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Teachers' Feedback Practice in Teaching English as a Second Language

(Amalan Maklum Balas Guru dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua)

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Abstract

The use of feedback in teaching English has been practised in Malaysia by ESL teachers. They have always used feedback to inform their students about their opinions on the students' learning, whether it is impromptu verbal feedback or planned written feedback. However, the quality of feedback provided by teachers is critical because it determines the efficacy and practicality of the feedback itself. The researcher will conduct descriptive research on the level of teachers' feedback practice in Teaching English as a Second Language (TESL) in this study. The study's primary goal is to provide an answer to the topic, determining whether the level of teachers' feedback practice should be improved or maintained. A questionnaire containing six relevant statements regarding the level of teachers' feedback practice will be distributed to ESL students and analysed by the researcher to obtain reliable results on the mentioned topic. The obtained results show three high-level statements and three average-level statements. As a result, it is possible to conclude that the level of teachers' feedback practice in TESL is on the high side. The researcher then stated several implications and recommendations to help improve the average level statements while keeping the high-level statements as a conclusion.

Keywords: Teachers' feedback practice, ESL students.

INTRODUCTION

This study aims to determine the level of teachers' feedback practice in Teaching English as a Second Language (TESL) by discussing teachers' feedback practice and the current state of TESL in Malaysia. TESL refers to the teaching of English in countries where English is used as one of the common everyday languages apart from their native language. Japan, Taiwan and Malaysia are some of the countries which use English as their second language. The level of practice among teachers has a direct impact on the quality of teaching, increasing the likelihood of foreign students mastering the English language.

The main discussion of this research stays within the range of the level of teachers' feedback practice in Teaching English as a Second Language and how it can act as an improvement factor to the latter. This research also states the factual situation of English as a Second Language in Malaysia, why it remains at par, and how could one improve it based on the researcher's findings. All in all, this research attempts to reveal and bring awareness to the issue mentioned and inspire Malaysian society to strive for a greater English literacy level.

RESEARCH BACKGROUND

Teaching English as a Second Language in Malaysia

The impact of British colonialism in Malaysia has made the language be taught in schools. Since then, the English Language has slowly influenced the natives of the federation in various aspects ranging from daily conversations to formal governance or business interactions. Eventually, English became a second language for most Malaysians even after Malaysia gained independence in 1957. It was initially used as an official language in Malaysia. However, after some time it became the second language. Currently, we can often find ourselves using English as a common language to communicate with others who may not understand our mother tongue. For instance, a Malaysian Chinese student speaks English with a Malaysian Indian student during a group discussion in their school. Due to the high practicality of the English language in Malaysia, teachers who have mastery over TESL are in high demand by both government and private education establishments.

However, some issues arise in the TESL environment in Malaysia. Firstly, students in Malaysia often feel inhibited about using English as their language in daily conversation especially in their classroom in front of their peers and teachers. This phenomenon is believed to happen mainly due to the Asian culture which does not promote assertiveness and outspokenness (Cheng, 2000). An example that can be derived is from the students of Universiti Teknologi Malaysia who are reluctant to communicate using the English language (Ady Mukhtarrudin, 2009). Due to these reasons, there is a shapeless form gap between English teachers and their students. The students will naturally avoid speaking too much with their English teachers as they do not feel confident and comfortable doing so. As for the teachers, they find it harder to reach and become closer to their students. Other than that, the education system of Malaysia is commonly known to be very exam-oriented, which means teachers, students, and their parents concern more about the grades stated on the student's report cards rather than the overall gain in knowledge of the students. This system heavily favours the "cut to the chase/learning only the exam-related topics" type of learning style, which in return, backfired and causes students and teachers to neglect the general teaching of the English language such as teaching students to communicate in English and understanding the concept of various linguistic skills, etc. for the sake of focusing on exam-related topics such as reading and writing skills, mastering grammatical rules and commonly used vocabularies that students can use in their exams to get better grades.

