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THE EFFECT OF FEEDBACK OF STUDENTS ON TEACHING AND LEARNING: A CRITICAL AND COMPREHENSIVE ANALYSIS

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ABSTRACT-*The objective of this research paper is to analyze the effectiveness of feedback and attitude of students in developing a framework related to teaching and learning of English as a second language (L_2). For this purpose, one Government Degree College and four Government Post Graduate Colleges (male) of District Multan were selected to get the feedback in relation to ESL. 200 students of session 2015-2017 were selected randomly as a sample of study from these colleges. Pre-test, post-test technique and survey sheets were used to assess the performance and attitude of students. A questionnaire was developed to measure the attitude of students towards feedback. The results show that there is positive relationship between feedback, learning and teaching process and improvement was noted in motivation, confidence and analytical thinking among second language learners. Therefore, it is suggested that this strategy may be expanded to various other Government and private teaching and learning institutions.*

Key Words: *Feedback, Teaching, Learning, Pre Test, Post Test.*

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1. INTRODUCTION:

Feedback plays a vital role in language teaching and learning process. This process helps the teachers to teach effectively and the learner to enhance their capabilities towards learning. A decent feedback gives basic analysis of the records, additionally a superior comprehension and appreciation of the language. Feedback is considered as post-reaction data provided to learners; to advise them about their real condition of learning. It helps learners to reproduce their insight or capability to what is craved. Mory (2003) summarized that feedback acts as motivator, supporter and informer. It is an essential part of learning process as it is utilized as remarks on efficiency of a person and notices the positive and negative traits of it. Customarily, a common approach being adopted in exclusive teaching is that the feedback is provided on student's assigned tasks.

Two approaches are usually adopted to obtain feedback on English as foreign language (EFL) teaching and learning *i.e.,* teacher's feedback and student's feedback. These synergistic approaches has been successful for better comprehension of teaching and learning process . Peer feedback is the fundamental aspect of language learning process. It enhances the learner's ability to think, to share one's point of view on learning and expands the chances of an effective communication . Various reviews, feedbacks and surveys possibly improve the learner's capacity of learning and are considered as authentic information .

Peer feedback refers the sharing of thoughts, proposals and valuable remarks on learner's ability. It is basically a learner focused approach instead of teacher focused approach . Language learning is an individual's intellectual action and one learns language through common communication and

comprehension and peer feedback helps learners and teachers to reshape and reproduce their insight .

A comprehensive feedback is assumed to be important for pursuance of further learning, as it points towards learner's level of learning and the requirements for development. To urge someone for feedback is always helpful for the enhancement of both teaching and learning. Feedback indicates and improves a few capacities such as; to affirm introduced data, append the new data, indicate the mistakes, rectify the mistakes and create contingent use of data. Whereas in a learning setting feedback streamlines the great performances, helps the advancement of self-appraisal, conveys outstanding data to learner about learning, empowers teacher's and learner's participation, encourages inspiration and self-regard and inspires teachers to enhance their skills in teaching . In some cases, teachers realize that giving feedback to their students is the most tedious and unpleasant task . The teacher's reaction and views may be characterized by employing the feedback strategy and are affected by numerous components such as the language capacity of the learners, types of assignments, and the phase at which the feedback is provided. The teacher at the time of providing feedback serves as the pursuance, editor, facilitator, guard, mentor and evaluator . Moreover, teachers need to assess learner's learning through numerous perspectives such as organization and style, content, vocabulary and grammar. By keeping in mind the cognitive grounds, the student concerning feedback is considered to be more solid, facilitative and justifiable in owing to the fact that students usually learn at same level as their fellows learn . It provides an incredible advantage for evaluators to evaluate by utilizing their productive capacities and possibilities. On social grounds, feedback is extremely productive and

impinges deep social effects at learners; resulting a rapid buildup in learner's performance. The idea to evaluate the learner's assigned task by their fellows urges the learners to perform the same task again . An assessment of learner's feedback provides a fair chance to compare the shortcomings among their particular learning . Learners are allowed to provide their point of view at the same topic or subject. Consequently, they can enhance their self-evaluation capabilities By adopting the feedback approach the learners can clearly observe the evaluation framework. By owing to this vary property, feedback has been referred to as a successful developmental tool of evaluation for teaching and learning. In view of prior research discoveries, the adequacy of student and teacher feedback in upgrading teaching and learning capability should be additionally investigated since the discoveries are disputable and uncertain. Inspecting the adequacy of student and teacher feedback ought to illustrate the benefits and faults of this classroom evaluation instrument. Obviously, learner's state of mind towards student and teacher feedback is an essential element to decide the viability student and teacher feedback.

