



FEEDBACK TIMING THROUGH THE LENS OF ENGLISH TEACHERS

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ABSTRACT

This study explored the feedback timing among English teachers from four different public schools in the Division of Tagum City. The research addressed to seek out the experiences, best practices, challenges, coping strategies and insights of feedback timing of English teachers. Using the phenomenological approach, data were collected from 10 English teachers teaching English that have a minimum of five-year experience in teaching through a non-probability type of sampling, specifically purposive sampling. Qualitative data were gathered through in-depth-interview guide questions which were validated by a panel of validators to obtain teachers' perspectives. The results indicated that the English teachers perceived their experiences as challenging yet rewarding when providing feedback. The study also revealed that teachers were challenged when providing feedback due to time constraints and for some reasons, delayed feedback can be difficult to implement due to heavy workloads and ancillary tasks. It was also shown that immediate feedback is beneficial for rectifying errors right away and engage students actively in the learning process, while delayed feedback encourages critical thinking and self-reflection, allowing students to have deeper reflection and understanding. Additionally, effective integration of feedback timing can significantly improve language instruction. These findings suggest that effective feedback timing in language learning can significantly enhance students' confidence and performance. This research contributes to the field of language education by providing insights into effective feedback practices that can be implemented in diverse classroom settings.

KEYWORDS: English Language Teaching, Feedback Timing, Immediate Feedback, Delayed Feedback, Time Constraints, Heavy Workload, Challenges, Integration, Phenomenological Study

INTRODUCTION

The Problem and Its Background

Several studies have concluded that feedback timing is considered significant in the learning processes since it enables students to realize their areas of success or failure as well as make improvements or to be made to enhance in their performance. The study by Cañete and Ibojo (2023) provides valuable insights into the role of feedback in enhancing students' comfort and proficiency in speaking English. In language teaching, feedback timing can be categorized into two types: immediate and delayed feedback. Nevertheless, providing feedback timing poses significant challenges on the teacher's end particularly in language instruction as it needs adequate time to implement.

In Western Canada, Paris (2020) highlighted the biggest challenges that teachers experienced in implementing the process of effective feedback timing, it was due to workload, students' inaction on feedback and how teachers managed their own affective responses and mindsets towards feedback.

In Leyte Normal University, Marbibi et al. (2022) discussed that while teachers may use different types of feedback timing, it was found out that students prefer to receive feedback whether it is positive or negative to know the areas that they need to improve. However, there were times where teachers did not give feedback, in that manner, students feel like their

own efforts were not acknowledged. It was emphasized in the study that most students deeply appreciated if there is teacher's feedback.

On the other hand, there are also issues and concerns regarding the timing of feedback at La Filipina National High School. To validate this problem, the researcher conducted a short interview with one of the Master Teachers in the English Department. She said that in giving delayed feedback, there is also a possibility that students tend to forget the context of errors making it less relevant or difficult to apply due to the days that have passed by. Another English teacher noted that the feedback timing, particularly the delayed feedback, poses a significant challenge. This issue arises primarily due to the heavy workloads that teachers face and the large class sizes they manage. The combination of these factors makes it difficult for teachers to deliver timely and effective feedback timing to their students, which is essential for their academic growth and improvement.

Although feedback is central in language acquisition, the issue of when or which type of feedback should be given is a question that still challenges teachers. Despite some studies investigating the effectiveness of immediate and delayed feedback which are two of the aspects in the feedback timing, there has been rarely researched about the experiences, best practices, challenges, strategies, and insights of feedback



timing of the English teachers. From this point of view, there was a need to conduct this study to know the experiences, best practices, challenges, coping strategies, and insights of feedback timing of the English teachers.

Purpose of the Study

The purpose of the phenomenological study was to explore experiences, best practices, challenges, coping strategies, and insights of 10 English teachers teaching English subject from four different secondary schools in Tagum City specifically at La Filipina National High School, Tagum City National High School, Tagum City Comprehensive High School and Tagum National Trade School in providing feedback timing in language instruction. Hence, to gain more precise understandings from the teachers, the study used face-to-face in-depth interview through an audio recording.

Research Questions

The study sought to explore experiences, best practices, challenges, coping strategies, and insights of English teachers in providing feedback timing.

