

دور استراتيجيات التغذية الراجعة في تعلم اللغة: استكشاف نظري للمناهج ومدى الفعالية

م.م. هدى عبد الكريم زغير النتيزي

جامعة كربلاء، كلية التربية للعلوم الانسانية، قسم اللغة الانكليزية

البريد الإلكتروني Email : [huda.a@uokerbala.edu.iq](mailto:huda.a@uokerbala.edu.iq)

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## The Role of Feedback Strategies in Language Learning: A Theoretical Exploration of Approaches and Effectiveness

Assist. Lect. Huda AbdulKareem Zgheer AlNteezi

English Department, College of Educations for Humanities, Kerbala  
University

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### المخلص

تستكشف هذه الدراسة دور استراتيجيات التغذية الراجعة في تعلم اللغة، مع التركيز على أسسها النظرية، ومدى فعاليتها، والتحديات التي تواجهها. تُعد التغذية الراجعة ركيزة أساسية لتطوير الكفاءة اللغوية، وتعزيز دافعية المتعلمين، وتنمية استقلاليتهم. وتتناول الدراسة أنواعًا مختلفة من التغذية الراجعة، بما في ذلك المقاربات التصحيحية والتكوينية، لتسليط الضوء على أثرها في اكتساب اللغة.

كما تبحث الدراسة في أنماط تقديم التغذية الراجعة، مثل الأنماط الشفهية، والكتابية، والمؤتمتة (الآلية)، مؤكدةً على دورها في زيادة تفاعل المتعلمين. ويناقش هذا البحث كذلك أهمية التوقيت، والدقة (التحديد)، والاعتبارات الثقافية عند تقديم التغذية الراجعة. وعلاوة على ذلك، تطرق الدراسة

إلى التحديات التي يواجهها المعلمون في تقديم تغذية راجعة فعالة، مثل موازنة الكم والنوع، والتكيف مع الفروق الفردية بين المتعلمين.

أخيراً، تطرح الدراسة إطاراً نظرياً لتحليل كيفية تأثير استراتيجيات التغذية الراجعة المتنوعة على مخرجات تعلم اللغة. وتؤكد النتائج على أهمية تبني مقاربات مخصصة (مُصممة خصيصاً) في تقديم التغذية الراجعة لدعم التطوير اللغوي على المدى الطويل وتحسين الممارسات التدريسية. تُشجع التغذية الراجعة في تعلم اللغات على تحفيز المتعلم، وتزويد من ثقته بنفسه، وتُثني مهارات وقدرات طويلة الأمد تتجاوز مجرد تصحيح الأخطاء. فعند تطبيقها بفعالية، تُحفز التغذية الراجعة الدافع الذاتي من خلال تنمية شعور المتعلم بالإنجاز ورغبته في مواصلة التقدم والمشاركة الفعالة.

### **Abstract**

The purpose of this investigation was to explore the use of several types of feedback and modalities of feedback with regards to the acquisition of a second or foreign language. Theoretical frameworks that underlie the use of feedback are discussed along with an examination of its effectiveness in improving the learner's linguistic competence, motivating the learner, and developing autonomous learners. The discussion will include the potential uses of several types of feedback (corrective vs. formative) and will provide insight into the impact that each has upon language acquisition. In addition, the discussion will focus on the use of several modalities of feedback (oral, written, automated), with respect to increasing learner involvement. Timing, specificity, and culture-specificity in relation to the presentation of feedback will be examined. Challenges that teachers may experience when attempting to deliver feedback effectively, specifically the balance between the amount of feedback provided to students and the quality of that feedback, along with accommodating student differences will be addressed. To assist in analyzing how varied forms of feedback can affect language learning outcomes, a conceptual framework will be developed. Finally, the results of the investigation will demonstrate why using individualized methods of delivering feedback is important for promoting long-term language development and improving teaching practices. Feedback in language learning encourages learner motivation, increases learner confidence and develops long-term skills and abilities that go well beyond simply correcting errors. When done effectively, feedback can encourage intrinsic motivation through developing learner's sense of accomplishment and their desire to continue progressing and engaging actively



## **1. Introduction**

Beginning with an evaluation of the function of feedback in Language Learning, it is evident that the primary purpose of feedback is to help students connect what they currently know about using language and how they can improve. The process of receiving feedback allows students to be able to correct their mistakes, reinforce proper usage of language, and think critically (reflection) about their own performance as well as develop the ability to control or regulate their own behavior. In addition, feedback also helps promote a learner's metalinguistic awareness which will enable them to better understand and implement the grammar rule(s). The research clearly shows that students require a combination of corrective and positive feedback to establish an optimal balance of a productive learning environment that encourages progress while minimizing student frustration (Ellis, 2009: 13).

