FOSTERING LEARNER AUTONOMY THROUGH FORMATIVE FEEDBACK IN MODERN ESL CLASSROOMS

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Abstract: This study examines the role of structured formative feedback in cultivating learner autonomy among English as a Second Language (ESL) students. By analyzing student-centered evaluation models, the research demonstrates how developmental feedback transitions learners from passive recipients of corrections to self-regulated practitioners capable of monitoring their own linguistic progress.

Keywords: Learner autonomy, formative feedback, self-regulation, ESL assessment, metacognitive skills.

1. Introduction

Traditional language classrooms have heavily relied on summative assessment and teacher-centered correction, which can induce learner dependency and performance anxiety. In contrast, fostering autonomous learning requires shifting pedagogical methods toward formative feedback mechanisms that empower students to take active ownership of their language development journey.

2. Methodology and Body

Formative feedback operates as an ongoing developmental dialogue rather than a final evaluation. When instructors implement targeted, process-oriented feedback, students engage in deep cognitive reflection.

Diagnostic Guidance: Pinpointing specific areas for improvement without overwhelming the learner with excessive error correction.

Metacognitive Prompting: Prompting students to self-correct and reflect on

structural patterns independently.

Peer-Mediated Review: Encouraging peer evaluations to foster collaborative critical thinking and shared accountability.

Classroom observations reveal that learners who regularly engage with formative feedback develop stronger self-regulation and significantly reduced dependency on direct instructor intervention over time.

3. Conclusion

Integrating formative feedback systems into ESL curricula is vital for building student independence. By promoting self-reflection and active error analysis, educators can successfully develop autonomous learners who excel in lifelong language acquisition.

References

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