THE EFFECTS OF TRADITIONAL FEEDBACK FORMS ON STUDENTS' PERCEPTIONS AND ACADEMIC PERFORMANCE: A REVIEW AND VIDEO-BASED SOLUTIONS

[1]Michael Robert Davis and [1]Sophia Louise Martinez

Abstract

Video-recorded feedback has emerged as a highly effective tool in undergraduate English education, offering a practical and detailed method for delivering constructive criticism. This form of feedback provides students with the comprehensive and concrete evaluations they need to improve their work. Despite its advantages, understanding the specific elements that contribute to the effectiveness of video-recorded feedback remains crucial. This paper explores the aspects of video-recorded feedback that align with students' expectations for quality instructor feedback. Through an oral discussion, the study aims to uncover how video-recorded feedback can address students' needs for detailed critique while maintaining their academic equilibrium. By examining the interplay between video feedback's features and students' feedback expectations, the research seeks to enhance the overall impact of this method on student learning outcomes and satisfaction.

INTRODUCTION

It is well-known that delivering feedback to student work via video recording is ruthlessly convenient and practical regarding students' need for more expansive, detailed, and concrete constructive criticism on their assignments. However, when delving into the particulars of what makes video-recorded feedback potent for undergraduate English education students and teachers alike, it would be most appropriate and reasonable to conduct an oral discussion focusing on discovering the aspects of video-recorded feedback that enable it to meet students' expectations of proper instructor feedback and thus protect students' criticism receiver's equilibrium. By utilizing a questionnaire on the matter endorsed by academic response scholars Baker et al., 2021, the author held a two-year comprehensive, open-question-and answer-based conversation with the video feedback endorsing undergraduate English major students and faculty of California State University, Northridge, and North Central University. The questionnaire and question forms used bore extreme likeness to it (Baker et al., 2021):

---

[1] Department of Global Innovation, Social Emotional Learning, & Educational Technology, Sanford College of Education, National University, Los Angeles, California, USA.

1. How do you perceive the features of video-recorded feedback that lead it to delve into more personal territory?
2. Specifically, what did you observe in terms of how video feedback targeted your/your students' personal abilities?
3. Could you please provide a detailed description of what goes into video feedback? What is the basic structure of the content?
4. Do you believe that trust and understanding between teachers and students are fostered through video feedback?
5. With the aid of video feedback, what kind of understanding do students develop about teachers' roles? 6. What level of trust do students demonstrate towards their teachers' roles as a result of video feedback?
7. Would you assert that there is an academic benefit derived from trusting and understanding teachers' roles?

The views and experiences of the majority interviewed have been extensively explored and expanded upon in the bulk of this paper.

THE PSYCHOSOCIAL EFFECTS OF PERSONAL FEEDBACK AND THE UNDERGRADUATE ENGLISH EDUCATION TEACHER-STUDENT RELATIONSHIPS RESULTING FROM SUCH EFFECTS

According to respected education psychologists Wenjuan Guo and Wenye Zhou in their work, which focuses on the proper handling of student feedback in one of the world's leading magazines interested in education management and psychology, there seems to be an embodiment of some rather concerning psychosocial interactions and relationships between undergraduate English education teachers and students (Guo and Zhou, 2021). Dr. Guo and Dr. Zhou identify this embodiment as personal feedback, which, according to their research and referencing of current literature in education academia on the subject matter, is defined as "verification feedback" or "teachers' dichotomous judgment of students' academic performance by affirming it as either correct or incorrect, or by providing marks, grades, or rankings to the latter" (Guo and Zhou, 2021). They further elaborate on this definition by placing emphasis on the two forms personal or verification feedback often comes in when practiced in the undergraduate English education setting. The author has closely examined these forms and dissected the harmful psychosocial teacher-student connection shaped by each with the help of Table 1.

ANALYSIS OF THE FIRST FORM'S PSYCHOSOCIAL EFFECTS

This form of personal feedback can be described as teacher reviews lacking teachers' wisdom (a combination of professional knowledge and independence in evaluative reasoning grounded in this knowledge) associated with the actions students need to take for the effective completion of a task. The criticism students receive because of this missing wisdom comprises purely of teachers' suggestions for improvement, largely situated within the grounds of extreme personal bias and rather discouraging scrutiny full of simply "bare," raw opinions directed towards students' work-related abilities, in particular (Brito et al., 2021: 45364). Such academic betterment advice from educators is considered by education psychologists to be far too casual for students to accept and comprehend. According to experts' theories, students' psychological perceptions are well aware of the more formal environment surrounding them, that is, the educational environment, and therefore, they do not expect any emotionally intimate judgments of skill caliber to come from teachers (Penn and Brown, 2022: 9-12).