Feedback in language learning comes through a number of ways and can help students learn in unique ways. For example, corrective feedback involves correcting an error (either explicitly by giving the student the right way to express something or implicitly by encouraging students to find the right way). Explicit feedback has the benefit of being clear and easy to understand, while Implicit feedback encourages students to engage cognitively and reflect upon their own learning. Additionally, positive feedback is used to encourage students to continue using language correctly and builds students confidence to be able to try new structures (Sheen, 2011: 33).

Despite its importance, delivering effective feedback is a challenge for educators. A key issue with providing feedback to learners relates to balancing quantity of information provided in the feedback and quality of that information. Furthermore, due to learner's individual differences (e.g., different proficiency levels, varying in terms of their learning style, and varied in terms of how they respond emotionally) learners' may process and apply this information differently than One another. Research has emphasized the need to tailor feedback to address these various needs; research has also emphasized the use of techniques to enhance learner autonomy, and provide a foundation for longer term retention of linguistic skills (Hattie & Timperley, 2007: 94).

Feedback in language learning encourages learner motivation, increases learner confidence and develops long-term skills and abilities that go well beyond simply correcting errors. When done effectively, feedback can encourage intrinsic motivation through developing learner's sense of accomplishment and their desire to continue progressing and engaging actively (Hattie & Timperley, 2007: 87). The timing for providing

effective feedback also matters. For example, giving immediate feedback may assist in improving fluency when performing an oral task but if you wait until after they have completed the task it allows time for them to reflect on what they wrote (Ellis, 2009: 10). Giving balanced feedback – constructive criticism combined with positive comments about successful work — provides a strong foundation for a confident learner who has developed a growth mind set and is motivated to see each challenge or difficulty as an opportunity (Hattie & Timperley, 2007: 96)

### **Research Objectives**

1. To evaluate how theory guides our understanding of how to use feedback as a strategy for improving language acquisition.
2. To consider what types of feedback exist, and what impact they have on learner results (outcomes).
3. Identify some challenges and provide suggestions regarding the most effective ways to implement good feedback for learners.

### **Research Questions**

1. What are the most important theories that guide research about the use of feedback in language acquisition?
2. How do different methods of using feedback effect the development of language skills, the motivation of learners, and learner independence?
3. What are the disadvantages or barriers to each type of feedback when implemented in instructional settings?

## **2. Literature Review**

### **2.1 Theoretical Foundations of Feedback in Language Learning**

Feedback in language learning is supported by many different theoretical frameworks that provide understanding about the function of feedback during the language learning process. Behaviorism; Cognitive Theory and Sociocultural Theory are three important theoretical frameworks that support our understanding of feedback's value to language acquisition.

#### **Behaviorist Perspective**

Behaviorism, based on the work of researchers including Skinner (1957) focuses on the role of positive reinforcement in the learning process. From a behavioral standpoint, feedback represents one way to reinforce desired behaviors through either providing positive reinforcement, (i.e., through some form of praise), or through the provision of negative reinforcement (through correction to prevent repetition of error.) The primary purpose of feedback from a behavioristic view is to create associations among stimuli and responses (Skinner, 1957: 43).

#### **Cognitive Perspective**

Feedback provides the cognitive learner with an opportunity to develop understanding and internalize rules of language use. The primary function





of feedback from a cognitive perspective is to provide learners with the knowledge of their own performance. Feedback facilitates identification of areas in which the learner lacks sufficient knowledge, thus facilitating adjustments to be made in their strategic approach. As opposed to the behavioral perspective, which focuses on the learner's reaction to externally provided feedback, the cognitive perspective focuses on the learner as an individual who processes received feedback to create knowledge. Thus, feedback functions as a type of scaffolding to guide learners toward increasing levels of self-regulation and independent learning (Swain, 1985: 248).

