

## Research Article

### The Impact of Teacher Feedback on Student Engagement in the College English Classroom

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**Abstract:** This study provides an in-depth exploration of the impact of teacher feedback on student engagement, conducting a detailed analysis from three dimensions: emotional engagement, cognitive engagement, and behavioral engagement. The study indicates that teachers' positive and encouraging feedback can effectively enhance students' emotional engagement by boosting their self-confidence, fostering a sense of belonging, and increasing their interest in the classroom. Furthermore, teachers' instructional feedback plays a crucial role in students' cognitive engagement, promoting their concentration, deep thinking, and comprehension of knowledge. Meanwhile, the timeliness of teacher feedback is identified as a key factor in facilitating students' behavioral engagement, which helps increase the frequency of classroom engagement (such as speaking and group discussions) and promotes task completion. By comprehensively examining these aspects, the paper concludes that the quality of teachers' classroom feedback exerts a vital influence on students' overall engagement. Therefore, improving the quality of teacher feedback should be regarded as one of the important strategies to enhance teaching effectiveness and promote the comprehensive development of students.

**Keywords:** Teacher Feedback; Student Engagement; Emotional Engagement; Cognitive Engagement; Behavioral Engagement

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#### 1. Introduction

With the acceleration of globalization, the importance of English as an international language has become increasingly prominent. What we commonly refer to as College English in China mainly denotes a foundational course designed for non-English majors during their basic learning stage, aiming to provide comprehensive training in fundamental English skills. Its primary target audience consists of non-English major students (Fan & Zhang, 2024). The main objectives of College English education are to cultivate students' integrated abilities, including linguistic competence, vocabulary mastery, reading proficiency, and overall literacy, as well as to foster their autonomous learning capacity—meaning the ability to study independently under the guidance of teachers. It also aims to develop students' good learning habits and interest in learning. As a relatively basic language course, College English focuses on both knowledge output and language input. It seeks to enhance students' language expression abilities through English learning, enabling them to communicate effectively and achieve the

transformation of knowledge (Liang & Yang, 2020).

College English is a compulsory course for nearly all non-English majors in China, involving a large number of students and exerting a widespread influence (Dong & Yu, 2023). As an important basic course in higher education, College English possesses unique characteristics. These characteristics not only influence the selection of teaching processes and methods but are also closely related to students' learning outcomes and the improvement of their language proficiency. The discipline of English not only undertakes the task of imparting linguistic knowledge but also serves as a key component in cultivating students' intercultural communicative competence and overall literacy.

However, in the actual teaching process, student engagement often directly affects teaching effectiveness and learning achievements. Especially in the College English classroom, teacher feedback, as an important component of instructional interaction, exerts an influence on student engagement that cannot be ignored. Teacher feedback is not merely a tool for transmitting knowledge and organizing teaching, but also a vital means to stimulate student interest, guide student thinking, and encourage student participation. High-quality teacher feedback can create a positive learning atmosphere, stimulate students' interest and motivation, and thereby enhance their classroom engagement. Conversely, low-quality teacher feedback may lead students to feel bored, thus reducing their engagement and even generating weariness toward learning.

Therefore, this study aims to deeply explore the relationship between the quality of teacher feedback and student engagement in the College English classroom. It is hoped that through theoretical analysis and logical reasoning, this paper will reveal the intrinsic connection between the two and provide some beneficial references and suggestions for College English teachers. This will assist them in better optimizing their teaching feedback, improving students' classroom engagement, and ultimately achieving the enhancement of teaching effectiveness.

## 2 Literature Review

### 2.1 Teacher feedback serves as a bridge for teacher

Teacher feedback serves as a bridge for teacher-Student communication and constitutes the primary medium for the interaction of information, knowledge, and ideas between them, exerting a definite influence on students' classroom participation (Chen, 2022). Teachers can utilize diverse questioning methods and indirect language to mobilize student initiative, thereby encouraging active participation in classroom activities and fostering positive emotional attitudes and values (Zhao, 2020). Liu (2024) explores the intrinsic connection between the quality of teacher discourse and student engagement in depth, conducting a detailed analysis from three dimensions: emotional, cognitive, and behavioral engagement. The study indicates that teachers' positive and encouraging discourse can effectively enhance students' emotional engagement. Furthermore, the accuracy of discourse significantly influences the depth and breadth of students' cognitive engagement, while the interactivity of discourse is identified as a key factor in promoting behavioral engagement. By comprehensively examining these aspects, the article concludes that the quality of teachers' classroom discourse plays a vital role in students' overall engagement. Therefore, improving the quality of teacher discourse should be regarded as one of the important strategies to enhance teaching effectiveness and promote the comprehensive development of students (Liu, 2024).

