

Exploring the Effect of Teachers' Feedback Strategies on Students' English Learning

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Abstract

In the teaching learning process, feedback plays a very important role in learners' academic life. Teachers use various strategies for imparting feedback to make their teaching effective and productive. Feedback in the present scenario is closely examined by researchers worldwide. The present study examined the effects of secondary school teachers' feedback strategies on English learning at the secondary level. This research was designed to investigate the effect of teachers' feedback strategies on English learning in Punjab (Pakistan) schools. The purpose of this research was to identify teachers' feedback strategies and their effects on students' English learning at the secondary school level in the Punjab province. The present study was descriptive in nature and conducted in a natural setting; therefore, it was a non-experimental qualitative study. A survey technique was used to collect data. The accessible population for the present study was the students of all secondary schools in the Punjab province of Pakistan who were admitted in the year 2024-25. The sample was selected conveniently by using a multi-stage sampling technique. Rubrics were developed after reviewing relevant literature. A focused group discussion of English teachers was arranged to identify teachers' feedback strategies used in schools. Thus, eight commonly used strategies were identified from the previously selected eight feedback strategies. Then, through a questionnaire mostly used strategies were identified and analyzed. The strategies, having, mean score greater than 3.00 were included in rubrics. The researcher collected data personally by using rubrics and took two observations of students' English notebooks to explore the effect of feedback strategies. 240 research instruments were delivered and 236 responses were received. Response rate was almost 98%. Eleven research questions were formulated to find the facts which were calculated through T-Test. Independent sample t test, regression analysis and Pearson 'r' were used for final analysis through SPSS-21.

Introduction

Learning is a dynamic and complex phenomenon which demands involvement of both the teacher and the learner. Not only teachers but many other factors play vital role for educational development like parent teacher interaction, personal abilities, assessment, reinforcement, motivation and feedback strategies (Ozcan & Mehmet, 2021). Feedback motivates students towards learning. Intrinsically motivated students get greater self-satisfaction, better performance and sense of high achievement through feedback. 'Positive feedback is a great source of inspiration for students. Feedback is very credible element to learn any subject. Feedback plays effective role for learning and making corrections on students' drafts, assignments and homework (Keller, 2025).

Homework is an assignment or piece of work given to students as part of a task or lessons of study to do at home out of regular classes. Homework increases the proper utilization of time for study, helps to remove difficulties of students, enhances students' capabilities and develops study habits (Songsirisak, Prommin & Jitpranee, Jutharat, 2019). Written feedback on student's notebooks or assignments is a great source of English learning and taking corrective measures. These corrections construct solid base for English learning. Written feedback becomes very effective when it is discussed during student-teacher interaction Feedback generates readiness for English learning process (Adzhar, Noradzlina & Sazalli, Nurhasmiza, 2024). Marzano says "By helping the students through constructive and corrective measures teacher confirm the effectiveness of instruction"(Marzano, Pickering and Pollock (2001). Feedback is any of the several techniques that are used to inform the learners whether an instructional response was right or wrong. Feedback is powerful intervention that used to impart learning and foster students' performance. Written feedback directly relates to the formative assessment which focuses on diagnosing, informing and formation of learning interpretation and explanation. Decades of educational researches support the idea that feedback may be oral or written. Feedback is valid information about an inquiry or experiment (Lipnevich, Anastasiya & Panadero, Ernesto, 2021). Teachers nurture their students learning through feedback and tries to assist his/her students to improve learning skills. Effective written feedback motivates students for better English learning and self-correction. Feedback is source of motivation which plays a pivotal role in learning process (Fehr and Sassenberg, 2010). Feedback is a complex interaction among teachers and students which takes place to enhance students' learning outcomes (Black, Harrison, Lee, Marshal and William 2013). Feedback quality in English and performance is closely related. Feedback quality in English can improve students' motivation, confidence, self-awareness and enthusiasm for learning. It also supports the students to proceed toward higher education which enhance their learning performance. Educational theories confirm that teachers' effective feedback quality in English strategies is very supportive and effective tool for attainment of desired goals. Teacher plays an important role through feedback in facilitating students for self-control and monitoring. It is an agreed fact that continuous feedback is a great source of enhancing achievement with effective performance (Arrafii, Mohammad & Kasyfurrahman, 2024). The feedback strategies used by the teachers rectify the mistakes, increase learning and help in realizing the objectives of education.

