

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**GHARDAIA UNIVERSITY**  
**FACULTY OF LETTERS AND FOREIGN LANGUAGES**  
**DEPARTMENT OF ENGLISH**



**The Role of Feedback in Learning: Analyzing  
how different types of feedback influence  
student Motivation and Performance**

**-The case of 2<sup>nd</sup> Year Students at the University of Ghardaia-**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in  
Didactics**

**Prepared by:**

**Messaoud SAIDI**

**Supervised by:**

**Pr. Slimane ABDELHAKEM**

**Board of Examiners**

<b>Dr. SERIOU Chickh</b>	University of Ghardaia	Chairperson
<b>Pr. ABDELHAKEM Slimane</b>	University of Ghardaia	Supervisor
<b>Dr ALMI Hanane</b>	University of Ghardaia	Examiner

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# DEDICATION

*I am most grateful to ALLAH for lighting my path towards success.*

*This thesis is dedicated to:*

*To my parents for their endless love*

*and encouragement. .*

*To my wife*

*To my friends Nabil, Tahar And Youcef*

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# Abstract

This study explored the role of feedback in learning by examining how teachers' corrective feedback influences EFL students' motivation to enhance their written performance. Structured in three chapters, the first two presented a theoretical review of the literature related to feedback in education and the motivational dynamics of EFL learners. The third chapter was dedicated to the practical investigation, including data analysis and interpretation of results. A descriptive research method was adopted, with data collected through a questionnaire distributed to 40 of second-year master EFL students at Ghardaia University.

The findings highlighted the pivotal role of feedback in the learning process. Most students expressed positive perceptions of their teachers' feedback, recognizing it as a motivating factor that significantly supports their language acquisition. Corrective feedback serves as an essential instructional tool. It is not merely evaluative, but also interactive and informative, when delivered promptly, clearly, and with focus. Feedback was seen to effectively enhance students' engagement, motivation, and performance. These results support the initial hypothesis of the study, confirming that constructive feedback positively contributes to learners' motivation and academic progress. Consequently, educators across all levels and disciplines should be mindful of the critical role feedback plays in promoting effective learning.

**Key words :** The feedback, EFL Teachers' Feedback, EFL learners 'Motivation

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**FL:** Foreign Language

**MT:** Mother Tongue

**TL:** Target Language

**SLA :** Second language acquisition

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# **General Introduction**

## General Introduction

Feedback plays a pivotal role in the learning process, especially in the context of language acquisition. It serves as a bridge between teaching and learning by directly influencing students' academic growth and achievement. In language learning, feedback not only guides learners toward more accurate use of the language but also helps educators evaluate the effectiveness of their instructional methods.

This research emphasizes the importance of corrective feedback as a tool to enhance students' motivation and improve their writing performance. The theoretical framework discusses the nature of feedback and its connection to learner engagement, while the practical findings illustrate how different types of feedback impact student outcomes.

Motivation, a key factor in successful language learning, is closely linked to feedback. It determines a learner's level of involvement, effort, and persistence. Feedback that is timely, specific, and constructive can significantly boost a learner's motivation by reinforcing progress and addressing areas for improvement. Without motivation, even the most well-intentioned feedback may fail to produce meaningful results.

Ultimately, feedback and motivation function together as core components that shape EFL (English as a Foreign Language) learners' progress. Understanding how feedback influences learning helps teachers create more supportive and effective learning environments.

Therefore, exploring feedback not only enhances our knowledge of language acquisition but also provides practical strategies for fostering student success.

### 1. Statement of the Problem

In our research, we will investigate the role of feedback in learning, with a particular emphasis on corrective feedback and its impact on student motivation. We aim to explore how teachers provide feedback in ways that actively support and engage learners, and how these strategies influence students' attitudes toward learning. Additionally, we will examine how effective feedback contributes to improvements in students' performance by creating a more motivated, responsive, and supportive learning environment.

Enhancing EFL learners' language proficiency in the classroom is not an easy task for the teachers as they need to know the most appropriate methods and techniques to deal with in the classroom. In fact, receiving feedback from the teachers during the lectures and tutorials will help out the students to increase their communicative skills. Therefore, in order to discuss the issue of the feedback's impact on the students' motivation during their courses, we need to investigate the crucial role of EFL teachers' feedback in motivating EFL learners in order to achieve the educational desired goals.

### 2. Hypothesis

We hypothesize that:

- Effective feedback plays a crucial role in learning by enhancing student motivation.
- When teachers apply corrective feedback appropriately, it can significantly support students' academic development and improve their writing performance.
- We assume that teachers' feedback may motivate learners and increase their interests and abilities to learn

### 3. Aims of the study

The general purpose of this academic research is to examine the role of teacher corrective feedback in the learning process, particularly its impact on student motivation in order to :

- ✓ To show that teachers' feedback is an effective tool to increase EFL learners motivation.
- ✓ To make students aware of the importance of their teachers' feedback on their learning process.
- ✓ Enhance students' second language (L2) learning abilities through targeted feedback that fosters intrinsic motivation
- ✓ Promote active student participation in learning by using feedback to guide learners toward recognizing and addressing their own errors.
- ✓ Encourage self-correction by helping students internalize feedback and apply it independently.

### 4. Research question

Based on the reasons explained above, the present research work aims to explore the impact of feedback and investigate the effectiveness of the EFL teachers' feedback on students within the learning process, particularly in the context of language acquisition. In this vein, the study seeks to address the following key questions:

- ✓ To what extent is the teachers' feedback effective in increasing learners' motivation?
- ✓ How does teachers' corrective feedback influence students' motivation to learn?

### 5. Research Methodology and Design

### **5.1. The Choice of the Method**

In this research, we adopted a descriptive method (qualitative approach) as a suitable framework for examining the role of feedback in learning, particularly among second -year Master EFL students. This approach enabled us to gather in-depth insights into students' perceptions, attitudes, and experiences with different types of feedback, such as teacher comments, peer evaluations, and self-assessments and how these feedback mechanisms influence their language development, motivation, and overall academic performance. By using qualitative tools such as interviews, classroom observations, and reflective journals, we aimed to explore not only how feedback is delivered and received, but also how it contributes to the learning process in a real educational context.

### **5.2 Population and Sample of Study**

The present study investigates the role of feedback in learning among second -year Master EFL students at Ghardaia University. Due to logistical constraints associated with the large population size, a representative sample of 40 students was randomly selected to participate in the study. This sampling strategy ensures the feasibility of data collection while maintaining representativeness.

