

THE INFLUENCE OF TEACHER FEEDBACK ON STUDENT PERFORMANCE IN ENGLISH LEARNING

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Abstract: This article explores the impact of various teacher feedback strategies on student performance in English language learning. It examines different types of feedback, their timing, and the balance between positive and constructive feedback.

Keywords: Teacher feedback, English language learning, student performance, peer feedback, technology-enhanced feedback

Introduction: Teacher feedback plays a crucial role in the process of learning English as a foreign language. This article examines the impact of various feedback strategies on student performance and explores effective methods for enhancing English language acquisition.

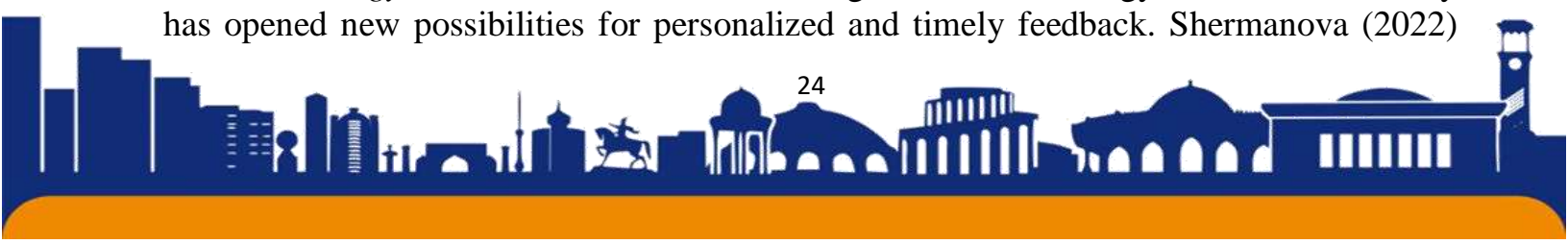
Main Body: *Types of Teacher Feedback:* Teacher feedback can be categorized into several types, including written, oral, and non-verbal feedback. Each type has its own merits and can be applied in different learning contexts. According to Azizov and Karimova (2019), a combination of these feedback types yields the best results in Uzbek English classrooms.

Immediate vs. Delayed Feedback: The timing of feedback delivery can significantly affect its effectiveness. Immediate feedback allows for quick error correction, while delayed feedback may promote deeper reflection. A study by Petrova (2021) found that Russian students benefited more from immediate feedback in speaking exercises but showed better long-term retention with delayed feedback in writing tasks.

Positive vs. Constructive Feedback: While positive feedback boosts student confidence, constructive feedback is essential for improvement. Striking a balance between the two is crucial. Hattie and Timperley (2007) emphasize the importance of feedback that focuses on the task, process, and self-regulation levels to maximize learning outcomes.

Peer Feedback and Self-assessment: Incorporating peer feedback and self-assessment techniques can complement teacher feedback and foster learner autonomy. Tokhirova (2020) reports that Uzbek students who engaged in regular peer feedback activities showed improved critical thinking skills and language proficiency.

Technology-Enhanced Feedback: The integration of technology in feedback delivery has opened new possibilities for personalized and timely feedback. Shermanova (2022)



demonstrates how automated feedback systems have improved writing skills among university students in Uzbekistan.

The effectiveness of feedback can be influenced by cultural factors, particularly in the context of English as a foreign language. In many Central Asian countries, including Uzbekistan, there is a strong respect for authority figures, which can affect how students receive and respond to teacher feedback. Some students may be hesitant to question or discuss feedback openly, potentially limiting its impact.

To address this, educators can implement culturally sensitive feedback strategies. For instance, using indirect feedback methods or incorporating group feedback sessions can help mitigate individual discomfort. Additionally, explicitly teaching students about the importance of engaging with feedback and encouraging a growth mindset can foster a more open feedback culture.

Furthermore, considering the linguistic background of students is crucial. In Uzbekistan, where many students speak Uzbek as their first language and Russian as a second language, providing feedback in English may present additional challenges. Teachers may need to adjust their feedback language complexity based on students' proficiency levels or occasionally use students' native languages to ensure clear understanding of critical points. By adapting feedback approaches to suit the cultural and linguistic context, educators can maximize the positive impact of their feedback on students' English language development.

Conclusion: Effective teacher feedback is a powerful tool in enhancing student performance in English learning. By employing a variety of feedback strategies and considering cultural and individual learning differences, educators can significantly impact their students' language acquisition process.

References

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