PROBLEM STATEMENT

Limited English Proficiency in Malaysia

Even though ESL has been practised in Malaysia for several decades, there are still a few issues worth discussing and shedding light on. The English language proficiency level of Malaysian students is one of the issues that should be discussed. Many people have been discussing the low literacy attainment of Malaysian students in mastering the English language in recent years. This is primarily because Malaysians' average command of the English language has been unimpressive.

Challenges Faced by ESL Students

To begin, researchers should indeed delve deeper into the issues that Malaysian ESL students face, which result in poor English language proficiency. One of the causes is thought to be Malaysian students' lack of confidence in the English language. When asked to converse in English with their peers or teachers in Malaysian schools, most ESL students are either uncomfortable or insecure. According to Arifin (2021), some people exaggerate people's English language proficiency as a determinant of someone's intelligence. This is especially true for ESL students who have been judged by their peers or adults for their poor English communication to the point where they have given up and stopped trying.

Challenges Faced by ESL Teachers

Teaching English in the 21st century has been a challenging journey for embarking on ESL teachers. It is believed that the Malaysian education system highly favours and complements education facilities that produce the best grades. Students are evaluated based on their performance and ability to obtain good grades in the examination or display good writing skills (Selvaraj, Hazita, & Wahiza, 2021). To exacerbate the issue, most parents in Malaysia tend to have a "conservative" mindset and see the grades obtained by their children as of the utmost importance. Even though obtaining good grades does translate to being knowledgeable, the knowledge obtained through such methods by students is extremely limited to theoretical or textbook knowledge. As a result, teachers felt pressure due to this teaching approach. Sani (2019) has stated that teachers should not feel pressured to use anyone based on directives but rather choose a method or a blend of methods that suits their students' needs and enable the delivery of the lesson objectives. In short, a one-size-fits-all teaching method does not ultimately work for every single student.

RESEARCH OBJECTIVES

In this research, the main objective to be achieved is to identify the level of teachers' feedback practice in Teaching English as a Second Language. Through achieving this goal, the current standard of teachers' feedback practice in Teaching English as a Second Language can be determined. It can also potentially reveal the benefits and positive influence of teachers' feedback practice in Teaching English as a Second Language.

LITERATURE REVIEW

Teachers' feedback practice

Feedback is considered an essential part of effective studying. It is said to help students understand their studies better by giving them clear guidance and direction on how they can improve their learning (Singh, 2019). Feedback practice is a process that involves two-way non-judgmental communication that is set with the aim of providing information about the quality of a work done. The two known objectives for feedback are: to appreciate the good work with a logical explanation and to identify the good or bad practices and

provide guidance on how to change them. In Malaysia, feedback practice is regarded as a summative procedure where grades and marks are awarded, and written work is seen as a product (Selvaraj et al., 2021). Most of the time, Malaysian teachers in ESL classrooms will often provide feedback on how their students perform academically. These feedbacks range from verbal impromptu feedback to more formal feedback such as written comments on their report cards. However, teachers in Malaysia often find obstacles in providing needed feedback in a learning environment that is examination-oriented due to several reasons, such as the dominance of superficial rote learning in classroom assessment practices, assessment materials being not critically reviewed, strong emphasis on grading rather than the gain from learning, etc. (Selvaraj et al., 2021). In the present day, teachers' feedback practice has seen its development in Malaysian classrooms. There are several types of teachers' written feedback that is used in the present-day Malaysian ESL learning environment. For example, the use of content-based feedback and form-focused feedback. For clarification, content-based feedback deals with the organization, ideas, and amount of detail, while form-focused feedback emphasizes grammar and mechanics. In second language (L2) writing, form-focused feedback is perceived as more dominant than content-based feedback as it addresses the issues of grammar and mechanics used by the students in their writing (Suzie, 2021). Teachers' feedback in an evaluative classroom situation can be viewed positively by the students as they acknowledge the fact that learning must happen with practice (Selvaraj et al., 2021). For teaching and learning to be efficient and perceived as successful, evaluation-based feedback needs to be constructive and appropriate (Omer & Abdularhim, 2017). Forsythe and Johnson (2017) also mentioned that maintaining good feedback practice is also used to develop students' understanding of their study and help them efficiently and effectively change their learning and become better academically. One investigation also reveals that direct oral feedback when used together with direct written feedback, it helps not only by improving students' accuracy over time but also facilitates improvement in the more "treatable" rule-governed features such as past simple tense and the definite article, than in the less "treatable" feature such as prepositions. Moreover, it is believed that upper-intermediate English as second language writers can improve linguistic feature accuracy if they are often exposed to both oral and written corrective feedback (Magno & Amarles, 2011).