Statement of the Problem

Reviewed literature indicated that feedback plays an important role in the classroom for learning. It is considered that positive feedback boosts up morale and poor feedback demoralizes students. Teachers use different feedback strategies to affect their students' English learning. In our educational system teachers feedback strategies are not properly used which results in lack of motivation towards English learning. In this study an effort will be made to explore the effect of teachers' classroom feedback strategies on student's English learning at secondary level.

Research Objectives.

1. To identify the level of secondary school teachers' feedback strategies used for English learning.
2. To explore the difference in the use of feedback strategies between male and female secondary school teachers?
3. To explore the effect of teachers' feedback strategies on students' English learning

Research Questions

1. What is the level of feedback strategies used by the secondary school teachers for English learning?

2. Is there any significant difference in the use of feedback strategies between male and female secondary school teachers?
3. Which teachers' feedback strategy significantly contribute for students' English learning?

Significance of the Research Study

Feedback plays very important role in students' academic life. Feedback establishes constructive interaction among students and teachers. Feedback strategies are helpful for motivating students towards learning English. This study will be a significant endeavor to find out the effect of teacher feedback strategies on students' English learning at secondary level. This study will try to explore the feedback strategies used by the secondary schools' teachers to enhance students learning performance. It will enable the teachers to improve their instructional strategies for effective teaching of English. It will be also beneficial for the policy maker to understand the importance of feedback strategies for formulating better educational policies to enhance quality education.

Rationale of the study

Teaching learning process is very intricate and complicated phenomenon which requires a valid and fruitful teacher-learner interaction in a very conducive environment. Teachers' most effective and influential strategy for this interaction is provision of feedback to his students which is usually goal-oriented and has different forms. Feedback has been very striking and remarkable field of research for many decades. White (2000) suggested that feedback is multidimensional and powerful learning strategy which is very useful when it is specific, frequent, supportive and authentic (Arrafii, Mohammad & Kasy furrahman, 2024). Feedback has been stated as information communicated to the students to improve their learning style for maximum achievement. Epstein and Moreno described that feedback has critical and decisive role in acquiring learning skills (Moreno, 2004). The strategies implemented by the teachers to give feedback to students play a significant role for learning of the students. Every strategy has its own effect on learning. Mory (2004) explored that feedback research has many contradictory results with inconsistent findings which reveals its indecisive role and uncertainty about expected results. In Pakistani scenario teaching-learning process has not been systematic due to certain reasons (Ullah & Bhaumik, & Salman, & Ahmad, & Awan, 2025). Particularly, the subject of English has been ignored at large consistently (Roshan & Mushfiq, & Gurbaz, & Rahmani, 2022). It is the need of time to make teacher strong and well equipped with teaching and feedback strategies to satiate the learning needs of their students for English through complete understanding and constructive interaction. It was direly needed to conduct such type of study which should reveal the effect of teachers' feedback strategies on learning English at secondary level to benefit both teacher and learner

Operational definitions

Feedback: The transmission of evaluative or corrective information about an action event or process to the original or controlling source.

Strategy: A plan of action designed to achieve a long-term or overall aims.

Research Design

The present research study is descriptive in nature. As the variables in present research study i.e. teachers' feedback strategies were not manipulated and their effect was observed in natural setting therefore, it is non-experimental quantitative research. Furthermore, the researcher attempted to investigate the variables existing in the natural setting which is termed as ex-post facto research (Wiresma & Jurs, 2009). Ex-post facto research examines possible cause and effect by observing the current situation. Sharma and Sohil. (2019) opines that Causal-comparative research i.e. Ex-post facto research observes the impact of independent variables that have already occurred. By

method this study was survey in nature as the respondents were scattered throughout the Punjab province. Survey method was used to determine opinion concerning behaviors and characteristics of the population (Fraenkel & Wallen, 2003). As far as the term survey is concerned, it is defined as an interview or brief discussion with individuals about a specific topic. The term survey is often used to mean 'collect information. So, it was descriptive correlation research carried out through survey.

