

FEEDBACK MECHANISM IN ASSESSMENT: A PATHWAY FOR ENHANCEMENT OF STUDENTS' INTEREST AND ACHIEVEMENT IN ENGLISH LANGUAGE

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Abstract

The study examined feedback mechanism in assessment as a pathway for enhancement of students' interest and achievement in English language in Ohafia Education Zone of Abia State, Nigeria. The study adopted a descriptive survey research design. The participants of the study comprised 267 English language teachers drawn from 86 public secondary schools in the zone. Two validated instruments: English Language Interest Inventory (ELII) and English Language Achievement Test (ELAT) were used for data collection. The instruments yielded reliability indexes of (ELII) 0.78 and (ELAT) 0.82 after their internal consistency were determined using Cronbach's Alpha Method. The research questions were answered using mean scores and standard deviation while t-test was used to test the hypothesis at 0.05 alpha level. The findings of the study revealed that using feedback mechanism in assessment enhanced the teaching and learning of English language thereby enhancing students' interest and achievement in English language. The difference between the mean responses of male and female English language teachers on enhancing students' interest and achievement in English language using feedback mechanism is not statistically significant. This means that male and female teachers did not differ in their opinion about using feedback mechanism to enhance students' interest and achievement in English language. Based on the findings of the study, it was recommended that teachers should adopt feedback mechanism as a veritable tool for English language teaching and learning as such mechanism possesses the potential of enhancing secondary school students' interest and achievement in English language.

Keywords: Feedback, Mechanism, Assessment, Interest, Achievement and English language

Introduction

The functional versatility of English as a global and dynamic language of communication and as a medium through which individuals from diverse linguistic backgrounds engage in verbal and written interactions appears to be no longer contestable. The claim about the English language as a global and dynamic system of communication that serves diverse linguistic backgrounds, finds support in the work of Malesinska (2023) who is of the opinion that English has become an incredibly versatile and dynamic language of communication in a vast range of contexts. Malesinska explains that apart from the wide spread of English by the British, through its colonies and geopolitical dominance, the proliferation of English in the arts, entertainment, trade, finance, science, technology, research and the snowball effect of the wide spread of English across the internet, particularly in social media platforms, has placed the English language in such an overwhelming position that it is likely to remain the dominant language for the foreseeable future. Malesinska's explanation suggests that English language cannot be presumed to be merely a means of conveying information but a mechanism that shapes thoughts, facilitates cross-cultural understanding and plays a pivotal role in global communication networks.

However, scholars such as Maduka (2016), Canagarajah (2018), Kubota (2018) and Philpson (2018) have raised some concerns and provided nuanced perspectives on the dominance and functional versatility of the English language. For instance, Maduka (2016) notes that beyond its linguistic evolution, English holds profound cultural significance as a repository of literary masterpieces, philosophical treatises and scientific breakthroughs hence, from the works of Shakespeare to contemporary literature and from the enlightenment to the digital age, English remains a dynamic force in shaping global discourse and knowledge production. On the other hand, Phillipson (2018) argues that the wide spread use of English may marginalize other languages and cultures and its dominance can perpetuate inequalities and limit linguistic diversity. While Canagarajah (2018) and Kubota (2018) are of the opinion that the English proficiency requirements in academic and professional settings can create barriers to inclusion for speakers of non-native varieties or minority languages, Jenkins (2020) points out the problems posed by the diversity of English varieties worldwide in terms of differences in pronunciation, vocabulary and grammar among English speakers from different regions can lead to misunderstandings thereby constituting communication difficulties that can undermine the idea of English as a universal communication medium. The views of the above-mentioned scholars challenge the notion of English as a seamless global communication tool.

The enduring legacy the English language reflects is not only its linguistic evolution but also its capacity to capture and convey the complexities of human experience in an ever-changing world. In the contemporary context of its global influence and as a *de facto* language of international communication, Pius (2021) states that the mastery of English language is a pathway to accessing economic and educational advantages worldwide. As a result, individuals, including students, who want to stay informed and engage in global and local issues need to have a grasp of the English language (Malesinska, 2023). It also requires a clear comprehension of the irregularities, intricacies and the evolving nature of English by students in order to develop maximum interest that could lead to enhanced achievement in English language. One of the techniques that teachers can utilize to assist students' comprehension of the English language is the feedback mechanism.

