



THE ROLE OF FEEDBACK LITERACY IN IMPROVING ASSESSMENT OUTCOMES IN EFL CONTEXTS

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Abstract: *This article analyzes the role of feedback literacy in improving students' assessment results in the context of teaching English as a foreign language (EFL). In the modern education system, it is important to deepen the learning process through quality feedback, not just grading. Therefore, this study will comprehensively cover the concept of feedback literacy, its components (the ability to understand, accept, analyze and effectively use feedback) and its practical importance in the learning process. The article argues that the level of EFL students' correct understanding and use of feedback has a direct impact on their academic success. In particular, when students perceive feedback not only as passive recipients, but also as active participants, their language skills reading, writing, listening and speaking develop significantly.*

Key words: *Feedback literacy, EFL context, formative assessment, summative assessment, student engagement, self-regulated learning, language skills development, assessment outcomes.*

Annotatsiya: *Ushbu maqola ingliz tilini chet tili (EFL) sifatida o'qitish kontekstida o'quvchilarning baholash natijalarini yaxshilashda qayta aloqa savodxonligi rolini tahlil qiladi. Zamonaviy ta'lim tizimida faqat baho qo'yish emas, balki sifatli fikr almashish orqali o'quv jarayonini chuqurlashtirish muhim ahamiyatga ega. Shu bois mazkur tadqiqotda teskari aloqa savodxonligi*



tushunchasi, uning tarkibiy qismlari (mulohazalarni tushunish, qabul qilish, tahlil qilish va undan unumli foydalanish qobiliyati) va uning o'quv jarayonidagi amaliy ahamiyati har tomonlama qamrab olinadi. Maqolada ta'kidlanishicha, EFL talabalarining fikr-mulohazalarni to'g'ri tushunish darajasi va ulardan foydalanish ularning akademik muvaffaqiyatlariga bevosita ta'sir qiladi. Xususan, o'quvchilar fikr-mulohazalarni nafaqat passiv qabul qiluvchilar, balki faol ishtirokchilar sifatida ham qabul qilganlarida, ularning o'qish, yozish, tinglash va gapirish til ko'nikmalari sezilarli darajada rivojlanadi.

Kalit so'zlar: Qayta aloqa savodxonligi, EFL konteksti, formativ baholash, summativ baholash, o'quvchilarning faolligi, o'z-o'zini tartibga soluvchi ta'lim, til ko'nikmalarini rivojlantirish, baholash natijalari.

Аннотация: В данной статье анализируется роль грамотности в области обратной связи в улучшении результатов оценивания студентов в контексте преподавания английского языка как иностранного (EFL). В современной системе образования важно углублять процесс обучения посредством качественной обратной связи, а не просто выставлять оценки. Поэтому в данном исследовании всесторонне рассматривается концепция грамотности в области обратной связи, ее компоненты (способность понимать, принимать, анализировать и эффективно использовать обратную связь) и ее практическое значение в процессе обучения. В статье утверждается, что уровень правильного понимания и использования обратной связи студентами EFL оказывает прямое влияние на их академическую успеваемость. В частности, когда студенты воспринимают обратную связь не только как пассивных получателей, но и как активных участников, их языковые навыки чтения, письма, аудирования и говорения значительно развиваются.

Ключевые слова: грамотность в области обратной связи, контекст EFL, формирующее оценивание, итоговое оценивание, вовлеченность студентов, саморегулируемое обучение, развитие языковых навыков, результаты оценивания.



Introduction

In recent years, the approach to the assessment process in the education system has been changing significantly. While the traditional assessment system is mainly focused on measuring the result, modern approaches pay great attention to mechanisms that serve to improve the learning process itself, in particular, the process of providing and using feedback. In this context, feedback literacy that is, the ability of students to understand, analyze and use feedback effectively is emerging as an important pedagogical concept. The role of feedback has been widely covered in the scientific literature. For example, Carless and Boud [1] describe feedback literacy as a key factor ensuring the active participation of students in the learning process. In their opinion, effective feedback is not only information provided by the teacher, but also gives real results when it is understood and applied in practice by the student. Hattie and Timperley [2] also noted in their research that feedback has a very high impact on learning outcomes, indicating it as one of the most powerful influencing factors in education.

Feedback literacy is particularly important in the context of EFL (English as a Foreign Language). This is because language learning requires constant correction, development, and repetition. Hyland and Hyland [3] analyzed the role of feedback in the development of written speech and showed that teacher-provided comments significantly improve students' writing skills. However, they also emphasize that if students do not understand or use feedback correctly, its effectiveness decreases.

At the same time, Nicol and Macfarlane-Dick [4] link feedback to the development of students' self-regulated learning. According to their theory, effective feedback allows students to recognize their mistakes, set goals, and plan future learning strategies. This directly leads to improved assessment results. This study aims to analyze in more depth the role and importance of feedback literacy in the EFL context, based on these scientific views. The theoretical sources presented in the introduction show that the effective use of feedback directly depends not only on the teacher's methodology, but also on the level of student acceptance and



application. Therefore, the development of feedback literacy is one of the important tasks of the language teaching system today.