Previous research on teachers' feedback practice

Previously, research done on teachers' feedback practices has shown that feedback has a beneficial effect on students' future academic performance. According to Dmitrenko and Budas (2021), feedback has been praised by numerous educators for promoting students' autonomous learning and influencing their achievements in professionally oriented English communication. To be autonomous learners, students are obligated to self-monitor their progress, acknowledge, and be reminded of their goals, drawbacks, and abilities, understand their learning needs, and establish an efficient strategy to approach them. In Singh's (2019) research, he discussed how the lecturer's feedback impact students' learning. It is mentioned that lecturer feedback plays an important part in improving student's learning experience in higher education. Other than that, according to Magno and Amarles (2011), there is a notion of direct oral feedback is beneficial when used with direct written feedback. It is said that when both forms of feedback are used together, it facilitates improvement in students' ability to use rule-governed linguistic features such as past simple tense and definite article.

Studies also show that when teachers provide immediate constructive feedback, students can receive greater task motivation and are more willing to put in more effort in their work, while delayed conventional feedback will suppress the morale of students to do their work. It is believed that delayed feedback often becomes irrelevant after some time or simply became a difficult task for students to recall the past situation and reflect on themselves (Rabia Aslam & Khan, 2021). There is also evidence that constructive feedback is the most appropriate and effective form of feedback for helping students to learn and grow. Constructive feedback can be utilized as a tool for effective learning and in situations

of incongruity between the actual and expected performances, constructive feedback may act as a catalyst for the student to flourish and grow in terms of their academic development (Yasir & Sajir, 2010).

RESEARCH METHODOLOGY

Several measures will be used to aid the research in this study, including descriptive research and cross-sectional research. Aside from that, the sampling procedure and method, as well as the instrument used in the research, will be revealed and discussed to provide clarity on how the research results are obtained in general. The primary research instrument will be a responsive pedagogy questionnaire, which will be distributed to students for them to express their opinions on the topic of teachers' feedback practice. The data gathered from previous events will then be analysed to provide a conclusion to this research.

RESEARCH DESIGN

Choosing an appropriate research design is critical because it holds the entire research project together and proves the credibility of the study, as selecting an inappropriate research design may negate the value of the researchers' study (Dannels, 2018). As a result, the researcher has decided to conduct this descriptive study using a questionnaire in a cross-sectional design. In research, a cross-sectional study involves observing data based on a population at one point in time. The participants involved in the cross-sectional study are selected based on certain variables of interest. This type of research is mainly used in developmental psychology, social science, and education (Cherry, 2019). Research using the cross-sectional approach has the benefits of allowing direct observation of the phenomena for the researchers to investigate and producing faster results for research since the interest of research is only to obtain current data of certain phenomena and not the evolution of the phenomena. Thus, follow-up is not necessary and can be skipped (Zangirolami-Raimundo, Echeimberg, & Leone, 2018).

Atmowardoyo (2018) has described descriptive research as a research method that observes and describes existing phenomena as accurately as possible. The mentioned phenomena in descriptive research are already existing and are available for study and analysis. The main purpose of descriptive research is to describe the studied phenomena or events very systematically and analytically so that the mentioned phenomena can be understood in general. Since descriptive research uses "existing phenomena", it is contradictory to experiment research which observes the outcome that occurs after a certain period of treatment aside from the existing phenomena itself. In descriptive research, the necessary step for a researcher is to collect the available data by utilizing research instruments such as tests, questionnaires, interviews, or mere observation. Hence, descriptive research includes subtypes of research methods such as surveys, correlation studies, qualitative studies, or content analysis. Concerning this study, the researcher surveys students using a responsive pedagogy questionnaire to collect data. The questionnaire responses will describe the current phenomena of students' perceptions of teachers' feedback practices. According to Atmowardoyo (2018), a descriptive research survey is used to investigate a population's perspective on a specific event or problem by administering a questionnaire.

