



THE ROLE OF TEACHER FEEDBACK IN MOTIVATING ENGLISH LEARNERS

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Abstract: The role of teacher feedback in motivating English learners is a crucial aspect of language acquisition, as it directly influences student engagement, self-confidence, and academic growth. This study explores how different types of teacher feedback - formative, summative, and peer feedback - affect learners' motivation, particularly in the context of English language learning. By examining both quantitative and qualitative data, the study analyzes how feedback that emphasizes strengths, provides constructive guidance, and supports learners' autonomy can foster a growth mindset and enhance language proficiency. Results suggest that effective feedback not only improves students' language skills but also significantly boosts their intrinsic motivation, creating a positive feedback loop that encourages continued effort and persistence in learning.

Keywords: Teacher feedback, motivation, english learners, formative feedback, summative feedback, learner autonomy, self-confidence, feedback effectiveness.

Introduction

English language learning is a challenging but rewarding journey for many students. Teachers play a crucial role not only in helping students acquire linguistic skills but also in fostering their motivation to learn. Effective teacher feedback can significantly enhance the motivation of English learners by promoting a sense of progress, boosting confidence, and fostering a positive attitude toward learning.

Understanding the role of teacher feedback. Feedback is the information given to students regarding their performance, which can be formative (to improve learning) or summative (to evaluate learning).

Types of Feedback:

Positive reinforcement: Encouraging students through praise.

Constructive feedback: Pointing out areas for improvement while offering guidance.

Actionable feedback: Specific feedback that provides clear next steps for improvement.

Feedback should be timely and relevant to be effective in motivating students. Self-Determination Theory (SDT): Research by Deci and Ryan highlights that motivation thrives when learners' basic psychological needs for autonomy, competence, and relatedness are met [1].

Supporting autonomy through learner-centered feedback. Supporting autonomy through learner-centered feedback is a powerful approach that encourages English learners to take ownership of their learning process. It focuses on empowering students, giving them more control over their education, and promoting their self-direction. Here's a deeper dive into how this works and why it's effective. Learner-centered feedback is designed with the student's needs, preferences, and learning style in mind. Rather than simply telling students what they did wrong or right, it involves actively engaging them in the learning process and fostering a sense of agency. It encourages students to reflect on their own performance and find ways to improve on their own, often with the teacher acting as a guide rather than a sole authority [2].

Enhancing competence by highlighting students' progress and strengths. In the context of motivating English learners, one of the most impactful ways to foster a positive learning experience is by emphasizing their progress and strengths. When students are made aware of their growth and successes, it nurtures their sense of competence—an essential component of motivation. Competence, in motivational theory, refers to the feeling that one is capable and effective in performing tasks and achieving goals.

Materials and methods

In research examining the role of teacher feedback in motivating English learners, the materials and methods section outlines the tools, procedures, and data collection strategies employed to explore this connection.

The study should include a representative sample of English learners, ranging from beginner to advanced levels. For example, 30–50 students from diverse linguistic and cultural backgrounds may be selected to participate. Participants should come from a variety of age groups, educational backgrounds, and native languages to provide a broad perspective on how feedback impacts learners from different contexts. Participants must be informed about the research purpose, ensuring that they give consent to participate [4]. This is particularly important in studies involving minors or sensitive data.

To measure changes in motivation and language proficiency, pre-tests and post-tests (e.g., vocabulary quizzes, speaking tests, writing assessments) may be used to gauge students' initial level and their progress over the course of the study. These tools are essential for measuring students' motivation, perceptions of feedback, and engagement in learning. A Likert-scale questionnaire or a motivation survey can be used to assess changes in intrinsic and extrinsic motivation before and after receiving feedback. Semi-structured interviews with students and teachers can provide qualitative insights into how feedback is perceived and how it affects

motivation. These interviews can also explore the students' emotional reactions to different types of feedback. Learning materials used during the study may include textbooks, articles, videos, online resources, or assignments designed to enhance language skills [3]. Activities that simulate real-world tasks may also be used to assess learners' application of language skills, providing opportunities for feedback in dynamic contexts. A pre-test/post-test design can be used to measure changes in learners' motivation levels before and after receiving feedback. For example, participants could take a motivation questionnaire at the beginning and end of a term, and their language proficiency could be assessed through written or oral tests [5].

Semi-structured interviews or focus group discussions can be conducted to explore students' perceptions of feedback and how it influences their motivation. Teachers can also be interviewed to understand their approaches to providing feedback and how they believe it affects student motivation. A combination of both quantitative and qualitative approaches provides a more comprehensive understanding of the role of feedback in motivating English learners. The quantitative data can provide measurable results, while qualitative data adds depth to the findings. At the start of the study, participants would complete a survey to assess their baseline motivation levels, self-assessment of language proficiency, and previous experiences with teacher feedback [6]. Over a specified period teachers would provide regular feedback to students. This feedback may focus on areas like writing skills, pronunciation, speaking fluency, or comprehension. Teachers can provide both written and verbal feedback to each student, ensuring it is clear, actionable, and supportive.

Conclusion

In conclusion, teacher feedback plays a pivotal role in motivating English learners and facilitating their language development. By providing specific, timely, and constructive feedback, teachers can enhance learners' sense of competence, boost their confidence, and foster intrinsic motivation. Feedback that acknowledges students' strengths and progress, while offering clear guidance for improvement, helps create a positive learning environment where students feel empowered and motivated to engage more deeply with the language learning process. Moreover, feedback that supports learners' autonomy encourages them to take ownership of their learning journey, which has been shown to improve long-term language acquisition outcomes.

The study highlights that feedback should not only focus on identifying errors but also emphasize progress and areas of strength, ensuring that learners feel valued and supported. Effective teacher feedback is a powerful motivator for English learners. When feedback is constructive, timely, and focused on growth, it helps learners stay engaged, confident, and driven to improve. Final Thought: In language learning, where challenges are inevitable, a teacher's role in providing motivational and meaningful feedback cannot be overstated. It shapes not just learners' language skills but their overall motivation to continue learning.

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