Feedback is an indispensable component of instructional delivery. Feedback, in the context of this study, refers to constructive criticism, words of encouragement, counsel, motivational words, guidance, advice or useful information given to English language learners by a teacher in relation to the learners' academic behaviour, performance and progression in order to ensure positive learning experiences and realization of learning objective(s). According to Defrazo (2022), feedback is information that language learners receive about their language production (speaking and writing) and reception (listening and reading) although it can also concern study skills, attitudes and efforts. This means that feedback is very essential in advancing English language teaching and learning. In the parlance of Bohdana (2020), providing feedback means giving students explanation(s) of what they are doing correctly and incorrectly with the focus of the feedback on what the students are doing right hence, the purpose of feedback in the assessment and learning process is to improve students' performance and not to put a damper on it. Feedback plays a crucial role in the assessment process, particularly in the context of English language learning as it provides students with information about their performance in relative to learning goals and criteria. It provides students with valuable insights into their strengths, weaknesses and areas for improvement thereby contributing to their overall language development (Hattie & Timperley, 2017).

Besides playing a crucial role in the assessment process, the timely delivery of feedback is crucial for its effectiveness. This could be what informed Nicol and Macfarlane-Dick's (2016) opinion that effective feedback has to be timely, specific, actionable, can guide students' next steps, promote self-regulated learning and can also allow students to connect directly with the learning experience thereby

reinforcing the connection between actions and consequences. Quick turnaround times in providing feedback facilitate a continuous learning cycle and enable students to apply the insights gained from assessments to subsequent English language tasks. When students receive specific and actionable feedback that aligns with their individual needs, it provides valuable insights into their performance and also helps them to understand their strengths and areas of improvement. Dweck (2016) states that effective feedback contributes to the development of a growth mindset, where students view challenges as opportunities to learn and grow. This mindset shift fosters a positive attitude toward learning English language skills. Additionally, feedback that acknowledges students' efforts and progress, rather than focusing solely on outcomes, cultivates a sense of accomplishment and intrinsic motivation (Deci & Ryan, 2015). By implication, a well-designed feedback mechanism facilitates a continuous cycle of assessment and improvement because as students receive feedback on their language proficiency, they can actively apply this information to refine their language skills and strategies. This iterative process contributes to a deeper understanding of the subject matter and encourages students to take ownership of their English language learning journey.

Feedback in English language assessment serves multiple purposes, with one of the primary goals being the enhancement of students' understanding, interest and achievement. It goes beyond the mere provision of scores and grades to offering constructive comments that guide students toward a deeper comprehension of language structures, vocabulary usage, and communicative skills (Carless, 2016). Specific, actionable feedback in English language instructional delivery empowers students to identify and address their English language-related challenges especially when framed as a tool for improvement, development of resilience and positive attitude toward learning rather than a judgment of ability (Dweck, 2016). Dweck's view of specific actionable feedback suggests tailoring English language instructions to students' needs and addressing specific preferences capable of enhancing students' understanding, interest and achievement in English language. Such personalized approach or individualized instruction fosters a sense of relevance, creates a responsive educational environment, promotes continuous engagement and facilitates a more effective feedback mechanism.

Feedback mechanism refers to the processes and strategies used to deliver feedback to students and to facilitate their engagement with it. It involves creating awareness and providing opportunities for students to reflect on and respond to feedback in order to deepen their understanding of the English language teaching and learning process. These mechanisms, as noted by Carless and Boud (2018), include written comments on assignments, oral feedback during classroom discussions, peer feedback, self-assessment activities and digital feedback tools. Sadler (2018) adds that feedback strategies are to be aligned with the formative assessment approach, emphasizing ongoing, developmental evaluation rather than a summative judgment. The reason, as explained by Hattie & Timperley (2017), is that such alignment will serve as a powerful tool for motivating and promoting students' active engagement as well as a powerful assessment tool for assessing students' progress in the language learning process.

Assessment is a fundamental component of the educational process hence, it is necessary for English language learning as it encourages iterative refinement of language skills and stimulates a sense of progress and accomplishment. Black and William (2018) note that assessment serves as a means of evaluating students' learning progress, understanding and achievement of learning objectives. It encompasses various methods and techniques aimed at gathering evidence of students' learning, which informs instructional decisions, curriculum development and overall educational effectiveness. Assessment can take many forms, including formative assessment, summative assessment and diagnostic assessment, each serving distinct purposes in the learning process.

