

ONLY TEACHERS CORRECT BUT STUDENTS CRITICIZE

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Abstract: *This scientific article discusses the major consequences of a student's openly criticizing another student which is, to my surprise, outrageously common nowadays among FL learners. In the introduction part some ideas of other researchers will be illustrated to support the main purpose of the article. It is sometimes seems to be common among teachers that they are seen ignoring this major problem which is capable of causing students end up with having issues with mental health at the end. So, the article aims to open the hidden results which might come out when instructors, tutors or teachers let a learner to criticize another learner directly when they make mistake during the activities. As the title of the article tells that correction is correction when it is done by professional teachers who have enough experience in the field of pedagogy but at the same time it might become a criticizing when a student is given a voice to speak out.*

Till the end of the article two key concepts, (a) a survey, which was hold among sophomore students whose age is around 21-23, will be introduced to show consequences of a student judging another student directly which will be followed by a conclusion and (b) solution to avoid a learner stealing the role of an instructor during the class are going to be discussed. Furthermore, personal experience and beliefs are expected to be highlighted in order not to come across or to deal with when teachers face with the same situation during the classes.

INTRODUCTION

In one of educational sites, named The Kennedy Center, which is popular among educators as it is a library that provides them with digital resources for teaching, Joyce Payne (2019) claimed that critiques help students hone their persuasive oral and writing, information-gathering, and justification skills. I surely support her ideas only when teachers firstly help learners what it looks like student's creative criticizing the other learner. Let's approach with question to issue first.

What is a criticizing?

In overall, a critique could be discussed in both written and oral versions in order to analyze, describe works of art. By mentioning art we cover not only paintings but also education field as an art because Zimmermann (2001) once mentioned in his article that Rudolf Steiner believed that education is an art and teachers are artists.

Consequences of judging students directly

Recently I have conducted a survey with sophomore students whose ages are around 21 and 23. The aim of the survey was letting students see themselves the results and how it looks like when a student is directly criticized and letting them witness strong influence which it

could appear on students when they get bad feedbacks. For the survey I have chosen three students (Navruza, Hilola, and Farangiz) whose differ from each other by their potentials of getting emotional. The survey was two parts and in both parts I have asked girls to draw two different pictures, a house and a dress, respectively. In the first part while girls were busy with drawing their dream houses with passion and eagerness I have asked other students to criticize their work even if they like their paintings. When they finished students started commenting on Navruza's painting and it was obvious to notice that she was getting angry, while Hilola's reaction was mostly sadness as she did not expected from friends criticizing but Farangiz started losing her confidence in herself. So, in the second part I asked them to draw a dress they want to wear but this time there was no intention and eagerness which they had before being criticized in the first part. While girls were drawing I asked student to correct their mistakes with some complements or by using 'I would wear', 'I would recommend' or 'I would buy' phrases. When girls finished their mood started getting better, facial expression changed and they started smiling, they were proud of their works and their confidence was back. As we finished the survey I asked Navruza, Hilola and Farangiz to write down what they have felt in both part of the survey. In the following we can read what they have experienced:

1)Navruza;

Well, everyone has their own opinion about everything but to be honest, I felt quite bad about their feedback in the first part as I am not a painter and I am not claiming that my work was perfect. It influenced my psychology a bit. However, they complemented on my second drawing which made me smile on my face and happy tears in the eyes I did not fell eased. Because when they directly gave bad comments it affected negatively to my mind.

2)Hilola;

I tried to draw a dress better but when my friends gave bad feedbacks to my work I got hurt. I was happy while drawing the first picture after feedbacks it changed and to get better I needed some time. During the second part even though my outside got better my inside was terrifying and I had no intension as I did in the first part. In the second part they complemented to my work but as I said above some time needed to forget.

3)Farangiz;

When I got criticized in the first part I blamed myself for not choosing the type of dress my friends would love. So, in the second part I tried to take into consideration my friends' choice and taste in order to not get bad feedbacks again. Then, I drew a house that my friends would love to live in and I when they complemented on my work I was happy.

