

# The Teacher's Feedback That Helps Develop the Learner

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**Abstract**—The teacher should teach both academic knowledge and social skills to students. This should be done with a compassionately and creatively verbal reinforcements and actions. This will help create an inductive learning atmosphere that will last long and can be applied later in real life. Teachers are not just boats for hire as in a Thai proverb, rather candle lights that guide one's life to the right way.

**Index Terms**—Teacher's feedback, develop the learner.

## I. INTRODUCTION

Teachers must have in mind that learners are all of their parents' love. Parents did not leave just precious things to teacher, but they give their loved one to the person whom they fully trusted. They have pampered their child since in the womb, nurture the child from the first day they were born until grown up. Therefore, they expected teachers to treat their child with kindness and love [1].

## II. PURPOSE OF THE RESEARCH

- 1) to synthesize the framework of the teacher's feedback that helps develop the learner
- 2) to study the teacher's feedback that helps develop the learner

## III. METHODOLOGY

### A. The First Phase

The first phase was to synthesize the framework of the teacher's feedback that helps develop the learner

- 1) Study documents and former researches relevant to the teacher's feedback that helps develop the learner.
- 2) Analyze documents and former researches relevant to the teacher's feedback that helps develop the learner
- 3) Synthesize documents and former researches relevant to the teacher's feedback that helps develop the learner.

### B. The Second Phase

The second phase was to study the teacher's feedback that helps develop the learner.

## IV. RESEARCH RESULT

The teacher has a very vital role in facilitating the teaching-learning for the student. The main objective of the

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feedback is for the student to develop physically, emotionally, mentally and socially according to the age. Some teachers are not aware that their word choices affect the student's learning ability and behaviors. The positive verbal language inspires and drives the student to keep on learning while the negative one sabotages the learning ability and interactions between the teacher and the student. The students may not pay attention to the lesson and may perceive themselves negatively.

Repetitive yelling at the undesirable behavior of students does not lead to any improvement. It, however, creates negative feelings about the teacher and the students. Adele Faber *et al*, 1995 stated the following as examples: [2].

Adele Faber *et al*: As I thought about my teaching style, I had to admit that sometimes I sounded like a drill sergeant barking orders:

"Sharpen your pencil."  
"Raise your hand."  
"Put your name on your test."  
"Stay in your seat."  
"Get out your books."  
"Keep your eyes on your own paper."  
"Get in line.", "Lower your voice."  
"Get rid of your gum.",  
"Be careful with the computer!."  
Not only was I telling the children what to do,  
but I was also telling them what not to do:  
"Don't run in the hall."  
"Don't shove."  
"Don't be rude."  
"Don't hit.",  
"Don't forget your homework."  
"Don't like on your desk."  
"Don't talk."  
"Don't cheat."  
"Don't put your feet in the aisle."  
"Don't tease the gerbil!"

Students may display undesirable behavior in class so it is important to create creative and conducive teaching-learning atmosphere. Good interactions will inspire the teacher to teach and the student to learn attentively. R. Engs and M. Wantz, 1978 stated the following guidelines for positive feedback towards the student's behavior (see Table I). According to Dreikurs (cited in R. Engs and M. Wantz), the following methods for disciplining children do not call undue attention to the child or reinforce any of the previously mentioned goals: [3]

Carol S. McMullen (2005)...Often we keep a close eye on our class to spot misbehaviors; however, catching good behavior has an amazing impact on students who often aren't recognized for position reasons. ...When you observe kindness in action, respond immediately. Depending on the

child, you may wish to mention it casually as students are working. “Wow, thanks to Daniel for lending Sharisse his eraser. ... Carol’ favorite way of recognizing great behavior is to create a note of recognition on the computer and run off a few. Writing a quick note to a student is a wonderful way to communicate. Even younger children can understand “Thank you.” Be sure to specifically state what you say and attach a celebratory sticker. Use the reproducible notes or create your own (see Fig. 1) [4].

