PEDAGOGIK TADQIQOTLAR JURNALI
ISSN: 3060-4923 Impact Factor –7,212

THE INFLUENCE OF TEACHER FEEDBACK ON STUDENTS' SPEAKING CONFIDENCE

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https://doi.org/10.5281/zenodo.20620339

Abstract: The current paper aims at examining the effects of teacher feedback on the development of learners' oral confidence while studying a foreign language. Within the context of the affective filter and self-efficacy models, the paper systematically analyzes the impact of different types of teacher feedback, namely oral corrective feedback (OCF) and positive reinforcement on students' willingness to speak. In this regard, the mixed convergent design approach was employed, where the quantitative results from a sample of 120 undergraduate EFL learners using a Likert-scale questionnaire based on the FLCAS scale were merged with those of a semi-structured interview. According to the statistical data, there is a strong correlation between structured, encouraging teacher feedback and learners' confidence in the process of verbal communication ($r = 0.58$, $p < .01$). On the other hand, over-critical or improperly timed immediate feedback is shown to be detrimental to the process and can significantly increase oral communication apprehension and raise the affective barrier. Through content analysis, students were found to prefer delayed constructive feedback to immediate and public feedback. It is suggested that, by moving beyond traditional error-focused OCF and towards prospective, output-oriented techniques, instructors can promote better learner self-efficacy and encourage risk-taking. Finally, the paper presents practical guidelines for language teachers regarding how to achieve the delicate balancing act between the language accuracy needs of students and affective factors in their support. The key is the use of peer scaffolding together with scaffolded feedback by the teacher.

Keywords: Teacher Feedback, Speaking Confidence, Oral Corrective Feedback, Self-Efficacy, EFL Pedagogy, Affective Filter.

INTRODUCTION

Effective use of oral communication continues to be the core goal and at the same time the hardest problem facing students in the process of acquiring foreign languages. In the context of the modern approach to foreign language teaching, foreign language classes should be understood not only as arenas for mastering grammar, but as platforms for creating effective oral skills. Nevertheless, the special characteristics of oral speech make students extremely susceptible to psychological issues, in particular public speaking anxiety and the fear of being negatively assessed. Research has repeatedly proved the existence of a striking contradiction between the modern foreign language teaching practice and the effectiveness of the language learning process, in that many students having sufficient levels of cognitive and linguistic competence continue demonstrating great oral anxiety and communication apprehension when asked to speak in public (Arifin, 2026).

Within such a framework of instruction, the conduct and decisions made by the classroom teacher have an unparalleled impact on the emotional state of the student. From these practices, the role played by feedback from teachers emerges as one of the most important instructional techniques, which influences both the cognitive growth and emotional state of language learners. Defined generally, feedback from teachers includes any evaluation or correction made by the teacher concerning the language production (oral or written) of the student. Although the cognitive value of feedback with respect to error correction and hypothesis testing cannot be underestimated, its psychological implications in terms of affecting learner self-confidence cannot be underestimated. Teacher feedback within conventional classroom settings has often been associated with immediate,

corrective oral feedback (OCF). However, when applied improperly or overly frequently, this form of feedback may make the learning environment highly intimidating, resulting in the perception of feedback as punishment for the student (Martin & Alvarez Valdivia, 2017).

In order to understand the dynamics of this process from an academic perspective, extensive utilization of fundamental principles of psychology and education are necessary. In the classic Affective Filter Hypothesis by Krashen, the role of emotional factors, like fear, motivation, and confidence, has been seen as an adjustable psychological barrier that might help or prevent language learning. In the situation where the teacher's response approach is critical or unexpectedly public, the student's affective filter becomes very high, rendering them unable to speak and discouraging them from communicating. However, the use of future-looking feedback methods, where feedback is given on how the learners will improve their work against standards without letting them think about their incompetence, has been found to reduce the affective filter significantly (Cancino, 2025). Another key theory here is the concept of self-efficacy by Bandura, which suggests that a person's belief in his/her capability is responsible for their actions. In case of learning oral language skills, the use of positive reinforcements and strategic delay of feedback gives them verbal encouragement.