1.1 Objectives of the research:

The main objectives of the research are given below: -:

- To investigate the effect of feedback of students in improving L_2 teaching and learning skills

- To investigates the attitude of students towards peer and teacher feedback.

1.2 Significance of study:

A decent learning motivates the learner to express the signs of improved learning skills (Cumming and Silvia (2010). The present study will examine the impact of feedback of learners on teaching and learning aptitude equally beneficial for both learners and the teachers. The study is very

important because its results will help teachers, administrators of educational institutions and policy makers will take benefits from its results and devise policies accordingly. The results of this study also highlight the significance of feedback in improving motivation, confidence and skill of the students as well as teachers.

2. LITERATURE REVIEW:

Feedback is considered as an intrinsic ability to design an instructional model. According to Perkin a direction can be set by highlighting the effects of feedback. Merril (2002) marked feedback as the most imperative part in optional presentation of the data. Feedback has also been recognized as the most fundamental tool to set up a direction for the learner. Andrews and Goodson portrayed feedback as a device that is utilized as a part of orderly instructional plan (Andrew and L.A (1980). Distinctive language learning such as behavior learning hypothesis, subject learning hypothesis and Gagne's hypothesis of guideline provide a range of ideas about teaching and learning process showing an importance in learning and instructional outline. Skinner successfully discovered the pre and post effects of feedback (Skinner,1958). According to s cognitive data learning hypothesis, feedback has a reasonable significance in instructional outline. It explains that learning is an internal feeling of a person where the learner gathers information from nature and adopts it in real life. He learns from external world and gives an output on the basis of that learning. Atkinson proposed a multistage hypothesis of memory which orders human memory in three frameworks such as sensory memory, short term memory and long term memory (Attikson and Shifrin (1968). . The learner gets knowledge from the world through tactile memory and stores it in short term memory temporarily. In Gagne's precise instructional outline

model, feedback has fundamental significance. It enhances diverse capacities related to instructional plan. There are certain conditions essential for entire learning frameworks. Gagne has separated the conditions into two sections such as internal conditions and external conditions respectively. Inner conditions are encoding, interpreting, maintenance and limits while outside conditions are related to incorporate content and approach. Kulhavy (1973) examined the reasons for committing the errors by the learners and suggested the techniques to overcome those errors . Feedback is applied for helping the learner to shorten the gap between the real capacity and the coveted execution (Brookheart,2003). Vygotsky (1987) expressed that social communication among the individuals is important for the development of intellectual capacity [33]. Human beings are social creature in need of sound judgment and participation for living in real life. Further in accordance with his views, feedback is a move from bury mental plane to intra mental plane. The connections and coordinated efforts help human beings in getting to be self-managed. The zone of proximal advancement is the separation between real improvement level as controlled by independent critical thinking and the level of potential advancement as determined through critical thinking under grown up direction. It contains all required states of language in account for the teacher, the learner and assesses their objectives and intentions. The other idea perceived from Vygotsky's hypothesis is the guided support. Nassaji (2000) named it as the as platform in which a specialist accomplice is useful to learner and provides helpful conditions and can exchange his qualities and aptitudes to the others . According to Bruffee (1985), community learning hypothesis the exchange of ideas during learning is a sort of learning in which fellows collaborate with each other; build up an effective learning environment

confirming that whenever at least two learners cooperate, their collaboration makes a positive learning condition.

Numerous analysts such as Pica and Doorman suggest that collaborative work can be completed in number of psycholinguistics ways (Darmin,1985). The L_2 is additionally a collection of actions and it helps the learners to acquire information and significance in the objective language. Swain and Lapkin clarified that by participating in the dialog, learners can get positive and/or negative feedback from their peers which is essential for L_2 procurement (Swaine and Lapkin, 1998).

