

**THE IMPACT OF TEACHER FEEDBACK ON EFL LEARNERS’
MOTIVATION: A COMPREHENSIVE ANALYSIS**

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This article provides a comprehensive analysis of teacher feedback and its impact on motivation among learners of English as a Foreign Language (EFL). Based on recent research, the study emphasizes the role of formative feedback, the psychological impact of praise as a positive and constructive feedback, and the importance of culturally responsive teaching practices. The findings suggest that well-structured and regular feedback plays a crucial role in enhancing both intrinsic and extrinsic motivation in EFL classrooms.

Introduction

Teacher feedback is considered as an essential component of foreign language instruction, shaping students’ academic growth, confidence, and motivation. As EFL learners often rely heavily on teacher responses to monitor progress, giving feedback becomes a key determinant of engagement and persistence. Learners’ motivation, which drives their progress in language learning, is strongly influenced by the way they interpret and get feedback from their teachers. This article studies the relationship between teacher feedback and learner motivation, integrating theoretical perspectives and applied findings.

Literature Review

A majority part of research emphasizes the importance of feedback in educational contexts. According to Hattie and Timperley (2007), effective feedback reduces the gap between current performance and desired learning outcomes. In EFL environments,

feedback not only informs about students' linguistic progress but also influences emotions and motivations (Ushioda, 2011).

Types of feedback vary, including corrective, formative, summative, and motivational. Formative feedback is particularly relevant as it promotes continuous learning and reduces learner anxiety (Shute, 2008). Studies by Al-Bashir et al. (2016) and Hyland & Hyland (2001) highlight that positive and constructive feedback improves learners' willingness to participate actively and enhances self-efficacy.

Furthermore, culturally responsive feedback is essential in multilingual contexts. In Uzbekistan, where English learning is a national priority, teacher feedback is often viewed as authoritative, shaping learners' psychological engagement.

Theoretical Framework

This study draws on Self-Determination Theory (Deci & Ryan, 2000), which argue that motivation is influenced by autonomy, competence, and relatedness. Feedback contributes directly to competence, helping learners understand what they are doing well and what they have to improve. Attribution Theory (Weiner, 1985) further suggests that students get feedback as signs of ability, effort, or strategy use. If teachers provide feedback that assign to success to effort and strategy rather than innate ability, learners develop a growth in mindset (Dweck, 2006).

Methodological Considerations

Although this paper is literally conceptual, it incorporates data and conclusions from previous applied research. Most studies reviewed employed mixed-methods designs, combining classroom observation, learner interviews, and quantitative surveys. The diverse methodological approaches provide a holistic understanding of the complex relationship between feedback and motivation. Future practical studies may apply experimental designs to measure the causal effects of specific feedback types on learner motivation.

Discussion

Research consistently shows that feedback noticeably affects students' motivation. First, regular and tailored feedback enhances intrinsic motivation by helping learners feel comfortable and talented. Second, motivational feedback, extrinsic, such as praise focused on effort, encourages their resilience. Third, poorly structured or negative feedback can demotivate learners, leading to anxiety or giving up hope.

Additionally, teacher's attitude, tone, clarity, and empathy play crucial roles. Learners respond positively to supportive feedback that feels development and steady progress.

Technology-enhanced feedback by using various apps, audio comments, and digital rubrics has also been helped to improve engagement (Li & Wu, 2022). In Uzbekistan's EFL context, teachers who adapt feedback to learners' emotional needs create a more motivating classroom environment.

Conclusion

Teacher feedback plays a crucial role in developing and maintaining motivation among EFL learners. For feedback to be truly effective, it must be delivered promptly, clearly, and in a supportive and culturally aware manner. When teachers recognize both the emotional and instructional impact of their comments, they can create a learning environment that fosters stronger engagement and long-term motivation. Future studies should continue to examine how technological feedback tools and peer-based feedback approaches influence learner motivation, particularly within the educational settings of Central Asia.

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