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THE RELATIONSHIP BETWEEN FEEDBACK AND ACADEMIC ACHIEVEMENT IN LANGUAGE LEARNING

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Annotatsiya: Ushbu maqolada chet tilini o'rganish jarayonida feedback (qayta aloqa) va akademik muvaffaqiyat o'rtasidagi bog'liqlik tahlil qilinadi. Feedback zamonaviy ta'lim tizimining muhim pedagogik vositalaridan biri bo'lib, u o'quvchilarning til kompetensiyasini rivojlantirish, motivatsiyasini oshirish va kommunikativ ko'nikmalarini takomillashtirishga xizmat qiladi. Tadqiqotda og'zaki, yozma, formativ va korrektiv feedback turlarining til o'rganish samaradorligiga ta'siri ko'rib chiqiladi. Shuningdek, feedbackning o'quvchilarning akademik natijalari va mustaqil o'rganish jarayoniga ta'siri yoritilgan. Tadqiqot natijalari samarali feedback chet tilini o'rganishda yuqori akademik natijalarga erishishga yordam berishini ko'rsatadi.

Kalit so'zlar: feedback, qayta aloqa, akademik muvaffaqiyat, chet tilini o'rganish, kommunikativ kompetensiya, formativ baholash, korrektiv feedback, motivatsiya, til ta'limi, pedagogika

Аннотация. В данной статье рассматривается взаимосвязь между обратной связью и академической успеваемостью в процессе изучения иностранных языков. Обратная связь является одним из важнейших педагогических инструментов современного образования, способствующих развитию языковой компетенции, повышению мотивации и совершенствованию коммуникативных навыков обучающихся. В исследовании анализируется влияние устной, письменной, формативной и корректирующей обратной связи на эффективность изучения языка. Особое внимание уделяется влиянию обратной связи на академические результаты и самостоятельное обучение студентов. Результаты исследования показывают, что эффективная обратная связь способствует достижению высоких академических результатов в изучении иностранных языков.

Ключевые слова: обратная связь, академическая успеваемость, изучение иностранных языков, коммуникативная компетенция, формативное оценивание, корректирующая обратная связь, мотивация, языковое образование, педагогика, методика обучения

Abstract. This article examines the relationship between feedback and academic achievement in foreign language learning. Feedback is considered one of the most important pedagogical tools in modern education because it contributes to the development of language competence, learner motivation, and communicative skills. The study analyzes the influence of oral, written, formative, and corrective feedback on language learning effectiveness. Special attention is given to the impact of feedback on students' academic performance and independent learning. The findings demonstrate that effective feedback significantly contributes to higher academic achievement in foreign language education.

Keywords: feedback, academic achievement, foreign language learning, communicative competence, formative assessment, corrective feedback, motivation, language education, pedagogy, teaching methodology

Introduction

In modern educational practice, feedback plays a central role in the teaching and learning process. In foreign language education, feedback helps learners identify errors, improve language performance, and develop communicative competence. Effective feedback not only corrects mistakes but also motivates students to become active participants in their learning process.

According to John Hattie, feedback is among the most powerful factors influencing student achievement. Hattie emphasizes that students learn more effectively when they receive timely and constructive responses to their performance. Similarly, Lev Vygotsky highlighted the importance of social interaction and guided support in cognitive development, which directly relates to teacher feedback in educational settings.

In the field of language learning, feedback is particularly important because acquiring a foreign language requires continuous practice and correction. Learners often face difficulties related to grammar, pronunciation, vocabulary, and communication strategies. Feedback assists students in recognizing these difficulties and improving their linguistic competence.

The purpose of this article is to investigate the relationship between feedback and academic achievement in language learning and to analyze how different forms of feedback influence learners' success and motivation.

Methods

This study is based on qualitative and descriptive research methods. Academic literature related to educational psychology, language teaching methodology, and second language acquisition was analyzed. The research includes theoretical works and empirical studies conducted by scholars in the fields of pedagogy and linguistics.

Comparative analysis was used to examine different types of feedback and their effectiveness in language education. The study also applies descriptive analysis to evaluate the impact of feedback on learners' academic performance, communicative competence, and motivation.

Theoretical perspectives from researchers such as John Hattie, Stephen Krashen, and Paul Black were reviewed to understand the pedagogical significance of feedback in language learning.

Results

The findings demonstrate that feedback has a significant positive influence on academic achievement in language learning.

First, corrective feedback improves linguistic accuracy. Students who receive regular corrections of grammatical, lexical, and pronunciation errors demonstrate higher levels of language proficiency. Corrective feedback helps learners recognize mistakes and avoid repeating them in future communication.

Second, formative feedback increases student motivation and engagement. Learners who receive supportive and constructive comments become more confident and active during classroom activities. According to Paul Black and Dylan Wiliam, formative assessment and feedback significantly improve learning outcomes by helping students understand their strengths and weaknesses.

Third, oral and written feedback contribute differently to language development. Oral feedback is particularly effective for improving speaking and pronunciation skills because learners receive immediate responses during communication. Written feedback, on the other hand, supports the development of writing accuracy, grammar usage, and vocabulary expansion.

The study also reveals that peer feedback encourages collaborative learning and learner autonomy. Students who evaluate each other's work develop critical thinking skills and become more

independent learners. Additionally, technology-based feedback through digital platforms and educational applications has become increasingly effective in modern language education.

However, ineffective or overly negative feedback may reduce learners' confidence and increase language anxiety. Therefore, feedback should be constructive, balanced, and adapted to students' individual needs.

Discussion

The findings confirm that feedback is an essential component of successful language learning. Modern educational theories emphasize that learning is most effective when students actively interact with teachers and receive meaningful guidance.

Stephen Krashen argued in his Input Hypothesis that language acquisition occurs when learners are exposed to understandable input in supportive environments. Feedback strengthens this process by helping learners notice linguistic forms and improve communication accuracy.

Furthermore, feedback contributes to the development of communicative competence, which includes grammatical, sociolinguistic, and strategic abilities. In communicative language teaching, feedback supports meaningful interaction rather than simple memorization of language rules.

Technological development has also transformed feedback practices in education. Online learning platforms, artificial intelligence tools, and digital assessment systems provide immediate and personalized feedback to learners. These innovations increase accessibility and efficiency in language instruction.

Despite its benefits, the effectiveness of feedback depends on teacher competence, classroom environment, and learner attitudes. Teachers should use clear, supportive, and motivating feedback strategies to create positive learning experiences.

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