Population and sampling

The population of the study comprised of secondary schools' students enrolled in public secondary schools during academic year 2024-25 in Punjab province. Punjab province has 36 districts. To select an appropriate and representative sample at the first, three districts were selected conveniently i.e. Okara, Sahiwal and Kasur. The target population includes public, private, urban, rural, male and female secondary schools' students of 10th class. Secondly, one school from each area or sector i.e. urban public male, urban public female, urban private male urban private female, rural public male, rural public female, rural private male, rural private female schools were selected randomly as sample of the study. Total eight schools from each district and twenty-four schools in all were selected from above mentioned three districts. Thirdly, one section of 10th class of these schools was selected randomly and out these selected sections twenty five percent English note-books both from science and arts subjects were observed twice.

Sampling Technique

It was decided to carry out survey of all secondary schools in public and private sector of Punjab province. English note-books of students were examined to judge the effect of teachers' feedback strategies on the English learning. A sample of English note books was selected by using multistage sampling technique.

Table 1: *The detail of selected sample is given below.*

District names	Frequency	Percentage	Cumulative Percentage
Okara	96	40.7%	40.7%
Sahiwal	52	22%	22%
Kasur	88	37.3%	37.3%
Total	236	100%	100%
Grand Total	236	100%	100%

It involved three phases. At the first stage, the researcher selected three districts from Punjab province conveniently. Secondly, from each district eight secondary schools were selected with reference to the gender, locale and sector. Thirdly one section of 10th class from these schools were selected randomly and finally twenty five percent English note-books were observed twice for determining feedback strategies.

Table 2 *Statistics by gender*

Gender	Frequency	Percentage	Cumulative percentage
Male	111	47%	47%
Female	125	53%	53%
Total	236	100%	100%

Research Instrument

There were two variables i.e., teachers' feedback strategies and English learning of the students. From these variables, first variable namely English learning of Secondary School Student was

dependent variable and second namely teachers' feedback was an independent variable. Rubrics were made to determine feedback back strategies of teachers during teaching English. The effect of teachers' feedback was determined by checking English note-books of the students twice, before and after feedback. These rubrics were made by the researcher himself.

Development of research tool

As per nature of the study it was decided to make rubrics to judge the teachers' feedback strategies used to assess students' written work. Rubrics were developed by the researcher himself after reviewing relevant literature and then a focused group discussion of English' teachers was conducted to identify existing feedback strategies used in public and private secondary schools. Rubrics provide marking criteria for evaluation and assessment of the students work. Olson, and Krysiak, (2021) claimed that rubrics are very authentic instrument for the assessment of learners' academic progress. Rubrics have two types: holistic and analytical. The group of holistic rubrics includes different criteria for assessment and categorized rubrics under diverse grade headings whereas analytic rubrics deal with different criteria comprehensively like numerical expression or by a letter or grade. For this particular study, holistic rubrics were prepared as per requirement of study. For developing research tool, it was decided that significant feedback elements / statements should be included in the rubrics to ensure the quality of study. At this stage exemplary, "Comments on written work" to simple sample feedback strategy like "Ticking on students' written work" were included in rubrics. For every component quality of feedback, clear explanation of performance and level of achievement was considered thoroughly. Pilot study was made through English' teachers for existing feedback strategies. Five levels for each feedback strategies were determined from excellent to poor feedback on the format of Likert scale.

Methodology

Mixed method approach i.e. quantitative cum qualitative research design was used for research. The relationship of independent variable i.e., teachers' feedback strategies has already been occurred on dependent variable i.e., the students' motivation toward English language learning. Hence this study is ex-post facto in nature in quantitative paradigm. In order to cross match the results of study qualitative approach will also be used.

Table 3 *Statistics of identified feedback strategies through pilot study*

	Awarding marks	Brief comments	Encircling mistakes	Ticking on writing	Crossing written work	Content organization	Comments for seeking help	Highlighting mistakes
Valid	49	49	49	49	49	49	49	49
Missing	0	0	0	0	0	0	0	0
Mean	2.90	3.24	3.51	3.51	2.53	2.55	2.96	3.45

Demographic Variables

The first part of the research instrument is related to demographic information of Secondary School students which includes gender, class, school, locality (Urban/Rural), Public/Private, Tehsil, District etc. A focused group discussion of forty-nine secondary schools English' teachers was conducted. They thoroughly discussed the strategies used in public and private school for English learning. Initially eight strategies mentioned below table were identified.