Identifying students

There are two ladies as subjects for this assessment who are both 71 years old. These two students (Student 1 and Student 2) have different backgrounds, both in personal life and in the

aim of learning Speaking English. Furthermore, S1 and S2 have different language levels, Pre-Intermediate and Intermediate, respectively. By profession Student1 is a doctor, actually, when she studied at medical university English was not taught and was not required, however it is now being admitted as one of the vital subjects for doctors to study, so whenever they go to foreign countries to exchange experience, there will not be any problem with communicating. Although her profession is doctor, as a student she was not far from learning language process. Because she learned and used Russian as L1 while it was her L2 and Uzbek was her L1. And even now she rarely uses her L1 at home and at work, too. Two years ago she said that she was planning to visit her son who lives in London for couple of months and asked me to help to speak in English as fluent as possible in two months. At first it seemed a bit challenging and there was a problem. Usually my students are 12-13 years old, who have started learning English at 5-6 ages, but hers was much bigger than expected. And for the first has started learning English on her own at age of 50 (by listening and watching English song, music) On the other hand, age was just the tip of the iceberg and the real challenge was her ability of acquiring, because mind also starts working slowly as we get older and older. I agreed and we started our first week of studying speaking. She was very enthusiastic during the lesson and worked hard as much as younger students on herself. To frame of reference it is easier learning English for people who already know Russian and it was close to truth in her case. At the same year my grandmother (1 Student who is at the same age with 2 Student) came to me with the same issue as 1 Student's (She visits LA every year for couple of months, and every time finds difficult to have conversation with my cousins as she only taught grammar at elementary school where she worked for 30 years). As by profession she was an English teacher, and she started learning English when she was at her 15, I found teaching Speaking English a bit easier, since her mind has already adapted to grammatical rules. Whenever I asked her to pronounce words she did better in contrast to Student1 and also she was good at using words in context in grammatical order.

DEFENITION FOR IDENTITY

Identity means humankind's beliefs, personal traits and how they accept the world and their appearance. Exploring identity as the interrelationship between language learners and their socio-cultural context has drawn much attention in the current decades (Norton, 2000). According to Norton and Bonny's (2013) research identity is defined as how a person understands his or her relationship is structured across time and space, and how the person understands possibilities for future.

IDENTITY: STUDENT 1

Student 1 was born in the village and her family members were not educated, however, after getting married to a doctor, she had chance to get education. As they stayed in Moscow for a decade, she managed to acquire Russian, which was her first experience to learn FL. And when they came back to Uzbekistan they moved in new flats where foreigners were common to be seen. And her husband paid for her education at Medical Collage where she could use her Russian as an L1. Decades later her elder son won scholarship to The Great Britain, where he still lives with his wife and three daughters. After retiring she started learning Speaking English in order to be able to talk to her grandchildren as much as she wants. She was too old

to acquire language, but she is strong-willed enough to get what she wants and she believes that if someone really wants to do something, he/she finds way to it anyway. Furthermore, she loves investigating and gathering new information. She is kind of human who always wants to refresh her mind and fulfil with new approaches and knowledge.

IDENTITY: STUDENT 2

Student 2 was born, like Student 1, in a village. Her father was a trader and her mother was housekeeper. She was the elder daughter who was much into becoming a doctor. Although she really wanted to go to Medical University, after failing the exams for three times she decided to go to Foreign Languages University, which was her last chance to enter the university. She spent a year to learn Grammar of English after which she became a student of FL University. As she spent only a year, her other skills were not as good as her Grammar. When she started teaching at an elementary school in her village area, there were no requirements to work on improvement of four skills of English. She was good at singing songs in English which was her attractive feature for students. Her husband was a professor, whose L2 was Russian, however, mostly used as L1, and visited Leningrad and Moscow twice in a year. And her elder son went to The USA a couple of years ago and last year she visited him. As she realised that she had to work on her speaking because it seemed a bit boring when she could not express her thoughts, feelings in English, she decided to start practicing Speaking.