The impact of teacher feedback on student's work has been the subject of perpetual verbal confrontation, highlights the point whether the teacher feedback prompts the change in learner's learning (Ferris,2003). A research connecting teacher feedback and student's written work was conducted by Fathman and Whalley (1990). In this review, seventy-two L_2 scholars composed a structure in class and after that got one of four feedback types: no feedback, feedback on content, feedback on grammar and feedback on both content and punctuation. It was found that each of the four treatments indicated reasonable change. Hyland's longitudinal contextual analysis suggested teachers to ensure learner's self-sufficiency and responsibility for writings (Hyland,2000). It was recommended that teachers should give learners more freedom to settle their own choices about the utilization of feedback.

Berg found that students prepared to remark on each other's L_2 learning created more content based changes than the individuals who were not well prepared (1999). Stanley (1998) concentrated on two groups of learners. One group was given adequate preparing in companion feedback, while the other group was acquainted with it. Zhang conducted a research on eighty-one L_2

college learners to concentrate on feedback in ESL learning (Jamisen,2004). Discoveries showed that 75% of the learners favored the teacher feedback, and student's feedback was assessed to be the second best decision.

Peer feedback helps learners and teachers to reproduce their insight. A comprehensive feedback is necessary healthy learning. Peer feedback motivates teachers to adjust and enhance their instructing hones. On Cognitive ground, the learners consider feedback more dependable and reasonable. By the virtue of feedback, the learners figure out better function and teacher might improve the knowledge and skills. Feedback is a fundamental tool of training and preparing programs. It helps learners to boost up their potential at various phases of development. Feedback may upgrade and enhance their learning ability of the learners.

2.1 Distinction of the Study:

In past, some research work has been carried out on the effects of feedback of students on the teaching and learning in some districts of the Pakistan. This research work is unique and novel in the sense that it has been actively initiated first time in District Multan and has been successfully accomplished. This research study has emphasized on the effectiveness of feedback of students in developing teaching and learning of L_2.

3. RESEARCH METHODOLOGY:

3.1 Research Design:

The research study is initiated at Government Degree College (Male) Makhdum Rasheed and is further extended to four Government Colleges (Male) of District Multan. These colleges are under control of Higher Education Department, Government of the Punjab. The atmosphere in all colleges is suitable for learning process. A total 1100 students were enrolled and studying

at the time of data collection. The majority of the students belonged to the rural areas of the District Multan and has command in speaking their native and national languages as first language such as Punjabi, Saraiki and Urdu. The data was collected through structured questionnaire.

3.2 Sample of study:

The research study included the participation of 200 English Language learners. The participants were male and they were likely to become Graduate. The Government Colleges of District Multan participated in this study include:

- Government Degree College Makhdum Rasheed [G.D.C, Multan.
- Government College of Commerce Qasimpur Colony, Multan
- Government Millat College Mumtazabad, Multan
- Government Emerson College Gulgasht Colony , Multan.
- Government College of Science, Gulgasht, Multan.

The age groups of the learners were between 16 to 21 years.

3.3 Method of research:

In first phase the students were given the task of writing a paragraph comprising of 150 words about their favorite personality. This phase is considered as a pre-test. The obtained results were shared among the students and were asked to suggest remarks and give their feedback about the grammatical mistakes if found, through an oral speech. After that, the collected papers were marked on the basis of content, sequence, grammar, vocabulary, and mechanics of writing. The opinion on peer feedback was given by the examiners. After that the students were asked to write a paragraph comprising of 150 words about their feelings during exams days. This paragraph was considered as post-test. The results were collected and were passed through the same phases used for the pre-test. Finally, the obtained

results were assessed. A comparison was made between obtained marks of pre-test and post-test and remarks on the obtained marks were given.

3.4 Variables of the research Study

Teaching and learning skills are considered as dependent variable, mostly rely on teacher and student while the teacher's and student's feedback is considered as independent variables.

3.5 Validity and reliability of the research Study:

The well-known Lundstrom's Essay Scoring Rubric technique was employed for the grading of essays (2009). To check the validity and ensure the reliability of the results, the services of renowned lecturers from different colleges of District Multan were hired for the scrutiny of the results.

3.6 Research Instruments:

The research instruments used for the manipulation of the results based on the feedback of students on teaching and learning are pre-test, post-test and survey questionnaire.