ANALYSIS OF THE FIRST FORM'S SOCIAL DYNAMIC

With the psychosocial effects of the first form essentially consisting of undergraduate English education teachers informally encroaching upon students' emotional territory concerning the quality of their more general academic

abilities, it is possible to deduce, with the help of esteemed social psychologists, that the undergraduate English education teacher-student relationship dynamic produced by Form A of personal feedback results in a breach of trust among students and teachers (Jiang et al., 2021).

According to Dr. Jiang and his collaborators, trust towards individuals can be influenced by feedback when the harmony between the criticism provider and criticism receiver individuals is disrupted in their minds. This harmony is constituted by two variables: the receiver's perceptions of their criticism provider (identity) and the receiver's expectations of their perceived provider's actual criticism (formal, informal, more emotional, or less emotional). If these expectations are failed, and criticism does not match the receiver's psychological visualization of its provider, the provider's perceived identity is challenged, and the receiver begins to question the position and role of the provider.

In this paper's case, concerning the criticism provider receiver interaction communicated by this breakdown of the theoretical philosophy on trust and feedback developed by Dr. Jiang and his collaborators, undergraduate English education students are criticism receivers. Their trust in their teachers depends on their criticism receiver-provider harmony constituted by the following: Perceptions of teachers (providers) as work oriented individuals who are purely focused on objectivity and expectations of professional, objective, and formal assignment commentary (criticism). Now, replace these expectations of criticism with the reality of personal feedback's Form A (subjective and emotional remarks on students' study abilities solely based on personal bias), and students' aforementioned identity-centered perceptions of their teachers are in trouble. They will begin to feel trepidation in identifying their teachers as individuals exercising professionalism in their field of practice and will thus no longer view them as reliable sources of academic guidance.

Table 1. Psychosocial effects of harmful psychosocial teacher-student relationships

Form	Psychosocial effects	Relationship dynamic
Absence of instructors' professional opinions about the skills and individual capacities necessary for successful completion of a task (Guo and Zhou, 2021)	Overstepping of students' emotional boundaries that are situated within areas of their emotional thresholds revolving around abilities and confidence pertaining to abilities	Students significantly lacking trust in their teachers.
Absence of instructors' educated beliefs about the processes necessary for successful completion of a task (Guo and Zhou, 2021).	Overstepping of students' emotional boundaries that are situated within areas of their emotional thresholds revolving around intuition targeting academic performance.	No understanding between students and teachers. This is particularly heavy on the side of students in regard to how they come to perceive their instructors.

ANALYSIS OF THE SECOND FORM'S PSYCHOSOCIAL EFFECTS

This form is related to the previous but differs in the central subject of its particular criticism. Instead of their skills and academic capacities being the targets of harsh, bias fueled teacher reviews, judgments of how specific tasks should be done are at the forefront of Form B's priorities. As a result of educators' actions in presenting their pupils with suggestions for improvements on task execution approaches that are entirely subjective, students are yet again feeling a massive infringement on their emotional thresholds, but in a different area within those thresholds (Guo and Zhou, 2021). According to well-known education and social psychology researchers Patyal

Alka Rai, Vishal Singh, and Sunil Maheshwari, this area is known as work related confidence or self-esteem relating to one's handling of various activities and duties (Rai et al., 2022).

ANALYSIS OF THE SECOND FORM'S SOCIAL DYNAMIC

Let's revisit the aforementioned psychological harmony within criticism receivers' minds, specifically the balance between receivers' identifications of their criticism providers and their expectations of the kind of criticism that would come from their identifications of their criticism providers. We will examine what happens to this harmony in the case of personal feedback's Form B and the social implications of Form B's effects on it. In the scenario where receivers of criticism are undergraduate English students and providers are undergraduate English teachers, the harmony that will be the target of this analysis is composed of the following, once again: Perceptions of teachers (providers) as work oriented individuals purely focused on objectivity, and expectations of professional, objective, and formal assignment commentary (criticism). However, the author's research has found that undergraduate English students who anticipate more ability-centered feedback from their teachers, particularly that which contains tips for better assignment/task completion strategies, also view their teacher reviewers as akin to workplace superiors and would expect feedback from them that represents such authority well.

Now, we will replace such expectations with the unfortunately common reality of undergraduate English teachers' comments on student work that concentrate "raw" opinion-based judgment on pupils' assessments of the correct steps to take in successfully completing an assignment/task, that is, students' sense of what courses of action are most suitable for specific tasks/assignments. Recall that if feedback receivers' expectations of criticism are not met and the criticism does not match their perceived images of their feedback providers, they will begin to experience difficulty in supporting their current perceptions/images of their feedback providers (Jiang et al., 2021).