Another empirical study, based on Speech Act Theory, investigates the impact of English teachers' classroom feedback behaviors on student engagement. It examines the

characteristics of teachers' classroom speech acts, the state of student participation, and the correlation between the two, aiming to identify specific issues in teachers' verbal behaviors and provide suggestions for improving classroom quality from a speech act perspective. The results reveal the specific positive and negative correlations between the characteristics of teachers' classroom speech acts and student engagement. The study suggests that teachers can pre-design question types and enrich their questioning strategies to facilitate better language acquisition among students (Li, 2023).

Additionally, other research has comprehensively grasped the overall classroom situation through dynamic curve graphs and conducted micro-analyses of classroom speech structure, teachers' speech styles, types of speech reinforcement, classroom question-and-answer patterns, and the emotional atmosphere between teachers and students. The findings indicate that verbal interaction in teachers' oral English classes helps harmonize the emotional atmosphere and can improve student engagement (Chen, 2022). The classroom is the primary arena where teachers impart knowledge and students learn. The construction of teachers' classroom feedback directly affects the degree to which students master knowledge.

## 2.2 The Impact of Different Types of Feedback on Student Engagement

Various types of teacher feedback, as well as the distinct characteristics inherent in each type, exert a certain influence on student engagement. Huang (2021) conducted a study on teacher language in classroom activities and found that such language significantly impacts activity outcomes. Specifically, teachers' introductory remarks, explanatory language, instructional language, questioning language, and encouraging feedback all have a profound influence on student participation. Huang suggested adopting vivid and engaging expressions that students enjoy for introductions, supplemented by amiable body language and facial expressions; using vocabulary and sentences that students can easily understand for explanations; keeping instructions simple and clear; and posing questions using sentences students have learned, followed by appropriate and simple follow-up questions (Huang, 2021).

Wang (2020) investigated the impact of classroom teacher language on student engagement. The results indicated that when teachers utilize imperative and interrogative language, they often break down tasks into smaller subtasks, helping students clarify what they need to do next and how to achieve their goals. The findings revealed that students are highly motivated to participate when tasks are easily attainable yet slightly challenging. Driven by these small, achievable goals, students tend to experience a sense of accomplishment and maintain continuous engagement throughout a segment of the class. Interrogative language triggers student responses; however, it was noted that these responses are sometimes merely reflexive and lack deep thinking. Therefore, teachers should intersperse other types of language when using questions, avoiding both superficial queries and questions that lack guidance (Wang, Li, & Liu, 2020).

In conclusion, university English teachers can enhance student engagement by designing classroom discourse and student conversations to increase students' "voice" in the classroom. This ultimately leads to mutual understanding between teachers and students and the achievement of teaching objectives. Thus, it is evident that different types of teacher feedback exert varying degrees of influence on students' emotional, behavioral, and cognitive engagement in the classroom.

## 3 Student Engagement: A Theoretical Analysis

### 3.1 The Meaning of Student Engagement

Student engagement reflects not only students' surface-level behaviors but also their inner psychological states. At the behavioral level, it is manifested in students' activity in the classroom, such as asking questions actively, participating in discussions enthusiastically, and completing assignments earnestly. However, what is more crucial is students' internal investment of thinking and emotion, which includes their cognitive effort, emotional experience, and deep understanding of the learning content during the learning process. A highly engaged student possesses an active mind and emotional commitment; they are able to organically integrate new knowledge with existing experiences to construct a unique knowledge system (Liu, 2024). This state of deep learning not only facilitates students' mastery of current learning content but also cultivates their ability to transfer knowledge and develop lifelong learning habits.

