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Title

**Teachers and Learners' Perception towards the Relationship between
Classroom Feedback and Motivation**

**Case study of: First Year LMD EFL Students at Mohamed Kheider
University of Biskra.**

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Declaration

I, **HAMED Selma**, do hereby declare that the present work, which is entitled “teachers and learners’ perception towards the relationship between classroom feedback and motivation: a case study of: first year LMD EFL students at Mohamed Kheider University of Biskra”, and supervised by Mr. **Khaled Amraoui**. This research has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria.

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

To the soul of my grandfather, may he rest in peace

To my beloved mother "Nassira" may Allah bless you and thank you for your prayers, sacrifices and for being patient with me in the most difficult and challenging situations, and to my dear father "Abdelmadjid" thanks for your support.

To my dear sister "Aicha"

To my adorable aunts "Djenat & Hassina".

To "Asma Brioua" who gave me precious pieces of advice, thank you for being supportive.

To my best friend "Amel Kihel" "you are more than a friend to me, thanks for your support and for being by my side all the time", and special thanks for her parent.

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To all my best friends "Latifa M'hamdi", "Samira Dilekh", "Nour el houda Soultane", "Bouthaina Benziadi", "Souhila Bouabdellah", "Zeyneb Bari".

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Abstract

In the Algerian Universities, EFL students are still having issues including lack of motivation and this affects their performance in the classroom especially when they receive feedback that affects them in a negative way. Hence, the main aim of this current study is to investigate teachers' and EFL first year students' perceptions about the role of feedback in motivating and enhancing students' performance. Thus, we hypothesized that teachers' feedback can have a positive effect on students' motivation. In order to test the validity of our hypothesis, a descriptive study is conducted to gather, analyze and interpret data. We chose two data collection tools, a questionnaire was structured and administered to six (6) teachers of English at the University and another questionnaire to thirty-four (34) EFL first year students who were chosen randomly to be the sample of our study. Based on the gained results from the two data gathering tools, the findings showed that both teachers and students agreed upon the positive role of feedback and the way it helps students to improve their performance. They also showed the importance of teachers' feedback in influencing EFL first year students' achievement. Therefore, the results confirmed the validity of our hypothesis. Finally, some recommendations were suggested depending on the results of the study at the end of this research.

Keywords: feedback, motivation, performance

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

Et al: et alia (and others)

FT: Feedback about the task

N.d: No date

L2: Second Language

&: and

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General Introduction

Introduction

It is well known that learning English is important nowadays since it is a commonly spoken language. In university, EFL learners, especially new ones, must be mentally prepared for the process of learning because their learning outcomes are affected. As a result, a large number of educators stress the psychological element of EFL learners.

Recently, the focus of the teachers is to know the way to deal with new students in terms of their psychological and cognitive status as well as their behavior in educational contexts. They aim to enhance students' achievement and seek to overcome students' psychological problems such as shyness, fear of making mistakes, anxiety, etc. Moreover, for them, competing for the attention of their students is a profound and ongoing challenge. Therefore, motivation is important in learning since it improves students' achievement.

Various research papers have been written in the educational psychology literature about the effectiveness of feedback and its importance to make learners aware of their errors and to avoid them during learning process. Receiving positive feedback from teachers enables students to become more confident and motivated to participate and perform better.

1. Statement of the Problem

In Algeria, English is taught as a Foreign Language (EFL) starting from middle school. Students of English at Biskra University continue to struggle with the language, with some are suffering from their disability to participate because they are unfamiliar with the English language in their modules, resulting in psychological factors such as a lack of self-confidence, anxiety, stress, and so on. This leads to psychological problems such as lack of motivation. Hence, many EFL learners become passive-participants, uninterested, and score

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low academic grades. It is also remarkable that these learners show no interest in language learning.

Eventually, teachers should create an atmosphere that connects classroom English learning to real-world contexts in an attempt to raise EFL learners' motivation and contribution. Obviously, an impressive list of researchers have examined the effectiveness of the use of feedback. Therefore, the current research study suggests the effectiveness of adopting the appropriate feedback that helps students to become highly motivated.

2. Significance of the Study

This study is adopted to show the central role that feedback plays during the learning process and the way teachers help their students to correct their errors and to be highly motivated. This research emphasizes the most important teacher's duties, which are showing learners errors and suggesting for them advice and criticism to correct their own errors. Giving students the right advice motivate them achieve better learning outcomes.

3. Aims of the Study

The general aim of the study is to check whether EFL learners' motivation can be fostered through the consideration of the role of feedback. The current study aims to:

- Raising first year students' awareness about the importance of teachers' feedback for motivating and improving their performance.
- Exploring to what extent can teachers' feedback help students overcome their psychological problems.
- Identifying how first year EFL students react to their teachers feedback.

4. Research Questions

The present study attempts to answer the following questions:

Q1: Does student find his teachers' feedback motivating enough?

Q2: Does student repeat the same errors after receiving feedback?

Q3: What are the main characteristics of a motivating feedback?

5. Research Hypothesis

- Teachers' feedback can be a motivator for EFL learners.
- Learners do not repeat the same mistakes when receiving feedback
- Feedback encourages learners to become highly motivated.

6. Research Methodology and Design

The current study aims at investigating the relationship between teachers' feedback and learners' motivation and the way they affect each other. Thus, the methodology that is used to collect and analyze data is the descriptive (qualitative) to investigate our hypothesis that we mentioned before. This study selects for case study because the results are not generalized. The research design is based on the use of two questionnaires for both teachers and students.

6.1 Population and Sample

Since the study is concerned with the impact of feedback to optimize university students' motivation, the sample of this research is restricted to first year LMD students of English and teachers at Mohamed Kheider University, Biskra. Accordingly, we decided to work with 35 students out of the total population and they are chosen randomly. The reason behind selecting this sample in particular is that students are expected to make different errors when participating and performing and many of them are not motivated to learn English as a foreign language.

6.2 Data Gathering Tools

In order to give answers to the research questions stated above and to meet the aims of the present study, we chose two data collection tools to gather data that were delivered for both students and teachers. The students' questionnaire helped the researcher to investigate their opinion and attitudes towards the usefulness of feedback in motivating them and improving their performance. In addition to the students' questionnaire, the teachers' one aimed at identifying the role of their feedback to enhance the learners' achievement.

7. Limitation of the Study

Due to the current circumstance, in conducting our research, we faced the following difficulties: the limited number of students who have answered our questionnaire. Furthermore, lack of sources was a major obstacle especially finding primary sources and time constraints.

8. Structure of the project

This work is divided into three chapters with a general introduction and conclusion. In the first chapter, we introduce Feedback in terms of its definition, types and levels. The second chapter is devoted to review literature about the notion of learners' motivation. It tackles types, factors and sources of motivation. In addition to the different theories of motivation. Furthermore, it shows some motivational strategies in the foreign language classroom. The last chapter is devoted to the practical part of the dissertation.

Chapter One

Teacher's Feedback

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Introduction

Feedback is considered as one of the most precious tools implemented by teachers in order to guide students throughout their learning experience. It plays a crucial role in EFL learning because it is important for both teachers and learners; it is a form of evaluation. It helps students to become successful since it guides them through the learning process and leads to a growth in their abilities. Feedback can be given privately to students who need it, particularly if they have incorrect information or in groups to strengthen the relationship between teacher and student for better production.

In particular, this introductory chapter sheds the light on the concept of feedback from different perspectives in addition to its types, sources and levels. Moreover, it shifts to students' reaction to receiving and giving feedback. Eventually, this chapter presents the different characteristics of feedback, the effects of positive and negative feedback, and the value and effectiveness of feedback.

1.1 The Concept of Feedback

There are almost as many definitions of feedback as the number of scholars who have attempted to define it. They have tried to define it in terms of what it should and what it should not be. However, we would focus on investigating the real meaning of feedback.

Indeed, Ramaprasad (1983) was the first to describe feedback for social sciences. He has defined feedback as “information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (p.4). That is to say, feedback is the knowledge that clarifies the ambiguity of the ideas.

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Furthermore, for the Longman Dictionary (2010), feedback can be defined as remarks or other details that students get about their performance on learning assignments or assessments, either from the teacher or from other people.

Additionally, Dinham (2010) on his book "Feedback on Feedback" asserts that:

"Feedback is equally vital in schooling and performs a variety of functions including recognizing, correcting, encouraging, challenging and improving student performance. Feedback also keeps students on track and is an aid to classroom management. Students know which teachers never check homework, mark books or monitor and assess their work in other ways. They also know those teachers who use empty praise to win favour and compliance" (p.3).

To conclude, the major point that is taken from these concepts is that feedback is a reaction to learner's production. When used in a learning context, it has a significant impact. It should aim to improve students' learning and performance while it still fulfil the goals and expectations of the teacher.

1.2 Types of Feedback

Feedback can be divided into four types, which are content, form, oral and written feedback. We will give definition and explanation of each one of them:

1.2.1 Content Feedback

Millin (2021) in her article "The importance of feedback" defined content feedback as a types that aims to test what students have already completed, and going beyond doing things since the teacher ordered them to do so. The easiest approach to do this in speaking task is to ask students to summarize what they said.

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1.2.2 Form Feedback

It focuses on the linguistic precision of students' performance; the role of the teacher is recording students' errors during the activity and providing feedback on their progress as well as explaining their errors and mistakes (Harmer, 2001).

1.2.3 Oral Feedback

It plays an important role since it helps students in enhancing their spoken proficiency. Teachers use questions and dialogues with students as a way to figure out their weaknesses and try to strengthen these weak points. However, oral feedback is sometimes underrated because it is less formal (Public Schools NSW, 2015).

For the Imperial College London (2021), students should do few things to make the most of oral feedback opportunities:

❖ **Participation**

Although asking questions in lecture or participating in seminar sessions may seem daunting at first time, it is a great way to acquire input on specific points.

❖ **Being Proactive**

Making a meeting to speak with the mentor and asking questions. Some tutors will request it, while others will leave it up to the student; either way, they are a valuable source of feedback.

❖ **Taking Notes**

A student should not just listen and then forget when he has an opening for oral feedback. Taking notes and considering what he has learned.

❖ **Using Other people's Feedback**

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During the lectures, other students will ask questions. The conversations they produce can be beneficial to the student as well when someone else asks a question or a peer constructively comments on someone's work he should not switch off. (The Imperial College London, 2021)

1.2.4 Written Feedback

Written feedback is a tool that can be used to help students develop their language skills. During the learning process in second language schools, oral feedback is insufficient without written feedback. It has many benefits as a conventional feedback that other feedback techniques cannot match.

According to Hyland (2006), students sometimes rewrite their texts without really knowing what they are doing, and these deletions were not always reverted, as a result, the original idea was missing instead of being extended. That is to say, revisions can boost the current text; it is likely that they do not help students develop their writing skills in the future.

For the Public schools NSW (2015), written feedback needs to be:

- Timely, so that it is as closely associated with the case as possible
- Made in as easy way so that student can understand it
- Applicable, allowing students to make changes.

Written feedback needs to include:

- Where the student has shown that he or she has met the learning objectives and/or achievement requirement
- A way for them to learn about the answer on their own.

Furthermore, Rogers (2021) mentioned five types of feedback as mentioned in the following table:

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<p>Evaluative feedback</p> <ul style="list-style-type: none"> -Making a judgement about the person's worth or goodness. -A significant difference between judging individuals and judging their acts -Personal evaluation judges the entire individual *She is a good person *He is very conservative -Behaviour evaluation judges the action not the individual *The student's misbehaviour in the classroom 	<p>Interpretive feedback</p> <ul style="list-style-type: none"> -Seeking to test student's understanding of what has been said or done -Repeating back to the person with your interpretation of meaning or offering a correction *So you are interested in joining the club -- is this right? - Understanding is generally flattering as you are paying attention to what they are saying
<p>Supportive feedback</p> <ul style="list-style-type: none"> -Seeking to support the other person in some way *Supporting someone's ego by telling him he is great in whatever way (whether or not this is true) -Supportive feedback can be inverted with the purpose of damaging the other person's ego 	<p>Probing feedback</p> <ul style="list-style-type: none"> -Seeking to find further information to bring more detail *Could you tell me more about your childhood? *What are the worst memories that you still remember? -Very valuable with teaching students critical thinking
<p>Understanding feedback</p> <ul style="list-style-type: none"> -Seeking to understand not just what was said, but also the intent of the speaker 	

-Also very valuable

-Asking questions to show the speaker that you truly understand

*It seems that you have a bad experience of this. Would you like to talk about it

Table1.1: Rogers' Five Feedback Types

To sum up, evaluative feedback makes a judgement about what is good in person. The personal evaluation judges the whole person; however, behaviour evaluation is related to the actions of others. In addition, interpretive feedback looks for understanding what student did or said. Furthermore, supportive feedback is about encouraging the actions of others. Then, the probing feedback is concerned with looking for further information to gain a large amount of details. Finally, understanding feedback is asking for information to understand not just what was said but also the intention of the speaker.

1.3 Sources of Feedback

1.3.1 Peer Feedback

It is considered as a crucial tool that helps in improving the process of learning writing. It happens when learners offer another advice about their work and correct tasks for each other.

Careless (2006) defined peer feedback as a procedure in which learners engage into dialogues related to their performance (as cited in Tasdemir and Arslan, 2018). That is to say, the way students communicate and their engagement in reflective criticism to make conversations which has a relationship to performance and criterions of other student's performance.

1.3.2 Teacher's Feedback

Paulus (1999) suggested that teacher's feedback can be viewed as the most widely preferred kind of feedback since the teacher is the most abundant source of the target content in the classroom. In the light of the process approach in language learning, the teacher is the

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usual and consistent provider and source of feedback. This indicates that the teacher is the most significant source to enhance students' learning in the classroom. That is to say, the teacher is regarded as a crucial source of feedback (as cited in Tasdemir and Arslan, 2018).

1.3.2.1 Teacher feedback with the big three

Sadlier (2021) mentioned three main groups of stakeholders, which are students, colleagues/ mentors/ administrators and themselves.

Area1: Student Evaluation: It is important to obtain feedback from students. This includes determining what was and was not beneficial about the process of teaching during the year. Students are the ones who are with the teacher every day, and they can evaluate his/her way of teaching, and how he/she communicates with other teachers and classes.

Area2: When given the chance, receiving constructive feedback from another teacher, mentor, and/or administrator is extremely beneficial since they are colleagues in the field of education.

Area3: Evaluating yourself or internal evaluation: There are several strategies that the teacher assesses him/herself through asking questions. Considering different aspects of the teaching profession, such as did (s/he) know and convey the learning standards to students?

1.3.3 Self-correction or Self-repair

Learners can be presented as a last source of feedback who often reform their outputs (Bitchener, Young, & Cameron, 2005; Chandler, 2003) as cited in (Tasdemir and Arslan, 2018).

1.4 The importance of Feedback in Learning EFL

Feedback is a crucial element in EFL learning because it fulfils important goals. Its aim is giving students a clear guidance in order to improve their performance levels. Also,

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feedback is effective since it motivates and informs students (Sarosdy et.al. 2006). In the same boat, generally, feedback is valued by learners when it is given by someone they respect as a role model. Adequate feedback helps learners improve their abilities at all levels. Moreover, it supports learners in recognizing techniques to reduce the cavity and enhance it (Hardavella, Aamli-Gagnat, Saad, Rousalova and Sreter, 2017).

1.4.1 Feedback during Accuracy Work

According to Harmer (2001), the role of the teacher is showing learners mistakes that has been made and helping them to do something about it. The first range of methods that should be aware of is specified to showing incorrectness. These methods are helpful for what we assume to be language “slips” instead of embedded or systematic errors.

There are different techniques to provide feedback; Harmer (2001) stated them as follows:

- **Showing Incorrectness**
 - **Repeating:** the teacher asks students to repeat what s/he has just said, by saying the word “again” connected with intonation to indicate that something is wrong.
 - **Echoing:** the teacher repeats what the student has said, emphasizing the part of the utterance that was wrong.
 - **Statement and question:** the teacher can simply say Good try, but this is not right or do people think that is correct? To show that something did not work well.
 - **Expression:** the teacher can show that the answer was incorrect by a facial expression or a gesture. This need to be done carefully so that it will not appear to be mocking or cruel.

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- **Hinting:** the teacher helps students through giving a quiet hint in order to activate rules they already know and this supports students to correct for themselves.
- **Reformulation:** the teacher repeats back a corrected version of what the student has said, reformulating the sentence, but without making a big change.
- **Getting It Right**

The teacher need to focus on the correct version in more detail, in case students are unable to correct themselves or respond to reformulation. Before mentioning the sentence ordinarily, the teacher can say the right version, stressing that part where there is an issue, he can mention the incorrect part correctly. He can clarify the grammar or the lexical problem if necessary. Students will be asked to repeat the utterance correctly also to help or correct each other (Harmer, 2001).

