

students' enthusiasm, while using effective error correction strategies can turn errors into valuable classroom teaching resources and improve teaching efficiency. Error correction has long been referred to as one type of feedback. The following principles should be adhered to when correcting errors in oral English teaching.

First of all, teachers must handle the relationship between accuracy and fluency. It is not a good choice that correcting the learners' mistakes one by one or interrupting their speech to correct them. Otherwise, it will interfere with the learners' thinking, and make oral communication difficult.

Secondly, teachers should treat different types of errors differently. Generally speaking, teachers should pay attention to errors that hinder smooth communication, especially hidden errors which are more difficult to identify and will bring greater obstacles to communication.

Thirdly, when correcting learners' oral errors, teachers should pay attention to protecting their self-esteem and self-confidence. To correct errors by using strategies such as encouragement, repetition and humor, and avoid being blunt or rude. Encouragement is an important means when correcting oral errors which especially important for learners who lack confidence.

In addition, the fundamental goal of oral English teaching is to enable students to use foreign languages to communicate successfully. Cultural factors penetrate into communication all the time and affect the progress of communication. Language is produced and used under a specific cultural background. Learning a foreign language requires not only learning the language, but also mastering the culture carried by the language through the study of the language.

Finally, when analyzing errors, teachers should analyze the reasons for the errors in order to take effective corrective measures. Therefore, it is useful for teachers to pay attention to collecting corpus of learners' speaking errors, classify and analyze them, and find ways to avoid them. At the same time, teachers should improve their theoretical accomplishments in order to analyze and correct errors effectively.

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CONSTRUCTIVE FEEDBACK IN ADULT LANGUAGE LEARNING ENVIRONMENTS

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This article delves into the pivotal role of constructive feedback in adult language learning environments. Recognizing its transformative impact on learning outcomes, idea quality, and learner engagement, the synthesis draws insights from diverse theoretical perspectives. Theoretical foundations such as behaviorism, professional culture, and age-specific considerations provide a comprehensive

framework for future research directions. By examining multifaceted aspects of feedback organization and effectiveness, the article explores self-regulated learning, affective dimensions, and learner beliefs. The study aims to contribute substantially to the advancement of feedback theory by addressing gaps and challenges specific to adult language learning contexts.

Keywords: constructive feedback; adult language learning; learning outcomes; learner engagement; self-regulated learning; affective dimensions.

In the dynamic landscape of adult language learning, the choice of feedback mechanisms plays a pivotal role in shaping the effectiveness of educational interventions. Among various feedback types, constructive feedback emerges as a key player in fostering meaningful learning experiences. This article delves into the nuances of constructive feedback and its exceptional effectiveness in adult language learning contexts.

Constructive feedback, in essence, is feedback that aims not only to highlight areas for improvement but also to provide actionable insights and guidance for enhancement. Unlike evaluative or purely corrective feedback, constructive feedback operates on the principle of collaboration between the educator and the learner. It focuses on the strengths of the learner's performance while strategically addressing areas that require refinement.

One of the fundamental reasons why constructive feedback stands out in adult language learning is its emphasis on learner engagement. Adult learners, characterized by their diverse experiences and motivations, benefit significantly from feedback that involves them actively in the learning process. Constructive feedback encourages a dialogic exchange between educators and learners, creating a participatory and empowering learning environment.

The effectiveness of constructive feedback can be attributed to its alignment with the principles of self-regulated learning. As highlighted by T. Sitzmann and K. Ely, self-regulated learning constructs influence the reception and utilization of feedback [1, p. 421]. Constructive feedback, with its emphasis on collaboration and learner involvement, resonates well with the autonomy and self-directed nature of adult learners.

Moreover, the socio-cultural component in teaching foreign languages is inherently embedded in the concept of constructive feedback. The dialogues and interactions facilitated by constructive feedback contribute to the development of a socio-culturally rich language learning environment. Learners not only receive guidance on language proficiency but also gain insights into the cultural nuances inherent in effective communication [2, p. 61].

The innovative aspect of constructive feedback lies in its ability to adapt to diverse educational and professional contexts. Unlike rigid feedback models, constructive feedback allows for customization based on the specific needs and characteristics of adult learners. This adaptability is crucial in addressing the complexities of adult language learning, considering factors such as age, professional culture, and individual differences.

An innovative facet distinguishing constructive feedback lies in its remarkable adaptability to diverse educational and professional contexts. Unlike conventional and rigid feedback models, constructive feedback stands out by offering customization options tailored to the unique needs and characteristics of adult learners [3]. This adaptability is of paramount importance when addressing the intricate landscape of adult language learning. Adult learners, characterized by diverse factors such as age, professional culture, and individual differences, benefit significantly from a feedback approach that acknowledges and accommodates these nuances [2; 4].

As we explore the effectiveness of constructive feedback, it is essential to consider its role in enhancing idea quality. H. Zhu et al. highlighted the impact of feedback characteristics on idea quality in idea competitions [5]. This insight can be extrapolated to adult language learning contexts, where constructive feedback not only aids in linguistic improvement but also contributes to the development of innovative and effective language use.

