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ENHANCING EDUCATIONAL OUTCOMES FOR ESP STUDENTS: EXPLORING STUDENT'S PREFERENCES AND EXPERIENCE TO MAXIMIZE LEARNING POTENTIAL

This article explores the multifaceted nature of feedback in English for Specific Purposes (ESP) education, investigating how it affects student experiences and learning outcomes. In the research, we describe various forms, functions, and types of feedback including formative, summative, constructive, and peer feedback. The paper presents the results of survey aimed towards understanding technical ESP students' preferences for feedback, the characteristics of effective feedback, and the various aspects affecting students' receptivity to feedback. The study includes an analysis of relevant publications highlighting the significance of feedback in increasing motivation, learning outcomes. With the emphasis on the essential role that feedback plays in promoting motivation, self-awareness, and efficient learning, the paper gets insights into specific aspects of language learning, the use of technology in feedback, and efficient pedagogical approaches including creative writing activities, audiovisual feedback, and technology integration. In addition, it mentions the roles of feedback providers, including peers, teachers, and self-assessment. The results of the survey underscore the paramount importance of feedback in ESP courses, emphasizing its positive role in comprehension, skill development, and technology-enhanced learning. The article concludes with an outline of a dynamic feedback approach that maximizes ESP students' learning potential and promotes a positive learning environment. The diversity of student preferences and experiences contributes to the overall framework of feedback in ESP programs. By employing these data, teachers may adapt feedback procedures so that they meet the specific needs of ESP students and foster a positive and encouraging learning atmosphere. In summary, the relevance of feedback for establishing a supportive learning environment for ESP students cannot be overstated.

Key words: *ESP, feedback, student's preferences, receptivity to feedback, learning environment.*

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ПОКРАЩЕННЯ НАВЧАЛЬНИХ РЕЗУЛЬТАТІВ СТУДЕНТІВ, ЯКІ ВИВЧАЮТЬ АНГЛІЙСЬКУ МОВУ ПРОФЕСІЙНОГО СПРЯМУВАННЯ: ВИВЧЕННЯ ВПОДОБАНЬ ТА ДОСВІДУ СТУДЕНТІВ ДЛЯ МАКСИМІЗАЦІЇ ЇХНЬОГО НАВЧАЛЬНОГО ПОТЕНЦІАЛУ

У статті розглядається багатогранний характер зворотного зв'язку у вивченні англійської мови професійного спрямування та досліджується вплив на результати навчання та досвід студентів. Дослідження включає опис різних форм, функцій та видів зворотного зв'язку, включаючи формативний, підсумковий, конструктивний та зворотний зв'язок від студентів. У статті представлено результати опитування, спрямованого на розуміння вподобань студентів, особливостей ефективного зворотного зв'язку та різних аспектів, що впливають на сприйнятливості студентів. Дослідження включає аналіз відповідних публікацій, що підкреслюють важливість зворотного зв'язку для підвищення мотивації та покращення результатів навчання. Стаття акцентує увагу на важливій ролі, яку відіграє зворотний зв'язок у підвищенні мотивації, самосвідомості та ефективності навчання та розглядає специфічні аспекти вивчення мови, використання технологій у зворотному зв'язку та ефективні педагогічні підходи, зокрема, творчі письмові завдання та аудіовізуальний зворотний зв'язок. Крім того, у дослідженні описується роль тих, хто надає зворотний зв'язок, зокрема студентів, викладачів та самостійного оцінювання. Результати опитування підкреслюють першочергову важливість зворотного зв'язку у викладанні англійської мови професійного спрямування, наголошуючи на його позитивній ролі в розумінні, розвитку навичок та використанні технологій. Стаття підсумовує огляд динамічної природи зворотного зв'язку, який максимізує навчальний потенціал студентів англійської мови професійного спрямування та сприяє створенню позитивного навчального середовища. Відмінності у вподобаннях та досвіді студентів сприяють формуванню загальної концепції зворотного зв'язку в умовах викладання англійської мови професійного спрямування. Використовуючи ці дані, викладачі можуть адаптувати процедури зворотного зв'язку таким чином, щоб вони відповідали конкретним потребам студентів англійської мови професійного спрямування та сприяли створенню позитивної та сприятливої навчальної атмосфери. З огляду на це, важливість зворотного зв'язку для створення сприятливого навчального середовища для студентів, які вивчають англійську мову професійного спрямування, неможливо переоцінити.