### 3.2 The Relationship between Student Engagement and English Learning Outcomes

Student engagement is a key determinant of college English learning outcomes, directly influencing the efficiency and quality of language acquisition. Highly engaged students tend to participate more actively in classroom interactions, willingly joining oral dialogues, group discussions, situational simulations, and other activities. This not only strengthens the coherence of language input and output but also rapidly improves basic skills such as listening, speaking, reading, and writing. In particular, in terms of oral expression and communicative competence, highly engaged students hold distinct advantages over those who passively receive knowledge. At the same time, active participation stimulates intrinsic motivation, prompting students to independently search for supplementary materials, develop personalized study plans, and take initiative in solving learning problems. This fosters autonomous learning ability and establishes a solid foundation for long-term improvement in English proficiency. Such an active learning attitude also positively enhances classroom atmosphere, enabling teachers to implement more effective instructional approaches such as task-based learning and cooperative learning, thereby creating a virtuous cycle of teaching and learning.

In contrast, low engagement can trap students in a cycle of “passive reception—rote memorization—weak application,” making it difficult to achieve comprehensive language competence and potentially leading to a gradual loss of interest in learning. On the other hand, high engagement encourages students to move beyond superficial memorization, analyze textual meaning in depth, engage in critical discussions, and complete complex language tasks. In this process, they not only improve their overall English proficiency but also develop logical thinking and cross-cultural communication skills, which align with the core objectives of college English teaching. Furthermore, student engagement shows a significant positive correlation with academic performance and ability assessment results. Students who actively participate in classroom activities and after-class extension activities tend to master language knowledge and practical skills more comprehensively, perform better in various assessments, and apply what they have learned flexibly in real-life scenarios such as academic communication and daily conversation, thereby realizing the practical value of English learning.

The decisive role of student engagement in English learning outcomes needs to be realized through effective teaching interventions, and teacher feedback is the core intermediary connecting teaching and student engagement. Under the background of college English teaching reform, traditional “one-way indoctrinative” feedback can no longer meet students' diversified participation needs. Clarifying the internal connection between feedback and engagement can provide specific guidance for teaching practice. This also lays a foundation for the subsequent in-depth discussion on the relationship

between different types of teacher feedback and engagement, highlighting the practical value and pertinence of the research.

### 3.3 Multivariate Factors Influencing Student Engagement and the Role of Teacher Feedback

Student engagement is a complex process shaped by the combined influence of multiple factors. In terms of instructional design, diverse and experiential teaching activities—such as group debates, role-plays, and situational simulations—can effectively motivate students and encourage them to participate actively in learning through practice. In contrast, a single, lecture-based teaching style tends to keep students in a passive, receptive state, making it difficult to sustain their enthusiasm for participation (Zhang & Chen Luoyun, 2020). Furthermore, the difficulty level of learning tasks should align with students' current abilities. Tasks that are too challenging may lead students to give up, while tasks that are too simple fail to stimulate their cognitive potential. Only tasks of moderate difficulty with a certain degree of challenge can effectively engage students and maintain their interest (Lu Yao, 2020).

From the students' perspective, learning motivation and attitudes are equally crucial. Students with strong intrinsic motivation and genuine interest in English are more likely to participate actively in class discussions and complete tasks with enthusiasm. In contrast, students who adopt a passive learning approach and focus solely on passing exams tend to limit their participation to the minimum required, and may even exhibit inattentive or off-task behaviors (Yang Mingxu, 2023). In addition, students' personality traits and psychological states also play a role. Outgoing and adventurous students tend to participate more frequently, whereas introverted, shy, or highly anxious students require greater encouragement and guidance to gradually engage in classroom interaction.

In addition to instructional design and personal factors, the teaching environment and peer interaction are also key influences on student engagement. Among these, teacher feedback—often overlooked as a variable—actually exerts a profound impact on student engagement. Teacher feedback directly shapes the tone and quality of classroom interaction. Teachers' linguistic style and feedback methods significantly affect students' willingness to engage: encouraging and inclusive language can reduce foreign language anxiety and empower students to speak up, whereas critical or negative feedback may lead to emotional withdrawal and avoidance of participation. Furthermore, teacher feedback contributes to the construction of positive teacher-student relationships. Teachers who respect students' perspectives and foster an atmosphere of equal dialogue can help students develop a sense of belonging, which in turn motivates them to engage more actively in classroom interaction.