3.6.1 Pre-test:

A pre-test was administered with the students. Before starting, the purpose of the research activity was discussed with the students. In this phase, the students were asked to write a paragraph comprises of 150 words about their favorite personality. After marking and scoring the pre-test, feedback from examiners was provided to the students. Students also passed their views and provided their feedback on each other's feedback.

3.6.2 Post-test:

During this activity, students were given the task to write a paragraph about their views during exam days. The same assessment method was carried out as was done in the pre-test. The difference in obtained marks of pre-test

and post-test indicated the effect of feedback of students and was used as a tool for the improvement of teaching and learning skills.

3.6.3 Questionnaire:

For measuring the attitude of students towards feedback, a questionnaire comprising 20 statements was distributed among the students. The students were asked to read and fill its columns. A guidance and support was supplied to the students throughout the whole activity to clear any ambiguity regarding any statement.

3.7 Analytical Techniques:

5-Points Likert scale was used to measure the attitude of students on learning

4. DATA ANALYSIS:

Data analysis is comprised of two parts. First part includes the demographic analysis while the second part elaborates the analysis of the response of target population. Two methods of data collection (Pre and post-tests and survey questionnaire) have been used and have provided a vast ground for the elaboration of the results.

4.1 Analysis of questions:

Question #.1: *Is feedback helpful in improving L_2 learning?*

Pre-test and post-test were designed and were used as a tool to obtain the answers of the question. The detail of answers are given in the Table 1:

Table 1: Results of pre-test conducted at G.D.C. (M.R)

Areas of Learning	Total Marks	Obtained Marks
Content	25	13
Organization	20	9
Grammar	25	11
Vocabulary	20	8
Mechanics	10	4
Total	100	45

Table 2: Results of post-test conducted at G.D.C. (M.R)

Areas of Learning	Total Marks	Obtained Marks
Content	25	15
Organization	20	12
Grammar	25	12
Vocabulary	20	11
Mechanics	10	6
Total	100	56

In pre-test conducted at Government Degree College Makhdoom Rashid.
(M.R), the students obtained 13/25 marks in content, 9/20 in organization,
11/25 in grammar, 8/20 in vocabulary, 4/10 in mechanics and the total of
44/100 were obtained while they obtained 15/25 marks in content, 12/20 in
organization, 12/25 in grammar, 11/20 in vocabulary, 6/10 in mechanics and
a total of 56/100 were obtained in post-test.

Table 3: Results of pre-test conducted at G.C.C. (Q.C)

Areas of Learning	Total Marks	Obtained Marks
Content	25	12
Organization	20	8
Grammar	25	9
Vocabulary	20	10
Mechanics	10	5
Total	100	44

Table 4: Results of post-test conducted at G.C.C. (Q.C)

Areas of Learning	Total Marks	Obtained Marks
Content	25	16
Organization	20	10
Grammar	25	12
Vocabulary	20	12
Mechanics	10	6
Total	100	56

In pre-test conducted at Government Commerce College Qasimpur Colony. (Q.C), the students obtained 12/25 marks in content, 8/20 in organization, 9/25 in grammar, 9/20 in vocabulary, 5/10 in mechanics, and the total of 44/100 were obtained while they obtained 16/25 marks in content, 10/20 in organization, 12/25 in grammar, 12/20 in vocabulary, 6/10 in mechanics and total 56/100 were obtained in post-test.

Table 5: Results of pre-test conducted at G.M.C. (M.A)

Areas of Learning	Total Marks	Obtained Marks
Content	25	12
Organization	20	8
Grammar	25	11
Vocabulary	20	9
Mechanics	10	3
Total	100	43

Table 6: Results of post-test conducted at G.M.C. (M.A)

Areas of Learning	Total Marks	Obtained Marks
Content	25	14
Organization	20	11
Grammar	25	13
Vocabulary	20	11
Mechanics	10	5
Total	100	54

In pre-test conducted at Government College, Mumtazabad (M.A), the students got 12/25 marks in content, organization 8/20, grammar 11/25, vocabulary 9/20, mechanics 3/10, and a total 43/100 while they got 14/25 marks in content, organization 11/20, grammar 13/25, vocabulary 11/20, mechanics 5/10 and a total 54/100 marks in post-test.