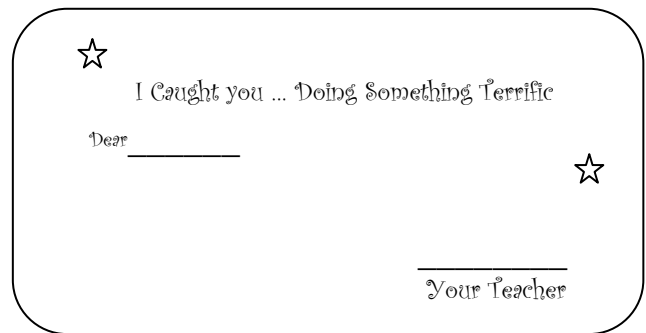


Fig. 1. The reproducible notes or create your own.

TABLE I: CHILD’S BEHAVIOR AND POSITIVE TEACHING REACTION.

Child’s behavior	Positive teaching reaction
1. Child chatters to a friend.	1. Call the child by name.
2. Child whispers something to a friend in a disturbing way	2. Express curiosity in a humorous way. Don’t express anger or annoyance.
3. Child is inattentive	3. Ask the child’s opinion about the last remark you made in the classroom.
4. Child is clowning	4. Invite the class to watch him perform.
5. Child demands constant attention.	5. After class, ask if the child wants to know why she or he is behaving in such a way. Make an agreement about how many times during the class period you will give her or him special attention. At each disturbance or attention-giving occasion during the class, say, “Johnny, one,” “Johnny, two,” and so on.
6. Child is passive.	6. Do not talk to the child while he or she is passive. Encourage effort on anything with praise: verbal compliment, gold stars, or the like.
7. Child is trying to show power	7. After class, admit openly that you have no power over the child and that you do not intend to fight or show power because you know that he or she is in a position to defeat you. This often disarms the child and discourages further power play.
8. Child is constantly showing off to friends.	8. Ask the child to help you around the class, especially in keeping the classroom quiet.
9. Child is vengeful.	9. Group discussion with the whole class about what is going on sometimes helps. In a private conversation, the teacher can solicit the help of another pupil and ask him or her to take a special interest in the problem, draw the problem child into the group, and give moral support.

Casually drop the note on the student’s desk or in his or her cubby (Her favorite way to deliver a note is to hide it in a shoe or coat pocket when children are out of the room) Children really value these notes; having something in writing is real proof that they did something well. ... She also uses nonverbal signals, especially in public situations when it’s not appropriate to give more formal recognition. A wink and a thumbs-up is an effective way to say, “I caught you doing something good! [4]”

Apart from creative interactions between the teacher and the students, the teacher also needs to encourage the students to have nice interactions and relationships with their friends. The teacher should observe how the students interact to one another. Then the teacher will be aware of the problems and will be able to find a proper solution.

TABLE II: MY LIFE IN SCHOOL BY S. SHARP, T. ARORA, P.K. SMITH AND I. WHITNEY (1994)

I am a boy  I am a girl  Age  Year

During this week in school another child:	No t at all	On c e	Mor e than once
1. Called me names			
2. Said something nice to me			
3. Was nasty about my family			
4. Tried to kick me			
5. Was very nice to me			
6. Was unkind because I am different			
7. Gave me a present			
8. Said they’d beat me up			
9. Gave me some money			
10. Tried to make me give them money			
11. Tried to frighten me			
12. Asked me a stupid question			
13. Lent me something			
14. Stopped me from playing a game			
15. Was unkind about something I did			
16. Talked about clothes with me			
17. Told me a joke			
18. Told me a lie			
19. Got a gang on me			
20. Tried to make me hurt other people			
21. Smiled at me			
22. Tried to get me into trouble			
23. Helped me carry something			
24. Tried to hurt me			
25. Helped me with my class work			
26. Made me do something I didn’t want to do			
27. Talked about TV with me			
28. Took something off me			
29. Shared something with me			
30. Was rude about the color of my skin			
31. Shouted at me			
32. Played a game with me			
33. Tried to trip me up			
34. Talked about things I like			
35. Laughed at me horribly			
36. Said they would tell on me			
37. Tried to break something of mine			
38. Told a lie about me			
39. Tried to hit me			

S. Sharp, T. Arora, P.K. Smith and I. Whitney (1994) mention that; measuring levels of bullying is a useful and worthwhile way to begin your anti-bullying work (see Table II). You can be more accurate in understanding bullying behavior in your school and more precise when intervening. By repeating the measurement at regular intervals you will know how successful you have been in tackling the problem [5].

