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The Role of Teacher's Feedback in Enhancing EFL

Students' Engagement

The case of First year EFL students at Biskra university

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Dedication

I would like to dedicate this modest work to:

My father and my mother with gratitude and love, I've casted on you all my fears and tears but instead, you've given me but an endless love, generously and continuously

My lovely sisters : Warda, Samah, Randa

The beautiful girl: My small sister Nawal

To my only brother: Mohamed Rida ,may Allah protect him

To my little niece: Janat Alrahman

To my extended family and friends: Hayam, Chourouk, Nadjwa, and especially Hadia for her precious support, guidance and help.

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Abstract

This study attempted to explore the role of teacher's feedback in enhancing EFL students' engagement, this research is divided into three chapters. The first two theoretical parts reviewed the literature about teacher's feedback and EFL learners' engagement. Third chapter is a practical part; however, covered the analysis of the data and the results. The method used is mixed method, and the data was obtained through questionnaire administrated to (40) first year EFL students at Biskra university, the findings indicate that the majority of students have a positive attitude towards their Teachers' feedback because it has proven to be successful to ameliorate their engagement in the classroom, and how it promotes their motivation in the class. Thus, teachers of all levels and modules should be aware about the advantages of feedback and the best ways to implement it. The result of the present research validated the hypothesis set up for this research, that is to say, the teacher's feedback has a positive impact on EFL learners' engagement in the classroom.

Keywords: Teacher's Feedback , Student's Engagement

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List of abbreviations and acronyms

EFL: English as a Foreign Language

Etc: et cetera (and so on , and so forth)

i.e: id est (in other words)

Et al: et alia (and others)

&: and

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General Introduction

Feedback is a vital part of teaching and learning process as it affects students' performance and learning. Thus, feedback promotes the correlation between students and their teachers and helps them to achieve their goals in learning. In this research, Teachers' feedback aimed to enhance students' engagement is discussed in the theoretical part, and the results are revealed in the practical part. Concepts of feedback and its evidence is associated with types of feedback as well as different levels of feedback ,in addition to feedback sources,functions, criteria, and benefits of feedback.

In effect, engagement is essential in the EFL learning because it is an important criterion to determine the learner's motivation, his interest and enthusiasm for learning. Several teachers and writers agree on that engagement in learning is a prerequisite for success in language learning and teaching.

Thus, feedback and engagement are two essential factors that determine the fate of the learning process and control the EFL students' progress in learning.

1.Statement of the problem

EFL classroom, engagement and interaction between students and especially with teacher is considered an essential factor to enhance the learning process. Students want to promote their capacity of engagement in the classroom during the learning sessions, when teachers ask questions during the course they give chances for learners to answer whether their students' answers are correct or not in order to raise their motivation and keep them engaged in the classroom. However, EFL learners face obstacles during the learning sessions because they are not motivated; therefore, they can not be engaged because of

lots of difficulties such as: low self-confidence, anxiety, and lack of vocabulary. All these obstacles affect negatively the student's engagement in the classroom. For this reason, EFL teachers ought to provide their students with corrective feedback in order to promote active engagement in the classroom and get rid of its obstacles.

2. Research Questions

RQ1. Are first year EFL students aware of the importance of teacher's feedback during the learning process?

RQ2. How can teacher's feedback affect EFL students' engagement?

3. Research Hypothesis

As first attempt to answer the research questions , we hypothesized that: teacher's feedback may have a positive effect on EFL students classroom engagement.

4. Research aims

Through this study , we aimed to :

- Raise first year Students' awareness about the importance of teacher's feedback for the enhancement of the students' classroom engagement.
- To know how first year EFL students react to their teacher's feedback.
- To explore to what extent can teacher's feedback help students overcome their classroom engagement obstacles.

5. Significance of the study

Teacher's feedback intended to show the importance of teacher's feedback that has an essential role during the learning process, and how teachers could neutralize wrong expectations in the student's mind about the associations between questions and wrong answers. This study also emphasized the role of teachers to enhance their student's engagement by giving them a helpful information and criticism to improve their performance in the classroom.

6. Research methodology and design

This work took the form of a mixed-method approach as an appropriate way because we are going to use qualitative and quantitative data gathering tools.

6.1 Population

The population of this research was first year EFL students (N= 315) at Mohamed khider university of Biskra, because they are expected to be more hesitant and less engaged in the class because of the fear of teacher's reaction to their performance in the classroom.

6.2 Sample

We chose one group of (n= 40) students randomly to be the sample of our study.

6.3 Data collection tools

Since we conducted a mixed-method approach, we used two data gathering tools , which are classroom observation in addition to quantitative data gathering tool, which is a semi -structured questionnaire in order to know students'engagement obstacles and their opinions about their teacher's feedback.

6.3.1 Students'Questionnaire

The questionnaire was administrated to EFL first year students to collect their opinions and attitudes towards our topic that assisted us to answer the addressed questions of this study and ti check the hypothesis. A questionnaire was designed as a means for data collection tools because it is a suitable tool in the mixed-method approach.

7.Limitations of the study

The researcher can face some obstacles in designing his study which hinder his study's progress. In our research, we have encountered some difficulties which are the time shortage and for this reason we could not do the classroom observation , in addition to the late change of the topic , also delayed response to the questionnaire.

Chapter One:
Teacher's Feedback

Introduction

Feedback is an essential factor in the enhancement of teaching and learning process, because it helps the students to develop their capacities and guide them to follow the right path in their process of learning. Additionally , several scholars and researchers have talked about the importance of feedback for teachers and students in particular. In this chapter, we will deal with feedback as form of teacher's intervention , which contains various definitions of feedback and its importance in EFL learning. Besides , it will deal with some important criteria for successful and useful feedback , then different types of feedback followed by its levels and functions. Also the source of feedback and student's reactions to receiving feedback , in addition to feedback for learning and teaching and feedback benefits in the learning process will be the last element in this chapter.

1.1 Feedback as a form of teacher's intervention

Feedback is a vital element in the teaching and learning process, students can enhance their level by receiving constructive feedback comments and remarks from their teachers who support them to perform better and achieve more and overcome learning obstacles.

1.1.1 Definitions of feedback

Feedback has been defined by many researchers and from various perspectives. Kaya&Yilmaz (2019) defined feedback as "the act of providing information to the students regarding their behavior throughout the learning process as well as how much progress has been achieved as a result of such behavior"(p.144). They add , "It is the communicative process that explains how successful or unsuccessful a student is at a given topic by

providing them with the opportunity of self-assessment and correction” (p.144),that is to say , feedback can be the received information,remarks or comments about the student’s performance. Moreover , Ovando stated , “feedback is also seen by teachers as a way to recognize the good techniques of teaching, pinpoint problem areas , and provide the students with ideas to develop themselves” (p.05), which means that feedback is a tool to determine the learning problems , identifying the appropriate teaching strategies and help the student to enhance his level.

According to Sarah (2019) , ”Feedback is the delivery of information based on direct observation that is meant to improve performance”(p.244).Also , London mentioned that ”Feedback is a dynamic process between the source and the recipient”.A further detailed definition of feedback was given by Ur (1996) ”Feedback is information that is given to the learner about his/her performance , some examples in language teaching the words: ”Yes , right” said to a learner who has answered the question; a grade of 70eye bow in response to a mistake in grammar;comment written in the fringe of an essay” (p.242) (as cited in Leyla,2016).

1.1.2 The importance of feedback in EFL learning:

Feedback is considered an essential factor in the enhancement of teaching and learning process.Hardavella et al., (2017)stated that feedback enables students to enhance their performance by giving solutions to close the gap between the current and desired level(p.328).Besides , feedback is an efficient way that teachers use to determine the levels of students’ progress they reach,and to foster the performance results in learning(Abdulgani 2019, p.886).In addition, students who receive feedback can better comprehend the material and precise instructions are given to them on how to move forward with learning

(Binu(n.d), p.01). Moreover , Sims-Knight &Upchurch(n.d) mentioned, ”helping students to learn how to assess and reflect on their state of learning will help them to learn how to provide their own feedback and thus help them to become independent life-long learners”(p.01). London(n.d) said “Feedback guides , motivates , and reinforces effective behaviors and reduces or stops ineffective behaviors” (p.01).Klimova (2015) also stated that feedback is critical to any learning process , as it can dramatically enhance the learner and teacher level and identify key areas for improvement in their performance (p.172).

1.2 Criteria of effective feedback

Teachers are expected to provide their students with useful feedback in the area of EFL learning to improve their performance and their language proficiency.However,teachers should not give feedback at random; they have to follow certain criteria.For this: Omer and Abdularhim(2017, p.45-47) as cited in (Saadia, 2019) listed the following criteria of effective feedback:

1.2.1 Immediate:

Feedback should be given immediately after the student’s fault and the information in the learner’s mind is still fresh.

1.2.2 Non-judgmental:

Instead of passing judgments , it is preferable for professors to point out precisely what the students’ performance lacks or identify the error.

1.2.3 Specific:

Feedback should not be generalized , instead , it should be based on specific performance points, and learners have found that feedback , which is based on specific performance , particularly , if it includes reasons why the performance was subpar , is the most useful.

1.2.4 First-hand data:

for the teacher to be more credible , the comments must be more factual.

1.2.5 Accurate:

phased on factual observation and performance evaluation, if the feedback is not deemed true and appropriate, it will lead to conflict between the giver of feedback and the receiver, therefore, it should avoid prejudice and report the events exactly as they occurred.

1.2.6 Suggest plans for improvement:

Effective feedback's fundamental component is the provision of options for task improvement in the future , which increases its impact and enables students to view it as an opportunity for the learning process.

1.2.7 Seen as "helpful":

To avoid embarrassing the student, feedback should focus on the student's performance rather than his personality , it should also include both the performance's positive and negative aspects.

1.2.8 Solicited rather than imposed:

to increase their student's motivation in the learning process , teachers must provide feedback on both official and casual situations.

1.2.9 Relevant:

the feedback must focus on specific learning performance and be based on the interests and requirements of each learner.

1.2.10 Balanced:

The amount of feedback supplied by teachers should correspond to the amount of information that students can absorb , it should be neither excessively long nor short.

1.2.11 Understandable:

Teachers should make their feedback simpler for students to grasp in addition to concluding with suggestions to help them improve their performance.

1.2.12 Of multiple cycles:

To help the students remember what they have just completed , the teacher has to provide feedback sequentially over an extended period.

1.2.13 Confident:

Students without an intermediate should receive feedback , and in a suitable circumstance where they will not feel ashamed.

1.2.14 Tailored:

Feedback should be appropriate for the student's abilities , which translates to appropriate for the student's level.

1.3 Types of feedback

Masantiah et al.(2020) distinguished between two distinct types of feedback which are as followed: positive and negative feedback.

1.3.1 Positive feedback

Positive feedback is the encouragement of learners to show the desired behavior through narrating or explaining favorable points of view on personal behavior , consistency of the positive feedback is needed, especially during the early stages of behavior modification , otherwise , it may not be successful.

1.3.2 Negative feedback

Unlike positive feedback, negative feedback is when the teacher attacks criticism and does not give any explanation or solution , sometimes , negative feedback can be seen as humiliating since it makes students feel embarrassed and lowers their self-esteem. They add another two feedback types such as:

1.3.3 Formative feedback

or learning” is about the progression of the learner's level at some point through a course or while acquiring a new competency. It gives more chances to obtain feedback , reflection

,and refocusing before to the completion of a final evaluation. The learner will have writing and task-executing experience without directly affecting his formal progress and is based on ongoing support.

1.3.4 Summative feedback

”Of learning” evaluates the learner’s achievement , frequently following a standard , and includes commentary to help learners understand their marks. It is used to assess or rank individuals.

1.3.5 Coded feedback

The precise position of the mistake is identified and a code associated with the error type is displayed (For instance: PS means there is an error in the past simple use).

1.3.6 Uncoded feedback

Occurs when the instructor highlights the error, circles or writes in the margin , but leaves it up to the student to figure it out and fix it.

Dr.Binu (n.d) provides another two types of feedback such as:

1.3.7 Progress feedback

This type focuses more on comments and remarks like ”you need to work hard” or ”you can do better” that can motivate and guide the students to the right path where they can ameliorate their performance rather than focusing on learners errors. The focus should be on the students development in the learning process, when the teacher provides the student with progress feedback , he will help him to take several chances to regulate

and control their behaviors; also , it gives students a sense of satisfaction on themselves and increases their ambition to achieve more in the future. Positive comments should aim to improve the current level to reach the desired one. It should motivate students to develop their self- confidence and believe in their capacities. Teachers should not compare students with their colleagues , instead , they have to support them to succeed and realize their own achievements by developing their current level.

1.3.8 Self-generated feedback

Students should learn how to evaluate themselves so they can motivate and monitor themselves , because self-evaluation will promote self- regulationv , self-confidence , and engagement in learning , As Butter and Winne (1995) argued ”For all self-regulated activities, feedback is an inherent catalyst. As learners monitor their engagement with tasks , internal feedback is generated by the monitoring process”. Slow learners depend more on their teachers feedback because they do not have enough self-regulation strategies to rely on to improve their learning in the future. For this reason , they should be trained on how to rely on themselves in assessing their learning process.

Dr.Binu (n.d) added two other types of feedback such as:

1.3.9 Informal feedback

Generally, informal feedback is more efficient, students can be evaluated through commenting on their works, when teachers can walk around the class and see the students’ works , and they can offer immediate suggestions for enhancement , clarify students’ doubts , respond to their inquiries , or simply evaluate their performance on the work during an informal feedback session.

1.3.10 Formal feedback

The main objective of a formal student conference is to meet with each student from time to time and provide appropriate guidance based on individual needs. It is given through structured conference; this latter must have particular goals, comments , or suggestions for improvement.