### **Sociocultural Perspective**

The sociocultural perspective, based upon the theoretical framework of Lev Vygotsky (Vygotsky, 1978: 86), posits that feedback is used as an intermediary to mediate learning through interactions with others. Therefore, it emphasizes the interactive aspects of learning. The sociocultural perspective also emphasizes that all dialogue, including that which occurs when using feedback as part of instruction or peer-to-peer discussions, is inherently interactive. Within this context, the teacher/learner(s)/peer group are able to operate within each other's zones of proximal development (ZPD), and receive assistance in completing tasks that would otherwise be unachievable.

### **2.2. Types of Feedback in Language Acquisition**

There are many ways in which feedback for language acquisition has taken place; however, there are two primary types: corrective feedback and formative feedback. Corrective feedback is the direct response to the learner's incorrect use of a language, while formative feedback is an ongoing process intended to improve the student's continued use of a language.

#### **1.) Corrective Feedback**

Corrective feedback is the process by which instructors or teachers provide students with information about the nature of their mistakes so as to help them become better at using languages. There are many different types of corrective feedback, but they can generally be divided into two broad categories - explicit and implicit feedback - based upon how explicitly the instructor indicates what the student did wrong. Additionally, both explicit and implicit corrective feedback can be broken down further into multiple subcategories based upon the means through which the instructor conveys that information to the student:

#### **a. Explicit Feedback**

Instructors who give explicit corrective feedback indicate to their students

exactly where they made an error and the appropriate way to express themselves. The above example illustrates this when the instructor says, "No, you should say 'He goes', rather than 'He go'. One advantage of this type of feedback is that it allows students to pay close attention to grammar and will typically result in some degree of improvement in writing and speaking assignments (Ellis, 2009: 98).

#### **b. Implicit Feedback**

Implicit corrective feedback refers to indirect corrections provided to students through conversations. Some common examples of such feedback are:

**Recasting:** The process of reformulating the student's sentence incorrectly with no indication of what was wrong. An example of recasting would be when a student states, "He go to school" and the teacher responds, "Yes, he goes to school." Although recasting can help improve students' spoken language, it will have little impact unless used in conjunction with other clarifying strategies (Long, 2007; 88).

**Clarification requests:** Teachers prompt students to revisit their previous responses by indicating there is some sort of problem, for example, asking, "What do you mean by that?" By prompting the students to question their own responses, teachers encourage students to become involved in correcting themselves and also foster independent thought and action (Lyster, 2004: 400).

**Metalinguistic feedback:** Comments from the instructor regarding the type of error made by the student

without giving the student the exact wording. For instance, "Why did you choose this time frame?" Metalinguistic feedback is useful to assist students in developing their ability to evaluate and understand how they created their error(s), which leads to further development in grammar (Ellis, 2009: 101).

#### **2. Formative Feedback**

The purpose of formative feedback is to aid in the growth and development of the students while assisting them to move forward in their educational careers. The focus of formative feedback is typically focused on the larger picture of the students' educational experience rather than just identifying individual errors.

##### **a. Comments on drafts:**

Students receive detailed input and feedback from instructors regarding their drafts of written assignments. Instructors point out the positive features of each draft as well as suggestions for improving the





assignment. This provides students with an opportunity to make revisions to their written work based upon the information provided by the instructor and assists the students in making improvements in both their writing and creative abilities (Hyland, 2006: 84).

**b. Progress reports:**

Instructors submit periodic reports documenting students' performances. These reports give students insight into their accomplishments as well as areas where they require assistance. Periodically reporting students' performance also promotes motivation among the students by creating a sense of responsibility among them (Brookhart, 2017: 56).

**c. Reflections:**

By having students reflect upon their own work and determine areas requiring correction, students are encouraged to develop independence and higher level thinking. When using reflection-based methods of feedback, students will be able to take the knowledge they have learned and apply it internally (Carless, 2015: 44).

### **2.3 Feedback Modalities**

Oral feedback is another powerful tool. It gives students immediate feedback and helps them make adjustments to how they are using the language right then and there. Oral feedback has its strongest effect in the classroom and conversations, because this is when you can respond to what your student says. For example, if a teacher catches a student misspelling a word during a conversation, the student could try to say the word correctly after the teacher tells her. The student will be able to reinforce good habits of speaking. But the way you give students oral feedback will determine how well it works. Constructive and supportive feedback seems to produce better results than harsh feedback (Brookhart, 2017: 23).

