Teacher Educators' Knowledge and Use of Feedback in Tertiary Institutions in Akwa Ibom State, Nigeria

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ABSTRACT

The study investigated English Language Teacher Educators' knowledge of feedback as well as the type and quality of feedback they use in teaching and learning. It also examined how they incorporate technology in feedback practice and whether feedback could promote teaching and learning. A purposive sampling technique was used in selecting the two teacher training institutions in the state while a random sampling technique was used in selecting 250 respondents (50 teacher educators and 200 teacher trainees) from the University of Uyo and College of Education, AfahaNsit, AkwaIbom State. Four research questions guided the study while four null hypotheses were tested. Two sets of researcher- made and validated questionnaires were used in collecting data for the study. Mean statistic was used in answering the research questions while t-test was used in testing the null hypotheses at .05 alpha level of significance. The result of the study revealed that teacher educators' do not have a clear knowledge of what constitutes feedback. While they claim to use different modes and good quality feedback, their teacher trainees disagreed with their claims. Again technology was found to play no role in their feedback practice. Teacher educators acknowledged that effective feedback practice can result in the attainment of teaching/ learning goals. Among the recommendations made was the need for teacher educators to be given orientation through workshops on what constitutes feedback and how they can use it as an innovation in teaching and learning to achieve the curricular goals of teacher education for the country.

Keywords: feedback, teacher education, continuous assessment, teaching and learning, technology

INTRODUCTION

Teaching and learning are goal-oriented activities carried out by teachers and the students. Teachers desire that their effort in facilitating learning would yield good dividends. Hence, theyemploy various techniques and strategies along with cutting age media resources. To know whether they are reaching their curriculum goals, teachers often generate information about students' progress using a variety of methods-class work, tests/assessments, questioning and observation. As they mark students' work or interact with them orally, data is generated. Reviewing and reflecting on students' data/feedback provide teachers with insight into students' learning progress and point out gaps which they take appropriate actions to close. On the other hand, students appreciate it when teachers point out what they need to do in order for them to learn skills, attitudes and knowledge which brought them to school. When specific errors are pointed out with information on how to improve, it makes it easier for students to learn. Thus, when feedback enables teachers to tailor their teaching accordingly and points the way for students to improve their performance, it becomes a teaching and learning tool. It is only when feedback performs teaching/learning functions that it can be termed effective.

Literature is replete with success stories involving effective use of feedback in the teaching/learning situation (Mazur, 2009; Hattie, 2008; Bransford, Brown and Cocking, 2000; Marzano, Pickering and Pollock, 2001). It has also been demonstrated from the literature that frequent high stakeassessment lowers students' motivation for learning. This is because high stake assessment focuses ongrades/marks rather than on refocusing students on the course towards their goal.

In spite of the potential usefulness of feedback in the teaching learning situation, not much has been reported in Nigeria and AkwaIbom State. Experience however shows that what is claimed to be feedback is marking and returning students' work. Yet not many teachers cultivate the habit of letting students know how they are performing. Even the continuous assessment which was meant to monitor students' learning progress with a view to closing yawing gaps is being abused at the lower levels of education. At the tertiary level, some teachers delay the continuous assessment to the examination period, making it part of the questions to be taken. Thus, students are denied the opportunity of learning from their mistakes, thereby hindering them from improving their performance. Where then lye the motivation for learning? And how can such teachers understand students' learning difficulties and adapt their teaching accordingly?

In view of the preceding observation, it does seem that teachers' knowledge of feedback is questionable. It must be noted that teachers' first step towards implementing any innovation lye in their proper understanding of the concept involved. This study is undertaken to find out English language teacher educators' knowledge of feedback and practices in AkwaIbom State.