1.4 The levels of feedback

According to Hattie and Timperely (2007) there are four main levels of feedback which are as follows:

1.4.1 Feedback on task

This level of feedback is more efficient because it shows whether the task is well performed and whether the information is correct , this level of feedback indicates the task relevance and understanding , it helps students to acquire new information and build their own knowledge. It is often given to students as corrective feedback by giving them corrections , and comments on their tasks to find out their mistakes and enhance their level.

1.4.2 Feedback on process

This level of feedback helps students to learn deeply, and through this level of feedback students learn how to do the work and how to deal withit , it provides new steps for processing andenancing the learning process through detecting mistakes, developing task confidence and gain more valuable information.

1.4.3 Feedback on person

Unlike the previous levels, this level of feedback is more used by teachers who focus on the personal quality of the students. For instance "well done" and "Great effort" a form of praise or positive evaluation that leads to enhance the feeling of efficacy and raises the ceiling of their ambitions , but in this level of feedback , the students rely on the teacher as the only source for evaluating their works.

1.4.4 Feedback on self-regulation

It is considered internal feedback that students develop through commitment, control , self-confidence , and self-motivation to observe and adjust actions toward the learning goal rather than relying on other external factors like teacher feedback. In this level of feedback, student can assess himself , makes his own choices , and depends on his own way of learning. Thus , this will encourage him to enhance his capacities , improve his level and strengthen his willingness to achieve more.

1.5 Source of feedback:

Feedback is very essential for students as it motivates guides and enhances their level in the process of learning. Learners can receive feedback from two sources such as:

1.5.1 Teacher feedback

Teacher feedback refers to the given information by the teacher regarding student aspects of comprehension and achievement in learning (Guo,2020). The primary goal of teacher feedback is narrowing the gaps between the current performance and their

desired learning objectives (Hattie and Timperely,2007 cited in Guo,2020). Paulus (1999) noted that feedback that is given by the teacher may be considered the most common type of feedback as the teacher is the richest source of target content in the class (cited in Saadia,2019,p.34). Different feedback strategies can be used by the teacher such as students 'works assessment , in class discussions , students 'self-reflection , course evaluation questionnaires , and focus interviews with students. All these feedback techniques can definitely help to provide an overall image of students and teachers achievement (Klimova, 2015, p.173).

1.5.2 Peer feedback

Liu and Carless (2006,p.76) defined peer feedback as a communicative process where learners engage in critical thinking and dialogues related to the students achievement and work criteria of other students (as cited in Saadia,2019,p.34). Peer feedback is also defined as "an arrangement in which individuals consider the amount level , value, worth, quality or success of products or outcomes of learning of peers of similar status" (Topping 1998,250 cited in Daneenand Hoo,2012,p.02). Teachers use peer feedback to conduct multiple students' evaluations of their work in order to help them develop meaningful competencies throughout their lives (Nilson, 2014, p.34). In providing peer feedback , each student was matched with a classmate with a capacity roughly equal to that of his or her principal of equivalent status. Peer feedback recipient feels that his job is of better quality than it really is , and then the teacher thinks it is (Gielen et al., (n.d), p.08).Dr. Binu (n.d) mentioned "Student to student feedback is an important aspect of classroom learning , it makes the learning process really student- centered. Peer feedback enables students to give and receive feedback about ongoing work. It is a form of collaboration that helps

them to develop strategies to revise and proofread others 'work more effectively. (p.04)

He added "Peer feedback also enables students to perform better when it comes to summative assessment , when a student sees example of how other people have tackled a task , it gives him/her valuable feedback on ones own attempts" (p.05).He also stated that prior to a formal teacher conference , it is preferable to have a peer feedback session , this will help students improve their work and boost their confidence (p.05).

1.6 Students' reactions to receiving feedback

Feedback is considered a "gift" for students because it helps them to enhance their level and enables them to deeply recognize themselves that could not do in any other manner , if the students used the received feedback properly , they will take another step towards growth and progress in the learning process (Harms and Roebuck, 2010, p.09). Hamid and Mahmood (2010) mentioned "If the tutors give feedback to their students , it is expected that the students will receive it and both the students and tutors can help each other in improving students performance and stimulating tutors professional development" (p.226). Students prefer to receive feedback from their teachers that can be useful for them to develop their awareness towards the importance of learning and construct their own feedback. Thus, receiving feedback is considered an essential factor to enhance the students performance and foster his ability to achieve learning goals.

1.7 Feedback for teaching and learning

Teachers in the learning process should follow certain steps and standards in order to provide correct and relevant feedback. In addition , teachers should create an appropriate atmosphere for the teaching and learning process to enhance the students level. For this ,

Ovando (n.d) provided certain steps of the feedback process for teaching and learning:

1.7.1 Feedback for teaching

Information provided to students concerning teaching practices can be derived from different sources such as students, peers , principals , and parents. It can focus on the relevance of content , delivery patterns or teaching techniques, also on the interaction between teacher and students during instruction. Regardless of the focus or source. Feedback for teaching should be collected on constant rules. For the sake of facilitating feedback for teaching , teachers should take into consideration the next steps:

- Create trust and esteem atmosphere
- Clarifying performance and expectations
- Collect important information from students i.e., ask questions about the class, demand written remarks, put a suggestion box in an appropriate place in the classroom.
- Review and approve each comment or information
- Adjust needed teaching by giving appropriate modifications and applying new techniques.
- Assess modifications efficiency.

1.7.2 Feedback for learning

Teachers depend on different sources in giving information to their students to guide their efforts during the learning process. From these sources, we include students projects and assignments , students performance on tests , and performance during class instruction. Feedback for learning focuses on two dimensions such as: mastery of content and learning

tools, or study skills. Thus, teachers can give constructive feedback in a better situations; hence, teachers should be percipient of the students learning styles, characteristics, preferred study techniques and limitations.

The feedback process for learning includes the following steps:

- Support students to double their efforts
- Determine the areas where students need further study or more practice
- Gather relevant information about students ‘progress
- Explain certain standards to judge students achievements
- Identify the students ‘efforts toward achieving goals and objectives
- Acknowledging the students’ achievements and strengths
- Suggest learning activities, tools and intermittent methods for further study
- Give apparent expectations about student performance and learning

1.8 The benefits of feedback in the learning process

Learning process can be enhanced by the great impact of feedback which helps to set the right new information that is mentioned in the minds of learners , and it is regarded as a vital part of the educational process. It should be while performing under certain conditions or at the end of the students output. Leyla (2016) lists numerous benefits of feedback among them:

- It helps the learner to know his learning outcomes whether he is correct or not and reduces the learners stress when they want to check their achievement results

- It makes the learner more courageous and achieve more in his learning process particularly when he knows that his own achievement outcomes are correct
- Students will realize that they are responsible for their levels when they find that the results of their production are not sufficient
- Feedback determines the learner's achievement direction and his development extent in his performance , it helps him to get a clear picture of his weaknesses and having the chance to adjust his behaviors and enhance his level
- It helps the learner to enrich his knowledge about the learning process and supports him to achieve more and fosters his performance.

Conclusion

In brief , feedback plays an essential role in the learning process, as it encourages the learners to promote their capacities in order to reach the desired level. In addition , feedback is the information , remarks and guidelines that the students receive from their teachers or any other source to make a positive change in their performance. In addition, teachers depend on various types of feedback and criteria that should be followed to make it more valuable and efficient; for instance , feedback should be relevant and balanced. Besides , feedback has different levels such as feedback on task, feedback on process , feedback on self- regulation and feedback on person or self. Moreover , feedback can be useful for students by its functions such as information feedback , reinforcement feedback and incentive feedback. In addition , teacher feedback is the only source that the students know but there is peer feedback , which can be another source of that, may benefit the students in their process of learning. Along with ,it very important to know the students reaction to receiving feedback that helps the teachers to adjust the feedback and give it in

more accurate way in addition to how feedback can be given for learning and for teaching.

Finally , feedback can have several benefits that can aid the learners to improve their level in the process of learning.

Chapter Two:
Student's engagement

Introduction

Student's engagement is the learner's involvement in classroom activities that is linked to a particular amount of effort and measured by a certain result achievement. It plays a vital role in the enhancement of the teaching and learning process because it promotes the relationship between the teacher and students and foster their roles in the class. Through this chapter, we will define engagement and student engagement. Then we will deal with its importance, types, strategies, reasons to engage, styles of engagement, in addition to the factors that affect students 'engagement, and techniques to promote the engagement in the classroom.

2.1 Definitions of engagement

Engagement is seen as one of the most effective strategies that enhances the learning process and promotes the correlation between teachers and students in the classroom. Elliot and tudge (2012) stated " engagement refers to the degree of quality of students 'involvement in classroom activities. It is a direct reflection of intrinsic motivation in students"(as cited in Tu ,2021, p.02). Also, engagement is defined as the level of effort learners put forth when engaging in educationally beneficial activities that immediately lead to desirable results (Hu and Kuh,2001, p.3 cited in Trowler ,2010, p.7). While Appleton et al, (2001) defined engagement as " the effort directed toward completing a task ,or the action or energy component of motivation" (cited in Wang and Degol ,2016,p.25). In addition, Skinner et al (2009) said " engagement is the outward of manifestation of motivation" (cited in Wang and Degol ,2016, p. 12). Moreover, Rangvid (2016) mentioned that engagement is a term with multiple aspects, it encompasses active student behavior for instance: participation and effort, and impacting connections with academic environment

for instance: positive adult – student and peer relationships. Besides, Carvalho (2020) asserted ” engagement is a range of activities a learner employs to generate the interest, focus, and attention required to build new knowledge or skills (p.3).

2.2 Definitions of student’s engagement

Student’s engagement is the amount of time and effort learners put into task or activities in order to achieve the desired results in college and how institutions encourage students to engage in classroom activities (Kuh ,2001, 2003, 2009, as cited in Kuh ,2009, p.12). While Austin (1984) argued ”student engagement refers to the amount of physical and Psychological energy the student devotes to the academic experience”(p. 19) cited in (Zhou,2010). In other words, engaging students in the learning process requires much effort, and students should be physically and psychologically ready to interact actively in classroom activities and achieve the learning goal. Besides, Kuh et al ,2007 have been defined student engagement as” participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes” (as cited in Trowler,2010, p.7). That is to say, students’ engagement is when students interact with their instructors and peers in the classroom tasks, to achieve certain results. Student’s engagement is also defined as ” a desirable educational activity that is related to the quality of student learning and personal development (Laired and Kuh ,2005; Newmann et al ,1992; NESS,2008; Pike and Kuh ,2005 cited in Gerbe ,2012, p.01). According to Christenson and Reschly (n.d) eds)”Student engagement is the glue, or mediator, that links important contexts home, school, peers, and community to students and ,in turn, to outcomes of interest” (p.3).

2.3 The importance of student's engagement

Student's engagement is an important factor in improving the teaching and learning process. As Martin and Bolliger (2018) stated " Student Engagement increases student satisfaction, enhances motivation to learn, reduces the sense of isolation, and improves student performance"(p.205). Also, Christenson et al., (2008);Finn,(2006); Reschly and Christenson,(2006 b) mentioned that the most theoretical framework for enhancing school competition and comprehending dropout is student engagement)as cited in Christenson and Reschly (n.d) eds). Christenson and Reschly (n.d) eds) said" student engagement is also likely to be a function of their own opportunities to influence how rules are established and enforced and other decisions about school life are made"(p.532).

2.4 Types of engagement

GoGuardian team (2020) distinguished between the following types of engagement which as follows:

2.4.1 Behavioral engagement

This entails student interaction in class activities, attendance, focus, social learning features, or extracurricular activities. It is the student's mental and physical involvement in classroom tasks where the learner interacts with his teacher and peers.

2.4.2 Emotional engagement

This includes how a student feels about a certain subject or course, the value of the lessons, the academic environment, their peers, teachers, or faculty. In other words, it is

the student's emotional interest towards his learning and educational community.

2.4.3 Intellectual engagement

This reflects a student motivation and level of commitment to their studies. It displays how seriously students take responsibility for their learning and actively set and work toward goals. That is to say, it is the student's internal desire to achieve the learning aims and focus on certain target.

2.4.4 Cultural engagement

It is important for students from all ethnic origins to feel included in their environment. By providing orientation programs or language services, schools must set up methods to help students feel at home, secure, and respected in their new environment. Additionally, extracurricular activities provide a venue for incorporating intellectual occasions.

2.4.5 Social engagement

Social interactions greatly boost student involvement in the classroom and stimulate teamwork and competitions to foster relationships among the students; it helps to develop a spirit of cooperation between the students to take advantage of the learning process.

2.5 Strategies of engagement

Engagement is an efficient way for the success of the teaching and learning process. In order to foster the engagement in the classroom, teachers should adapt various techniques. Here are some practical strategies for maintaining keen engagement in the classroom, that are listed by GoGuardian team (2020):

2.5.1 Classroom management strategies

Classroom management strategies help create a structured environment and class rules that can reduce unnecessary distractions and improve learning. Also, class routines attracts students' attention and stop what they are doing when it is time for learning, classroom standards must be established, such as not allowing any demeaning or dismissive language to be used, students should be empowered to share their opinions, creating an environment where they feel safe and engaged.

2.5.2 Active learning

Active participation strategies get students engaged in lessons and bread up the traditional lecture. Active learning encourages co- existence among the students when they need to solve a problem or complete a project together. Essentially, it provides several approaches to the lesson and engages all students in the learning process.

2.5.3 Class participation strategies

When the minority of students in classroom react to most of the questions, it suggests that the majority feel disengaged or carless. Fortunately, the teacher can engage everyone, by employing a variety of active participation techniques, that may be effective to reduce the disengagement level.

2.5.4 Popsicle stick

It is a well-liked technique for keeping students interested in the at hand. Each student's name should be written on a popsicle and placed in a mug. Whenever the teacher

request a response, the corresponding student should answer by pulling out the stick. Being penalized for a poor answer may make some learners shy, thus participation is more important than correctness.

