to the development of student motivation to learn is shifting the emphasis from the teaching activities of the teacher to the reflective activities of the student.Self-control and mutual control on the one hand and teacher's control on the other hand are two sides of such a phenomenon as a reflective approach in the English classroom ("feedback"). To find effective forms and methods of reflective practice is an importanteducational problem. In order to stimulate such learning activities of the students the teacher should select interactive assignments according to their interests, talents and abilities. One of the challenges the teacher comes across is to create students' desire to accept and appreciate the advantages of "feedback" in the English classroom. The use of wide range of "feedback" alternatives causes students not to lose interest and feel bored while learning.

Contemporary students have access to a great amount of sources of information available. Thus, it leads to passive attitude to their studies, lostof inspiration for creativity and desire for learning and searching.To avoid students feeling bored in classroom the teacher should inspire and encourage them by using modern IT technologies such as Power Point or Smart-Board presentations, educational videos, Internet resources, educational interactive computer games, mobile apps and so on. Naturally, any method does not work if it accustoms a student to a passive activity but benefits their experience if it stimulates self-leaning.Reflective teaching will ensure students' successful self-learning through theirself-assessment of their own progress.

Analysis of recent research and publications shows that the problem of feedback in the English classroom is extremely important and attracts the attention of many scholars. Based on the works of I. Zimniaia, G. Rogova, G. Kitaygorodskaia, D. Nunan, J. Harmer, H. Daniels, P. Ur, R. Ellis, R. Lyster and L Ratna, etc. the term "feedback" in the educational context was identified and different types of feedback were implemented into a foreign language classroom. Importance of feedback in managing classroom was also pointed out by foreign scientists B. Skinner and E. Thorndike in the 60s of the XX century (Бороздина, 2000, с. 56). Their idea was followed by V. Bespalko, E. Malinochka, L. Fishman and others who have considered certain aspects of feedback in teaching practice in the psychological and pedagogical literature.

However, despite the admission of feedback in pedagogical theory and practice, attempts to explain scientifically what feedback is, what functions it

performs for effective management in the classroom are still being taken. Thus, there is no consensus in the interpretation of this phenomenon. This makes it necessary to study the essence of the concept of "feedback" in the classroom interaction between the teacher and the student. Therefore, the problem of implementation of feedback in foreign language teaching practice is very important as it can give a new dimension to the learning process if paid attention to advantages rather than disadvantages. Noting the strengths of the student's work, the teacher motivates them to further interaction in the classroom, critical thinking that leads to better learning outcomes and foreign language acquisition. The students are accustomed to realize the level of their progress and achievements, the causes of their success and failures for further self improvement and reaching the goals intended.

The purpose statement of the article is to reveal the concept of feedback in the English classroom and outline the methods of reflective teaching, highlight the reason for using modern methods and ways to enhance the activities of students in the English classroom and give examples of assignments to demonstrate the implementation of different types of feedback while teaching English language.

As mentioned above, feedback is an important element that indicates the quality of the teaching practice and has a lot to offer to the teacher. According to N. Galskova, the ability of a teacher to use feedback in foreign languages teaching is one of the most important issues (Атанов, 2001, с. 93). N. Brazhnik defines reflective activity within Pedagogical Science. H. Douglas, P. Ur, D. Fisher, T. Mc. Namara highlight the methods of self-esteem. R. Marzano, D. Pickering and J. Pollock distinguish "feedback" as the most effective research-based strategies for increasing student achievement in the English classroom. J. Harmer (2005, p. 5–60) concludes that teachers should take into account the importance of feedback for students in the foreign languages teaching practice. The author insists on considering the age, social status, language level of the students to achieve the proper educational goals and increase students' motivation.

S. Kasatkin (Касаткин, 2002, с. 31–35) studies feedback technique in the classroom. He insists that nowadays the teacher should possess various techniques of receiving feedback, which improves the effectiveness of educational activities, such as developing skills in planning English classes, improving capability of creating handouts and selectingapproaches to assess and evaluate students' language comprehension. In other words reflective teaching practicecontributes to teachers' professional growth, gives them a clearer awareness of their benefits and failures.

The concept of "feedback" was introduced by N. Wiener at the stage of creating Cybernetics as a management science. In the future, as a result of the rapid growth of scientific knowledge, the concept of feedback begins to be actively used in a wide range of scientific research, including in the human Sciences: Pedagogical science, Sociology, Biology. Recently, the development of this problem continues to engage a large circle of researchers from all over the world, including the works of G. Andreeva, A. Bodalev, K. Verderber, L. Jewell, V. Kunitsyna, O. Solovyova. Along with this, B. Starichenko, based his research on the works of such researchers as R. Abdeev, N. Antonov, V. Bespalko, A. Bratko, D. Dubrovsky and T. Khudyakova proves the importance of feedback between teacher and student. Thanks to a steady contact with the audience, the teacher gets the opportunity to fully use the feedback channel with students to organize control and management of the classroom.