LITERATURE REVIEW

Theoretical Framework

Many learning and instructional theories abound but the most appropriate to this study are thecognitive theories. Cognitive theories sprang from the philosophical school called constructivism (Janessen, 1991), also called positive relativism, pragmatism, experimentalism or instrumentalism (Bigge, 1976). Unlike behaviourism that emphasized on the object of our knowing, constructivism focuses on 'how' we construct knowledge. How one constructs knowledge depends on ones prior experiences, mental structure and the belief one uses to interpret objects and events (Vikoo, 2003). While not denying the existence of the external reality, constructivism stresses that each one of us constructs our own reality through interpreting perceptual experiences of the external world.

Constructivism according to Bruner (1986), started with Kant, who in his Critique of Pure Reason,_argued for 'apriori' knowledge that precedes all reasoning. It is what we know that we map onto 'aposteriori' knowledge, and which is what we perceive from our interactions with the environment.

But what we know as individuals is what the mind produces (Vikoo, 2003). Constructivists view knowledge as insight developed and held by humans using human methods. Therefore, knowledge is a matter of human interpretation, and not a literal description of what exist external to people. This shift from absolute to a relative view science does not however mean that humans literally create their world but it shows that they are mere perceivers and interpreters who construct their own reality based on their mental activities.

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Attention and perception are central to the understanding of cognitive theories. Attention deals with one's ability to process an incoming stimuli impinging on his sense organs. According to Gagne (1977), attention occurs in the second phase of learning called 'apprehension'. Here the learner's attention is drawn to certain information, which has already caught his interest. The learner is thus alerted and he gets ready to receive the stimulation. This requires paying attention to the incoming stimulation as an obligation.

After receiving and attending to stimuli, the learner must subsequently interpret it. This is where perception comes in. The ability to see, feel or hear about the features of an object is not enough to make appropriate decision about the object in question. People must understand the meaningfulness of what they see, feel or hear. Perception plays a role here, perception is concerned primarily with the interpretation of which is sensed (Vikoo, 2003).

In the classroom, the teacher's written comments strike the learner and he /she is not only alerted but receives the stimulation and then tries to give meaning to what is received by using his learning and experience to construct the needed meaning from the feedback. This meaning she/he constructs, if positive leads to improvement, but if negative destroys the needed zeal for learning. Any model of effective feedback must put the students at the centre constructing meaning from feedback (Black and William 1998). That is why the transmission model where the teacher tells the students strengthens and weaknesses of their work without engaging them with appropriate actions necessary to close the gap is not adequate.

The Concept, Purpose and Types of Feedback in Achieving Teaching/Learning Goals

Feedback can simply be regarded as information a learner receives on how he/she is doing in his/her efforts to reach the desired goal. Both teaching and learning aim at achieving targeted goals. While the learners strive to reach these goals, they constantly need information on how well or otherwise they are on course. Such information must be descriptive enough to direct the learners and point them on the way to achieve their goals. Thus, feedback is not advice, evaluation or judgments, neither is it grade as these cannot possibly tell the learners what to do next time to improve their performance. According to Wiggins (2012) "information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course". Thus, the purpose of feedback is to help students to develop their understanding and improve their performance in relation to the expected standard. Feedback should identify the gap between expected outcome and students' current achievement and give assistance on how to close the gap in future. When feedback functions this way, scholars prefer to regard it as feed forward because it is future work that would be improved(Walter, 2013). It therefore means that learners must be engaged in activities that are goal-oriented and somebody assesses the work and gives feedback that informs them the extent to which they are succeeding or not and what needs to be done to reach the goal.

Unfortunately, in Nigeria, the story is different. Teacher educators and other teachers do not seem to realize the potential role of feedback in the teaching-learning situation. Most of them conceive of feedback as evaluation or judgments which they use to label learners good or bad. What makes a work good or bad are hardly pointed out. Others take it to be knowledge of results. And still others regard feedback as students' reaction after a teaching/ learning encounter.

At the teacher education level, teacher trainees hardly receive information on how they are progressing. Teacher trainees also carry such attitudes to the lower levels because they did not learn from feedback and so do not know how to use it. The cycle continues. Much emphasis is placed on teaching to cover the syllabus without minding whether students learn or not. They seem to ignore the fact that teaching less and providing more feedback can produce greater learning (Mazur, 2009).