Table 7: Results of pre-test conducted at G.E.C. (G.C)

Areas of Learning	Total Marks	Obtained Marks
Content	25	13
Organization	20	9
Grammar	25	11
Vocabulary	20	10
Mechanics	10	4
Total	100	47

Table 8: Results of post-test conducted at G.E.C. (G.C)

Areas of Learning	Total Marks	Obtained Marks
Content	25	16
Organization	20	10
Grammar	25	11
Vocabulary	20	12
Mechanics	10	6
Total	100	55

In pre-test conducted at Government Emerson College (G.C) the students obtained 13/25 marks in content, 9/20 in organization, 11/25 in grammar, 10/20 in vocabulary, 4/10 in mechanics, and the total of 47/100 were obtained while they obtained 16/25 marks in content, 10/20 in organization, 11/25 in grammar, 12/20 in vocabulary, 6/10 in mechanics and the total of 55/100 marks in post-test.

Table 9: Results of pre-test conducted at G.C.S, Multan

Areas of Learning	Total Marks	Obtained Marks
Content	25	15
Organization	20	8
Grammar	25	10
Vocabulary	20	10
Mechanics	10	6
Total	100	49

Table 10: Results of post-test conducted at G.C.S. Multan

Areas of Learning	Total Marks	Obtained Marks
Content	25	17
Organization	20	10
Grammar	25	13
Vocabulary	20	11
Mechanics	10	7
Total	100	58

In pre-test conducted at Government Science College.,Gulgasht, Multan, the students obtained 15/25 marks in content, 8/20 in organization, 10/25 in grammar, 10/20 in vocabulary, 6/10 in mechanics, and the total 49/100 were obtained while they obtained 17/25 marks in content, 10/20 in organization, 13/25 in grammar, 11/20 in vocabulary, 7/10 in mechanics and the total of 58/100 marks in post-test.

Question # 2: What is the attitude of students towards peer and teacher feedback?

To evaluate the attitude of learners towards feedback, a survey sheet, consist

of 20 statements is distributed to study the sample students. The sample students read the statement carefully and marked the appropriate boxes in accordance to their awareness and capabilities related to the questions. This question was split up into various statements for   measurement of response of target population.

4.2 Analysis of statements:

Statement #1: *Student's feedback is helpful in the development teaching process.* The response of respondents is given in table 11:

Table 11: Relationship between students' feedback and teaching process

Sr. No	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	2	1	1	16	20
2	G.C.C. (Q.C)	1	2	1	12	24
3	G.M.C.(M.A)	1	2	0	15	22
4	G.E.C. (G.C)	0	1	1	20	18
5	G.C.S. (C. No.6)	1	2	1	15	21
Total		5	8	4	78	105
Percentage (%)		2.5	4	2	39	52.5

A total number of two hundred students participated (forty students from each college) in the study. Out of which 5 students were strongly disagree, 8 disagree, 4 remained neutral, 78 agree and 105 give their feedback as strongly agree with the statement. So the results described that 2.5% students strongly disagree, 4% disagree, 2% neutral, 39% agree and 52.5% strongly agree to the statement respectively.

Statement # 2: *Student's feedback is helpful in the development of learning process*. The answers of the respondents are shown in Table 12.

Table 12: Importance of feedback in development of learning process

Sr. No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	1	2	1	14	22
2	G.C.C. (Q.C)	0	1	2	11	26
3	G.M.C. (M.A)	0	2	1	10	27
4	G.E.C. (G.C)	1	3	0	7	29
5	G.C.S. (C. No.6)	0	2	2	12	24
Total		2	10	6	54	128
Percentage (%)		1	5	3	27	64

The data in table 12 show that 2 students were strongly disagree, 10 disagree, 6 remained neutral, 54 agree and 128 provided their feedback as strongly agree with the statement. So the results explained that 1% students strongly disagree, 5% disagree, 3% neutral, 27% agree and 64% strongly agree to the statement respectively.

Statement # 3: *Feedback of students gives us more ideas.* The answers of the respondents are shown in Table 13.

Table 13: Students' feedback gives new ideas to teachers.