2.5.5 Wait time

Allowing students time to reflect on questions posed, and refraining from constantly providing the response when the queries of teacher are met with silence. Students should promote their self-confidence and gain some level of flexibility to respond to the most challenging problems.

2.5.6 Discussion

Encourage students dialogue in the classroom is necessary, when a teacher allows his students to discuss questions, he will engage the disinterested students, promotes their personal responsibility , and helps them to be ready to find answers to all the questions posed.

2.5.7 Project-based learning

For the majority of students, project- based learning produces the ideal learning environment since projects are more engaging . It is difficult for them to solve problems either individually or in groups. Engaging students in projects motivates them to put what they learn in class into practice and improves their problem-solving abilities.

2.5.8 Blended learning

In a hybrid classroom, students work to grasp concepts using digital learning tools and conventional teaching techniques before moving on. This fills in knowledge gaps and establishes a solid base for further engagements. A hybrid strategy would involve having students alternate between group projects, internet work, and private study.

2.5.9 Reciprocal teaching

Reciprocal teaching inspires learners to be engaged in the lesson. They are focused on an original idea of modeling for the students, getting them to practice before they eventually grasp the skill alone, and it fosters a sense of community.

2.5.10 Responsive cultural teaching

When the material contains pertinent knowledge or if students can relate their instructor, they get rapidly engaged. For instance the instructor may invite visitors from neighborhood to speak about a certain topic. When students recognize they have something in common with their teacher, they are more engaged and motivated to learn.

2.5.11 Modern technology use

By removing distractions, modern technology helps teachers better connect with their students. A great resource for assisting teachers in involving their learners is software from GoGuardian. Giving the instructor more control over their classroom makes classrooms easier to manage.

2.5.12 Every student is unique

Everybody learns differently, thus in order for today's learners to feel involved, their professors must strategically arrange their lessons. A simple routine change, or inviting a guest speaker to talk to the class can all assist to revitalize the classroom. Studies have shown overtime that a student's success is ultimately determined by the student's engagement tactics. Teacher should try new things and be inventive as he figures out how to instruct his students most effectively this semester; nevertheless, for a deeper look into.

2.6 Styles of engagement

A typology of student styles is proposed by Coates (2007) which situated along two axes, social and academic, in which every style is described in turn bellow

2.6.1 Intense

Students who express a high level of engagement are very invested in their academic work (Coates, 2007,p.132-133). Which means that the students who participate and interact intensively in the classroom are the most immersed in the learning process. They typically view the instructors as personable, and they perceive their learning environment to be responsive, encouraging and demanding (Coates,2007, p.132-133). That is to say, these stimuli increase their desire to interact more in the process of learning.

2.6.2 Independent

A more academically driven and less socially focused approach to study is indicative of an independent style of participation (Coates,2007, p.133-134). Students who

describe an independent study approach consider themselves as members of a friendly learning environment, they perceive personnel to be personable, attentive to their needs, and supportive of the reflection as students. However, these students are less likely to collaborate with classmates inside or outside of activities and events on campus (Coates,2007, p.133-134).

2.6.3 Collaborative

Coates (2007) stated that, in contrast to more strictly cognitive or individualistic types of contact, students who report a collaborative style of engagement tend to favor the social sides of university life and work (p.134). He added that high levels of general collaborative engagement show that students feel valued in their university communities, especially when they take part in extensive extracurricular activities for talent development and communicate with faculty and other students (p.134).

2.6.4 Passive

Students who respond in a passive manner are probably less likely to engage in particular or general activities, and situations that promote effective learning (Coates,2007,p.134). Instead of student characteristics or categories, styles of engagement refer to momentary states. For example, it is not assumed that these are attributes that persist within people across time or between circumstances (Coates,2007, p.132).

2.7 Reasons of engagement

There are multiple reasons of engagement that are mentioned in Trowler (2010, 22-25).

2.7.1 Engagement to improve learning

Several researchers and studies are concerned with improving student learning as Coates (2005) stated " the concept of student engagement is based on constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities. . . In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational tasks that research has shown as likely to lead to high quality learning"(p.26). While Graham et al, (2007) mentioned that improving learning through engagement is not a new idea, but it is an old concept that many scholars have talked about, he said" the idea that students must be actively engaged in the learning process in order for it to be effective is not new. The roots for active learning reach back in the literature to John Dewy... A diverse body of educational research has shown that academic achievement is positively influenced by the amount of active participation in the learning process" (p.233-234).

2.7.2 Engagement to improve throughput rates and retention

Student retention and throughput rates should be the focus of attention of all institutions which makes them more concerned about the presence or absence of student engagement, as Krause (2005) argues " we should be most concerned when students who should otherwise be receiving targeted assistance in the form of student support, course advice from academics, or peer support are not receiving this because they failed to engage when the opportunities were available. These are the students for whom inertia and failure to act may ultimately result in failure to persist and succeed. . . "(p.8). That is to say, student engagement contributes in the enhancement of throughput and retention of

students that should be concerned by the teachers, institutions, and students themselves.

2.7.3 Engagement for institutional benefit

Institutional benefit from student engagement can be both reputational and financial. As coates (2005) argues “student engagement data provides a means for determining the productivity of university education (p.32). Johnstone (1993) stated that instead of further manipulating structural elements or cost side productivity, improving learning outputs will lead to the most substantial and long- lasting productivity advancements in education. Also, Kuh (2009 a) mentioned that engagement is trust worthy indicator of learning, and since Learning is good indicator of quality, engagement metrics are helpful in assessing quality. A more immediate financial benefit can be that described by Markwell (2007) who said that universities and colleges nowadays are increasingly emphasizing the value of reaching out to alumni and other potential supporters of the institution in order to significantly increase philanthropic support for higher education.

”It is becoming more widely recognized, I think, that how engaged students are and feel themselves to be acting during their student years will have a great bearing on how connected and supportive towards the institution they are likely to be in later years. One form of student engagement which some institutions have found works well is involving students in their alumni outreach and fundraising activities, for example, students thanking donors, in letters or phone calls, for their donations to the institution. This may be thought of as a particular form of involvement of students in community service activities. Something I think we should and will see happening more frequently”(p.15).

2.8 Factors affecting student's engagement

Student's engagement can be influenced by several factors, that are listed by Zhou (2010) as follows:

2.8.1 Learning outcome

It refers to the learning results or knowledge at the end of a specific period of time. Studies have tackled the correlation between student engagement and learning outcome, some of them found that there is no strong relationship between the two variables; so, it might be possible that student with low scores have a higher level of engagement because they find the problem challenging. On the other hand, some studies found that there is a significant correlation between student's engagement and scores, because students who their grades are poor, they do not engage in classroom activities, as a result, they do not grasp the information well.

2.8.2 Linguistic factors

Proficiency: which refers to how much a student is competent and can easily engage in the learning process. It is found that there is a correlation between proficiency and engagement, the more students proficient are, the more they engage in the classroom instruction.

Linguistic inhibition: in which students find difficulties in the process of production, that is, speaking and writing which is the process of constructing and expressing meaning. It is found that students who find difficulty in language production, cannot be a part in the engagement process.

2.8.3 Character

It is argued that student's engagement has a relationship with character because extrovert learners are more active and more likely to be risk-takers and willing when participating in classroom activities, unlike introvert students.

2.8.4 Gender

Some researchers have argued that there is a difference between males and females in classroom engagement. Researchers have concluded that males interact in the class to produce more output, while females interact to obtain more input

On the other hand, there are some other researchers who proposed that there is no difference between males and females in classroom engagement.

2.8.5 Self-concept

It refers to the essence of self-awareness which include opinions, attitudes and beliefs of the person about oneself. Correlation between self-concept and engagement is reciprocal. It is proved that students' self-concept strongly affects student's engagement and students-teachers interaction. On the other, it is proposed that classroom engagement also has an impact on progress self-concept.

2.8.6 Affective factors

They refer to students' characteristics such as learner's attitude, interest, motivation, anxiety, and so on. First, attitude is the beliefs or response to the target they are interested for. Positive attitudes develop the learners' feelings about what they learn, it encourages

learners to be active and willing to engage in the learning process and enhance their level. Another factor, which is students' interest that is strongly related to their engagement if the current experience of learning has a relevance to the students' needs and concerns. Third factor, which is motivation that refers to the inner willingness or desire that pushes the person to do an action. It is proved that the more motivation strong is the more students engage in classroom activities. The final factor, which is anxiety that can negatively affects the students' engagement in the classroom because anxious students find a difficulty in participating in the class and interacting with their teacher and peers that can be as a result of psychological factors.

2.8.7 Culture factors

Culture factors greatly affect the students' engagement, thus, teachers should select the appropriate topics and texts for interaction in the classroom. Chinese and Asian students pretend they are unwilling to speak and passive, because the teachers are western teachers (Cortazzi and Jin, 1999). Also, Asian learners take less turns in studying turn-taking in the class, and they are constrained on their classroom engagement, while Chinese students prefer to listen and take notes rather than interacting in the class because they consider that the teacher is the authority and information provider (Sato, 1982).

2.8.8 Classroom environment

It has a great impact on students' engagement is the physical and psychological surroundings that either motivates the student to be engaged or discourage him to interact in the class. It includes: class size, seats arrangement, interpersonal correlation. . . and so on. It has been found that classes with small size have higher levels of engagement than

classes with big size, because students in small classes are more attentive, interested, and engage actively in classroom activities. Also, seats arrangement can ease or hinders the process of engagement in classroom. Arranging seats can be in different manners in the class that can affect students' correlations and roles. In addition, students can actively engage when they sit in the front or middle in the classroom. Interpersonal relationship can be another factor that impacts students 'engagement in the process of learning. It has indicated that when students support each other personally and create a relaxed climate, this will encourage them to interact and engage in classroom tasks.

2.8.9 Teacher's role

Teachers play a vital role in the process of learning and students as well. They complement each other, as teaching strategies can promote classroom engagement. It is believed that less instruction from teachers in class is required, and it is necessary for teachers to instruct less in class and for learners to take some leadership and management decisions on the conduct of activities. Also, students feel safe when they receive the information from their teachers who continue to be non-authoritarian. It is stated that teacher's feedback is the term that held the meaning of providing effective comments and guidelines that may help the learners to improve their performance in learning. However, the positive feedback is more efficient since it motivates them to be more actively engaged in classroom activities rather giving negative comments that may discourage them and raises their stress level.

2.9 The main success factors for engagement

Several factors can contribute to the success of engagement, and students and staff are among them. As mentioned in Trowler (2010, 36-37).

2.9.1 Students

In order to reap the rewards of engagement, Bensimon (2009,xxiii) mentioned that students " must invest time and effort into academic activities and practices... that correlate highly with positive educational outcomes."

More logically explanation was by Kuh (2003, 25) who stated "the engagement premise is deceptively simple, even self-evident: the more students study a subject, the more they learn about it. Likewise, the more students practice and get feedback on their writing , analyzing, or problem solving, the more adept they become. The very act of being engaged also adds to the foundation of skills and dispositions that is essential to live a productive, satisfying life after college. That is, students who are involved in educationally productive activities in college are developing habits of the mind and heart that enlarge their capacity for continuous learning and personal development". In other words, when students learn more about the topic, and practice more what they learn , in addition to receiving feedback occasionally and involve themselves in the learning process, they will be an important factor in the success of engagement in the classroom.

2.9.2 Staff

Several studies have concluded that staff plays a vital role in student engagement as Umbach and Wawrznski(2005,173) did, who stated " Institutions where faculty create

an environment that emphasizes effective educational practices have students who are active participants in their learning and perceive greater gains from their undergraduate experience”. Besides, staff can contribute to the facilitation of the engagement process when” Lecturers finding ways to encourage interaction in large classes as well as in small, and using feedback to encourage engagement .” (Markwell’s ,2007, 18). He also added ” to understand fundamental principles, and not simply to memorise the details; academics finding ways that will engage and excite students through their research with their teaching; staff taking part in the wider student life of the university, supporting extracurricular activities and so on ... this means, of course, that student engagement requires staff engagement.” (Markwell’s, 2007,18). That is to say, staff has a great effect on the success of the engagement process through helping and supporting students to be involved in the process of learning.

2.10 Techniques to promote student’s engagement

From the important roles of teaching is to promote student’s engagement and helps them to develop their skills and enhance their level. For this, teachers should follow certain techniques and steps to do so. Garrett (2011) provided the following techniques such as:

2.10.1 Showing teacher’s engagement

Teachers can engage with students in different ways, they must show their interest, passion, and enthusiasm for learning, share with students their ideas, aspirations, future plans to improve the process of learning, and promote the relationship with their students, to make them feel they are in a safe environment , and this will encourage them to actively engage in the classroom.

2.10.2 Class discussion on engagement

Teachers should ask students about their opinions about student engagement and what is its correlation to the process of learning. Showing them that their engagement in the class is something very important and valuable, because this discussion may improve their engagement in the classroom and by time, it will increase engaged behaviors. In addition, teachers should engage students indirectly in classroom activities, for instance, bringing a song lyric and share it with students, and do not make it as a form of assignments and without extra points.

2.10.3 Giving students a variety of options to show their engagement

Teachers can provide to students various chances and options include, tasks, tests, quizzes, class discussions, in-class written expressions and so on. The aim of this technique is to recognize the uncomfortable activities for students that hinder them to engage in. For instance, some students prefer to discuss in small groups rather than large ones. There are many pedagogies that teachers use throughout the course that may involve more students in the classroom activity such as: peer teaching, self- assessment, cooperative learning, problem-based learning and so on.

2.10.4 Asking the students to periodically think and report on their engagement

Teachers have to occasionally ask the students to report their activities and efforts they do outside the classroom, and show them that they value and appreciate what they do

to engage in the learning process which helps them to improve their own learning. When students see their teachers' appreciation, they will achieve more and try to be more active and engaged in the classroom activities.