The types of feedback available to the teacher are many. Feedback can be given orally or in writing. It can as well be a demonstration of a skill. It can be positive especially when students are not sure of something and the teacher tries to elicit explanation for why one task logically follows from the previous task. The teacher may decide to engage the students in conversation individually or in groups. What determines the type of feedback used is the level of the learners involved and the purpose for which it will serve (Brookhart, 2008).

Feedback can be given in small group or large group. It can come from self or peers as an on-going process of learning. It can come from teachers. It should be given as comments on the work, feedback sheet and even online. Feedback dialogue, where students not only receive feedback but also have the opportunity to engage in discussion about the feedback, can be used. Feedback can be formal or informal. Informal feedback manifests itself as teachers respond to students' contributions in lectures, seminars and tutorials (Walker, 2013).

Qualities of Good Feedback

The quality of feedback is judged by its characteristics and attributes towards its purpose-helping students develop their understanding and improving their performance in relation to set standard (Walker, 2013).

As pointed out by Wiggins (2012), helpful feedback is goal referenced; tangible and transparent; actionable; user-friendly; timely; on-going; and consistent. Contributing to the debate, Brookhart (2008) said that for feedback to be useful to students, that it must be accessible. The writing must be legible and the language such that students understand. A good quality feedback that gives guidance on how to write better work by pointing students towards the relevant criteria might be just what a child needs to improve. Feedback should deliver high quality information to students. That means that the feedback should neither be delayed nor overwhelming. According to Brookhart (2008), high quality external feedback is one that helps students trouble-shoot their own performance and take action to close the gap between the intended and actual outcome. It is only when students use feedback to produce improved work by redoing them can we assess whether that feedback was effective (Boud, 2000).

Among the strategies suggested to achieve high quality feedback by Brookhart (2008), include:

A) **Timing**: Feedback should be given when students still have reason to work on the learning target not after they had finished and then the feedback becomes pointless.

B) **Amount of Feedback**: Feedback should be what students can handle and this varies with individual child. It should not be overwhelming in number but concentrate on two or three teaching points. Goldilocks guiding principle, 'Not too much, not too little, but just right", should be used.

C) **Mode**: A variety of modes can be used bearing students' ability in mind. Oral, written, demonstration, and discussion could be used in giving quality feedback.

D) **Audience**: Knowing the student you are talking to and talking to him works best. Feedback about the specifics of individual work is best addressed to the individual in a way the student can understand. This has a dual advantage of proving information as well as communicating to the student that the teacher cares about his/her progress.

Equally important in feedback practice is the need to groom students to have the same evaluative skills as their teachers. In this regard, Yorke (2003) and Boud (2000) stress that as well as focusing on the quality of feedback message, that teachers should also focus their efforts on strengthening the skills of self-assessment in their students. When feedback practice puts the learners at the centre, they would be actively involved in the learning process thereby monitoring and regulating their performance.

Continuous/Formative Assessment

Continuous Assessment is an innovation in the Nigerian education system that came with the introduction of the *National Policy on Education* (NPE). Prior to the introduction of Continuous Assessment, learners waited to the end of the term or end of year before being assessed. At that time the learners do not benefit nor do they learn from their mistakes because the feedback was not forthcoming. The assessment was only to label them pass or fail. In an effort to enhance more productive teaching and learning, continuous assessment was introduced as part of the process to monitor students' learning progress with a view to remediating their difficulties.

Continuous Assessment carries 30% of the total score a learner earns in a course. The assessment is supposed to be diversified and comprehensive. Various instruments- class work, assignments, projects, tests and portfolios were supposed to beused. Again, learners' cognitive, affective as well as psychomotor domains were supposed to be assessed. This way, teachers would review and reflect on the data generated and take appropriate actions that can close learning gaps. As Yorke(2003) observed, assessment has effect on both the assessor and the assessed. Assessors learn about the extent to which the students have developed expertise and then tailor their teaching accordingly. The point here is that students must do something while teachers examine what they do and give appropriate feedback that would enable themimprove their skill or performance in line with the teaching-learning goals.