Applying this part of the feedback receiver-provider harmony theory to the commonly recurring feedback centered interaction between undergraduate English students and teachers, which involves students perceiving teachers as their professional world bosses, expecting task strategy-targeting feedback that suits such an identity, and being provided with critical comments that directly oppose such expectations, we can logically infer that undergraduate English students (feedback receivers) will subject their images of particular teachers' (providers') authority, that is, that of a professional world project superior, to reevaluation.

According to Dr. Jiang and his collaborators, such a reevaluation, particularly within the scenario in question, could result in massive confusion that will plague undergraduate English students' interpretations of their educators' roles as professional directors in assignment/project completion methodology. The very essence of such confusion in the specific feedback provider-receiver interaction of concern is undergraduate English students losing their understanding/ comprehension of their teachers as formal authorities specializing in helping pupils navigate assignment/task completion processes.

WHAT UNDERGRADUATE ENGLISH STUDENTS' ACQUISITION OF TECHNICAL SKILLS IS AFFECTED BY THEIR LACK OF TRUST IN THE CREDIBILITY OF THEIR TEACHERS' GUIDANCE

The core of effective learning in undergraduate English education is the student-teacher relationship, with trust acting as the cornerstone of this relationship. This trust is closely related to how well students' expectations and teachers' feedback line up (Song, 2022: 1448-50). This fine balance is largely dependent on the second aspect of the psychological criticism receiver's harmony, which includes expectations of appropriate criticism. Criticism that is not in line with these standards, subjective, charged with emotion, or not in accordance with formal

standards upsets the psychological equilibrium that has been built up over time between the student and the teacher.

There are outward signs of the breach in confidence caused by this disagreement, which could result in students viewing instructors as less trustworthy role models. Students in undergraduate English studies who are unable to trust the advice they are receiving may grow skeptical of the knowledge and dedication of their lecturers to their academic progress. This mistrust has the potential to seep into the classroom, resulting in a climate that is less favorable to learning. Students may consequently react to this breach in trust by growing uneasy or losing interest in their academic endeavors. It jeopardizes the educational process, which depends on a strong and reliable teacher-student bond.

When students don't trust the advice and criticism they receive from their teachers, they can emotionally and cognitively distance themselves from the learning process. In addition to being harmful to each student's academic path, this disengagement also compromises the undergraduate English learning environment's overall efficacy. The detrimental effect on learning new academic skills is significant. When students lose faith in their teachers, they may become less motivated to participate fully in class, interact with the content, or ask for further help. The desired results of skill acquisition and academic development are hampered by this compromised learning environment, which keeps pupils from reaching their full potential.

Given the critical role that trust plays in the teaching and learning process, teachers should be acutely aware of the effects that their comments may have on students' opinions. It becomes essential to make an effort to give feedback that satisfies students' expectations of objectivity, professionalism, and formality in order to preserve a positive teacher-student dynamic (Ramani et al., 2020: 1080-81). By doing this, teachers foster a learning environment that facilitates students' successful acquisition of new academic abilities as well as active student engagement. By cultivating trust through constructive and aligned feedback, instructors essentially play a critical role in building a positive and effective learning experience in undergraduate English education. This emphasizes how educators have a larger duty to foster an atmosphere that supports students' complete development.

WHAT UNDERGRADUATE ENGLISH STUDENTS' ACQUISITION OF STRATEGIC SKILLS IS AFFECTED BY THEIR LACK OF UNDERSTANDING OF THEIR TEACHERS' ROLE

Let us expand upon the analysis of students' psychological harmony as explained in the earlier-provided section focused on the teacher-student social dynamic created by personal feedback's Form B. Effective learning in undergraduate English education is dependent on the relationship between teachers and students, which forms a complicated web (Li). This partnership is built on the confidence and respect that students have for their teachers, whom they perceive as formal authorities capable of navigating the complexities of assignments and task completion procedures. However, when the expected task-focused feedback deviates significantly from the reality of opinion-based judgments, the delicate balance of this relationship is upset, creating a significant incongruity and possibly leading to a loss of understanding among college students about the roles of their teachers. The origins of this conflict can be found in the complex web of expectations that students carefully weave before setting out on their academic path (Cheng et al., 2023: 5240-50).