Formative assessment is an ongoing process of gathering feedback during the learning process to inform instructional decisions and provide opportunities for students to improve their understanding and performance (Black and William, 2018). It occurs in real-time and can take the form of quizzes, classroom discussions, peer assessments or teacher observations. Formative assessment fosters a dynamic feedback loop between teachers and students and promotes active engagement and continuous improvement. Summative assessment, on the other hand, is typically conducted at the end of a learning period to evaluate students' overall achievement and mastery of learning objectives (Popham, 2018). It aims to provide a summary judgment of students' performance and is often used for grading, ranking, or certifying purposes. Examples of summative assessments include final exams, standardized tests, and end-of-term projects. Diagnostic assessment involves gathering information about students' prior knowledge, skills, and misconceptions to inform instructional planning and differentiation (William, 2021). It helps teachers identify students' strengths and weaknesses, allowing for targeted interventions and personalized support. Diagnostic assessments can take various forms, such as pre-tests, concept maps, or diagnostic interviews. Formative assessment is advocated in this study because of its ability to provide ongoing feedback and support students' learning progress in real-time. It also allows for the continuous monitoring of students' engagement, understanding, and skill development throughout the (English language) instructional process.

Regular, ongoing assessments that gauge students' understanding and progress provide valuable feedback to both educators and learners (Black & William, 2018). By leveraging feedback mechanisms within formative assessment practices, teachers can tailor their instruction to address students' individual needs, interests, and areas for improvement, thereby fostering a supportive learning environment conducive to promoting both interest and achievement in English language learning especially among secondary school students.

Interest plays a crucial role in enhancing students' achievement, particularly in the context of learning the English language. It arises from engaging and meaningful learning experiences. Hidi & Renninger (2016) explain that when students are interested in a subject matter, they are more motivated to invest time and effort, leading to improved learning outcomes. Moreover, research has shown that students' individual interests and passions can influence their academic performance. For example, Harter (2021) found that students who are intrinsically motivated by their interests tend to demonstrate higher levels of achievement and persistence in academic tasks.

In the context of English language learning, studies have explored the relationship between students' interests and achievement outcomes. For instance, Ainley and Ainley (2015) investigated the impact of interest-based learning activities on students' engagement and performance in English language classrooms. They found that incorporating students' interests into instructional practices can lead to increased motivation and improved achievement in language learning. Similarly, Deci and Ryan (2020) proposed the self-determination theory, which emphasizes the importance of intrinsic motivation in driving achievement-related behaviours. According to this theory, when students are intrinsically motivated by their interests and personal goals, they are more likely to experience a sense of autonomy, competence and relatedness, which in turn enhances their achievement outcomes.

Students' achievement in English language is a critical component of their overall academic success and proficiency in communication. It can be defined as the successful accomplishment or attainment of goals, objectives, or standards, often within a specific context. It encompasses measurable outcomes that reflect a level of competence, mastery or proficiency in a particular area of endeavour. Achievement can manifest in various forms including academic performance, skill development, personal growth, and social recognition. It is influenced by individual effort, external support systems,

and environmental factors and it serves as a marker of progress and success in both academic and non-academic domains.

According to researchers such as Sirin (2015), Hattie (2019) and Darling-Hammond (2020), students' achievement is a multifaceted construct influenced by various factors. Research by Sirin (2015) indicated that the socio-economic background of students can significantly impact their achievement levels. Sirin found that students from lower socio-economic backgrounds often face barriers to academic success, including limited access to resources and opportunities. On the other hand, students from higher socio-economic backgrounds tend to have more extensive support networks and access to enriching educational experiences, which can positively influence their achievement outcomes and interest. Hattie (2019) emphasized the importance of visible learning suggesting that the effectiveness of teaching practices can significantly impact students' academic achievement. Similarly, Darling-Hammond (2020) highlighted the role of teacher quality in promoting student success, arguing that well-trained and supported educators contribute significantly to higher levels of students' interest and achievement.