Ключові слова: англійська мова професійного спрямування, зворотний зв'язок, уподобання студентів, сприйнятливості до зворотного зв'язку, навчальне середовище.

Statement of the problem. In the realm of education and language instruction, feedback stands out as an effective instrument that significantly impact student achievement and academic outcomes. Research focused on the experience of receiving feedback is a significant area of study, offering insights into how students react to and interpret feedback, eventually improving their learning results. In the educational context providing information or support to students on their performance, understanding, or advancement is broadly referred to as feedback. Beyond only evaluating student's progress, feedback plays a vital role in promoting self-awareness and solid understanding of the subject, thereby increasing motivation, engagement, and overall development. As the research in this area advances it informs educators about best practices for providing feedback that supports student learning and helps them attain their full potential. Moreover, exploring student perspective on feedback reception promotes a student-centred approach

to education, supporting a positive learning environment. Within the context of language learning, this article explores the various forms, functions, types, and significance of feedback. It examines the impact of timely and relevant feedback on student development, focusing on key characteristics and settings that maximize its effectiveness in learning settings. This paper presents research findings illustrating the positive impact of feedback on student motivation, and overall learning outcomes.

Analysis of research and publications. To get an extensive understanding of the complicated role of feedback in language learning, a broad literature review was carried out. Researchers such as Hattie and Timperley (2007) underscore the power of feedback in positively impacting learning and students' achievement. Others, like Weimar (2002) examined the multifaceted nature of feedback, highlighting its role in helping students understand the impact of instructional guidelines and practices. The study is

enriched by the works of researchers such as Ammar and Spada (2006), Lyster and Ranta (1997), each contributing insights into specific aspects in language learning, such as improving pronunciation, and effectiveness of metalinguistic feedback in addressing lexical and grammatical errors. The use of technology to increase engagement with feedback processes, is explored by Stannard (2011) and Hepplestone et al. (2011) focusing on the use of audio and video feedback. Diab's (2006) highlights preferences in EFL writing instruction, stressing the importance of tailored feedback. Similarly, Yol (2019) explores peer feedback in writing, uncovering its transformational potential. Bourner's (2003) work on reflective learning Ferrell & Sheppard (2013) work provide a fundamental framework for understanding feedback preferences and experiences among university ESP students.

The purpose and the main tasks of the article is to explore the role of feedback in modelling the learning experiences and outcomes of ESP university students. The study includes the following tasks: 1) explore different forms, functions, types, and significance of feedback in language learning; 2) get insights into specific aspects of language learning, the use of technology in feedback, and effective feedback strategies for educators; 3) investigate the roles of feedback providers; 4) present the results of survey, highlighting participants' views on feedback, preferences, challenges, and beliefs about its role in their learning process.

Presentation of the main research material. In the educational setting, feedback serves to guide students as they approach their educational goals, providing insights into areas of strength and improvement. Hattie & Timperley (2007) define feedback as information about a person's performance or understanding given by an agent, such as a teacher, peer, book, parent, experience, or oneself (Hattie & Timperley, 2007, p. 81). According to Weimar (2002) feedback is a system that helps learners to comprehend how instructional approaches, methods, and behaviours affect their learning (Weimar, 2002, p. 198). Feedback comes in a variety of forms and types, each serving a particular purpose in promoting learning and development. Examples include written, spoken, formative, summative, constructive, peer, and teacher feedback. Formative feedback, according to Hattie & Timperley (2007) is provided to students during the learning process to assist in improvement (Hattie & Timperley, 2007, p. 81). The aim of corrective feedback is to achieve accuracy by highlighting and correcting mistakes, while summative feedback is given at the end of a learning period, often containing a final assessment or grade. As Ammar &

Spada (2006) mention, communication exercises that incorporate corrective feedback, including prompts and recasts, prove to be more advantageous than those lacking such interventions (Ammar & Spada, 2006, p. 543). In this situation, the purpose of corrective feedback is to improve accuracy by pointing out and correcting errors in a student's performance. Ammar & Spada (2006) claim that this technique has proven successful in communication exercises, creating a more vibrant and supportive learning environment (Ammar & Spada, 2006, p. 543). In a comparable vein Lyster & Ranta (1997) add to the discussion of feedback types by proposing metalinguistic feedback, in which questions concerning the organization, content, or comments in a student's statement are presented without explicitly pointing out the correct form, aiming to function as a valuable tool for addressing linguistic features and encouraging a more profound comprehension of language principles without straightforward correction (Lyster & Ranta, 1997, p. 47).