## **6. Data Gathering Tools**

The instruments employed for data collection in this study comprise questionnaire, which is utilized to obtain a more comprehensive and nuanced understanding of the role of feedback in the learning process. According to Numan (1999), “elicitation refers to a range of procedures for obtaining speech samples and other data from subjects, encompassing methods such as questionnaires and interviews” (p. 230).

In the context of this research, questionnaires will be distributed to second - year Master EFL students to gather their viewpoints on the impact of feedback on their motivation and development of language acquisition. This methodological approach is intended to yield a thorough and balanced investigation into the pivotal role that feedback plays in facilitating learning.

## **7. Organization of the Study**

This study is organized into three principal chapters: two theoretical chapters followed by a practical chapter. These chapters are preceded by a general introduction that outlines the justification for the selection of the research topic.

Chapter one is dedicated to examining the role of feedback in the learning process, it starts by defining feedback and categorizing its various forms, with a special focus on corrective feedback. It further elucidates the significance of feedback as a fundamental component in

facilitating learning, exploring its impact on student performance and their reception of teachers' feedback. Moreover, the chapter addresses the influence of feedback on student motivation and engagement within the educational context.

Chapter two addresses the concept of motivation and its interrelation with feedback in the context of language learning. It begins by tracing the historical development of motivation theories, followed by an exploration of diverse definitions of motivation. This chapter also discusses different types of motivation and the factors that shape them. Emphasis is placed on the pivotal role of the teacher in fostering learner motivation through various strategies, including the provision of effective feedback. The chapter concludes with an analysis of the reciprocal relationship between motivation, feedback, and language acquisition.

Chapter three constitutes the empirical component of the research. It presents a detailed description and analysis of data obtained from students' questionnaires, aimed at investigating the actual effects of feedback on learning and motivation. The chapter concludes with a set of recommendations designed to assist learners in maximizing the benefits of feedback to enhance learning outcomes.

**CHAPTER ONE**  
**The ROLE FEEDBACK IN THE**  
**LEARNING PROCESS**

## 1 Introduction

Feedback is not just for correcting linguistic mistakes but also for teaching learners about the correctness and appropriateness of their language use. By providing explicit and constructive criticism, feedback is an essential part of making learners aware of what is acceptable in language learning and how they can develop their skills. In this manner, feedback serves as a bridge that connects students' prior knowledge to the required knowledge they need to acquire and therefore facilitates greater understanding and purposeful learning experiences.

To have a profound effect, feedback must be presented in a manner that facilitates comprehension and does not discourage the learner. Educators should make sure their remarks are accepted as constructive advice and not as abrasive criticism. This enables the development of a framework within which learners perceive feedback as a way of enhancing their performance and not as an evaluation of their competence.

This chapter examines the pivotal position of feedback in English language instruction. Then we will examine the concept of feedback, its definition, types, features, and importance and also how students tend to respond to the feedback they receive.

Finally, we will discuss the impact of feedback on the overall learning process, highlighting the contribution of constructive feedback to language development and learner confidence.

## 2-Definition of feedback

In the field of education, feedback has long been recognized as a vital component in the learning process. Whether in traditional classrooms or digital learning environments, the way information is communicated to students about their performance has a significant impact on their academic development. Feedback not only informs learners about the accuracy of their work but also shapes their motivation, engagement, and strategies for improvement. As such, understanding the role of feedback in learning is essential for both educators and researchers who aim to enhance instructional effectiveness and student outcomes.

The importance of feedback is widely acknowledged in educational research. Hattie and Timperley (2007), in their influential work, define feedback as “*information provided by an agent regarding aspects of one’s performance or understanding*” (p. 81). Their model emphasizes that effective feedback answers three critical questions: Where am I going? How am I going? And Where to next? These questions highlight that feedback is more than just correction, it is a tool for guiding learner progress, promoting self-regulation, and fostering deeper understanding.

In particular, written feedback on students' work, such as essays or assignments, is a common practice that serves to both assess and support learning. As Ur (1996) notes, feedback may take various forms: verbal or non-verbal, direct or indirect, and can influence a learner's academic behavior and emotional response. Slavin (2003, as cited in Khalil, 2008) describes feedback as "*information on the results of one's effort*," reinforcing its role in affirming correct responses or guiding students to revise their thinking.

Despite its recognized importance, the effectiveness of feedback depends on several factors, including its timing, clarity, specificity, and the learner's readiness to receive and act upon it. Furthermore, the impact of feedback is not uniform; it can either encourage learners or discourage them, depending on how it is perceived and internalized. Therefore, the study of feedback in educational contexts requires careful attention to both theoretical and practical dimensions.

This research investigates the role of feedback in learning, with a specific focus on how different types and modes of feedback influence learners' motivation and performance. By examining both the content and delivery of feedback, this research aims to contribute to a more nuanced understanding of how feedback can be used effectively to support student learning and achievement.

### **3. Brief introduction to key terms**

#### **3.1 Error and error feedback**

In this research, brief introduction to key terms are described. This includes mainly error and error feedback. Concerning error, different researchers have different views to consider what an error is all about. Errors are mostly considered as predictors in language learning process, Davies and Pears (2000) claimed that errors are the foremost component of language learning which are not manifested for the failure in learning process. In second language leaning, they are taken as the representation of learners' interlanguage development (Hedge, 2000). Hence, they needed to be taken carefully from both teacher and students point of view. James (1998) and other specialist in this field considered the lack of grammaticality, acceptability, correctness and capacity of adequate expression as the main criteria for recognizing errors. Some others presented the idea of inappropriateness of use and incompleteness of learning by native speakers. Ellis (1994) referred it as a deviation from the norm of the target language, whereas Long (1991) considered it as consistent and remediable second language learning forms.

Errors have been also defined with a distinction that is presented between 'errors' and 'mistakes' This distinction is very crucial because both of these aspects belonged to two different



phenomena (Brown, 1980). Corder (1971) urged that this distinction contributed to the issue of competence versus performance. In this way, 'errors' referred to as a failure in competence and 'mistakes' as the failure in performance. Concerning error feedback, in second language acquisition, there have been used different terms for providing feedback in response to learners' errors. Error feedback refers to the correction that is given to learners in response to their oral or written linguistic errors (Hinkel, 2001). These terms included as treatment, negative evidence, corrective feedback, error feedback, correction and negative feedback (Schachter, 1991). Chaudron (1998) referred "treatment of error" or provision of feedback to "any teacher behavior following an error that minimally attempts to inform the learner of the fact of errors" (Chaudron, 1988; p. 150). Lightbown and Spada (1999) on the other hand defined corrective feedback as "*Any indication to the learners that their use of the target language is incorrect. This included various responses that the learners receive after making errors*" (Lightbown and Spada, 1999; p.171).