Within different scientific approaches the concept of "feedback" is filled with different content. This concept was introduced into psychology from cybernetics by A. Bodalov who believed that feedback is receiving by person information about the consequences and results of his own actions and is one of the necessary conditions for interaction between people (Атанов, 2001, с. 84). Thus, considering the main theoretical models and types of feedback, O. Lukianenko (Лукьяненко, 2007, с. 21) concludes that the optimal functioning of feedback largely determines the success ofteaching practice.

I. Zimniaia considers feedback in the context of the scheme of pedagogical interaction in all the variety of its links (source, situation and communication channel). The author emphasizes that feedback which controls, regulates, and manages classroom activities is defined as any kind of information about the process or results of a particular action.V. Kukharenko (Кухаренко, Рибалко, & Сиротенко, 2001, с. 224) ostatesthat receiving information about students' educational activities is the main function of feedback used to design and develop in detail a system of educational activities that would ensure effective achievement of educational goals.

In his research, S. Zaniuk pays special attention to the content of information provided by feedback signals. He believes that only information about the successful (or unsuccessful) completion of the assignment is not enough to develop a sense of self-competence (confidence in their own capabilities). S. Zaniuk (Занюк, 2000, с. 81) notes that information about which skills have improved and how this will help them inthe future is very important.

According to V. Kan-Kalik, the result of feedback between a teacher and a student can be realized in the following styles: communication on the basis of

passion for joint creative activities, friendly communication, communication – distance; communication – intimidation; communication – flirting.

So, "feedback" in the educational context should be considered as a constant, purposeful interaction of all participants of the educational process, aimed at obtaining information both about the progress and results of students'classroom activities and effectiveness of teacher's techniques. With the help of the obtained information and data, the teacher can diagnose the learning process, evaluate the results of their students' learning activities and adjust their actions, methods and tasks based on them, taking into account both the individual achievements of each student and the entire class.

As for the teacher feedbackhas diagnostic, evaluative and corrective functions as the teacher is the manager of the English classroom. He or she can judgethe situation in the classroom and make the necessary corrective changes as for the selection of reflective methods and techniques of teaching, choice of assignments, determining theirinstruction, duration and sequence. The teacher analyzes if the students face any difficulties during foreign language studies, monitors deviations in the students learning activities, identifies disadvantages of the chosen strategy and tactics of the training process and,on reflection, takes corrective steps or changes.

As for the student feedback has corrective, evaluative and motivating functions and gives students information about the outcome of their learning activities to master foreign language skills and abilities.Such information gives the students possibility to self-assess achievements in language acquisition and plan their further educational activities.

An example of students' self-assessment of their results can be the following: creation of their own portfolios;doing the self-check assignments given by the teacher at the end of each classor Unit. Observing their own achievements in acquiring foreign language skills the students can complete the following statements: "I can talk about…", "I can correctly use…", I can understand and react…", I can write…". The suggested self-assessment system can be the following: "I need more practice" is equal to low self-esteem, "I sometimes find this difficult" means a sufficient one, "No problem" shows a rather high level of self-evaluation. If most students in the class choose "I had a hard time," etc., the teacher should "disassemble" this material again and help students overcome difficulties and achieve a success in studying.

Methods of teaching English recommend practicing teachers to follow reflective approach in order to motivate their students, stimulate their classroom activities, boost them to overcome language barriers and develop students' critical thinking and flexibility (Колкер, 2000; Пассов, & Кузовлева, 2010).

It should be mentioned that "feedback" in the context of methods of teaching foreign languages tends to be classified into different groups depending on the student motivation and classroom environment. There can be distinguished an *individual feedback* (*teacher – student* or *student – teacher* interaction) and **group** *feedback* (which implies sharing the opinions as to the progress of studying between the students and the teacher). It is worth noting that both forms to a great degree contribute to the enhancement of studentmotivation.

Depending on the results of classroom activity "feedback" is considered to be *positive* and *negative*. D. Nunan (1991, p. 195–198) tends to think that positive feedback is more effective than negative as the teacher's praising response to the student's successful results encourages the student to further enthusiastic participation in the learning activities. We share the opinion of some researcherswho note the tendency to praise the successful students but to express negative feedback towards the students with lower level of progress in studying, as the latter doesn'tstimulate their educational activity. I. Kolesnikova (Колесникова, 2001, с. 184) mentions that both positive and negative feedbacks are inefficient in developing students' motivation as their focus in realization of the educational tasks is shifted from the conscious and successful educational activity in realization the communicative tasks to the expectation of the teacher's evaluative reaction.

We sympathize with Penny Ur's attitude to the matter mentioned who points out the main components of feedback in his work "A Course in Language Teaching: Practice and Theory". The researcher distinguished two main components: assessment and correction. "In assessment, the learner is simply informed how well or badly he or she has performed… In correction, some specific information is provided on aspects of the learners' performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner"(Ur, 2009, p. 242). P. Ur (2009) suggests that "correction can and should include information on what the learner did right, as well as wrong, and why!" (p. 242) not just correction of mistakes as it mostly occurs in the classroom.

