HOW TEACHERS LISTEN TO STUDENTS IN ENGLISH CLASSES: OPINIONS OF THE STUDENTS,GIVING FEEDBACKS,AND USING METHODS WHILE TEACHING PROCESS

Davlataliyev Muhammadbobur
Kimyo International University in Tashkent, Namangan Branch
mdbobur1217@gmail.com

Abstract

Caring about the opinion of students gives the teacher a chance to be an effective teacher, and therefore the learners of the EFL classroom have to learn to communicate their opinions and problems. Listening does not only mean getting sounds but also being able to understand the needs of the students.. The whole concept of teacher listening will be explored in the current paper focusing on the student voice, feedback and teaching strategies. The author is likely to provide a literature review on teachers' listening skills and their utilization of student feedback in lesson planning. The paper will also address a number of possible obstacles such as the shortage of lesson time, unequal participation, and students' low confidence. A brief review of four studies indicates that despite teachers' dominance in communication and test pressure, techniques such as open questions and scaffolding may encourage students to speak.This review aims to explore which teaching approaches work well and what aspects of this field still need to be studied.

Introduction

One of the important functions of teaching English is to impart students with the knowledge of grammar, vocabulary, and error correction, but at the same time, it also means support for students in engaging in the learning process. The problem is that students have different opinions and thoughts on how the classes should be organized. Listening skill is perhaps the most important one for classroom communication (Rost & Wilson, 2013; Walsh, 2011). Only by knowing how to listen carefully, the teacher has the possibility to understand what is easy or difficult for

students. For example, a student may be quiet due to the fact that he/she does not understand the task and his/her mistake-phobia. The importance of student voice is emphasized in education research.Student voice can be defined not only as an opportunity for students to speak up but also the possibility for teachers to take students' ideas into account . Gillett-Swan and Baroutsis (2024) reviewed 25 years of research on student voice and teacher voice, from 1995 to 2020. Their review shows why it matters how the views of students and teachers are presented in educational research. Newer studies have looked at how teachers use student feedback. Conner et al. (2025), for instance, studied how teachers' student voice practices are related to student outcomes. Their results showed links between asking students for feedback and student engagement, among other outcomes. Teaching English is an essential function that involves not only teaching students grammar, vocabulary, or how to correct themselves, and at the same time, it is also supporting the students in their learning abilities. The catch is that students have various views and ideas on how the lessons should be conducted. The listening skill is essential in communication. Only through listening attentively can the teacher learn about the difficulties or moments of ease for his/her students. For instance, a student may be silent because he/she does not comprehend the assignment given for him/her or has the fear of making mistakes. The importance of student voice has been proved through research conducted in education.(Cook-Sather, 2006; Fielding, 2004) Student voice could be understood in various ways, and it should not be understood only as an ability of students to speak. In addition to this, it is a possibility for teachers to make use of students' opinions and thoughts.

2.Research Questions

This review's questions of research will adress the following question:

1.How is described listening of teacher in EFL classes also studied?

2. What student's forms feedback do teachers use to feel and get needs of learners?

3. What factors help or prevent teachers from responding to student feedback?

4. What teaching practices may support meaningful student voice in EFL learning?

3.Preliminary Literature Review

Before the full search is carried out, a small group of studies was read to show the main ideas and problems in this area. These studies come from different countries and school levels, so they should be seen as a first picture and not as a complete summary of the field.

3.1. Understanding Student Voice

The student voice speaks to getting the attention of students and developing lessons that meet their needs. Students can use their voice to share their observations regarding their opinions about the aspects they like or dislike regarding learning process and the suggestions they have regarding possible improvements regarding this process. This does not mean, though, that their proposals will be put into practice. The teacher may ask for students' opinions but then may follow his or her own plan anyhow (Fielding, 2004). Gillett-Swan and Baroutsis (2024) examined how student voice and teacher voice were represented in educational research over a period of 25 years. Their work is a useful starting point because it helps us see student voice as a form of participation, and not only as a source of information for researchers. In other words, the question is not just what students say, but also what happens after they say it. Fernandez (2019) makes a similar point in a study of English Language classrooms in Singapore. She reports that many scholars have pointed out that students are often treated as people who benefit from educational decisions but are left out of discussions about their own education. Her study followed five teachers in three schools who tried to invite and respond to student voices in their classrooms. This focus on teachers is important, because much earlier research looked at student voice projects led by researchers, not by classroom teachers.