Building upon the foundational aspects discussed earlier, the research explores the influence of constructive feedback on learner psychology and the intricate interplay with

affective dimensions. The psychological foundations of adult language learning are multifaceted, encompassing motivation, self-efficacy, and learner beliefs. Constructive feedback, with its positive reinforcement and collaborative nature, significantly contributes to shaping these psychological dimensions.

The socio-cultural component of teaching foreign languages is intricately linked to the affective dimensions influenced by constructive feedback. In diverse adult language learning environments, learners bring forth a spectrum of emotions, attitudes, and beliefs. Constructive feedback, by fostering a supportive and inclusive learning atmosphere, effectively addresses the affective domain, thereby promoting a positive and motivated mindset [2].

This perspective aligns with D. H. Jonassen and L. Rohrer-Murphy's activity theory framework, emphasizing the role of socio-cultural factors in shaping the learning environment [2]. Their work provides a theoretical foundation for understanding the socio-cultural dimensions influenced by constructive feedback.

Learner beliefs play a pivotal role in language acquisition, influencing motivation, engagement, and perseverance [1, p. 421]. Constructive feedback emerges as a powerful tool in shaping positive learner beliefs. Through its emphasis on strengths, provision of specific guidance, and encouragement of reflective practices, educators can instill a profound sense of confidence and belief in the learners' ability to master a foreign language.

This notion is consistent with T. Sitzmann and K. Ely's meta-analysis, which highlights the significant impact of self-regulated learning constructs on the reception and utilization of feedback [1, p. 421]. The incorporation of constructive feedback aligns well with the autonomy and self-directed nature emphasized by T. Sitzmann and K. Ely, making it particularly suitable for adult learners.

Furthermore, the affective dimensions of language learning, such as anxiety and motivation, are intricately connected to the feedback process. Research by P. D. MacIntyre et al. highlights the impact of feedback on reducing language anxiety and enhancing learner motivation [6]. Constructive feedback, by its very nature, minimizes negative emotional responses and fosters a growth mindset, essential for adult learners navigating the challenges of language acquisition.

Connecting the emotional nuances of language acquisition with technological advancements, a comprehensive understanding of adult language learning environments emerges. The interplay between constructive feedback and affective dimensions lays a foundation for a growth mindset crucial in overcoming language challenges. This emotional backdrop seamlessly integrates with the transformative potential of technology in delivering timely and personalized feedback. The convergence of these elements propels adult language education into a dynamic paradigm.

As technology continues to reshape education, the integration of constructive feedback in technology-enhanced language learning environments becomes imperative. The use of digital platforms, artificial intelligence, and interactive tools opens new avenues for delivering timely and personalized constructive feedback. Platforms like Kahoot and computer-assisted pronunciation tools represent instances of how technology is employed to provide effective feedback.

Constructive feedback, within the realm of technological innovations, caters to the diverse preferences of adult language learners. The research by Y. H. Wang and S. S. Young emphasizes the effectiveness of feedback in enhancing English pronunciation, showcasing the adaptability of constructive feedback to specific linguistic domains. The incorporation of online feedback mechanisms, as explored in the context of online idea competitions, further highlights the versatility of constructive feedback beyond traditional educational settings.

Innovations in education necessitate a dynamic and learner-centric feedback approach. The actionable feedback model, as proposed by E.F. Larson et al., introduces elements of clarity and psychological intervention in feedback strategies [3]. The effectiveness of

constructive feedback lies not only in its content but also in its delivery and the subsequent impact on learner behavior and performance.

In summary, constructive feedback proves instrumental in shaping the landscape of adult language learning. Its collaborative nature and adaptability address the diverse needs of learners, fostering engagement and autonomy. Delving into affective dimensions, feedback proves pivotal in alleviating anxiety and bolstering motivation. The integration of technology further amplifies these effects, presenting avenues for innovative and personalized feedback delivery. This synthesis points to a holistic approach in adult language education, where the synergy of constructive feedback and technology creates a dynamic and effective learning environment.

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THE APPLICATION OF NEUROLINGUISTIC PROGRAMMING IN THE EFL CLASSROOM

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This paper provides a comprehensive review of the application of Neurolinguistic Programming (NLP) in the English as a Foreign Language (EFL) classroom. NLP is a psychological approach that focuses on the connection between neurological processes, language, behavioral patterns, and its application in the EFL context has gained attention in recent years. This review examines the theoretical foundations of NLP, its potential benefits and challenges in the EFL classroom, and practical strategies for integrating NLP techniques into language teaching. Drawing on a range of scholarly sources, this paper aims to provide educators with a deeper understanding of how NLP can be effectively utilized to enhance language learning and teaching in the EFL context.

Keywords: neurolinguistic programming; EFL classroom; language learning; cognitive psychology; NLP techniques; language teaching; sensory perception.

The utilisation of NLP in the EFL classroom has attracted considerable interest because of its capacity to improve language acquisition and instruction. NLP, a psychological methodology that examines the interplay between neurological processes, language, and behavioural patterns, provides a distinct viewpoint on the process of acquiring language and