ASSESSMENT OF LEARNING OUTCOMES AND FEEDBACK

Alimova Shakhnoza Yakhshibaevna
English teacher at Termez branch
Tashkent State Technical University.

ANNOTATION

The purpose of this article is to clarify some key terms that we use, discuss some earlier reviews that define the baseline on which our research is based, discuss some aspects of the methods used in our work, and finally, introduce the structure and the rationale for the subsequent sections.

KEY WORDS: evaluation of results, feedback, written answer, English.

DISCUSSION

Recent years one of the most famous features of studies of assessment has been the modification in the focus of attention, towards greater interest in the interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of students. This move has been coupled with many expressions of hope that improvement in classroom assessment will make a strong contribution to the improvement of learning. So one main purpose of this review is to survey the evidence which might show whether or not such hope is justified. A second purpose is to see whether the theoretical and practical issues associated with assessment for learning can be illuminated by a synthesis of the insights arising amongst the diverse studies that have been reported.

The purpose of this Introduction is to clarify some of the key terminology that we use, to discuss some earlier reviews which define the baseline from which our study set out, to discuss some aspects of the methods used in our work, and finally to introduce the structure and rationale for the subsequent sections.

Evaluation of educational results is an important means of stimulating students' learning activities. As practice shows, attempts to exclude
controlling the activities of a student in whole or in part from the educational process lead to a decrease in the quality of education. Today, the functions of pedagogical assessment are not limited only to identifying the shortcomings of the organization of the educational process, but are considered as its critical analysis, conducted to improve learning outcomes and improve the quality of education. Here it should be pointed out, assessment and feedback associate together and they are tandem.

Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognised by those working in the field of second language (L2) writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students’ growing control over composing skills, and by genre-oriented teachers employing scaffold learning techniques. In fact, over the past twenty years, changes in writing pedagogy and research have transformed feedback practices, with teacher written comments often supplemented with peer feedback, writing workshops, oral conferences, and computer-delivered feedback. But while feedback is a central aspect of ESL/EFL writing programs across the world, the research literature has not been unequivocally positive about its role in writing development, and teachers often have a sense that they are not making use of its full potential. In this paper we examine recent research related to feedback on L2 students’ writing, focusing on the role of feedback in writing instruction and discussing current issues relating to teacher written and oral feedback, collaborative peer feedback and computer-mediated feedback.

Feedback has long been regarded as essential for the development of second language (L2) writing skills, both for its potential for learning and for student motivation. In process-based, learner-centred classrooms, for instance, it is seen as an important developmental tool moving learners through multipledrafts towards the capability for effective self-expression. From an interactionist perspective it is regarded as an important means of establishing the significance of teacher responses in shaping meanings (Probst 1989). In genre classrooms feedback is a key element of the support provided by the teacher to build learner confidence and the literacy resources to participate in target communities. In fact, over the past twenty years, changes in writing pedagogy and insights gained from research studies have transformed feedback practices, with teacher written comments now often combined with peer feedback, writing workshops, oral conferences, or computer-delivered feedback. Summative feedback, focusing on writing as a product, has generally been reapplied or supplemented by formative feedback which points forward to the student’s future writing and the development of his or her writing processes.

But while feedback is a central aspect of L2 writing programs across the world, the research literature has not been plainly positive about its role in writing development, and teachers often have a sense that they are not making use of its full potential. Many questions relating to feedback remain unanswered or only partially addressed: Does it make a difference to students’ writing? What is the best way of delivering feedback? Can error correction and form focused feedback have long-term benefits on students’ writing? Can technology play a greater part in delivering feedback? What role can peer feedback play in writing development? How far does culture play a part in student responses to feedback? How can teacher feedback enhance students’ ability to independently reflect on their writing? What are the implications of feedback for teacher control and text appropriation? This paper reviews recent research which addresses these questions by focusing on teacher written and oral feedback, peer conferencing and computer-mediated feedback. The volume of this research means that we are forced to focus on L2 learners of English, although the issues are common to studies of learners of other languages.

**Teacher written feedback**

Despite increasing emphasis on oral response and the use of peers as sources of feedback, teacher written response continues to play a central role in most L2 and foreign language (FL) writing classes. Many teachers feel they must write substantial comments on papers to provide a reader reaction to students’ efforts, to help them improve as writers and to justify the grade they have been given (K. Hyland 2003). Research in the 1980s and early 1990s, however, began to question the effectiveness of teacher feedback as away of improving student’s writing. Early research on native English speakers (L1) suggested that much written feedback was of poor quality and was frequently misunderstood by students, being vague, inconsistent and authoritarian, overly concerned with error and often functioning to appropriate, or take over, student texts by being too directive.

A substantial amount of the research on teacher written feedback in L2 writing contexts has been concerned with error correction and whether the students’ writing development. Research in this area has sought to explore the effect of error correction onnative English speakers and the impact on students’ immediate revisions and their longer term development as writers. Another key area of investigation has been the extent to which teachers take towards students’ texts and the relationship they build with their learners when giving feedback. It has long been recognised that teachers approach texts with a number of...
different purposes in mind and that these may change with different assignments, different students and different drafts (Bates, Lane & Lange 1993). Thus commentary on a draft is likely to serve more immediate pedagogical goals than that given on a final product, for instance, and process approaches mandate that teachers should comment on ideas in earlier drafts and on grammar in later drafts (e.g. Zamel 1985). Several researchers have observed, however, that because meaning is only realised through language, the content-form distinction creates a false separation.

One key variable here is the type of error feedback that is given, and a number of researchers have compared direct feedback, where the teacher makes an explicit correction, with indirect forms where he or she simply indicates that an error has been made by means of an underline, circle, code, etc. The role of explicitness in student uptake, or response to feedback, is important as while indirect error feedback may encourage learner reflection and self-editing (Lalande 1982), lower proficiency students may be unable to identify and correct errors even when they have been marked for them (Ferris & Hedgcock 2005). Findings on feedback type have been conflicting, largely due to the widely varying student populations, types of writing and feedback practices examined and the diverse research designs employed. For example, in assessing and giving feedback for future lawyers students, the important notion that should be pointed out, we always pay great attention to their critical thinking abilities and surely, the type of their writing research. Particularly, case study and giving legal advice to the issues are the right tool to enhance the abilities and skills. Undoubtedly, assessment and giving feedback play the vital role in adapting knowledge and boost future proficiency of learners. The concept of appropriation has been redefined with the suggestion that assumption can go in two directions. Appropriation of teacher feedback can be an active strategy used by novice academic writers as they develop their own voices and their familiarity with different genres. Commentary on a writing is expected to serve more immediate pedagogical objectives and these feedback should serve for positive results.

REFERENCES

1. Gass & Selinker 2001; Mitchell & Myles 2004
4. English Grammar and Technical Writing 2004; Washington, DC