Validation of research instrument

Table 4 *Frequencies and percentage of identified feedback strategies*

Feedback strategy	Never		Rarely		Sometimes		Frequently	
	Frequency	%	frequency	%	frequency	%	frequency	%
Awarding marks	1	2	9	18.4	16	32.7	23	46.9
Brief comments	8	16.3	3	6.1	24	49	14	28.6
Encircling mistakes	1	2	4	8.2	13	26.5	31	63.3
Ticking on writing	2	4.1	2	4.1	14	28.6	31	63.3
Crossing the written work	6	12.2	18	36.7	17	34.7	8	16.3
Comments for help	3	6.1	3	6.1	12	24.5	31	63.3
Content organization	1	2	8	16.3	32	65.3	8	16.3
Highlighting mistakes	1	2	9	18.4	16	32.7	23	46.9

Phase 2

In phase 2, rubrics were designed to identify mostly used feedback strategies by the English' teachers for English learning. These rubrics were distributed among 49 English' male and female teachers from rural and urban areas randomly. The responses of these teachers were analyzed and mostly used feedback strategies were included in rubrics having "Mean Score more than 3.00". Following this criteria, four most important strategies were included in final rubrics Mean scores of identifies feedback strategies by English teachers

Data collection

For the purpose of data collection two different modes were used regarding two variables i.e. independent variable and dependent variable. Observational techniques were used to determine the teacher feedback strategies. Then teacher's written feedback was observed from English notebooks of students of secondary level. Data was collected with the help of rubrics developed by the researcher for the identification of teacher's feedback strategies. For judging the effect of teacher feedback strategies on students' English learning Likert scale was used.

Statistical Analysis

Independent sample t-test was applied to compare the effect of different strategies used by secondary school teachers. Regression analysis was also used to find out the effect of secondary school teachers feedback strategies on the students' English learning. Pearson 'r' was used to determined relationship of teacher feedback strategies and students' English learning and other appropriate inferential statistics was used to analyze.

Results

RQ 1-What is the level of feedback strategies used by the secondary school teachers for English learning?

Table 5:- Teachers' Feed Back Strategies Mean Scores

Teacher Feedback Strategy	Mean	S.D.
Brief Comments	0.27	1.09
Encircling Mistakes	0.44	1.15
Ticking on Writing	0.36	1.10
Highlighting Mistakes	0.27	1.05

In Table 5 Mean score and S.D. of teachers' Feedback strategies used at secondary level for students' English learning is reported. This shows that all identified teachers' feedback strategies are being but are being used at lowest level. However, among these feedback strategies, Encircling Mistake strategy (M=0.44, S.D.=1.15) is being used relatively more effectively.

RQ 2. Is there any significant difference in the use of feedback strategies between male and female secondary school teachers?

Table 6:- Gender-based difference of feedback strategies

Feedback Strategy	Mean Score		Mean Difference	S.D.		t-value	Sig.
	M	F		M	F		
Writing Brief Comments	0.20	0.34	-0.14	1.17	1.02	-0.967	0.335
Encircling Mistakes	0.16	0.97	-0.53	1.23	1.03	-3.642	0.000
Ticking on Writing	0.20	0.50	-0.30	1.20	0.97	-2.099	0.000
Highlighting Mistakes	0.00	0.51	-0.51	0.95	1.07	-3.867	0.000

Male=111, Female=125, $p < 0.05$

Table 6 shows that there was no significant difference ($p=0.335 > \alpha=0.05$) in the use of Brief Comments strategy between male (M=0.20, SD=1.17) and female (M=0.34, SD=1.02) secondary school. There was a significant difference ($p=0.000 < \alpha=0.05$) in the use of Encircling Mistakes strategy between male (M=0.16, SD=1.23) and female (M=0.70, SD=1.03) secondary school teachers. Female secondary school teachers are implementing Encircling Mistake strategy more effectively as compared to male secondary school teachers. There was significant difference ($p=0.000 < \alpha=0.05$) in the use of Ticking on Writing strategy between male (M=0.20, SD=1.20) and female (M=0.50, SD=0.97) secondary school teachers. Female secondary school teachers are implementing Ticking on Writing feedback strategy more effectively as compared to male secondary school teachers. There was significant difference ($p=0.000 < \alpha=0.05$) in using of Highlighting Mistakes strategy between male (M=0.00, SD=0.95) and female (M=0.51, SD=1.07) secondary school teachers. Female secondary school teachers are implementing Highlighting Mistake strategy more effectively as compared to male secondary school teachers

RQ 3-. Which teachers' feedback strategy significantly contribute for students' English learning?

