How English for Specific Purposes Students Respond to Feedback Provided by Their Lecturers and Self-Regulate Their Learning Processes

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Abstract: This research aimed to evaluate how students respond to feedback offered by their English lecturers and how, after receiving such information, they subsequently self-regulate their learning processes. The qualitative method was used, which included 10 English for specific purposes students who were studying English as a foreign language at the National Institute of Technology for the academic year (2022-2023). The research was conducted face to face semi-structured interview questions. After that, the data were transcribed, and a thematic analysis was conducted to identify how students understood the statements made by instructors and how they directed their education. This was done to find out how students directed their education. According to the results, the pupils could distinguish between positive and negative feedback offered by the lecturers. The outcomes of this research advise educators and English instructors interested in improving the overall quality of the comments they provide during English classroom assessments.

Keywords: Classroom Instruction, English as A Foreign Language, Students' Perspectives, Self-Directed, Positive Feedback, Negative Feedback

1. Introduction

Scholars and practitioners have long acknowledged feedback as crucial to learning and development, both within and outside formal educational settings. Everyone learns more quickly and efficiently when they clearly understand their abilities. Understanding what he may need to do to become better. Additionally, as a continuous approach in a modern enlightening scheme, It is important to solicit and value student feedback on the educational system, each educational background, and the relationship with each instructor. The role of feedback in accelerating pupils' learning development is vital. Feedback is the knowledge that might help pupils better grasp how learning occurs (Adie et al., 2018; Hattie & Gan, 2017). Thus, it is possible to consider that instructor feedback impact students' understanding levels. Students learn more effectively, and teachers are expected to provide relevant feedback. The feedback suited to student requirements will aid in the learning development of those children. Thus, teachers must be aware of this to enhance their learning, and students are required to comprehend the teacher's feedback since how

they perceive it will determine their state of mind and influences how they understand information, regardless of whether they embrace it or not (Gamlem & Smith, 2013; Fitriana, 2017).

Additionally, if students comprehend what their teachers say, it may improve the teacher-student connection. The goal of learning to accomplish feedback is thus a key component of teacher and student engagement (Gamlem & Smith, 2013). Students' perceptions of the teacher's comments varied at the same time. They see feedback from the instructor differently because they comprehend it differently.

Gamlem and Smith (2013) found that three themes might arise from students' impressions of in-class feedback. Feedback kinds, relations, and valence are the three categories of feedback. Positive and negative feedback were both registered by students as feedback valence. When students consider feedback challenging due to a lack of trust or possible damage, such as unfavorable remarks, themes about relationships and honest feedback arise. Grading, managing, giving, and interactional feedback are the four different sorts of feedback. The issue of feedback valence should be emphasized since instructors need to understand how students see their feedback, both positively and negatively.

When feedback expresses some level of performance appreciation, students see it as having a positive feedback valence. Students will be inspired to study after receiving comments. Positive feedback affects how well students do in the future, and students' efforts may be regarded as improving (Gamlem & Smith, 2013). Furthermore, pupils are motivated to participate in their education when they get good comments. Students may interpret criticism from teachers negatively if it demotivates them further. Gamlem and Smith (2013) found that when professors requested students to write more and provided in-depth descriptions of students' faults, students perceived this feedback as disapproving. In other words, as it forces them to do activities they are still learning, students will feel great stress if the teacher sees rejection as a source of authority (Gamlem & Smith, 2013, p. 159). The teacher's appropriate remarks impact the pupils' capacity to control their conduct. Vattoy and Smith's (2019) study found that feedback impacted how EFL students controlled their behavior. Chaudron (1988) concurred that remarks might aid pupils in honing their command of the language. It suggests that instructor feedback will affect EFL students' capacity for self-control.; whether this influence is positive or negative depends on how successful the feedback was. The more pupils benefited from feedback, the more their ability to self-regulate would increase. This suggests that providing feedback encourages kids to study more independently.

According to the explanation, further study on how students perceive instructor feedback and become self-regulated learners is needed, particularly in Kurdistan academic places. This research examined students' views of instructor feedback and self-regulation after receiving it. This research should show how lecturer feedback improves EFL students' self-regulated learning. These research questions guided it:

1. How do EFL students evaluate their English teacher's feedback?
2. After obtaining feedback from the lecturer, how can students increase their ability to self-regulate their learning?