2.10.5 Creating memorable moments

Teachers must occasionally propose some creative class activities that can foster students' engagement and become a memorable for them, these activities include: turning the class into a dance hall, acting a scene from a certain novel, a tour of the university's library, doing a creative writing exercise. Students' engagement can be facilitated and enhanced by changing classroom routines.

2.10.6 Soliciting feedback from students to determine which task activities were engaging

Teachers have to ask the students to evaluate the course and identify which class activity was most helpful, useful, and engage them in learning, for instance, creative writing expressions, voicing their own opinion through response papers and discussing them in the class, small group discussions and so on. So, when teachers determine the most useful and helpful tasks, they will focus more on these activities.

Conclusion

The conclusion that can be drawn from this chapter is that improving student's engagement is not an easy task because teachers need to work on making learners actively engaged in classroom activities. For this reason, they have to help them to develop their skills, giving them the most useful and helpful activities, change teaching routines, valu-

ing their efforts inside and outside the classroom. Besides, teachers should use different strategies of engagement, that include popsicle stick, project-based learning, reciprocal teaching, discussion, active learning. . . etc. It is vital to mention that engagement has different types and styles. The former includes social engagement, cultural, behavioral, emotional, and intellectual engagement. However, the latter involve intense engagement, collaborative, independent, and passive engagement. Furthermore, teachers should determine the factors that affect students' engagement and explore the techniques that promote their engagement in the learning process.

Chapter Three:
Research Findings and data Analysis

Introduction

The current chapter is devoted to the field work of this study. To start, this study is provided to collect and analyse data. Accordingly, the data collection tools involve students' questionnaire and classroom observation; , due to time shortage I could not do the classroom observation. This chapter is considered as an attempt to gather data in order to examine the main research questions. In addition, it looks for analysing and discussing the obtained results and use them to validate the research hypothesis requiring the role of teacher's feedback in enhancing EFL students' engagement in the classroom. In this research we aimed to gather the sufficient information from EFL first year students in Department of Foreign Languages at Biskra university in order to determine the students' perceptions and opinions in terms of the role of teacher's feedback in the enhancement of EFL students' engagement.

3.1 Students' questionnaire

3.1.1 Administration and aim of the students' questionnaire

This questionnaire was administrated on line through the social media application "Facebook.com" in the groups of the year EFL students of Biskra university. In two weeks. (40) students answered this questionnaire.

The aim of this questionnaire is to investigate first year EFL students' awareness about the importance of teacher's feedback for the enhancement of their engagement in the classroom.

3.1.2 Description of the students' questionnaire

The present questionnaire is mainly composed of (16) questions that are divided into four sections which involve different 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 teacher's feedback in enhancing their engagement in the classroom. The first section of this questionnaire contains two items which aim to collect personal information about students related to their gender and their level of English language. Section two includes three items to discover the EFL students' attitudes towards their engagement in the class. The questions of this section seek to get information about their enthusiasm about going to their classes, to what extent their engagement in the classroom is important for them , and which teaching strategy motivates them to be engaged in the classroom. Moreover, third section consists of four items , this is about the teachers ' instructional strategies. Along with, the fourth section of this questionnaire is composed of seven items, we asked these questions to indicate the importance of teachers' feedback in improving students' engagement in the classroom.

3.1.3 Analysis of the students' questionnaire

3.1.3.1 Section One: Personal Information:

Item 1. How do you assess your level of English?.

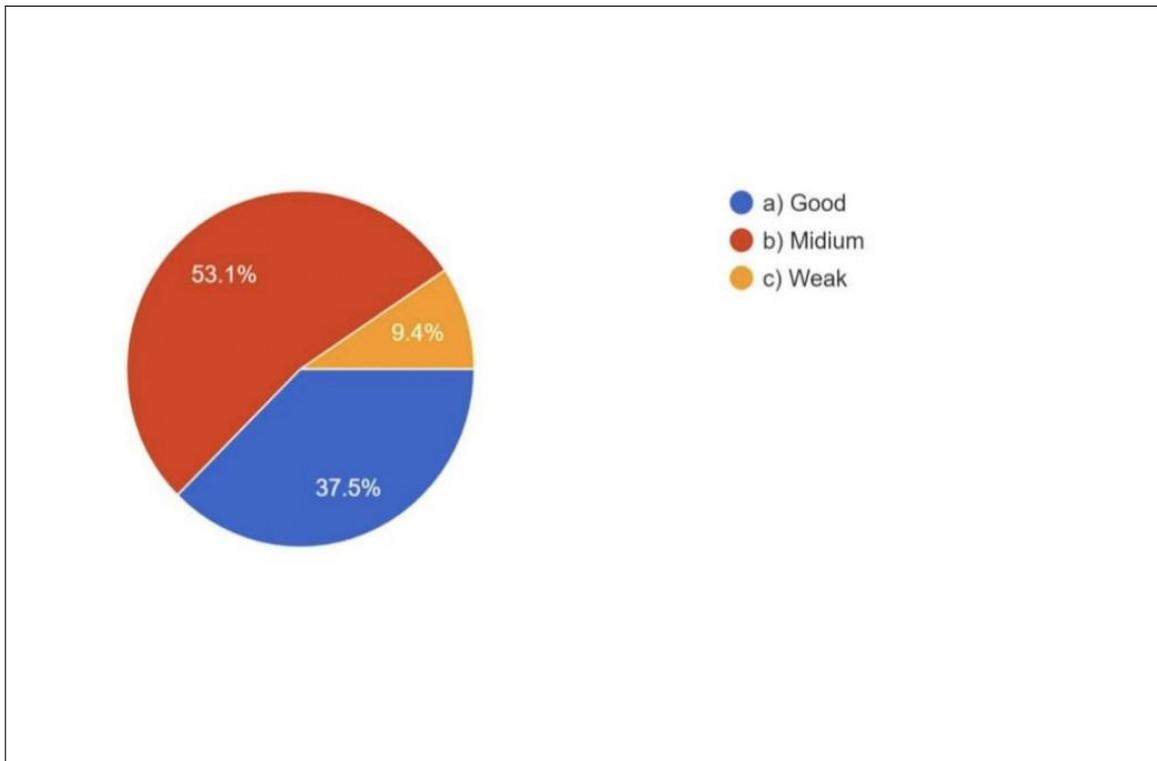


Figure 1: Students' responses about their level of English

In this item , respondants are demanded to their level of English ,based on the figure above, more than half (53.1%) of respondants said that their level is medium, whereas (37.5%) of respondants answered that their level is good. Only few respondants (9.4%) claimed that their level of English language is is poor. As a consequence, the level of mist of EFL first year students in the English language is medium.

3.1.3.2 Section two: First year EFL Students' attitudes towards students' engagement

Item 2. How excited are you about going to your classes ?

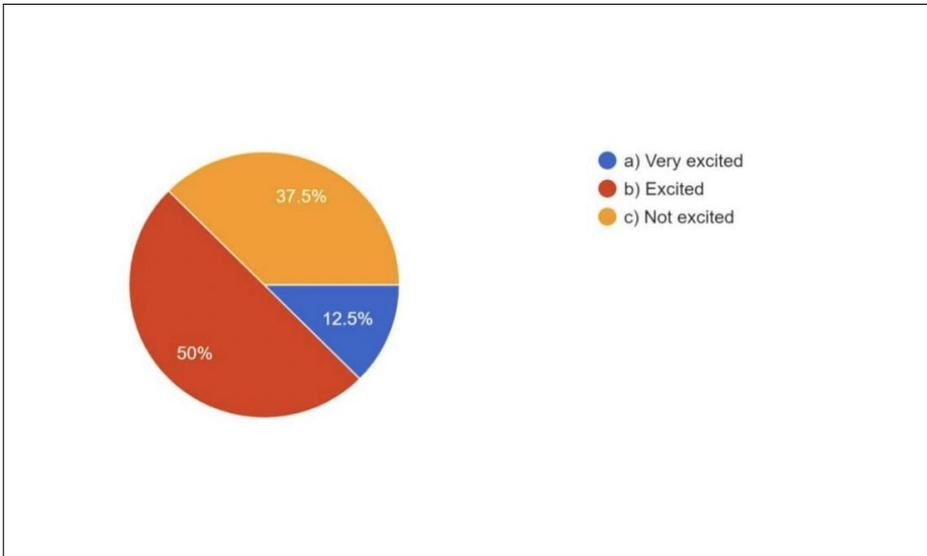


Figure 2: students responses about whether they are excited about going to their classes or not

This question is for the sake to know to what extent first year students are excited about going to their classes. From the showed results in the figure above , half of respondents (50 %) answered that they are excited, while (37.5%) of respondents said that they are not excited about going to their classes. On the other hand, low percentage of respondents (12.5%) which reflects the ones who said that they are very excited about going to their studies. As a result , most of sfirst year students are have the enthusiasm to go to their classes.

Justifications of the students' answers

In this item , all of respondants were demanded to justify their answers and this provided several and different justifications. To begin with, those who said that they are excited about going to their classes find that their role in life is seeking knowledge and they believe that seeking knowledge distinguishes them from other living beings and gives them value and importance. Other respondants justified their choice saying that English was their first choice and they like their speciality. One of the respondants claimed that students should develop their own motivation and inner desire to learn, because learning a language is mostly a personal effort and do not need teachers to make them motivated and interested. Another student said that he lokes to go to his classes to get new information , discover new things and have fun in some games to learn. However, the respondants who said that they are not excited , few of them stated that they do the same activities and follow the same manner since primary school and nothing is new. Others said that their learning is just theoretical without application , which makes them feel bored and not motivated. Then, two respondants claimed that the lessons are not interested which make them unexcited about going to their studies.

Item 3. How do you consider your engagement in the classroom?

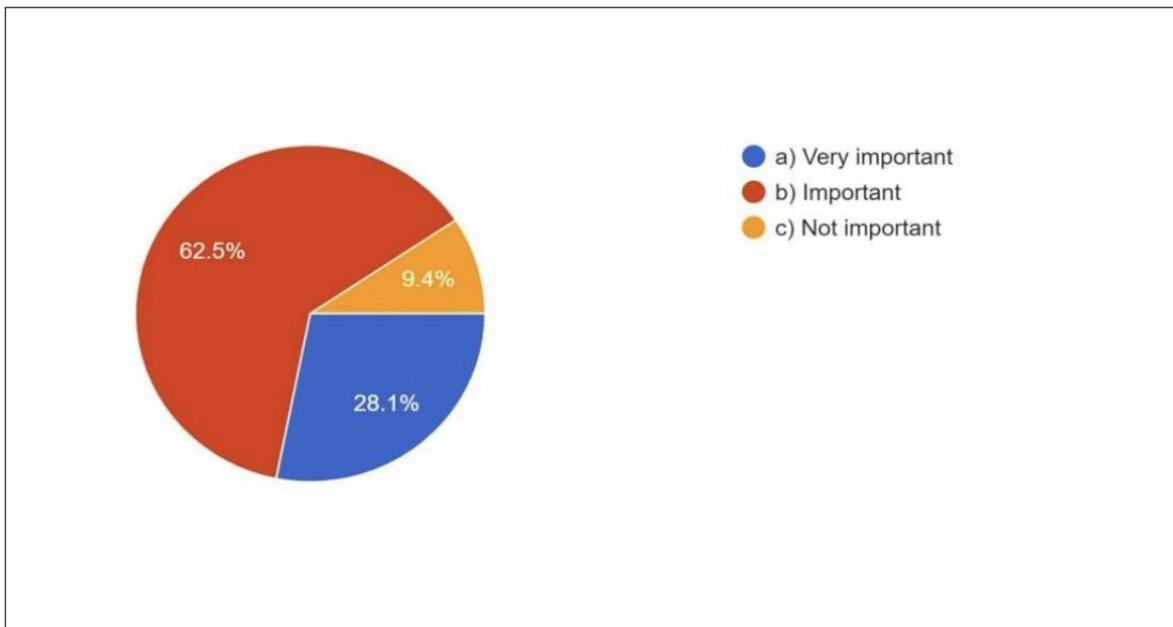


Figure 3: Students' opinions about the importance of their engagement in the classroom

The question above attempts to identify whether students view their engagement as very important or not important at all. More than half of respondents (62.5%) stated that their engagement is important. Besides, (28.1%) of respondents asserted that is very important. Whereas, only (9.4%) claimed that their engagement in the classroom is not important at all, thus; first year students consider their engagement in the classroom as an essential factor in their learning process.

Item 4. From the following learning strategies, which one motivates you to be engaged in the classroom?

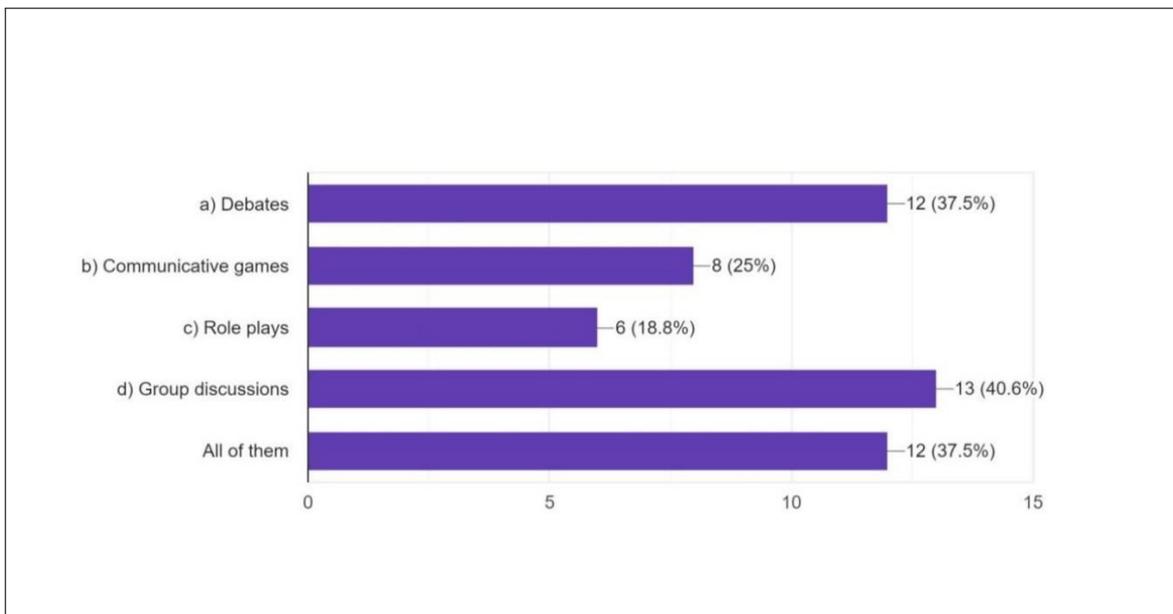


Figure 4: The main teaching strategies that motivate students to be engaged in the classroom

This question intends to explore the main teaching strategies that motivate students to be engaged in the classroom. It is remarked from the results obtained, (40.6%) of respondents prefer group discussions in their learning, while (37.5%) of respondents chose debates as a preferable teaching strategy for them. Moreover, (37.5%) of respondents selected more than one motivational strategy. (25%) of respondents chose communicative games. Finally, (18.8%) of respondents selected the option "Role plays". Therefore, first year students prefer different teaching strategies which may be to

3.1.3.3 Section three: Teacher's instructional strategies

Item 5. Who talks most in the class?

