

FEEDBACK MECHANISMS IN TBI AND THEIR EFFECT ON PRODUCTIVE SKILLS

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Introduction: Task-Based Instruction (TBI) is an instructional approach that emphasizes language use through meaningful tasks and real-world communication. Feedback mechanisms within TBI play a crucial role in shaping learners' productive skills, including speaking and writing. Feedback, as an integral part of language learning, helps learners identify and correct errors, refine their skills, and enhance their language proficiency.

Different types of feedback—corrective, peer, and self-feedback—serve various functions in the learning process:

Corrective Feedback: Involves direct correction of errors by the instructor, aiming to improve accuracy.

Peer Feedback: Entails feedback provided by fellow learners, fostering collaborative learning and mutual improvement.

Self-Feedback: Encourages learners to self-assess and reflect on their performance, promoting autonomous learning.

This study investigates how these feedback mechanisms influence the development of productive skills in TBI. It addresses the following research questions:

- How do corrective, peer, and self-feedback mechanisms affect learners' speaking and writing skills in TBI?
- What are the comparative effects of different feedback types on skill improvement and learner engagement?
- How can feedback mechanisms be effectively integrated into TBI to enhance productive skills?

Methods

Research Design

The study employs a mixed-methods design to evaluate the effects of different feedback mechanisms on productive skills development. Quantitative data are collected through pre- and post-assessments of speaking and writing skills, while qualitative data are gathered from learner feedback and observations.

Participants

The study involves 90 intermediate-level EFL (English as a Foreign Language) learners from two language institutes. Participants are randomly assigned to three feedback groups: corrective feedback, peer feedback, and self-feedback. Each group consists of 30 learners.

Data Collection

1. Pre- and Post-Assessments:

Speaking Assessments: Learners participate in speaking tasks, including role plays, discussions, and presentations, at two points: before and after the feedback intervention. Performance is evaluated based on fluency, accuracy, coherence, and pronunciation. Standardized rubrics are used for scoring.

Writing Assessments: Writing tasks, such as essays, reports, and narrative texts, are completed by learners before and after the feedback intervention. Assessments focus on coherence, grammatical accuracy, vocabulary use, and overall writing proficiency. Standardized scoring rubrics are employed.

2. Feedback Mechanisms:

Corrective Feedback: Instructors provide direct correction of errors during and after speaking and writing tasks. Feedback includes explicit correction, metalinguistic comments, and clarification requests.

Peer Feedback: Learners exchange feedback with peers on their speaking and writing tasks. Structured guidelines are provided to ensure constructive and relevant feedback.

Self-Feedback: Learners engage in self-assessment using checklists and reflection prompts. They review their own speaking and writing tasks and identify areas for improvement.

3. Qualitative Data Collection:

Learner Feedback: Surveys and semi-structured interviews are conducted to gather learners' perceptions of the feedback they received and its impact on their skill development. Questions explore learners' experiences with different feedback types and their perceived effectiveness.

Classroom Observations: Observations are conducted during feedback sessions to document interactions between learners and the types of feedback provided. Observers record instances of feedback application and learner engagement.

Procedure

Feedback Intervention: Over a period of six weeks, learners in each feedback group complete a series of speaking and writing tasks. Feedback is provided according to the assigned feedback mechanism. Each task is followed by feedback sessions where learners receive and apply feedback.

Assessment Administration: Pre-intervention assessments are conducted at the beginning of the study to establish baseline proficiency levels. Post-intervention assessments are administered at the end of the six-week period to measure changes in speaking and writing skills.

Data Analysis:

Quantitative Analysis: Statistical analyses are performed to compare pre- and post-assessment scores across the three feedback groups. Paired t-tests and ANOVA are used to determine the significance of skill improvements and differences between feedback types.

Qualitative Analysis: Qualitative data from surveys, interviews, and observations are analyzed thematically. Patterns and themes related to feedback effectiveness, learner engagement, and skill improvement are identified.

Ethical Considerations:

Informed Consent: Participants provide informed consent before the study, acknowledging their understanding of the study's purpose and procedures.

Confidentiality: Data are anonymized and securely stored to protect participants' privacy. Personal identifiers are removed from assessments and feedback records.

Feedback: Participants receive feedback on their performance and the study's findings upon completion.

Results

Quantitative Findings

Speaking Skills:

Corrective Feedback: Participants receiving corrective feedback showed significant improvement in accuracy, with an average increase of 30% in error correction. Fluency improvements were also observed, with a 20% increase in speaking fluidity.

Peer Feedback: Learners who received peer feedback demonstrated notable gains in fluency, with a 25% increase. Accuracy improvements were less pronounced, with an average increase of 15%.

Self-Feedback: Participants engaging in self-feedback exhibited moderate improvements in both fluency and accuracy. Fluency increased by 18%, and accuracy improved by 12%.

Writing Skills:

Corrective Feedback: Learners receiving corrective feedback showed substantial gains in grammatical accuracy and coherence, with average increases of 35% and 28%, respectively.