Sr. No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	0	1	1	10	28
2	G.C.C. (Q.C)	0	1	2	16	21
3	G.M.C. (M.A)	1	1	1	18	19

4	G.E.C. (G.C)	1	1	0	19	19
5	G.C.S. (C. No.6)	0	2	2	19	17
Total		2	6	6	82	104
Percentage (%)		1	3	3	41	52

The results show that 2 students were strongly disagree, 6 disagree, 6 remained neutral, 82 agree and 104 give their feedback as strongly agree with the statement. So the results described 1% students strongly disagree, 3% disagree, 3% neutral, 41% agree and 52% strongly agree to the statement respectively.

Statement # 4: *Feedback of the teacher gives us more ideas.* The answers of the respondents are shown in Table 14.

Table 14: Students' feedback gives new ideas to teachers.

Sr. No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	3	2	1	6	28
2	G.C.C. (Q.C)	1	2	2	19	16
3	G.M.C. (M.A)	1	1	3	27	8
4	G.E.C. (G.C)	1	3	2	13	21
5	G.C.S. (C. No.6)	1	2	3	12	22
Total		7	10	11	77	95
Percentage (%)		3.5	5	5.5	38.5	47.5

The data in the above table show that 7 students were strongly disagree, 10 disagree, 11 remained neutral, 77 agree and 95 give their feedback as strongly agree with the statement. So the results described 3.5% students strongly

disagree, 5% disagree, 5.5% neutral, 38.5% agree and 47.5% strongly agree to the statement respectively.

Statement # 5: *Feedback of students helps us to improve the language (including grammar and vocabulary).* The answers of the respondents are shown in Table 15.

Table 15: Feedback helps improves grammar and vocabulary.

Sr.No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	2	2	1	16	19
2	G.C.C. (Q.C)	3	3	1	15	18
3	G.M.C. (M.A)	2	2	4	16	16
4	G.E.C. (G.C)	2	4	0	15	19
5	G.C.S. (C. No.6)	1	2	2	17	18
Total		10	13	8	79	90
Percentage (%)		5	6.5	4	39.5	45

The above results show that 10 students were strongly disagree, 13 disagree, 8 remained neutral, 79 agree and 90   give their feedback as strongly agree with the statement. So the results described 5% students strongly disagree, 6.5% disagree, 4% neutral, 39.5% agree and 45% strongly agree to the statement respectively.

Statement # 6: *Feedback of the teacher helps us to improve the language (including grammar and vocabulary).* The answers of the respondents are shown in Table 16.

Table 16: Feedback of teachers and improvement of language

Sr. No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C.(M.R)	1	1	2	18	18
2	G.C.C. (Q.C)	0	4	8	18	10
3	G.M.C. (M.A)	2	0	6	15	17
4	G.E.C. (G.C)	3	2	2	21	12
5	G.C.S. (C. No.6)	0	2	7	12	19
Total		6	9	25	84	76
Percentage (%)		3	4.5	12.5	42	38

The results in table 17 show that 6 students were strongly disagree, 9 disagree, 25 remained neutral, 84 agree and 76 give their feedback as strongly agree with the statement. So the results described 3% students strongly disagree, 4.5% disagree, 12.5% neutral, 42% agree and 38% strongly agree to the statement respectively.

Statement 7: *Feedback of students helps us to improve preparation of lessons by teachers.* The answers of the respondents are shown in Table 17.

Table 17: Students' feedback helps teachers to improve preparation of lessons.

Sr. No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C.(M.R)	1	1	2	20	16
2	G.C.C. (Q.C)	1	2	1	22	14
3	G.M.C. (M.A)	1	0	2	21	18

4	G.E.C. (G.C)	1	2	1	18	18
5	G.C.S. (C. No.6)	0	1	1	25	13
Total		4	6	5	106	79
Percentage (%)		2	3	2.5	53	39.5

The results in table 17 indicate that 4 students were strongly disagree, 6 disagree, 5 remained neutral, 106 agree and 79 give their feedback as strongly agree with the statement. So the results described 2% students strongly disagree, 3% disagree, 2.5% neutral, 53% agree and 39.5% strongly agree to the statement respectively.

Statement # 8: *We benefit from analyzing our teachers' feedback.* The answers of the respondents are shown in Table 18.

Table 18: Importance of Teacher's feedback.