A more comprehensive approach of feedback is provided by Long (1996). He proposed that input could be represented in terms of two categories which are provided to the learners about target language: positive and negative evidence. Long defines positive evidence as providing the learners with models of what is grammatically acceptable in the target language; and negative evidence as providing the learners with direct or indirect information about what is unacceptable.

Roberts (1998) defined Feedback as "*a response or reaction providing useful information or guidelines for further development*" (Roberts, 1998; p.154). In second language teaching, feedback has been defined by Keh (1990) as "*input from a reader to a writer with the effect of providing information to the writer for revision*" (Keh, 1990; p.284).

Ellis (1994) described "correction" as having a narrower meaning than the above terms. It contributes to the effort of providing "negative evidence" in terms of feedback which draws learners' attention towards their errors. Researchers mostly have used the above terms interchangeably

In fact, the theories on instructional practices decided to emphasize teachers' responses to learners' errors. For the progress of students' writing accuracy, Truscott (1996) emphasized on the role of error correction. For that purpose, focus was mostly given to grammatical error correction and was considered as compulsory process through which learners have to go through in order to learn grammar. Through error correction, learners could be stimulated and encouraged to involve themselves in learning grammar. Errors tend to occur naturally in learning a second language, but they can be learnt with the help of continuous, organized and

supportive feedback (Hendrickson,1987). In second language writing classes, the feedback on students' writings are provided in various forms and it can come from various sources.

#### **4. Feedback errors in SLA (Second Language Acquisition)**

In this research , theoretical underpinning is concerned to the efficacy of written feedback in SLA. Therefore, this section relates to the first and second research question that aimed to investigate the extent to which the provision of feedback and their strategies are important in improving the accuracy of the writing forms over time. It is widely accepted that the feedback has no important role to play in first language acquisition (Krashen, 1982). Language acquisition is, thus, often considered to take place implicitly while receiving language input and the feedback does not have a necessary role. However, in the case of second language acquisition, this is a point of considerable debate, particularly in the instructed context.

Theoretical perspectives in second language learning/acquisition along with the role of error and its treatment have gained much importance over the last thirty years. Hyland mentioned that, "SLA studies indicate that second language acquisition takes place gradually over time and that mistakes are an important part of highly complex developmental process of acquiring the target language.

#### **5. Sociocultural perspective and feedback**

Socio-cultural theory (SCT) provides a different perspective in terms of the role of interaction in SLA ( Second language Acquisition ) and is significant to note for the kind of insights it puts forward about the learning process, including how learners respond to and use the feedback they are provided. Based on the work of Vygotsky, it assumes that all cognitive development (including language development) occurs because of social interactions between individuals. This social interaction is where learners have opportunities to interact with L2 speakers that are more experienced than them (i.e. teachers) and what is called 'feedback' is part of that interaction. This interaction can be between a teacher and L2 learners or just among L2 learners.

Some of the key aspects of this theory are presented in the form of ZPD (Zone of Proximal development), regulation and activity theory, which exhibit the part of the theoretical framework of the current study.

#### **6. Zone of Proximal Development**

The Zone of Proximal Development (ZPD) is a concept developed by Lev Vygotsky, a Russian psychologist, and is central to his theory of cognitive development. It refers to the range of tasks that a learner can perform with the help and guidance of a more knowledgeable other (MKO), but cannot yet perform independently. The zone of proximal development put forward many questions :

- What a learner can do independently, without help.
- What the learner can do with guidance or in collaboration with someone more skilled.

In fact, the socio-cultural perspective emphasized the social nature of feedback (Aljaafreh & Lantolf, 1994). It suggests that the effectiveness of feedback depends mainly on the degree of negotiation and meaningful transactions between the learner and the teacher (Nassaji & Swain, 2000). It is through negotiation that the teacher enables himself to discover the learner's developmental level or the ZPD, and then to provide the adequate feedback that is needed.

The Zone of Proximal Development is the best-known construct in SCT (socio-cultural theory) and the most often-quoted definition of the ZPD is the following

"It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". (Vygotsky, 1978: 86)

Chaiklin (2003) pointed out that the ZPD is "an interaction on a task between a more competent person and a less competent person, such that the less competent person becomes independently proficient at what was initially a jointly accomplished task" (Chaiklin, 2003, p. 41).

Therefore, social interaction between an expert (teacher) or competent learner and a less competent (or novice) learner results in language development where the former, on the one hand, is able to trigger their existing knowledge and the latter, on the other hand, is able to learn new rules. This interaction between an expert and novice is highly social in nature, which stimulates learning in the ZPD; and what researchers call "corrective feedback" is part of such interactive dialogue. This interaction is facilitated via scaffolding, a mediated assistance, in which language is the main tool of mediation (De Guerrero & Villamil, 1994, 2000)

According to Vygotsky, a novice (learner) is initially not capable of carrying out a task on his/her own and must be assisted by an expert (tutor) or more experienced peers within context. The fundamental means of providing assistance is through dialogic speech. He or she scaffolds the novice through guided participation in goal-oriented activities and encourages the novice to solve the problem on his or her own (Adair-Hauk & Donato, 1994). Therefore, a novice learning by scaffolding and participating with an expert in a mediated activity gradually moves toward

independent mental functioning. In this way, both novice and expert construct a mutual proximal development through collaboration and dialogic process (Aljaafreh & Lantolf, 1994).

### **7. Self-regulation**

Socio-cultural theory deals mainly with two kinds of regulations: self-regulation and other-regulation. According to Zheng (2005), "Self-regulation indicates the capacity for independent problem solving and other-regulation refers to problem solving with the help of others" (p. 124). Learning initially starts with the other-regulation process, which then leads to the process of self-regulation. During the process of other-regulation, a learner needs help from other people who usually are considered experts. "The process of self-regulation also indicates that the novice can direct himself/herself to complete and solve tasks strategically without instructions or help from other people" (Lee, 2009, p.62). Hence, self-regulation is the stage where the learner accomplishes activities with minimal or no external support.