As previously mentioned, feedback can adapt to circumstances and available resources, with digital feedback emerging as a prominent method. It can be provided via a number of specialized learning digital tools and platforms as well as common internet message boards, recordings, or emails. Notably, Hepplestone et al. (2011) underscore the efficiency of electronic feedback tools, such as statement banks, in generating structured feedback consistent with evaluation standards (Hepplestone et al., 2011, p. 119). On the top of, the use of auditory feedback gives comprehensive insights beyond the scope achievable through conventional written methods.

The effectiveness of feedback is closely related to the role of feedback providers, including peers, teachers, and self-assessment. Yol (2019) suggests several roles and responsibilities for feedback providers, particularly in the context of peer feedback and the broader areas of assessment and feedback in higher education (Yol, 2019, p. 26). Nevertheless, teachers are the main providers of feedback that meets the needs of students and an ever-changing learning environment. Henderson et al. (2019) emphasize the continuity in teachers' leadership to create efficient strategies for effective feedback and their responsibility to adapt to technology, setting the environment for reflective thinking (Henderson et al., 2019, p. 1412). In order to maximize learning outcomes, feedback providers' roles go beyond simply giving information for improvement and include actively evaluating the style and medium of feedback delivery; however, it's crucial to be aware of obstacles and take into account the preferences and experiences of the students. Feed-

back providers need to consider a number of aspects, such as mindset or experiences, adapting feedback methods, timing and frequency to improve effectiveness and student receptivity of feedback. Ferrell & Sheppard (2013) highlights the responsibilities of feedback providers in managing student concerns, adapting techniques, and navigating limited resources (Ferrell & Sheppard, 2013).

The role and benefits of feedback in the different learning environments. Feedback plays an essential role in the learning process, serving multiple functions such as providing information, motivating, goal setting, monitoring progress, and supporting students in developing effective learning styles. The role and benefits of feedback in different learning environments, particularly when technology is incorporated greatly influence the improvement of learning outcomes. The use of technology in feedback processes has been studied by researchers like Hepplestone et al. (2011) and Stannard (2011) highlighting its potential benefits in enhancing engagement and accessibility. According to Stannard (2011) integration of technology for video and audio feedback gives a student's illusion of a face-to-face session and is a quick way to provide a lot of feedback in a short period (Stannard, 2011). Similarly, Hepplestone et al. (2011) suggests that the use of technology may enhance student engagement with feedback in higher education and highlights the convenience of storing feedback online, enabling easy access for future assessments, allowing students to review comments at their convenience and focus more deeply without peer distractions (Hepplestone et al., 2011, pp. 117–127). In this vein, Hattie & Timperley (2007) highlights the benefits of delivering feedback electronically as it offers flexibility for students to access and review feedback at their convenience (Hattie & Timperley, 2007, pp. 81–112).

In different learning environments, the effectiveness of feedback depends on many aspects such as personalization, timeliness, and relevance, along with engagement through self- and peer-assessment within the learning environment. According to Henderson et al. (2019) aligning feedback with clearly defined learning objectives is paramount to maximize its impact on student understanding and receptiveness (Henderson et al., 2019, p. 1410). When giving and receiving feedback, Hattie & Timperley (2007) indicate the importance of competence in both teachers and students (Hattie & Timperley, 2007, pp. 81–112). When generated at the appropriate level, it can help students comprehend, engage, or develop effective strategies to process the information they are supposed to learn. In order to be beneficial feedback needs to be logically connected, explicit, meaningful,

intended, and align with the student's prior experience. Hattie and Timperley (2007) emphasize the importance of effective instructional strategies in combination with the three main questions that assessment should address: tasks, processes, or strategies to understand tasks, and regulation, engagement, and confidence to enhance commitment to learning (Hattie & Timperley, 2007, pp. 81–112).