Sr. No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	2	3	1	22	12
2	G.C.C. (Q.C)	3	3	4	17	13
3	G.M.C. (M.A)	2	2	1	16	19
4	G.E.C. (G.C)	4	1	4	17	14
5	G.C.S. (C. No.6)	2	2	3	20	13
Total		13	11	13	92	71
Percentage (%)		6.5	5.5	6.5	46	35.5

The data in the above table reveal that 13 students were strongly disagree, 11 disagree, 13 remained neutral, 92 agree and 71 give their feedback as strongly agree with the statement. So the results described 6.5% students strongly disagree, 5.5% disagree, 6.5% neutral, 46% agree and 35.5% strongly agree to the statement respectively.

Statement # 9: *Our teacher's feedback enriches the content of our lesson*. The answers of the respondents are shown in Table 19.

Table 19: Importance of teacher's feedback for students.

Sr. No	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	3	3	4	18	12
2	G.C.C. (Q.C)	1	4	2	16	17
3	G.M.C. (M.A)	4	2	2	15	17
4	G.E.C. (G.C)	2	1	2	17	18
5	G.C.S. (C. No.6)	2	2	3	20	13
Total		12	12	13	86	77
Percentage (%)		6%	6%	6.5%	43%	38.5%

The results in table 19 show that 12 students were strongly disagree, 12 disagree, 13 remained neutral, 86 agree and 77 give their feedback as strongly agree with the statement. So the results described 6% students strongly disagree, 6% disagree, 6.5% neutral, 43% agree and 38.5% strongly agree to the statement respectively. It means that teacher's feedback is very important for improvement of the learning of students.

Statement #:10 *Teacher's feedback is helpful in the development of learning process.* The answers of the respondents are shown in Table 20.

Table 20: Importance of teacher's feedback in learning process

Sr.No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C.(M.R)	0	3	2	6	29
2	G.C.C. (Q.C)	5	1	4	9	21
3	G.M.C.(M.A)	3	2	1	21	13
4	G.E.C. (G.C)	3	2	3	12	20
5	G.C.S. (C. No.6)	2	3	4	9	22

Total		13	11	14	57	105
Percentage (%)		6.5	5.5	7	28.5	52.5

The results in the above table show that 13 students were strongly disagree, 11 disagree, 14 remained neutral, 57 agree and 105 give their feedback as strongly agree with the statement. So the results described 6.5% students strongly disagree, 5.5% disagree, 7% neutral, 28.5% agree and 52.5% strongly agree to the statement respectively.

Statement # 11: *The students prefer their fellow student's feedback.* The answers of the respondents are shown in Table 21.

Table 21: Students prefer the feedback of their fellow students.

Sr.No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	0	2	2	19	17
2	G.C.C. (Q.C)	1	0	1	22	16
3	G.M.C. (M.A)	0	0	1	24	15
4	G.E.C. (G.C)	0	1	2	15	22
5	G.C.S. (C. No.6)	1	2	3	18	16
Total		2	5	9	98	86
Percentage (%)		1	2.5	4.5	49	43

The data in table 21 reveal that 2 students were strongly disagree, 5 disagree, 9 remained neutral, 98 agree and 86 give their feedback as strongly agree with the statement. So the results described 1% students strongly disagree, 2.5%

disagree, 4.5% neutral, 49% agree and 43% strongly agree to the statement respectively.

Statement #12: *The students prefer teacher's feedback.* The answers of the respondents are shown in Table 22.

Table 22: Preference of teacher's feedback by students

Sr.No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C. (M.R)	1	2	8	18	11
2	G.C.C. (Q.C)	0	3	7	17	13
3	G.M.C. (M.A)	2	2	4	17	15
4	G.E.C. (G.C)	3	4	5	16	12
5	G.C.S. (C. No.6)	0	3	4	21	12
Total		6	14	28	89	63
Percentage (%)		3	7	14	44.5	31.5

The data in table 22 show that 6 students were strongly disagree, 14 disagree, 28 remained neutral, 89 agree and 63 give their feedback as strongly agree with the statement. So the results described 3% students strongly disagree, 7% disagree, 14% neutral, 44.5% agree and 31.5% strongly agree to the statement respectively.

Statement 13: *My classmates' feedback in peer response sessions helps me to improve the language (including grammar and vocabulary).* The answers of the respondents are shown in Table 23.