In exploring the impact of feedback mechanisms on students' interests and achievement in English language learning, studies conducted by researchers such as Chen & Wang (2019), Lee & Kim (2020), Smith & Johnson (2020) and Garcia & Rodriguez (2021) have been reviewed. For instance, while Chen & Wang's (2019) investigation on the relationship between feedback and motivation among secondary school students learning English as a second language found that constructive feedback, characterized by specificity and relevance to students' learning goals, positively influenced students' motivation and engagement in English language learning, Lee and Kim's (2020) study on the role of peer feedback in promoting interest and achievement in English language writing among middle school students revealed that peer feedback facilitated collaborative learning and peer interaction led to increased interest and achievement in writing. In another development, Smith and Johnson's (2020) focused on the effects of feedback on secondary school students' interest and achievement in English language learning. Their research intervention, which involved providing timely and specific feedback on language proficiency tasks, demonstrated that students who received feedback showed greater improvement in both interest and achievement compared to those who did not. Garcia and Rodriguez (2021), on the other hand, explored feedback strategies for enhancing students' interest and achievement in English language speaking activities. Through classroom observations and student interviews, they identified effective feedback practices that promote active participation and skill development in speaking tasks. These findings emphasized the importance of timely and specific feedback, combined with opportunities for self-assessment and reflection, in interest, achievement and support for students' language learning experiences.

Acknowledging the interconnectedness of interest, achievement and feedback, literature has revealed that many studies have been carried out on the influence of feedback mechanism on academic performance of students but less attention is paid on the enhancing interest and achievement in English language using feedback mechanism in assessment. Therefore, this study investigated how feedback mechanism in assessment can be used as a pathway to enhance students' interest and achievement in English language in Ohafia Education Zone of Abia State. To carry out the investigation, the following research questions were raised:

Research Questions

1. In what ways can feedback mechanism encourage students' active participation in learning of English language?
2. To what extent does feedback mechanism influence students' interest in English language?
3. To what extent does feedback mechanism influence students' achievement in English language?

Research Hypothesis

H₀₁: Significant difference does not exist between the mean responses of male and female English language teachers on enhancing students' interest and achievement in English language using feedback mechanism.

Methods

The study was carried out in Ohafia Education Zone of Abia State. It adopted a descriptive survey research design in which participants' opinions were determined by administering a 20-item interest inventory as well as a 30-item questionnaire developed from the three research questions that guided the study. The population of the study was all the 716 English language teachers in all the 86 public secondary schools in the zone as indicated by data from the Statistics Unit of the Secondary Education Management Board (SEMB, 2024), Ohafia zone, Abia State. The sample of the study was drawn using a multi-stage sampling procedure. First, the 86 schools were stratified into four sub-education zones as was already done by SEMB. These are Arochukwu (18), Bende (26), Isiukwuato (15) and Ohafia (27). Then, using a purposive and proportionate stratified sampling technique, 49 schools were drawn from the zone. Finally, simple random sampling technique was used to draw 10 schools and six teachers ($10 \times 6 = 60$) from Arochukwu, 12 schools and six teachers ($12 \times 6 = 72$) from Bende, 10 schools and five teachers ($10 \times 5 = 50$) from Isiukwuato and 17 schools and five teachers ($17 \times 5 = 85$) from Ohafia making a total of 267 (102 male and 165 female) participants used as sample for the study.

The uneven selection of schools was proportionally based on the number of schools located in each of the sub-zones and in some schools that have only five teachers, all the five teachers were purposively selected. Two instruments were used for data collection: English Language Interest Inventory (ELII) and English Language Achievement Test (ELAT) and were validated by experts in English Language Education Unit and Psychology Unit of the Departments of Arts Education and Education Foundations of the University of Nigeria, Nsukka. This is to determine the appropriateness of the instruments in eliciting reliable information from the participants. The research questions were structured on a 4-point rating scale of Strongly Agree/Very High Extent (VHE), Agree/High Extent (HE), Disagree/Low Extent (LE) and Strongly Disagree/Very Low Extent (VLE) with corresponding weight of 4, 3, 2 and 1 respectively. The reliability indexes of ELII and ELAT were determined using Cronbach's Alpha Method because the items of the instrument were not dichotomously scored. They yielded reliability index of 0.78 and 0.82 respectively and were, therefore, considered reliable enough for carrying out the study. Regular English language teachers in all the selected schools were used as research assistants in administering the instruments. Data collected were analyzed using mean and standard deviation to answer the research questions. The null hypothesis was tested at 0.05 alpha level using t-test.

Results

The findings were organized into tables based on the research questions that provided direction for the investigation.