1.4.2 Feedback during Fluency Work

In addition, Harmer (2001) stated that the techniques that are mentioned above are relevant during accuracy work, when the main focus is on grammatical correctness. Nevertheless, there are different situations when students try to use language more freely and fluently for communication. Therefore, teacher should encourage fluency; the way he reacts to students when they speak during a fluency activity will have a substantial influence on how they perform in the future. The teacher allows students to make errors in fluency sessions because it will be far better than it is during more controlled sessions. Teachers can intervene in different ways during activities; Harmer (2001) mentioned them as follows:

- **Gentle correction**

It means that the teacher does not want seriously to intervene, he can act as an observer, after watching and listening to students, he can give feedback. Offering gentle

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correction can be done in different ways the teacher can reformulate what the student has said in a way he will catch it quickly. Also, the teacher can use in showing incorrectness a number of accuracy techniques such as echoing and expression but such intervention is less disruptive than a more accuracy based process would be. Moreover, the teacher should be careful of the over-use of gentle correction during a fluency stage.

- **Recording Mistakes**

The teacher acts as an observer, he can provide feedback after watching and listening to students. This observation enables the teacher to provide constructive feedback to his students about their performance. A major problem of providing feedback after the event is forgetting what students have said. Therefore, most teachers write notes they want to refer to later, others prefer to use charts or other forms of classification to help them in the process. Also, they can record students' language performance on audio or videotape. Another method is for the teacher to copy sections of the recording for the future study.

- **After the Event**

The teacher would like to provide feedback after recording student performance. This can be done in different ways, the teacher might want to assess an activity indicating how well he thought the students performed in it, and asking them to talk about what they found the most complicated or easiest. In addition, he can write any of the mistakes he has found on the board and ask students whether they can identify the problem, then if they can fix it.

Moreover, the teacher can write personal notes to students, recording mistakes he heard from those specific students, with recommendation for where they should search for information about language in dictionaries, grammar books or on the internet.

1.5 Levels and Questions of Feedback

Hattie and Timperley (2007) are among the main researchers who paid attention to feedback and discussed it. They reported four levels of feedback and three questions:

1.5.1 Levels of Feedback

1.5.1.1 Task and Product

Feedback may be provided on a task or product. This degree requires evaluations of how well a task is completed or executed. This is the most common form of feedback. It is also known as corrective feedback or awareness of outcomes, and it can be related to correctness and when it comes to flawed interpretations rather than a lack of knowledge, feedback task is more potent. (Hattie and Timperley, 2007)

1.5.1.2 Process

At this level, feedback is used to create the product or to support completion of the task. The data of this feedback is about perceived relations in the environment by a person and relations between his perceptions and the environment. This feedback offers substitutional processing strategies, improving strategies of learning to indicate the mistakes, teaching for more information, observing relationship between ideas and working larger strategies.

1.5.1.3 Feedback about Self-Regulation

This level requires a balance of dedication, control and trust. It involves the implication of autonomy, self-control, direction and self-discipline. In addition, it can support students to both seeking and admitting feedback; improve an enthusiasm to invest effort in both seeking and dealing with feedback information.

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1.5.1.4 Feedback about Self as person

This final level is addressed to the self (example: “good girl” or “great student”); such personal feedback presents positive (and sometimes negative) evaluations and effects about the student and it is more commonly known as praise. Praise is usually used to comfort and support; it is unlikely to be effective since it contains few data that addresses any of the three questions- *Where am I going?* How am I going? and Where to next? In addition, it often diverts attention away from the task.

1.5.2 The three feedback questions

In their book, Hattie and Timperley (2007) further discussed that efficient teaching involves determining and estimating students' comprehension of the information in order to relate the next teaching act to the students' current understanding. Teachers aim to provide feedback relative to three important questions which as followed:

1.5.2.1 Where am I going?

The conveyed information to students and teachers is about the accomplishment of learning goals related to the assignment or achievement is an important feature of feedback. Goals may be related to particular achievements or comprehensions or they can be related to various attributes of knowledge, and they generally include two dimensions: challenge and involvement. Feedback and goal-related challenge have a complicated relationship.

1.5.2.2 How am I going?

In order to answer this question, a teacher (or peer, task, or self) provides information relative to a task or performance goals. Feedback is more useful as it includes data on the success and/or how to continue. Students usually inquire about “how they are going” but they do not necessarily accept the responses.

1.5.2.3 Where to Next?

This question highlights how feedback can assist in choosing the next most appropriate challenges and allow students to develop more self-regulation over the learning process. Teachers often include knowledge, assignments or learning intentions; students attempt tasks and some resulting outcome occurs. (Hattie and Timperley, 2007)

1.6 Students' Reactions to Receiving and Giving Feedback

Students' reactions to receiving and giving feedback are important to be understood. Yusoff (2013) mentioned these reactions that are written by Lee (2008) and Spencer & Schmelkin (2002). These reactions are:

1.6.1 Students' Reactions to Receiving Feedback

Students can react to receiving feedback in different ways. Among these reactions, students give teachers' feedback a great value because it is helpful in improving their learning achievement; they choose teachers' feedback which emphasis more on specific then general matters. In addition, the desire of students to get all of their mistakes that are mentioned by the teachers; their preference to get proofs about their errors. Moreover, students favor to receive feedback in a relevant educational context and to get constructive feedback; they prefer to receive written feedback from their teachers. Also, students concentrate on what teachers give feedback more than on the other aspects of an educational task. Finally, academically weak students are more resistant to feedback that is based on errors than academically good students.

1.6.2 Students' Reactions to Giving Feedback

Students can give to their teachers; they have different reactions to giving feedback which are: students believed that providing feedback to teachers is significant; they are

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competent to rate their teachers. Also students are pessimistic about the total weight put on their feedback by their teachers; they are not hesitated to provide teachers with feedback. Furthermore, students are unconcerned with the potential implication of their feedback to teachers; they believe that they are not biased when deliver feedback to their teachers and they do not have knowledge to give feedback which could affects the process of teaching.

1.7 The Characteristics of Good Feedback

Georgia Tech Center for Teaching and Learning (n,d.) highlighted twelve characteristics of good feedback as follows:

- **Actionable:** When a person is reminded of a flaw for, which he or she has no dominance, his/her frustration grows.
- **The observable behavior is the base:** informing people about their motives and goals will alienate them and lead to an atmosphere of mistrust, cynicism and skepticism.
- **Clear communication:** feedback, regardless of its meaning, is often threatening and therefore subject to significant misunderstanding or misinterpretation.
- **Descriptive:** evaluative terminology can make the receiver feedback judged and insecure, making them willing less to react favorably to feedback.
- **The focus on behavior:** when feedback is based on actions, it opens the door to improvement; when expressed as a personality trait, it means that attribute is permanent.
- **Followed by discussion of next steps:** by being acutely conscious of the consequences of the feedback, the individual providing feedback will vastly develop their supporting skills.

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- **Designed to meet the needs of the receiver:** when individual's desires are understood and his needs are ignored on the receiving ends, feedback then can be detrimental.
- **Manageable:** overloading an individual with suggestions reduces the likelihood that s/he will be able to use what s/he provides effectively.
- **Introduced as data:** through exchanging knowledge, people are given the freedom to make their own decisions based on their own goals and needs.
- **Solicited:** if the receiver deliberately receives feedback, it is most helpful.
- **Particular:** general assertions or remarks are challenging to understand (example: "you controlled the discussion"); legitimacy is added to the feedback by particular examples.
- **Timely:** In general, feedback is most useful when it is provided as soon as possible after the action.

1.8 Effects of Positive and Negative Feedback

Yusoff (2013) discussed the effects of positive and negative feedback that were investigated by Hattie and Timperley (2007) in the following points:

- Both positive and negative feedback can be beneficial to learning. These effects, however, differ based on the previously mentioned levels of feedback.
- Negative or disconfirmation feedback is the data provided to learners that contradicts their perception on opinions about a task. Whereas, positive or confirmation feedback involves the knowledge provided to learners that encourage their interpretation or expectation about a task.

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- No praise is more successful than praise followed by feedback at the self-level. Moreover, there is a great deal of researches, which suggest that negative feedback is more powerful than positive feedback at the self-level.
- Commitment to targets is a significant mediator of the success of confirmation and disconfirmation feedback at the level of self-regulation. On the other hand, may be harmful to students' learning if it is provided without a particular reason, too often, or when it is not necessary.
- At the level of self-regulation feedback, there is an association influence between positive and negative feedback and students' self-efficacy.
- Positive feedback about initial success may confirm that low self-efficacy students have deficiencies that need to be remedied, which can lead to in response to a range of reactions.
- One reaction may be further engagement to remedy these “deficiencies” to reach a passable level of performance. Students may avoid tasks and feedback following initial success.
- At the task level (FT) how effective corrective feedback is for improving learning, especially when learning new skills or tasks.

1.9 The Value and Effectiveness of Feedback

Feedback is a critical part of comprehending learning. It assists students in understanding the course being learned and provides simple instructions on the way of developing their learning. Mamoon-Al-Bashir, Kabi and Rahman (2016) stated some recommendations written by a number of scholars

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to improve the effectiveness and value of feedback in terms of student learning. These suggestions are:

- **Helping students recognize the successful performance or goals meaning**

Sadler (1989) mentioned that students might find it easier to reach learning objectives once they grasp what those objectives are. In higher education, there should be a reasonable degree of similarity between the goals set by students and the goals originally set by teachers. Nevertheless, there is substantial research evidence showing significant mismatches between teachers' and students' conceptions of goals (David J. Nichol and Debra M. Dick, 2006).

- **Facilitates the method of self-assessment or learning reflection improvement**

As previously said, providing students with opportunities to exercise controlling features of their own learning and draw on the experience is an important way to enhance self-regulation of students. Feedback can be more effective through developing self-assessment.

- **Giving students accurate knowledge about their learning**

Teachers play a crucial role in helping their students appreciate the self-regulation process. They are also an important source of external feedback. Typically, teacher's feedback has served as a means for students to assess their success. The feedback offered by the teachers also helps students to evaluate their own internal advancement. Moreover, teachers are typically more accurate than students at identifying errors in their assignments.

- **Permitting peer discussion in order to comprehend feedback**

A process for improving the quality and efficacy of feedback as well as the possibility that students understand the presented data is to think of feedback as conversation

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instead of an information (David J. Nichol and Debra M. Dick, 2006). Feedback as conversation ensures that students will not only receive written feedback data, but will also have the potential to discuss feedback after its reception. In such a case, for the sake of making feedback more efficient and useful, student must understand it before it can be used to make productive changes.

- **Motivating students to believe in their own abilities**

In the process of learning and assessment, motivation may be an important factor. Motivation and self-esteem findings are important because they help students appreciate self-regulation, which is an ability that many struggle with. It is suggested in teaching that when a course has several low-stakes evaluation assignments; morale and self-esteem are likely to increase.

- **Effective feedback can provide teachers with knowledge that can be used to form their instruction**

A good feedback activity cannot only provide students with helpful knowledge to help them develop their learning, but it can also provide useful data to teachers who can ultimately enhance their learning experience for the learners. For Yorke (2003) the process of assessing affects both assessors and learners. Evaluators gain knowledge of the degree to which they (students) have gained skills and can customize their instruction accordingly. Teachers must have a good understanding of their students' success in order to have accurate and meaningful feedback to them. They gradually become more interested in assessing and concentrating on students' progress, motivating them to provide a positive learning experience.

- **Providing positive feedback**

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Piccinin (2003) mentioned that when giving feedback, it is important that the student seems to have a better attitude about the feedback after reading. It is regarded as a method of engaging students to use the received feedback. Apparently, it is important to attract students' attention to the less effective sections of a course, but teachers should behave maturely when offering "negative feedback" of this type. Therefore, by providing constructive feedback to learners, teachers will enhance their learning experience.

- **Choosing the appropriate time**

It has been observed that teachers overburden students with feedback at times. According to Brinko (1993) & Ende (1983) stated that one critical thing that modern-day lectures must consider the importance of limiting the amount of feedback they give. Otherwise, teachers may realize that their students are disinterested and bored with the feedback they are receiving. Moreover, Sadler (1985) stated that teachers should avoid setting many guidelines; they can restrict the number of criteria to the most relevant facets of a course and provide feedback on them.

Conclusion

To conclude, the current chapter discussed teacher's feedback, it dealt with the role of teacher during learning process using different teaching methods that served students' needs. Thus, it has attempted to provide the different definitions of feedback, alongside with the various categorizations made by various authors. In addition, this chapter tackled the importance of feedback in learning EFL, its levels and questions. Moreover, we have focused on students' reactions to receiving and giving feedback, the characteristics of good feedback. Finally, we referred to the effects of the positive and negative feedback, its value and effectiveness for encouraging learners to strengthen their weaknesses and develop their performance.

Chapter Two

A General Overview about Motivation

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Introduction

Motivation is regarded as a crucial factor of both successful teaching and learning. However, teachers assert that the major issue their students still face is that they are demotivated to learn. Thus, a considerable number of educators and language researchers focused on this area to explore the factors that determine the motivation to learn.

In this chapter, we will tackle the definition of “motivation” from different perspectives. In addition, we will shed light on types, factors and sources of motivation. Moreover, we will describe motivation and language learning, different theories of motivation. Finally, we will provide some motivational strategies in the foreign language classroom.

2.1 Definitions of Motivation

Motivation is an important element to achieve success. Huber (2006) states that the term motivation comes from the Latin word "movere" which means to move. Thus, it is regarded as forces that lead us to act in a particular manner.

For the Oxford Thesaurus an A-Z Dictionary of Synonyms (n.d), the meaning of the verb ‘motivate’ is prompt, activate, move inspire, provoke, stimulate, and encourage. The meaning of the word ‘motive’ as a noun is inducement, incentive, stimulation, incitement, influence, cause, reason, rationale, grounds.

Gardner (1985, p. 50) asserts that: “... motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question.... the goal is a stimulus which gives rise to motivation, individual differences in motivation itself are reflected in the latter three aspects...”

Pritchard (2008, p. 6) gave another definition, he says:

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“The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It be motivated by recognition, another by raises [...] motivation is how we chose to allocate that energy to different actions to achieve the greatest satisfaction of our needs”.

That is to say, motivation is the power that a person owns and it drives him/her to fulfill and satisfy a need.

However, motivation is not that much easier in language learning because teachers meet some obstacles to motivate their students. Dörnyei (2001, p.02) states, "motivation is without question the most complex and challenging issue facing teachers today".

2.2 Types of Motivation

Students can act in a variety of ways during the teaching and learning process, their actions can be classified into various types. There are multiple differentiated motivational subsystems: the intrinsic and extrinsic motivation, integrative and instrumental motivation, positive and negative motivation as well as social motivation.

2.2.1 Intrinsic and Extrinsic Motivation

Intrinsic motivation is associated with the individual's internal desire, something inside people that drives their energy. According to Sheyholislami's views (2001, p.4): Intrinsic motivation is present when one does something such as learning an additional language for the fun of it, intellectual stimulation, or its worth-doingness, or for what Deci (1975) terms "feeling of competence and self-determination". Dornyei (1994) defines

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intrinsic motivation as it denotes a preference to receive internal reward such as, joy or learning fulfillment. Harmer (2001) expressed the same idea in which he states that intrinsic motivation deals with the individual's fulfillment in doing things and meeting inner desires. Moreover, Ryan & Deci (2000) mentions that internal motivation describes an activity performed for its own sake, regardless for the external benefits and out of a sense of pure pleasure that it offers.

On the other hand, external motivation takes place when being influenced by external factors. For Toshalis & Nakkula (2012) extrinsic motivation have been mainly understood within a behaviorist context societal norms, rewards, praise, punishments and risks are external variables that are assumed to produce predictable results. Jordan et al. (2008) confirm the same idea in which extrinsic motivation is associated with "factors external to the individuals that motivate them to respond, e.g. high grades, praise, or money." that is to say, extrinsic factor is related to external sources of encouragements. This suggests that external forces that will lead individuals to achieve success will directly influence them. Alderman (2004) gave another definition in which he asserts that extrinsic motivation happens when students participate in tasks for external reasons including, praise, grades, special privilege and rewards.

2.2.2 Integrative and Instrumental Motivation

Gardner and Lambert (1972) make a major distinction between integrative and instrumental motivation in terms of the source and the reasons of studying a language. Gardner et al. (1983) defines instrumental motivation as "Learning for perceived utility". In this type, learners study another language for some pragmatic reasons rather than social engagement with the target language community (Gardner, 2010). That is to say, the individual gains practical benefits for reasons to learn a language.

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“Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” (Dornyei, et al., 2006, p.12)

In contrast, Integrative motivation is characterized by learners' positive attitude towards the target language group and the intention to engage with members of that group (Qashoa, 2006). According to Alizadeh (2016 p.12) Integrative motivation "describes the learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group". This means that integrative motivation can assist and allow learners to communicate and live within the society of the second language group as well as to get involved as members of the community.

