



Original Article

The Role of Teacher's Feedback on Students' English Language Learning Outcomes at College of Nursing Bhakkar: Descriptive Cross-Sectional Study

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ABSTRACT

Feedback in English language learning can help teachers to provide more meaningful feedback that can help students to achieve their learning objectives. Therefore, the study was carried out to examine the role of teacher feedback on students' English language learning outcomes.

Objective: To assess the role of teacher feedback on nursing students' English Language learning outcomes at the College of Nursing, Bhakkar, Pakistan. **Methods:** A cross-sectional study designed to achieve the aims of the study. Duration of study was from January 2024 till March 2024. A total of undergraduate nursing students 150 samples were recruited from Nursing College, Bhakkar using a universal sampling technique. Data were collected with the help of an adapted questionnaire which consisted of two sections. In one section 7 items were related to teacher feedback and 8 items were related to student learning outcome. SPSS version 24.0 was used for data entry and data analysis. Descriptive and inferential statistics were applied to study variables. **Results:** The study results showed a significant positive role of teacher feedback on nursing student English language learning outcomes. 84.7% of participants strongly agreed that it is beneficial for teachers to underline their mistakes. Similarly, 80.7% acknowledged that teacher feedback aided in their comprehension of their strengths and weaknesses in English. **Conclusions:** Teacher feedback is imperative for academic success and professional development. Teacher feedback great impact on nursing students' English language learning.

INTRODUCTION

Feedback provides information to learners about their performance. In education, it includes any feedback on a student's performance or behavior. One of its main roles is to encourage further learning [1]. Feedback is essential for improving English writing skills for both learners and native speakers. In Pakistan, English is a required subject at all levels of education, from elementary to university. It also serves as an official language nationwide. Consequently, teaching English has become a significant profession, catering to the educational requirements of individuals [2]. So, providing effective feedback is crucial for enhancing student achievement, especially in language learning. Nursing is a constantly evolving field that combines clinical

practice and academic study. For nursing students, English language proficiency is essential for several reasons. As nurses, they engage in communication and teamwork with patients, families, and other healthcare professionals. In a globalized world, English is the primary language for international communication and is prevalent in healthcare settings. Effective feedback plays a pivotal role in enhancing their learning. It helps them improve their academic skills, clinical practices, and understanding of the profession. Ultimately, it enables them to deliver evidence-based patient care. Providing feedback to nursing students in theoretical classes can enhance their self-regulation and motivation to learn. Building a rapport

between students and teachers is essential, especially in English language learning, to promote a positive attitude [10, 11]. Constructive, evaluative, and supportive feedback is widely recognized as vital for student success. However, nursing students have reported a lack of confidence in speaking English and hesitation in practicing communication skills due to the nature of feedback received on assignments. As education emphasizes holistic learning and values student perspectives, the evaluation of teaching practices in higher education is becoming increasingly important.

The present study aimed to assess the role of teacher feedback on nursing students' English language learning outcomes.

METHODS

A cross-sectional study design was used to determine the impact of teacher feedback on nursing students' English language learning from Jan 2024 - March 2024. The sample was calculated by using Raosoft sample calculator, in which 95% CI, 5% margin of error with total 250 population size. So, the calculated sample was 152 which were recruited by using a convenient sampling technique from the Nursing College of Bhakkar. Only two respondents didn't give consent to fill out the questionnaire, therefore, the final sample size remained 150. Only undergraduate Generic nursing students enrolled at College of Nursing, Bhakkar were included in the study. While diploma Nursing students of college were excluded from study. Data were collected with the help of a self-developed questionnaire and it is consisted of two sections. In one section 7 items were related to teacher feedback and 8 items were related to student learning outcomes. Each statement was scored on a 5-point Likert scale ranging from 1= strongly agree to 5=strongly disagree. This self-developed questionnaire was found to be reliable measure during its pilot testing phase. For the teacher feedback section, a score above 21 showed a positive perception of teacher feedback, whereas for the second section, a score above 24 indicated a positive learning outcome due to teacher feedback. Ethical approval was taken from the IRB/ERC Committee (Reference No: 432-AAA-ERC-AFPGMI) to conduct this study. Moreover, formal permission was obtained from the institute and informed consent was filled by participants to record their responses. Students were detailed about the aims of the study and they were ensured about their privacy and confidentiality as well. Collected data were entered and coded in SPSS version 24.0 for data analysis. Descriptive statistics were applied to calculate the frequency and percentages of questionnaire items, whereas Pearson Product Moment Correlation was used to identify the relationship between variables.

RESULTS

According to the findings shown in table 1, the students reported regularity of teacher feedback very positively. As 84.7% of participants strongly agreed that it is beneficial for teachers to underline their mistakes. Similarly, 82.7% of participants strongly agreed that fair and consistent feedback should be provided. Furthermore, 84% of respondents expressed preference for receiving written comments focusing on their errors, while the same number responded positively to receiving relevant and detailed feedback. Finally, 86.7% expressed feeling comfortable when receiving feedback from their English teacher.