Continuous Assessment can be regarded as formative/on -going assessment, the purpose of which is to diagnose learning difficulties and solve them by way of feedback. Thus, Wiggins (2012) asserted that formative assessment that provides lots of feedback and opportunities for students to use the feedback lead to better achievement and enhanced performance.

Using Feedback to Promote Teaching and Learning

Feedback has the potential to influence positively teaching and learning. This happens when feedback information is used by the teachers and learners to shape their actions. Juwah, Macfarlane-Dick, Mathew, Nicol, Ross and Smith (2004), worked on a funded project aimed to develop resources for practitioners wishing to improve their feedback practice. The project team explored feedback issues with higher education institutions across Scotland and came out with series of case studies, theoretical models and seven (7) principles of good effective feedback practice. The seven principles state that feedback:

I. Facilitates the development of self-assessment (reflection) in learning.
II. Encourages teachers and peer dialogue around learning.
III. Helps clarify what good performance is (goals, criteria, and expected standard).
IV. Provides opportunities to close the gap between current and desired performance.
V. Delivers high quality information to students about their learning.
VI. Encourages positive motivational beliefs and self –esteem.
VII. Provides information to teachers that can be used to help shape teaching.

In their meta-analysis of 250 studies on feedback and its potentials for effective learning, Black and William (1998), show that feedback resulted in positive benefits and achievements across all content areas, knowledge and skill types and level of education. However, one of the papers analyzed, Sadler (1989), had indentified three conditions that made students to benefit from feedback. The conditions are that students must:

(a) Possess a concept of the goal and standard or reference level being aimed for

(b) Compare the actual (or current) level of performance with that goal or standard.

(c) Engage in appropriate action which leads to some closure of the gap.

It must be emphasized that any feedback practice should take into account how students make sense and use feedback information. In view of this Boud (2000) wrote "unless students are able to use the feedback to produce improved work through for example, re-doing the same assignment, neither they nor those giving the feedback will know that it has been effective" (p. 158).

Researches, Bransford, et. al (2000), Hattie (2008), Marzano, et. al (2001), have shown that teaching less and providing more feedback can produce greater learning. A case in point is the peer instructional model developed by Eric Mazur at Harvard. Here the researcher gives his 200 physics students problems to think about individually and then holds discussions with them in small groups. According to the researcher, "this system provides frequent and continuous feedback (to both the students and the teacher) about the level of understanding of the subject being discussed. This approach increased gain in conceptual understanding of the subject and problem-solving and skills" (Mazur, 2009). There is no doubt that effective feedback can enhance both teaching and learning. It affords teachers and students opportunity for interaction and reflection. Nicol and Macfarlane-Dick (2004) affirm this. The arthurs show that apart from sharing educational objectives with students and charting their progress, that assessment can generate feedback information that can be used by students to enhance their learning and achievement and can help teachers to realign their teaching in response to learners' needs. This study intends to find out how teacher educators and students benefit from feedback in AkwaIbom State, Nigeria.

Information and Communication Technology (ICT) and Feedback Practice in Nigeria

ICT has created much impact in all aspects of human endeavour, be it domestic, economic, educational and social lives (Udosen, 2008). It has actually revolutionized teaching and learning by transferring power from the teachers to the learners, increased access to quality education as well as the improvement of the education system (Brookhart, 2008)

ICT can be grouped into two- the low and the high technology media. The low technology media are the already existing ones which teachers are familiar with (Ameh, 1991). They include pictures, charts, radio, television and graphics among others (Udosen and Afangideh, 2004). The high technology media are the modern types, which are highly electronized and require power sources to be activated. They include computers, satellite, internet and electronic mail among others. The interactive and multimedia nature of modern computer system has provided the opportunity for learners to be motivated and challenged. ICT technology allows them to receive feedback, refine their understanding, build new knowledge and transfer from school to non-school settings (comm. on Dev. Sc. of learning, 2000). The internet allows for collaboration in education.