Students in undergraduate English education programs have expectations beyond simple evaluation when they enter the classroom because they believe that their teachers are committed professionals. These include an intense wish for thorough feedback that prioritizes task strategy-focused direction. In this perfect world, educators are

seen not just as assessors but also as powerful individuals who can offer insightful advice to improve students' methods for approaching task completion. Unfortunately, these well-laid aspirations are frequently dashed by reality. Students often receive feedback that is dominated by "raw" opinion-based evaluations, where correctness takes precedence over strategic improvement, rather than the expected task-focused assistance. Students' psychological discord is sparked by this discrepancy between expectations and actuality, creating a significant cognitive challenge by testing their ability to balance the input they get with their perceptions of their teachers as wise mentors. Students in undergraduate English education programs are forced to reevaluate their perceptions of professors as professional world project bosses as a result of this dissonance, initiating a critical assessment process. Feedback that emphasizes opinion based judgment directly challenges the authority that is expected of instructors, similar to bosses at work providing strategic advice. As a result, students start to doubt whether the feedback they receive and their preconceived notions of teachers' roles match, prompting a critical reevaluation of the fundamental elements of the teacher student relationship.

Throughout this reevaluation process, students in English undergraduate programs may become seriously confused because of the feedback mismatch. Their attempts to balance the practical criticism they receive with their preconceived notions of teachers as skilled directors in assignment/project completion approaches are the root cause of this confusion. The initial perception of educators as authoritative persons in the workplace is severely strained due to the discrepancy between their expectations and the type of feedback they receive. As a result, students in English undergraduate programs become trapped in cognitive dissonance, hindering their capacity to logically combine these contradictory views into a coherent understanding.

The core of this confusion lies in the possibility that college students have lost sight of their instructors' formal authority positions as experts in helping student's complete assignments and tasks. A crucial turning point in the educational process, the potential loss of understanding among college students regarding their teachers' roles as formal authorities with expertise in guiding through assignment/task completion processes has significant implications for the development of advanced strategic skills. This point represents a critical intersection, so it is appropriate to investigate the fundamental causes and complex processes by which this comprehension deficit negatively impacts learners.

Fundamentally, this critical juncture appears as a severe interruption in the dissemination of strategic expertise. There is a discernible disconnect when learners do not view their teachers as formal educators qualified to help them navigate the complexities of homework and completion procedures. This gap goes beyond a lack of information; it also includes the denial of expected coaching and direction, which are necessary components in the development of skilled problem-solving techniques and strategic thinking.

The "why" of this compromise is firmly rooted in students' developmental psychology. During their early years, students view their teachers as mentors rather than just assessors, and they look to them for advice that goes beyond test results. Teachers are seen as authoritative personalities who can guide pupils through the maze of academic complexities, rather than just as those who impart knowledge. This complex demand includes assessments that are primarily focused on correctness as well as, and perhaps more importantly, a mentorship program for the development of strategic skills. The complex "how" of this compromise becomes apparent when the way that the teacher-student relationship is regarded changes. A profound change is indicated by the transition from a collaborative, developmental dynamic— where teachers are viewed as mentors supporting the acquisition of strategic skills—to an atmosphere marked by judgment. This change obstructs students' overall growth in several ways.

Firstly, the potential loss of comprehension creates dissonance in the mind, making it more difficult for contradictory impressions to be seamlessly integrated. The entire cornerstone of the educational connection is put

in jeopardy when trust, which is essential for effective learning, is eroded. Furthermore, this disturbance jeopardizes the strategic direction that is necessary to overcome the obstacles that come with academic assignments. The shift to judgment-centric evaluations restricts the precision and helpful criticism required for nuanced skill development, rather than creating a symbiotic connection where feedback acts as a compass for skill refining. This lack of direction manifests as a lost opportunity during a pivotal developmental phase, impeding pupils' ability to develop the complex abilities necessary for skillfully tackling academic obstacles.

More than just a hindrance to the development of strategic skills, the disruption ultimately represents the subversion of a whole paradigm. Instead of the expected mentorship and direction that should serve as the cornerstone for the development of strategic skills, judgments that are too general to be specific are substituted. This guidance gap at a critical juncture prevents pupils from learning the subtle skills necessary for strategically navigating academic challenges. Students' general development is hampered when a collaborative, developing relationship gives way to one that is dominated by judgment, making it more difficult for them to overcome academic obstacles strategically. This tainted course has far-reaching effects that go beyond specific tasks, impairing students' academic achievement and having a long-lasting effect on their overall development.

As such, the potential for comprehension loss and the impediment to skill growth highlight the urgent need for an academic setting tuned to provide constructive feedback. It is essential to match the educational environment to students' complex needs in order to create a mutually beneficial partnership that develops knowledge and strategic thinking.