Table 1: Ways in which Feedback Mechanism in Assessment can Encourage Students' Active Participation in Learning English Language

S/ N	Item Statement	SA	A	D	SD	N	X	SD	Dec
1	Helping students understand their current proficiency levels in English.	127	90	25	25	267	3.26	.90	Accept
2	Providing students with clear goals and objectives to work towards.	74	184	8	1	267	3.23	.51	Accept
3	Encouraging students to take ownership of their learning process.	120	89	28	30	267	3.22	.91	Accept
4	Enabling students to identify specific areas for improvement.	134	81	25	27	267	3.20	.98	Accept
5	Fostering a sense of accountability in students for their progress.	139	78	25	25	267	3.23	.96	Accept
6	Helping students develop self-assessment and critical thinking skills.	118	90	34	32	267	3.21	.91	Accept
7	Encouraging students to ask questions and seek clarification.	96	161	8	2	267	3.31	.56	Accept
8	Motivating students to participate more actively in class discussions.	129	88	28	22	267	3.26	.90	Accept
9	Promoting a collaborative learning environment.	12	41	104	110	267	1.81	.83	Reject
10	They enhance students' confidence to experiment with new language skills and techniques.	144	83	20	20	267	3.31	.90	Accept
Grand Mean							3.10		Accept

Data in Table 1 reveals that assessments and feedback mechanisms play a crucial role in empowering students to actively participate in the teaching and learning of English language with an overall grand mean of 3.10, indicating strong agreement among respondents. Significant agreement was observed that feedback helps students understand their current proficiency levels, provides clear goals and objectives, and encourages them to take ownership of their learning process. Feedback was also noted to enable students to identify specific areas for improvement and foster a sense of accountability for their progress. Additionally, feedback helps develop self-assessment and critical thinking skills, encourages students to seek clarification, and motivates active participation in class discussions. Feedback mechanisms were also seen to enhance students' confidence to experiment with new language skills and techniques. However, the notion that feedback promotes a collaborative learning environment was rejected (Mean = 1.81). The results however indicate a strong positive impact of feedback mechanisms on students' engagement and participation in English language learning.

Table 2: Extent to Which Feedback Mechanism Influences Students' Interest in English Language

S/N	Item Statement	VHE	HE	LE	VLE	N	X	SD	Dec
11	Feedback mechanisms help students identify their strengths and weaknesses in English language learning.	142	69	29	27	267	3.46	.77	Accept
12	They encourage students to improve their language skills and boost their confidence.	138	58	42	29	267	3.24	1.03	Accept
13	They allow students to correct mistakes promptly, reinforcing their learning.	162	67	20	18	267	3.46	.85	Accept
14	They cater for individual student needs, enhancing interest and engagement.	15	51	96	105	267	1.92	.89	Reject
15	They motivate students to continue putting effort into their English studies.	15	51	94	107	267	1.92	.90	Reject
16	They provide students with clear guidance on how to improve their language performance.	137	62	38	30	267	3.22	1.03	Accept
17	They help track student progress and keep them focused on their goals.	105	77	39	46	267	2.95	1.12	Accept
18	They foster collaborative learning and deeper understanding among students.	133	62	44	28	267	3.12	1.03	Accept
19	They make the learning process more engaging and accessible for students.	101	108	50	8	267	3.74	.50	Accept
20	They create a supportive learning environment, encouraging students to take risks and experiment with language use.	6	7	153	101	267	1.68	.62	Reject
Grand Mean							2.87		Accept

Data analysis presented in Table 2 indicates the extent to which feedback mechanism influences students' interest in English language. Findings reveal that items such as identifying strengths and weaknesses ($M = 3.46$, $SD = .77$), encouraging improvement and boosting confidence ($M = 3.24$, $SD = 1.03$) and allowing prompt correction of mistakes ($M = 3.46$, $SD = .85$) received high ratings, indicating that these feedback mechanisms positively impact students' learning experiences. However, some items like catering for individual needs ($M = 1.92$, $SD = .89$) and creating a supportive learning environment ($M = 1.68$, $SD = .62$) were rated low suggesting that these aspects were less influential. Therefore, with a grand mean of 2.87, the results indicate that feedback mechanisms are generally effective in enhancing students' interest in English language.