Feedback is an important source of knowledge for students, enhancing performance and broadening comprehension across various situations. However, Henderson et al. (2019) note that feedback is often underutilized in higher education and emphasize the dynamic nature of the feedback. Under some circumstances, assessment and feedback prove highly beneficial. Essential elements for feedback effectiveness include clearly formulates learning objectives, timeliness, individualization and constructivism, engagement (self- and peer-assessment), building a positive atmosphere for learning, openness regarding grading, and possibilities for reflection. Understanding the preferences and experiences of university ESP students is important for effective feedback. In an ideal learning environment, effective feedback is a dynamic process where both learners and educators understand and value the feedback process, actively engage in seeking, interpreting, and generating feedback, supported by accessible technology, fostering a feedback culture, and maintaining consistency (Henderson et al., 2019, pp. 1401–1416).

When these conditions are satisfied, feedback and assessment turn into effective instruments for maximizing student learning potential, stimulating consciousness, and supporting growth-oriented approach to education. Understanding how difficult it is to give effective feedback is the first step towards improving feedback practices. In this vein, Henderson et al. (2019) emphasize the temporal and iterative nature of feedback processes, addressing interconnected conditions of capacity, design, while Hattie and Timperley (2007) underscore the importance of providing feedback at the appropriate level and prioritizing feedback that addresses processes and self-regulation over personal praise.

What are the factors that influence student's receptivity to feedback? Several factors contribute to students' receptivity to feedback, and recognizing these factors is important for teachers to adapt effective feedback strategies. Examples include emotional reactions, especially to negative feedback, which can lead to disappointment and hinder motivation. Additionally, unclear feedback may discourage students, and cause fear of underperforming and impede students from making necessary improvements.

Furthermore, students might be discouraged if they feel feedback is irrelevant to learning objectives and their goals. To address these challenges and encourage engagement with feedback, teachers can create a supportive learning environment, provide clear and constructive feedback, and offer guidance on implementing feedback. By implementing these strategies, educators can help students view feedback as a valuable tool for growth and improvement, empowering them to take ownership of their learning. Henderson et al. (2019) highlight the importance of tailored feedback that addresses individual needs, fosters relationships between educators and learners, and acknowledges the emotional impact of feedback (Henderson et al., 2019, pp. 1401–1416). Factors influencing students' receptivity, according to Hattie and Timperley (2007), include confidence, students' attributions about success or failure, help-seeking behaviour, where students require suggestions rather than answers, attributing performance to effort or ability (Hattie & Timperley, 2007, pp. 81–112). Understanding these aspects allows educators to design feedback practices that resonate with individual students and create a supportive feedback culture that promotes receptivity and continuous growth.

In pursuing efficient feedback strategies, educators can employ a variety of techniques to establish an atmosphere that promotes learning. Yol's (2019) "write a letter to your friend" activity is a particularly fascinating way to add creative elements into writing classes, enhancing writing abilities by focusing on content, organization, and language (Yol, 2019, pp. 26–29). Woodard (2016) introduces audio-visual feedback in EFL/ESL writing classrooms, implementing technology to provide detailed and understandable feedback efficiently (Woodard, 2016, pp. 29–32). With the use of technology, particularly Jing, teachers can maximize grading time while giving students detailed and understandable feedback. Another remarkable strategy is suggested by Hattie and Timperley's (2007) which involves postponing the release of grades until after students have replied to their feedback. This strategy aims to enhance the impact of feedback on learning outcomes, while it encourages a greater awareness of the linguistic details within the students' specialised areas, particularly in the context of ESP, where language usage is strongly related to specific subjects of study (Hattie & Timperley, 2007, pp. 81–112). Integrating these strategies into ESP courses can promote engagement, effectiveness, and maximize educational outcomes. By embracing these instructional techniques, teachers can create an environment where students actively engage with feedback, reflect on their performance,

and eventually maximize their learning potential in the specific context of ESP courses by promoting collaborative learning through creative activities and using technology for personalized and efficient feedback delivery.