If the teacher realizes the students have no friends to talk or play with, spending time alone, the teacher should teach social skills to those as stated by Carol S. McMullen, 2005.

Have students choose a new partner and this time practice introducing themselves to a new friend, using friendly body language and other positive strategies you've discussed (see Table III) [4].

TABLE III: POSITIVE WAYS TO MAKE A FRIEND AND NOT-SO-GOOD WAYS TO MAKE A FRIEND.

Positive Ways to Make a Friend	Not-So-Good Ways to Make a Friend
<ul style="list-style-type: none"> <li>• Smile, look the person in the eye</li> <li>• Say hi, say your name</li> <li>• Ask if he or she wants to play a game</li> <li>• Ask for his or her name</li> <li>• Tell the person something you like about him or her</li> </ul>	<ul style="list-style-type: none"> <li>• Look grumpy, look over the person's shoulder or at the ground</li> <li>• Don't tell him or her your name</li> <li>• Tell the person that he or she has to play with you</li> <li>• Ignore the person when he or she is talking</li> <li>• Push the person</li> <li>• Run away without saying good-bye</li> </ul>

After the teacher has trained them the needed social skills, he/she should follow-up with how the students can apply and improve themselves. So the student can study happily, having nice and kind interactions with people around them.

The Office of the Basic Education Commission of Thailand (2010) stated the core curriculum of the primary education 2011 considers the social skills as an important lesson for every student to acquire. Students need to be academically and socially capable. They should know how to appropriately handle other people and also complicated situations. They should know how to keep up with social and environmental changes and avoid undesirable behaviors that can affect themselves and others [6].

When students feel they are part of the class or belong to some group, they are inspired to study. According to Jenson (cited in D.W., Tislesto), when students feel they are threatened or stressed, the brain will be blocked or even destroyed. The threat will negatively affect the chemicals in the body, leading to decreasing learning ability. Students usually feel threatened when they feel that success will never come no matter how hard they try. When students study in a threatening atmosphere (being embarrassed, having demanding deadlines, not being able to communicate, disturbing learning atmosphere, fights, family problems or conflicts, being reprimanded by the principal), they cannot think logically [7]. The teacher has to state their expectations in spoken and written language so as to create an conducive learning atmosphere. The teacher has to do both because some students are not good at listening. The teacher has to state all the rules and instructions for the students to know what kind of evaluation is used so they will know what to do

and how to do it. "Teachers of the present day should consider themselves as learning facilitators, not walking textbooks. [7]"

Here is an example of how to inspire student learning in a creative way from Miss Chanathip Penchart, by Preawpraw Jeerawipoonwan. (2013) Once a mentally challenged student walked into the class while she was teaching English grammar. She was crying because of being teased about her disability. Seeing that Miss Chanathip said "Oh, no. Come on. We love you, really. Then she cleaned the blackboard and asked other mentally challenged students to write on the blackboard why they loved that friend in English. Then there were many English sentences explaining why that student was loved. That student cried out of joy and so did others. The teacher used her creativity to turn a bad situation into an impressive one [8].

From this example, it is clearly seen that the teacher turned a crisis into an opportunity for the student to learn about love, to have faith in goodness and in herself. Also she experienced her friends' love and support that helped build compassion, unity and understanding among all of them. This will directly affect their learning experiences and social skills both in and outside class.

## V. CONCLUSION

Students may display undesirable behavior in class so it is important to create creative and conducive teaching-learning atmosphere. Good interactions will inspire the teacher to teach and the student to learn attentively. After the teacher has trained them the needed social skills, he/she should follow-up with how the students can apply and improve themselves. Therefore, the teacher should teach both academic knowledge and social skills to students. This should be done with a compassionately and creatively verbal reinforcements and actions. This will help create an conducive learning atmosphere that will last long and can be applied later in real life. Teachers are not just boats for hire as in a Thai proverb, rather candle lights that guide one's life to the right way.

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