However, Dornyei (2001) argues that integrative and instrumental motivation are not diametrically opposed; rather, they are two sides of the same coin. Both are associated in a constructive way and contribute to the accomplishment of language learning.

2.2.3 Positive and Negative Motivation

Prince (2013) in her article mentions that there are two types of motivation in Applied Behavior Analysis: positive and negative. The reinforcement of these two motivating variables can assist in the development of effective strategies to improve behavior. It can also raise the probability that a particular behavior will happen in the future through supplying a stimulus directly after a response behavior is shown.

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Positive motivation can be defined as the type that student uses when performing an activity in order to gain a reward that is normally in the future which may be close or distant (Parvez, 2014).

Morris (2017) adds that positive motivation is derived as intrinsic desire to achieve satisfaction. If the effects of an intervention have a significant impact on someone's desires, he is more likely to act.

However, negative motivation as Parvez (2014) states is used when performing an activity to prevent the pain that may come from not doing it. For instance, a student who studies hard in order not to fail is demotivating himself.

In addition, Morris (2017) mentions that negative motivation is likely to be almost as effective as positive motivation, but it is much more effective for certain individuals. It can be applied through warning oneself of the outcomes of not doing something.

2.2.4 Social Motivation

Another type of motivation is social motivation. In an interview with the neuroscientist Antonia Hamilton (2017), she explains that the concept of social motivation is the fact that human in general is motivated to communicate and interact with others. She adds that it has been essential to people survival; they are collaborating with others, as well as sharing time with other people is an important strategy.

2.3 Factors of Motivation

It is noteworthy that students' performance differs and varies from one to another; this makes their motivation from time to time increase and decrease. This could be dependent to a variety of factors. Therefore, Williams and Burden (1997) established a framework of motivation in language learning as a first step toward clarifying the various

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L2 motivational factors that affect learners' learning. These elements can be both internal and external. (As cited in Dornyei, 2001)

Internal factors	External Factors
<p>Intrinsic interest of activity</p> <ul style="list-style-type: none"> • Arousal of curiosity • Optimal degree of challenge <p>Perceived value of activity</p> <ul style="list-style-type: none"> • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity <p>Sense of agency</p> <ul style="list-style-type: none"> • Locus of causality • Locus of control re: process and outcomes • Ability to set appropriate goals mastery • Feelings of competence • Awareness of developing skills and mastery in chosen area • Self-efficacy <p>Self-concept</p> <ul style="list-style-type: none"> • Realistic awareness of personal strengths and 	<p>Significant others</p> <ul style="list-style-type: none"> • parents • teachers • peers <p>The nature of interaction with significant others</p> <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishment, sanction the <p>Learning environment</p> <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos <p>The broader context</p>

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<p>weakness in skills required</p> <ul style="list-style-type: none"> • Personal definition and judgments of success and failure • Self-worth concern • Learned helplessness attitudes <p>Attitude</p> <ul style="list-style-type: none"> • to language learning in general • to the target language • to the target language community and culture <p>Other effective states</p> <ul style="list-style-type: none"> • confidence • anxiety, fear <p>Developmental age and stage gender</p>	<ul style="list-style-type: none"> • wider family • the local education system • conflicting interest • cultural norms • societal expectations and attitudes
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Table 2.1: Williams and Burden's (1997) framework of L2 motivation (cited in Dornyei, 2001, p. 20-21)

2.4 Sources of Motivation

For the sake of motivating students to accomplish their tasks, there are different factors that facilitates the process of motivation. Harmer (2001) mentions the main sources. They are as follows:

2.4.1 The society we live in

For Harmer (2001), society is an important source of motivation that affects learner's learning of a language. It has an impact on the degree of motivation of the student, they will

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carry attitudes with them from the society which is concerned with the environment that surrounds the student, these attitudes may be positive or negative.

2.4.2 The teacher

According to Harmer (2001), the teacher is a major source of motivation. He plays a crucial role in the process of teaching and learning. Teacher's role is not only limited to giving the knowledge, but also facilitating and being a source for the students to draw on. Furthermore, he encourages students to find solutions to their own problems individually or in pair on groups, this may affect positively on both learning and the atmosphere in the classroom.

2.4.3 The method

Harmer (2001) mentions that the method is significant for both teacher and students; it makes them both feel confident in the way of teaching and learning. When motivation is negatively affected, they lose this confidence, however; success will be achieved when they both are pleasant with the used method.

2.5 Theories of Motivation

2.5.1 Maslow's Hierarchy of Needs

One of the most significant theories of motivation is Maslow's Hierarchy of needs. Gorman (2004) in his book refers to this theory; he says that Abraham Maslow is a humanist who took an apparently individualistic approach to the topic of motivation. He adds that Maslow was interested in identifying the desires that motivated individual to behave in ways that went beyond the most fundamental fulfillment of survival needs.

McPheat (2010) suggests five levels of needs according to Maslow:

Level one: Physiological Needs

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It comes in the bottom of Maslow's hierarchy of needs; this means that it is the most important one. This level includes things that human's body needs in order to keep it works such as the need for food, water sleep and warmth. For example, if a person is extremely hungry, it is not easy to concentrate on anything else besides food.

Level two: Safety Needs

The moment that individual's physiological needs have been met, the next need that appears is a safe environment. This comes from people's desire to make a certain level of predictability and order in the world. Safety needs includes personal, emotional and financial security.

Level three: Belonging Needs

After the fulfillment of both physiological and safety needs, the third level of human needs involves feelings of love and belongingness which revolves around social interactions and the need to be associated with. This level will be achieved by pruning individual relationships and by being a part of social organizations. However, in case this need is not fulfilled, individuals will be more likely to be depressed, anxious and lonely. Thus, it is important for people to feel loved and accepted by others.

Level four: Ego Status

This level has relation to the belonging needs, but they differ in one point which is ego-status that is about people's need to feel that they are valued by others. In addition, the need to feel of accomplishment and prestige, and to feel that others see that person in that way.

Level five: Self-actualization

It is described as the desire to accomplish everything that one can and to be the most that one can be. This level of need is accompanied with meeting one's full potential. The

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achievement of this level will be done when the other four levels have been met. According to Maslow, there are two ways to understand self-actualization, the first way is giving attention about people's good opinion, the second way is doing things that make the individual enjoy.

2.5.2 Herzberg Motivation/Hygiene Theory

The centered Management Institute (2012) indicates that the publication of the hygiene theory was first in the motivation to work in 1959. The emphasis of Herzberg's work was on the individual in the workplace, but it was well received by managers because it highlighted the value of management experience and skills. A research that was done with two hundred Pittsburg engineers and accountants resulted with "the hygiene-motivation" or "two factor" theory. Based on their answers, Herzberg came with the result that people have two sets of needs

- Lower level needs as an animal to avoid pain and deprivation.
- Higher level needs as a human being to grow psychologically.

Most workplace conditions satisfy the first set of needs but not the second, and vice versa. He referred to the first set of factors as "hygiene factors" and the second as "motivators".

Hygiene vs. Motivators

Ball (2012) states that Herzberg proposes that there is a distinction between the factors that lead to job fulfillment and those that contribute to job dissatisfaction. Herzberg describes this by referring to the various sets of needs that individuals have in a way that is reflective of Maslow's categorization of needs into two groups (deficiency needs and development needs). The first group is derived from animal nature "the desire to avoid pain

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in the environment, as well as all learned drive that become acquainted to the basic biological requirements". While the second group of needs involves the one-of-kind human trait, the capacity to succeed and through achievement to experience psychological development.

Moreover, Dornyei (2001, p. 10-11) summarizes in his book (motivational strategies in the language classroom) some theories of motivation. They are mentioned in the following table:

	Good Summaries	Main Motivational Components	Main Motivational Tenets and Principles
Achievement Motivation Theory	Atkinson And Raynor (1997)	Expectancy of success ; incentive value; need for achievement ; fear of failure	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy (or Perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.
Goal setting Theory	Locke and Latham (1990)	Goal properties Specificity , difficulty and commitment	Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment. (p.81-85).

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<p>Self-worth Theory</p>	<p>Covington (1998)</p>	<p>Perceived self-worth</p>	<p>People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in school settings. (p. 88).</p>
<p>Goal orientation theory</p>	<p>Ames (1992)</p>	<p>Mastery goals and performance goals</p>	<p>Mastery goals(focusing on learning the content) are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.</p>
<p>Self-determination Theory</p>	<p>Deci and Ryan (1985), Vallerand (1997)</p>	<p>intrinsic motivation and extrinsic motivation</p>	<p>Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.</p>

<p style="text-align: center;">Social motivation Theory</p>	<p style="text-align: center;">Weiner (1994), Wentzel (1999)</p>	<p style="text-align: center;">Environmental influences</p>	<p>A great deal of human motivation stems from the sociocultural context rather than from the individual.</p>
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Table 2.2. Theories of Motivation (Dornyei, p. 10-11).

2.6 Four Dimensions Contribute to Motivation

The Center on Education Policy (CEP) (2012) suggests four major dimensions that contribute and influence students' motivation; they are written by a considerable number of scholars (Murray, 2011; Pintrich, 2003; Ryan & Deci, 2000). They agree on the following main factors that students must have in order to get motivated: competence, autonomy/control, interest/value, relatedness.

- ❖ **Competence** (am I capable?): the belief of the student on his capacity on completing the task.
- ❖ **Autonomy/control** (can I control it?): through seeing a clear connection between his or her decisions and a result, the student feel in control. The student maintains autonomy by getting any choice on the possibility and the way of completing the task.
- ❖ **Interest/value** (does it interest me? Is it worth the effort?): the student is interested in the task or recognizes the value of achieving it.
- ❖ **Relatedness** (what do others think?): finishing the task results in social benefits for the student, for instance a sense of belonging to a classroom or other preferred social community or acceptance by an individual of social value to the student. (as cited in the Center on Education Policy, 2012)

2.7 Motivational Strategies in the Foreign Language Classroom

Motivational strategies are essentially associated with a series of interventions that support learners in developing their habits. It is difficult to motivate students to raise their desire to learn a language in order to communicate. Thus, a considerable number of researchers and psychologists established different strategies that teachers can use. Dornyei (2001) recognizes some of them. In the same vein, Reid (2007) identifies twenty-four strategies for motivation. Based on both researchers, several common used strategies will be mentioned in the following points.

2.7.1 Encourage Diversity in Learning Styles

Learners' learning practices are frequently the outcome of the way teachers were teaching them as well as the learning atmosphere and ethos of the school. That is to say, learners are not similar because each one has his/her style of learning. Therefore, encouraging diversity is important in order to promote variety of learners' learning interests. The accomplishment of this strategy can be done by providing them with options and allowing them to choose their own learning style in the classroom. However, the application of learning styles can be affected by different factors such as environment, school, society or culture, teacher and parent expectations. Thus, it is crucial to consider the above and create a variety of learning activities to cover the maximum learners' learning style. (Reid, 2007)

2.7.2 Encourage Creativity

Cachia & Ferrari (2010) asserts that creativity is characterized as a product or process that exhibits a combination of originality and value; it denotes the ability to create unexpected associations and produce new and appropriate ideas. It is important to encourage creativity in education since it promotes students' motivation. It can also make students

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become more energized. Moreover, learners will be encouraged to overcome their worries towards their performance.

Reid (2007) mentions that there are signs of improvements in this field but often the rate of learning, to guarantee that all examinable aspects of the program are addressed is fast. That is to say, there is a little space for digressing or ever encouraging creativity. Furthermore, Fleith (2000) in her research reports that teachers encourage creativity by not burdening students with excessive tasks and restrictions, providing students with options, allowing them to become aware of their creativity, and embracing them as they are.

2.7.3 Ability to Listen and Pay Attention to Students

According to Chamot (1995), the concept of listening as a cognitive process by dividing it into phases in which information is in the form of sounds, reaches listener's auditory and/or visual receptors and then processed into the listener's short-term memory, working memory and long-term memory. Listening is one of the most important skills for effective communication. Therefore, one of the most effective strategies that teacher will depend on in his classroom in the ability to listen. That is to say, students often like those who listen to their ideas then understand them; in this way, teacher can develop good relationship with their students.

Additionally, Cf. Burden (1995, p.224) & Raffini (1996, p.182) suggest some gestures that can convey personal attention to students:

- Greet students and remember their names.
- Smile at them.
- Notice interesting features of their appearance
- Learn something unique about each student and occasionally mention it to them.
- Ask them about their lives outside school.

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- Show interest in their hobbies.
- Express in your comment that you have thought about them and that individual effort is recognized.
- Move around in class. (as cited in Dornyei, 2001, p. 38)

2.7.4 Group Work

Group work is considered as a successful strategy that the teacher should use to build a viable and comfortable learning atmosphere. However, some students do not prefer to work in groups since they feel it is a waste of time or can affect their grades; others do not accept criticisms from their colleagues. Nevertheless, Reid (2007) considers that working in groups can be a tremendous motivator, but it is also important to make sure that the dynamics of a group have a productive experience for everyone. He added that group work should be carefully supervised and each group should record their achievements at regular intervals.

Reid (2007, pp. 19-23) proposes some other strategies to raise students' motivation:

- Provide feedback to students about their own personal progress
- Learners need to believe in their own abilities
- Focus on the task and the curriculum
- Minimize pressure
- Self-assessment
- Show progression
- Develop student responsibility
- Encourage student choice
- Use positive feedback
- Encourage self-evaluation

Conclusion

As a conclusion, the major idea of this chapter is that motivation is an important factor in teaching and learning English as a foreign language. Therefore, motivation has a crucial role in supporting students to feel more comfortable and have a desire to learn a language. The basic aim of this chapter is presenting a general idea about motivation as well as exploring the nature of motivation concept from different perspectives in terms of its types, factors, sources different theories, and the main strategies that the teacher can rely on in order to create an effective classroom environment. These strategies have an influence on the student's outcome to satisfy his needs and the goals as much as possible. Without motivation, it will be almost impossible to make the necessary efforts.

Chapter Three

Data Analysis and Discussion of Results

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Introduction

The two preceding chapters have been concerned with the literature review about teachers' feedback and the way it motivates EFL learners. However, the present chapter is devoted to the fieldwork of this study. To begin with, this study is conducted to gather and analyze data that were collected from students and teachers' questionnaires. It will be analyzed and illustrated by different types of graphs. Additionally, this chapter looks for analyzing and discussing the obtained outcomes and using results to confirm the research hypothesis that requires the role of teachers' feedback in motivating EFL learners.

3.1 Students' questionnaire

3.1.1 Administration and aim of the students' questionnaire

The questionnaire was delivered online through the social media application "facebook.com" in the group of the first year EFL students of Biskra University. We chose (34) questionnaires which were clear and well understood. It aimed at gathering data concerning their perception towards the role of their teachers' feedback in enhancing their motivation.

3.1.2. Description of students' questionnaire

This questionnaire consists of (25) questions which involve distinct kinds of questions, close-ended and open-ended questions. This questionnaire is designed for first year EFL students of Biskra University to investigate the significance of teachers' feedback and its relationship with students' motivation. These questions are divided into four sections they are as follow:

Section One: This section is entitled "General Information" (Q1-Q3). It consists of three questions aiming to gain personal information about students such as their gender and

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whether the choice to study English at university was personal imposed or advised. Also, they are asked whether they like learning English language or not.

Section Two: This section is about "Students' Motivation" (Q1-Q7). It attempts to investigate the significance of motivation in learning English and the factors that effect it

Section Three: It is about "Teachers' Feedback" (Q1-Q9). Its emphasis is to know students' perception towards feedback in terms of its different types and the way it affects their performance.

Section Four: This section is concerned with "Teachers' Feedback and Students' Motivation" (Q1-Q6). It focuses on the relationship between teachers' feedback and students' motivation and the way they affect each other.

3.1.3. Analysis of the students' questionnaire

3.1.3.1 Section One: Personnel Information

Item 1. Would you specify your gender please?

Table 3.1 Students' gender

Option	Number	Percentage
a) Female	29	85%
b) Male	5	15%
Total	34	100%

According to this table, the number of females is 29 (85%) and the number of males is 05 (15%). It is clearly seen that the majority of first year LMD students are females; this means that the desire for learning English as a foreign language for the female respondents is more than for male respondents.

Item 2. The choice of learning English at university was:

Table 3.2 The choice of learning English at university

Option	Number	Percentage
a) Your own choice	28	82%
b) Your parents' choice	2	6%
c) Someone's advice	4	12%
Total	34	100%

This item is planned to display the reasons that led first year students to choose learning English language at university. As the results show, the vast majority of respondents (82%) chose learning English due to own desire. On the other hand, (6%) of respondents selected the second choice (their parents' choice). While the rest of the respondents answered with (someone's advice). Accordingly, most of respondents are conscious of the fact that learning English language is important.

Item 3. Do you like learning English language?