In their research, Aljaafreh and Lantolf (1994) investigated the development of adult learners. They concluded that learning is not something an individual does alone but is a collaborative workout necessarily involving other individuals. They termed the process of regulation as 'other reliance' to 'self-reliance'. Verbal interaction, especially, is considered as the main source by which children progress from other to self-regulation (Ellis, 2008).

In a language-learning context, it can be implied that learners first manifest new linguistic forms and functions in an interaction with others and then as a consequence of this interaction internalize them in order to use them independently, the process of regulation is also referred to as internalization, where a learner, on the basis of external knowledge obtained through social interaction, tries to reformulate his existing knowledge.

In the current study, indirect written feedback, oral metalinguistic conferences between the teacher and the students and peer-peer interaction might be the effective forms of other-regulation that provide a source of explicit knowledge about linguistic forms. These forms of feedback might trigger learners' attempt to become self-reliant while producing the targeted linguistic forms in new pieces of writing.

### **8 . Understanding the Role of Feedback in Learning**

In any learning environment, feedback is one of the most powerful tools for helping students grow. It gives students a clearer picture of how they are doing and where they can improve. Feedback usually comes in two forms: positive and negative. Positive feedback—like saying “Well done” or “Great effort” can boost a student’s confidence and reinforce good performance.

On the other hand, negative or corrective feedback, such as “That’s not quite right, try again”, helps students recognize mistakes and encourages them to keep working toward the correct answer. When teachers use feedback thoughtfully, it not only guides students academically but also increases their motivation and belief in their ability to succeed. For students, learning how to use feedback effectively can turn mistakes into opportunities and help build stronger learning habits.

### **9.Arguments against the Use of Error Correction**

The previous section discussed the substantial contribution of feedback in language acquisition, however some researchers and scholars have argued that error correction to be ineffective, or even harmful (e.g., Krashen, 1985; Truscott, 1996). Although from the above theories it seems that error feedback is highly effective. In fact, the sharp debate among the L2 acquisition, have pushed some scholars notably, Krashen (1985) and Truscott (1996) to question the efficacy of corrective feedback, suggesting that it may not only be ineffective but potentially harmful to learners. These objections are grounded in both theoretical perspectives and practical pedagogical concerns discourse. Truscott discussed the reasons why error correction can be harmful. He claimed that feedback might cause frustration and discourage learners who, for this reason, did not want their errors to be corrected repeatedly by teachers in order to inform students about their mistakes. Therefore learners in order to spare themselves the correction process, tended to simplify their sentences as much as possible. He claimed that learners have to spend time reading, thinking about, and correcting their errors and to do all of that, they need to spend sufficient time on these processes. Truscott considered the time factor responsible for their inadequate attitude towards correction. He suggested that it would be better if this time slot be spent more productively on learning activities and other aspects of writing (e.g., rhetoric) rather than engaging learners into such activity (correction) and wasting their time on an activity for which they showed no motivation. It was thus in this way he completely refuted the most persuasive argument in favor of error feedback by considering it as nothing more than an exhausting and time-consuming activity.

### **10. Types of Feedback**

Feedback in learning is essential for improving performance, deepening understanding, and guiding learners toward achieving their goals. It helps learners identify strengths, correct mistakes, and develop effective strategies. Feedback can take various forms depending on the context, the source, and the learning objectives. Here are the main types of feedback in learning:

#### **10.1 Indirect Written Feedback**

Indirect feedback is a strategy of providing feedback that teachers use to help their students in correcting their errors by indicating an error without providing the correct form (Ferris and Roberts, 2001). This feedback has been considered to play a central role in increasing students' self-reliance. According to (Ferris 2000), this type of feedback gives students greater potential to notice their errors, and this noticing then pushes learners to engage themselves in hypothesis testing, a process which may induce deeper internal processing and enhance the internalization of correct forms or structures. Additionally, this approach makes writers aware of the fact that an error exists without providing the correct answer.

In general, error feedback is divided into direct and indirect feedback. The former deals with the provision of correct expressions and students must transcribe this correction into their subsequent writing or revision. The latter engaged students to do corrections for the errors that were highlighted and identified by teachers (Bitchener et al, 2005; Ferris & Roberts, 2001; Guénette, 2007). It was further classified into coded and un-coded feedback (Bitchener et al., 2005). In practice, students and teachers were encouraged to focus their attention primarily on the major patterns of errors rather than on every single mistake (Ferris, 1995a). For the acquisition of grammatical rules, coded feedback was further supplemented with the explanation of a list of example errors (Ferris & Roberts, 2001).

Like Bitchener (2005), Lee also differentiated indirect feedback strategies with a code from those without a code. Coded indirect feedback referred to the instances when the teacher pointed out the locations and the types of errors marked with codes (for instance, 'Art' means incorrect usage of article). Un-coded feedback concerned the situation when teacher circled, underlined errors, or put a tally in the margin to allow learners to diagnose and correct errors (Lee, 2004). Although such feedback has the ability to foster the accuracy of students in long-term improvement by enabling students to correct their own errors (Ferris, 2002), however, Ferris (2002) found circumstances when it could not be beneficial, while direct feedback could. For instance, applying indirect feedback on the writing of those students who were at beginning level in terms of language proficiency or language exposure, where having less competency of language to self-correct their errors would not be useful.

## **10.2 Teacher-students metalinguistic oral feedback**

In fact, indirect written feedback was discussed to highlight its role in improving language acquisition over time. Teacher-students metalinguistic oral feedback is important with respect to the current study. In fact, more feedback strategies are questioned for their role in improving accuracy over time. One feedback option is discussed above (i.e., indirect written feedback) and this section discusses another feedback option in the form of teacher-students metalinguistic

explanation. In the current study, this feedback option is provided along with written feedback in the form of indirect correction.

Compared with the growing but far from conclusive body of research on the written feedback methodologies, no research has investigated the effect of other feedback methodologies, such as teacher-students conferences or peer-peer interaction (Ferris, 2002). Many writing teachers considered teacher-students conferences to be potentially more effective than written feedback because they rendered an opportunity for clarification, instruction, and negotiation (Ferris, 2002; Ferris and Hedgcock, 1998).