In an EFL classroom, student voice can take many forms. Students may answer questions, fill in feedback forms, discuss tasks in pairs, or suggest new

activities(Cook-Sather, 2006).These methods can help teachers learn about learners' experiences. At the same time, teachers need to think about whether students feel comfortable enough to give honest opinions, especially when they have to speak in a foreign language.

3.2. Teacher Listening and Feedback

Paying attention to students and trying to understand what they want to say are the teacher listeing(Rost & Wilson, 2013).Teachers can ask several questions to check what students understand and let them to explain their issues.When students are quiet ,if they hesitate to answer or confused they should also notice about these.

Giving to student feedback helps to teachers understand students' challanges that they can not notice while the lesson(Black & Wiliam, 1998; Hattie & Timperley, 2007). For instance, learners can complete an exercise correctly, although they may be not comprehending the subject matter. A short discussion or an anonymous feedback form may show this problem quickly(Shute, 2008).

Conner et al. (2025) studied how teachers' student voice practices relate to student outcomes. They used survey data from 1,751 middle and high school students in one urban district and looked at the practice of seeking students' input and feedback. The results showed strong links between this practice and student engagement. The authors also reported that having even one teacher who asked for student input was linked to greater student agency, better math grades, higher grade point averages, and lower absence rates than having no such teacher. Although the results in the study are intriguing, they do not demonstrate cause and effect and were not obtained from language classrooms. There is a need to conduct more experiments to discover how these techniques can be applied and whether they are effective in different language learning environments. Teachers' choices of language also influencing students' capacity of talking. Rahma and Irmayani (2025) made an observation of four classes conducted in two high schools in Indonesia(Sinclair & Coulthard, 1975; Cazden, 2001).The researchers noticed that instruction was led somehow by the teacher using the IRF format: it was a question asked by the teacher

that followed by a short answer given by the student and then teacher feedback. The IRF format proved to limit students' participation in speaking process. On the contrary, if teachers used more open questions and scaffolding(Wood et al., 1976), students were more engaged and interactive, but code-switching was beneficial as well. Thus, the results imply that teachers' listening is related to the type of questions teachers ask.

3.3. Pedagogical Responsiveness

Effective listening involves listening to the students' comments. One teacher sees that a lot of students are confronted with problems when dealing with the audio exercise and responds by repeating the recordings or giving the meanings of the most important words. Another teacher finds that they did not explain the instructions properly and gives an example of the task. These instances show how helpful feedback can be when it comes to making teaching decisions. Nevertheless, feedback cannot be applied any time(Wood et al., 1976). Teachers need to find a way to combine the needs of students and the goals of the lesson, curriculum requirements, and time.. It means considering feedback carefully and explaining teaching decisions clearly.Fernandez (2019) gives a realistic picture of how hard this can be. In her study, the high-stakes setting of English Language classrooms created challenges that stopped teachers from listening and responding in the way they first planned. The teachers became careful and conservative, and their early enthusiasm faded, so that their student voice activities became a minor part of their lessons. She also found that ideas of risk, power, and competence were important for both teachers and students. At the same time, students' comments pointed to things they valued in a teacher, namely connections, care, and competency. Fernandez concludes that both teachers and students need support and structures if student voice work is going to continue.

This is in line with the findings of Conner et al. (2025), who suggest that student voice practices may work better when students see their teachers as receptive and responsive. In their study, teacher receptivity was strongly associated with all of

the outcomes that were measured. Taken together, these two studies suggest that asking for feedback is only the first step. What the teacher does next is just as important.

