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THE IMPACT OF TEACHER FEEDBACK ON STUDENT CONFIDENCE AND LANGUAGE PERFORMANCE

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Feedback is one of the most powerful tools teachers can use to shape learning outcomes, especially in English language classrooms. Beyond correcting mistakes, teacher feedback influences how students perceive themselves as learners, how motivated they remain, and how effectively they improve their performance. When provided thoughtfully, feedback not only guides learners toward linguistic accuracy but also builds their confidence, reducing anxiety and promoting active participation. Conversely, poorly delivered feedback can discourage learners, lower self-esteem, and create resistance to further learning. This paper explores how teacher feedback impacts both student confidence and language performance, highlighting psychological and pedagogical considerations for effective practice. Student confidence plays a central role in language learning, particularly because using a foreign language often involves a degree of vulnerability. Learners may fear embarrassment, judgment, or failure when attempting to speak or write in English. Supportive teacher feedback helps to mitigate these fears. When teachers acknowledge effort, highlight progress, and frame mistakes as natural steps in the learning process, students begin to perceive errors as opportunities rather than failures. This shift reduces anxiety, encourages risk-taking in communication, and enhances self-belief. A confident learner is more likely to experiment with new vocabulary, attempt complex grammar structures, and engage actively in discussions, all of which accelerate language development. In terms of performance, feedback serves as a corrective mechanism that directs students' attention to specific areas requiring improvement. Explicit feedback, such as pointing out grammatical errors or pronunciation issues, helps learners notice gaps in their knowledge. At the same time, implicit feedback strategies—such as recasts or reformulations—allow students to internalize correct forms in a less threatening way. Both forms are necessary, but their effectiveness depends on how they are delivered. Harsh or overly critical comments can overshadow the instructional value of feedback, making students focus more on their failures than on learning opportunities. Constructive feedback, by contrast, combines correction with encouragement, guiding learners toward improvement without diminishing their self-worth.

The psychological dimension of feedback cannot be overlooked. According to self-determination theory, motivation flourishes when learners feel competent and supported. Feedback that emphasizes growth rather than perfection strengthens this sense of competence. For example, instead of simply marking an answer wrong, a teacher might say, “This is a good attempt; if you try restructuring the sentence this way, it will sound more natural.” Such phrasing validates effort while providing a clear path toward improvement. Over time, consistent constructive feedback fosters resilience, self-regulation, and the willingness to persevere in challenging tasks. Moreover, the timing and consistency of feedback also determine its impact. Immediate feedback during oral communication helps learners correct errors on the spot, reinforcing correct usage. Delayed but detailed feedback on written assignments allows for deeper reflection and revision. In both cases, consistency is essential; students need to trust that their teacher's feedback is fair, reliable, and focused on helping them grow.

In conclusion, teacher feedback exerts a profound influence on both student confidence and language performance. Effective feedback goes beyond error correction: it nurtures self-belief, reduces anxiety, and motivates learners to take risks in communication. By combining correction with encouragement, tailoring approaches to individual needs, and ensuring fairness and consistency, teachers can transform feedback into a powerful driver of both linguistic accuracy and psychological growth. Ultimately, the way feedback is delivered can mean the difference between a discouraged learner who avoids using English and a confident learner who actively embraces the challenges of language acquisition.