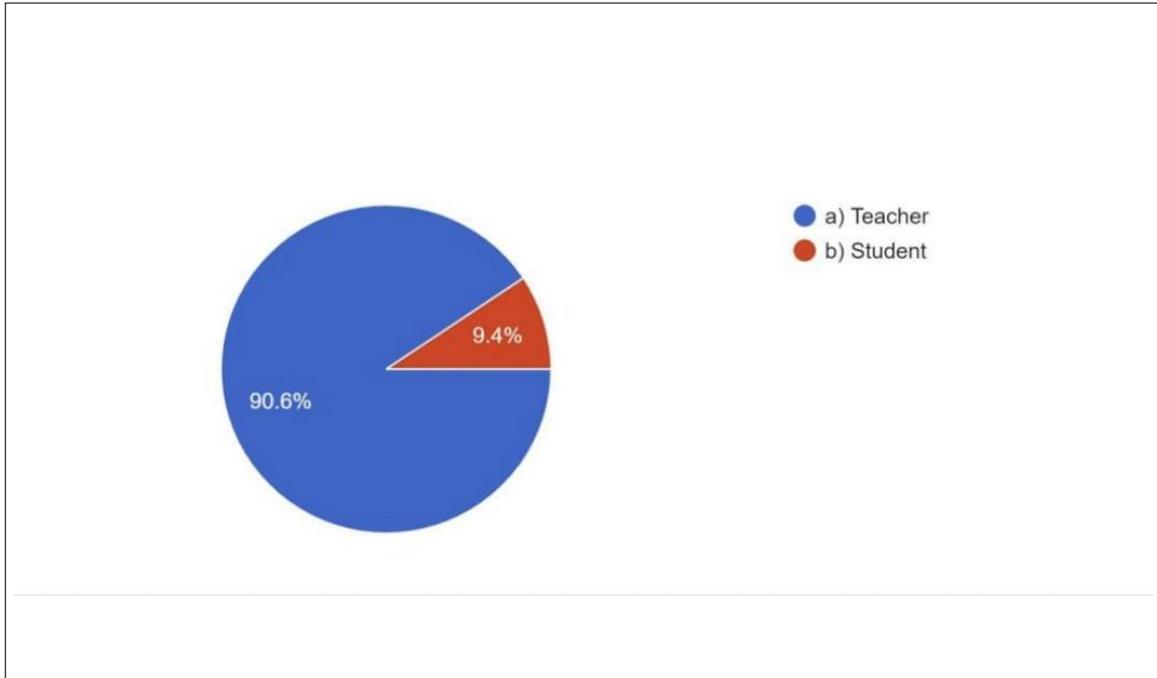


Figure 5: Students' views about the one(s) who talk the most in the classroom

This question is for the sake to know who speaks most in the class. Based on the figure above, the great majority (90.6 %) indicated that the teacher talk is dominates the class discussions. But the rest of respondents (9.4%) confirmed that the students themselves who take most of talk in the classroom. As a result, the teacher does not give his students a chance to interact in the class.

Item 6. How often do you interact in the classroom?

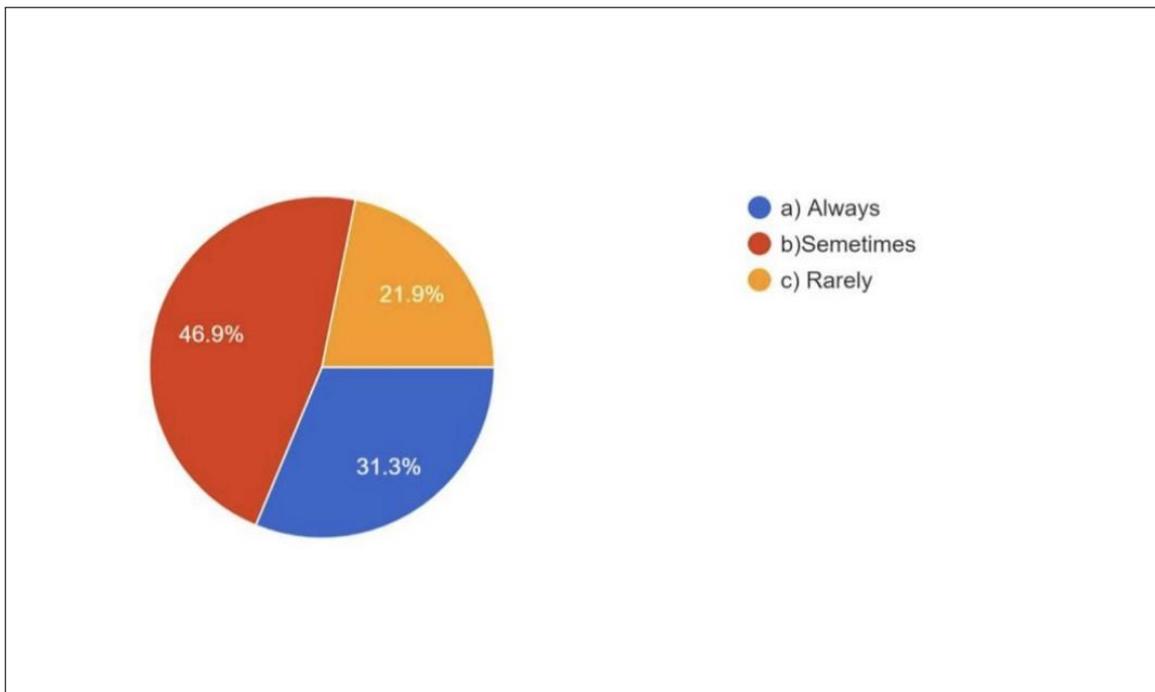


Figure 6: frequency of students' interaction in the classroom

The above item was asked to exhibit the frequency of students' interaction in the classroom. From the showed results in the figure above , (46.9 %) of respondants claimed that they sometimes interact in the classroom with their teacher and colleges. Moreover , (31.3%) of respondants chose the first choicev, which indicates that they always interact in the classroom. Then , the third option gained (21.9%) and it refers to the respondants who said that they rarely interact in the classroom.

Item 7. Does the teacher help you to be engaged in the classroom?

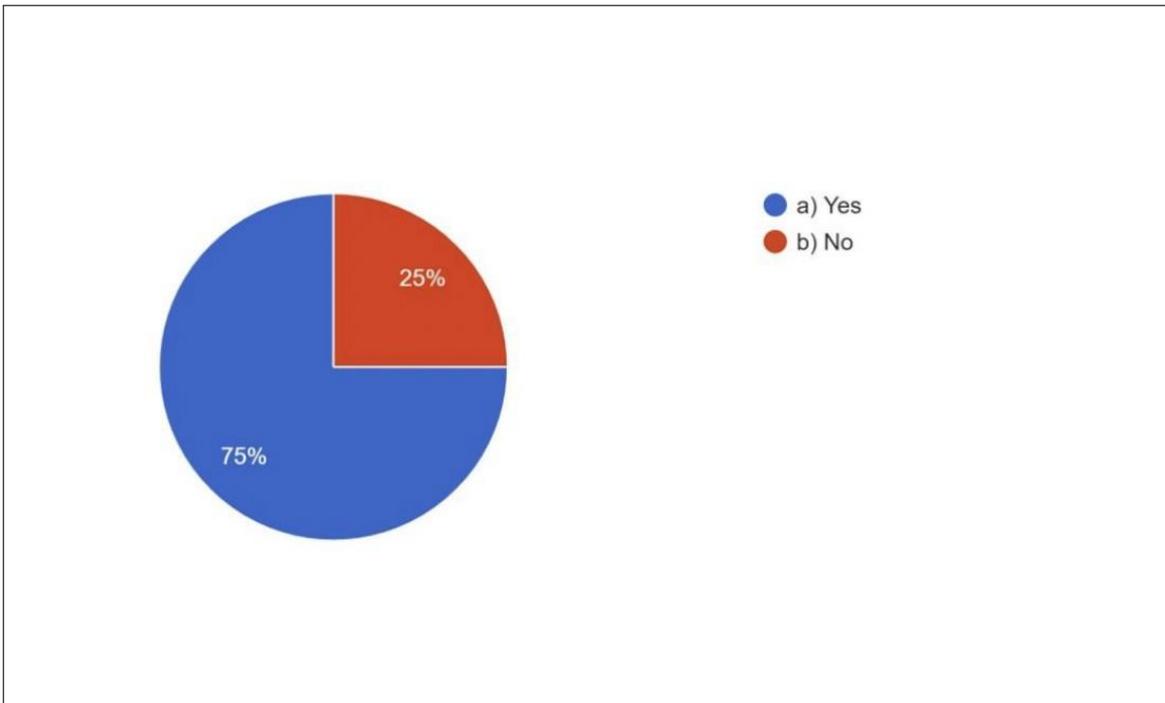


Figure 7: students' responses about whether teacher helps them to be engaged in the classroom

This question is designed to see whether teachers help their students to be engaged in class or not. As it appears, the highest percentage (75 %) was given to the respondents who answered that the teacher helps them to interact in the classroom but the remaining respondents (25 %) claimed that the teacher does not help them to be engaged in the class. It can be deduced that the majority of first year students see that the teacher plays an important role in helping them to improve their engagement in the classroom.

If yes, how often?

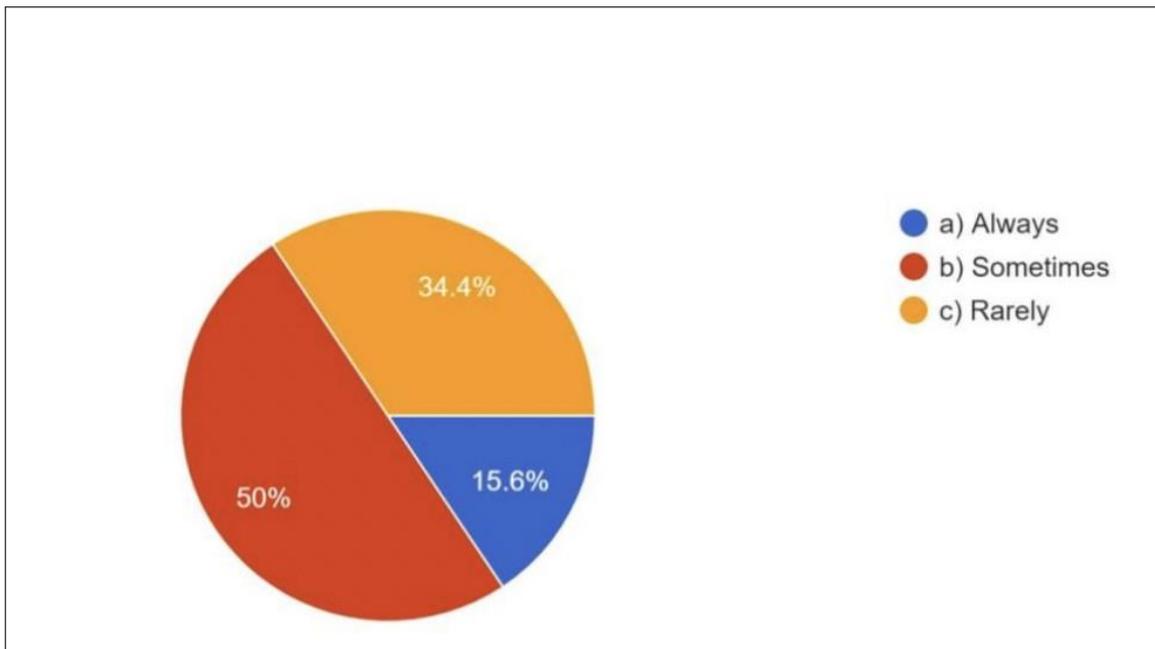


Figure 8: frequency of teacher's help

The figure above show the frequency of teacher's feedback help in view of those who answered "yes". It is noticed that the first choice "always" gained (50%) , the second choice "sometimes" gained (34.4%) , the third option "rarely" gained (15.6%).

As a result , the highest percentage of respondants said that the teacher sometimes help them to engage in the classroom. This may be due to the fact that their teacher probably help them to engage in the class only when he sees that they need a help from him.

Item 8. From the following motivational strategies, which one does your teacher use to improve your engagement in the classroom?