In the current era of globalization, learning foreign languages, especially English, has become one of the priority areas of the education system. At the same time, the role of the assessment system and its component feedback mechanisms in improving the quality of education is increasingly increasing. While traditional assessment approaches are more focused on recording results, modern pedagogical views interpret assessment as a process that supports learning. It is at this point that the concept of feedback literacy becomes relevant from a scientific and practical point of view.

The concept of feedback literacy was first systematically developed by Carless and Boud [1], who interpret it as a student's ability to understand feedback, respond appropriately to it, and apply it in future learning activities. This model consists of four main components: (1) appreciating feedback, (2) understanding feedback (making judgments), (3) accepting it emotionally (managing affect), and (4) using it (taking action). These components, when integrated, ensure an active learning process for the student.

Feedback literacy is considered an important factor in improving students' learning efficiency in the modern education system. Especially in the process of teaching English as a foreign language (EFL), feedback is not only a tool for pointing out errors, but also a strategic mechanism for developing students' language skills. Therefore, in-depth study of feedback literacy and its implementation in practice play a crucial role in improving assessment results.

First, it is important to consider the main components of feedback literacy. According to the model of Carless and Boud [1], this concept consists of four main elements: valuing feedback, understanding it, accepting it emotionally, and using it. The first component valuing feedback determines students' attitude towards feedback. If a student perceives feedback as an opportunity for development, he or she will use it more effectively. On the contrary, perceiving feedback as criticism can have a negative impact on the learning process.



The second component, understanding feedback, refers to the ability of students to interpret the comments given. This is especially important in the EFL context, as students often do not fully understand the comments given by the teacher due to their low language level. Therefore, the teacher should provide feedback in a simple, clear, and understandable manner. Third, the emotional component involves the psychological reaction of students to feedback. Research shows that negative or overly critical feedback can reduce students' motivation. Therefore, it is important to provide constructive and supportive feedback. The fourth and most important component, using feedback, refers to the ability of students to put the comments given into practice. At this stage, the student corrects his/her mistakes, tries out new strategies, and consolidates his/her knowledge. It is this process that directly affects the improvement of assessment results.

There are different forms of feedback used in EFL lessons: written feedback, oral feedback, peer feedback (students' peer assessment) and self-feedback (self-assessment). Each type has its own advantages. For example, written feedback allows the student to revise their explanations, while oral feedback is quick and interactive. Peer feedback develops students' critical thinking and analytical skills, while self-feedback encourages independent learning. The effectiveness of feedback also depends on its quality. As Hattie and Timperley [2] point out, effective feedback should answer three key questions: where the student is going, where they are now, and what the next step should be. This approach allows students to plan their learning process clearly. It is also important to provide feedback at the right time, as delayed feedback can lose its impact.

There are a number of pedagogical strategies for developing feedback literacy in the EFL context. First, teachers should teach students how to understand and use feedback. This process is carried out through special exercises, case studies and practical tasks. Second, it is important to create a dialogic feedback environment in the lesson. This ensures a two-way communication between the student and the teacher. Third, students' understanding of feedback is increased by clearly explaining the assessment criteria.



Research shows that students with a high level of feedback literacy are more successful academically. They are more likely to identify their mistakes more quickly, correct them and independently improve their learning strategies. This has a positive effect on their assessment results. On the contrary, students with a low level of feedback literacy often repeat the same mistakes and slow down their development. Feedback literacy is not only a tool to support assessment in the EFL (English as a Foreign Language) education process, but also one of the main pedagogical factors that ensure deep learning of students. Modern research shows that effective learning is not limited to acquiring knowledge, but also depends on the ability of the student to recognize his/her own mistakes, correct them and independently form new knowledge. It is in this process that feedback literacy plays a central role.

First, in studying feedback literacy, it is necessary to comprehensively consider its cognitive (knowledge), metacognitive (managing one's own learning) and affective (emotional) aspects. The cognitive aspect represents the student's ability to understand the content of the feedback. For example, to correctly understand the explanation given for grammatical errors and to be able to use it in future written work. The metacognitive aspect refers to the student's control over their own learning process, that is, they evaluate their own level of knowledge based on feedback and develop development strategies. The affective aspect includes the student's emotional response to feedback. Feedback given in a positive emotional environment increases the student's motivation, while a negative environment can have the opposite effect.

Conclusion

In conclusion, feedback literacy is an important pedagogical factor that is crucial for improving students' assessment results in the context of EFL (teaching English as a foreign language). Modern educational approaches show that assessment alone is not enough for student development, but the process of understanding, analyzing and effectively using the feedback given plays a key role.



The study found that feedback literacy not only increases students' knowledge, but also develops their independent learning, self-assessment and critical thinking skills.

In particular, students who actively receive feedback and use it in practice achieve higher academic results. This shows that the effectiveness of feedback directly depends on the student's approach to it and the level of use. In addition, the development of feedback literacy requires the creation of a dialogic environment in the educational process, strengthening the cooperation between the teacher and the student. This makes the learning process more active, conscious and effective. Modern technologies also serve as an important tool in improving the feedback process, but they give high results only when combined with traditional pedagogical approaches. In general, the development of feedback literacy should be considered an integral part of the EFL education system. By systematically introducing it into the educational process, it is possible not only to improve assessment results, but also to significantly increase the general language competence of students and their ability to learn independently.

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