With the aim to gather comprehensive insights into ESP university students' preferences for feedback, their experiences with feedback in the context of language learning, and what aspects contribute to effective and beneficial feedback a survey was conducted. The participants in the survey were technical students at Igor Sikorsky Kyiv Polytechnic Institute in Ukraine studying English for Specific Purposes. The procedure for this survey involved a series of questions aimed at gathering insights from the participants regarding their experiences and perspectives on feedback in the context of language learning. The survey consisted of 14 questions, each addressing specific aspects of feedback, including its providers, delivery methods and types, impact on motivation and learning results, and personal experiences with feedback, challenges, and beliefs about its role in their learning process. The responses were collected and analysed to understand the participants' views on feedback in education and to identify common trends in their feedback experiences. The participants in this survey provided valuable insights into their experiences with feedback in the context of education. All respondents reported having received feedback from teachers or peers, and each expressed a high level of satisfaction with the feedback process. They appreciated the role of feedback in enhancing their understanding of subjects and skills, with a strong agreement that feedback had affected positively on their academic growth. The participants demonstrated a preference for a balanced approach to feedback, favouring for its focus on both strengths and areas for improvement. Additionally, they established that involving students in the feedback process and using technology to improve feedback delivery to be beneficial practices. The participants emphasized the importance of open-mindedness when facing challenging feedback, and their responses underscored the significance of constructive and respectful communication in feedback exchanges. Overall, this group of respondents highlighted the valuable role that feedback plays in the learning experience, making it clear to understand its positive impact and the need for a constructive feedback in educational culture.

It's obvious that feedback is considered as an essential part of the learning process and can have both positive and supportive impacts on students' growth. Here are a few key takeaways from the

responses: Most participants feel comfortable receiving feedback and believe it has helped them improve their understanding of subjects or skills. There's a preference for a balanced approach to feedback, focusing on both strengths and areas for improvement, as it is considered more effective. Some of the responds: "feedback has to be fair... include both - strengths or areas for improvement", "feedback needs to focus more on areas for improvement, because there is no point in sharpening strengths if you have leaky problems underneath ... if possible – focus on both...". Involving students in the feedback process, such as self-assessment and peer assessment, is generally seen as beneficial and students express themselves in favour of both providing and receiving peer feedback. Technology and digital tools are considered useful in advancing the feedback process, but their effectiveness may depend on the context and tools used, for instance students say "It depends on the technologies ... I find it interesting to use voice instead of text for feedback when face-to-face feedback is not possible...". Accepting feedback can sometimes be challenging, but participants emphasize the importance of open-mindedness and seeking clarification "...stay open-minded, seek clarification, reflect and analyse...", "...listen actively, ask questions, and reflect on the feedback...". The importance of respectful and constructive communication when giving and receiving feedback is highlighted. The survey results present irresistible opinions that align with the key ideas of this paper, enforcing the important role of feedback in language learning, as well as in ESP. The general openness to feedback by the participants and their clear recognition of its beneficial effects on their educational outcomes are consistent with the paper's focus on feedback as a valuable instrument for learning. The prerequisite for a comprehensive feedback approach that highlights both areas of strength and possibility for development resonates with the paper's review of the attributes of effective feedback. In addition, the article's analysis of effective feedback strategies for teachers is compatible with the participants' enthusiasm for

student participation in the procedure for providing feedback and the use of technology for improved delivery. Some of the challenges that participants expressed, such as the necessity of being open-minded when receiving feedback and the importance of respectful communication, underscore the intricate nature of how feedback is received and point out the significance of an atmosphere that is both constructive and supportive. These results showcase the varied preferences and experiences of students, adding to the wider context of feedback in ESP courses and offer teachers useful guidance in adjusting feedback procedures to meet the specific needs of ESP learners.

Conclusions. The purpose of this article was to explore ESP university students' preferences for feedback and their beliefs about what constitutes effective feedback. In conclusion, the extensive exploration of feedback within the realms of education and language instruction underscores its paramount role in shaping student experiences and outcomes. The literature review has cleared up the multifaceted nature of feedback, emphasizing its significance in promoting self-awareness, motivation, and effective learning strategies. The survey results align with the research focus on feedback as a valuable tool for maximizing learning outcome in ESP courses. The participants' acceptance of feedback and recognition of its beneficial effects resonate with the attributes of effective feedback discussed in the paper. The survey findings indicate that students greatly appreciate feedback since it helps them comprehend new material and develop new skills. They appreciate constructive criticism from teachers and peers, which emphasizes both their areas of strength and need for improvements. It is obvious that learners prefer technology-enhanced feedback techniques, especially when personal involvement isn't possible. The students' ability to recover from tough feedback and stay open-minded illustrates how important it is for ESP classes to have a constructive and encouraging feedback culture. When everything is considered, these findings underscore the important role that feedback plays in developing a productive learning environment for ESP students.

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