Table 3.3 Students' responses about whether they like learning English or not

Option	Number	Percentage
a) Yes	34	100%
b) No	0	0%
Total	34	100%

In this item, the respondents asked to say whether they enjoy learning English or not. Based on the table above, all of the respondents (100%) said that they prefer learn it. This supports their answers in first question. Therefore, most respondents enjoy learning English.

3.1.3.2 Section Two: Students' Motivation

Item 4. How do you consider the role of motivation in learning English as a foreign language?

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Table 3.4 Students' opinion about the role of motivation in learning English as a foreign language

Option	Number	Percentage
a) Very important	29	85%
b) Somehow important	5	15%
c) Not important at all	0	0%
Total	34	100%

The aim of this question is to reveal students' opinions about the role of motivation in learning English as a foreign language. As the table displays, the highest percentage is (85%) which reflects the ones who asserted that the role of motivation in learning English as a foreign language is very important. While, low percentage of respondents (15%) answered that role of motivation is somehow important. Thus, the role of motivation in learning English as a foreign language is very important for most first year EFL learners.

Item 5. How do you feel when learning English at university?

Table 3.5 The degree of students' motivation

Option	Number	Percentage
a) Highly motivated	10	29%
b) Somehow motivated	20	59%
c) Unmotivated	4	12%
Total	34	100%

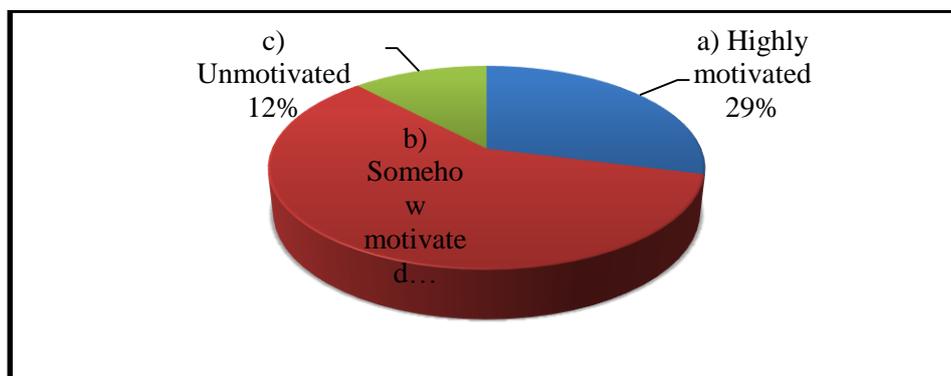


Figure 3.1 The degree of students' motivation

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The findings indicate that more than half of the participants (59%) feel somehow motivated when they learn English language, and (29%) of them are highly motivated. While, only (12%) of the participants feel unmotivated to learn English language. This might be a result of the way of teaching.

Item 6. How often do you feel highly motivated in the classroom?

Table 3.6 Frequency of students' motivation in the classroom

Option	Number	Percentage
a) Always	8	9%
b) Sometimes	23	67%
c) Rarely	7	21%
d) Never	1	3%
Total	34	100%

It is clear from the table that the majority of students “sometimes” feel highly motivated in the classroom; they represent (67%) from the total sample. However, (21%) affirmed that they “rarely” feel highly motivated in the classroom whereas only 08 students (9%) answer they “always” feel highly motivated in the classroom and only 01 student (3%) “never” feel highly motivated.

Concerning to the justification of the answers, only 20 students justified. Those who revealed to be always highly motivated in the classroom argued that their passion for learning English is great and big. In addition, it is their choice to choose English language in university. However, students who exposed to be sometimes highly motivated claimed that they still miss many things that motivate them to learn specially the university environment and administrative services; others said that it sometimes depends on how the lectures are presented. Moreover, participants who indicated to be rarely highly motivated justified with the teaching methods that they use are somehow boring. Another justification indicates that starting from the classroom and end up with our program that literally breaks

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down their motivation and the teachers too they do not care about them. Finally, students who said that they never to be highly motivated in the classroom explained that with the setting is demotivation, the teacher's attitudes and the list goes on.

Item 7. According to you, what are the main signs of highly motivated students? You may choose more than one option.

Table 3.7 The main signs of highly motivated students

Option	Number	Percentage
a) They are more attentive than the others	1	3%
b) They participate in the class	2	6%
c) They perform their tasks easily and do their homework regularly	0	0%
d) They do not feel shy to interact with the teacher and their peers	0	0%
e) They do their best to develop their competences	2	6%
f) All of them	17	50%
g) More than one sign	12	35%
Total	34	100%

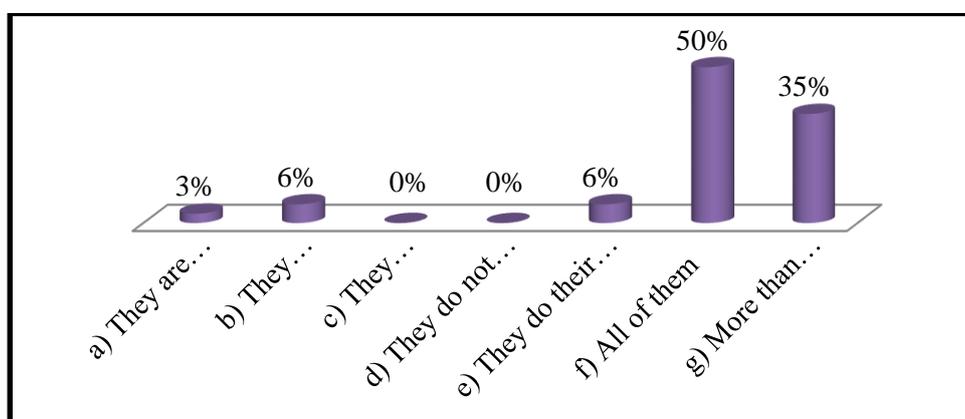


Figure 3.2 The main signs of highly motivated students

This question aims to investigate the main signs of highly motivated students; majority of the respondents (50%) chose all of the signs that have been mentioned. Others (35%) selected more than one sign. Moreover, a few of them (6%) agreed that the main signs of highly motivated students are “they participate in the class” and “they do their best to develop their competences”. However, just one participant picked the sign that “they are more attentive than the others”.

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According to these results, most EFL learners believe in the variety of the signs rather than specifying one sign.

Item 8. Which of the following intrinsic/personal factors affect your motivation to learn EFL the most?

Table 3.8 The intrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

Option	Number	Percentage
a) Your willingness to learn the language	11	32%
b) Your attitude towards the language itself	4	12%
c) Your interest	12	35%
d) Your self-efficacy and aptitude	7	21%
Total	34	100%

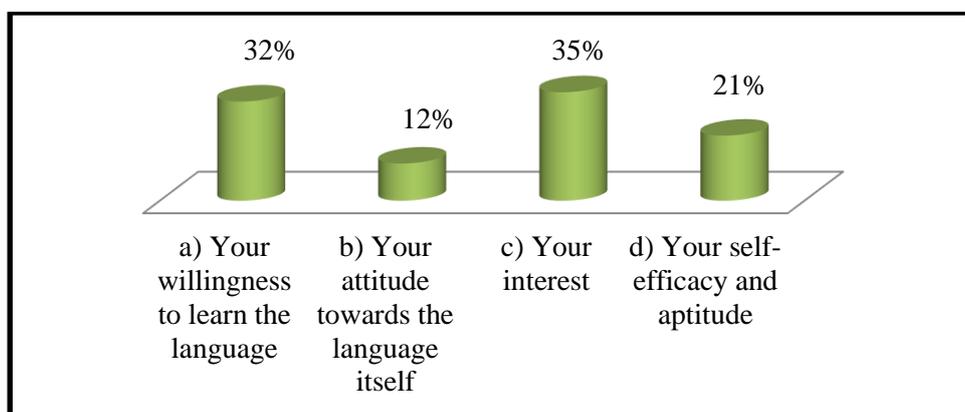


Figure 3.3 The intrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

According to the above-represented data in the table and the graph, (35%) of the participants mentioned that one of the intrinsic/personal factors that affect their motivation to learn EFL the most is "your interest". (32%) chose that "your willingness to learn the language" affect their motivation to learn EFL. Moreover, (21%) selected "your self-efficacy and aptitude" and just (12%) chose "your attitude towards the language itself" as an effective intrinsic factor. Consequently, most first year EFL students agreed that most important intrinsic factor is their attention. Additionally, other respondents added other factors, which are their mood and having many dreams.

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Item 9. Which of the following extrinsic/personal factors affects your motivation to learn EFL the most?

Table 3.9 The extrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

Option	Number	Percentage
a) The learning environment	12	35%
b) The content is being taught	7	21%
c) The way the language is being taught	7	21%
d) The teaching materials	2	6%
e) Your peers	0	0%
f) Your teachers' feedback	6	17%
Total	34	100%

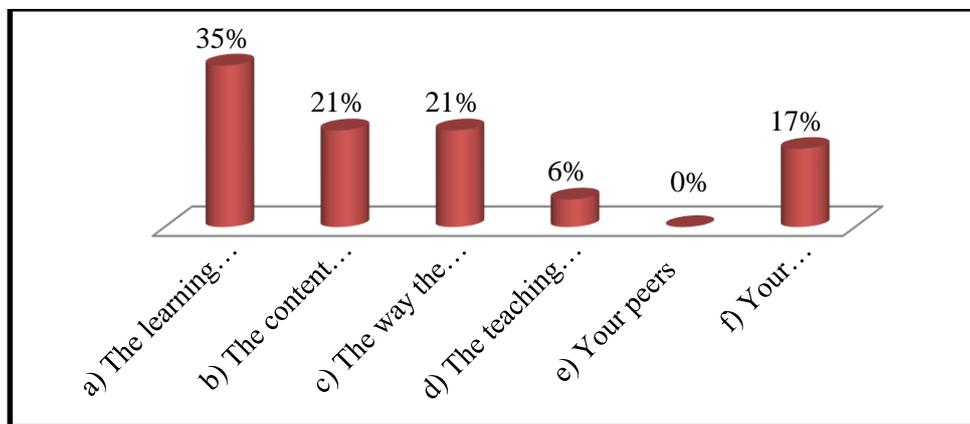


Figure 3.4 The extrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

Based on data in the table and the graph above, the majority of the respondents (35%) chose “the learning environment” as an effective extrinsic factor on students' motivation. Moreover, the equivalent percentage (21%) was marked on both “the content is being taught” and “the way the language is being taught”. In addition, (17%) of the participants picked “your teachers' feedback” and just (6%) of them chose “the teaching materials”. Finally, no one of the participants selected “your peers” as an effective extrinsic factor, which means that they do not find their colleagues helpful in terms of motivating each other.

Item 10. According to you, which of the following affects EFL students' progress the most?

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Table 3.10 Factors that affect EFL students' progress the most

Option	Number	Percentage
a) Intrinsic motivational/demotivational factors	24	71%
b) Extrinsic motivational/demotivational factors	10	29%
Total	34	100%

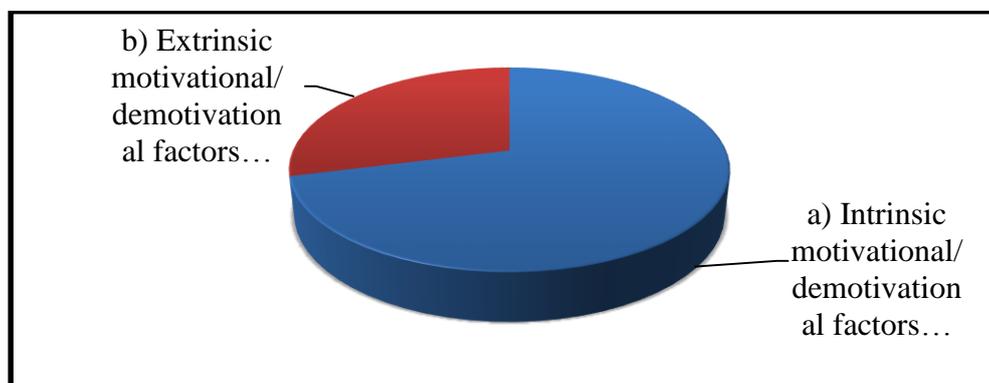


Figure 3.5 Factors that affect EFL students' progress the most

The aim behind such a question is to know which of the factors affect EFL students' progress the most intrinsic or extrinsic factors. The highest percentage of the respondents (71%) asserted that intrinsic motivational/demotivational factors are more influential. Whereas, only (29%) said that extrinsic motivational/demotivational factors are more effective for EFL students' progress.

Respondents' justifications of their answers

The majority of those whose choice was "intrinsic motivational/demotivational factors" stated that if the learner has a great desire to learn language, he would do his best to achieve his goal. Another respondent mentioned that both are influential but intrinsic is more effective because extrinsic may distract the students from the subject of learning. In addition, someone said that intrinsic factors are of higher importance, because the learning environment can change suddenly and the learner ought to keep motivated in order to achieve what they set to achieve. Moreover, a respondent stated that learners should depend

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on themselves to breach their goals and do not give for any external demotivating effects though the later contributes a lot in facilitating the process of learning.

3.1.3.3 Section Three: Teachers' Feedback

Item 11. In which of the following tasks you feel highly motivated?

Table 3.11 Kinds of tasks that motivate students the most

Option	Number	Percentage
a) Individual tasks	18	53%
b) Pair tasks	5	15%
c) Cooperative tasks	11	32%
Total	34	100%

The above item is meant to discover which of the three types of tasks students feel highly motivated. According to the table above, (53%) of respondents agreed on that, individual tasks motivate students the most. Then, cooperative tasks with the percentage of (32%). On the other hand, pair tasks with the percentage of (15%). It can be concluded that individual tasks is the first kind that interest most of the EFL learners to get motivated.

Item 12. When performing a task, how often do (es) your teacher(s) correct your errors?

Table 3.12 Frequency of teachers' correction of students' errors

Option	Number	Percentage
a) Always	2	6%
b) Sometimes	23	68%
c) Rarely	9	26%
d) Never	0	0%
Total	34	100%

This question is designed to exhibit the frequency of teachers' correction of students' errors when they perform. From the showed results in the table above, more than the half of respondents (68%) claimed that their teachers "sometimes" correct their errors. Moreover,

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(26%) of respondents chose the third choice, which indicates that they are “rarely” corrected by their teachers. Then, the first option gained (6%) and it refers to the respondents who said that their teachers “always” correct their mistakes. After that, no one chose the fourth option (0%).

Item 13. When you make mistakes, do you like to be corrected?

Table 3.13 Students' interest in being corrected by their teachers

Option	Number	Percentage
a) Yes	30	88%
b) No	4	12%
Total	34	100%

The above item was asked to explore whether students like to be corrected when they make mistakes by their teachers or not. As it appears, the highest percentage (88%) was given to the respondents who answered that they like to be corrected when they make mistakes but the remaining respondents (12%) claimed that they do not prefer to be corrected by their teachers. It can be deduced that the majority of students see that the majority of the students see that teachers' correction is important for them to improve their performance.

Respondents' justifications of their answers

In this item, all of respondents were asked to justify their answers and this provided several and valuable justifications. To begin with, those who prefer to be corrected by their teachers explained that making mistakes in learning is not a shame, and they see that mistakes as opportunities to know more about the system of language also to fix their wrong previously taken rules. Other respondents justified their choice saying “to learn from my mistakes and never do them again”. One of the respondents claimed that constructive feedback is source of bettering his level.

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Another student noted that error correction must take place, between demotivation a learner and spreading miss information, the first one is the lesser evil.

On the other hand, those who do not like to be corrected justified that by saying that it makes them embarrassed and it affects their self-confidence. Then, one students answered that it depends on the way the teacher corrects my mistakes. In addition, a respondent said that according to the mistake. There are mistakes are natural happens and unconsciously occurs and when you stress on them the student will be disappointed and impressed.

Item 14. Do you like your errors to be corrected:

Table 3.14 Students' interest in the time of being corrected

Option	Number	Percentage
a) Instantly	11	32%
b) After they finish their performance	23	68%
Total	34	100%

As it is remarked in both the table above, (68%) of the respondents prefer to be corrected after they finish their performance. While, (32%) of them like to be corrected instantly. Consequently, the majority of respondents confirmed that they prefer being corrected after their performance in order to avoid feeling embarrassed to continue their performance and to accept their mistakes easily.

Item 15. Which source of feedback do you prefer?