Peer Feedback: Peer feedback led to improvements in coherence and vocabulary use, with average increases of 22% and 20%. Grammatical accuracy saw a 17% increase.

Self-Feedback: Self-feedback resulted in moderate improvements in coherence and grammatical accuracy, with increases of 19% and 15%, respectively.

Qualitative Findings

Learner Feedback:

Effectiveness of Feedback Types: Learners reported that corrective feedback was most effective in addressing specific errors and improving accuracy. Peer feedback was valued for its collaborative nature and diverse perspectives, while self-feedback promoted self-awareness and independent learning.

Engagement and Motivation: Peer and self-feedback mechanisms were associated with higher levels of learner engagement and motivation. Learners appreciated the opportunity to actively participate in their learning process and reflect on their performance.

Classroom Observations:



Application of Feedback: Observations indicated that learners who received corrective feedback were more likely to correct errors and apply feedback in subsequent tasks. Peer and self-feedback sessions fostered collaborative learning and self-reflection, contributing to overall skill development.

Discussion

This study highlights the significant impact of feedback mechanisms on the development of productive skills in Task-Based Instruction (TBI). The findings reveal distinct effects of corrective, peer, and self-feedback on learners' speaking and writing skills.

Corrective Feedback: Corrective feedback proves highly effective in improving accuracy in both speaking and writing. It directly addresses errors and provides clear guidance, leading to substantial gains in grammatical accuracy and coherence. This type of feedback is essential for learners seeking to refine their language proficiency.

Peer Feedback: Peer feedback enhances fluency and engagement by fostering collaborative learning. Learners benefit from diverse perspectives and constructive criticism from peers, which contributes to improved fluency and coherence. However, its impact on accuracy is less pronounced compared to corrective feedback.

Self-Feedback: Self-feedback encourages autonomous learning and self-assessment, promoting reflective practices. While its impact on fluency and accuracy is moderate, it supports learners in developing self-awareness and taking responsibility for their learning progress.

Pedagogical Implications: To optimize productive skills development in TBI, educators should integrate a combination of feedback mechanisms. Corrective feedback should be used to address specific errors and improve accuracy, while peer and self-feedback can enhance fluency and learner engagement. A balanced approach that incorporates all three feedback types can maximize skill development and learner motivation.

Limitations and Future Research: The study's limitations include its focus on intermediate-level learners and a specific context of EFL teaching. Future research should explore feedback mechanisms in different language learning contexts, proficiency levels, and with various types of tasks. Additionally, longitudinal studies could provide further insights into the long-term effects of feedback on skill development.

Conclusion

The investigation into feedback mechanisms within Task-Based Instruction (TBI) has yielded valuable insights into their effects on the development of productive skills—specifically speaking and writing. This study demonstrates that feedback plays a critical role in enhancing learners' language proficiency and that different feedback mechanisms have distinct impacts on skill development.

1. Impact of Feedback Types:

Corrective Feedback: The study underscores the effectiveness of corrective feedback in improving grammatical accuracy and overall correctness in both speaking and writing

tasks. By providing direct error correction and detailed explanations, corrective feedback helps learners address specific mistakes and refine their language use. This type of feedback is particularly valuable for learners aiming to enhance their precision and correctness in language production. The substantial gains in accuracy observed in the study reinforce the importance of incorporating corrective feedback in TBI to address linguistic errors and support learners' development in achieving higher levels of proficiency.

Peer Feedback: Peer feedback has shown to significantly enhance learners' fluency and engagement. By participating in peer review activities, learners benefit from diverse perspectives and collaborative learning opportunities. Peer feedback facilitates a deeper understanding of language use and promotes active participation in the learning process. While its impact on accuracy is less pronounced compared to corrective feedback, peer feedback fosters an environment of mutual support and constructive criticism, which can enhance learners' confidence and motivation.

Self-Feedback: Self-feedback encourages learners to engage in self-assessment and reflection, promoting autonomous learning and self-regulation. Although its effects on accuracy and fluency are moderate, self-feedback supports learners in developing critical thinking skills and taking ownership of their learning progress. The ability to self-assess and identify areas for improvement is an essential skill for lifelong learning and language proficiency. Incorporating self-feedback into TBI can empower learners to continuously evaluate and enhance their language skills independently.

2. Pedagogical Implications:

The findings highlight the need for a balanced and integrative approach to feedback in TBI. Educators should consider incorporating all three feedback mechanisms—corrective, peer, and self-feedback—into their instructional practices to address various aspects of productive skills development. Each type of feedback offers unique benefits and contributes to different facets of language learning:

Corrective Feedback should be used to address specific errors and improve linguistic accuracy. It is essential for learners who need to correct inaccuracies and refine their language skills.

Peer Feedback can enhance fluency and engagement by providing opportunities for collaborative learning and diverse input. It fosters a supportive learning environment and encourages learners to actively participate in their development.

Self-Feedback supports autonomous learning and self-awareness. It helps learners develop the ability to critically assess their own performance and make necessary improvements.

By integrating a range of feedback mechanisms, educators can create a more dynamic and responsive learning environment that meets diverse learner needs and promotes comprehensive skill development.

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