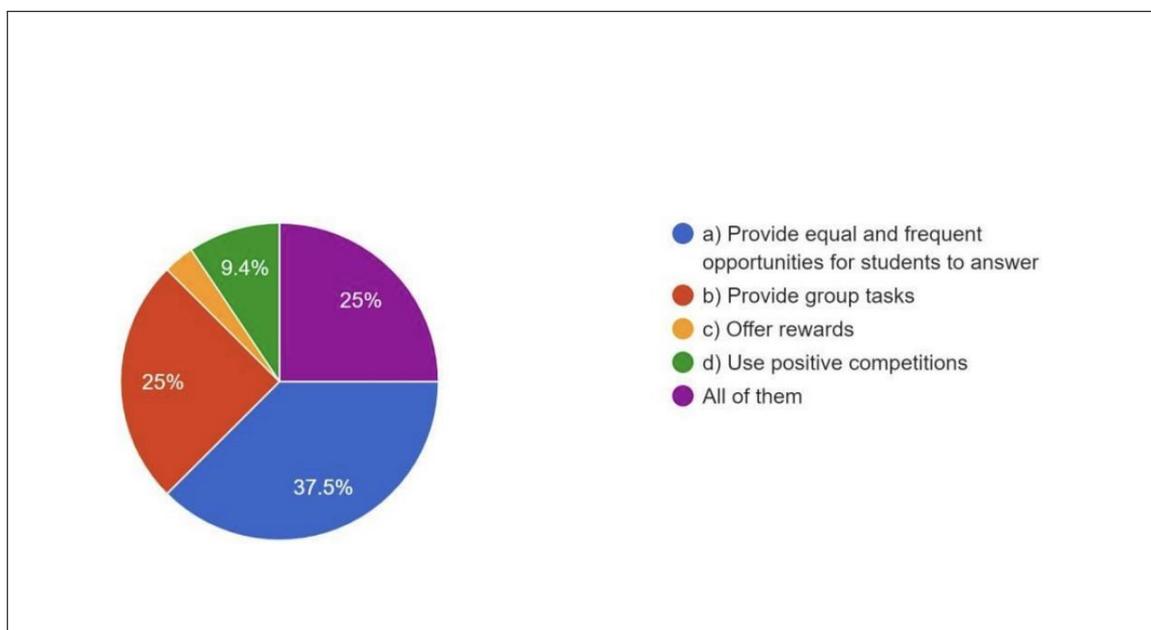


Figure 9: The main motivational strategies teachers use to improve their

3.1.3.4 Section four: Teacher's feedback and student's engagement

This question intends to explore the main motivational strategies that teachers use to improve their students' engagement in the classroom. It is remarked from the results obtained, (37.5 %) of respondents chose the first option which is provide equal and frequent opportunities for students to answer. Others (25 %) said that their teachers gives them group tasks . Moreover , (25 %) select more than one motivational strategy. Besides, a few of them (9.4 %) agreed that their teachers use positive competitions instead. Then, (3.1%) of respondents selected the option" offer rewards". According to these results, EFL teachers prefer to provide equal and frequent opportunities for students to answer, in addition to that there are teachers who use all of these motivational strategies to improve their students' engagement in the classroom.

Item 9. Do you find it difficult to be engaged in the classroom?

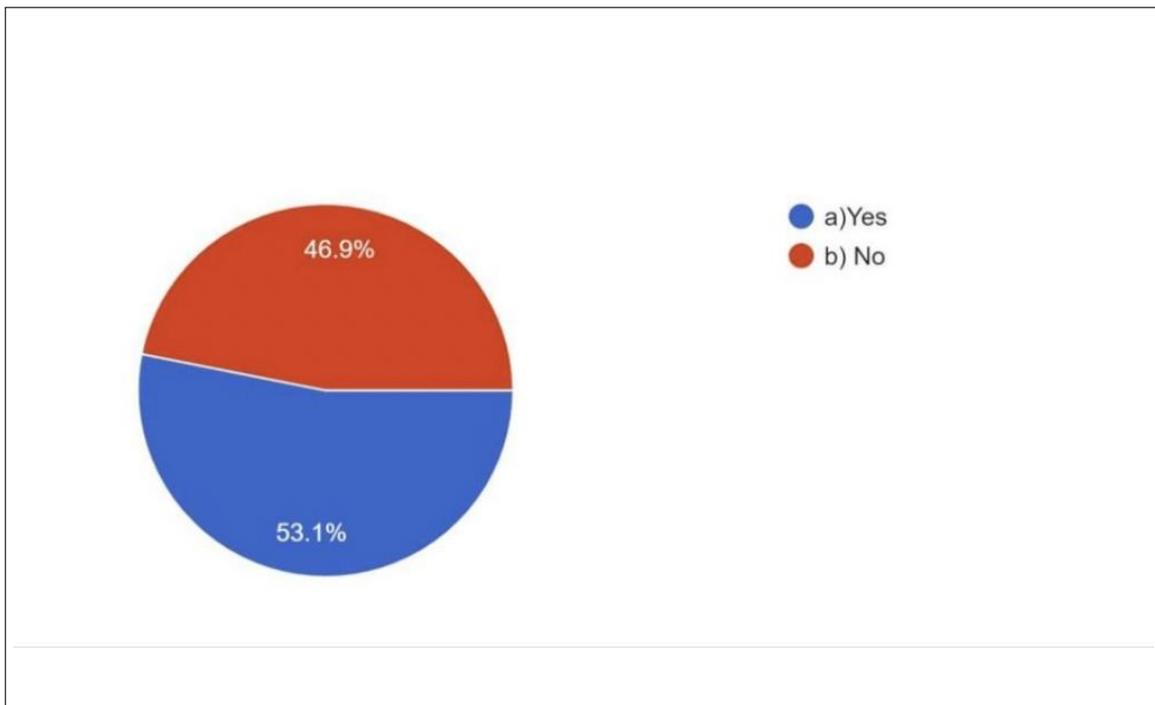


Figure 10: the existence of engagement difficulties among EFL students

The current item aims to indicate the existence of engagement difficulties among EFL students. (53.1 %) Of respondents answered by saying "yes" whereas (46.9%) said that they do not face any difficulty in engaging in the classroom. From the obtained results , we notice that two percentages are close, thus, there are students who do not find it difficult to engage in the , while there are students who encounter barriers which hinder them to engage in the classroom.

If yes, what kind of difficulties do you find ?

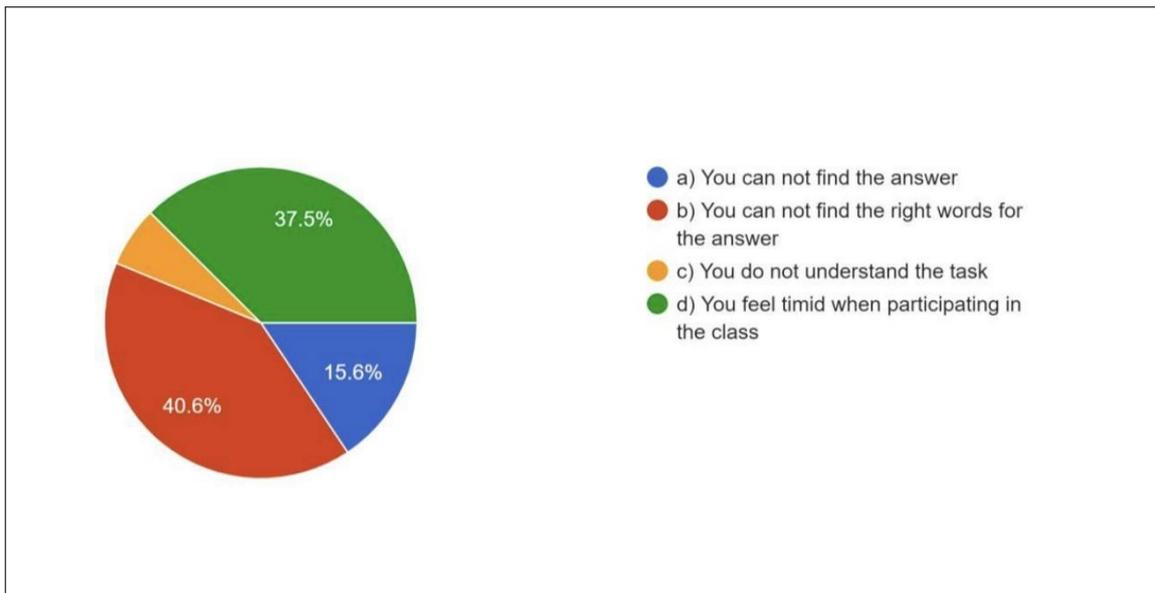


Figure 11: the obstacles that hinder students' engagement

The objective of this question is to discover the different kinds of students' difficulties. The results reveal that (40.6 %) of respondents can not find the right words for the answer. Whereas , (37.5 %) of respondents asserted that they feel timid when participating in the class. (15.6 %) of respondents answered they can not find the answer. Only (6.3 %) of respondents claimed that they do not understand the task. Consequently, most of first year students face different difficulties in engaging in the classroom, yet students can not find the right words for the answer is the common difficulty. Other respondents added other problems which are stress , and lack of information about the topic.

Item 10. According to you, what are the obstacles that hinder student's

engagement in the classroom?

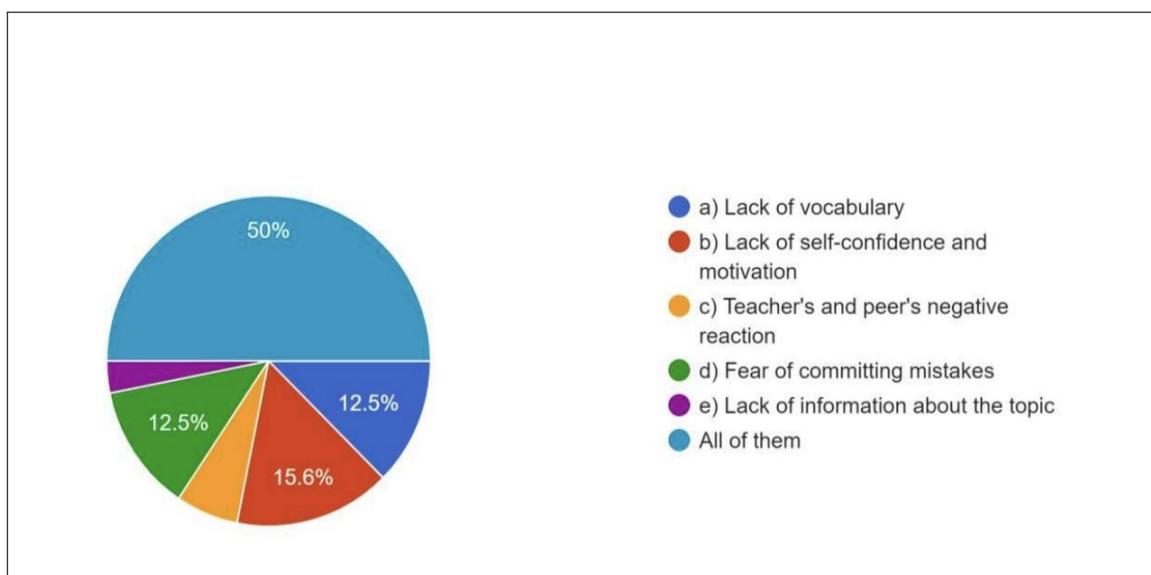


Figure 12: students' responses about whether their teacher corrects their mistakes in the class

The aim behind such a question is to know the reasons behind students' engagement difficulties. The majority of respondents with highest percentage (50 %) admitted that all the given reasons lie behind their engagement difficulties. Moreover, (15.6 %) of respondents chose the second choice which is lack of self- confidence and motivation. Besides, (12.5 %) of respondents indicated that fear of committing mistakes as the major reason, then, (12.5 %) of respondents selected the teachers and peer's negative reaction. Only (3.4 %) of respondents answered with lack of information about the topic. Thus , there are various reasons which prevent EFL first year students from engaging in the classroom.

Item 11. Does your teacher correct your mistakes in the classroom?

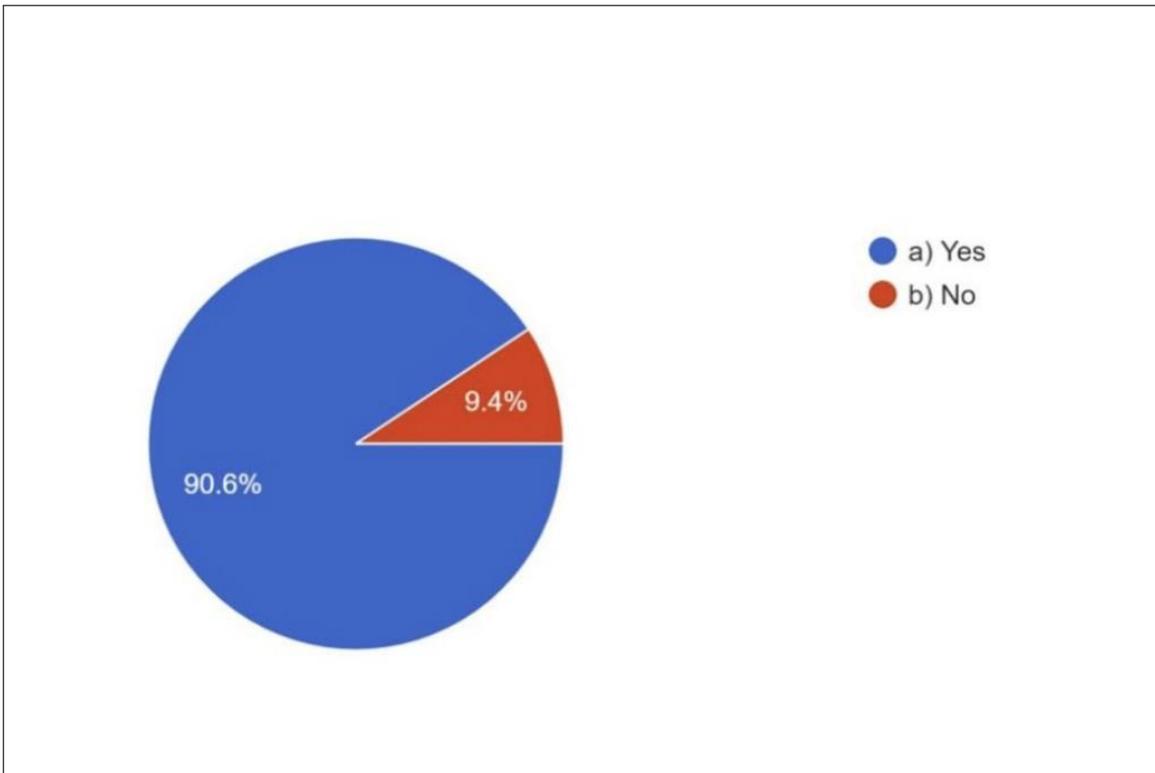


Figure 13: students' responses about whether their teacher corrects their mistakes in the class

This question is asked to check students' responses about whether their teacher corrects their mistakes in the class or not. The majority of respondents with percentage(90.6 %) opted for the choice "yes". While , (9.4 %) of respondents asserted that the teacher does not correct their mistakes when they speak in the classroom.