2. Review of Literature

Learning is known to benefit from feedback constructively. The significance of feedback as a crucial connection between teachers and students has been stressed by formative assessment research evaluation

and the student learning that followed the evaluation (Black & Wiliam, 2018; Sadler, 2013). Students' knowledge and abilities are shaped into a more mature stage due to feedback's formative influence on learning than before the specific feedback intervention was implemented (Hargreaves et al., 2000). Teachers have a significant role in encouraging student feedback engagement, as previously explored in the constructivist theory of learning (Sadler, 2013; Carless, 2017). From a psychosocial standpoint, instructor concepts of teaching, student connections with their lecturers, and institutional limitations like modularized curricula or giant classrooms tend to moderate feedback processes. Feedback may be offered in a planned or unplanned fashion, and it can take many different forms, including spoken replies, grades, or written remarks woven into a complex web of instructions or discourse (Plank et al., 2014).

Feedback often takes the form of one-way communication in conventional classroom instruction, where information transmission is the primary purpose of teaching (Askew & Lodge, 2004). Grades, scores, and critical remarks are information sent and are typically verifiable feedback. This outcome feedback, also known as verification feedback, offers information in the form of binary digits reflecting the accuracy of the outcomes (Butler & Winne, 1995). The sole information on the assignment provided in this kind of verification feedback is the success achieved. As a result, verification feedback is likely only capable of providing a pupil with little support from the outside world on self-regulation (Butler & Winne, 1995). Price et al. (2011) recommended a procedure for student feedback reaction that consists of numerous phases and results in a meaningful response. This paradigm is aligned with socioeconomic theories that see feedback as a social activity in which individual and contextual factors influence participation. These phases are used to obtain instructor feedback on how well their students perform, information on urgent attention, the ability to think clearly, and rapid or latent reactions.

Nevertheless, the most obvious sign that a student intends to interact with the feedback is "gathering." it was discovered that it is common to practice neglecting to collect assessment feedback at the beginning of the process. Most students, as found in the second section, will listen to or read the feedback at minimum once, while others may ignore it and toss it away. Although Price et al. (2011) found that this was not a regular occurrence among students, the following step of the cognitive response, in which students are expected to work with evaluations to adapt them regarding their learning goals, is thought to be the crucial moment of engagement. Students' propensity to respond to instructor feedback during the last stage often relies on a mix of extrinsic and intrinsic incentives during each of these phases.

Panadero, E. (2017). Feedback is "one of the greatest motivators of the teacher-student interaction" (p.107). The relevance of both the teacher's and the student's feedback in the didactic process is equal. Instructors need to concentrate on constructive criticism so that pupils understand properly. Students' motivation and self-esteem may be significantly affected by negative criticism. "It is tremendously effective when we can demonstrate to pupils just how much they have acquired and matured during a school year,"

In their study, Ravanavar G. M. and Charantimath P. M. (2009) stated that the teachers taught 101 theoretical topics, and the students gave 77 of them an "excellent" grade and 24 a "good" grade. This shows that most of the students were happy with the quality of the teachers' teaching and that the students' accurate feedback had been a valuable tool for the teachers in enhancing their methods and techniques. A series of 14 questions were included in the questionnaire, and it was proposed that quantifying the answers

provided by the students for each question would enable the instructors to focus more on the higher-priority topics and ensure that the students are as satisfied as possible.

Kelso Michael (2010) stated, "Both supervisors who have established such methods and lecturers who have engaged in assessment systems using student input as an information source are extremely favorable about its utility and relevance. Teachers and administrators agree that using student feedback has improved teaching and learning at their institutions. Few instructors claim that students' positive or negative feedback substantially impacts them. The thesis concludes that, when used carefully, student feedback as an evaluation method benefits secondary instructors.