The next feedback type we need to look at is written feedback. Written feedback is usually used in situations like writing assignments, long essays, etc., where students take more time to think about and modify their answers. One benefit of written feedback is that you can offer a lot of detail so students can do more "cognitive" thinking. An example would be: If a student writes an essay that contains many similar errors in one area of grammar, a teacher may tell her which error she made most often and provide some ideas for how to fix those mistakes in future essays. Online, written feedback is sometimes done asynchronously, allowing students to look over the teacher's suggestions for correcting errors and develop strategies for implementing changes at their own speed. Although written feedback is helpful for developing revision skills and



enhancing writing skills, its effectiveness is dependent upon clarity (Hyland, 2006: 72).

There are two other types of feedback we should talk about -- Automated/Peer Feedback. Automated feedback comes from programs like Language Learning Apps and Grammar Checkers that allow for instant feedback. Because these programs are available instantly, they seem very valuable for blended and online learning experiences. They provide rapid evaluations of students' grammar, vocabulary, and/or sentence structure and provide possible alternatives for the errors they find. Students use this information to refine their use of language.

Peer feedback is different than automated feedback because peer feedback happens when students share their drafts with each other to get other opinions on their writing. Using peer feedback encourages collaborative learning among students and helps foster critical thinking. In an online platform, peer feedback can complement automated systems to evaluate a piece of writing from a subjective viewpoint i.e. How creative is the writing? What strength does the writer use in his/her arguments?

Both forms of feedback have positives and negatives. Automated systems are positive for providing consistent and immediate feedback. Peer feedback is beneficial for creating opportunities for students to interact with one another and exchange perspectives. The effectiveness of both forms depend on whether students receive sufficient instruction in evaluating their fellow classmates' work (Carless, 2015: 38), as well as the quality of the automated system being used.

#### **2.4 Key Considerations in Feedback Strategy**

1) The timing of feedback, how often it is provided and its specificity are all factors in whether it will be effective. Immediate feedback, which is useful in spoken work like speaking tasks because it allows students to correct themselves at the moment of error, and therefore improves their overall fluency and accuracy, is best used in situations where there is an ongoing task or activity (Brookhart, 2017: 45). On the other hand, delayed feedback, which provides a longer period of time for the student to reflect upon their errors and ultimately leads to better processing of those errors, is particularly helpful with more reflective work, such as essays and writing assignments (Brookhart, 2017: 45). Too much delay can cause a disconnection from the current task and reduce the chances of positive change; however, too little delay can overwhelm a student and prevent them from processing the feedback sufficiently (Carless, 2015: 41). In addition to the timing of feedback, the amount of times it is given to a



student is equally important. Feedback needs to be frequent enough to allow for sufficient instruction without becoming so overwhelming that the student cannot adequately process it (Carless, 2015: 41).

The level of specificity that is involved in giving feedback is another key factor in its effectiveness. While general comments can certainly encourage students to do well, they rarely lead to tangible changes (Hyland, 2006: 73). On the other hand, specific feedback that identifies particular weaknesses or strengths of the student's work, guides students towards developing specific skills or improving their performance (Ellis, 2009: 104), and encourages them to focus their efforts towards achieving those goals (Hyland, 2006: 74), provides students with clear direction and assists them in making measurable progress.

2) Cultural background, proficiency levels, and individual learning styles can significantly impact how effectively feedback is perceived by students.

A person's cultural background can affect how feedback is perceived. Students who come from certain backgrounds may see direct feedback as negative and discouraging while students from other cultural backgrounds view direct feedback as helpful and constructive. An understanding of these cultural differences could assist teachers in tailoring their approach to delivering feedback that is both culturally sensitive and effective (Carless, 2015: 42).

Students' proficiency levels can also impact their receptiveness to different types of feedback. Beginner-level students typically require more explicit and corrective feedback than advanced students because beginner-level students often rely on teachers to tell them what mistakes they made. Intermediate-advanced students tend to appreciate less direct feedback because intermediate-advanced students typically know what mistakes they made and want the teacher to point out areas where they can improve their skills (Ellis, 2009: 103).

Student preference regarding the type of feedback also has a large influence on how effective the feedback will be. Some students may prefer verbal feedback because it allows for instant interaction and provides them with confidence. Other students may prefer written feedback because it gives them more opportunity to think about what was said before responding. Providing students with options for receiving feedback based on their personal preferences will increase the likelihood that the feedback they receive will be relevant to them and have an impact (Brookhart, 2017: 47).