If yes, does s/he correct you?

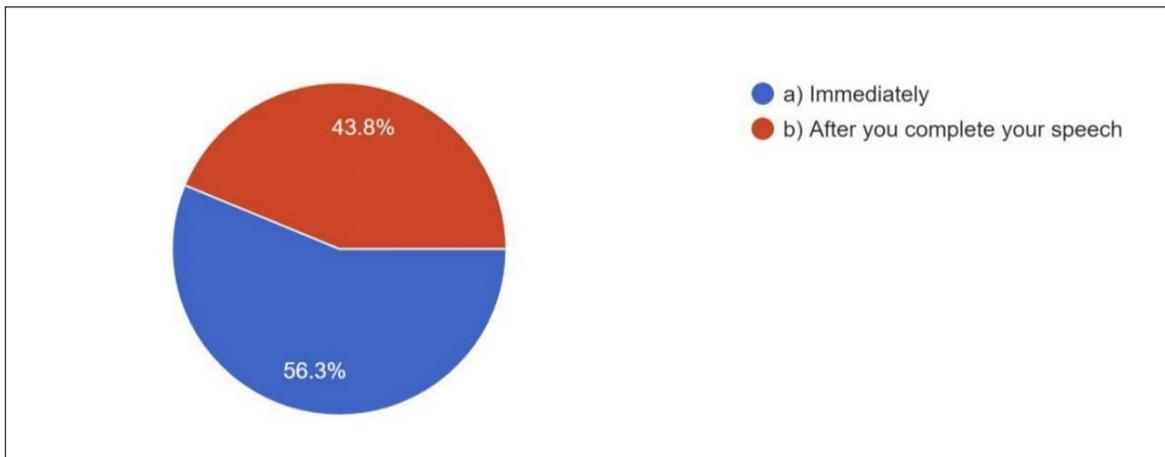


Figure 14: time of teacher's correction

As it remarked in the figure above, (56.3%) of respondents asserted that their teachers provide them with immediate correction. Therefore, (43.8%) of respondents confirmed that the opposite. Consequently, the majority of respondents confirmed that the teacher corrects their mistakes instantly, which is may be to make them remember their mistakes in order to not repeat it.

Item 12. How do you act when you receive feedback from your teacher?

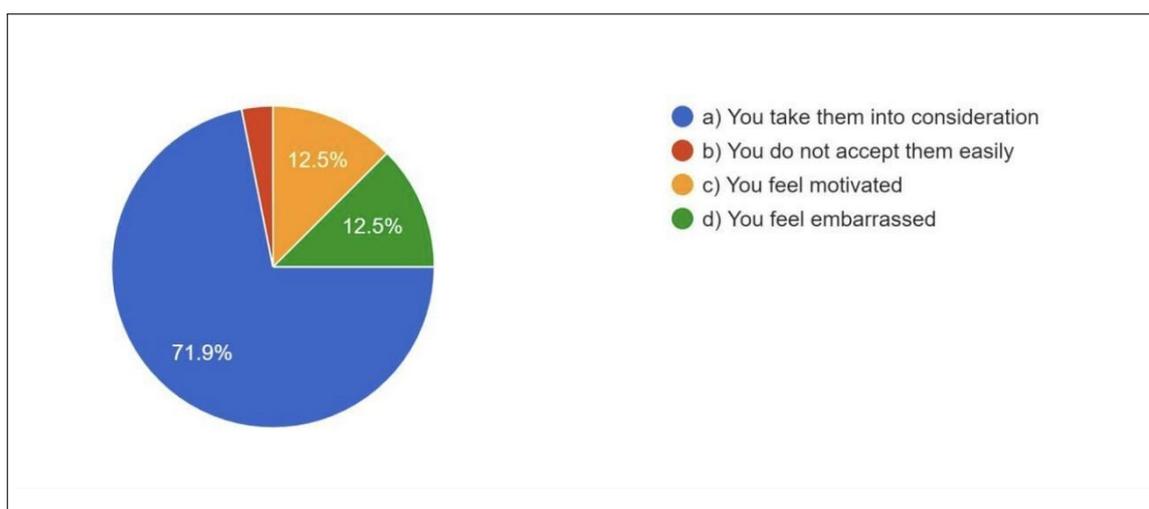


Figure 15: students' feelings when their teacher corrects their mistakes in the classroom

The respondents were requested to show how they feel when the teacher corrects their mistakes in the classroom. Their responses vary as showed in the figure above. (71.9 %) of respondents denoted that they take their teachers' correction into consideration. Few respondents (12.5 %) said that they feel motivated, yet (12.5%) of respondents feel embarrassed. Others (3.1 %) stated that they do not accept them easily. It can be concluded that the majority of respondents take their teachers' correction into account in order to work on their mistakes , which is likely due to their desire to enhance their engagement in the classroom. However, one of the respondents added that when the teacher corrects his mistakes , he feels like an active and effective student. Another one claimed that when the teacher corrects his mistakes, he feels uncomfortable to be under criticism. Another student said that his teacher's corrections helps him to improve his skills.

Item 12. How often does your teacher correct your mistakes in the classroom?

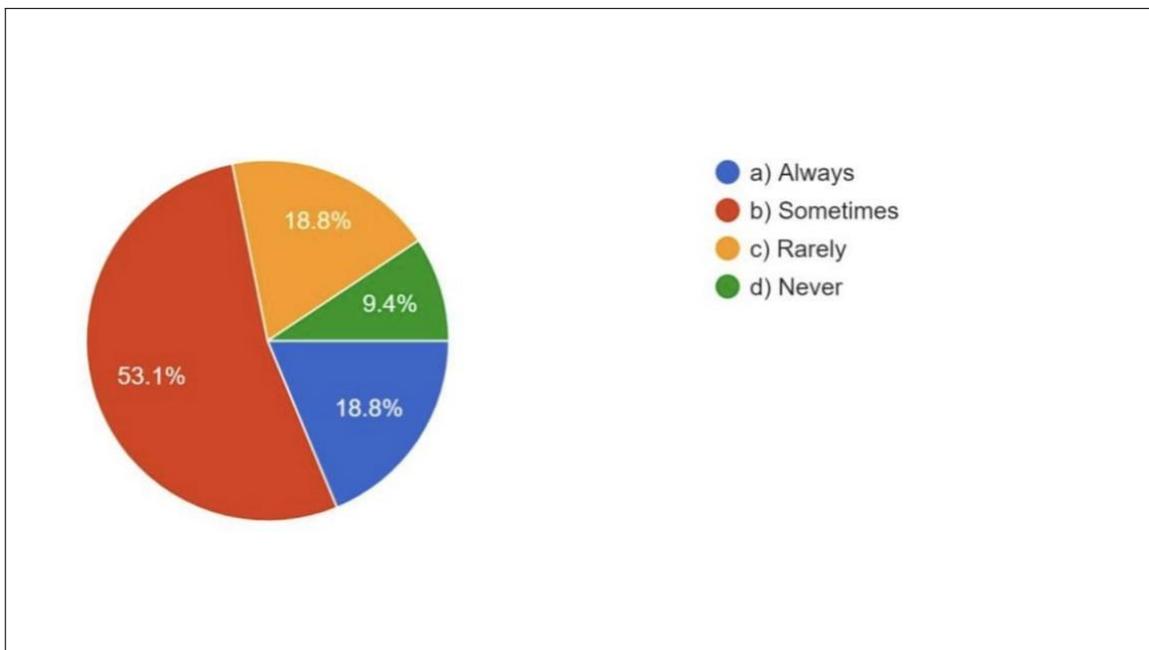


Figure 16: frequency of teacher's correction of his/her students' mistakes.

This item seeks to reveal the frequency of teacher's correction of his/her students' mistakes. The highest percentage (53.1%) confessed that the teacher sometimes corrects their mistakes. (18.8 %) of respondents chose "rarely". Then , (18.8 %) selected the first choice "always". Only (9.4 %) chose "never". This denotes that more than the half of respondents admitted that the teacher sometimes corrects their mistakes may be because the teacher spends most the allotted time on explaining the course and unconsciously forgets to correct the students' mistakes.

Item 13. How do you find your teacher's feedback?

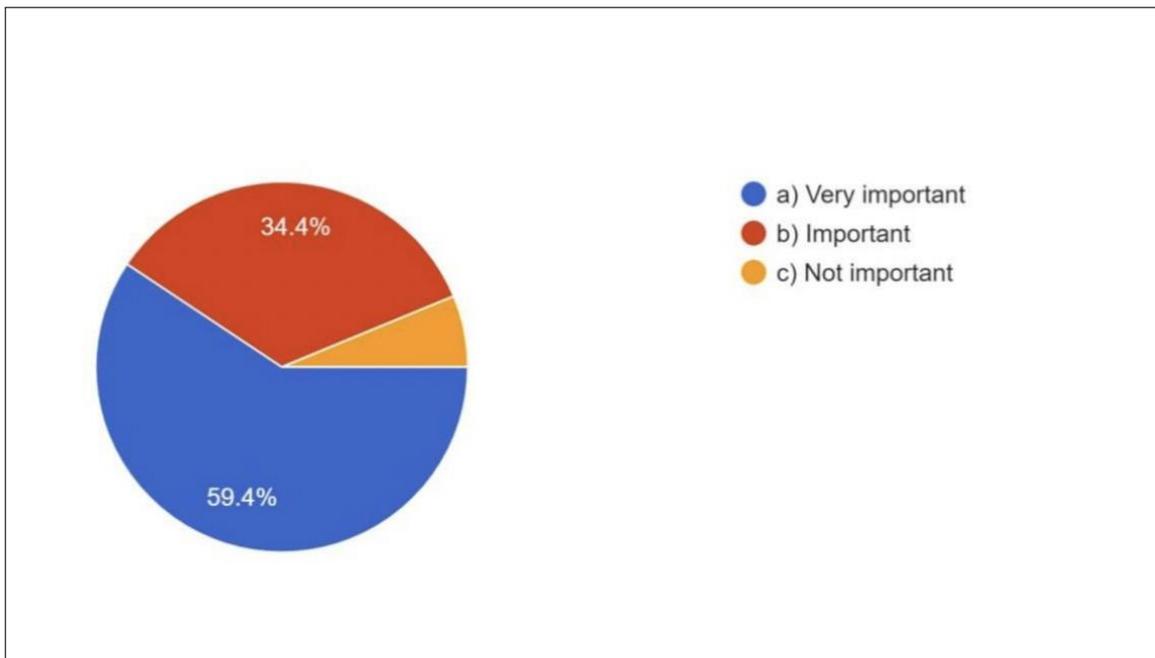


Figure 17: students' attitudes towards their teacher's feedback

The question above attempts to identify whether students view their teacher's feedback as very important, important or not important at all. More than the half of respondents (59.4 %) stated that their teacher's feedback is very important. Besides,(34.4%) of respondents asserted that is important. Whereas , few of respondents (6.3 %) claimed that the teacher's feedback is not important. This may draw our attention to an important conclusion , almost all respondents are aware of the effectiveness of their teacher's feedback in improving their engagement in the classroom.

Respondants justifications of their answers

Most respondents who reported that teacher's feedback is very important said that it helps them to learn better , understand and develop their levels. Four respondents said that teacher's feedback enables them to fix their mistakes and helps them to improve their Language skills. In additionv, three respondents agreed that the teacher's feedback is very important because it is considered as a source of motivation and encouragement for them. However , the majority of those who their choice was " important" stated that the teacher is considered as a role model , thus, his feedback is very essential to guide them in their learning process. Few of them reported that teacher's feedback is important if it is constructive and sometimes teachers should let their their students discover and fix their mistakes without their teacher's help. Three respondents said that their teacher's feedback helps them to know their level and try to enhance it through their positive teacher's feedback. Besides , one of the respondents answered that their teacher's feedback enhances their engagement in the classroom and improves the relationship between them and their teachers. Thus , most of respondents know the positive efficiency of teacher's feedback on their learning.

Item 14. Does your teacher’s feedback improve your engagement in the classroom?