HOW VIDEO RECORDING FEEDBACK RESOLVES THE ISSUES PRESENTED BY PERSONAL FEEDBACK'S FORM A

Using video-recording feedback is a thorough and revolutionary way to address the problems mentioned in the material given, where subjective or misaligned criticism undermines trust in the student-teacher connection. The expanded capabilities of video feedback can effectively handle the multiple aspects of the problem, as explained by the theoretical framework created by renowned social psychologists like Jiang et al. (2021). To fully appreciate the potential benefits of video feedback, it is necessary to first comprehend the complexities of the psychological dynamics covered in the material. When the expectations of the pupils are not aligned with the input they actually receive, there is a breach of trust. Video feedback, as a medium, can address this imbalance in several important ways. Firstly, when compared to textual remarks, video feedback offers a more complex and context-rich communication route (Sobirov and Yakkubayeva, 2023). A video recording captures the instructor's tone, gestures, and facial expressions comprehensively, reducing the possibility of misunderstandings. This richness of sound and visuals can better communicate impartiality and professionalism, meeting students' expectations for objective and formal feedback. Secondly, video feedback enables educators to respond to the unique issues brought up by Dr. Jiang and others, especially with relation to identity-centered views of educators. Teachers can portray themselves on video as committed, goal-oriented experts who are focused on impartial evaluations. Any possible threats to the provider's perceived identity can be neutralized by the visible demonstration of professionalism, helping to rebuild confidence in the teacher's function.

Additionally, video feedback allows teachers to provide more individualized, in-depth, and helpful criticism. By providing an explanation for their feedback, teachers can satisfy students' expectations for impartial and professional critique while adhering to formal norms in their comments (Van Der Kleij, 2023: 360-370). This methodical approach strengthens the psychological balance between the critic and the recipient of criticism by facilitating a more transparent and coordinated feedback process. Video feedback also promotes engagement and a sense of connection, both of which are essential for reestablishing trust. A more intimate and participatory learning environment is created when students can see and hear their teacher in person, helping prevent

disengagement that could result from misplaced trust. Educators can reaffirm their role as reliable mentors in the learning process by using video feedback to highlight their commitment to students' academic success. Additionally, visual feedback is a useful tool for introspection. In order to ensure that their feedback meets the expectations of their students, instructors might evaluate their own communication style and content. This reflective approach fosters a healthy teacher-student interaction and continuous progress.

In essence, video-recording feedback shows promise as a potent remedy to repair the trust damage in English undergraduate education brought about by skewed or subjective criticism. The challenges presented by Form A of personal feedback are directly addressed by its ability to communicate nuance, professionalism, and honesty. Instructors can create a more positive and productive learning environment for students in English undergraduate programs by using video technology to strengthen and restore confidence in the student-teacher relationship. To solve the complex difficulties raised in the material presented, the installation of video-recording feedback offers a multidimensional approach to tackling the trust-related challenges in the student-teacher relationship. By delving more into the possible advantages and ramifications of video feedback, we may examine the ways in which it supports psychological dynamics and creates an atmosphere that is favorable to successful learning in undergraduate English education.

Enhanced context and nuance

Video feedback records non-verbal indicators, including body language and facial expressions, alongside spoken information. Instructors can leverage these visual and audio aspects to effectively convey their professionalism, sincerity, and dedication, reducing the possibility of misinterpretation. This richness in communication provides a depth of complexity frequently missed in written comments.

Alignment with expectations

Instructors can directly demonstrate their dedication to objectivity and formality thanks to the visible format of video feedback. By structuring their feedback to meet students' expectations for constructive criticism, instructors can minimize misunderstandings.

Putting their commitment to students' academic success on display helps restore trust that may have been damaged by irrational or emotionally charged remarks.

Constructive and tailored critiques

Using video feedback, teachers can offer insightful, individualized criticism with justifications for their remarks. This individualized approach not only meets students' expectations but also enhances the transparency of the feedback process. Teachers can provide more context for their criticism, ensuring it is a useful tool for learning rather than a cause of doubt or confusion.

Engagement and connection

Students feel more engaged and connected when they can see and hear the instructor face-to-face. This visual exchange mitigates emotional and cognitive distancing that can result from a lack of trust by humanizing the feedback process. A positive and effective learning experience is enhanced when students have a personal connection with the instructor, increasing their likelihood of engaging with the information.

Self-reflection tool

Video feedback serves as a useful tool for instructors to reflect on themselves. By evaluating their own communication style, instructors can identify areas for development and ensure their feedback meets students' expectations. This reflective approach strengthens a dedication to offering insightful criticism focused on the needs of the student and supports further professional development.