Although this highlights the issue of whether instructors are utilizing feedback properly rather than whether it may be a valuable source of data, there is much debate on whether student feedback leads to better teaching in the classroom (Andrews, 2004). According to Richardson (2005), the regular gathering of student assessments does not, by itself, result in any enhancement in the quality of instruction. It is self-evident that designing a questionnaire with students is useless unless the instructors utilize the information obtained to guide their practice and as a mirror to check for hidden shortcomings and misunderstandings. Scott and Dixon (2009) take this theme a step further and contend that teachers must recognize that the processes of carrying out and reflecting on student feedback may well be beneficial and valuable, both for themselves as experts and by the strong impact on the students, before they even begin surveying students. They work for the institution they instruct in the academic field.

Rotem & Glasman (1979) conclude their review on how students' evaluations affect instructors' performance with the following statement: "Feedback from student evaluations does not appear to be useful for increasing efficiency of university lecturers." They discuss the feedback's origin (students, whom some instructors do not take seriously), its substance (often not informative or detailed enough, not focused on conduct that can be altered), and the traits of the feedback's receiver (stubbornness, self-importance, and the similar). Cohen (1980) offers a meta-analysis, and his result is more encouraging than that of the other reviews: "Student evaluations are a useful source for enhancing college-level education," a result that is emphasized by Levinson-Rose & Menges (1981).

The impact of students' feedback on instructors' instruction is identified in this literature review. It shows that although student feedback alone wouldn't significantly affect a teacher's effectiveness if it is gathered and handled correctly, it would undoubtedly influence the teacher and the class. We can conclude that the feedback provided by students is a useful, if highly debatable, method of gathering data as part of the evaluation process of the lecturers and the material covered in the class.

3. Methodology

This study used qualitative research to examine how students perceived instructor feedback in English class and how it helped students develop self-regulated learning in line with the study's research goals. In studies on teacher feedback, the qualitative method has been used (e.g., Gamlem & Smith, 2013; Hattie & Timperley, 2007). Additionally, it was used to research instructor feedback and self-regulated learning (e.g., Lam, 2015). EFL students at the National Institute of Technology in Kurdistan should be eligible to participate, be at the same level, and have a strong interest in sharing ideas. All these classes are in the

third semester and second year of their study in the ESP department. They speak Kurdish as their native tongue, but English is their target or foreign language, and 10 participants were randomly selected for the semi-structured Interview to gather accurate data for this study by the researcher. The interview questionnaire had a total of seventeen questions (see Appendix).

4. Data Analysis

Data were examined using multiple Cresswell-recommended methods (2013). Organizing and preparation come first. The interview information was organized in this stage, and the pertinent information was chosen and ready for the next step. The data were coded using a coding scheme to determine how students felt about receiving teacher feedback. This research used Gamlem and smith's (2013) topic of Feedback valence to assess the student's impressions, a term used to describe both positive and negative feedback. Students may be more motivated to study if they receive positive comments on their work. When students are prompted to be less motivated by teachers' comments, they may interpret such comments as negative feedback from their teachers. The codes used to analyze the data are shown in Table 1. Some examples include whether the students saw the feedback from the teachers.

Table 1: coding scheme system for the students' viewpoints

Classification	coding scheme
Positive Feedback	PF
Negative Feedback	NF

5. Findings

5.1 Positive Views About the Feedback from The Lecturer in The English Class

The findings indicated that every participant thought instructor feedback was energetic because it helped them learn more in the future. The interviews with the students are summarised in the sections below. Students' responses to questions on the value of teacher feedback were as follows:

> It is crucial to me since learning the teacher's assessment or advice motivates me to put in more effort to improve my English abilities. (P1)

> It is essential to me since I want to review it once again once I have made some modifications to my plans for the future. The lecturer will nudge me in the right direction and help me improve my English language skills. (P3)

The pupils touched more motivated when their lecturers provided feedback or advice about their performance. It seems that they were pleased to hear the teachers' comments. Most students said that after hearing comments from their professors, they could grasp challenging English terms. Additionally, two of the kids provided instances of good comments from instructors, including "Nice," "Okay," and "Splendid." It inspired them to pick up English. The selections from two students are shown in the following illustrations.