In order to provide feedback, teachers need to be clear about the location and type of error as well as how to correct it, otherwise students may have trouble understanding teacher feedback and would not be able to correct the error properly. In other words, the more explicit the information given by teachers while providing feedback, the easier it would be for students to follow teachers suggestions to perform the correction procedure. Explicit feedback occurs when an indication is provided to students about the occurrence of error along with a detailed grammatical explanation, provided negative evidence in the form of error feedback (Sanz and Morgan-Short, 2004) or provided information that increases the level of their metalinguistic awareness (Nagata, 1997). This metalinguistic information is provided by explaining the grammatical rule, metalinguistic features and examples of their correct usage (Bitchener and Knoch, 2010).

### **10.3 Peers-peers oral feedback :**

Feedback occupies a central role in the learning process, particularly within interactive pedagogical frameworks. While student discussion is widely regarded as a vital component of interactive learning, its effectiveness is significantly enhanced when it incorporates constructive feedback. Long (as cited in Black, 2005) emphasizes that effective discussion engages learners in a process that fosters, well-grounded, and valid understanding of subject matter. Such interactions encourage reflection and critical thinking, positioning students as active participants in the co-construction of knowledge through peer engagement (Black, 2005). However, interaction and discussion alone are insufficient to ensure the development of communicative competence. Black (2005, p. 15) observes that classroom discussions often emphasize the exchange of information over the promotion of language analysis and correction. In this context, peer feedback emerges as a valuable pedagogical strategy for language development. When students engage in providing feedback on the linguistic accuracy and quality of each other's contributions, they not only support each other's learning but also deepen their own understanding. Thus, feedback serves as a catalyst for transformative learning,



elevating discussion beyond mere information exchange to a process of mutual development and linguistic refinement.

This type of feedback happened mainly through a spoken form, i.e. the teacher provides an oral comment on the learner's performance. Frey and Fisher argue that in providing an oral feedback some aspects should be taken into consideration in order to receive the feedback effectively:

- Teacher should choose the appropriate setting that helps learner concentrate to understand his /her provided feedback.
- Teacher should be specific and use some demonstration.
- In addition to the given information, the teachers 'body language is very important such as facial expressions, eye contact and intonation that can help learner receive the feedback effectively.

#### **10.4 Written Feedback:**

Written feedback is widely recognized as a critical component in the process of second language learning. As Keh (1978) defines it, written feedback constitutes « *substantial comment on students' papers, justifying the grade they have given and providing a reader reaction.* » This type of feedback functions not only as an evaluative tool but also as a pedagogical intervention aimed at fostering learners 'awareness of the linguistic and structural deficiencies in their writing. By providing specific commentary on learners 'written output, teachers help students identify errors, understand academic expectations, and engage in the process of revision. Thus, written feedback serves as an essential mechanism through which instructors communicate their assessment while simultaneously supporting language development and the refinement of writing skills.

#### **11. Criteria of Effective Feedback**

According to Frey and Fisher, for feedback to be most effective, it should be delivered in a timely manner, be specific in its content, comprehensible to the learner, and provide clear, actionable steps. These characteristics enable feedback to function not merely as evaluation, but as a means of promoting deeper learning and sustained academic growth.

- **Specific**

When feedback is superficial or insufficiently detailed, learners often fail to comprehend the objectives of a task and are unable to establish a clear connection between their current performance and the expectations for future tasks. Conversely, specific and constructive feedback enables learners to identify areas for improvement, understand the steps necessary for



progress, and make informed adjustments to their learning strategies. This targeted guidance not only clarifies learning goals but also contributes to sustained improvement in academic performance (Frey & Fisher, 2011, p. 72)

- **Timely**

The efficacy of feedback in facilitating learning is greatly enhanced when it is temporally close to the learner's performance. Bangert et al. (1991, as cited in Frey and Fisher, p. 71) assert that feedback is most potent when delivered promptly, allowing learners to integrate it effectively into subsequent tasks. They contend that learners must receive and incorporate feedback on a given performance before engaging in further related activities; otherwise, critical opportunities for improvement are forfeited. Consequently, feedback that is both specific and timely, administered immediately following task completion, is essential to optimize learner development and enhance future performance.

- **Understandable.**

The quality of feedback in the learning experience to a great extent relies on its clarity. When the language of feedback is not clear or is vague, then it does not assist learners in enhancing future performance. Learners may respond with signs of confusion or lack of interest when confronted with such feedback, which means that its desired pedagogical purpose has not been achieved. Frey and Fisher (p. 73) note that if feedback is not readable for the learner, the potential for achieving meaningful learning is diminished no matter how much time and effort the teacher puts into its creation. This refers to the imperative need to make sure that feedback is not only accurate and timely but also readable and comprehensible to its consumers.

Learners ought to have the opportunity to follow the information given through teachers' feedback. In this way, they ought to practice, update, enhance, and retry what they get from the feedback. The latter influences negatively on learners' performance when the teacher shows whether his learners' answer is correct or wrong, while the feedback influences positively on learners' performance when the teacher gives data to his/her student with right answers (Frey and Fisher, 2011, p. 76). They show the positive effect of feedback as follows: *positive effect when teachers provided students with explanations about their correct and incorrect responses*" (P76).

## **12.The effect of Feedback on Students' Motivation :**

Extensive studies in educational research stress the important part played by teacher feedback in deciding student motivation. Feedback is a key component in directing students towards their academic objectives. It allows students to modify their efforts suitably, focus on their targets, and improve their writing skills. Martin Ford (1992, p. 210) correctly put, "*Without feedback,*

*motivational headquarters is effectively cut off from action."* This quote identifies the significant role feedback has to play to ensure continued motivation among learners. Feedback establishes a dialogic relationship of trust between students and teachers, then translates into the formation of a positive self-concept and the strengthening of student self-efficacy.

Where feedback is linked to performance, it is important that it is structured and clearly articulated. In this vein, oral feedback is extremely useful since it can be utilized to achieve intrinsic motivation.

### **Conclusion**

Feedback is an integral part of teaching and learning languages, exerting a powerful impact on students' academic success. It assists in attaining learning goals for both students and teachers. Written corrective feedback is one of the most important tasks of teachers in the area of second language (L2) writing pedagogy. The way writing sessions are organized and the kind of feedback given, direct or indirect significantly contributes to the molding of students' writing competence. Effective utilization of feedback is valuable to both educators and students, considering its vital role in guaranteeing learning success outcomes and improving written work. Feedback that is specific to students' levels of competence has the potential to assist students in overcoming learning obstacles, and thus is viewed as a fundamental pedagogical approach.