POPULATION AND SAMPLING

A population, according to Bhandari (2020), is an entire group about which a researcher wishes to conclude a specific research study. While population refers to the entirety of the inhabitants, samples are part of the inhabitants that exist within the population that is chosen for this test. According to Bhandari (2020), samples are the specific groups that are chosen from the population to represent the population as respondents of the study. In this research, a total of 71 Semester 2 students participated voluntarily as a sample in

answering the distributed questionnaires. These students are currently enrolled in a diploma program and are in their second semester. This sample group is considered more stable and has adapted to the on-campus learning environment. In contrast to semester one students, who are still new to their school and unfamiliar with their surroundings. Furthermore, third-semester students are usually on a tight study schedule and have little time to participate in other events because they have more assignments and exams. Second-semester students are known to have less packed schedules, allowing them more time to participate in research without feeling rushed or stressed.

This sample group was chosen at random. The random sampling method involves selecting a sample randomly from one's population. According to McCombes (2021), using the random sampling method ensures that every member of the population has an equal chance of being selected. This can confirm that there is no biased selection based on the researcher's interest. The random sampling method will be used in this research by collecting the names from the population of TVET students and writing each of them down on a piece of blank paper card, which will then be shuffled before being picked at random and in an unrevealed manner. The names on the selected paper cards will be qualified as samples.

RESEARCH INSTRUMENT

Davis (2021) defines research instruments as "tools used to obtain, measure, and analyse data from subjects in the research topic. The research instrument is frequently chosen after conceptualization and the topic of analysis have been determined, and the researchers are the ones who determine their preferred research instrument. The primary research instrument in this study is a responsive pedagogy questionnaire. The use of questionnaires as a research instrument can be advantageous in research because it provides enough data for a researcher to investigate the relationship between variables from an analytical standpoint (Mohamed & Amr, 2018). The purpose of this study is to investigate the relationship between teacher feedback practice and teaching English as a second language. The questionnaire designed for this study will show students' perspectives on how they believe teachers' feedback can help them learn English as a Second Language.

A responsive pedagogy questionnaire (RPQ) is a survey form that is used to obtain feedback from a certain group of people on a topic of interest. In this research, the researcher directly adopts the variables related to teachers' feedback practice in teaching English as a foreign language from previous researchers (Vathey & Smith, 2019). A Likert scale is used to distinguish by asking the respondents to state whether they agree or disagree with a certain statement on a symmetrical scale (Thompson, 2018). In this research, a six-point Likert scale is used in the questionnaire, ranging from highly disagree to highly agree. A six-point Likert scale will encourage participants to consider their decision more thoughtfully as they must choose that either lean towards positive or negative (Thompson, 2018).

PILOT TEST

A pilot study is a smaller structured study designed to test the aspects of the methods planned for the larger, confirmatory, and actual investigation (Lowe, 2019). It is done to prevent researchers from launching a large-scale study with insufficient knowledge of the proposed method, thus avoiding fatal flaws in a study that can be costly in time and money. The pilot test in this study is carried out on a group of diploma students. The questionnaire is created in Google Forms and distributed to all students. To maintain the relevance of the actual test, the pilot test respondents have the same background as the real respondents. This pilot study included 31 participants, 35.5 percent of whom were male and 64.5 percent of whom were female. The pilot study's findings revealed that the Cronbach's Alpha obtained was as high as .852 on all six variables. This result

demonstrates that the variables in the questionnaire are sufficiently reliable for this research, so it will be used as the questionnaire in the actual test.

Reliability

The reliability of a research paper determines the accuracy, dependability, and relevance of the test results obtained after conducting specific research. For a research paper to be useful and meaningful in general, it must be highly reliable. There are numerous methods for determining the dependability of a research paper. Cronbach's alpha is the method used to demonstrate the reliability of this research. The Cronbach's alpha is a statistic that is used to demonstrate the tests and scales that are either constructed or adopted for research projects that are fit for purpose (Taber, 2018). The Cronbach's alpha function by calculating the internal consistency of the result of a questionnaire using a set of mathematical formulas. If the value of the calculation is less than .5, the internal consistency is considered unacceptable and unreliable, a score of more than .7 shows that the internal consistency is acceptable, more than .8 is considered good, and greater than .9 is excellent. The highest score where one can obtain on Cronbach's alpha is 1.0.