Table 3.15 Students' preferable source of feedback

Option	Number	Percentage
a) Teacher feedback	11	30%
b) Peer feedback	0	0%
c) Both of them	23	67%
d) No answer	1	3%
Total	34	100%

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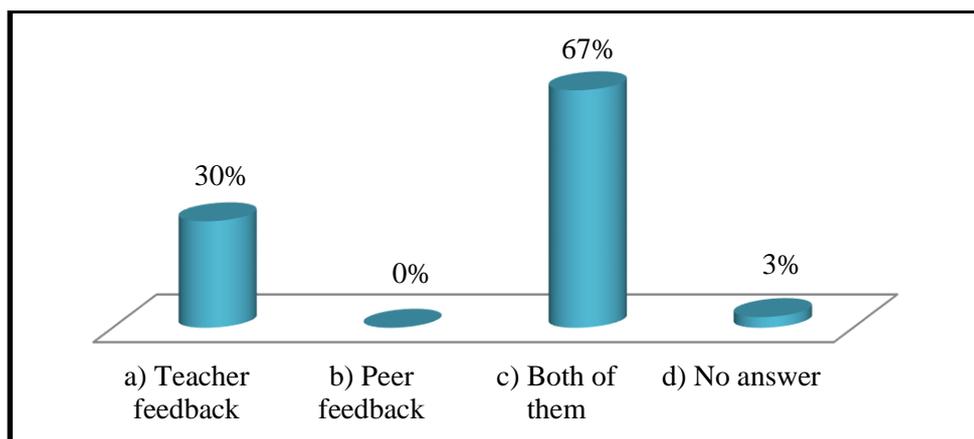


Figure 3.6 Students' preferable source of feedback

According to the data manifested above, 23 students that 67% of respondents agreed that both teacher feedback and peer feedback are preferable as sources. While, 30% prefer teacher's feedback. Whereas, 3% chose "no answer" and it is worth noting that no one of the respondents 0% selected peer feedback. Therefore, most of respondents are aware of the significance both teacher and peer feedback in enhancing their performance.

Item 16. When correcting, on which mistakes does your teacher focus on? You may choose more than one option.

Table 3.16 Mistakes teachers focus on when providing feedback from students' point of view

Option	Number	Percentage
a) The form and content	4	11%
b) Language and style	0	0%
c) Grammatical and spelling mistakes	3	9%
d) Pronunciation	0	0%
e) Serious and repeated mistakes	1	3%
f) All the types of mistakes	15	43%
g) More than one aspect	12	34%
Total	34	100%

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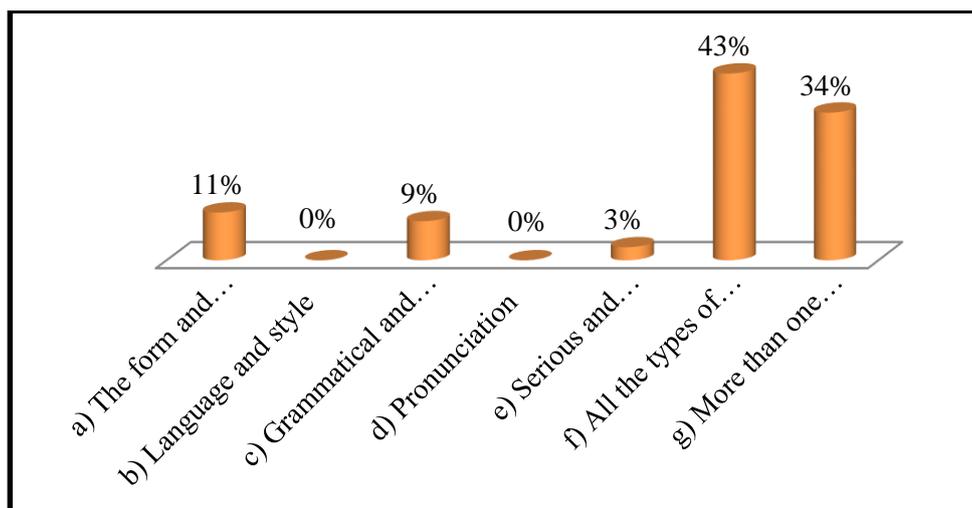


Figure 3.7 Mistakes teachers focus on when providing feedback from students' point of view

From students' responses, it is noticed that (43%) is the highest percentage for the participants who received feedback from the teacher for the types of mistakes. (34%) of learners chose more than one aspect. Moreover, (11%) of them selected the form and content, then (9%) indicated that grammatical and spelling mistakes are teachers' major focus when they provide feedback. (3%) picked serious and repeated mistakes. Thus, teachers focus on various mistakes when they provide feedback.

Item 17. Do you have supportive classmates?

Table 3.17 Students' opinion about their classmates

Option	Number	Percentage
a) Yes, extremely supportive	11	33%
b) They are neither supportive nor unsupportive	21	61%
c) No, extremely unsupportive	2	6%
Total	34	100%

It is shown above that (61%) of respondents said that their classmates are neither supportive nor unsupportive. Whereas, (33%) asserted that their colleagues are extremely supportive, and only (6%) of the participants denied that their classmates are extremely supportive. Therefore, it is remarkable that students' points of view differ from one to another.

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Item 18. Which type of feedback do you prefer?

Table 3.18 Students' preferable type of feedback

Option	Number	Percentage
a) Oral feedback	3	9%
b) Written feedback	2	6%
c) Depends on the task	29	85%
Total	34	100%

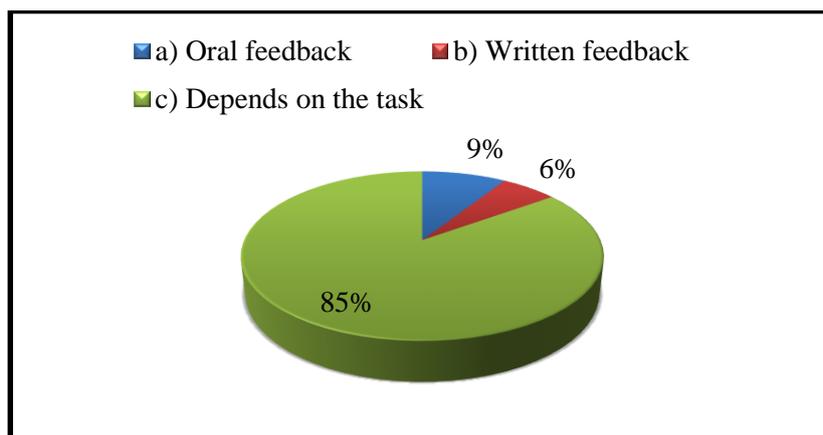


Figure 3.8 Students' preferable type of feedback

It is noticed that (85%) of the students chose the type of feedback that depends on the task. While, (9%) of the participants preferred oral feedback and (6%) of them selected written feedback. These results reflect the fact that most of participants aware when it comes to choosing what suits their needs.

Item 19. How does your teacher correct your errors? (You can choose more than one option).

Table 3.19 Teachers' way of correcting students' errors from students' point of view

Option	Number	Percentage
a) Shows the mistake	1	3%
b) Provides the correct form	5	15%
c) Gives the rule	0	0%
d) Gives advice	2	6%
e) Criticizes	1	3%
f) All of them	10	29%
g) None of them	1	3%
h) More than one error	14	41%
Total	34	100%

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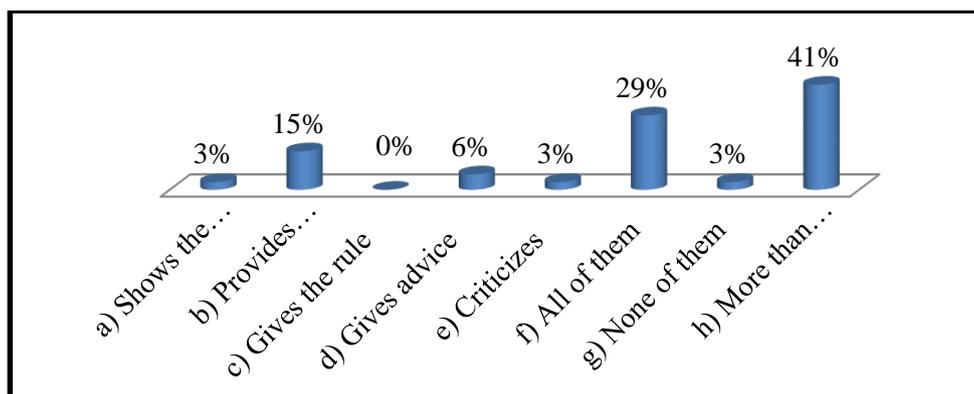


Figure 3.9 Teachers' way of correcting students' errors from students' point of view

From this table, we notice that (41%) is the highest percentage for the participants who received feedback from the teacher for more than one error. (29%) of participants have been provided by feedback from the teacher for all mistakes mentioned. However, (15%) of the students stated that their teacher provides them with the correct form, and (6%) of them received feedback in a form of advice. Furthermore, just (3%) of the participants selected that their teacher either shows the mistake, criticizes or none of the above mentioned ways of correction.

3.1.3.4 Section Four: Teachers' Feedback and Students' Motivation

Item 20. How do you feel when receiving feedback from your teacher or peers?

Table 3.20 Students' feeling when receiving feedback from their teacher(s) or peers

Option	Number	Percentage
a) Motivated	25	73%
b) Disappointed	3	9%
c) Discouraged	2	6%
d) Embarrassed	4	12%
Total	34	100%

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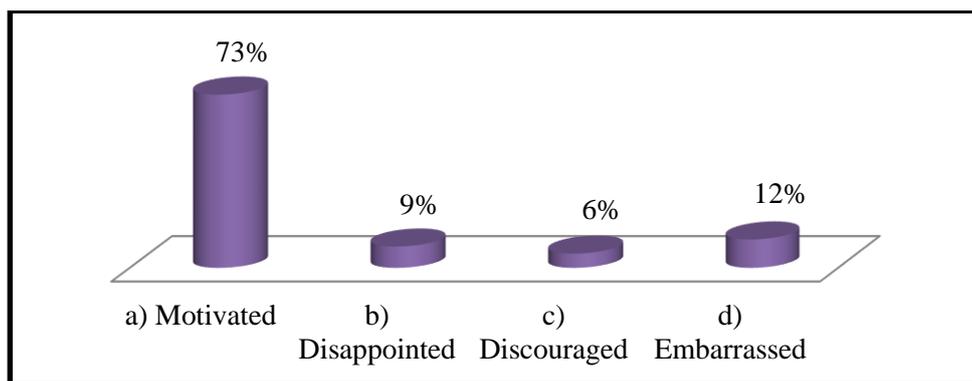


Figure 3.10 Students' feeling when receiving feedback from their teacher(s) or peers

We notice from this table and the graph that (73%) of the participants considered teacher's or peers' feedback motivating because they encourage them when they make mistakes, and share their own ideas with them during learning. On the other hand, (12%) of the participants feel embarrassed. (9%) of students feel disappointed and (6%) of them are discouraged; this lead students to less participation in the classroom.

Item 21. If your teacher gives you feedback more than once to specific error, then do you repeat the same error?

Table 3.21 Students' opinion about repeating the same error after receiving feedback

Option	Number	Percentage
a) Yes	3	9%
b) No	31	91%
Total	34	100%

This question is designed to see whether students repeat the same error after receiving feedback or not. As it appears, the highest percentage (91%) was given to the respondents who answered that they do no repeat the same error but the remaining respondents (9%) claimed that they repeat the same error even when they receive feedback more than once. It can be presumed that the majority of students learn from their mistakes easily.

If yes,

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Table 3.21.1 Reasons for repeating the same errors

Option	Number	Percentage
a) Because of the ambiguity of feedback	2	67%
b) Because of the inappropriate time it is given	0	0%
c) Because of the quantity of feedback	0	0%
d) Because of the teacher's way of presenting the feedback	1	33%
Total	3	100%

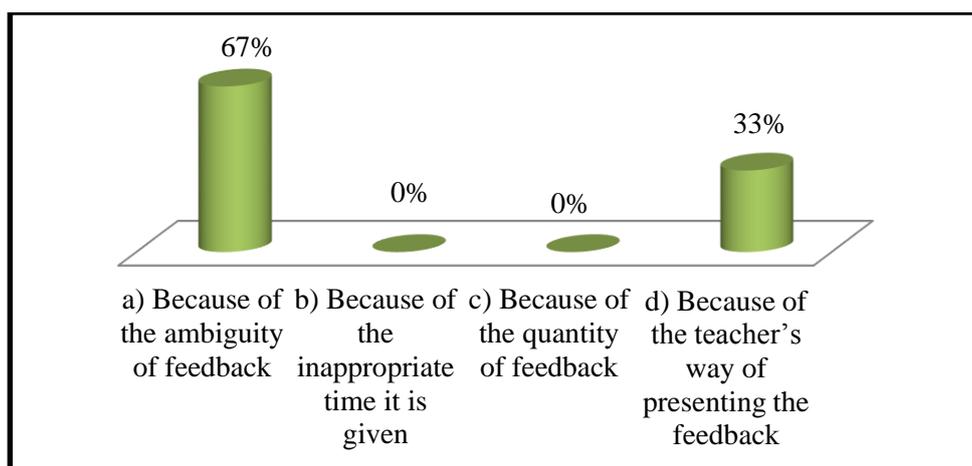


Figure 3.11 Reasons for repeating the same errors

To simplify what the table and the figure suggested, (67%) of the participants justified by the ambiguity of feedback. While, a percentage of (33%) insisted on the teacher's way of presenting the feedback. However, no one chose "the inappropriate time it is given" or "the quantity of feedback".

Item 22. According to you, effective feedback is:

Table 3.22 Characteristics of effective feedback from students' point of view

Option	Number	Percentage
a) Specific, timely, meaningful, and candid.	7	21%
b) Goal-oriented.	4	12%
c) It focuses on the future performances.	6	18%
d) About the process, not the person.	3	9%
e) All of them	14	40%
Total	34	100%

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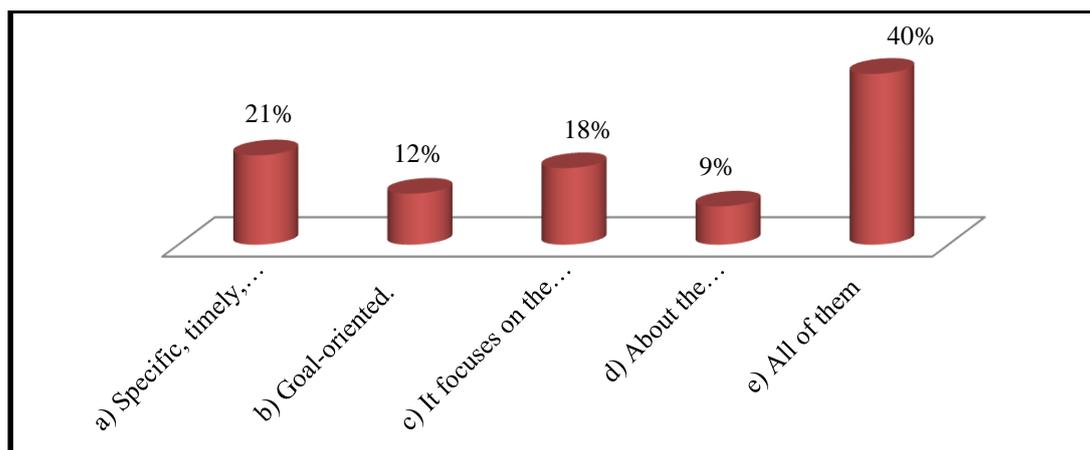


Figure 3.12 Characteristics of effective feedback from students' point of view

From students' responses, it is noticed that the majority (40%) of them explained that all of the characteristics suggested above represent the effective feedback. Others (21%) said that effective feedback is specific, timely, meaningful, and candid. Moreover, (18%) agreed that it focuses on the future performances, then (12%) of respondents selected the option "goal-oriented". Finally, just (9%) picked the choice "about the process, not the person". Thus, students considered the effective feedback as being various in terms of its characteristics.

Item 23. To what extent do you agree that teachers should focus more on the way of presenting feedback rather than how much it should be?

Table 3.23 Students' agreement about the teachers' focus on the way of presenting feedback

Option	Number	Percentage
a) Strongly disagree	6	18%
b) Disagree	3	9%
c) Agree	15	44%
d) Strongly agree	10	29%
Total	34	100%

The results indicate that participants' points of view are different. They also vary from strongly disagree to strongly agree. It is remarkable that the majority of them (44%) agree with that teachers should focus more on the way of presenting feedback rather than

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how much it should be, and (29%) strongly agrees with it. However, participants who strongly disagree with it are about (18%), and those who disagree are just (9%). Some participants support their answers with justification as the following:

- Sometimes teachers embarrass students by their feedback (the way).
- The manner can motivate or demotivate learners.
- Teacher's feedback is not too much effective.
- Because the teacher has to consider learners' different personalities.
- The way of presenting feedback is more important because it should not be hard to motivate student.

Item 24. Do you find your teachers' feedback motivating enough?

Table 3.24 Students' perception towards teachers' feedback

Option	Number	Percentage
a) Yes	20	59%
b) No	14	41%
Total	34	100%

From the data observed in the table, (59%) of respondents find their teachers' feedback motivating enough. Despite this, a percentage of (41%) refers to the students who argued that they find their teachers' feedback demotivating.