## Section Three

### Theoretical Framework

#### 3.1 Classification of Feedback Strategies

The three main categories of feedback strategies for language learning have been identified as follows. Each category has its own theoretical framework and methodology:

**1) Behaviorist Feedback:** Classifications of feedback strategies according to behavioral theories, such as those developed by Skinner (1957), focus on the provision of feedback which reinforces "correct" use of the target language. Corrective (both explicit and implicit) feedback, as well as positive reinforcement, are examples of this type of feedback. Examples of Behavioral/Reinforcement Feedback Strategies

**Corrective Feedback:** Focuses on correcting individual errors in grammar or vocabulary, whether done so directly (e.g. giving the learner the right answer) or indirectly (e.g. using recasts or clarification questions).

**Formative Feedback:** Provides learners with an ongoing evaluation of their performance and provides encouragement to improve their overall ability to communicate effectively in the target language.

**2) Sociocultural Feedback:** Sociocultural Theory, as outlined by Vygotsky (1978), views feedback through a lens of social interaction and collaboration. Socioculturally-based feedback is viewed as a vehicle for helping learners advance in their Zone of Proximal Development (ZPD). In other words, feedback provides learners with assistance that enables them to achieve levels of proficiency they may not have otherwise achieved.

Types of Socioculturally-Based Feedback Strategies

**Peer Feedback:** When learners provide each other with feedback, it promotes social interaction and encourages learners to reflect on their own performance.

**Dialogic Feedback:** A strategy that uses the exchange of ideas to help facilitate the learning process. Dialogic feedback involves a discussion between a teacher and learner(s) about the learner's performance and how he/she can improve.

**3) Constructivist Feedback:** From a constructivist perspective (Piaget, 1970), feedback supports active learning by enabling learners to construct their knowledge. Feedback is considered a means to stimulate critical thinking and self-regulation.

- **Self-Reflection and Metalinguistic Feedback:** Encouraging learners to reflect on their errors and question their decisions regarding language use is central in this feedback approach.





### 3.2 Dimensions of Feedback Effectiveness

**1) Engagement:** When you use feedback strategies to give students feedback on their learning performance, you will see an increase in student participation in the learning process. This is because effective feedback helps students develop a sense of responsibility for what they learn and also provides a means to encourage students to think more deeply and critically in order to achieve greater cognitive processing (Hattie & Timperley, 2007).

Feedback can motivate students to be successful by allowing them to feel like they have invested in their own success.

**2) Autonomy and Motivation:** Additionally, providing students with feedback that fosters their ability to work independently is a way to promote both autonomy and motivation. For example, giving students metacognitive type of feedback or reflection based feedback helps support their independent decision-making regarding how they want to go through their learning process. When students believe that your feedback has helped them improve their skills and/or knowledge, they are more likely to be intrinsically motivated.

**3) Linguistic Development:** Feedback directly influences linguistic development by guiding learners to correct errors and internalize new structures. It helps learners improve specific language skills, such as grammar, pronunciation, and vocabulary, by providing them with the tools to self-correct and refine their language use (Ellis, 2009).

## Section Four

### Methodology

#### 4.1 Research Design

This study will employ a theoretical design method, which includes a systematic literature review. The systematic literature review is most suitable to explore theoretical ideas due to its ability to compile multiple types of results found by other researchers. Systematic reviews enable an overview of all current knowledge about feedback strategies in language learning and can provide a well-rounded theoretical basis on these strategies.

#### 4.2 Data Collection

To make sure the results of this research are valid and reliable; this study will identify and choose all relevant studies, journal articles, books, etc. (from credible English Language Teaching [ELT] resources) for which publication occurred after 1957. In addition to studies conducted in a variety of different contexts — i.e., classroom based, online based,

individual — these will be selected from a variety of academic data bases and/or from refereed (i.e., peer-reviewed) publications that provide either theoretical perspectives or empirical evidence regarding the use of feedback in the process of language acquisition.

### **4.3 Analytical Approach**

The research study will analyze the existing body of literature on "learner feedback" and create an overall theoretical model or framework for the results found. That framework will include various types of strategies used to give feedback, group those strategies according to which theory they are based upon (behaviorist, sociocultural, etc.), and evaluate how effective each type is at increasing student engagement, motivation/autonomy, and language acquisition. The results of the literature will also undergo thematic analysis to determine common themes/patterns that exist across all studies reviewed.

### **section Five**

## **Analysis and Discussion**

### **Comparative Analysis of Feedback Strategies**

This section evaluates the effectiveness of different feedback strategies across the four main language learning skills: speaking, listening, reading, and writing. Each feedback type is assessed based on its impact on language development and learner autonomy.