DEFINITION FOR MOTIVATION

The desire to learn is often related to the concept of ‘motivation’, it is the most used concept for explaining the failure or success of a language learner. (Jodai, Hojat, (2013). There are two kinds of motivations: intrinsic and extrinsic. Former is motivation which comes into light because of personal desire and interest, while the latter is motivation which is comes from outside as an inspiration for reward (good mark, money).

MOTIVATION: STUDENT1 (S1)

One of the scientists, Bandura (1993) claimed that people with low of self-efficiency may perceive difficult tasks as personal threats, but fortunately Student 1 can be an example for the opposite of that. In the case of Student 1, intrinsic motivation fits, as she herself wanted to acquire Speaking English, even she was retired. The vital motivation for S1 was not to be behind from her husband in learning FL, as he already knows three FL (Russian, English and German). The reason why she wanted to acquire Russian was to teach her children to speak Russian at home, while the crucial motivation for her to learn Speaking English, this time was being able to have a conversation with grandchildren. As an addition, by keeping herself busy with learning she gets motivated. The most important motivation for learning Speaking English was her previous experience in learning Russian, which helped to avoid hesitation, for example if any question comes she asks right on time.

MOTIVATION: STUDENT 2

Locke and Latham’s (n.d.) goal-setting theory claims that human’s actions are caused by purpose and for actions to take place goals have to be set. A goal is an idea of the future or desire result that a person or group of people plan and commit to achieve (Locke, Edwin A, (1990)). Student 2 has set a goal and already taken the action. For Student 2 intrinsic type of motivation also fits, though extrinsic type of motivation fits better. There are similar reasons to

be motivated to learn Speaking English for Student 2 like in Student 1. As her son lives in LA and his wife is native to America, she had to practice on her English Speaking Skill. But one exception here is that in contrast to Student 1, Student 2 has to just practice what she has already known, not to learn new knowledge. However, the biggest motivation is her neighbour (a lady who is at same age With S1 and S2). I have realised that there is always a competition between them and they always try to beat each other by doing better in something or learning something new. So, they are doing the same thing in speaking English, too, and the competition has become a motivation for Student 2 to do as good as she can.

DEFINITION FOR INVESTMENT

Investment in learning process covers all factors that learners may dedicate, such as time, money and attention for the improvement of their studies. In comparison to the researches on motivation and identity, research on investment pays particular attention to the utterances of participants as they describe their personal history, language practices and imagined identities (Darvin and Norton, 2021).

INVESTMENT: STUDENT 1

According to Dickenson (1995), learner's success or failure could be attributed to their efforts and strategies rather than external factors. Student 1, in comparison to her childhood, has a wider possibility and comfort to study. She can afford herself economically as she gets her pension monthly. At home she lives with her husband, so there will not be any disturbance while studying. Furthermore, she has got her own study room which is perfectly decorated. As she is old she may find difficult to go to extra classes, but it will not be problem for her, as she can attend online classes. So, Student 1 has got all equipments for online classes and time management also does not cause a problem, as she has got plenty of time.

INVESTMENT: STUDENT 2

According to Darvin and Norton (2021) investment signals the freedom of learners choose, and limitations of the choices. Even though Student 2 is also a retired lady like Student 1, time managing is a bit problem for her. As she lives with his son and 3 grandchildren, and her daughter-in-law works all day, because of that sometimes she cannot separate time for her studies. Overall, she can have her classes only at the weekends. However, she has got special study room where a blackboard on the wall, computer with internet can be seen, as his son sends her the last version of all kind of technology stuff. It is mentioned above that Student 2 lives with her son and they have a big family with needs, so attending extra classes may cause problem sometimes, because she wants help her family with money.

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