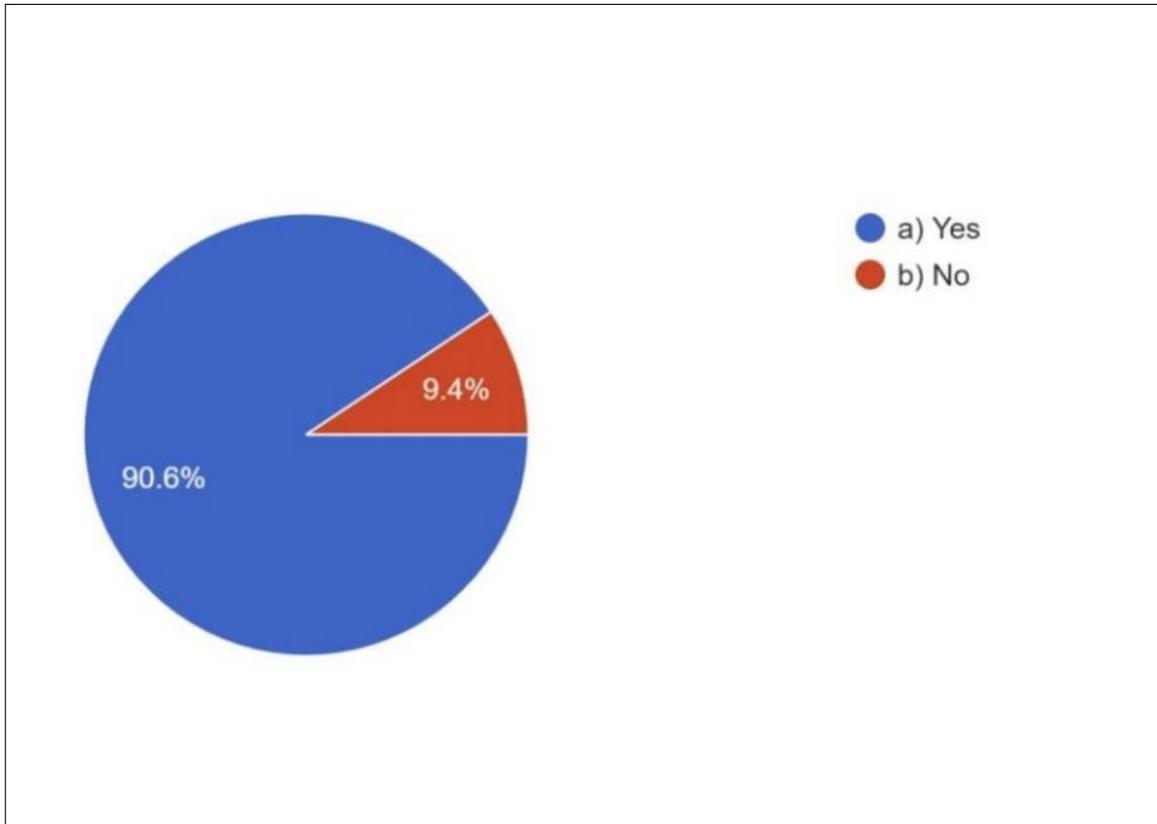


Figure 18: students’ responses about whether their teacher’s feedback

As far as this question is concerned , it is asked to identify students’ responses about whether their teacher’s feedback improves their engagement in the classroom or not. The majority of respondents with highest percentage (90.6 %) said ”yes”. Whereas, only (9.4%) of them confessed that teacher’s feedback does not improve their engagement in the class. As a , the respondents have an awareness of the vital role of the teacher’s feedback in enhancing their engagement in the classroom.

Respondants' justifications of their answers

The respondents who opted for the choice "yes", most of them justified their responses by writing that teacher's feedback improves their engagement because it makes them attentive to their mistakes and try to work on them and do not repeat them in the next time. Three respondents agreed that their teacher's feedback decreases their fear and shyness and increases their self-confidence in addition to allowing them to make mistakes without fear that are going to be corrected by the teacher. Besides, four respondents claimed that it enhances their learning, foster their skills and develop their knowledge. Few of them their justification was that teacher's feedback corrects their spelling and vocabulary errors and makes the learning process more valuable and beneficial for them. On contrary, few of respondents who chose the option "no" reported that teacher's feedback does not improve their engagement in the class because it makes them feel embarrassed and decreases their self-confidence in the classroom. As it is noticed from their justifications, majority of respondents know that teacher's feedback plays a significant role in enhancing students' engagement in the classroom.

3.1.4 Discussion of the findings

Through the analysis of the data obtained from the students' questionnaire which has contributed to gain some answers about the fundamental research questions. To start, the majority of first year EFL students of Biskra university said that their level of English is medium, so, they can understand and grasp what they are learning and interact with their teacher and peers. Moreover, most of them asserted that they are excited about going to their classes, this means that they are interested and motivated. In addition, they assumed that learning English was their first choice and they like their speciality. Thus, most of

EFL first year students have the enthusiasm to go to their classes.

Besides, the majority of students reported that their engagement in the class is important, which means that they consider their interaction in the class as an essential factor for the success of their learning.

Accordingly, Carinin et al., (n.d) stated " student engagement is generally considered to be among the better predictors of learning and personal development"(p.2). Thus student engagement is highly important because it reflects students' motivation and level in English language learning.

In addition , most of first year students agreed that the teacher is crucial in the classroom and he talks more than the students; it may be related to that teachers are unable to well manage the time of learning. More importantly , they noted that they only Sometimes find encouragement from their teachers to interact in class. This indicates the Teachers' low interest towards the essential factor in students' learning process which is "motivation".As Alizadeh (2916) said " It can be stated that teachers should be aware of the significance of motivation in learners' language learning and through some changes they can help learners increase their motivation"(p.11). This means that teachers should do their best in order to increase students' motivation. This is due to the fact that motivation gives the learner a desire to continue because without motivation , students will find some obstacles in their learning (Alizadeh,2016).

Along with, the majority of first year EFL students affirmed that the teacher corrects their mistakes in the classroom. They added that their Teachers' correction of their mistakes was provided either immediately or after they complete their speech. However , the high percentage was given to immediate feedback rather than after the completion

of their speech. It is crucial to say that instant feedback is more efficient than giving feedback after the students' speech. As Aubin(2020) asserted that immediate feedback has a positive effect on the learning process because the more mistakes are instantly corrected , the more learning outcomes are effective.

Besides, the reactions of first year EFL students towards teacher's feedback are different according to their opinions. To clarify more, most of the students noted that they do not have a problem with their teacher's correction of their mistakes , because when the teacher corrects their mistakes , they take them into consideration and try to work on and do not repeat these mistakes next time. Whereas , the others claimed that they feel embarrassed when the teacher corrects their mistakes. Therefore , it can be said that students' opinions concerning their teacher's feedback is mainly connected to their personalities.

Furthermore, more than the half of students confessed that the teacher sometimes corrects their mistakes in their learning process. This likely refers to the Teachers' thoughts that providing feedback in public makes some students embarrassed and uncomfortable. To support this , Hattie and Timperely (2007) confirmed that students efforts can be decreased because of the teacher's negative feedback (as cited in Saadia, 2020).

Interestingly, a high number of students argued that teacher's feedback is important because it motivates them to be involved in the learning process and corrects their learning mistakes. This indicates that the most of first year EFL students are aware of the importance of their Teachers' feedback in their learning and its crucial role in the progress of their level. In the same path, majority of students reported that Teachers' feedback enhances their engagement through the positive comments and interesting remarks that are given to them. As a result , it can be deduced that the greatest majority of first year students realize

the great impact of Teachers' feedback in enhancing their engagement in the classroom. This supports our hypothesis which states that Teachers' feedback may have a positive effect on EFL students' engagement in the classroom.

In conclusion, this questionnaire was a useful tool of gathering data from students. The results obtained were helpful in responding important research questions. Moreover, this questionnaire gave us an opportunity to affirm the impact of teachers' feedback on their students' engagement in the classroom. , through the analysis of students' answers, it can be concluded that the teachers' feedback is essential in enhancing the learners' engagement in the class.

Conclusion

Through this current chapter ,we have discussed th field work of the present research stu. Our data gathering tools was students' questionnaire . Th data collected from the students'questionnaire are introduced in form of graphs ; in addition , all the questions are analyzed and at the end a discussion of outcomes is provided. They are analysed using the qualitative analysis. All , through this analysis , we validated the research hypothesis requiring the role of teacher's feedback in improving EFL students'engagement.

General Conclusion

To conclude, this research is an attempt to highlight the role of teacher's feedback in enhancing EFL students' engagement. Accordingly, the main aim of the present study is to attempt to investigate first year EFL students' awareness about the importance of teacher's feedback for the improvement of their students' engagement in the classroom and to explore to what extent can teacher's feedback helps students to overcome their engagement obstacles. This research consists of three chapters , the first two chapters are devoted to the theoretical background of this research, while the last chapter represents the field work. Through the first chapter, we tried to shed light on the most important elements related to teacher's feedback. Initially , we provided different definitions of feedback. Later in this chapter , we spot light on the feedback importance, types, levels, criteria, functions, and feedback benefits. In second chapter, we dealt with, definitions of engagement and student's engagement, in addition to engagement importance, types, strategies, styles, reasons, success factors forengagement along with factors that affect students' engagement and techniques to promote students' engagement .The third chapter of this research is devoted to the field work wich represents the practical part of our research in which we attempted to analyse the, interpret, and discuss the data collected through the used data gathering tool. In summary, through this research and the obtained from data collection tool, we recognized that teacher's feedback has a great effect on the the enhancement of EFL students' engagement in the classroom.

Recommendations

From the results obtained out of this research, the following recommendations have been drawn and directed to teachers, students, Syllabus designers, and administration.

For teachers

- Teachers should reduce their time talk and increase students' time of talking.
- Teachers should give the opportunity to all their students to participate and interact in the classroom.
- Teachers should be friendly with their students to encourage them to interact in the classroom.
- Teachers should attempt to make their students aware of the importance of the teacher's feedback in improving their engagement in the class.

For students

- Students should engage and involve themselves in the learning process and interact with their teachers and their peers to enhance their level in learning.
- Students should be aware of the significance of their engagement in the classroom to improve their learning.
- Students should attempt to avoid shyness and anxiety which affect negatively their engagement in the classroom.
- Students should be consciously aware of the teacher's feedback to improve their engagement in the class.

For syllabus designers

- The syllabus designers should give more importance to teacher's feedback within the syllabus.

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Appendices

Appendix: Students' Questionnaire

A Questionnaire for first year EFL Students at Biskra University

Dear student

You are kindly requested to answer the following questionnaire, which is a data collection tool for the accomplishment of my master dissertation, which is about "The Role of Teacher's Feedback in Enhancing EFL Student's Engagement in the Classroom", your contribution will be of great help for the success of this research work, 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, effort and cooperation

Prepared by:

MANNI Amel

Supervised by:

Dr. LAALA Youcef

2022 - 2023

Section One: Personal Information

1. **Q1** : Would you determine your gender please

Male

Female

2. **Q2** : How do you assess your level of English?

Good

Medium

Weak

Section two: First year EFL Students' attitudes towards classroom engagement

1. **Q1** : How excited are you about going to your classes?

Very excited

Excited

Not excited

Justify your answer, please?

2. **Q2** : How do you consider your engagement in the classroom?

- Very important
- Important
- Not important

Justify your answer, please?

3. **Q3** : Which of the following teaching strategies motivates you to be engaged in the classroom?

- Debates
- Communicative games
- Role plays
- Group discussions
- All of them

Others, please specify?

Section two: First year EFL Students' attitudes towards classroom

engagement

1. **Q1** : Who talks most in the class?

Teacher

Student

2. **Q2** : How often do you interact in the classroom?

Always

Sometimes

Rarely

Justify your answer, please?

3. **Q3** : Does the teacher help you to be engaged in the class?

Yes

No

If Yes, how often?

Always

Sometimes

Rarely

4. **Q4** : From the following motivational strategies, which one does your teacher use to improve your engagement in the classroom?

Provide equal and frequent opportunities for answer

Provide group tasks

Offer rewards

Use positive competitions

All of them

Others, please specify?

Section Four: Teacher's feedback and students' classroom engagement

1. **Q1** : Do you find it difficult to be engaged in the classroom?

Yes

No

If yes, what kind of difficulties do you find?

You can not find the answer

You can not find the right words for the answer

You do not understand the task

You feel timid when participating in the class

Others, please specify?

2. **Q2** : According to you, what are the obstacles that hinder student's engagement in the classroom?

- Lack of vocabulary
- Lack of self-confidence and motivation
- Teacher's and peer's negative reaction
- Lack of information about the topic
- All of them

Others, please specify?

3. **Q3** : Does your teacher correct your mistakes in the classroom?

- Yes
- No

If yes, does s/he correct you?

- Immediately
- After you complete your speech

4. **Q4 :** How do you act when you receive feedback from your teacher?

- You take them into consideration
- You do not accept them easily
- You feel motivated
- You feel embarrassed

Others, please specify?

5. **Q5 :** How often does your teacher correct your mistakes in the classroom

- Always
- Sometimes
- Rarely
- Never

6. **Q5 :** How do you find your teacher's feedback?

- Very important
- Important
- Not important

please justify?

7. **Q7** : Does your teacher feedback improve your engagement in the classroom?

Yes

No

please explain?

المخلص

حاولت هذه الدراسة استكشاف دور ملاحظات المعلم في تعزيز المشاركة في القسم بالنسبة لطلبة اللغة الإنجليزية. تم تقسيم هذا البحث إلى ثلاثة فصول، الجزئين الأول والثاني استعرضا أهم العناصر التي تخص ملاحظات المعلم ومشاركة طلبة اللغة الإنجليزية في القسم. الفصل الثالث جزء عملي، وقد احتوى على تحليل البيانات والنتائج. الطريقة المستخدمة هي الطرق المختلطة ، وقد تم الحصول على البيانات من خلال الاستبيان الذي شارك فيه أربعون طالب وطالبة من السنة الأولى في جامعة بسكرة وأشارت النتائج إلى أن أغلبية الطلبة لديهم موقف إيجابي اتجاه ملاحظات معلمهم لانه قد ثبت أنه طريقة ناجحة في تحسين مشاركتهم في الفصل الدراسي، وكيف يعزز الدافع لديهم في الفصل. وبالتالي يجب على المعلمين من جميع المستويات أن يكونوا على دراية بمزايا التغذية الراجعة وفضل طرق تنفيذها. نتائج البحث الحالي تحقق صحة الفرضية الموضوعية لهذا البحث، أي أن ملاحظات المعلم لها تأثير إيجابي على مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية في الفصل الدراسي.

أهم المصطلحات: ملاحظات المعلمين ، المشاركة في القسم.