My progress in English-language acquisition is aided and encouraged by the teacher's suggestions and feedback. (P9)

In addition, he imparts a wealth of useful information, such as that which I discussed before concerning the significance of speaking English, and he inspires us to have a good attitude throughout the learning process in the classroom. (P10)

My instructor will mention "Nice" on occasion. (P1)

Following the assessment grade, my lecturer will often provide the comments "Okay" or "Splendid," depending on the student's performance and clarification on the outcomes of my efforts" (P2)

According to the extracts above, virtually all students indicated that receiving feedback from teachers improved their knowledge of English language study. They believed that the teacher's comments aided the pupils' progress in learning English. Additionally, when questioned about teacher comments on speaking ability, Participants 3, 7, and 13 reported that their professors often provided feedback on their speaking abilities to enhance the quality of their speech, as seen in the instances extracts below:

My lecturer typically provided feedback on a presentation during class, but on the day of the performance, he gave feedback on my appearance. After the presentation, my professor often commented on the areas where I needed improvement. I routinely talk to my close friends and use the internet to research ways to enhance these aspects of my life. (P1)

My lecturer will often criticize, offer advice, or make suggestions about my speaking talents, especially about my pronunciation; in most cases, a few words may represent the same idea, but the writing will be different. In addition to this, the meaning itself has to be clear. (P8)

Three students also said that the instructors provided feedback on their writing and speaking skills. Here are a few remarks made by students as below examples:

In the group of individuals that speaks English, to be more specific about the pronunciation of English, sometimes in written English. (P2)

My English lecturer often offers advice, ideas, or comments on my speaking abilities, particularly regarding the pronunciation of the English language. However, she also sometimes offers feedback on my written English, such as when my grammar is incorrect. (P5)

Two students offered almost identical responses, and their instructor often provided feedback on how well they wrote: My English instructor will often provide feedback on my writing, especially if it has errors in the language. (P9)

Based on the findings presented above, one may conclude that the students have a reasonable opinion of the lecturer's feedback, as shown in Table 2. The students had a positive impression of the teacher's

feedback since it inspired them to become more engaged in English language acquisition and pushed them to enhance their English proficiency. Additionally, as seen in Table 2, whereby students expressed the opinion that receiving feedback from teachers is of utmost significance, it might boost students' desire to study English by showing them support and using words like "Okay" and "Nice." This shows that all students thought getting instructor feedback stimulated them positively to learn English.

Table 2: Good views of teachers' feedback from students

Participants	Classification	Answers from students to feedback for teachers
P1	PF	" It is crucial to me since learning the teachers' assessments or advice motivates me to put in more effort to improve my English abilities."
P2	PF	"I take my teachers' suggestions or remarks extremely seriously since I will often revisit them in the future. The teachers' advice encourages me to improve on my academic errors."
P3	PF	"It is essential to me since I want to review it once again once I have made some modifications to my plans for the future. The lecturer will nudge me in the right direction and help me improve my English language skills."
P4	PF	"I can study rather simply using the way that was recommended to me by my lecturer; praise be to Allah."
P5	PF	"I place a high priority on this. In addition, others motivate me to improve my English skills by pointing out where I am going wrong."
P6	PF	"I can read the text properly in English thanks to the advice or recommendation that I listen to much English music and pay close attention to the words of English songs."
P7	PF	"The guidance my lecturer gives me to help me learn is quite important... because if it weren't for the instructor's guidance, we probably wouldn't be like this."
P8	PF	"The counsel given to me by my lecturer was helpful. It made the process of learning much simpler for me."
P9	PF	"When the lecturer provides feedback, it helps and inspires me to continue improving my English skills."
P10	PF	"In addition, he encourages us to remain optimistic during the academic year by offering much helpful information, such as the value of speaking English, as I discussed before."

5.2 Feedback from The Lecturer in English Class Is Seen Negatively

The Interview's findings revealed that two students had negative opinions of the feedback they received from their teachers. Since the students' responses suggested that they lost interest in learning English, such as "I've stopped trying to learn English," it may be assumed that they had a negative opinion of the language. As seen in Table 3, their instructor seemed to be pressuring her to learn again, to comprehend once more, and to read.

Table 3: Bad views of teachers' feedback from students

Participants	Classification	Participants' Feedback
P7	NF	"My English instructor doesn't give me much in the way of feedback, and when he does, it's usually something along the lines of "you need to reread it and make an effort to comprehend it before he'll clarify it."
P9	NF	"My English lecturer seldom presented me with feedback; instead, he just handed the assignment, briefly described it, and then left most of the time, which sometimes left me confused about a certain English lesson subject."