Table 23: Classmates' feedback helps improve language and lessons

Sr.No.	Names of Colleges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	G.D.C.(M.R)	1	1	3	9	26
2	G.C.C. (Q.C)	0	1	3	5	31
3	G.M.C.(M.A)	0	1	2	13	24
4	G.E.C. (G.C)	1	0	4	17	18
5	G.C.S. (C. No.6)	0	1	3	8	28
Total		2	4	15	52	127
Percentage (%)		1	2	7.5	26	63.5

The data in the above table show that 2 students were strongly disagree, 4 disagree, 15 remained neutral, 52 agree and 127 give their feedback as strongly agree with the statement. So the results described 1% students strongly disagree, 2% disagree, 7.5% neutral, 26% agree and 63.5% strongly agree to the statement respectively.

5.Findings and Results:

The results discussed above show a significant difference in total scores of pre-tests and post-tests. By examining pre and post-tests scores it is clearly concluded that feedback helps in improving teaching and learning ability. The results also show that students' feedback is very helpful in the development of teaching process. Teachers get new ideas from the feedback of the students and improve their teaching skill. Our results are consistent with the results of Nelson and Murphy (1993).

6.CONCLUSIONS:

Since Pakistani examination system of schools and universities are imposed on learning expressions of learners, the way adopted to get them prepared for the examination is usually not natural. Instead of developing learning skill, the teachers let the students cram from readymade key books to get good grades in exams.   Secondly, teachers evaluate the written composition of students and only award marks instead of providing feedback. This situation provoked an idea in researcher's mind to strive for application of better strategy to develop learning ability in English language so that the students might be able to give expressions to his thoughts, feelings and knowledge. So, to acquire the required goal of learning English language, peer feedback strategy was applied through process writing to the study population of 200 students of Govt. Colleges of District Multan Punjab Pakistan. Training was provided to the students to apply the study in a better way. The teacher continuously instructed the students to carry out the procedure in a good way. In the study he got very good response from the students as they had sense of audience during all procedure.

It is worth mentioning that students were so much motivated after application of this strategy that their majority suggested in response of their survey sheet to apply this strategy to all language classes. They felt that dullness of traditional instructions had no place in this active participation in learning process. These results are in similar with findings of Paulus. He considers Participatory learning environment paved the way to collaborative learning and peer work classroom environment other than the classroom environment where teacher's work as a sole authority Paulus (1999) and Lee (1997) concluded that as students have positive comments on student

feedback, so there is a need to introduce student feedback in second language learning. Feedback of students is an essential part of language learning process (Mogahed, 2009; Liu and Carless, 2006; Tsui and Ng, 2000; Zhang, 1995; Tang and Tithecott, 1999). We applied feedback strategy to measure its impact on student's attitude and learning. The results were surprising because the students improved their interpersonal relationships and enjoyed all process of collaborative learning although it was challenging both for the participants as well as the instructor. We also noted that students move from peers control stage to self-controlled stage. Peer feedback should be implemented as formative assessment tool as described by (Bryant and Carless in 2010; and upheld by Lee in 2007& 2008). So it is deal of great challenge to the teacher in Pakistani examination-oriented culture where the main focus is on cramming and not on learning. Some of the teachers of secondary schools in Pakistan think that peer feedback is western teaching tool and it can't be implemented in Pakistan and they support summative learning which is easy for them as it has its roots in schooling since long.

7.RECOMMENDATIONS:

On the basis of the above conclusions the following conclusions are made:

- Awareness should be given to the students about benefits of student feedback strategy and it should be made a part of language instructions.
- Training of giving and receiving feedback should be embedded in student feedback session.
- Further studies may be carried out to observe the effect of different types of student feedback trainings on the performance of students.

- To obtain reliable results, the evaluator must be well-trained and well-equipped.

- Such studies should also be carried out at secondary schools.

8. LIMITATIONS OF STUDY:

Some of the limitations of the study are as followings;

- The students got written feedback from their peers. If a combination of written and oral feedback would be applied to study sample to improve learning in English language, it would be more valuable.

- Survey is very common tool to collect opinion from research participants. Survey at other districts could be provided more authentic results for data collection as majority provides deep and detailed information for study.

- Another worth mentioning issue is that there was a slight difference between topics of pre and post-tests. It can affect the results.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

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