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THE USE OF TECHNOLOGY IN PROVIDING FEEDBACK TO STUDENTS' PERFORMANCE IN THE CLASSROOM

Abstract. This article aims to investigate the use of technology to encourage students to engage with feedback for their performance in the classroom. Firstly, the research demonstrates the notions of technology and feedback, their characteristics and advantages. Then, it incorporates with the implementation of audio technology for the process of providing feedback to students' performance in the classroom. The findings depict that technology has the potential to enhance student engagement with feedback.

Keywords: engagement; feedback; technology, audio technology, effectiveness.

Introduction. Feedback is considered as an important element in the teaching and learning process. This is due to the fact that students get acknowledged with their challenges in their learning process by getting effective feedback from their teachers and for teachers it is also essential for their learners' progress. As a consequent, it is essential part of education. However, in some cases, written or oral feedbacks are not so effective since whether to pay attention to feedbacks or not it is on the hand of the students. Therefore, nowadays teachers prefer to use technology in order to give feedback in the classroom. For this reason, the aim of this research is to find out the efficiency of providing feedback to students' performance in the classroom.

Literature review. As the purpose of the research is to find out the effectiveness of using technology to give feedback to students, the article deals

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with the notions of feedback and technology in the classroom, as well as their advantages, characteristics and problems.

Elements of effective feedback:

- Effective feedback is aimed to meet the needs of the individual

– either a learner's work or a performance of a given task.

- It focuses on individual action points.

- Effective feedback deals with one point at a time. .[3:43]

Bloxham and Bloyd point to difficulties for students in deciphering handwritten feedback comments as a further reason why students do not read or make use of their tutors' comments. There is a growing body of research exploring how technology might be used to support effective and efficient feedback practices. [1:173].

According to Nicol, "Feedback should be of sufficient quantity; timely; it should focus on learning not marks; it should be related to assessment criteria and be understandable, attended to and actually used by students to make improvements on their work". [4:337].

Characteristics of Effective feedback:

- demonstrates strengths and weaknesses;

- gives beneficial tips on how to improve;

- enhances effective learning;

- motivates students to learn;

- is prompt;

- evaluative;

- constructive;

- ends on a positive note;

- specifically linked to task/assignment/unit assessment criteria (cross-referenced to what teachers have asked learners to do) [2:378]

For the idea of Whitelock, e-Assessment has the potential to offer new forms of assessment with immediate feedback to students ... It is therefore becoming

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increasingly important to construct a pedagogically driven model for e-assessment that can incorporate e-assessment and e-feedback into a holistic dialogue learning framework, which recognises the importance of students reflecting upon and taking control of their own learning.[7:1999].

In accordance with Rotheram, he advocates the use of audio feedback, claiming that students have the advantage of replaying feedback[6].

Furthermore, Merry and Osmond and Rotheram that audio files are easy to store. [5,6].

As a result of conducting this review of the literature about the technological tools that might encourage students to engage with their feedback, we realise that the implementation of technology especially, audio technology, is becoming more common and the efficiency of it is clearly seen from the ideas of the scholars.

Research method. In order to conduct the research, qualitative data method was used as a tool in the form of review rather than numbers. The findings were found from the analysis of the data taken from the observations of students.

Analysis and result. Based on the collected data taken from the observations in the classroom, the findings depict that feedback is crucial part of teaching and learning environment, since it provides students with clear and direct feedback. The students found out audio feedback as a basis for their future achievement in the classroom. Most of the students supported the idea of implementing audio feedback in the classroom. Since they stated that audio feedback had many advantages for them. In fact, it is firstly, legible which is understandable rather than written feedback, secondly, time-saving because students can listen these files whenever they are free rather than taking time in the classroom, at last, it is direct which is pointed towards one task. As for the teachers, it is also stated as an important tool in the teaching process. This is due to the fact that teachers could only direct to their theme and activities and could give feedbacks to their students after the lesson.

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Conclusion. Taking all the data into account, it can be concluded that feedback is a very important process in the classroom since teachers give feedback to their students so that students get to understand about their strenghs and weaknesses and what they should do in order to achieve the target they desire. For this reason, teachers try to find out different technological tools, specially audio feedback, so as to provide feedback to their students' performance. The findings of the research showed that using technology, especially audio files in providing feedback to students is beneficial not only for students but also for teachers. This is due to the fact that audio feedback is considered as legible, time-saving and directed to the one task. Therefore, it is recommended to implement audio feedback in the classroom with the aim of providing effective feedback to students' performance.

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