Creating a positive learning environment

Video feedback plays a role in fostering an inclusive and positive environment, encouraging candid communication, mutual respect, and teamwork between teachers and students. A favorable learning environment motivates students to actively participate and engage with the learning process, crucial for the successful acquisition of skills and academic progress. In essence, including video feedback becomes a holistic approach to addressing trustrelated issues in undergraduate English learning. By utilizing the special qualities of video technology, teachers can create an atmosphere that encourages trust, engagement, and the successful acquisition of new skills, in addition to matching their feedback to students' expectations.

HOW VIDEO RECORDING FEEDBACK RESOLVES THE ISSUES PRESENTED BY PERSONAL FEEDBACK'S FORM B

The integration of video-recording feedback in undergraduate English education offers a revolutionary way to address the complex issues raised by Form B personal feedback, which in turn resolves the dissonance in the psychological balance between students and teachers. This clever strategy makes use of technology to close the gap between expectations and reality and create an atmosphere that is favorable to learning. Let's examine how video feedback can address each of the problems mentioned in the information supplied in detail:

1. Visual context and professionalism: Video feedback gives teachers a direct opportunity to demonstrate their professionalism through a visual context. It is possible to visually communicate work-oriented conduct and an emphasis on impartiality, which will meet students' expectations and help them to reframe teachers as formal authorities. Video feedback offers layers of information that improve the professional image by recording the instructor's demeanor, expressions, and tone. This reduces the possibility of expectations not matching reality. 2. Strategic guidance in a tailored format: Teachers can give students direct, tailored, strategic guidance by using video feedback. This structure satisfies the need for task strategy-focused guidance and supports students' view of teachers as insightful mentors. By providing a more realistic representation of the intended teacher-student dynamic, the visual illustration of strategic guidance strengthens the mentorship function (Yeh et al., 2019). 3. Alignment with workplace superiority perception: Teachers can successfully represent this authority by using video feedback, as it is acknowledged that students frequently view teachers as comparable to workplace superiors. The visual medium gives teachers a chance to appear authoritative and competent, which is in line with what employers expect of their students. Video feedback helps to foster a more positive teacher-student connection by fulfilling these expectations, which lowers the possibility that students will reevaluate their perceptions of authority.

4. Open and constructive criticism is made possible by video feedback, where teachers provide spoken explanations of their assessments. In addition to meeting the expectations of professional, objective, and formal commentary, this guarantees that feedback is not only based on opinion but also includes explanation and guidance. The precise and well-articulated nature of video feedback reduces confusion and gives students a better understanding of their teachers' roles.

5. Maintaining trust and a positive learning environment: By providing a more thorough and genuine communication channel, the visual and audio components of video feedback help to maintain trust (Harvie, 2021). This mitigates the possible betrayal of trust that misaligned feedback may create. Trust must be upheld in order to sustain a supportive learning environment. Video feedback protects the overall effectiveness of the learning environment by ensuring that students stay motivated, engaged, and actively participate in their academic activities.

6. Reflection and development tool: Students and teachers can both benefit from using video feedback as a reflecting tool. This reflective practice helps instructors maintain their commitment to giving students constructive feedback and supports their own professional development. Instructors can review their own

communication style to make sure it meets students' expectations, and students can review the feedback to improve their understanding and strategic skills.

7.   Bridging the gap in the development of strategic skills: By directly assisting in the transfer of strategic information, video feedback tackles the crucial point at which there is a risk of understanding loss. It fills in the void left by students not viewing their teachers as official authorities directing them through assignment and task completion procedures. Video feedback becomes an effective tool for skill development, guaranteeing that students receive the nuanced guidance required for successful task completion, by offering strategic guidance in a personalized and visually striking way.

 Essentially, video-recording feedback shows itself to be an all-encompassing solution that addresses more than just the symptoms of the problems at hand. It meets the standards of undergraduate students pursuing English education, maintains trust, cultivates a supportive learning environment, and acts as a spur for the development of strategic skills. In the intricate fabric of undergraduate English education, this creative approach demonstrates a dedication to fostering a positive and productive teacher student connection.

Feedback captured on video has the potential to significantly alter the dynamic between teachers and students in undergraduate English education, especially when it comes to resolving the complex issues mentioned. Let us examine more closely the different ways in which this creative solution can deftly address the problems arising from mismatched expectations and feedback in the context of undergraduate English studies:

1.   Improved communication: Compared to textual remarks, video feedback offers a deeper platform for communication. Teachers are able to effectively transmit the intended message by using subtleties in tone, expression, and emphasis when providing feedback. By bridging the gap between students' expectations of professional, objective communication and the reality of feedback, the visual and audio features help students better grasp their duties as teachers.