Table 7 Simple Correlation "r", Standardized Regression Weights "β" and Multiple Correlation "R"

Feedback strategy	Students' English Learning	
	r	β
Brief Comments	0.12*	0.06
Encircling Mistakes	0.23**	0.20**
Ticking on Writing	0.12*	-0.01
Highlighting Mistakes	0.13*	0.05
Multiple Correlation R		0.24**
R ²		0.06**

** $p < 0.01$, * $p < 0.05$, $n=1599$

The Multiple Correlation score ($R=0.24$, $p<0.01$) of students' English learning with the four teachers' feedback strategies is significant. The values of simple correlation 'r' showed that all four teachers' feedback strategies are significantly correlated with the students' English learning. Brief Comments ($r=0.12$, $p<0.05$), Encircling Mistakes ($r=0.23$, $p<0.01$), Ticking on Writing ($r=0.12$, $p<0.05$) and Highlighting Mistakes ($r=0.13$, $p<0.05$) teachers' feedback strategies are positively and significantly correlated with students' English learning. The values of standardized "β" weights showed that Encircling Mistakes ($\beta=0.20$, $p<0.01$) a teachers' feedback strategy has significant effect and contributing significantly in explaining the dependent variable i.e. students' English learning. The R^2 value indicates that only 6% of the variance of teachers' feedback strategies significantly contributes for students' English learning.

Findings

The findings of the revealed that majority of teachers frequently used Encircling Mistake strategies ($X=0.44$) whereas Ticking on Writing feedback strategy ($X=0.36$) is also being used by the teachers. This illustrates that teachers tend to importance more on indicating students' certain mistakes rather than providing comprehensive written remarks. Encircling and ticking are often preferred as they provide quick signals to students about their faults. This result is consistent with previous studies which suggest that teachers commonly use symbol-based feedback as it is simple and easily understood by students (Zhou, Sihan. 2025). Further the results showed that there is no significant difference ($p=0.335>\alpha=0.05$) in the use of Brief Comments strategy between male and female secondary school teachers but Islahi and Nasreen found gender based significant difference. In the sameway, study at hand explored a significant difference ($p=0.000<\alpha=0.05$) in the use of Encircling Mistakes strategy between male ($X=0.16$) and female ($X=0.70$) secondary school teachers. As Zahir, Tofail, and Mussaddiq, Muhammad (2025) explored the same results . There is a significant difference ($p=0.000<\alpha=0.05$) in the use of Ticking on Writing strategy between male ($X=0.20$) and female ($X=0.50$) secondary school teachers. This result reflects differences in teachers' teaching styles and their levels of attention to student work. This indicates that both male and female teachers provide brief comments to a similar extent. There is a significant difference ($p=0.000<\alpha=0.05$) in the use of Highlighting Mistakes strategy between male ($X=0.00$) and female ($X=0.51$) secondary school teachers. Bağ, Marti, Leyla and Bayyurt, Yasemin found significant difference between male and female classroom interaction strategies (2014). Study at hand also found a significant differences in the use of *Encircling Mistakes*, *Ticking on Writing*, and *Highlighting Mistakes* strategies, where female teachers demonstrated higher mean scores than male teachers. These results indicates that lady teachers are more engaged in providing corrective and formative feedback as compared to male teachers.

All the feedback strategies are being implemented more effectively by female teachers except brief comments strategy. The Multiple Correlation score ($R=0.24$, $p<0.01$) of students' English learning with the four feedback strategies is significant. Correlation 'r' shows that all four feedback strategies, Brief Comments ($r=0.12$, $p<0.05$), Encircling Mistakes ($r=0.23$, $p<0.01$), Ticking on Writing ($r=0.12$, $p<0.05$) and Highlighting Mistakes ($r=0.13$, $p<0.05$) are significantly correlated with the students' English learning. The values of standardized "β" weights shows that Encircling Mistakes ($\beta=0.20$, $p<0.01$), a teachers' feedback strategy has significant effect and is contributing significantly for students' English learning. The R^2 value indicates that only 6% of the variance of teachers' feedback strategies significantly contributes for students' English learning. However, this proportion is modest, and revealed a meaningful contribution in educational settings.