In spite of all the benefits that ICT holds to the improvement of education and classroom interactions, there seems to be no meaningful application of this technology in the classrooms

(Salisu, 2003 cited in Anekwe&Ifeakor, 2004). Among the challenges for integrating ICT into the Nigerian classrooms include lack of knowledge and skills on the part of the teachers and learners, non availability of ICT facilities, power outrage, poor funding of the schools, and management problems (Abolade&Yusuf, 2005, and Udosen, 2008).

Udosen (2008) conducted a study to find out how literate English Language teachers were in ICT, availability as well as utilization of ICT in teaching and learning the subject in AkwaIbom State Secondary Schools. Among the findings were that most teachers were not ICT literate, the ICT facilities were not available in schools and so teachers were not using them.

We however do not know the situation with the English Language teacher educators at the tertiary level. This study aims to determine their ICT utilization in feedback practices.

Meaning, Origin and Aims of Teacher Education Programmes in Nigeria

In Nigeria, as it is in other countries where English is taught and learned as a second language (L_2), the teacher education programme aims atproducing qualitative and competent teachers for the nation's school system. Teacher education simply means the professional training given to teachers to enable them acquire the skills, knowledge, attitudes and competence that would make them efficient and effective in the discharge of their duties. This professional education according to Osuji (2009) includes pre- service, in-service or on the job education training of teachers towards the attainment of desirable skills for the performance of their work in line with the needs of a society at any point in time. Teachers' work must meet the expectations of the society otherwise they become irrelevant and the society frowns.

Teacher education institutions started in Nigeria in 1895 with the establishment of Hope-Waddel Training Institute in calabar and St. Andrew's College, Oyo in 1896. After that, many more other training institutes came up mostly by the Christian missionary agencies and a few by the government. These institutions were set up to produce Elementary Teachers Grade 3, Higher ElementaryCertificate Teachers (Grade 2) and Grade 1 TeachersCertificate. These institutions prepared teachers for the primary school system.

However, following the Ashby Report of 1960 set up for Post-school certificate and Higher Education, Advance Teacher Training colleges (now Colleges of Education) were established starting from 1962. The aim was to produce well-qualified non-graduate teachers to teach lower classes in the secondary schools (Osuji, 2009 p. 297). It was the University of Nigeria, Nsukka (UNN) that first experimented with the Bachelor of Arts (B.A) and Bachelor of Science (B.Sc) degrees in education in 1960 amidst much criticism. That experiment worked. Now we have about 129 universities (40 Federal, 39 state and 50 private universities) with faculties of education for the training of teachers in most of them. There are also 121Colleges of Education and 75 Polytechnics with Schools of Education for teacher education programmes (TRCN, 2012). There is the Post-graduate Diploma in Education (PGDE) for graduate teachers who did not read education to be groomed to become academically and professionally competent for their job. The English language teacher educators are products of these programmes which are offered in the Universities, Colleges of Education and Polytechnics.

In all these, we must note that teacher education programmes aim to produce educators who are academically and professionally well-groomed to be able to translate theory of teaching into practice and vise-versa (Osugi, 2009 p. 298). With the attainment of independence in 1960 and the consequent agitation for relevant curriculum to meet the needs of the new emerging Nigeria, a curriculum conference was called in 1969. The outcome of that conference was the publication of the *NATIONAL POLICY ON EDUCATION* [NPE] in 1977. This document has been revised severally. It is like a blueprint of education for the nation and stipulates the aims and objectives of education for each level of the education system. Section 8b addresses Teacher Education and lists its five goals. Among the goals are that teachers produced from the system should be highly motivated, conscientious and efficient; they should have the spirit of enquiry and creativity with intellectual and professional background adequate for their assignment as well as being adaptable to changing situations. These qualities they would learn from their teacher educators in the course of their professional preparation. This means that the educators themselves must possess these qualities and should adapt easily to any changing situation in the course of their work.