1. What are the experiences of the teachers on feedback timing?
2. What are the best practices of the participants in feedback timing?
3. What coping strategies do the teachers utilize in managing with the challenges encountered in giving delayed feedback to students' English written output or performance task?
4. What are teachers' insights about the effectiveness of feedback timing in language instruction?

METHODOLOGY

This chapter explains the research design of the study and discusses the methods to be used to collect data to explore experiences, best practices, challenges, coping strategies, and insights of English teachers in providing feedback timing.

Research Design

This study was a qualitative study employing a phenomenological design because it sought to explore experiences, best practices, challenges, strategies, and insights of English teachers in providing feedback timing. This research study utilized phenomenology as the research design. Phenomenology (Cleland, 2017) is a qualitative research tool for describing how people would respond to a particular phenomenon. Phenomenological research would try to put aside prejudices and preconceived notions about human perceptions, emotions, and reactions to a situation. It enabled the researcher to explore the experiences, understandings, and emotions of others who will have observed or lived through the phenomenon or circumstance of interest (Tenny et al., 2023).

Moreover, participants were identified using purposive sampling. There were 10 participants, and the researcher used the In-Depth Interview (IDI) via audio recording in gathering the data. The sample size of the participants sufficed the requirement in the qualitative study using phenomenology because there should be five to 25 (Creswell, 2007).

RESULTS

This chapter presents the findings to the research questions that explored the feedback timing from the viewpoints of English teachers.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

What are the experiences of the teachers on feedback timing?

This section presents the results of the 1st major research question; 'What are the positive experiences of the teachers on feedback timing?' Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the experiences of the teacher participants and their views on giving feedback timing on students' English written outputs and performances.

Experiences in Giving Feedback to Students

The themes in this section came from the specific research question 1.1 'How would you describe your experiences in giving feedback to students?' The responses generated seven themes: rewarding yet challenging, considering class size and strategies, giving specific and timely feedback, student-centered feedback, fulfilling, giving feedback in constructive and supportive way, and mix of emotions.

Positive Experiences Gained in Giving Feedback to Students

This section presents the results to the specific research question 1.2 'What were the positive experiences have you gained in giving feedback to students?' under the 1st major research question 'What are the experiences of the teachers on feedback timing?' The following themes served as results, which were: improved students' performance, develop stronger connections to students, increased student confidence, gives encouragement to students, acknowledge feedback positively and students become motivated.

Advantages of Providing Immediate Feedback from Teachers' Point of View

This section presents the results to the specific research question 1.3 'From your point of view, what are the advantages of providing immediate feedback?' under the 1st major research question 'What are the experiences of the teachers on feedback timing?' After subjecting the responses to content analysis, the following themes were drawn: development of students' self-assessment skills, avoid frustration, increased confidence of students, improved students' understanding, addressed concern immediately, enhanced students' critical thinking, prevents reinforcement of mistakes, leads to more interactive and engaging class, promotes quick adjustments and enhanced student-teacher relationship.



What are the best practices of the participants in feedback timing?

This section presents the results of the 2nd major research question 'What are the best practices of the participants in feedback timing?' Three specific research questions were used to collect data for this question highlighting the best practices of the research informants in giving feedback timing on the students' English written output or performances.

Teachers' Best Practices in Giving Feedback

The themes derived from the responses of the research informants to the specific research question 2.1 'What are your best practices in giving feedback?' are presented in this section. The themes were: specific and constructive feedback, timely feedback, providing positive comments, avoid vague words, peer - wise comparison demand, peer feedback, sandwich feedback, giving specific and clear feedback, encourage and build students' confidence, used appropriate rubrics, using balance of immediate and delayed feedback, praise-correct-praise, one-on-one consultation and individualized and general feedbacking.

Ways of Teachers to Give Feedback to Students in English Subject

This section presents the results to the specific question 2.2 'How should teachers give feedback to students in English subject?' After subjecting the responses to content analysis, the following themes were drawn: highlighting strength and areas for improvement, using simple and clear language, encouraging self-assessment, peer feedbacking, give immediate feedback, encourage creativity, using rubrics, give honest and gentle feedback, focusing on grammar and syntax, give coherent feedback, giving feedback privately and constructive criticism and positive reinforcement.

What coping strategies do the teachers utilize in managing with the challenges encountered in giving delayed feedback to students' English written output or performance task?