Table 1: Participants' Responses to the Teacher's Feedback

Sr No.	Questions	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Teacher underlined/circled my mistakes	84.7	10	2.7	2	0.7
2	Teacher gives regular and immediate feedback.	82.7	8.7	5.3	2.0	1.3
3	Teacher often provides written comments based on the errors made.	84	9.3	4	2	0.7
4	Teacher's Feedback is clear and relevant	84	9.3	3.3	2.7	0.7
5	Feel comfortable when my progress and performance are assessed by the teacher.	86.7	10.7	1.3	0.7	0.6
6	Teacher provides with sufficient feedback on work.	86.7	10.7	1.3	1.3	0
7	Teacher provides with written feedback only	67.3	14.7	2.0	13.3	2.7

The results outlined in table 2 reveal how participants responded to the learning outcomes associated with teacher feedback. Of the 150 participants surveyed, 80.7% acknowledged that teacher feedback aided in their comprehension of their strengths and weaknesses in English. Furthermore, 84.7% stated feeling motivated by this feedback, while 80.7% believed that their academic efficiency improved as a result of consistent feedback from their teachers.

Table 2: Participants Responses to the Learning Outcomes

Sr No.	Questions	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Teacher's feedback helps us to understand strengths and weaknesses.	80.7	16.7	2.7	0.0	0.0
2	Teacher's feedback motivates us to improve our English language skills.	84.7	12.7	2.0	0.0	0.7
3	Positive feedback by the teacher helps us think critically.	77.3	19.3	3.3	0.0	0.0
4	Teacher's comments help us to improve our efficiency.	80.7	14.0	0.7	3.3	1.3
5	Feedback provided by the teacher makes subject meaningful and interesting.	79.3	12.7	3.3	4.0	0.7

6	Teacher's feedback helps to improve our writing skills.	75.3	19.3	4.7	0.7	0.0
7	We pay very careful attention to teacher feedback and revise my work accordingly.	83.3	14.7	2.0	0.0	0.0
8	Teacher feedback supports us to stay on track with my English language learning goals.	78.7	13.3	4.7	1.3	2.0

Table 3 shows the correlation between the study variables. It revealed a significant positive relationship between teacher feedback and student learning outcomes with a correlation coefficient of 0.56.

Table 3: Relationship between Teacher Feedback and Students Learning Outcomes

No	Variables	N	M + SD	1	2
1	Teacher Feedback	150	10.16 + 2.34	-	0.56**
2	Students Learning Outcomes	150	11.92 + 2.17	-	-

* $p < 0.05$, ** $p < 0.01$

DISCUSSION

Feedback is frequently used in education and is crucial for improving and boosting learning. Feedback is necessary for improvement in performance. Feedback from the teachers encourages students to be more active and participative in-class activities. It also assists students in adopting and processing the tasks assigned by the teachers. The current study was conducted to assess the impact of teacher's feedback on students' English language learning. In this context, most of the questions related to teacher feedback in terms of fair, regular, relevant, and specific to the task were asked in detail. Furthermore, students' English language learning skills were also analyzed in accordance with their writing, reading, and critical thinking. Most respondents indicated that feedback delivered by English teachers had a great impact on students learning. Similar findings have been observed in another study which states that about 71% of students responded that the feedback they received had a significant impact on their future learning. The findings of this study demonstrated that 82.7% of respondents indicated they received fair and regular feedback from English language teachers, moreover, 84% of results revealed that students received teacher feedback that was relevant and specific to tasks and assignments. Consistent findings have been reported by recent studies teacher feedback plays an important role in developing students' academic performance. Furthermore, students become more motivated to learn from their mistakes. Teacher's regular feedback helps to improve students critical and analytical skills and engage them in learning. Moreover, the findings also indicated a positive relationship between teacher feedback and student learning outcomes. Teacher

feedback helps students to enhance theory learning and improve their writing skills. The findings have been supported by previous studies as English teacher feedback helps students improve their writing skills and impact their future learning. It is also pertinent to mention that there is also a contradictory study regarding teacher feedback on students' learning capability. Sultan *et al.*, in 2021 study showed that nursing students agreed that feedback did not help them to understand things better and improve for the future. Overall, findings revealed that many of the students wished to be engaged with the feedback process and believed effective teacher feedback performs a vital role in the improvement and enhancement of their English language learning.

CONCLUSIONS

Feedback is an essential component in all learning contexts and leads to the fulfillment of certain purposes including the evaluation of students' achievements, development of students' competencies, and understanding their motivation and self-confidence growth respectively. The finding indicates teacher feedback is positively related to nursing students' English language learning outcomes.

Authors Contribution

Conceptualization: SB

Methodology: SB, UD

Formal analysis: SK

Writing, review and editing: SP, ZP, UD

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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