DATA ANALYSIS

In research, the obtained data from their data collection procedure must go through analysis to produce a statistical overview of the test result. Data analysis, according to Johnson (2021), is the process of cleaning, transforming, and modelling data to extract useful information that can be used as a reference for one to make a subsequent decision. The Statistical Package for the Social Sciences (SPSS) version 21 is used for data analysis in this study. It is software that is used by various kinds of researchers for more complex statistical data analysis. The SPSS software was used to analyse the data received from the questionnaire to answer the objectives of the study descriptively.

RESEARCH ANALYSIS AND FINDINGS

The collected data is based on the result of using the Statistical Package for the Social Sciences (SPSS) software on the data collection done on a group of second-semester Diploma TVET students (N=71) to obtain their perception of teachers' feedback practice. Table 4.1 is created to provide a clear and analytical view of the findings of this research. The samples of this test consist of 37 (52.1%) male participants, and 34 (47.9%) female participants. Based on the collected data, the overall result states that the mean for the six items is 5.20, with a standard deviation of .708. This shows that the overall level of teachers' feedback practice is high as the perceived teachers' feedback practice of the students that can be seen on this test returns a positive result. The level of each item related to perceived teachers' feedback practice is also measured using a definitive measurement scale. From 1.00 to 4.83, the level of the item will be considered low, a score of 4.94 to 5.17 is average, and 5.18 to 6.00 is high.

FINDINGS ON TEACHERS' FEEDBACK PRACTICE IN TEACHING ENGLISH AS A SECOND LANGUAGE

The feedback I receive from English lecturers helps me understand the task better

This statement refers to how feedback from English lecturers can assist students in understanding the tasks assigned to them as part of their studies. Feedback is required for an effective learning process. Teachers' feedback can help students understand the subject matter and guide them on how to improve their learning (Singh, 2019). The researcher perceived that the feedback that students received from English lecturers can help them understand their tasks in their studies better in this test. Only three (4.2 percent) of the 71 students who took the test said they slightly disagreed. On the other hand, 14 (19.7 percent) of students stated they slightly agree, 24 (33.8 percent) agree,

and 30 (42.3 percent) strongly disagree with this statement. According to this result, most students are inclined to agree, while a small minority of 4.2 percent are inclined to disagree. This gives the statement a mean of 5.14 and a standard deviation of 0.883. The intensity of agreement with this statement can also be seen to lean towards the stronger side, with 42.3 percent of students stating that they strongly agree with it. This item's standard deviation (SD=0.883) indicates that students' opinions on this statement are more dispersed when compared to the other statements. A low standard deviation indicates that students still hold similar views on this statement. Finally, the level of this item is considered average based on its mean (M=5.14). This finding is consistent with the findings of Selvaraj et al.'s (2021) study. Constructive criticism or feedback is said to have positive outcomes in an evaluative class because students are aware that it can help them better understand their learning. As a result, feedback will provide students with better learning opportunities while also guiding them on how to improve their current weaknesses by better understanding their learning and knowing what they need to do at the time. Students, on the other hand, may reject constructive feedback if they are sceptical of the feedback's source or process.

