STUDENT FEEDBACK ON ONE TEACHER'S TEACHING METHODS IN AGE-BASED TEACHING AND ACADEMIC WRITING COURSES

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

Abstract

The local point of the present study is to evaluate the teaching style aimed Age Based Teaching and Academic Writing courses, taught by the same teacher among students at Kimyo International Universityin Tashkent, Namangan Branch . A survey was administered to investigate students' views on the teaching methods and measures implemented in Age Based Teaching and Academic Writing classes by the examined teacher. The questionnaire included a set of questions regarding the rates of lesson goals, the effectiveness of explanations, discussion in class, the students' involvement in the class, guidance given to students about errors, usefulness of exercises performed in the class, and the pace of the lesson. The results gained have revealed the students' typically positive feelings regarding the teaching style with respect to the quality of the explanations, involvement opportunities, and exercises performed.

However, there are some concerns raised by some of the respondents with respect to lessons that were going too fast, correcting mistakes in public, and having assignments that were not comprehended. Improving students' learning experiences requires effective instructional design and attention to factors that influence student engagement(Wong et al.,2026).Effective teaching requires clear explanations, meaningful classroom activities, an appropriate pace of instruction, and constructive feedback to support students' learning (Achen & Lumpkin, 2015; Limperos et al., 2015).The findings of the study should be considered in light of certain limitations, as they reflect students' perspectives rather than providing conclusive evidence.

Keywords: Student feedback, Teaching methods,Age-Based Teaching,Academic Writing, university teaching

INTRODUCTION

Appropriate teaching methods should be used to facilitate student learning. According to Brown (2007), using structured lessons, giving clear instructions, and having interactive lessons help students acquire knowledge . Additionally, studies demonstrate that feedback has a significant impact on the learning process. Timely and effective feedback is valuable for students (Black & Wiliam, 1998; Hattie & Timperley, 2007). This research work is based on the idea that student-centered learning techniques increase students' motivation and participation (Stefaniak & Tracey, 2015). Students are more likely to gain self-confidence and improve their learning abilities when they are involved in the discussion, or attending the lessons (Murphy et al., 2009; Rocca, 2010).Furthermore, effective communication between teachers and students helps create a positive and supportive classroom environment (Xie & Derakhshan, 2021)

The purpose of this research is to analyze students' opinions on the instructor's teaching methods focusing on the level of clarity of explanations, own involvement in the course program, and support during learning. The assumption was that most of the students would have positive opinions about the Professor’s teaching methods.

METHODS

A mixed-methods approach is employed in this study to examine student feedback on the teaching methods used by a university instructor in the Age-Based Teaching and Academic Writing courses at KIUT Namangan Branch. Data are obtained through a questionnaire that includes both closed-ended and open-ended questions.The questionnaire covers ten aspects of teaching, including lesson objectives, clarity of explanations, classroom discussions, student participation, feedback on mistakes, exercises, and the last classroom experience.

Quantitative data are analyzed using percentages to identify patterns in students' responses. Data from open-ended questions are analyzed thematically to identify students' positive experiences, reported difficulties, and suggestions for improvement. The results are presented in seven figures and a table summarizing the main themes identified in students' feedback.

This mixed-methods approach allows the study to examine both numerical response patterns and students' personal views of the instructor's teaching methods.

RESULTS

The results of the survey are presented below

Item	*Most favorable*	*Moderate*	*Least favorable*
The lesson objectives match what is learned in class	*Very well* 12 (66.7%)	*Sometimes* 6 (33.3%)	*Not at all* 0 (0.0%)
The examples and explanations used in lessons are clear	*Very clear* 13 (72.2%)	*Somewhat clear* 4 (22.2%)	*Confusing* 1 (5.6%)
Classroom discussions help in understanding the topic	*Very effective* 12 (66.7%)	*Somewhat effective* 6 (33.3%)	*Not effective* 0 (0.0%)
The instructor encourages student participation	*Always* 13 (72.2%)	*Sometimes* 4 (22.2%)	*Rarely* 1 (5.6%)
The instructor provides helpful guidance when mistakes are made	*Always* 11 (61.1%)	*Sometimes* 6 (33.3%)	*Rarely* 1 (5.6%)
In-class exercises and practice tasks are useful	*Very useful* 13 (72.2%)	*Moderately useful* 5 (27.8%)	*Not useful* 0 (0.0%)
The pace of the lessons	*Just right* 14 (77.8%)	*Too fast* 4 (22.2%)	*Too slow* 0 (0.0%)

Figure 1

Name: Clarity of lesson objectives

Data indicates that 66.7% of students surveyed agreed that the lesson objective corresponded to lesson content almost completely. This means that the instructor effectively conveys the lesson objectives. Learning objectives are important for students to learn what they are required to know during a lesson (Mager, 1997).

A smaller number of learners (33.3%) believe that objectives were clear only sometimes, which indicates a slight inconsistency in this matter. At the same time, nobody of the students chose “not at all,” which is quite a positive outcome. In general, it can be said that the investigation indicates that lesson planning is successful and helps in students’ understanding.

Figure 2

Name: Clarity of explanations

A majority of students (72.2 percent) claimed that explanations were entirely clear, which indicates a high level of teaching competence. A minority of students (22.2 percent) stated that although they found explanations somewhat clear, there is a need for improvement. Only a small number of students (5.6 percent) stated that they had some confusion. This means that misunderstandings occurred quite rarely. Clear explanations enhance the understanding of complex issues.