Chapter Two  
THE ROLE OF Motivation in language  
learning

### **1. Introduction**

Throughout history, motivation has remained a central topic among scholars and a key element in all human learning processes. To understand motivation deeply, it is essential to connect it with the research on motivational strategies and how teachers apply these strategies effectively. The ultimate goal is to enhance learners' motivation toward mastering a target language. In particular, student motivation is a crucial factor that significantly influences success in foreign language learning, especially in developing writing skills and shaping learners' L2 identity. Motivating students stands as one of the greatest challenges educators face.

In this context, this chapter will explore the concept of motivation, its types, and the factors influencing each type. It will highlight the importance of motivation in the overall process of foreign language learning.

### **1.2 Definitions of Motivation**

Motivation has been defined from multiple perspectives: psychological, sociological, and linguistic. Psychologists often relate motivation to fulfilling specific needs. For instance, Ausubel (1968) identified key needs that shape learner motivation: the need for stimulation (through environment, social interaction, or ideas), the need for knowledge (or achievement, as described by Good and Brophy, 1990), and the need for ego enhancement (seeking acceptance and recognition by others).

Jeffrey (2009) describes motivation as the combination of needs, wants, interests, and desires that drive individuals in particular directions. In education, motivation is widely recognized as a critical factor influencing learning outcomes (Lim, 2004). Without motivation, learners may struggle to focus and engage with instructional content. Long et al. (2011) trace the word "motivation" to the Latin root meaning "to move," aligning with Slavin's (2003) definition as what "gets you going, keeps you going, and determines where you are going" (p.329). Motivation is thus an internal force that energizes, directs, and sustains behavior toward goal achievement.

This internal drive not only shapes students' behavior but also provides teachers with insights into learners' readiness and willingness to learn. Maecher and Mayer (1997) emphasize motivation as one of the most significant factors influencing student learning, underscoring the importance of examining the elements teachers can control to boost motivation. Among these elements, feedback is especially crucial. It acts as a powerful tool to nurture and sustain motivation by guiding learners, reinforcing effort, and building confidence.

Pritchard and Ashwood (2008) further clarify that motivation can reflect the degree of effort someone is willing to invest in accomplishing a task and the sources of inspiration behind that effort, whether it's recognition, rewards, or personal satisfaction. In language learning, well-designed, timely feedback serves both purposes: it motivates learners to work harder and provides the inspiration to persist in their language acquisition adventure. They suggest that :

The word motivation sometimes used to describe how hard someone is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It can also describe what inspires someone: one person may be motivated by recognizing another by pay raises (p.6).

### **1.3 Learning and Motivation :**

Motivation has a close connection to the learning cycle, and one of the significant influences on motivation is the nature of feedback students get as they go through it. The issue is usually not with students' capacity for learning, but rather their inclination to be active and motivated. As Lumsden (1994) explained, student motivation is the inclination of the student to take part in the learning process. This receptiveness is determined by internal as well as external forces. Although motivation may be deduced from student behavior, it is inherently elusive and evasive; no one can directly observe it, which makes complete understanding even more challenging. Yet, motivation may be witnessed in how students react to criticism, persisting when faced with challenges or abandoning efforts when criticized.

Motivation, in general terms, is the willingness, interest, and effort of a learner to participate in the learning process (Bomia et al., 1997). Feedback provision has an important impact on influencing such motivation. As Skinner and Belmont (1991) have asserted, well-motivated students are those who select challenging activities at the limits of their abilities, exhibit proactive behaviors, and show high degrees of concentration and emotional involvement, including qualities of optimism and curiosity. Positive feedback can help consolidate these behaviors through reinforcing effort, informing improvement, and developing a growth mindset.

Most significantly, studies demonstrate that teachers play a key role in influencing students' motivation by the quality and nature of feedback they give. Positive feedback can increase the amount of time that students engage in learning activities and strengthen their commitment to academic tasks (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991). In this case, feedback becomes more than a response to performance; rather, it is a key mechanism for building motivation, encouraging reflective thinking, and facilitating further learning. Through the adoption of deliberate feedback strategies, teachers can assist students in not only enhancing

their learning outcomes but also maintaining their motivation, which is a primary factor in achieving long-term learning success

## **2 The Role of Feedback in Learning and its Connection to Types of Motivation**

### **2.1 Understanding Motivation in Language Learning**

Motivation is a fundamental element in the process of language acquisition. While students may exhibit similar levels of motivation, the underlying source, whether internal or external can significantly affect their success. According to Arnold (1999), motivation in education is a complex construct encompassing different perspectives and interpretations. However, scholars often categorize motivation into two primary types: **intrinsic** and **extrinsic**. Noels et al. (2001) argue that without sufficient intrinsic or extrinsic motivation, language learners are more likely to abandon their efforts prematurely.

### **2.2 Extrinsic Motivation and Its Influencing Factors**

Extrinsic motivation arises from outside the learner and involves performing a task to gain rewards or avoid punishment. Harmer (1991) describes this type of motivation as the product of various external factors. For instance, learners may study a second language (L2) to pass exams, obtain scholarships, or secure employment. Vallerand (1997) explains that extrinsically motivated learners engage in tasks not for enjoyment but as a means to an end.

External influences such as parents, teachers, peers, and educational systems play a major role in shaping extrinsic motivation. Brophy (1987) asserts that this form of motivation is acquired through social modeling, expectations, and direct instruction. Paige (2001) emphasizes the critical role of parents in fostering a positive attitude toward language learning. Harmer (1991) also notes that learners' attitudes often reflect their parents' views and values regarding education.

### **2.3 Intrinsic Motivation and Its Influencing Factors**

In contrast, intrinsic motivation stems from within the learner. It involves engaging in a task for the inherent satisfaction and pleasure derived from the activity itself. Harmer (2002) and Vallerand (1997) both emphasize that learners who are intrinsically motivated often find joy in the learning process itself whether from curiosity, interest, or the desire for self-improvement. Several factors contribute to intrinsic motivation, including classroom environment, teacher behavior, and teaching strategies. According to Pearse (2000), feedback plays a vital role in cultivating students' intrinsic motivation, particularly when it focuses on individual progress. Harmer (1991) also highlights that diverse and engaging instructional methods—such as cooperative learning, task-based activities, and varied materials are crucial to maintaining learners' interest and preventing demotivation.

