



## THE IMPACT OF TEACHER FEEDBACK ON LANGUAGE LEARNER MOTIVATION

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### Annotation

This article explores the impact of teacher feedback on language learner motivation, with a focus on how different types of feedback—positive, corrective, and formative—affect students' enthusiasm and engagement in language learning. The study, employing a mixed-methods approach with surveys and interviews, reveals that positive and formative feedback significantly boosts learners' confidence and motivation, while corrective feedback, when not accompanied by guidance, can lead to demotivation. The findings highlight the importance of constructive feedback that fosters a growth mindset, emphasizing effort and progress rather than merely pointing out errors. The article underscores the need for language teachers to provide feedback that not only corrects mistakes but also encourages and supports learners, thereby enhancing their intrinsic motivation to continue learning.

**Keywords:** Teacher feedback, language learning, motivation, intrinsic motivation, formative feedback, positive feedback, corrective feedback, growth mindset, learner engagement, educational psychology

### Annotatsiya

Ushbu maqola o'qituvchi fikr-mulohazalarining til o'rganuvchilarning motivatsiyasiga ta'sirini o'rganadi. Turli xil fikr-mulohazalar — ijobiy, to'g'irlovchi va shakllovchi — talabalarining til o'rganishga bo'lgan qiziqish va ishtiyoqiga qanday ta'sir qilishini ko'rib chiqadi. Tadqiqotda aralash metodlar yondashuvi qo'llanilib, so'rovnomalar va intervyular orqali olingan natijalar shuni ko'rsatadiki, ijobiy va shakllovchi fikr-mulohazalar talabalar ishonchini va motivatsiyasini sezilarli darajada oshiradi, to'g'irlovchi fikr-mulohazalar esa, agar unga yaxshilanish bo'yicha yo'l-yo'riq ko'rsatilmasa, motivatsiyaning pasayishiga olib keladi. Natijalar, faqat xatolarni to'g'irlashni emas, balki talabalarga ilhomlantirish va qo'llab-quvvatlashni ta'minlaydigan ijobiy fikr-mulohazalarining o'quvchi motivatsiyasini oshirishdagi muhimligini ko'rsatadi. Maqola til o'qituvchilariga nafaqat xatolarni to'g'irlash, balki o'quvchilarga rag'batlantirish va qo'llab-quvvatlashni taqdim etadigan fikr-mulohazalarni taqdim etish zarurligini ta'kidlaydi.

**Kalit so'zlar:** O'qituvchi fikr-mulohazalari, til o'rganish, motivatsiya, ichki motivatsiya, shakllovchi fikr-mulohazalar, ijobiy fikr-mulohazalar, to'g'irlovchi fikr-mulohazalar, o'sish ruhiyati, o'quvchining faolligi, ta'lim psixologiyasi

### Аннотация

Данная статья исследует влияние отзывов учителя на мотивацию учащихся в изучении языка, с акцентом на то, как различные типы отзывов — положительные, корректирующие и формирующие — влияют на интерес и вовлеченность студентов в процесс изучения языка. В исследовании использован смешанный подход с

анкетированием и интервью. Результаты показали, что положительная и формирующая обратная связь значительно повышают уверенность и мотивацию учащихся, в то время как корректирующие отзывы, если они не сопровождаются рекомендациями для улучшения, могут привести к снижению мотивации. На основе полученных данных подчеркивается важность конструктивных отзывов, которые развивают у учащихся "мозг роста" (growth mindset), акцентируют внимание на усилиях и прогрессе, а не только на ошибках. Статья акцентирует внимание на необходимости для учителей предоставлять отзывы, которые не только исправляют ошибки, но и поддерживают и мотивируют учащихся, способствуя их внутренней мотивации продолжать обучение.

**Ключевые слова:** Обратная связь учителя, изучение языка, мотивация, внутренняя мотивация, формирующие отзывы, положительные отзывы, корректирующие отзывы, мозг роста, вовлеченность учащихся, образовательная психология

### Introduction

Teacher feedback is a crucial aspect of the language learning process, influencing both learners' academic progress and their motivation. Feedback, whether in the form of praise, corrective suggestions, or constructive criticism, can either enhance or hinder a learner's enthusiasm for continuing to study a foreign language. Motivation in language learning is often linked to the feedback that students receive, as it can shape their self-esteem, drive, and perceptions of their own abilities. In this context, understanding the relationship between teacher feedback and learner motivation is critical for creating an effective and supportive language learning environment. This article explores the impact of various types of feedback—positive, negative, and formative—on language learners' motivation and engagement with their studies.