3.4. Possible Barriers to Teacher Listening

Bringing all these aspects together, we can realize many possible barriers for teacher listening in EFL classrooms. The first one is time(Hattie & Timperley, 2007). The lessons are short, the curriculum is long, and there are very few chances for discussions about how the studying is going. The second one is unequal participation. In some groups a couple of talkative students speak most of the time while the other quieter students are left out. The third barrier is language that lower-level learners often do not have to describe their problems in English, therefore the teacher should allow for some use of their native language or written forms. Rahma and Irmayani (2025) discovered that switching languages assisted participation in the lessons (they say that this option should be taken into consideration).The fourth barrier is the teaching context. In Singapore's research, the format concentrated on examinations and concern about risks made teachers careful (Fernandez, 2019). The use of the teacher-centered approaches like the IRF model leave little place for students' ideas (Rahma and Irmayani, 2025). The barriers of time and unequal participation mostly arise from common experiences in the classrooms so the analysis would prove the information from the articles.

4.Proposed Methodology

This article will use a literature-based review to examine research on student voice, teacher listening, and feedback in EFL classrooms. A review of this kind does not collect new data. Instead, it gathers and compares the results of earlier studies in a clear and organized way.

4.1. Search Strategy

The final review will search ERIC, Scopus, Web of Science, and Google Scholar. Search terms will include combinations of the following expressions:

- "student voice" AND "EFL"

- "teacher listening" AND "language classroom"
- "student feedback" AND "English language teaching"
- "teacher responsiveness" AND "student engagement"
- "student voice" AND "language learning"

The search period will first cover January 2015 to October 2026. Earlier influential studies may also be included when they give important theoretical background. The reference lists of the selected articles will also be checked to find studies that the database search did not show.

4.2. Inclusion and Exclusion Criteria

The review will include relevant peer-reviewed studies written in English that examine student voice, feedback, teacher responsiveness, or related classroom practices. Studies from EFL and ESL settings will receive priority, and studies from general education will be used mainly to explain key ideas.

Studies that discuss student opinions without a clear connection to teaching or learning may be excluded. Non-academic webpages and sources without enough information about their methods will not be treated as strong research evidence. First, titles and abstracts will be screened. Then the full text of the remaining studies will be read to decide if they fit the criteria.

4.3. Data Analysis

Information from the selected studies will be recorded in a review table. The table will include the authors, year, country, educational setting, research method, main topic, and relevant findings. Using one table for all studies will make it easier to see similarities and differences.

The studies will then be compared using thematic analysis. Possible themes include opportunities for student voice, teacher responses, barriers to feedback, and changes in teaching practice. The final themes will depend on the evidence found in the selected studies, and the research questions will guide the way the results are organized.

Expected Contribution

This article is supposed to merge three ideas that often tend to be treated separately in many discussions: listening to students, gathering feedback, and reacting with regards to teaching efforts. In this regard, the article may help teachers understand why just asking for opinions of students may not be enough. The preliminary research literature suggested the direction, as research indicates that it is important to act upon listening to learners' needs (Conner et al., 2025; Fernandez, 2019).

The article may also be useful in discovering practical tools like quick questions for reflection, anonymous feedback forms, open-ended questions and follow-up decisions. These practical tools will be recommended only if evidence reviewed in this article justifies their use.

6.Limitations

The quality of the review will depend on the availability and quality of the selected studies. Research from general education may not fully show the needs of EFL learners. For example,the study by Conner et al in 2025 year was carried out with school learners in one urban district and used survey data, so its results cannot be moved directly into a university English class. In addition, studies may use different definitions of student voice and teacher responsiveness, which may make direct comparison difficult.

The preliminary review in this article is also small. It includes only four studies from three different contexts, and some of them are based on a small number of lessons or teachers. For this reason, the findings reported here should be treated with care. Finally, the proposed review will not include new classroom observations or interviews. Consequently, it won't offer firsthand proof concerning any specific educational institution.

7.Conclusion

Actively tuning in to students is a key component of adaptive English instruction, enabling educators to better grasp learner challenges, identify specific needs, and make smarter, data-driven decisions for the classroom. However, student

voice should not be understood as speaking alone. Students also need to feel that their opinions are taken seriously.

Initial research indicates this is quite challenging. Heavy teacher talk, test pressure, and limited support can prevent teachers from listening and responding well. Meanwhile, open-ended questions, step-by-step guidance(Black & Wiliam, 1998; Hattie & Timperley, 2007), and an open mindset assist students get involved. A complete look at current research will better show how teacher listening, feedback, and responsiveness connect. Once the research is finished, the final article will share practical conclusions and tips for English teachers.

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