6. Discussion

The first set of findings in this research showed that there are many ways in which students view instructor feedback. There are two categories within those perceptions: positive view and negative view. The findings indicated that some students had good feelings about getting instructor feedback. The lecturers' encouragement for them to do better helped the students' drive to rise. The teacher's endorsement, such as "nice," "splendid," or "Okay," encourages pupils to rework their assignments. Parallel to this, Gamlem and Smith (2013) claimed that positive feedback from teachers might help students learn.

Additionally, the findings from research by Hill and West (2020) and Ounis (2017) support the notion that feedback might motivate students to pursue higher-quality education. Most students who viewed feedback positively said that it improved the comprehension of their assignments and speaking skills. It suggests that receiving feedback from teachers helps students perform better in the present (Vattoy & Smith, 2019), discover areas for improvement (Sadler, 2013; Xiao & Yang, 2019), as well as enhance their knowledge of the English language (Burner, 2015; Chaudron, 1988). On the other hand, the student replies showed that they didn't seem to have many opportunities to debate the teacher's opinion; instead, they just accepted it. Where there is minimal bargaining between instructors and pupils, feedback would appear to relate to the teacher's knowledge (Carless & Chan, 2017). Furthermore, two students said their lecturers either didn't give them enough feedback or only offered it occasionally, lessening their drive to study English.

The results are consistent with Gamlem and Smith's (2013) research, which found that students often experience stress when learning English and that teachers' critical feedback may lower students' enthusiasm. To enhance students' motivation and lessen their tension as EFL learners. When assessing students' progress, instructors should provide as much critical feedback as possible and steer clear of unsatisfactory answers. The instructor should reflect on the feedback they need to provide the pupils. Instructors should consider whether it would improve or degrade students' productivity when deciding whether to provide feedback. Concerning the second study question, the results of this study demonstrated that self-regulated learning traits such as the main objective, evaluating, encouraging, asking for help, integrating, and personality are essential for learning. Emerged when the students got teacher feedback because giving feedback to the lecturer might help them improve their English. They must comprehend the teacher's words. The instructor, meanwhile, has to know how EFL students perceive the feedback they get from the teacher to apply it correctly.

7. Conclusion

This investigation revealed that although EFL students' impressions of instructor feedback varied, most viewed it positively. While they saw instructor feedback differently, they could assist students in acquiring personality learning skills such as goal-setting, evaluating, encouraging, getting assistance, integrating, and identity when learning English. As a result of the study's results, EFL lecturers should reflect that their feedback might be helpful or hurt learners' progress and if it is fitting. Lecturers must improve the efficacy of providing feedback as practitioners in a learning environment. In particular, instructors should provide several different forms of feedback to students to increase the number of activities that students engage in that lead to the development of the trait of identity learning. The findings of these research help instructors of English as a foreign language improve classroom evaluation. In addition, the growth of students' English abilities was not addressed in this research in any way. Future studies may thus provide light on how well students speak English and how much teacher feedback affects students' language skills.

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Appendix

The qualitative method of the interview questions

Interview Questions	Purposes
1. Would you mind telling me your name?	to get the Interview off to a good start
2. What has your experience been like studying English?	
3. What steps have you taken, or what have your instructors taken, to assist you in identifying your English language learning strengths and weaknesses?	To get an understanding of how the students evaluate the feedback given by the instructor
4. How was the assessment done by the teacher?	
5. How did you manage to overcome your shortcomings?	
6. How effectively do you think your actions to be?	
7. Could you please provide approximately instances?	
8. What did the English lecturer frequently do when you struggled with studying?	
9. In what ways may you improve your English skills? What advice or feedback did your instructor give?	
10. What are your thoughts on the feedback, specifically?	
11. How much do you think the feedback is helpful? What method?	to understand more about how students' self-regulated learning changes after getting instructor feedback
12. What steps have you taken due to the feedback from your teachers?	
13. What was your typical next step following each assessment?	
14. How did you handle the issues brought up in the evaluations?	
15. What prompted you to choose [this strategy] over others?	
16. In what ways did you discover that your activities were successful?	
17. Could you offer me some specific examples?	

(Source: Xiao & Yang, 2019)