Teachers at this level (university and College of Education) are seen as models. Their use of feedback in teaching/learning would have influence on the teacher trainees. It is however doubtful whether English language teacher educators understand the concept of feedback and do incorporate it into their curricular practices.

PURPOSE OF THE STUDY

The study sought to investigate English language teacher educators' knowledge of and feedback experience in AkwaIbom State, Nigeria. Specifically, the study sought to achieve the following objectives:

1. Findout English language teacher educator' knowledge of feedback.
2. Examine the type and quality of feedback they use.
3. Assess their use of technology in feedback practice.

RESEARCH QUESTIONS

Four research questions guided the study:

1. What is the English language teacher educators' knowledge of feedback?
2. What type of feedback do teacher educators use?
3. What is the quality of feedback used by teacher educators?
4. What role does technology play in teacher educators' feedback practice?

HYPOTHESES

Four null hypotheses were tested for the study.

1. There is no significant mean difference in the responses of teacher educators and teacher trainees regarding the type and quality of feedback used.
2. English language teacher educators do not differ significantly from their teacher trainees regarding technology used in their feedback practice.
3. There is no significant mean difference in the responses of teacher educators and their trainees on the use of feedback to promote teaching and learning.

METHOD

The study adopted a descriptive survey design. The study was conducted in AkwaIbom State, Nigeria. The state was created in 1987 with about 8 core ethnic groups as indigenes. The land mass is 7,245,935square kilometers with a population of about 2.4million people. The state has about 234 and 1146 public secondary and primary schools respectively. There are about

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six tertiary institutions in the state out of which only two train English Language teachers for the state and nation. Politically, the state is divided into 3 senatorial districts- Uyo, Eket and IkotEkpene. Uyo is the capital city of the state with mixed population from all over the country and beyond.

The population of the study comprised all 68 teacher educators and all 245 years two and three from the two teacher training institutions in the state. A purposive sampling technique was used to select the two institutions while a simple random sampling technique was used to select the teachers and teacher trainees. That brought the sample size to50 English language teacher educators and 200 teacher trainees.

Two sets of questionnaires tagged English Language Teacher Educators' Feedback Experience Questionnaire (ELTEFEQ) and English Language Teacher Trainees Feedback Experience Questionnaire (ELTTEQ) were developed by the researchers. The teachers' instrument comprised 27 items while the trainees' had 23 items all measuring the major variables of the study. The respondents were requested to indicate their opinion on a four point rating scale of Strongly Agree (SA) (4), Agree (A) (3), Disagree (D) (2), and strongly disagree (SD) (1), on positive items and the reverse for negative items. The benchmark is 2.5 and above. The instruments were face validated by two experts in the department of educational foundations majoring in measurement and evaluation. Their comments were used in modifying the items. The instrument was then trial tested on a sample of 20teacher educators and trainees that were not part of the main study. Cronbach Alpha procedure was used to ascertain the internal consistency reliability of the instruments which yielded .93 for the teachers and .72 for the trainees.

The validated instruments were personally administered to the respondents by the researchers in the two institutions. Data collected were analyzed using mean and t-test statistics.

RESULTS

The results of the study are presented in tables according to the research questions and null hypotheses.

Answering The Research Questions

Research Question I

What is the English language teacher educator's knowledge of feedback?

Table 1: Knowledge of feedback by English Language Teacher Educators

Knowledge of feedback Items	*N*	*Sum*	*Mean*	*S.D*
1. Grading students' work (score) A+B+ etc	50	157.00	3.1400	1.01035
2. providing praise on strengths	50	156.00	3.1200	.68928
3. providing criticism on weak points (e.g. poor work)	50	130.00	2.6000	1.03016
4. describing what student need to do next time for improvement	50	162.00	3.2400	.74396
5. feedback is the same as knowledge of result (KOR)	50	141.00	2.8200	.77433
Overall	50	746.00	14.9200	2.62515

Table 1 shows that teacher educators' knowledge of feedback includes; grading students' work, providing praise on strengths, and criticizing weak points, as well as feedback being same as knowledge of results. Their positive ratings of these negative items indicate that they do not have a clear knowledge of feedback.