The feedback I receive from English lecturers is provided in a way that I learn something from working on it

According to this statement, the feedback provided by English lecturers fosters the belief that learning something comes from doing it. To acquire knowledge, an individual must put in significant effort to learn new things and gain new knowledge. This is consistent with the study findings by Dmitrenko and Budas (2021). According to one source, students who do not see themselves as active participants in the learning process or who do not accept responsibility for change will rarely respond to feedback from their teachers. As a result, regardless of how well-rounded the feedback that teachers provide to their students is, if the students are not actively participating or investing enough time and effort in their studies, the feedback will be redundant, and the students mentioned will achieve very little in their learning journey. It is also claimed that students respond to external feedback from teachers and that learners' beliefs have a significant impact on their internal feedback. This implies that it is important for students to have the correct beliefs and attitude towards feedback and their learning for the feedback they receive to be useful to them. In this statement, students' attitude towards putting effort into their studies is important, and teachers' feedback should cultivate said attitude. According to the data gathered, none of the students disagrees with this statement, while 3 (4.2 percent) disagree slightly. However, 14 (19.7 percent) students agree slightly, 29 (40.8 percent) agree, and 25 (35.2 percent) strongly agree. This gives the item a mean of 5.07 and a standard deviation of 0.851. This demonstrates that many students agree with this statement, albeit with varying degrees of agreement, while only a minor 3 (4.2 percent) students stated that they slightly disagree. With a standard deviation of 0.851, the students are less dispersed in their agreement with this statement. Lastly, the level of this item can be considered average based on the mean of this item (M=5.07).

The feedback I receive from English lecturers tells me how I can do better next time

This statement implies that the feedback students receive from their English lecturers informs them of how they can improve themselves in future work. Constructive elements that teach students how to be better are important when providing feedback. Assessment in learning, according to Rabia and Khan (2021), can improve students' academic performance if implemented properly. Furthermore, feedback is the primary component of assessment in learning. As a result, teachers' feedback to students should be used to improve their students' learning while also allowing teachers to modify their teaching strategies. From the result of the test on this item, students are agreeing with the statement. As seen in Table 1, there are no students who highly disagree, and disagree, while there are only one (1.4%) of the student who states that they slightly disagree. On the positive side, 12 (16.9%) students state that they slightly agree, 29 (40.8%) agree,

and another 29 (40.8%) highly agree with this statement. The result can be seen to lean even more towards agreement than the previous two items, having only one disagreement, while the rest agrees. The mean of this item is 5.21, while the standard deviation is .773. The mean of the item yet again proves that the perceived teachers' feedback practice of most of the students is in line with this statement. With a standard deviation value, it shows that the students are even less dispersed in terms of their agreement towards this statement. Finally, with a mean value, this item is on the high side of the level. All in all, the feedback given by teachers is ultimately to encourage students to strive for the better. Therefore, feedback that guides the student on how they can do better next time is very ideal. This goes in line with the study done by Leung, Su, and Morris (2019). It is mentioned that as feedback is a crucial tool to facilitate students' learning process, it should be given in a format that enables students to be aware of when the feedback is being delivered so that students and their teachers can work together to figure out the students' path in their future learning. It should also be specific and capable of addressing each student's learning needs, in a style or form for it to be efficient and given to students at a suitable rate for it to enhance their learning process.

The feedback from English lecturers makes me better understand what I am going to learn

This statement states that feedback given by English lecturers can let their students understand better what they are going to learn. When providing feedback, teachers must let students understand their learning progress and level of achievement, as this can enable the students to have a clear direction for their future learning and let them make decisions on their next steps to plan in the learning program. This is in line with the study done by Tan and Biswas (2006). In this test, the result for this item can be seen in Table 4.1. There are no students who highly disagree and disagree with the statement, while there are four (5.6%) students who slightly disagree. On the other hand, there are 13 (18.3%) students slightly agree, 26 (36.6%) students agree, and 28 (39.4%) students highly agree with the statement. This result shows that again, many students are leaning towards agreement on this statement, while a minor part of four students leaned towards disagreement. This shows that most students acknowledge that their English lecturers' feedback better prepared them for their future learning subjects. The mean value of this item is 5.10, which scores it an average on the level, while the standard deviation is .897. The standard deviation of this item shows that this statement received the most dispersed response from the students. Although having the most dispersed response margin, it is still safe to say that the big majority of 94.4% of students are agreeing with this statement. One of the key points that can be derived from this statement is that the quality of feedback is important and needs to be taken seriously. This aligns with the study by Arts, Jaspers, and Brinke (2021). It is said that high-quality comments can provide new insights where feedback features are related to implementation.