### **2.4 The Teacher's Role in Motivating Language Learners**

Teachers serve as initiators, facilitators, motivators, and role models in the language classroom. Ramage (1990) emphasizes that instructors should actively work to enhance learners' motivation and guide them toward long-term engagement in language learning. Ellis (1997) points out that learners are at the core of the teaching-learning process, and effective instruction requires sensitivity to individual differences.

Teaching methods, classroom climate, and the use of feedback all impact student motivation. Walsh (2002) and Kumaravadivelu (2003) advocate for dynamic and interactive lessons that capture learners' attention. Dörnyei (2005) adds that even the selection of interesting texts for feedback can stimulate motivation and engagement in writing tasks.

### **2.5 Motivational Strategies in Language Teaching**

#### **2.5.1 Establishing Motivational Conditions**

Creating a supportive classroom environment is essential for sustaining motivation. Dörnyei and Csizer (1998) argue that teacher behavior, including enthusiasm and respect, directly influences learners' willingness to participate, establishing trust and setting clear expectations encourages learners to engage with language tasks more actively.

#### **2.5.2 Generating and Sustaining Motivation**

Teachers can foster motivation by promoting positive attitudes toward language learning, setting clear goals, and acknowledging student achievements. According to Dörnyei (2001), shared goal-setting within the classroom enhances group cohesion and provides learners with a sense of direction.

Maintaining motivation over time requires ongoing encouragement, focus on learner strengths, and the use of strategies that reinforce confidence and self-esteem.

#### **2.5.3 Encouraging Positive Self-Evaluation**

Dörnyei (2001) outlines key areas for promoting learner satisfaction and positive self-evaluation: emphasizing achievement, attributing success to effort rather than ability, and offering constructive feedback. Celebrating student progress and accomplishments reinforces intrinsic motivation and fosters a growth mindset.

### **2.6 Feedback as a Tool for Motivation in Language Learning**

Feedback is a critical element in supporting learners' motivation, particularly in developing writing skills. Ellis (2009) explains that effective feedback not only enhances linguistic accuracy but also sustains motivation by addressing both strengths and areas for improvement. Brophy (2003) emphasizes that students benefit from detailed and constructive feedback that guides their development.

### **2.6.1 Self-Correction as a Motivational Strategy**

Encouraging self-correction can enhance learner autonomy and engagement. McDonough and Shaw (2003) propose that students can be motivated to revise their writing through self-assessment techniques. However, students often struggle to act on traditional feedback, finding it difficult to understand or apply the corrections.

### **2.6.2 The Role of Metalinguistic Feedback**

To support effective self-correction, teachers can provide **metalinguistic cues**, for example, underlining errors and using codes (e.g. “T” for tense errors, “SP” for spelling). This approach helps learners identify and understand their mistakes, promoting deeper reflection and learning.

### **2.6.3 Benefits of Self-Correction in Writing Motivation**

Self-correction empowers students to take ownership of their learning. By comparing revised drafts with original submissions, learners can track their progress and build confidence. This process fosters a sense of competence, particularly among weaker students who gain independence from constant teacher support.

## **2.7 Technology and Motivation in Writing Instruction**

Incorporating technology into writing instruction has been shown to enhance motivation and participation. Al-Jarf (2004) found that digital tools positively influence attitudes toward writing, making the task more enjoyable and interactive. Chaudran (2004) also highlights that online platforms encourage communication and collaboration, leading to increased learner engagement

## **2.8 Motivation and Language Learning: A Holistic Perspective**

Motivation is deeply interconnected with the language learning process. Williams and Burden (1999) argue that acquiring a foreign language extends beyond mastering grammar or vocabulary, it involves emotional, cognitive, and social dimensions. Effective feedback strategies, such as timely responses, positive reinforcement, and student-centered techniques, play a pivotal role in supporting learners’ motivational needs.

Teachers must recognize the diverse backgrounds, goals, and preferences of their students. Davis (2002) suggests providing regular, supportive feedback early in the learning process to help students feel valued and capable of achieving their goals.

## **Conclusion**

This chapter has explored the intricate relationship between feedback and motivation in language learning. Intrinsic and extrinsic motivation are both influenced by external factors



such as teaching strategies, classroom environment, and particularly the quality of feedback. Techniques such as self-correction, metalinguistic cues, and technological integration significantly enhance students' motivation, especially in writing. Ultimately, a teacher's ability to tailor feedback and motivational strategies to individual learners determines their effectiveness in fostering long-term success in second language acquisition.

# **Chapter Three**

## **Data Analysis and Result**

### **Research Methodology**

In any investigation, the questionnaire should be carefully designed and developed to provide a comprehensive analysis of learners' needs and language learning objectives. In EFL classrooms, learners often differ in terms of age, learning context, attitudes, and interests.

#### **1 . Introduction**

This chapter outlines the research methodology employed to investigate the role of feedback in enhancing learning, particularly within the context of English as a Foreign Language (EFL) education. Building on the theoretical foundations discussed previously, this section presents the practical framework used to explore how teacher feedback influences learners' motivation and language development. We begin by stating the research purpose, followed by a detailed explanation of the methodological approach, research tools, participant sampling, and the structure of the questionnaires developed to collect data.

#### **2. Research Aim and Objectives**

The primary aim of this study is to examine how EFL teachers' feedback affects students' motivation and overall learning outcomes. Specifically, the study seeks to gather insights from both teachers and students regarding the perceived value and effectiveness of feedback in promoting language acquisition. The findings will serve to guide pedagogical recommendations aimed at encouraging more strategic use of feedback in EFL classrooms and at enhancing student engagement with the learning process.

#### **3. Research Methodology and Strategy**

Given the objective to analyze perceptions and experiences surrounding feedback, this research adopts a **descriptive methodological approach**, which allows for the collection and interpretation of data related to behaviors, attitudes and opinions. The choice of method is guided by the nature of the topic and the aim of understanding how feedback functions as a motivational tool.

To achieve this, a **case study strategy** was selected, focusing on second-year Master EFL students at Ghardaia University. This approach provides an in-depth exploration of a specific educational context where feedback plays a central role in language learning.

#### **4. Research Method: Quantitative Approach**

This study employs a **quantitative research method**, characterized by the use of structured tools to collect and analyze numerical data. Quantitative methods are particularly suited for identifying trends, measuring responses, and drawing general conclusions based on statistical evidence.