Research Question 2

What type of feedback do teacher educators use?

Table 2: Result of Descriptive Statistics on types of feedback usedby English Teacher Educators

Types of feedback used Items	*N*	*Sum*	*Mean*	*S.D*
6. I grade students' work once	50	124.00	2.4800	1.14713
7. I give comment orally	50	132.00	2.6400	1.02539
8. I write comment on students' work	50	169.00	3.3800	.53031
9. I give specific comments on students' errors	50	173.00	3.4600	.50346
10.I give specific suggestion for improvement	50	181.00	3.6200	.49031
11.I train students to self assess their work	50	142.00	2.8400	.84177
12.Fellow students are trained to peer assess work	50	119.00	2.3800	.90102
Overall	50	1040.00	20.8000	3.06394

Table 2 shows that teacher educators give feedback orally and in written form, they also give specific comments on students' errors, give specific suggestion for improvement and train students to self assess themselves. They however, do not grade students' work at once and do not use peer assessment

ResearchQuestion 3

What is the quality of feedback used by teacher educators?

Table 3: Result of descriptive statistics on quality feedback used by Teacher Educators

Quality feedback Items	*N*	*Sum*	*Mean*	*S.D*
13. I provide feedback soon after submission	50	152.00	3.0400	.63760
14. I give students opportunity to act on the feedback	50	168.00	3.3600	.48487
15. I provide written comments to accompany returned work	50	182.00	3.6400	.48487
16. I review feedback in class	50	159.00	3.1800	.59556
17. I review feedback in small groups	50	129.00	2.5800	.64175
18. I discuss feedback with students individually	50	133.00	2.6600	.77222

In table 3, the mean rating of all the items are above 2.5. This indicates that English teacher educators use good quality feedback in their teaching.

Research Question 4

What role does technology play in English language teacher educators' feedback practice?

Table 4: Result of descriptive statistics on technology usedby Teacher Educators in feedback practice

technology feedback Items	*N*	*Sum*	*Mean*	*S.D*
19.I give online test	50	88.00	1.7600	.74396
20.I collate students' responses and displays them visually as a histogram	50	94.00	1.8800	.79898
21.I give student work and assignment through the internet	50	87.00	1.7400	.75078

All the items in table 4 are rated below 2.5. This indicates that technology does not play any role in their feedback practice.

Testing The Null Hypotheses

Null Hypothesis 1: there is no significant mean difference in the responses of teacher educators and trainees regarding the type of feedback used.

Table 6: t-test analysis of the mean difference in the responses of teacher educators and trainees on type of feedback used

Variable	*Respondent*	*N*	*Mean*	*Std. Deviation*	*t-Cal*
Response on feedback type	Trainee	200	16.41	4.14	
	Trainer	50	20.80	3.06	-7.04*

* Significant at .05; Critical-t = 1.972; df=248

Table 6 shows that t-cal of 7.04 was greater than crit-t of 1.972 at .05 alpha level. The null hypothesis is rejected. This means that there is a significant mean difference between teacher educators and their trainees regarding the type of feedback use.

Null Hypothesis 2: There is no significant mean difference in the responses of teacher educators and their trainees on the quality of feedback used.

Table 7: t-test analysis of the mean difference in the responses of teacher educators and trainees on quality feedback used

Variable	*Respondent*	*N*	*Mean*	*S.D*	*t-Cal*
Response on Quality	Trainee	200	15.18	3.57	-15.77*
	Trainer	50	23.84	3.04	

*Significant at .05; Critical-t = 1.972; df=248

In table 7, the t-cal of -15.77 is greater than crit-t of 1.972. at .05 alpha level. We therefore reject null hypothesis 2 and conclude that there is a significant mean difference in the responses of teacher educators and their trainees regarding quality

feedback used.

Null Hypothesis 3: English language teacher educators do not differ significantly from their trainees on technology use in feedback practice.