When I receive backtests or tasks in English, I am told what I need to practice more to do better next time

The statement for this item implies that whenever a student received their test or task results/remarks, they are told what they should do so they can perform better next time. Upon completing a test or task, most students are not capable of handling perfect work that has zero errors. Due to this reason alone, feedback needs to contain constructive notes that teach how students can score better in their next exam or task. Research by Selvaraj et al. (2021) discusses this. Feedback can occur in various situations, specifically when teachers are giving tips to their students for corrective measures. When feedback is effectively provided, it can be a powerful catalyst for learning improvement. Feedback can feed forward into planning modifications in learning as well as in teaching for teachers whilst feedback about learning is given to students to improve the students' learning. As for this test, students have shown significant agreement towards the mentioned statement. From the result shown in Table 4.1, none highly disagrees and disagrees, while a (1.4%) student slightly disagrees with the statement. Other than that, the rest of the

students are seeing eye to eye with this statement. 13 (18.3%) students stated that they slightly agree, 22 (31.0%) agree, and 35 (49.3%) students highly agree, making up a big part of the sample. From this, almost half of the students from the sample strongly agreed with this statement. This leaves the level of the item high, according to its high mean value of 5.28. The standard deviation of this item is seen to be .814. This item shows that constructive feedback is essential for effective learning. A study shows that the application of constructive feedback may require some enabling factors, such as having a safe learning environment, effective communication, clear learning goals, and appropriate curricular and pedagogic strategies (Ahmad & Mohhamed, 2017). The way constructive feedback should be provisioned is also emphasized in the study, they are establishing a safe learning environment that consists of trust and respect between teachers and students, promoting and encouraging clear learning goals, embedding self-assessment exercises in teaching activities, actively observing students' academic performance and provide plans to correct mistakes, and ensuring the given feedback and its application in future tasks is well understood by students.

My lecturers make me aware of what I need to work more on to achieve a better learning result

This item mentions lecturers informing their students what they need to improve to achieve greater learning results. For teaching to be successful, teachers need to constantly inform and remind students about what they need to improve in, as students might not fully understand or be able to figure out their weaknesses. This is in line with Rabia Aslam and Khan's (2021) study. It is mentioned that teachers' knowledge, conceptualization, and what they practice in the classroom can influence students' academic performance. In most cases, it is the feedback they gave that contributes to the students' improving results. In this test, the final item is especially accurate. This can be proven by the collected data that can be seen above. For the first time, there are no students who disagreed with this statement. On the other side, 9 (12.7%) students stated that they slightly agree with the statement, 25 (35.2%) students agree, and a high number of 37 (52.1%) students imply that they highly agree with the mentioned statement. From this result, more than half of the students have a strong agreement with this statement, and not a single student is leaning towards disagreement, marking the mean value of this item at a high 5.39. Expectedly, the level of this item is high, and the standard deviation of this item is as low as .707. This standard deviation value is also the lowest among all six items, implying that this statement has the least dispersed or diverse opinion among the students. There are a few other pieces of research that back up this statement. Harwood and Froehlich (2017) mention proactive feedback-seeking. It is said to be a learning behaviour that occurs beyond formal learning arrangements in daily classes. It hinges on actively looking for information that is targeted at evaluating and reflecting upon work processes and the self.

RESEARCH IMPLICATIONS

Several conclusions can be drawn from this test's analysis and findings. To begin, the relationship between students and teachers must be strengthened. According to Akpo and Andah (2021), the educator plays a vital role in any educational program. This is because educators oversee implementing the educational process at any stage of the student's learning journey. As a result, students must regard their teachers as individuals who are trustworthy, respectable in general, and to whom they can confide about difficulties in their learning. To achieve this, teachers would have to invest their time and effort into getting closer to their students. Other than that, extrinsic motivation can be implemented in teachers' feedback practice. It can be implemented in a variety of ways, such as reminding students of their accomplishments in their learning journey or visually presenting their learning progress thus far, to help students recognize the knowledge they have gained from working on their studies (Takahashi, 2018). Furthermore, motivated students are more likely to actively participate in activities that they believe will help them learn more, whereas unmotivated students are less likely to be systematic in their effort

to learn something. Following that, all ESL classrooms must try to maintain the quality of constructive feedback. According to Sallang and Ling (2019), constructive feedback is regarded as valuable because it assists individuals in meeting their goals. It also has an impact on job satisfaction and an individual's willingness to participate more and be more efficient in the organization. According to the findings of this study, students who receive constructive feedback are more likely to perform better the next time because they are given a clear direction on what they should work on.