#### **1) Corrective Feedback (Explicit and Implicit)**

##### **a) Speaking Skills:**

**-Explicit Corrective Feedback:** Immediate correction during speaking tasks (e.g., "You should say 'He goes' instead of 'He go'") can enhance learners' fluency and grammatical accuracy. This approach helps learners make on-the-spot corrections, which is crucial for real-time language production.

**-Implicit Corrective Feedback:** Recasts, or the indirect reformulation of learners' sentences (e.g., "He goes to school"), encourages learners to self-correct without interrupting their speech flow. While this method can improve fluency and spontaneity, it is often less noticeable to learners and may not lead to immediate correction if not followed by clarification.

##### **b) Listening Skills:**

**-Explicit Feedback** in listening activities is often less common because feedback is generally provided after the listening task. However, pointing out errors such as misheard words or incorrect comprehension is useful when done in a timely manner.



-**Implicit Feedback** could involve providing students with follow-up tasks that encourage them to recognize and correct their mistakes independently, such as engaging in activities that help clarify misunderstood content.

c)**Reading Skills:**

-**Explicit Feedback** on reading comprehension involves direct corrections of misunderstandings, helping students improve their ability to decode and interpret texts. This strategy is particularly effective for beginners who need guidance on vocabulary or syntax.

-**Implicit Feedback:** Often takes the form of prompting the learner to rethink their interpretation of a text or providing hints to guide them towards the correct understanding without direct correction.

d)**Writing Skills:**

-**Explicit Corrective Feedback:** Direct corrections in writing tasks, such as indicating grammar mistakes or suggesting rephrasing, are highly beneficial for improving language accuracy. Immediate feedback helps students refine their grammar and vocabulary usage.

-**Implicit Corrective Feedback:** Providing feedback in the form of comments that encourage students to reflect on their errors or suggesting alternative ways of phrasing can enhance students' metacognitive skills and promote long-term retention.

2) **Peer Feedback**

Peer Feedback is an important tool that promotes student participation and independence in both writing and speaking tasks. Students have the opportunity to give and receive peer feedback which fosters a greater level of learner engagement through being actively involved in their own learning process. Through the process of giving and receiving peer feedback, students develop the skills necessary to assess language usage critically while learning from one another's point of view.

**A) In Classroom Settings:** Peer feedback supports collaborative learning by promoting students to work together when completing writing or speaking tasks. Examples of how this type of collaboration works include having students share drafts with one another during a writing assignment and then exchanging and providing peer feedback. This model allows students to be able to identify error in their use of language and to participate in constructive criticism of one another's work.

**B) In Online Settings:** Peer feedback in an online environment provides opportunities for asynchronous interactions (such as peer review of

written assignments and/or peer review of oral presentations). While less interactive than face-to-face peer feedback, online peer feedback can encourage students to reflect on their own learning and develop independence in their learning. There are many types of digital tools that facilitate the provision of detailed peer feedback (e.g., text annotation and/or audio/video comments).

### **Challenges and Limitations of Feedback in Language Learning**

Although feedback is vital for language acquisition, many obstacles exist in both providing and receiving feedback:

**1) Affect of Feedback:** The emotional response that learners have to feedback will significantly affect how effective the feedback is. Many learners who are emotionally sensitive, and/or have low self-esteem often perceive corrective feedback as being negative (i.e., criticism), which results in learner resistance/learner disengagement; this occurs when learners believe they are going to be judged negatively by their educator. Learner perceptions of feedback as overly harsh/punitive are likely to result in learner disengagement/resistance.

**2) Flooded With Feedback:** Providing too much feedback to an individual, particularly within a large group setting can result in "feedback fatigue". When educators provide too much feedback to an individual, and/or to a large number of individuals simultaneously, it creates "cognitive overload", which makes it extremely difficult for learners to process and apply all the feedback that has been provided. Therefore, educators must determine what level of feedback provides enough support/guidance to learners while not creating "feedback fatigue".

**3) Teacher Time Requirements:** Feedback delivery is extremely time-consuming and labor-intensive for the teacher -- particularly for larger class sizes. Providing timely, individualized feedback on a one-to-one basis may be problematic due to limited time available for such purposes. Automating or using peer assessment processes could assist with alleviating this problem; however, both will require monitoring to assess effectiveness and quality.