The manner of providing information and logical organization of explanations can help students in mastering their studies (Ambrose et al., 2010).

Figure 3

Name: Classroom discussions

It can be inferred that the results indicate that classroom discussions are quite effective since two-thirds of respondents (66.7%) rated classroom discussions as very effective. This signifies that discussions cannot but be useful in education. The rest of the respondents (33.3%) rated discussions as somewhat effective as well, which is also a positive thing. Notably, no respondents chose the option of “not effective,” which implies that all respondents agree on the usefulness of discussions in education. The use of classroom interaction enables students to communicate and practice critical thinking, thus helping them to exchange ideas.

Figure 4

Name: Student participation

It was found that the majority of students (72.2%) perceive that participation in classes is always at the forefront. This indicates that the teacher makes sure that

the classroom is alive and welcoming. There is a smaller group of respondents (22.2%) mentioning that participation is encouraged at times. There are only a few respondents (5.6%) who claim that participation is seldom encouraged, which is very little. When participation is encouraged, students feel more confident and engaged.

Figure 5

Name:Guidance on mistakes

According to the results, it appears that 61.1% of students have received regular advice concerning their mistakes. This means feedback is usually available. Furthermore, 33.3% of participants claimed to have received advice from time to time, which gives some place for improvement. Only 5.6% of respondents said they rarely get assistance. The provision of feedback is significant for fixing mistakes and ensuring good performance. This means that constructive feedback gives students a possibility to understand what gaps they have in their knowledge and helps to improve their performance (Nicol & Macfarlane-Dick, 2006).

Summing up, the teacher offers great help, but attention should be paid to consistency.

Figure 6

Name: Usefulness of exercises

A huge number of learners (72.2%) agreed that practice tasks were useful for studying. Therefore, they can be said to be effective in grasping knowledge. Furthermore, 27.8% of students indicated that practice tasks were of medium usefulness, which is still positive. It should also be mentioned that none of the students claimed that practice exercises were not useful. Therefore, students all get advantages from practicing activities. Exercises enable students to improve their skills and knowledge. Based on the research done by Ericsson et al. (1993), one can say that purposeful practice with well defined goals and feedback contributes to students'success.

Figure 7

Name:Lesson pace

A large majority of students, 77.8%, believe their teacher paced the lesson appropriately. Time management is thus adequate. On the contrary, 22.2% of learners think the pace of the lesson was too fast. This detail speaks for itself and allows for a conclusion that some students may experience difficulties because of the fast pace of instruction. No students think they were taught too slowly, which means the pace is important.

Effective instruction should take into consideration the previous knowledge of students and adjust teaching according to the level of knowledge of the students (Sweller et al., 2011).

In general, the pace of learning is reasonable but should be slightly adjusted.

Interpretation of the Table:

The data suggests that the positive organization and techniques in the classroom have the greatest number of mentions as 45% of the answers highlight how important collaborating, being friendly, being interactive, explaining clearly and being supportive are for teaching. Therefore, cooperation and help from the teacher seems to be important for students' satisfaction.

On the contrary, 25% of the replies pointed at students' problems like public correction of errors, speed of the lesson and their ability to grasp the information. This means that some students have difficulties speaking about their mistakes and getting too much information in short periods of time.

In the end, 30% of participants gave comments on how to improve the process by stating that there was a need for more interactive activities and gamification, revision sessions, and speaking practice as well. This suggests that students want to get more active, practice-oriented and not limited to the mere reading of information.

Overall conclusion

Overall, the feedback suggests that students are generally satisfied with their learning experiences. However, they also identify areas for improvement,

including lesson pacing, error correction, and the use of interactive teaching methods.

Discussion

The results of this study confirm the idea that students evaluate their instructors' approaches to teaching in a positive way(Caldwell et al., 2024).Most respondents reported that objectives of lessons were properly set and met learning outcomes. This is consistent with Brown's (2007) argument that structured teaching is essential.

The high number of students that said that explanations were clear and exercises were useful supports Harmer's (2015), view that education is improved when people obtain actionable insights and well-structured instructions.

Feedback was also a significant factor. The majority of students said that they received useful instructions when they made mistakes. This confirms the findings of Black and Wiliam (1998), and Hattie and Timperley (2007), who believe that feedback is significant in improving students' knowledge.

At the same time, some students faced certain problems such as pace of the lesson and being corrected in public.It means that the methods used by instructors were effective, but certain changes may be needed to improve their effectiveness. Some difficulties were also reported by students regarding the speed of lessons and public corrections. Thus, it can be stated that teaching methods need to be changed to meet students' needs and ensure a more supportive atmosphere in the classroom.

Conclusion

To sum up, the assessment indicates that the students are quite pleased with their experiences in the classroom. At the same time, they mention what can be enhanced in the learning process, namely the speed of the class, correction of mistakes, and the implementation of interactive methods in the class.

Recommendations

To improve students' educational achievement, it is suggested that theinstructor's varies the pace of lessons according to the needs of students, has

more opportunities for revision and uses less intrusive correction methods. Moreover, employing more engaging activities could make students more motivated to participate in the lessons.

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