There can be observed *non-verbal feedback* (which can be realized in mimics, gestures, non-verbal interjections expressed by the teacher as his reaction of approval or disapproval as to the educational activity of the student) and *verbal feedback* of which we can find many classifications. In its turn *verbal feedback* is considered to be *oral* and *written*.

We tend to stick to the classification, given by R. Lyster and L. Ratna (1997) in their theory of oral corrective feedback which coincides with Ellis's (Ellis, 2009) theory. The mentioned above researchers introduce six strategies of oral corrective feedback, namely ***Explicit correction, Recast, Clarification request, Meta-linguistic cue, Elicitation and Repetition***. Depending on these research findings the following types of oral feedback can be defined:

1) ***Explicit correction*** is the type of oral corrective feedback where the teacher provides the correct form and indicates clearlythat what the student had said was incorrect. Such phrases as "oh, you mean, "you should say," etc. can be used.

Example 1:
S: Shego to theuniversity regularly.
T: It's not "she go" but "she goes"
Example 2:
S: Yesterday, hegoedfishing.
T: Oh, you mean he wentfishing yesterday;
Example 3:
S: I didn't go to the universitytomorrow. I was sick.
T: No, not tomorrow. You should say: yesterday.

2) ***Recast*** is the type where the teacher repeats what student has said by replacing the error with the correct one directly. The teacher provides the correction of the error the student has made without pointing out that student's utterance was incorrect.

Example 1:
T: When did you buy the textbooks?
S: I buy the textbooks yesterday.
T: You bought the textbooks yesterday.
Example 2:
S: Can I lend your dictionary?
T: Can I borrow your dictionary?

3) ***Clarification request*** is the type where the teacher indicates to a student that he or she does not understand what student just said. The teacher asks to repeat what the student has said. It typically occurs when a student produces an erroneous utterance, the teacher uses such request-phrases as "Sorry?", "Pardon?", "Excuse me?", "What?"etc.

Example 1:
S: We go the cinema.
T: Sorry? Repeat again. (clarification request)
S: We go tothe cinema to watch a new thriller.

4) ***Meta-linguistic cue*** is the type where the teacher gives comments, information, or asks questions related to the error of student's utterance without providing the correct form. In fact, meta-linguistic cue is a grammatical explanation of a particular language phenomenon. It cannot be frequently used by the teachers working with the students of the elementary level.

Example 1:
S: Yesterday, I goed shopping.

T: "Go" is an irregular past tense verb, so the past tense of "go" is "went" and not "goed".
S: Yesterday, I went shopping.
Example 2:
S: There were many childin the classroom?
T: You need plural.
S: There were many children in the classroom?

5) ***Elicitation*** is the type where the teacher repeats of the student's utterance and pauses to allow the student to complete the utterance at the place where the error occurred. The teacher allows student to fill in the blank with such phrases as "This is a...". Elicitation refers to three techniques which can make the students correct the errors; 1) elicit the completion of their own utterance by «pausing to allow the students to fill the blank», 2) using questions to elicit the correct forms, 3) asking the students to reformulate utterance.

Example 1:
S: After classes, she gohome.
T: After work she . (rising intonation to signal that the student should finish the sentence).
S: After work, she goeshome.
Example 2:
S: Once upon a time, there lives a little girl.
T: Once upon a time, there .
S: There lived a little girl.

6) ***Repetition*** is the type where the teacher repeats the student's error and changes intonation to emphasize the error location and to draw student's attention to it.

Example 1:
S: He are ……
T: He are? But it's one person, right?
Example 2:
T: How old are you?
S: I have 17 years old
T: HAVE? I HAVE 17 years old?!
S: I am 17yearsold

Written feedback as a rule consists of short instruction to the purposes of the educational task, description of the difficulties the student may have encountered while dealing with it. The teacher makes commentaries both on the tasks well-done, and the mistakes made (moreover, the methodologists recommend not to indicate all the mistakes made so as not to reduce the level of learning motivation, and mention only those that are directly related to the goals of this learning task). Finally, an individual recommendation is given to the student, aimed at correcting certain mistakes as well as developing the relevant skills and abilities.

The advantages of the written feedback are to give the student possibility to observe his own progress in studying, to get a detailed commentary from the teacher as to his learning activities and recommendations how to improve his level. The fact that written feedback is rather personal and

individual enriches the student motivation and critical thinking.

Conclusion. Implementation of feedback in the English classroom is the mutual activity of both a teacher and students, as a result of which the teacher receives information about the level of students' individual and group achievements, which encouragethem to analyze and correctthe techniques used and to create the further classes according to his/her reflection. In its turn, feedback helps the students to observe their progress, plan their future

achievements, and experience a sense of satisfaction with the work done.

The presented review of the forms and types of feedback in the process of foreign language teaching demonstrates that feedback can increase the motivation of students to study. Moreover, feedback has a significant impact on the professional development of the teacher contributing to the improvement of his/her skills to correctly assess the situation, the search for an appropriate approach to the student, the formation and development of analytical and language skills.

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