Conclusions

This study concluded that English teachers most commonly use Encircling Mistake and Ticking on Writing strategies for feedback on students' written work. Both these strategies are being used

equally by the male and female teachers. Moreover, there was a significant difference between male and female use of feedback strategies for Encircling Mistake and Highlighting Mistakes. But in the case of *Brief Comments*, there was no significant gender-based difference. Although all (four) feedback strategies positively contribute to English learning whereas Encircling Mistake feedback strategy has significant effect on English learning and is mostly used by secondary school teachers.

Discussion

The results of the study show that feedback has significant effect on English learning. In the same way, Ruijia and Cheng, (2025) pointed out that experienced teachers attach great importance to the use of feedback and experienced teachers prefer to use mixed feedback. To make his/her English teaching effective, teacher acts as an observer with deliberate intension to interpret students related learning efforts and their contribution to English activities though immediate feedback. The study at hand, explored teacher feedback strategies and their effect on English leaning. The study reveals that teachers' feedback strategies significantly affect learning process. Feedback increases learning performance of the student by 6%. Nurhasanah, Apandi, Apandi, and Linda (2022) stated that corrective aspect of feedback is like monitoring strategy which guides learning towards improvement. The present study verifies this research who described that feedback is one of the most significant factors which influence learning both in positive and negative ways. Similarl, Qin, Zhong, Minwei, Fangfang, and Zou (2019) stated that effectiveness of feedback depends upon the comprehension, modification, facilitation and elicitation which triggers learning. Furthermore, Ruijia and Cheng, (2025) found that teachers' feedback enables students to understand and rectify their mistakes and take corrective measures.

Present study focuses that both the student and the teacher have different and diverse expression of frustration in respect to feedback. As Razali, Razlina, Jupri, and Rohaiza (2014) has suggested that most of the students do not care for feedback on their course work by the teachers and show reluctance to written comments. Some students totally ignore the remarks given by teacher and take no notice. Present study indicates that feedback provides better opportunities to the students to understand their own capacities and deficiencies for further improvement and learning. There is almost least dialogue between teachers and taught. Absence of feedback demoralizes students, and hence, there is no motivation, encouragement, or learning. The correlational investigation revealed that all four feedback strategies—*Brief Comments*, *Encircling Mistakes*, *Ticking on Writing*, and *Highlighting Mistakes* were positively and significantly correlated with students' English learning. These results verified the study conducted by Heriyawati, Saukah, Widiati, and Utami (2018). Analyzed, Regression confirmed that *Encircling Mistakes* ($\beta = 0.20$, $p < 0.01$) had a significant effect on students' English learning. So, it is suggested that this feedback type contributes meaningfully to academic progress. In the same way, R^2 value (0.06) indicated that 6% of the variance in students' English learning could be explained by teachers' feedback strategies. Although this proportion is modest, it still represents a meaningful contribution in educational settings, where learning outcomes are often influenced by multiple factors such as teaching methods, student motivation, and classroom environment. Furthermore, it is suggested that even small and simple feedback methods, when applied consistently, can foster better understanding and performance in English learning.

Recommendations

In the light of present research outcomes, researchers suggest following recommendation. By using other research instruments, this research can be conducted extensively at large scale. These variables can be manipulated through experimental research for better results.

1. This research suggests that teachers' feedback should be made more effective for the better performance of the students. English is the subject which requires immediate and timely feedback by the teachers and specific strategies should be used for English learning.
2. Inappropriate strategies for feedback by the teachers should be avoided and they should provide valid information for correction and improvement which is real aim of feedback.
3. Innovative feedback strategies should be used for teachers' feedback to students.
4. Feedback should be goal-directed without teachers' own discrete responses. In such situation learners will remain motivated and expected learning outcomes can be extracted easily
5. Feedback should ensure the targeted level of students' performance and should be effective to reduce inconsistency between present level and desired level of learning among learners. So, this strong impact of female teachers' feedback practices recommends a need for professional development programs aimed at enhancing male teachers' use of effective feedback techniques.
6. This research suggests that overall contribution of teachers' feedback strategies to students' English learning was modest 6% variance. These results highlight their educational importance. Consequently, teachers should be stimulated to use varied and constructive feedback to improve students' understanding and performance in English subject. Continuous professional development (CPD) and training can help teachers refine their feedback strategies for better achievements.

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