In a functioning and productive classroom, the quality of feedback given by teachers is technically high. Generally, constructive comments can provide new insights where feedback features are related to implementation, therefore, the feedback quality must be emphasized. To put effort into raising feedback quality, the quality of written feedback can be improved by using a form that requires teachers to reflect on the way they evaluate their students' work. This form is like a structured feedback cover sheet in that it can guide teachers in adding additional explanations to their remarks and corrections on students' work, thus improving the recommendations they give to their students for future use (feed-forward) (Arts et al., 2021). To maintain the level of constructive feedback, an after-class discussion between teachers and students can be held. Teachers who can hold these types of discussions can generate a plethora of brilliant outcomes and ideas that are beneficial to student's academic growth. It is well known that teachers who can collaborate in groups and technically apply group work ideas in the classroom may not only promote students' learning, social interaction, and communication skills, but also their critical thinking ability, as well as their confidence and interest in how they can improve themselves further (Williams & Svensson, 2021). Finally, proactive feedback-seeking among students should always be encouraged. Its significance should be emphasized to both teachers and students. The importance of it should be reminded and re-emphasized to both teachers and students. Proactive feedback-seeking has been shown to improve students' goal attainment, creativity, academic performance, perceived career development, and more (Harwood & Froehlich, 2017). Students who are encouraged to actively seek out valuable information from their teachers in an ESL classroom are more likely to achieve better learning outcomes. In short, students should continue to seek feedback proactively, while teachers should encourage this behaviour by providing quality feedback whenever their students request it.

CONCLUSION

In a nutshell, this research studies the level of teachers' feedback practice in Teaching English as a Second Language. The researcher conducted descriptive research by using a questionnaire that consists of six related items to test out the level of teachers' feedback practice on 71 ESL students. After analysing, out of six items, three turned out to be of high level, and the other three are average. The researcher concludes that although not perfect, the level of teachers' feedback practice in TESL is leaning more towards high. The researcher then provides their view on the topic and suggests a variety of measures that ESL teachers could take to maintain or improve the quality of their feedback practice. At this point, the research has come to an end, and everything is concluded and wrapped.

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Table 1. Mean and standard deviation of perceived teachers' feedback practice

No.	Item	Likert Scale						M	SD	Level
		1	2	3	4	5	6			
1	The feedback I receive from English lecturers helps me understand the task better.	0 0.0	0 0.0	3 4.2	14 19.7	24 33.8	30 42.3	5.14	.883	Average
2	The feedback I receive from English lecturers is provided in a way that I learn something from working on it.	0 0.0	0 0.0	3 4.2	14 19.7	29 40.8	25 35.2	5.07	.851	Average
3	The feedback I receive from English lecturers tells me how I can do better next time.	0 0.0	0 0.0	1 1.4	12 16.9	29 40.8	29 40.8	5.21	.773	High
4	The feedback from English lecturers makes me better understand what I am going to learn	0 0.0	0 0.0	4 5.6	13 18.3	26 36.6	28 39.4	5.10	.897	Average
5	When I receive back tests or tasks in English, I am told what I need to practice more to do better next time.	0 0.0	0 0.00	1 1.4	13 18.3	22 31.0	35 49.3	5.28	.814	High
6	My lecturers make me aware of what I need to work more on to achieve a better learning result.	0 0.0	0 0.0	0 0.0	9 12.7	25 35.2	37 52.1	5.39	.707	High

Note:

1-Highly disagree, 2-Disagree, 3-Slightly disagree, 4-Slightly agree, 5-Agree, 6-Highly agree

M-Mean

SD-Standard deviation.

Level measurement scale:

1.00-4.83: Low

4.84-5.17: Average

5.18-6.00: High