In addition, the accuracy and individualization of teacher feedback are also implicit key factors affecting engagement. Vague and general feedback makes it difficult for students to identify the core of problems, while personalized feedback tailored to students' actual situations can accurately match the needs of students at different levels—focusing on encouraging correction for underachieving students and guiding expansion for high-achieving students, making feedback more targeted. Meanwhile, accurate feedback should align with students' learning styles: for visual learners, combine written annotated feedback; for auditory learners, supplement with oral explanation, matching feedback forms with acceptance habits to further reduce participation barriers and strengthen the promotion of feedback on engagement. This factor echoes the role of feedback mentioned earlier, improving the multi-factor influence system.

## **4 The Relationship between Teacher Feedback and Student Engagement**

### **4.1 The Relationship between Encouraging Feedback and Student Emotional Engagement**

Teacher encouraging feedback is widely recognized as an important factor that promotes students' emotional engagement in the classroom. Encouraging feedback is usually presented in a positive, supportive, and developmental manner, such as affirming students' efforts and emphasizing progress rather than outcomes.

First, teacher encouraging feedback can enhance students' learning confidence, thereby promoting positive emotional engagement. Encouraging feedback emphasizes recognizing students' efforts, strategies, and progress, rather than focusing solely on results. Such positive evaluation helps students form a "belief in the malleability of ability" and strengthens their self-efficacy. When students feel more confident in their learning abilities, they are more willing to participate in classroom activities and experience more positive emotions.

Second, encouraging feedback helps reduce students' classroom anxiety and creates a safe emotional atmosphere. Negative evaluation or excessive criticism in class can easily trigger feelings of tension and fear of making mistakes, thereby inhibiting participation. In contrast, teachers' encouraging feedback can reduce students' defensiveness and make them feel accepted and supported in the classroom. In such a safe emotional environment, students are more willing to express their views and engage in interaction.

In addition, encouraging feedback promotes emotional interaction between teachers and students and enhances students' sense of belonging. Encouraging feedback is not merely the transmission of information, but also a form of emotional communication. Teachers' supportive attitudes can improve teacher-student relationships and make students feel that they are important members of the classroom community. This sense of belonging encourages students to invest in the class with more positive emotions, forming a virtuous cycle of interaction.

### **4.2 The Relationship between Guiding Feedback and Students' Cognitive Engagement**

Guiding feedback usually includes prompts, follow-up questions, examples, and heuristic questions, which encourage students to move beyond simple memorization and engage in analysis, comparison, induction, and reasoning. This type of feedback pushes students to process information at higher cognitive levels, thereby increasing their cognitive engagement in learning tasks.

First, guiding feedback helps students clarify learning goals and adjust their cognitive strategies. Through guiding feedback, teachers can help students identify misunderstandings or inappropriate methods and provide clear suggestions for improvement. When students understand task requirements and master effective strategies, they are better able to actively monitor and regulate their own learning processes, thus enhancing the quality of their cognitive engagement.

Second, guiding feedback deepens students' understanding of learning content and promotes meaningful learning. By asking key questions, revealing underlying logic, and helping students establish connections between different pieces of knowledge, guiding feedback enables students to form structured and systematic understanding. Such deep understanding not only improves learning outcomes but also increases students' cognitive investment in the learning process.

In addition, guiding feedback helps cultivate students' critical thinking and problem-solving abilities. By continuously posing heuristic questions, teachers prompt students to examine their own reasoning processes, test hypotheses, and evaluate evidence. This kind of training enhances students' critical thinking skills, enabling them to demonstrate higher levels of cognitive engagement in learning tasks.

### **4.3 The Relationship between Timely Feedback and Students' Behavioral Engagement**

Timely feedback enables students to quickly understand their learning performance and identify which behaviors are effective and worth maintaining. According to behavior reinforcement theory, timely affirmation or correction can strengthen students' positive behaviors in the classroom, such as actively answering questions, participating in group discussions, and completing tasks on time, thereby improving their overall level of behavioral engagement.