Table 8: t-test analysis of the mean difference in the responses of teacher educators and trainees on technology used in feedback

Variable	*Respondent*	*N*	*Mean*	*S. D*	*t-Cal*
Response on Technology	Trainee	200	5.57	2.19	.55
	Trainer	50	5.38	1.89	

Significant at .05; Critical-t = 1.972; df=248

Table 8 shows that t-cal of .55 is less than crit –t of 1.972. Based on this result we retain null hypothesis 3.

Null Hypothesis 4

There is no significant mean difference in the responses of teacher educators and their trainees on use of feedback to promote teaching and learning.

Table 9: t-test analysis of mean difference in the responses of teacher educators and trainees on feedback in promoting teaching and learning

Variable	*Person types*	*N*	*Mean*	*SD*	*t-cal*
Teaching/	Trainee	200	14.4150	3.51204	-6.79
Learning	Trainer	50	17.9400	2.12286	

Significant at .05; significant = 1.972;df=248

Table 9 shows that t-cal -6.79 is greater than crit –t of 1.97 at .05 alpha level. Based on this, we reject null hypothesis 4 and accept the alternative hypothesis.

DISCUSSION

The finding of this study on teacher educator's knowledge of feedback is shown in table I. They rated the negative items highly showing that they do not have clear understanding of what constitutes feedback. In fact some of them were even asking for clarifications before completing the questionnaire. This finding portrays a basic truth, that many teacher educators do not understand what feedback is (Hattie, 2008).

On the type of feedback used, teacher educators rating on items in table 2 show that they use different modes in giving feedback. This again is reflected in table 6 where their mean rating is significantly higher than the teacher trainees. Teacher trainees do not seem to agree with type of feedback teacher educators claim to use. Teachers do not feel confident using self and peer assessment whereas these skills should be encouraged (Yorke, 2003 and Boud, 2000).

The quality of feedback is reported on table 3 and 7. Teacher trainers rated all the items on table 3 highly showing they use high quality feedback, but the mean rating of the trainees was far below their own showing a non agreement with their claims. For instance, the mean rating of teacher trainees show that teacher trainers do not respond to their work soon after submission (2.4).

On the issue of technology, teacher educators and their trainees are agreed that they do not use them. This finding corroborates earlier studies (Salisu, 2003, and Udosen, 2008), that technology has not been adequately integrated into our school system largely due to teachers' ICT illiteracy as well as the non availability of these facilities.

While the teacher educators are optimistic that effective feedback practice promotes teaching and learning their trainees are not that optimistic. This according to their rating is because teachers' educators do not give them opportunity to resubmit their work for improved grades; also, the only responds they get from their teachers is the semester results. This finding agrees with the finding of Black and Williams (1998), Juwah, et,al (2004) and Mazur (2009) that effective feedback promotes teaching and learning.

It is worth noting that in the course of this study, the researchers encountered some teacher educators who totally lack knowledge of feedback and those who know what constitutes feedback but fail to incorporate same in their teaching. This account for the variances in the responses of teacher educators and their trainees in most of the variables examined and demonstrates a clear gap between theory and practice.

CONCLUSIONS

From the findings of this study, we can safely conclude that English Language teacher educators used in this study do not fully understand what feedback is. They however, acknowledge types and quality feedback but they do not seem to incorporate same in their teaching practice. This however leaves room for their teacher trainees to fault their rating. It is also concluded from this study that effective feedback practice can promote teaching and learning. This the teacher educators have acknowledged. It is sad to discover that technology has no place in feedback practice at teacher training. One wonders how their products would function in the system at this digital age.

RECOMMENDATIONS

1. Those who train teachers for the nation's education system should be given orientation on what constitutes feedback and how to incorporate them in their teaching practice to achieve the targeted curricular goals.
2. The issue of integrating technology into curricular practice should be given prior attention at tertiary education level if the ripple effects must trickle down the lower levels.
3. Teacher educators should provide models for their teacher trainees on the use of feedback to monitor teaching and learning goals through proper administration of continuous assessment.

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