

TEACHER FEEDBACK STRATEGIES IN LARGE EFL CLASSES

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Abstract

Teacher feedback plays a crucial role in English as a Foreign Language (EFL) learning by helping students identify errors, improve language proficiency, and develop confidence. However, providing effective feedback becomes challenging in large classes where teachers must manage numerous students with limited time and resources. This paper examines various feedback strategies that can be employed in large EFL classrooms and discusses their effectiveness in promoting student learning. The study explores written feedback, oral feedback, peer feedback, and technology-assisted feedback as practical approaches to addressing the challenges faced by teachers. The findings suggest that combining multiple feedback strategies can enhance learning outcomes while reducing teachers' workload.

Keywords: *EFL, teacher feedback, large classes, language learning, peer feedback, formative assessment*

Introduction

Feedback is widely recognized as one of the most influential factors in language learning. It enables learners to understand their strengths and weaknesses and guides them toward improved performance. In EFL contexts, feedback is particularly important because students often rely on teachers to correct language errors and provide linguistic support. Large EFL classes are common in many educational institutions, especially in developing countries. These classes often contain 30 to 50 students or more, making individualized feedback difficult. Teachers frequently struggle to provide timely and meaningful responses to students' work while maintaining classroom management and lesson objectives. Therefore, identifying effective feedback strategies for large EFL classes is essential. This paper aims to explore practical teacher feedback strategies that can improve student learning in large EFL classrooms.

Feedback has been extensively studied in second language acquisition and language pedagogy. According to educational researchers, effective feedback should be timely, specific, and constructive. Feedback helps learners recognize gaps between their current performance and desired learning outcomes. Researchers distinguish between formative and summative feedback. Formative feedback is provided during the learning process and helps students improve their performance. Summative feedback is usually given after assessment and focuses on evaluating achievement. Several studies indicate that corrective feedback contributes significantly to language development. Oral corrective feedback during classroom interaction can improve speaking accuracy, while written feedback enhances writing skills. However, in large classes, teachers often face difficulties providing detailed individualized feedback due to time constraints. Consequently, alternative approaches such as peer feedback, group feedback, and technology-assisted feedback have gained popularity in EFL education.

Written feedback remains one of the most common forms of feedback in language teaching. Teachers provide comments on students' written assignments, highlighting strengths and areas for

improvement. In large classes, teachers can use selective correction rather than correcting every error. Focusing on specific language features, such as grammar, vocabulary, or organization, allows teachers to provide meaningful feedback more efficiently. Oral feedback occurs during classroom activities and discussions. Teachers can immediately address common errors without interrupting communication excessively. In large classes, teachers may provide whole-class feedback by discussing frequent mistakes observed during activities. This approach saves time while benefiting all students.

Peer feedback involves students evaluating and commenting on each other's work. This strategy encourages learner autonomy and active participation. Research suggests that peer feedback develops critical thinking skills and increases students' awareness of language use. In large EFL classrooms, peer review sessions can significantly reduce the teacher's workload while promoting collaborative learning.

Instead of providing individual comments to every student, teachers can analyze common errors and discuss them with the entire class. Group feedback allows teachers to address recurring issues efficiently. This strategy is particularly useful after writing tasks, presentations, or speaking activities where many students make similar mistakes. Advances in educational technology have created new opportunities for feedback delivery. Learning management systems, online quizzes, and artificial intelligence tools can provide immediate responses to students' work. Digital platforms enable teachers to share audio comments, recorded explanations, and automated feedback. Such tools can enhance feedback efficiency, particularly in large EFL classrooms.

Benefits of Effective Feedback

- Improves language accuracy and fluency.
- Increases student motivation.
- Encourages self-reflection and learner autonomy.
- Helps students identify learning gaps.
- Supports continuous language development.

When feedback is constructive and timely, students are more likely to engage actively in the learning process and make meaningful progress.

Despite its importance, several challenges affect feedback implementation in large EFL classrooms:

- Limited instructional time.
- High student-to-teacher ratios.
- Increased teacher workload.
- Difficulty monitoring individual progress.
- Delayed feedback delivery.

These challenges require teachers to adopt efficient feedback strategies that maximize learning opportunities without overwhelming instructors. To improve feedback practices in large EFL classes, teachers should:

1. Combine oral, written, peer, and technology-assisted feedback.
2. Focus on common errors through whole-class feedback.
3. Train students to provide constructive peer feedback.
4. Utilize digital tools for faster feedback delivery.
5. Prioritize formative feedback throughout the learning process.

These strategies can help create a more supportive and effective learning environment.

Conclusion

Teacher feedback is an essential component of successful EFL instruction. Although large class sizes present significant challenges, various feedback strategies can help teachers provide meaningful support to learners. Written feedback, oral feedback, peer assessment, group feedback, and technology-assisted feedback each offer valuable benefits. By integrating these approaches, teachers can improve language learning outcomes while managing classroom demands more effectively. Future research may investigate the comparative effectiveness of different feedback strategies in specific EFL contexts.

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