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**PROBLEMS AND CHALLENGES IN PROVIDING FEEDBACK AT
THE ENGLISH LESSONS FOR FUTURE MARINERS
ПРОБЛЕМИ ТА ВИКЛИКИ У ВИКОРИСТАННІ ЗВОРОТНОГО
ЗВ'ЯЗКУ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ
МАЙБУТНІХ МОРЯКІВ**

***Summary.** The article describes the essential problems and challenges in providing feedback at the English lessons for future mariners. The essential one is to implement at the lesson 6 different types of feedback as the integrative lesson aspect for effective organization of learning process. They are elicitation, repetition, recast, explicit correction, clarification request, meta-linguistic feedback. The difference between them is mainly informative quality. Input-providing types provide the correct form, thus they are more informative, whereas output-prompting aim at obtaining self-repair on the part of the learner, just indicating there has been an error or providing information to help learners with selfcorrection. The article says about the ways and methods how and when the feedback is better to implement at the English lesson for future mariners.*

Key words: *feedback, English language, mariners, learning process.*

Анотація. У статті описані основні проблеми та виклики в наданні зворотного зв'язку на заняттях з англійської мови для майбутніх моряків. Найважливішим є впровадження 6 різних типів зворотного зв'язку як інтегративного аспекту заняття для ефективної організації навчального процесу. Це - виклик, повторення, перероблення, явна корекція, запит на уточнення, металінгвістичний зворотний зв'язок. Різниця між ними полягає в основному в інформаційній якості. Типи, що надають введення, надають правильну форму, тому вони є більш інформативними, тоді як спонукання до націлення на результат мають на меті самостійне відновлення студента, лише вказуючи на помилку або надаючи інформацію, яка допоможе студентам самокоригуватися. У статті йдеться про шляхи та методи, як і коли краще впровадити зворотний зв'язок на занятті з англійської мови для майбутніх моряків. Також у статті розглядаються методичні поради як застосовувати зворотний зв'язок на занятті з англійської мови для підвищення їхньої мотивації та усвідомлення ролі вивченого матеріалу. А саме: бути максимально конкретними. Підкреслити важливість надання студентам конкретної інформації про те, що вони роблять правильно чи неправильно; чим швидше тим краще; ретельно подавати відгуки. Спосіб подання зворотного зв'язку може вплинути на спосіб його отримання; залучати студентів до процесу.

Також ми чітко виділяємо роль зворотного зв'язку на заняттях з англійської мови за принципами модельного курсу 3.17 «Морська англійська мова». Зворотний зв'язок під керівництвом викладачів: нотування різноманітних прикладів помилок, почутих під час групової роботи, а потім запис їх на дошці, коли групова робота закінчена. Усний зворотний зв'язок від груп - якщо метою парної чи групової роботи є

відповіді на завдання, кожна група обрати свого представника, який повідомить про свої коментарі до класу. Письмові відгуки груп: альтернативою усним зворотним зв'язкам є призначення групи «секретарів» для запису відповідей на дошці. Визначення відгуків про помилки: щоб зробити зворотний зв'язок більш позитивним, напишіть на дошці різноманітні фрази, взяті з роботи учнів, деякі правильні, а деякі містять помилки.

***Ключові слова:** зворотній зв'язок, англійська мова, моряки, освітній процес.*

Problem Statement. How to correct the students at the lesson of the English language and not to hurt anyone's feelings to remind students of their strengths and weaknesses, provides them with the motivation to improve and gives them space for reflection. Feedback plays a central role in the learning process. Teachers implement the feedback as the teaching technique of isolating and highlighting students' weaknesses. Sometimes we suggest that by paying students attention to areas they struggle with they can define their mistakes more easily and therefore work towards correcting them. In this case there is a risk of using feedback as the criticism from students' view, and moreover it can be a chance to kill the feedback value at all. In order for us to be able to provide meaningful feedback, we have to understand which way of the feedback treatment is closer, when corrected or offered advice/guidance.

Benjamin Franklin said “Tell me and I forget, teach me and I may remember, involve me and I learn”. It is a very actual for nowadays. It means, if you want to provide an effective feedback, your student should realize and overcome his contextual, language challenges with the correct answer on their own. The role of teacher at this stage is only to come across a thought and guide to reconsideration. It's worth to remember the effectiveness of teaching not only includes two ways communication and interunderstanding (or providing

constructive tasks, environments, and learning) but also involves assessing and evaluating students' understanding of this information by the students. Too often, teachers limit students' opportunities to get information about their performance in relation to any of these questions by assuming that responsibility for the students and not suggesting the learning possibilities for themselves.

Analysis of the latest research and publications. There are a number of studies and evaluation tools that describe the role of feedback at the lesson, its variety. For example, Kolb (1984) offered learning process is demonstrated in a circular way, that learning is by doing, and that ideas are formed and modified through experiences.

The learning cycle requires four kinds of abilities or learning contexts:

- concrete experience – students are able to participate and empathize the new experiences;
- reflective observation – it helps to recognize the learners their process of learning;
- abstract conceptualisation – learners must be able to form and process ideas and integrate them into logical theories
- active experimentation – learners need to be able to implement their acquired skills and knowledge to solve the problems in reality.