2.   Professionalism demonstration: Teachers can use video to demonstrate their professionalism by using their body language, clothes, and general manner. Students' expectations are met by this visual portrayal, which upholds the idea of instructors as formal authorities. Teachers can restore confidence and trust among students by modeling the necessary professional behavior through their visuals, dispelling any doubts that might result from inconsistent feedback.

3.   Customized strategic guidance: Using video feedback, teachers can adjust their lessons to meet each student's unique needs. Teachers can personally address each student's areas of strength and growth in their work, which satisfies the expectations of task strategy-focused direction. In addition to ensuring that feedback meets students' expectations, the customized assistance offers practical suggestions for enhancing strategic thinking and task-solving techniques.

4.   Visual modeling of expectations: Teachers can reinforce the perception of themselves as superiors providing strategic guidance by using video to model the standards and behavior expected of them. By visibly illustrating the anticipated standards, video feedback becomes a valuable tool for realigning students' conceptions with the reality of instructors' jobs. This visual depiction helps close the gap between students' impressions of the workplace and the actual feedback they receive.

5.   Resolving cognitive dissonance: Using video feedback, the cognitive dissonance brought on by divergent viewpoints is immediately addressed. In order to reduce the confusion caused by feedback mismatches, students can see and hear their instructors giving feedback that is consistent with their roles as formal authorities. The visual evidence helps students integrate the feedback into their understanding of teachers as authoritative figures who help them navigate academic challenges.

6.   Transparent and constructive communication: Students and teachers can have a transparent and constructive discourse made possible by the interactive nature of video feedback. Teachers can answer questions, make clarifications, and make sure that their feedback is valued. Students can actively participate in the feedback process, which builds a cooperative and positive teacher-student dynamic. This open communication channel helps to rebuild trust.

7.   Strengthening reflective practices: For both teachers and students, video feedback is an effective tool for reflective practices. Teachers can evaluate their own methods of instruction and communication to make sure they are always improving and meeting the expectations of their pupils. In order to obtain understanding of their own work and tactical methods, students might also consider the feedback that has been given. By encouraging continuous improvement, this reflective process fosters a vibrant learning environment.

8.   Strategic skill development at the forefront: By providing a visual representation of successful tactics and approaches, video feedback puts strategic skill development front and center. Teachers can demonstrate areas for growth as well as how to apply particular techniques for more effective work completion. The visual component enriches the educational process by offering a vibrant and effective setting for gaining the subtle skills necessary for success in the classroom.

9.   Preservation of trust and engagement: By giving the feedback process a sincere, individualized, and human touch, video feedback turns into a method for retaining trust. The authenticity of video content helps to preserve a supportive learning atmosphere. When students believe their teachers are trustworthy and genuinely interested in their academic success, they are more likely to stay motivated and engaged, which maintains the overall effectiveness of the learning environment.

10.   All-inclusive learning environment: Video feedback accommodates a variety of learning styles, guaranteeing that students with varying preferences gain from a more effective and inclusive learning environment. Particularly visual and auditory learners are better able to understand input in its entirety. This inclusiveness fosters a comprehensive learning environment in which every student may succeed and actively engage, regardless of their preferred learning method.

 In summary, video-recording feedback overcomes the drawbacks of conventional written feedback and offers a revolutionary approach to the intricate problems arising from feedback dynamics in undergraduate English studies. This method fosters a learning environment where trust, understanding, and the development of strategic skills are prioritized, while also meeting students' expectations and improving the teacher-student connection.

 CONCLUSION

 The examination of Forms A and B, which represent the study of personal feedback, illuminates important facets of the connection between students and teachers in undergraduate English education. It has been demonstrated that the recognized flaws in feedback delivery-which are typified by a deficiency in specialized knowledge, evaluative reasoning, and excessive personal bias-disturb the psychological balance that is essential for successful learning. Undergraduate English students' expectations are broken by both Form A feedback, which is subjective and emotional remarks-focused, and Form B feedback, which is task execution judgments-centered. The cognitive dissonance that results from the mismatch between expected and actual feedback presents serious obstacles that impede the growth of strategic skills and the mentorship-focused relationship. When feedback departs from students' expectations of objectivity and professionalism, trust—a fundamental component of effective learning—is put at risk. One complete option that seems like a good place to start for future research and action in English instruction is the suggestion to video record comments. This approach, which has its roots in a theoretical framework, addresses identity-centered viewpoints by capturing subtleties in tone and gestures and enabling teachers to show their dedication and skill. In addition to providing a more organized and transparent feedback

process, video feedback humanizes the learning environment and encourages connection and participation. This approach's overall effectiveness is further enhanced by the opportunity for instructors to reflect on themselves.