Respondents' justifications of their answers

The respondents who opted for the choice "yes", most of them justified their responses by if it was given in the correct way and in the correct time, the student can learn without being embarrassed. Others said that teachers help them to correct themselves and not to repeat the same mistake again. Besides, some claimed that as teachers provide alternative answers, encourage improving quickly and helping them to be self-motivated.

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On contrary, respondents who chose the option “no” reported that it depends on teachers but mostly they do not have motivating way they only show the mistakes. Another justification says it does not influence student's motivation and the way of performance. Also, because they do not use the right materials or encourage them to do or adapt new things.

Item 25. According to you, a motivating feedback:

Table 3.25 Students' views towards the characteristics of a motivating feedback

Option	Number	Percentage
a) Encourages students to think critically about their work and to reflect on what they need to do to improve it.	10	29%
b) Helps them see their learning in new ways and gain increased satisfaction from it.	3	9%
c) Helps promote dialogue between staff and students.	2	6%
d) Guides students to adapt and adjust their learning strategies.	0	0%
e) Guides students to become independent and self-reflective learners, and better critics of their own work.	1	3%
f) Stimulates reflection, interaction and dialogue about learning improvement.	0	0%
g) All of them	18	53%
Total	34	100%

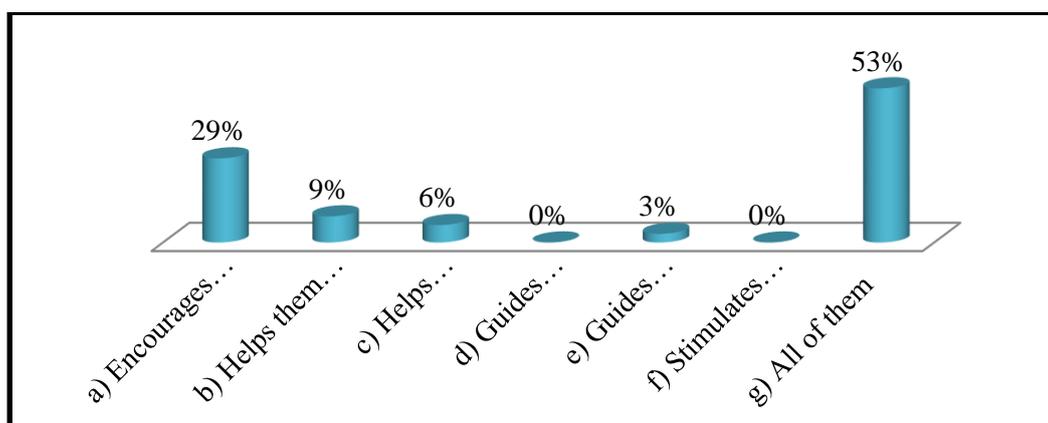


Figure 3.13 Students' views towards the characteristics of a motivating feedback

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The aim behind such a question is to know students' perceptions about the characteristics of a motivating feedback. The majority of respondents with highest percentage (53%) all of the above-mentioned characteristics. In addition, (29%) of them admitted that motivating feedback encourages students to think critically about their work and to reflect on what they need to do to improve it. Moreover, (9%) of the students indicated that motivating feedback helps them see their learning in new ways and gain increased satisfaction from it, then (6%) of respondents selected "helps promote dialogue between staff and students". Only (3%) of them chose "guides students to become independent and self-reflective learners, and better critics of their own work".

3.1.4. Discussion of the findings

From the questionnaire, which has been delivered to First year EFL LMD students at university of Biskra and which investigates teachers and students' perceptions towards the relationship between feedback and motivation. It is notable that the majority of students were females and the males were the minority and that their choices of learning English is optional

In the second part, the gathered data confirmed that the role of motivation is very important in learning English; most of the participants agreed that motivation is crucial in supporting students to make more efforts. Nevertheless, most of the students feel somehow motivated when learning English. In addition, according to them, there are various characteristics of highly motivated students in terms of participation, performance and interaction with others. Also, the intrinsic and extrinsic factors that affect students' motivation differ from one participant to another.

The next part was about "teachers' feedback". The results showed that students' points of view differ in terms of types of tasks that motivate them the most. Moreover, most

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of the students agreed that their teachers sometimes correct their errors, the highest percentage of participants like to be corrected after they finish their performance and they prefer both teacher and peer feedback as a source. They acknowledged that the majority of teachers focus on more than one error or all the errors during the correction.

Finally, in the last section the data obtained determined that the majority of students feel motivated when they receive feedback; also, they do not repeat the same error. Furthermore, most of the respondents agreed on the diversity of the characteristics of effective feedback. Relying on the findings, it is noticed that students perceptions towards teachers' feedback differs from one to another; however, they agreed on the variety of characteristics of motivating feedback

3.2 Teachers' Questionnaire

3.2.1 Description of the Teacher's Questionnaire

This questionnaire includes four sections. The first section is about teachers' general information and it consists of three questions. The second section is about "student's motivation" it spots light on the role of motivation in learning English for teachers, and the main signs of highly motivated students. The third section is about "teachers' feedback" teachers are requested to answer questions concerning the time and way of providing feedback as well as the importance of feedback provision in teaching English and the form of feedback they use the most. The last section covers "effective feedback and students' motivation" we asked teachers questions including the way that classroom feedback affects students' motivation and the characteristics of motivating feedback.

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3.2.2 Administration and Aim of the Teachers' Questionnaire

The questionnaire was distributed to six teachers of the division of English at Mohammed Kheider Biskra University .Additionally, all teachers gave useful answers and rich information. The designed questions were elaborated to make teachers free in giving more details about our theme. The purpose is to check teachers' opinions and attitudes towards the role of their feedback in enhancing their students' motivation.

3.2.3 Analysis of the Teachers' Questionnaire

As a tool to collect data from teachers, it is designed to gather information and views from teachers that will be analyzed, interpreted then used to support our study.

3.2.3.1 Section One: General Information

Item 1. Please, specify your degree

Table 3.26 Teachers' degree

Option	Participants	Percentage
a) MA (Master)/ Magister	4	66%
b) Doctorate	2	34%
Total	6	100%

From teachers' answers, it is observed that the majority of teachers (66%) have Master/Magister degree while two others (34%) have Doctorate degree. This is beneficial since it helps us to gather data from teachers with different high degrees.

Item 2. How long have you been teaching English at University?

Table 3.27 Teachers' experience in teaching EFL at university

Option	Participants	Percentage
a) 1-5 years	4	66%
b) 6-10 years	1	17%
c) More than 10 years	1	17%
Total	6	100%

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Teachers' responses are different. A high number of respondents (66.67%) have been teaching English for one to five years. However, just 17% of them have been teaching it for six to ten years and for more than ten years.

Item 3. How do you find teaching English at university?

Table 3.28 Teachers' attitudes towards teaching English at university

Option	Participants	Percentage
a) An easy task	2	34%
b) A hard task	4	66%
Total	6	100%

The present results indicate that the majority of teachers (66%) consider teaching English as a hard task. While, (34%) think that teaching English is an easy task.

For those who have been chosen “a hard task” they justified their choice with saying with good preparation it is easy banana, another one said that students mostly are mature enough, and they have goals for learning a language. Nevertheless, teachers with the option “an easy task” explained that managing classroom tasks to provide an efficient learning environment that promotes autonomy needs a variety of skills and a wide range of knowledge. Someone else mentioned that it demands efforts, concentration and motivation.

3.2.3.2 Section Two: Student's Motivation

Item 4. How do you consider the role of motivation in learning English as a foreign language?

Table 3.29 Teachers' opinions about the role of motivation in learning English as a foreign language

Option	Participants	Percentage
a) Very important	5	83%
b) Somehow important	1	17%
c) Not important at all	0	0%
Total	6	100%

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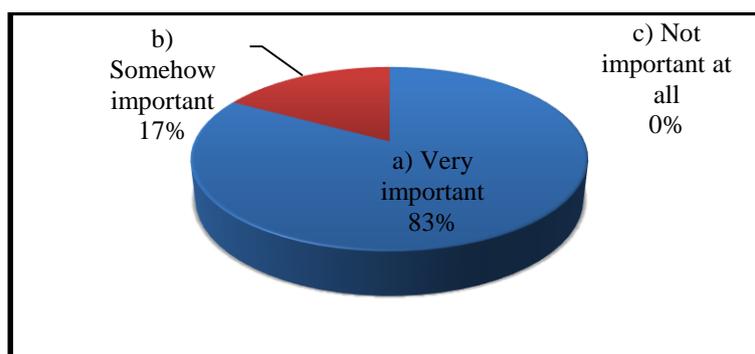


Figure 3.14 Teachers' opinions about the role of motivation in learning English as a foreign language

Depending on the present findings, the highest percentage of the participants (83%) consider the role of motivation in learning English as a foreign language very important and just (17%) stated that it is somehow important. Later in this question teachers were asked to justify their answers, and their justifications were varied and valuable; to mention few, for some teachers the role of motivation is very important because a motivated student is always eager to learn. In addition, motivation is necessary to learn a language effectively. In the same vein, another teacher mentioned that research has established the relationship, and it is common sense that motivated learners are more likely to make more effort. On the other hand, the only teacher who chose "somehow important" stated that motivation with its different types is necessary to reach some levels in learning language however in some cases learners find themselves urged and forced to obtain some language structures with no motivation.

Item 5. How do you find your students?

Table 3.30 The degree of students' motivation from teachers' point of view

Option	Participants	Percentage
a) Highly motivated	1	17%
b) Somehow motivated	3	49%
c) Unmotivated	2	34%
Total	6	100%

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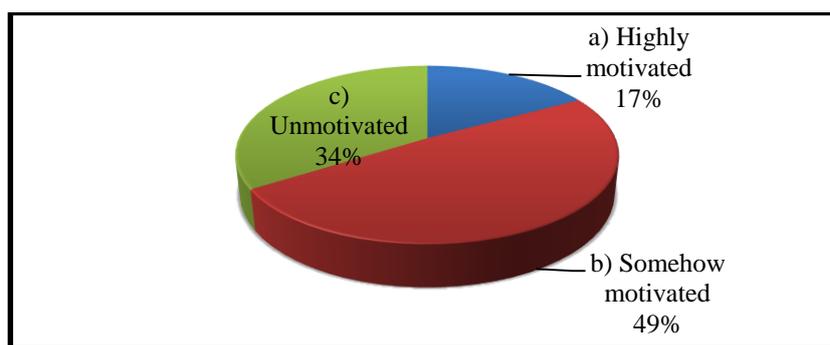


Figure 3.15 The degree of students' motivation from teachers' point of view

The present results indicate that (49%) of the teachers find their students somehow motivated. (34%) of them see their students unmotivated. While, only one teacher who represents (17%) of the whole percentage find his students highly motivated.

Item 6. According to you, what are the main signs of highly motivated students?

Table 3.31 The main signs of highly motivated students from teachers' point of view

Option	Participants	Percentage
a) They are more attentive than the others	0	0%
b) They participate in the class	1	17%
c) They perform their tasks easily and do their homework regularly	0	0%
d) They do not feel shy to interact with the teacher and their peers	0	0%
e) They do their best to develop their competences	0	0%
f) All of them	4	66%
a+b+c	1	17%
Total	6	100%

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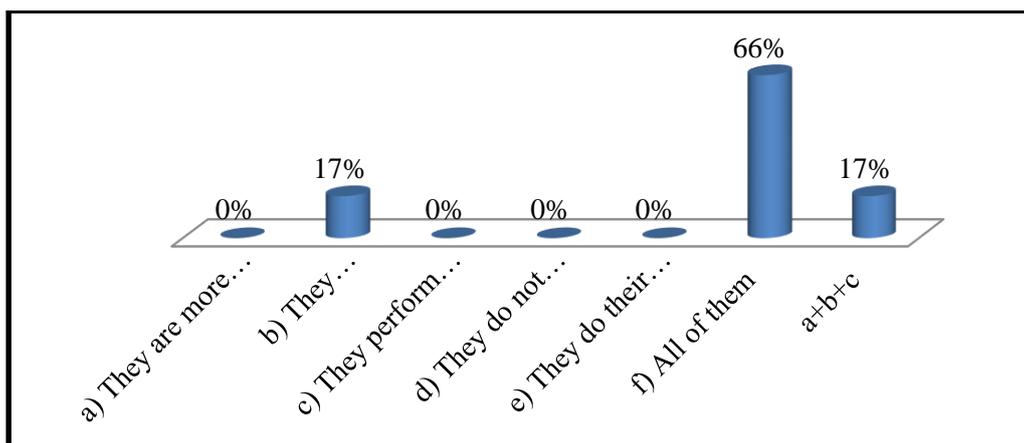


Figure 3.16 The main signs of highly motivated students from teachers' point of view

The current table shows that (66%) of the teachers see that all of the above mentioned signs characterize the highly motivated students. However, (17%) of them stated that highly motivated students have three significant characteristics which are: “they are more attentive than the others, they participate in the class, they perform their tasks easily and do their homework regularly”.

Item 7. According to you, which of the following affects EFL students' progress the most?

Table 3.32 Factors that affect EFL students' progress the most

Option	Participants	Percentage
a) Intrinsic motivation	6	100%
b) Extrinsic motivation	0	0%
Total	6	100%

The current findings represent that the full number of participants (100%) agree that intrinsic motivation affects EFL students' progress the most. According to them, students need to be motivated by themselves to help them learn. They justify also that internal motivation always pushes the learner to learn effectively. Another teacher stated that students can build their own path when they feel the spark of learning.

Item 8. Which of the following intrinsic/personal factor(s) affect(s) students' motivation to learn EFL the most?

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Table 3.33 The intrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

Option	Participants	Percentage
a) Students' willingness to learn the language	1	17%
b) Students' attitude towards the language itself	0	0%
c) Students' interest	0	0%
d) Students' self-efficacy and aptitude	1	17%
e) All of them	4	66%
Total	6	100%

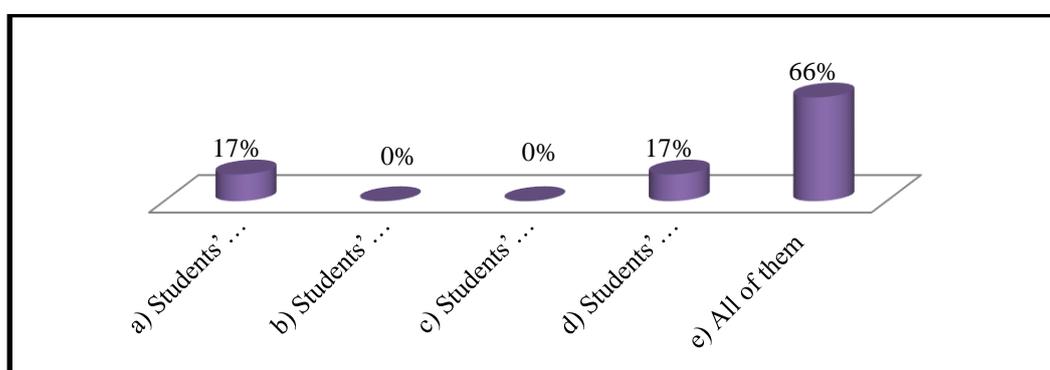


Figure 3.17 The intrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

This table indicates that the great number of teachers (66%) revealed that all the intrinsic/personal factors mentioned above affect students' motivation to learn EFL. (17%) of them chose "students' willingness to learn the language" and "students' self-efficacy and aptitude". While, no one selected "students' attitude towards the language itself" or "students' interest".

Item 9. Which of the following extrinsic/personal factors affects students' motivation to learn EFL the most?

