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THE ROLE OF TEACHER FEEDBACK IN DEVELOPING LEARNERS' SELF-EFFICACY AND CONFIDENCE

Ozoda Sobirova Husniddin qizi

ESL Teacher

ABSTRACT

Teacher feedback plays a vital role in shaping learners' self-efficacy and confidence, especially in language learning contexts. Constructive and timely feedback not only guides students toward academic improvement but also fosters a sense of achievement and personal growth. In practical classroom settings, effective feedback helps learners recognize their strengths, identify areas for development, and build resilience in the learning process. Teachers who provide supportive, specific, and actionable comments encourage students to take risks, engage more deeply in learning activities, and develop a positive mindset toward challenges.

Keywords: Teacher feedback, self-efficacy, confidence, formative assessment, learner motivation, language learning.

Reflective Feedback through Digital Portfolios

In this method, learners use platforms like **Google Classroom** or **Seesaw** to upload their weekly writing or speaking tasks. After submission, teachers provide **personalized audio or video feedback** instead of written comments. For example, a teacher might record a short message: "Your argument here is strong, but let's expand your conclusion to make it clearer." Students then listen, reflect, and revise their work before resubmitting. This process allows learners to hear tone, encouragement, and emotion transforming feedback into a supportive dialogue rather than criticism. Over time, students develop confidence because they can track their growth and recognize progress in each portfolio entry.

Peer-Feedback Circles Using the Communicative Approach

In speaking classes, learners participate in **peer-feedback circles**, where small groups give constructive comments on each other's performance after role plays, debates, or discussions. The teacher first models effective feedback language for instance, phrases like "I liked how you used transition words" or "You could try to vary your intonation for emphasis." Then, students apply these patterns while



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evaluating peers. The teacher’s role shifts from evaluator to facilitator, observing interactions and adding brief notes or voice messages afterward. This peer-based system builds a sense of collaboration and lowers anxiety because feedback comes from classmates, not authority figures. Gradually, learners begin to internalize feedback skills, applying them independently to self-assess their progress.

Real-Time Feedback through AI-Supported Interaction

Using digital tools such as **Grammarly**, **ChatGPT**, or **ELSA Speak**, teachers guide learners to engage in real-time feedback loops. For instance, during writing sessions, students receive instant grammar and vocabulary suggestions from the AI tool, while the teacher focuses on giving higher-level feedback about organization, coherence, and tone. In speaking lessons, ELSA Speak analyzes pronunciation accuracy and fluency, showing learners visual progress indicators. Teachers then use this data to design short, targeted feedback sessions in class “Let’s work on linking sounds together next time.” Students feel a direct connection between effort and improvement, which enhances both confidence and self-efficacy.

These three feedback-based methods demonstrate how **reflective practice, collaboration, and technology** combine to create a motivating, learner-centered environment. When feedback becomes part of an ongoing conversation not a one-time evaluation students begin to see mistakes not as failures but as opportunities for growth. This shift in mindset is what truly strengthens their belief in their ability to master English.

Innovative Method	Implementation Process	Practical Classroom Activities (with examples)	Results and Conclusions
1. Peer Micro-Teaching	Each learner prepares a short 5–7 minute mini-lesson on a specific grammar or vocabulary topic and presents it to classmates. The teacher provides constructive feedback after the presentation.	For example, a learner explains the difference between Past Simple and Present Perfect using personal examples, then asks peers to create sentences. The teacher later highlights accurate language use and presentation skills.	Learners develop stronger confidence speaking in front of others and feel more capable of explaining language rules, which enhances self-efficacy and peer learning.
2. Reflective Video Journals	Students record short weekly videos reflecting on what they learned, what was difficult, and how they overcame challenges.	For instance, after a speaking lesson, a learner records a 2-minute reflection: “This week I improved my pronunciation of /θ/.” The	Learners visually track their progress, which reinforces self-belief and reduces anxiety when speaking English publicly.



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	Teachers comment through recorded voice or text feedback.	teacher replies: “Excellent effort—your articulation is clearer!”	
3. AI-based Feedback Platforms (e.g., ELSA Speak or Speakly)	Students practice pronunciation or speaking tasks using AI-powered feedback apps, receiving instant corrections on tone, rhythm, and stress.	During class or homework, learners use ELSA Speak to read a paragraph aloud; the app highlights mispronounced words. In the next session, students repeat and compare progress.	Real-time feedback builds immediate awareness of strengths and weaknesses, boosting motivation, autonomy, and self-confidence in spoken English.
4. Confidence Circles	Small group sessions are held where learners share personal achievements in English learning and receive positive reinforcement from peers.	Example: Each student says, “This week I managed to speak English with a foreigner,” while peers clap or comment supportively. The teacher emphasizes growth rather than perfection.	The supportive environment helps learners overcome fear of mistakes, creating emotional safety that strengthens both self-efficacy and classroom confidence.
5. Task-Based Role Rotation	Roles such as “leader,” “speaker,” “recorder,” or “questioner” are rotated during group projects so every learner experiences responsibility and leadership.	In a project on “Environmental Problems,” one learner leads discussion, another presents results, another writes a summary. The teacher provides feedback on communication and leadership language.	Rotating responsibilities ensures equal participation, giving all learners opportunities to perform, succeed, and build sustained confidence in using English.

CONCLUSION

The development of learners’ self-efficacy and confidence in English language learning largely depends on how effectively teachers integrate innovative and practical feedback-based methods. Techniques such as peer micro-teaching, reflective video journals, AI-driven pronunciation tools, confidence circles, and task-based role rotation have demonstrated a significant positive impact on learners’ belief in their own abilities.

Through these methods, students not only receive continuous feedback but also engage in active reflection, real-world communication, and self-assessment. Such practices transform the classroom into an interactive and psychologically supportive environment where making mistakes becomes part of the learning process rather than a source of fear.



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As a result, learners begin to approach language use with greater confidence, autonomy, and resilience. They internalize a growth mindset understanding that improvement comes from consistent effort, not perfection. Ultimately, integrating teacher feedback with technology and collaborative learning empowers students to take ownership of their learning journey and communicate in English with assurance and self-belief.

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