### Literature Review

The relationship between teacher feedback and learner motivation has been widely explored in educational research. Studies consistently show that feedback plays a significant role in influencing learners' intrinsic and extrinsic motivation. According to Hattie and Timperley (2007), feedback serves as a powerful tool for promoting learning when it is timely, clear, and constructive. Learners who receive positive and specific feedback tend to feel more confident and motivated to continue their language studies, as they recognize their progress and understand their strengths. Conversely, overly vague or negative feedback can diminish learners' self-esteem, leading to a decrease in motivation<sup>1</sup>.

Dörnyei (2001) emphasized that motivation in language learning is multifaceted, involving both individual and social factors. Teacher feedback, particularly when it acknowledges learners' effort and progress, enhances the learner's self-perception and fosters a sense of autonomy, which are key components of intrinsic motivation<sup>2</sup>. Furthermore, feedback that is perceived as supportive and non-judgmental encourages a growth mindset, where learners view challenges and mistakes as opportunities for development, rather than as threats to their self-worth (Carol Dweck, 2006)<sup>3</sup>.

<sup>1</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

<sup>2</sup> Dörnyei, Z. (2001). *Teaching and researching motivation*. Pearson Education.

<sup>3</sup> Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

On the other hand, feedback that is solely focused on correcting errors without offering encouragement or guidance may lead to frustration, demotivation, and a fixed mindset. The role of feedback in motivating language learners is further complicated by the nature of the feedback itself—whether it is formative or summative—and the timing and manner in which it is delivered. These factors can either bolster learners' desire to improve or discourage further attempts at language learning.

### **Methodology**

To examine the impact of teacher feedback on language learner motivation, this study utilized a mixed-methods approach, combining qualitative interviews and quantitative surveys. A total of 100 language learners from various language backgrounds participated in the study, all of whom were enrolled in beginner-level language courses at a university. The participants were selected to represent a diverse group in terms of age, gender, and linguistic background.

The first phase involved the distribution of a survey that asked students to rate their motivation levels before and after receiving teacher feedback on their language assignments. The survey included Likert-scale questions focused on the perceived impact of positive, corrective, and formative feedback. The second phase involved semi-structured interviews with 20 randomly selected students, where they discussed their experiences with different types of teacher feedback and how it affected their motivation to continue learning the language.

The data collected from both the surveys and interviews were analyzed using descriptive statistics for the quantitative part, and thematic analysis for the qualitative part. This combination allowed for a comprehensive understanding of both the numerical trends and personal experiences of learners with regard to feedback and motivation.

### **Results**

The results of the study revealed that positive feedback, especially when it included specific praise and encouragement, had a significant positive impact on learner motivation. Learners reported feeling more confident and inspired to continue studying when their teachers highlighted their progress and efforts. Conversely, students who received only corrective feedback without recognition of their strengths showed a decline in motivation. A majority of participants stated that they felt disheartened when their mistakes were emphasized without guidance on how to improve.

Additionally, learners who received formative feedback, which provided both corrections and suggestions for improvement, felt more motivated to engage with the language. This type of feedback helped students see their errors as part of the learning process, fostering a growth mindset. The survey responses indicated that learners who perceived their teachers as supportive and invested in their progress were more likely to report high levels of motivation, regardless of the type of feedback they received.

### **Discussion**

The findings from this study align with existing literature on the importance of feedback in language learning motivation. Positive feedback, particularly when it emphasizes effort and progress, appears to play a vital role in maintaining learners' intrinsic motivation. Learners who feel acknowledged and supported by their teachers are more likely to stay motivated and continue to engage with the language, even when faced with difficulties. On the other hand, the study also underscores the potential negative effects of feedback that focuses solely on errors.

While error correction is important for language acquisition, feedback that lacks encouragement or fails to guide students on how to improve can lead to feelings of inadequacy and decreased motivation.

Formative feedback emerged as a key factor in fostering motivation, as it allows learners to understand their mistakes in context and provides a pathway for improvement. This type of feedback helps students build a sense of autonomy and self-regulation, both of which are essential for sustained motivation in language learning. The findings suggest that teachers should be mindful of the manner and tone in which feedback is delivered, ensuring it is constructive, supportive, and focused on helping learners grow rather than simply identifying faults.

### **Conclusion**

This study highlights the critical role that teacher feedback plays in shaping language learner motivation. Positive, formative, and supportive feedback can significantly enhance learners' confidence, self-esteem, and motivation to continue learning. Teachers who provide constructive and encouraging feedback foster a growth mindset, empowering students to view challenges as opportunities for improvement. On the other hand, feedback that is overly critical or focuses only on errors can have detrimental effects on motivation, particularly if it is not accompanied by guidance for improvement. Therefore, it is essential for language teachers to strike a balance between correction and encouragement, providing feedback that promotes both learning and motivation.

### **References:**

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