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Table 3.34 The extrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

Option	Participants	Percentage
a) The learning environment	3	50%
b) The content is being taught	1	17%
c) The way the language is being taught	1	17%
d) The teaching strategies and materials	0	0%
e) Peers	0	0%
f) Teachers' feedback	1	17%
Total	6	100%

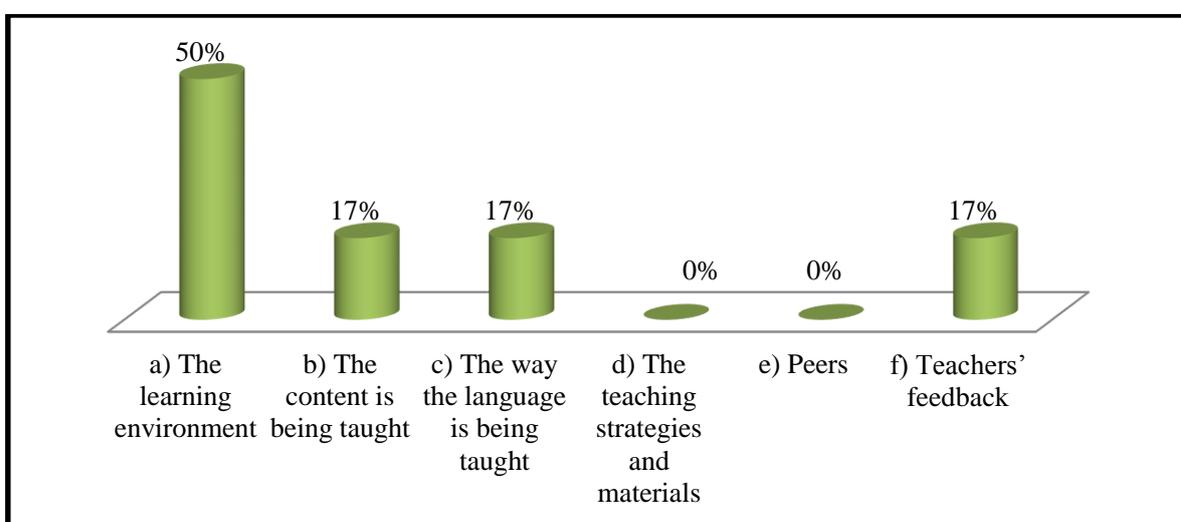


Figure 3.18 The extrinsic/personal factor(s) that affect(s) students' motivation to learn EFL the most

Depending on the present findings, (50%) of the respondents chose the learning environment as the most effective extrinsic/personal factor on students' motivation to learn EFL. An equal number of teachers (17%) selected the content is being taught, the way the language is being taught and teachers' feedback since they consider them as effective factors in motivating students to learn EFL. However, no one chose "the teaching strategies and materials" or "peers".

Concerning to the justification of the answers, teachers who selected the first option argued that a healthy environment makes learning effective. Someone else stated that this tends to affects other elements. Another teacher said that lowering the affective filter allows

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students to feel comfortable being vulnerable and making mistakes as they navigate new skills. For the option “The content is being taught”, the teacher explained that it attracts them willingly. However, the teacher who chose “the way the language is being taught” indicated that how to teach the language is a delicate process that affects the way students interact with the language.

Item 10. What are the main strategies you rely on to increase your students' motivation to learn English as a foreign language?

Table 3.35 Teachers' strategies to increase students' motivation to learn English as a foreign language

Option	Participants	Percentage
a) You create a safe atmosphere	1	17%
b) You differentiate your teaching tasks and strategies	0	0%
c) You use different materials to address the different learning styles	0	0%
d) You provide constructive feedback whenever needed	0	0%
e) All of them	4	66%
a+b+d	1	17%
Total	6	100%

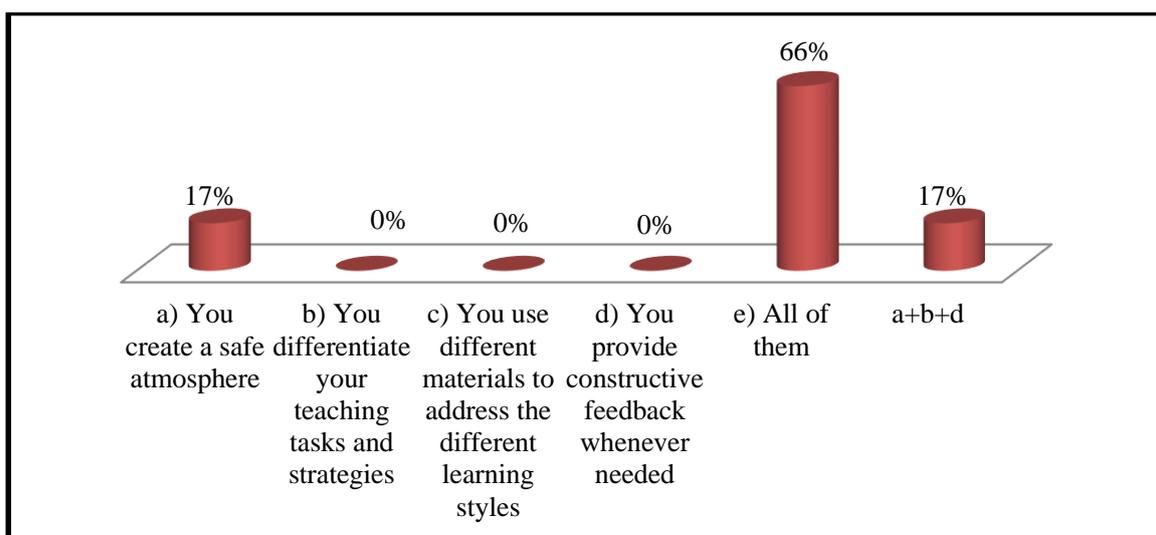


Figure 3.19 Teachers' strategies to increase students' motivation to learn English as a foreign language

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The results show that the most of the participants (66%) have said that they use all of the above mentioned strategies to increase students' motivation to learn English as a foreign language, and the same percentage of teachers (17%) chose "you create a safe atmosphere" and the three first choices together. This means that teacher prefer to vary the strategies in order to enhance their students' motivation to learn English as a foreign language rather than relying on just one strategy.

Section Three: Teachers' Feedback

Item 11. How often do you correct your students' errors?

Table 3.36 Frequency of teachers' correction of students' errors

Option	Participants	Percentage
a) Always	1	17%
b) Sometimes	4	66%
c) Rarely	1	17%
d) Never	0	0%
Total	6	100%

The above table shows that the teachers have different attitudes towards the times they correct their students' errors. Simply, many of them (66%) answer that they sometimes provide correction to their students' errors, while 17% of them argue that they "always" or "rarely" correct their students' errors. Additionally, no one of them selected the last choice. In other words, teachers try to do their best to help students identify their mistakes.

Item 12. Do you correct your students' errors?

Table 3.37 Teachers' responses about the time they correct their students' errors or not

Option	Participants	Percentage
a) Instantly	0	0%
b) After they finish their performance	6	100%
Total	6	100%

This table illustrates that the full number respondents (100%) stated that they correct their students' errors after they finish their performance. They justified their choice by

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indicating that in order not to interrupt the flow of ideas and the smooth transition of data. Another teacher explained that hindering students' message midway could result in inhibition and reluctance to speak. Someone else stated, "If the interaction is casual, I recast as natural back channeling. If the interaction is more focused on form then I listen and wait to see if they will catch the error themselves. If they do not, then I will ask them leading questions to try to help them identify the error".

Item 13. According to you, how is feedback provision important in teaching English as a foreign language?

Table 3.38 The importance of feedback provision in teaching English as a foreign language from teachers' point of view

Option	Participants	Percentage
a) Very important	5	83%
b) Moderately important	1	17%
c) Of little importance	0	0%
d) Not important	0	0%
Total	6	100%

As shown on the table, the highest percentage of the participants (83%) considered feedback provision very important in teaching English as a foreign language. (17%) of them affirmed that feedback is moderately important. The teachers were asked later in this question to provide their justifications; those who selected "very important" claimed that it is the only source to develop an accurate language in most cases; moreover, according to the teachers, feedback, from peers, self and the instructor are critical to improvement. For the participant who chose "moderately important" he stated that feedback contributes to them improving their language, but can affect their willingness to communicate.

Item 14. Does your feedback take the form of:

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Table 3.39 Forms of teachers' feedback

Option	Participants	Percentage
a) An Advice	1	17%
b) A Comment	1	17%
c) A Criticism	0	0%
d) A praise	0	0%
e) Depends on the situation	4	66%
Total	6	100%

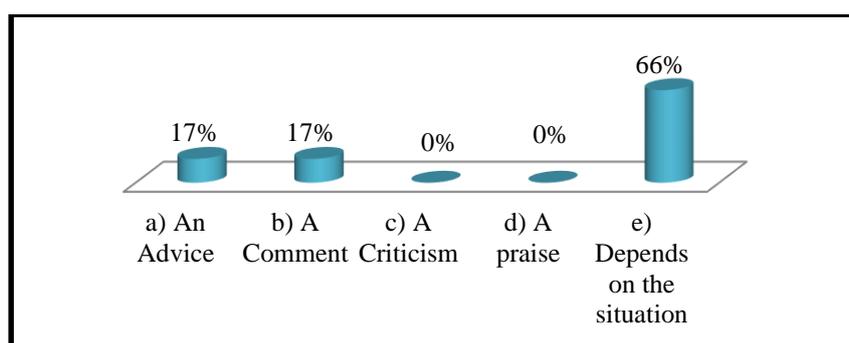


Figure 3.20 Forms of teachers' feedback

From the findings, more than half of teachers (66%) stated that the form of their feedback depends on the situation. (17%) of them, their feedback takes the form of an advice or a comment.

Item 15. When providing feedback, do you focus on?

Table 3.40 Aspects that teachers focus on when providing feedback

Option	Participants	Percentage
a) Your students' fluency	1	17%
b) Your students' accuracy	1	17%
c) Both of them	4	66%
Total	6	100%

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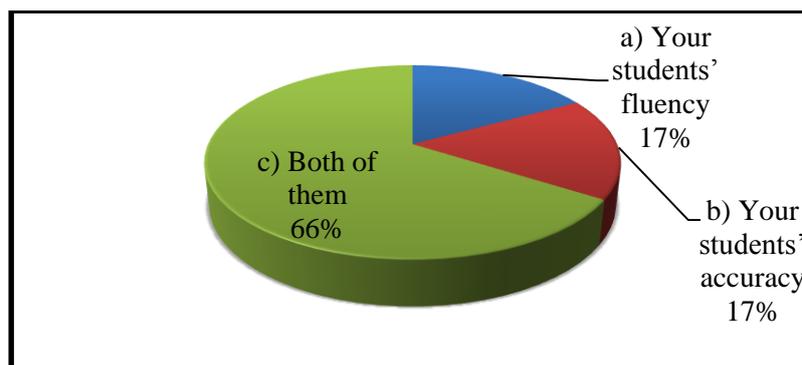


Figure 3.21 Aspects teachers focus on when providing feedback

A percentage of (66%) of teachers stated that when they provide feedback they focus on both students' fluency and accuracy. An equal number of teachers (17%) selected either students' fluency or accuracy. For those who chose both students' fluency and accuracy they justified that fluency and accuracy are both important for the development of students' language. Another teacher explained that it depends on the skill they are developing and the extent to which a particular component is important for comprehension and communication. For the one who selected "students' fluency" he considers being fluent is what counts because I found them very shy to finish their oral production when they are corrected. Moreover, the teacher who chose "students' accuracy" he mentioned that accuracy is primordial.

Item 16. When correcting your students' performances, do you:

Table 3.41 Teachers' way of correcting students' errors

Option	Participants	Percentage
a) Highlight the error only	0	0%
b) Use symbol codes to indicate the type of error	0	0%
c) Give the correct form directly	1	17%
d) Using Written comments	1	17%
e) Using oral comments	4	66%
Total	6	100%

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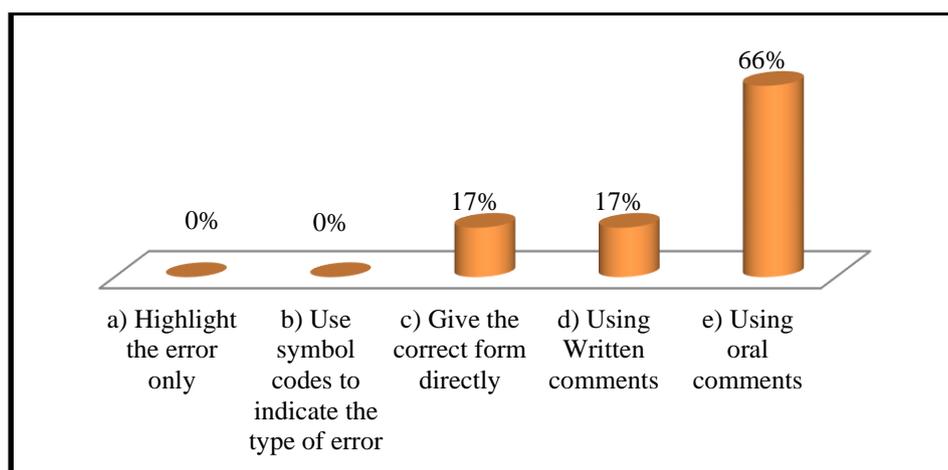


Figure 3.22 Teachers' way of correcting students' errors

As the previous results have indicated, the majority of respondents (66%) use oral comments as a way of correcting students' errors. (17%) of them either "give the correct form directly" or "use written comments". Some teachers suggested other ways including encouraging self-correction, doing all of those things, depending on the type of assignment and the type of error.

Section Four: Effective Feedback and Students' Motivation

Item 17. According to you, effective feedback is:

Table 3.42 Characteristics of effective feedback from teachers' point of view

Option	Participants	Percentage
a) Specific, timely, meaningful, and candid.	0	0%
b) Goal-oriented.	0	0%
c) It focuses on the future performances.	0	0%
d) About the process, not the person.	0	0%
e) All of them	6	100%
Total	6	100%

The results illustrated on the table reveal that (100%) of teachers believe that all of the characteristics mentioned above demonstrate the effective feedback. These characteristics are specific, timely, meaningful, and candid, goal-oriented; it focuses on the future performances, about the process, not the person.

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Item 18. What are the main factors that may affect teacher's feedback delivery and quality?

Table 3.43 The main factors that may affect teacher's feedback delivery and quality

Option	Participants	Percentage
a) Teacher's mood	0	0%
b) The large number of students	1	17%
c) Students' performance	0	0%
d) Students' reactions	0	0%
e) Time	0	0%
f) The large number of errors	0	0%
g) All of them	5	83%
Total	6	100%

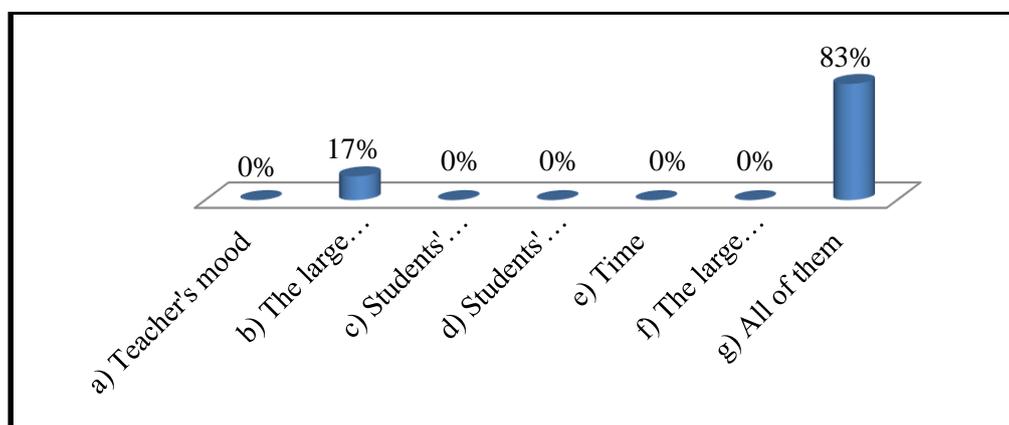


Figure 3.23 The main factors that may affect teacher's feedback delivery and quality

Findings obtained from respondents show that the majority of them (83%) consider all the factors that are mentioned above are main factors that may affect teacher's feedback delivery and quality. Just one participant (17%) thinks that only the large number of students is the main effective factor teacher's feedback delivery and quality.

Item 19. According to you, how can classroom feedback affect students' motivation to learn English language?

This element in teachers' questionnaire aimed to gather participants' opinion concerning the way feedback can students' motivation to learn English language. In fact, their points of view were notably different from each other; particularly, some of them

TEACHER'S FEEDBACK AND STUDENTS' MOTIVATION

stated that giving the right feedback enables the students to strengthen their weaknesses and, thus, feel more confident with their language. Besides, others argued that through orienting learners and making them compete to learn more. They added as well that It is important to help students build their confidence as they acquire new skills so they feel comfortable using them in the classroom and independently to accomplish their learning goals.