This cycle can be is similar to the 'plan – do – reflect – act' cycle which is often used in appraisals. Sierra [7] identifies that 'feedback plays an important role in helping learners move round the cycle. For example, feedback supports the process of reflection and the consideration of new or more in-depth theory. Through a process of negotiation, feedback can also help the learner plan productively for the next learning experience.'

Sierra suggests that before giving students any feedback we have to understand:

- a) where the learner is in terms of their learning, the level they have reached, past experience, and understanding of learning needs and goals

b) the learning goals in terms of knowledge, technical skills and attitudes [7].

During the observation, our task as a teacher is to identify where and how far the learner has travelled towards the learning goals, where they may have gone off track and what further learning or practice may be required.

We're agreed with six types of effective feedback which are suggested by Boud [1]. They are: elicitation, repetition, recast, explicit correction, clarification request, meta-linguistic feedback

Eraut identifies the difference between them is mainly informative quality. Input-providing types provide the correct form, thus they are more informative, whereas output-prompting types aim at obtaining self-repair on the part of the learner, just indicating there has been an error or providing information to help learners to selfcorrect. These latter types are less informative. The output-pushing corrective moves are what Eraut has termed prompts [4, p. 112]. The two types of CF above engage the learner in different cognitive processes; input-providing types make learners use their working memory whereas output-pushing types lead the learner to retrieve information from long-term memory [8 p. 238]. Consequently, it would be reasonable to think that both types will be beneficial and even complementary for effective learning.

The aim of the article is to specify the problems and challenges of providing the feedback at the English lessons for future mariners.

The principal material statement. The main principal and challenges of providing the feedback at the English lessons for future mariners are as for teachers, how and when it implements and for students, the lack of motivation.

There are some research-based tips for providing students with the kind of feedback that will increase motivation, build on existing knowledge, and help them reflect on what they have learned. Firstly, teacher has to be as specific as possible.

It's recommended to highlight the importance of supplying learners with specific information about what they are doing right or wrong; and suggest taking the time to provide learners with information on what exactly they did well, and what may still need improvement. It is important to give feedback immediately, it is most effective when it is given immediately, rather than a few days. The presentation of feedback is provided carefully. The way feedback is presented can have an impact on how it is received, which means are used, that sometimes even the most well-meaning feedback can come across the wrong way and reduce a learner's motivation. The importance of involving learners in the process of collecting and analyzing performance-based data which cannot be understated. When students have access to this information, they develop an awareness of their learning, and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves.

It is very important to ensure that the feedback given to the learner is aligned with the overall learning outcomes of the syllabus, teaching session or activity in which the learner is engaged.

IMO Model Course of Maritime English offers next aspects about the feedback providing at the English lesson. Feedback takes place when teacher comments on students' work, giving an analysis of strong points and areas for improvement. Feedback is usually carried out at the end of an activity and is especially important after the production stage when students have been working independently of the teacher. For fluency-based group work, it is better to save correction of errors for the feedback session rather than interrupt students during the activity. Regular follow-up of production task will get students into the habit of reflecting on their work and will make them aware of their own errors [6, p. 73]. These suggestions for feedback reinforce the inductive learning approach

and contribute to co-operate study. The techniques are aimed at helping students revise language they should know by means of self-correction:

- Teacher-led feedback: to tackle a persistent language problem that occurs among the majority of students' work, note down a variety of examples of the error heard during group work then write them on the board once the group work is over. Correct the first example and check that the class understands the correction. Then elicit the corrections for each of the subsequent examples, asking different students to make the necessary changes on the board.

- Oral feedback from groups – if the aim of pair or group work is to provide answers to a task, tell each group to elect a representative to report their comments to the class. Allow a few minutes for students to prepare for this by checking their final answers after finishing the task. One group representative should start by reporting their answers while the others listen and compare their answers. If the other groups have any differences, they should take it in turn to present their ideas to the class, discussing which versions are correct. The teacher may have to intervene to correct any problems that the trainees are unable to resolve themselves.

- Written feedback from groups: an alternatives to oral feedback is to appoint group 'secretaries' to write the answers on the board. Instead of writing their notes, the other group members should dictate to the secretaries, checking that no errors are written. Once all the groups have written up their answers, the teacher can draw attention to any differences and can ask the class to try to correct any major problems.

- Identifying the errors' feedback: to make feedback more positive, write a variety of phrases on the board which are taken from students' work, some correct and some containing errors. Put the students into the groups and ask them to read the phrases carefully and to identify those containing errors. Then ask them to try to correct the errors. This can take the form of a

competition, with the group correctly identifying the most errors being the winner.

Student-led feedback alternatives are effectively implemented at the English lessons for future mariners

Conclusions. Therefore, at the end we come to conclusion that providing the feedback at the English lessons for future mariners needs works through: regular and systematic principles and methodological techniques. Conducting the feedback must be an integrated part of the lesson which is positive, regular and objective. It can be verified and multiplied. For giving feedback as teacher as student and even both at the same time can be involved.

The main contribution of the present study is that it increases the knowledge and understanding of matters that the students require to get and make regular and verified feedback, based on different principles at the English lessons for effective organization learning process.

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