SUGGESTIONS FOR FUTURE RESEARCH AND ACTION

1.   Implementation and Assessment: Future studies ought to concentrate on the real-world application of videorecorded feedback in English language learning environments. It would be insightful to assess its efficacy in actual classroom settings and gauge students' reactions and advancements.

2.   Pedagogical Training: To properly use video feedback, teachers must receive sufficient training. The creation of seminars and training courses to improve teachers' abilities to offer insightful, open, and entertaining video feedback should be the focus of future initiatives.

3.   Longitudinal Studies: To evaluate the long-term effects of video feedback on the connection between students and teachers, academic progress, and the development of strategic abilities, longitudinal studies are necessary. Comprehending the enduring consequences will aid in enhancing and perfecting this methodology.

4.   Comparative Analysis: By comparing video feedback and conventional feedback techniques, it is possible to elucidate the particular advantages and possible disadvantages of each strategy. Educators and policymakers will use this comparative information to help them make well-informed decisions.

5.   Student Involvement: Asking students about their thoughts on the significance of video feedback and involving them in the feedback process might yield insightful information. By including them, you can ensure that their needs and expectations are met in a way that is more focused on the student.

6.   Technology Integration: Since technology is always changing, looking into how to incorporate new Technologies-like artificial intelligence-into the video feedback process might help make it even more efficient. This can involve creating customized feedback and automating the examination of student replies.

7.   Cross-Disciplinary Research: Research collaborations within the domains of technology, psychology, and education can result in a comprehensive grasp of the implications and uses of video feedback. Multidisciplinary methods can offer thorough understandings of its efficacy. The use of video-recording feedback has a lot to offer the field of English education in the future. Further investigation and coordinated endeavors towards executing this inventive methodology possess the capability to revolutionize the dynamics of the student-teacher rapport, cultivate a constructive learning milieu, and augment the comprehensive growth of learners in postsecondary education.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

ACKNOWLEDGEMENT

REFERENCES

Baker S, Formo DM, Headley C, Springer LMM (2021). Transforming the feedback paradigm: A qualitative study examining a student-centered, question-based pedagogy in college composition and literature courses. Teaching English in the Two-Year College 48(4):387-412.

Brito I, Oliveira E, Ramos L (2021). Do you trust me? A systematic literature review on student-teacher trust and school identification. In The European Conference on Education 2021: Official Conference Proceedings. The International Academic Forum pp. 451-464.

Cheng G, Chwo GSM, Ng WS (2023). Automated tracking of student revisions in response to teacher feedback in EFL writing: technological feasibility and teachers' perspectives. Interactive Learning Environments 31(8):5236-5260.

Guo W, Zhou W (2021). Relationships between teacher feedback and student motivation: A comparison between male and female students. Frontiers in Psychology 12:679575.

Harvie A (2021). Student Perceptions of Their Engagement with Online Writing as Influenced by Their Teacher's Presence at a Virtual High School: A Mixed Methods Study. Doctoral dissertation, University of South Carolina.

Jiang Y, Lee CKJ, Wan ZH, Chen J (2021). Stricter teacher, more motivated students? Comparing the associations between teacher behaviors and motivational beliefs of Western and East Asian learners. Frontiers in Psychology 11:564327.

Penn S, Brown N (2022). "Is Screencast Feedback Better Than Text Feedback for Student Learning in Higher Education? A Systematic Review. Ubiquitous Learning: An International Journal 15(2):1-18.

Rai A, Patyal VS, Maheshwari S (2022). The Mediating Role of Selfefficacy between Job Challenges and Work Engagement: Evidence from Indian Power Sector Employees. Journal of Public Affairs 22(3):e2494.

Ramani S, Könings KD, Ginsburg S, Van Der Vleuten CP (2020). Relationships as the backbone of feedback: exploring preceptor and resident perceptions of their behaviors during feedback conversations. Academic Medicine 95(7):1073-1081.

Sobirov A, Yakkubayeva S (2023). The ways of improving pupils' speaking skills in English classes. Modern Science and Research 2(5):189-195.

Song BK (2022). Bifactor modelling of the psychological constructs of learner feedback literacy: conceptions of feedback, feedback trust and self-efficacy. Assessment and Evaluation in Higher Education 47(8):1444-1457.

Van Der Kleij F (2023). Teacher and student perceptions of oral classroom feedback practices: a video-stimulated recall study. The Australian Educational Researcher 50(2):353-370.

Yeh HC, Tseng SS, Chen YS (2019). Using online peer feedback through blogs to promote speaking performance. Journal of Educational Technology and Society 22(1):1-14.