Item 20. According to you, a motivating feedback:

Table 3.44 Characteristics of motivating feedback

Option	Participants	Percentage
a) Encourages students to think critically about their work and to reflect on what they need to do to improve it.	1	17%
b) Helps them see their learning in new ways and gain increased satisfaction from it.	0	0%
c) Helps promote dialogue between staff and students.	0	0%
d) Guides students to adapt and adjust their learning strategies.	0	0%
e) Guides students to become independent and self-reflective learners, and better critics of their own work.	0	0%
f) Stimulates reflection, interaction and dialogue about learning improvement.	0	0%
g) All of them	5	83%
Total	6	100%

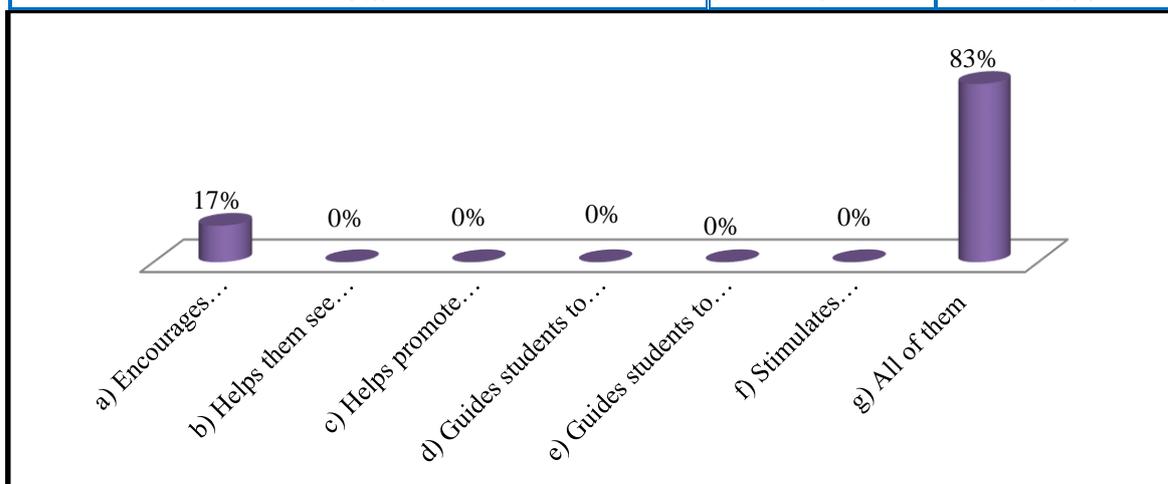


Figure 3.24 Characteristics of motivating feedback

TEACHER'S FEEDBACK AND STUDENTS' MOTIVATION

This question aims to investigate the characteristics of motivating feedback. The highest percentage of the teachers (83%) selected of the above mentioned characteristics. However, only one of them (17%) stated that motivating feedback encourages students to think critically about their work and to reflect on what they need to do to improve it.

3.2.4 Discussion of the Findings:

The analysis of different questions in this questionnaire has provided us with a wide range of rich information that has given us the opportunity to answer the questions that were intended to be investigated. Based on teachers' responses, we have deduced that motivation plays an important role in learning English. More importantly, they all agreed that intrinsic factors affects EFL students' progress the most. Additionally, the majority of teachers are aware of the different strategies and its importance in increasing students' motivation to learn English. Moreover, they all asserted that they correct their students' errors after they finish their performance. Teachers emphasized that their feedback take a form of an advice but most of the time is depends on the situation. In addition, the majority of them focus on both students' fluency and accuracy when they provide feedback. Furthermore, as the findings show, all the teachers are aware of the different characteristics of effective feedback, they affirmed that effective feedback is specific, timely, meaningful, goal oriented and it focuses on the future performance.

To sum up, this questionnaire was beneficial in collecting data from teachers. The obtained results were valuable in collecting data from questions. It can be deduced that feedback is important in teaching English as a foreign language; teachers do their best in providing students with useful feedback in order to help and motivate them.

TEACHER'S FEEDBACK AND STUDENTS' MOTIVATION

Moreover, this questionnaire gave us the opportunity to know teachers' perceptions towards feedback as well as students' motivation.

Conclusion

Through this chapter, the obtained data were analyzed and discussed. We chose two data gathering tools that were students' and teachers' questionnaires. The current chapter presented students attitudes towards teachers' feedback and the effect of teacher feedback on students' motivation. The collected data are presented in a form of tables and graphs; furthermore, each question is analyzed and at the end of the finding is provided. At the end, the discussion of the findings took a part in the present chapter. As a conclusion, the results gathered from this chapter validate our hypothesis that is there is strong relationship between teachers' feedback and students' motivation since they complete each other.

General Conclusion

General conclusion

In conclusion, this study is an attempt to shed light on teachers' feedback and the way it helps students to become motivated. Therefore, the main aim of this research is investigating first year EFL students' awareness about the importance of teachers' feedback in improving students' performance and to discover to what extent can teachers' feedback motivate students to overcome their disability to perform well.

This current research comprises three chapters, the first two chapters include the theoretical background of this study; while, the third one represents the field work. In the first chapter we spot light on the basic elements of feedback including the definition of feedback its types and sources. Moreover, we displayed the importance of feedback in learning, levels and three major questions related to feedback beside with students' reactions to giving and receiving feedback. Furthermore, we dealt with the characteristics of good feedback as well as the effects of positive and negative feedback. The last element in this chapter is the value and effectiveness of feedback.

In the second chapter, we provided definitions of motivation from different points of view. Then, we shed light on types, factors and sources of motivation. Moreover, we dealt with different theories of motivation. Finally, this chapter is concluded with motivational strategies in the foreign language classroom.

The third chapter of this research is devoted to the fieldwork that displays the practical part of the study in which we tried to analyze, interpret and discuss the collected data through the used data gathering tools.

For the sake of investigating the authenticity of the research hypothesis and fulfilling our aims, we conducted a descriptive research for which two data gathering tools were chosen. We dealt with teacher and student's questionnaires. They were administered to six

TEACHER'S FEEDBACK AND STUDENTS' MOTIVATION

teachers and 34 first year EFL students at Biskra University. The questionnaires are designed to identify whether teachers' feedback motivate students and improve their performance.

All in all, the obtained results confirmed that teachers and students have positive impressions and attitudes towards to role of feedback in motivating learners for improving their achievement. That is to say, there is a positive relationship between teachers' feedback and students' motivation since they complete each other. In addition, when teachers provide students with feedback they try to vary in terms of forms. Furthermore, they believe that the right feedback enables the students to strengthen their weaknesses and, thus, feel more confident with their language, thus, they their best to provide them with a constructive feedback.

Recommendations and Implications

Based on the obtained results out of this research, the following recommendations have been suggested to both teachers and students.

For teachers

- Teachers should help students to build confidence.
- Teachers should give a constructive feedback to motivate their students to perform well.
- Teachers should focus on tasks that make students feel highly motivated.
- Teachers should vary in terms of sources of feedback.
- Teachers should support their students to collaborate with each other.
- Teachers should be clear when providing students with feedback.
- Teachers should take into consideration learners' different personalities.
- Teachers should motivate students to be active participants.

TEACHER'S FEEDBACK AND STUDENTS' MOTIVATION

- Teachers should avoid embarrassing students when they give them feedback.

For students

- Students should be aware of the importance of feedback to enhance their performance.
- Students should follow the teachers' instructions and information.
- Students should follow certain motivational strategies to make better performance.
- Students should understand that their teachers' comments and criticism is helpful to avoid making mistakes again.
- Students should make a pleasant relationship with the teacher in the classroom by respecting him.
- Students should build their self-confidence in order to become active participants and good performers.

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Appendices

Appendix n°1: Students' Questionnaire

Dear student,

The present questionnaire serves as a data collection tool to gather information required for the fulfilment of our Master Degree. Your answers will be very helpful for our research study entitled "Teachers and Learners' Perception towards the Relationship between Classroom Feedback and EFL Students' Motivation". Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Prepared by :

HAMED SELMA

Supervised by :

Mr. AMRAOUI KHALED

Section One: Personnel Information

Q1. Would you specify your gender please?

- Female
- Male

Q2. The choice of learning English at university was:

- Your own choice
- Your parents' choice
- Someone's advice

Q3. Do you like learning English language?

- Yes
- No

If yes, is it because:

- You need it for educational and research purposes
- Your job role requires it
- You need it for online purposes
- You need it for traveling purposes
- You need it because it is a global language
- All of them

If others, please specify

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Section Two: Students' Motivation

Q1. How do you consider the role of motivation in learning English as a foreign language?

- Very important
- Somehow important
- Not important at all

Justify your answer, please

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Q2. How do you feel when learning English at university?

- Highly motivated
- Somehow motivated
- Unmotivated

Q3. How often do you feel highly motivated in the classroom?

- Always
- Sometimes
- Rarely
- Never

Justify your answer, please

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Q4. According to you, what are the main signs of highly motivated students?

- They are more attentive than the others
- They participate in the class
- They perform their tasks easily and do their homework regularly
- They do not feel shy to interact with the teacher and their peers
- They do their best to develop their competences
- All of them

If others, please specify

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Q5. Which of the following intrinsic/personal factors affects your motivation to learn EFL the most?

- Your willingness to learn the language
- Your attitude towards the language itself
- Your interest
- Your self-efficacy and aptitude

If others, please specify

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Q6. Which of the following extrinsic/personal factors affects your motivation to learn EFL the most?

- The learning environment
- The content is being taught
- The way the language is being taught
- The teaching materials
- Your peers
- Your teachers' feedback

Justify your answer, please

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Q7. According to you, which of the following affects EFL students' progress the most?

- Intrinsic motivational/demotivational factors
- extrinsic motivational/demotivational factors

Justify your answer please

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Section Three: Teachers' Feedback

Q1. In which of the following tasks you feel highly motivated?

- Individual tasks
- Pair tasks
- Cooperative tasks

Q2. When performing a task, how often do(es) your teacher(s) correct your errors?

- Always
- Sometimes
- Rarely
- Never

Q3. When you make mistakes, do you like to be corrected?

- Yes
- No

Justify your answer please

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Q4. Do you like your errors to be corrected:

- Instantly
- After they finish their performance

Q5. Which source of feedback do you prefer?

- Teacher feedback
- Peer feedback
- Both of them

Q6. When correcting, on which mistakes does your teacher focus on?

- The form and content
- Language and style
- Grammatical and spelling mistakes
- Pronunciation
- Serious and repeated mistakes
- All the types of mistakes

Q7. Do you have supportive classmates?

- Yes, extremely supportive

- They are neither supportive nor unsupportive
- No, extremely unsupportive

Q8. Which type of feedback do you prefer?

- Oral feedback
- Written feedback
- Depends on the task

Q9. How does your teacher correct your errors? (You can choose more than one)

- Shows the mistake
- Provides the correct form
- Gives the rule
- Gives advice
- Criticizes

If others, please specify

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Section Four: Teachers' Feedback and Students' Motivation

Q1. How do you feel when receiving feedback from your teacher or peers?

- Motivated
- Disappointed
- Discouraged
- Embarrassed

Q2. If your teacher gives you feedback more than once to specific error, then do you repeat the same error?

- Yes
- No

If yes, why?

- Because of the ambiguity of feedback
- Because of the inappropriate time it is given
- Because of the quantity of feedback
- Because of the teacher's way of presenting the feedback

Q3. According to you, effective feedback is:

- Specific, timely, meaningful, and candid.
- Goal-oriented.
- It focuses on the future performances.
- About the process, not the person.
- All of them

If others, please specify

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Q4. To what extent do you agree that teachers should focus more on the way of presenting feedback rather than how much it should be?

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Justify your answer, please

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Q5. Do you find your teachers' feedback motivating enough?

- Yes
- No

Q6. According to you, a motivating feedback:

- Encourages students to think critically about their work and to reflect on what they need to do to improve it.

- Helps them see their learning in new ways and gain increased satisfaction from it.
- Helps promote dialogue between staff and students.
- Guides students to adapt and adjust their learning strategies.
- Guides students to become independent and self-reflective learners, and better critics of their own work.
- Stimulates reflection, interaction and dialogue about learning improvement.
- All of them

If others, please specify

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Thank you for your time, effort and cooperation.

Appendix n°2: Teachers' Questionnaire

Dear teachers,

The present questionnaire serves as a data collection tool to gather information required for the fulfilment of our Master Degree. Your answers will be very helpful for our research study entitled "Teachers and Learners' Perception towards the Relationship between Classroom Feedback and EFL Students' Motivation". Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, efforts and cooperation.

Prepared by:

HAMED SELMA

Supervised by:

Mr. AMRAOUI KHALED

Section One: General Information

Q1. Please, specify your degree(s)

- MA (Master)/ Magister
- Doctorate

Q2. How long have you been teaching English at University?

- 1-5 years
- 6-10 years
- More than 10 years

Q3. How do you find teaching English at university?

- An easy task

- A hard task

Justify your answer, please

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Section Two: Student's Motivation

Q1. How do you consider the role of motivation in learning English as a foreign language?

- Very important
- Somehow important
- Not important at all

Justify your answer, please

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Q2. How do you find your students?

- Highly motivated
- Somehow motivated
- Unmotivated

Q3. According to you, what are the main signs of highly motivated students?

- They are more attentive than the others
- They participate in the class
- They perform their tasks easily and do their homework regularly
- They do not feel shy to interact with the teacher and their peers
- They do their best to develop their competences

If others, please specify

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Q4. According to you, which of the following affects EFL students' progress the most?

- Intrinsic motivation
- extrinsic motivation

Justify your answer please

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Q5. Which of the following intrinsic/personal factors affects students' motivation to learn EFL the most?

- Students' willingness to learn the language
- Students' attitude towards the language itself
- Students' interest
- Students' self-efficacy and aptitude

Q6. Which of the following extrinsic/personal factors affects students' motivation to learn EFL the most?

- The learning environment
- The content is being taught
- The way the language is being taught
- The teaching strategies and materials
- Peers
- Teachers' feedback

Justify your answer, please

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Q7. What are the main strategies you rely on to increase your students' motivation to learn English as a foreign language?

- You create a safe atmosphere
- You differentiate your teaching tasks and strategies
- You use different materials to address the different learning styles
- You provide constructive feedback whenever needed
- All of them

If others, please specify

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Section Three: Teachers' Feedback

Q1. How often do you correct your students' errors?

- Always
- Sometimes
- Rarely
- Never

Q2. Do you correct your students' errors?

- Instantly
- After they finish their performance

Justify your answer please

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Q3. According to you, how is feedback provision important in teaching English as a foreign language?

- Very important
- Moderately important
- Of little importance
- Not important

Justify your answer, please

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Q4. Does your feedback take the form of:

- An Advice
- A Comment
- A Criticism
- A praise
- Depends on the situation

Q5. When providing feedback, do you focus on?

- Your students' fluency
- Your students' accuracy
- Both of them

If others, please specify

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Q6. When correcting your students' performances, do you:

- Highlight the error only
- Use symbol codes to indicate the type of error
- Give the correct form directly
- Using Written comments
- Using oral comments

If others, please, specify

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Section Four: Effective Feedback and Students' Motivation

Q1. According to you, effective feedback is:

- Specific, timely, meaningful, and candid.
- Goal-oriented.
- It focuses on the future performances.
- About the process, not the person.
- All of them

If others, please specify

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Q2. What are the main factors that may affect teacher's feedback delivery and quality?

- Teacher's mood
- The large number of students
- Students' performance
- Students' reactions
- Time
- The large number of errors
- All of them

Others, please specify

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Q3. According to you, how can classroom feedback affect students' motivation to learn English language?

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Q4. According to you, a motivating feedback:

- Encourages students to think critically about their work and to reflect on what they need to do to improve it.
- Helps them see their learning in new ways and gain increased satisfaction from it.
- Helps promote dialogue between staff and students.
- Guides students to adapt and adjust their learning strategies.
- Guides students to become independent and self-reflective learners, and better critics of their own work.
- Stimulates reflection, interaction and dialogue about learning improvement.
- All of them

If others, please specify

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Thank you for your time, effort and cooperation.

الملخص

يعاني أغلبية طلبة اللغة الإنجليزية في الجامعات الجزائرية من نقص في التحفيز وذلك يؤثر على أدائهم في القسم خاصة عندما يتلقون ملاحظات وهذا يؤثر سلبا عليهم. بالتالي فإن الهدف من إجراء هذه البحث الحالي هو التحقق من مدى معرفة المدرسين وطلاب السنة الأولى شعبة لغة إنجليزية بدور الملاحظات في تحفيز وتحسين أداء الطلبة. لذلك طرحنا فرضية أن ملاحظات المدرسين قد يكون لها أثر إيجابي في تحفيز طلبة اللغة الإنجليزية. من أجل التحقق من صحة فرضيتنا تم إجراء دراسة وصفية من أجل جمع وتحليل المعطيات. تم اختيار أداتين لجمع البيانات. تم تصميم استبيان وتوزيعه على ست (6) أساتذة اللغة الإنجليزية بالإضافة لاستبيان آخر تم توزيعه على أربعة وثلاثين (34) طالب سنة أولى جامعي تخصص لغة إنجليزية بجامعة بسكرة تم اختيارهم عشوائيا ليكونوا عينة من أجل دراستنا. بناء على النتائج المتحصل عليها من أداتي جمع البيانات، أظهرت النتائج اتفاق كل من الأساتذة والطلبة على الدور الإيجابي للملاحظات في تحفيز الطلبة ليحسنوا من أدائهم، بالإضافة الى أهمية ملاحظات الأساتذة في التأثير على إنجازات طلبة السنة الأولى شعبة لغة إنجليزية. وهكذا أكدت تلك النتائج صحة الفرضية. أخيرا، في نهاية هذا البحث تم اقتراح بعض التوصيات اعتمادًا على نتائج الدراسة.

كلمات مفتاحية: ملاحظات المدرسين، التحفيز، أداء الطلبة.