This section presents the results on the challenges the teachers utilize in coping with the challenges encountered by giving immediate and delayed feedback on students' written output or performance tasks. This was the gist of the 3rd major research question, 'What challenges do the teachers utilize in coping with the challenges encountered in giving immediate and delayed feedback to students' English written output or performance task?' Two specific research questions were utilized to gather data and information.

Challenges Encountered When Providing Feedback

In this section, the themes created were from the responses to specific research question 3.1, 'What challenges did you encounter when providing feedback?' The following were the themes: time constraint, students' sensitivity, students do not care, hardship in giving individual feedback, students feel discouragement, fear of hurting feelings, challenge to balance constructive and positive feedback, recipients' defensiveness and classroom management.

What are the teachers' insights about the effectiveness of feedback timing in language instruction?

The results in this section were from the responses to the specific research questions used to gather data for the 4th major research question, 'What are the teachers' insights about the effectiveness of feedback timing in language instruction?' Two specific research questions were utilized to collect data and pieces of information.

Insights Gained from the Experiences in Feedback Timing in Language Instruction

The themes created in this section were from the responses to the specific research question 4.1, 'What insights did you gain from your experiences in feedback timing in language instruction?' Results of the data analysis allowed the researcher an opportunity to develop the themes emerging from analysis. The themes embedded were timely feedback significantly improves student's language skills, immediate feedback enhances language acquisition, giving feedback will affect students' self-confidence, giving feedback helps students learn faster, feedback timing promotes retention, increased autonomy, feedback applied by students, students differences in taking feedback, students lose interest in delayed feedback, proper balance of using immediate and delayed feedback, importance of feedback in communication, importance of immediate feedbacking.

Effectiveness of Feedback Timing in Enhancing Students' Performance in English Based on Teacher's Experiences

The themes created in this section were from the responses to the specific research question 4.2, 'Based on your experiences; how effective feedback timing is in enhancing students' performance in English?' The themes embedded were feedback timing refined students' skills, immediate feedback helps rectify errors, delayed feedback promotes critical thinking, improved accuracy, enhanced students' motivation, students have better retention, students' development on self-growth, boost students' confidence, and it helps students to enhance and improve performance.

Implications for Future Research

Inasmuch as the study was limited to the responses of the English teachers from four different public high schools in Division of Tagum city namely: La Filipina National High School, Tagum City National Comprehensive High School, Tagum City National High School, Tagum Trade School the following implications for future research are considered:

First, future research may be conducted by selecting other groups of teachers, not only focusing on the high school English teachers but the elementary English teachers as well. Second, another research of the same focus may be conducted to another location to explore the same phenomenon on understanding the feedback timing. Third, change of research participants to students may be conducted to explore the insights or understanding of the students about feedback timing on their written output to find out whether the insights of teachers and students' match.



Fourth, this study was done in public high schools. Further research could be done to explore the same phenomenon among private high schools. Fifth, the research participant mentioned using again the formal and informal theme. There should be research to be conducted as to the effectiveness of using formal and informal themes along with the application of feedback timing strategy in improving the writing proficiency of the students.

Sixth, future researchers can specify other aspects of feedback timing to be investigated or explored. Seventh, there should be research on the making quality assurance of teaching materials. Finally, the research could be conducted to explore the curriculum, as well as the school program, by highlighting the teacher's evaluation of feedbacking to the students' written outputs or performances in English.

Concluding Remarks

Feedback timing plays a fundamental role in enhancing students' language acquisition and overall academic performance. Immediate feedback is beneficial for rectifying errors right away, reinforcing correct language use, and preventing the repetition of mistakes. On the other hand, delayed feedback encourages critical thinking and self-reflection, allowing students to identify gaps in their understanding and develop a deeper comprehension of the material. Effective integration of both immediate and delayed feedback can significantly improve language instruction. Dealing different challenges in teaching, English teachers should also strive to create a balanced feedback system, manage the time efficiently, have effective classroom management, and be open to adapt and learn various of technology and educational platforms to address the issues.

Finally, the experiences and insights gained from understanding feedback timing emphasize its importance in promoting students' success. As education is a continuous process, systems and programs are also changing from time to time and from this point, teachers have to refine feedback practices over time. Moving forward, it is essential to remain aware of the impact of feedback timing and to adapt strategies that best support student learning particularly in English.

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