First, timely feedback enhances students' learning motivation and persistence, promoting sustained behavioral investment. Timely feedback makes students feel that their efforts are noticed and valued, which in turn strengthens their motivation to learn. Especially when tasks are difficult or students encounter setbacks, timely encouragement or support can help them maintain confidence and continue their engagement in learning activities, avoiding withdrawal or giving up.

Second, timely feedback improves the quality of classroom interaction and encourages students' active participation. Teachers' immediate responses make classroom interaction smoother and more rhythmic, increasing students' willingness to engage in classroom communication. When students realize that their contributions will receive prompt responses, they are more likely to express their ideas actively, ask questions, and participate in collaborative learning, creating a positive classroom interaction atmosphere.

In addition, timely feedback helps students establish clear learning goals and enhances the directionality of their behavioral engagement. Through timely feedback, teachers can continuously remind students of current learning objectives and task requirements, helping them maintain focus. A clear sense of purpose makes students' learning behaviors more planned and goal-directed, reducing distractions or procrastination and improving overall behavioral engagement.

## **5 Conclusion**

This study has explored the relationship between teacher feedback and student engagement from multiple perspectives. By analyzing how the encouraging, guiding, and timely nature of feedback influences students' emotional, cognitive, and behavioral engagement, the following conclusions are drawn.

First, the encouraging nature of teacher feedback has a significant impact on students' emotional engagement. Positive and encouraging language can stimulate students' positive emotions, enhance their enthusiasm and confidence, and thus motivate them to participate more actively in classroom activities. By affirming effort and conveying support, encouraging feedback effectively boosts students' self-confidence, reduces classroom anxiety, strengthens intrinsic learning interest, and enhances teacher-student emotional connection. This enables students to invest their emotions actively in a safe and pleasant atmosphere, forming a positive learning attitude and laying an emotional foundation for cognitive and behavioral engagement. In contrast, negative or indifferent

feedback may lead to students' emotional alienation and barriers, reducing their willingness to participate.

Second, the guiding nature of feedback serves as an important reference for students' learning and is a key factor influencing their cognitive engagement. Unlike feedback that directly provides answers, guiding strategies such as heuristic questioning and logical sorting encourage students to move beyond superficial memorization and engage in in-depth cognitive activities such as analysis, reasoning, and inquiry. This helps students clarify learning goals, optimize cognitive strategies, and develop critical thinking and problem-solving abilities, thus achieving a shift from passive knowledge reception to active knowledge construction and realizing deep cognitive engagement. In contrast, incorrect or vague feedback may cause cognitive confusion and misunderstanding, hindering students' academic development.

Finally, the timeliness of feedback significantly promotes students' behavioral engagement. Based on behavior reinforcement theory, immediate affirmation and correction can quickly reinforce positive learning behaviors and modify ineffective ones, enhancing students' motivation and persistence. Timely feedback also makes classroom interaction smoother and more efficient, helping students focus on learning goals, reduce distractions and procrastination, and sustain high-quality behavioral engagement such as active speaking and collaborative inquiry.

Teacher feedback plays a vital role in improving student engagement. To promote students' comprehensive development, teachers should focus on enhancing the encouraging, guiding, and timely nature of their feedback, thereby stimulating students' learning interest, cognitive abilities, and behavioral engagement. This not only helps improve students' learning outcomes but also lays a solid foundation for their future academic and professional development.

## **6.Limitation and Future research**

This study clarifies the correlation between the three-dimensional characteristics of teacher feedback and student engagement, but still has two limitations. First, focusing only on classroom feedback itself, it fails to fully consider the interaction of moderating variables such as students' English proficiency and personality traits, so the generalizability of the conclusions needs further verification. Second, there is a lack of long-term tracking data; only the immediate effects of feedback are discussed, and the long-term mechanism of feedback affecting student engagement has not been deeply analyzed.

Based on this, future research can proceed in two directions: one is to adopt mixed research methods, combining quantitative data with long-term qualitative tracking to explore the differentiated needs of students at different levels for feedback types; the other is to expand research scenarios, compare the impact differences of feedback models on engagement in online and offline teaching, and introduce new forms such as AI-assisted feedback, so as to provide more comprehensive empirical support for the optimization of teacher feedback in college English teaching in the digital age.

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