**4) Cultural & Contextual Factors:** Most feedback models are developed without consideration of the cultural and context factors which affect how learners view their feedback. For example, some cultures perceive direct corrective feedback as rude or demotivating. Therefore, feedback should be modified based on specific cultural norms and learner preferences. Moreover, strategies which have been successful in specific



educational environments (i.e., formal classroom-based), do not necessarily translate into other educational environments (i.e., informal, online).

### **Case Studies and Practical Applications**

Real-world examples are helpful for demonstrating how various types of feedback can help teachers teach in different classroom settings.

**1) Feedback and Accuracy in Pronunciation/Grammar:** An example of how to make feedback successful is shown by Sheen (2011). He demonstrated that providing students with explicit, corrective feedback was beneficial to improving students' accuracy as it pertained to both pronunciation and grammar. By immediately correcting students while participating in oral activities, students demonstrated an improvement in their ability to accurately communicate orally.

**2) Student/Peer Feedback in Writing Assignments:** Another example of using feedback in a real-world classroom is presented by Carless (2015). Students provided each other with constructive feedback on aspects such as language use, content and structure of writing assignments at a college/university level. While student feedback allowed students to recognize areas where they needed improvement, it also created an environment of collaborative effort among classmates. The findings indicated that students had a greater desire to correct their own written work after receiving peer feedback and were more likely to incorporate the feedback into their final product.

**3) Feedback in Formative Online Learning Experience** - The formative feedback given to students during this course occurred after each assignment was turned into the LMS. The instructor would provide written feedback regarding the student's work which included specific areas in which the student made errors. After receiving feedback, the student would then revise the same assignment based upon the feedback received from the instructor. For language learners, this type of format is very useful when students are working asynchronously because they can view the feedback from the instructor at their own pace, and then make corrections on their next assignment. Many of the students reported that using the feedback they received in this class improved their self-confidence as well as motivation to improve their language skills.

**4) Instantaneous Feedback Provided Through Automated Systems Used Within Language Learning Applications** - Automated systems used within many of today's language learning applications (e.g. Duolingo, Babble etc.) allow for instantaneously feedback to be provided to users who have entered incorrect information. An example of how

these systems work is through identifying grammatical, lexical and phonological errors that occur in the user's input. Users may immediately see where they went wrong and make the necessary correction. While automated systems lack the personalized nature of a teacher's feedback, research has indicated that automated systems are capable of supporting students in developing fundamental aspects of a second language and providing students with instant rewards for completing tasks correctly.

## **Section Six**

### **Conclusion**

#### **Summary of Key Findings**

This research explored the effectiveness of different feedback strategies in language learning, focusing on the classification, dimensions, and practical applications of feedback. The study identified several key insights regarding feedback strategies, their theoretical foundations, and their impact on learner engagement, autonomy, and linguistic development:

a) **Behaviorist, Cognitive, and Sociocultural Theories** provided frameworks for understanding how feedback can guide language learning. Behaviorist feedback emphasizes reinforcement, cognitive feedback highlights active learner engagement, and sociocultural feedback focuses on interaction within the zone of proximal development (ZPD).

b) **Feedback Modalities** like corrective, formative, peer, and automated feedback were found to have different strengths depending on the language skill being targeted. Corrective feedback was particularly beneficial for improving grammar and pronunciation, while peer feedback encouraged collaboration and critical thinking.

c) **Cultural and Contextual Considerations** were highlighted as important factors influencing the reception and effectiveness of feedback. Feedback strategies need to be adapted to the cultural norms and learner preferences for optimal impact.

Overall, effective feedback enhances engagement, supports learner autonomy, and promotes linguistic development by guiding learners in correcting errors, refining skills, and fostering self-reflection.

### **Concluding Remarks**

Feedback plays a crucial role in language acquisition by helping learners bridge the gap between their current proficiency and their desired learning outcomes. It not only corrects errors but also fosters motivation, self-regulation, and engagement with the learning process. The importance of designing adaptive feedback strategies is evident in





ensuring that feedback is personalized to meet the diverse needs of learners. Educators must balance the quantity and quality of feedback, consider learners' emotional responses, and be mindful of the challenges such as feedback overload and time constraints.

For feedback to be truly effective, it must be context-sensitive and tailored to individual learners' proficiency levels, learning styles, and cultural backgrounds. This approach will help maximize the benefits of feedback and ensure that learners feel supported and motivated throughout their language learning journey.

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