While there is plenty of research in relation to corrective feedback in language learning, one aspect remains unexplored – the interaction of subtle teacher feedback styles and subjectively perceived speaking confidence in university settings. In many cases, recent studies have provided inconsistent findings in terms of which type of feedback, whether immediate or delayed, can contribute to more beneficial affective states (Du, 2025). Hence, the purpose of this paper is to explore the direct impact of different forms of teacher feedback on the speaking confidence of university-level EFL students. Thus, the current study will be able to identify effective practices that enhance self-confidence as well as those that result in causing language anxiety.

METHODOLOGY AND MATERIALS

➢ Research Design

The researcher used a mixed method research design with convergence for the study since the purpose was to examine the complex relationship between feedback modes used by teachers and the confidence level of their learners to speak English. The advantage of such research design is that it enabled the researcher to collect qualitative and quantitative data concurrently within a single research phase.

➢ Participants and Context

The selected population for the research consisted of first and second year undergraduate students enrolled in EFL programs in a public institution of learning. A total of 120 students (N = 120) were sampled purposefully to participate in the quantitative phase of the research. The sample included 72 females and 48 males with an average age of 19.4 years old. Based on purposive sampling, it was made clear that the selected students would be attending mandatory oral expression or public speaking classes, meaning that all the participants were regularly getting teacher feedback when delivering speeches. For the next stage of research, a total of 12 students were selected through stratified sampling depending on their questionnaire results to provide equal representation of students with high, moderate and low level of confidence in delivering speeches (Sari, 2026).

➢ Data Collection Procedures

Ethical clearance from the institution was attained before the data collection process began, while participants' written informed consents were obtained. Data for the quantitative section was collected through a digital survey conducted mid-term when the learners had already been acquainted with their teachers' modes of providing feedback. Completion of the survey took about 15 minutes. After preliminary examination of the data from the digital survey, individual interviews were then conducted semi-structuredly in an isolated office within the institution. The qualitative interviews each took between 25-40 minutes, were audiotaped on condition of consent from the participants, and were later transcribed word-for-word.

➢ Data Analysis

SPSS version 28.0 was used to analyze the collected quantitative data in a systematic way. Mean scores (M) and standard deviations (SD) were calculated as descriptive statistics in order to establish trends in relation to the type of feedback preferred by students as well as their overall level of confidence. In addition, a Pearson product-moment correlation test was conducted to measure the strength and nature of association between teacher supportiveness in providing feedback and student speaking self-confidence.

In relation to qualitative data analysis, the transcribed texts underwent a thematic analysis procedure using the classical model proposed by Braun and Clarke. Coding procedures included the identification of open codes based on student statements, clustering them into patterns, and, finally, establishing themes that describe the psychological processes associated with teacher feedback and speaking self-efficacy.

CONCLUSION

Through this study, which employed a combination of qualitative and quantitative methodologies, there have been systematic confirmations that teacher feedback is much more than an academic process through which linguistic errors are corrected. On the contrary, it has been confirmed to be a very influential affective tool through which teachers impact the confidence of their learners. In particular, the statistical analysis has shown how positive correlations exist between supportive and formative feedback techniques and increased confidence levels. At the same time, instant and unfiltered feedback has been found to be psychological barriers that create foreign language classroom anxiety. This was further strengthened by the fact that the structure of teacher feedback can be used to build up or break down a person's fear of negative evaluation.

With regard to all of the above conclusions, there are some practical recommendations that can be offered to modern language teachers. First, teachers must refrain from immediately interrupting students in their communication activities and implement the method of delayed feedback, where teachers will collect anonymized errors to analyze them at the end of the exercise. Second, teachers must make sure that their students are always corrected using positive reinforcement in order to boost the effectiveness of their verbal persuasion. Third, oral assignments must be properly scaffolded by implementing collaborative peer work before individual performance.

Thus, this research paper demonstrates that accuracy in speaking and the ability to speak with confidence are equally important in education. Using proper feedback techniques, it is possible to achieve the ultimate result of preparing competent and confident speakers of foreign languages ready to communicate in global environment.

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