

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

This study aimed to investigate English teachers' perceptions of their feedback practices and the challenges they face in implementing feedback in English language classrooms. Based on the findings obtained from questionnaires and classroom observations involving 14 English teachers, several conclusions can be drawn.

Regarding teachers' feedback practices, the findings showed that immediate feedback was the most commonly used feedback timing. Teachers generally preferred providing feedback during or immediately after classroom activities because it allowed students to receive guidance and correction while actively engaged in learning. In terms of feedback methods, oral feedback emerged as the dominant method used by the participants. Teachers frequently provided feedback through praise, confirmation, correction, encouragement, and suggestions. Although written feedback, peer feedback, and technology-mediated feedback were also reported, they were used less frequently in the observed lessons. Furthermore, teachers provided feedback across various language skills and language components, including writing, reading, listening, speaking, vocabulary, grammar, and pronunciation. However, grammar, pronunciation, speaking, and vocabulary were the areas that received the greatest attention.

Regarding the challenges faced by teachers, the findings revealed that time constraints and large class sizes were the most significant barriers to providing effective feedback. Teachers reported difficulties in delivering detailed and individualized feedback within limited instructional time and large classroom settings. Additional challenges included student motivation and engagement, varying levels of language proficiency, limited resources, and technology-related issues. These challenges indicate that feedback practices are influenced not only by teachers' instructional decisions but also by contextual factors within the teaching and learning environment.

Overall, the findings demonstrate that feedback plays an important role in English language teaching and is commonly integrated into classroom interactions. However, several practical challenges may affect teachers' ability to provide effective and individualized feedback. Therefore, continuous efforts from teachers, schools, and teacher education programs are needed to support the implementation of effective feedback practices in English language classrooms.

5.2. Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the study involved only 14 English teachers, which limits the generalizability of the results to a wider population of English teachers. The findings reflect the experiences and perceptions of the participants involved in this study and may not represent all English teachers in different educational contexts.

Second, the study relied primarily on self-reported questionnaire responses and a limited number of classroom observations. Although classroom observations were conducted to support the questionnaire data, the observed lessons may not fully represent the participants' regular feedback practices. Teachers may use different feedback strategies in other classroom situations that were not captured during the observations.

Third, the study focused on teachers' perceptions and practices of feedback without examining students' perspectives. As a result, the findings provide insights into how teachers implement feedback and the challenges they encounter, but they do not reveal how students perceive, interpret, or utilize the feedback they receive.

Finally, the study was conducted within a specific educational context involving junior and senior high school English teachers. Therefore, the findings may not be directly applicable to other educational levels or subject areas.

Despite these limitations, the study provides valuable insights into English teachers' feedback practices and the challenges they face in implementing feedback in classroom settings.

5.3. Recommendations

Based on the findings and conclusions of this study, several recommendations are proposed for English teachers, educational institutions, and future researchers.

5.3.1. Recommendations for Teachers

Based on the findings of this study, English teachers are encouraged to continue providing timely feedback to support students' learning and language development. Teachers may also consider using a wider variety of feedback methods, such as written feedback, peer feedback, and technology-assisted feedback, in addition to oral feedback. This is particularly important because oral feedback was found to dominate classroom practice, while written and technology-assisted feedback were reported less frequently. Since time constraints and large class sizes were identified as major challenges, teachers may explore practical strategies such as peer-feedback activities and focused feedback on key learning objectives to make feedback more manageable and effective. Furthermore, teachers are encouraged to provide constructive feedback that balances correction with encouragement in order to maintain students' motivation and confidence.

5.3.2. Recommendations for Future Research

Future researchers are encouraged to investigate feedback practices using a larger number of participants from different educational contexts to obtain a broader understanding of feedback implementation. In addition, future studies may examine feedback from students' perspectives to explore how students perceive, interpret, and utilize the feedback they receive. Researchers may also employ additional data collection methods, such as interviews or classroom observations conducted over a longer period, to gain deeper insights into feedback practices and challenges in English language teaching.

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