Table 3: Extent to which Feedback Mechanism Influences Students' Achievement in English Language

S/N	Item Statement	VHE	HE	LE	VLE	N	X	SD	Dec
21	Feedback mechanism in the assessment process helps students to understand their mistakes, leading to improved performance in future tasks.	103	125	28	11	267	3.20	.77	Accept
22	They provide clear guidance on areas needing improvement, allowing students to focus their efforts more effectively.	136	78	32	31	267	3.27	.93	Accept
23	Constructive feedback boosts student confidence, motivating them to engage more actively in learning English.	134	70	34	29	267	3.26	.95	Accept

24	Feedback helps students set realistic goals and track their progress, contributing to sustained academic improvement.	152	65	25	25	267	3.28	.97	Accept
25	It fosters a growth mindset, encouraging students to view challenges in learning English as opportunities for development.	115	90	31	34	267	3.06	1.04	Accept
26	Timely feedback ensures that students can promptly address and correct misunderstandings, leading to better retention of material.	19	21	128	99	267	1.84	.84	Reject
27	Detailed feedback clarifies learning objectives and expectations, helping students align their efforts with academic standards.	96	156	13	2	267	3.29	.59	Accept
28	Feedback mechanisms promote self-reflection, enabling students to independently identify and work on their weaknesses.	128	91	21	27	267	3.26	.90	Accept
29	They enhance student-teacher communication, ensuring that students receive the support they need to succeed.	134	82	28	24	267	3.24	.95	Accept
30	Regular feedback reinforces positive behaviours and practices, encouraging continuous improvement and higher overall performance in English language assessments.	144	83	20	20	267	3.31	.90	Accept
Grand Mean							3.10		Accept

Table 3 shows that with a grand mean of 3.10, there is a strong consensus that feedback mechanisms can, to a very high extent, enhance students' achievement in English language. Respondents agreed that feedback helps students to understand their mistakes and provides clear guidance on areas needing improvement and allowing them to focus their efforts more effectively. Constructive feedback was seen as a confidence booster, motivating students to engage more actively in learning English. It also helps students set realistic goals and track their progress, contributing to sustained academic improvement. Additionally, feedback fosters a growth mindset, encourages students to view challenges as opportunities for development, clarifies learning objectives, promotes self-reflection and enables students to independently identify and work on their weaknesses. Enhanced student-teacher communication and regular feedback were noted to reinforce positive behaviours and practices and encouraging continuous improvement that could result in higher achievement in English language. However, the aspect of timely feedback ensuring better retention of material was rejected ($M = 1.84$). Hence, feedback mechanisms are regarded as a significant factor of enhancing students' interest and achievement in English language.

Table 4: T-test Analysis of the Difference between the Mean Responses of Male and Female English Language Teachers on Enhancing Students' Interest and achievement in English language using Feedback Mechanism

Respondents	N	Mean	SD	Df	Std Error	t-cal	P-value (2tailed)	Decision
Male	102	48.76	6.17	216	.319	-3.01	0.67	NS
Female	165	67.46	4.87					
Total	267	116.22	11.04					

Results in Table 4 indicate that the t-calculated value of $t(216) = -2.01$, $P > 0.05$. This means that P-value is greater than the 0.05 set as the criterion level of significance hence, the null hypothesis is not rejected. This implies that the difference between the mean responses of male and female English language teachers on enhancing students' interest and achievement in English language using feedback mechanism is not statistically significant. Therefore, male and female teachers did not differ in their opinion about using feedback mechanism to enhance students' interest and achievement in English language.

Conclusion

Findings from the analysis highlight the significant influence of feedback mechanisms on students' interest and achievement in English language as evidenced by the high ratings for items such as identifying strengths and weaknesses and boosting confidence. However, areas for improvement, such as catering to individual needs and creating a more supportive learning environment, were identified. Nevertheless, the overall positive impact of feedback mechanisms shows their importance in enhancing learning experiences. Additionally, the findings emphasize the crucial role of feedback in improving students' performance in English language assessments and empowering them to actively participate in the teaching and learning process. The study also acknowledges the substantial contribution of multimedia resources to enhancing student engagement and performance levels, particularly in providing interactive and engaging content, catering to diverse learning styles, and facilitating self-paced learning. The conclusions drawn from the findings emphasize the substantial significance of feedback mechanisms in promoting students' interest and achievement in English language.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Teachers should implement strategies to improve feedback mechanisms in English language learning, focusing on personalized feedback tailored to individual student needs and creating a nurturing and supportive learning environment.
2. Educational boards should provide a training and professional development opportunities for educators to enhance their feedback delivery skills and utilize multimedia resources effectively in teaching English language.
3. Educators should promote collaborative learning environments that encourage active participation and peer interaction, leveraging feedback mechanisms to enhance student engagement and performance in English language learning.

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