As Borg and Gall (1989) suggest, descriptive quantitative research is aimed at discovering “what is,” using surveys and observational techniques. To this end, the current study utilizes **questionnaire surveys** as the primary data collection instrument. The structured nature of questionnaires facilitates efficient data gathering from a relatively large sample, enabling the measurement of specific variables related to feedback and motivation.

### **5. Target Population and Sampling**

The study targets one main group within the English department at Ghardaia University:

**Students:** 40 second-year master EFL English students were chosen to represent the learner population.

The majority of them are females about (63%), the remaining ones are male. The selection criteria did not prioritize specific individual characteristics but ensured that participants were directly involved in English learning. This purposive sampling enabled us to gather relevant and focused insights into the dynamics of feedback in a real academic setting.

### **6. Research Instruments**

The main tool used for data collection was the **questionnaire**, designed to elicit both quantitative and qualitative responses from participants. The questionnaire was constructed for students. Each included a combination of **closed-ended questions** (to allow statistical analysis) and **open-ended questions** (to gain deeper insight into participants' views).

As Robson (1993) notes, questionnaires are an effective and economical method for collecting data from a defined population. They are also conducive to participant comfort and openness, as individuals can respond privately and at their own pace.

#### **6.1 Student Questionnaire**

The student questionnaire was designed to examine how learners perceive and respond to feedback, and how it impacts their motivation and engagement in language learning. It was divided into four sections:

- **Section One: Personal Information**

This section gathered demographic data such as age and gender, and also students' opinion about language learning.

#### **Section Two: Feedback in practice**

Consisting of nine questions, this section explored various aspects of feedback including:

- Learners' general interest in English
- Students' perception of feedback
- Students' reception of Teachers' feedback
- Student perception of teachers' correction

- Types of feedback in learning
- Students' perception of feedback skills
- Students' responses to mistakes
- Students' opinion towards teachers feedback

### Section Three: sources of motivation in learning

Students' response to justify reasons for learning language

### Section Four

The final item was open-ended questions, encouraging students to share their perspectives on the language acquisition

## 7.The Analysis of Students' questionnaire

### Section one : General informations

**Question 1:** How old are you?

The answers	Responses	Percentages
a) 21-25 YEARS	29	72.5%
b) More than 25 years	7	17.5 %
NO answers	4	10 %
<b>Total</b>	40	100%

**Table 01:Participants age**

The data highlight a primarily youthful participant group, with the majority aged between 20 and 25. A segment just 17.5% was over 25 years old, while four participants abstained from answering. This age distribution supports the study's focus, as younger learners are typically more receptive to educational interventions. In particular, the role of teacher corrective feedback emerges as critical for this category, who often exhibit strong intrinsic motivation and a desire to improve. The findings imply that effective feedback mechanisms may be particularly impactful in shaping language accuracy and learning outcomes among younger students.

**Question 02:** Are you satisfied about your level in English?

Option	Number	Percentage
Yes	28	70%
No	12	30%
<b>Total</b>	40	100%

**Table 02: Learners 'Interest in learning English**

Table 02 reveals that a majority of learners (70%) express satisfaction and confidence in their English language proficiency. In contrast, a relative minority (30%) remain uncertain about their level. These findings indicate that while many young students are making progress in developing their language skills, the relatively low occurrence of advanced proficiency underscores the necessity for more targeted and consistent feedback mechanisms to foster further improvement and facilitate continued language acquisition

**Question 03:** How motivated do you feel about learning English?

Option	Number	Percentage
Very motivated	24	60%
Moderately motivated	8	20%
Slightly motivated	08	20%
Total	40	100%

**Table 03: Learners' opinion about English Learning**

Table 03 highlights the significant role feedback plays in learners' self-assessment. The data reveals that a majority of students (60%) express satisfaction and confidence in their English language proficiency. In contrast, a notable 20% remain uncertain or lack confidence regarding their abilities. This disparity underscores the importance of consistent and constructive feedback in language learning. While many learners appear to be progressing, the hesitation among a considerable portion suggests that feedback mechanisms may not be sufficiently targeted or regular. Enhancing the quality and frequency of feedback could therefore be key element to boosting learners' confidence and accelerating their language development

#### **Section two : Feedback in practice**

**Question 04:** How important do you think feedback is for learning ?

Option	Number	Percentage
Not important	0	00%
Slightly important	01	2.5%
Moderately important	03	7.5%

Very important	11	27.5%
Extremely important	25	62.5%
Total	40	100%

**Table 04: Students' perception of feedback**

The findings highlight the significant role of feedback in language learning. A majority of students (65%) consider feedback to be extremely important in the process of acquiring a new language. In contrast, only 7,5% express a preference against immediate correction. This suggests that most learners value feedback, particularly when it is provided in response to their mistakes. However, a smaller group, (2,5%) appears less receptive, possibly due to discomfort with the teacher's method of correction, indicating that the manner in which feedback is delivered can influence its effectiveness

**Question 05:** How often do you receive feedback from your teachers ?

Option	Number	Percentage
Always	20	50%
Sometimes	14	35%
Never	06	15%
Total	40	100%

**Table 05: Students 'reception of Teachers' feedback**

The data presented in the table highlights the significance of teacher feedback in the learning process. According to the results, 50% of the students reported that their teachers consistently correct their errors, indicating a strong preference for direct feedback. An additional 35% mentioned that their teachers provide corrections occasionally, while only 15% stated that they rarely or never receive such feedback. These figures suggest that the majority of students benefit from some form of error correction. This practice plays a crucial role in enhancing students' understanding, reinforcing correct language use, and fostering motivation within the classroom environment.

**Question 06 :** How helpful do you find the feedback you receive ?

Option	Number	Percentage
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Vey helpful	23	30%
Somewhat helpful	11	70%
Neutral	5	100%
Not very helpful	1	100%
Not helpful at all	0	100%
Total	40	100%

**Table 06: Students perception of Teachers' Correction**

Table 6 highlights the significance of feedback in the learning process, particularly in language development. Twenty six students emphasized that feedback is very helpful, it plays a crucial role in enhancing their learning by making them aware of the mistakes they have committed, thereby facilitating self-correction and deeper understanding. Additionally, four students indicated that feedback contributes directly to language development, helping them refine their linguistic skills. Other participants provided varied but insightful perspectives on the value of feedback. For instance, some noted that it enables them to use the language more accurately, while others expressed that receiving corrective input boosts their motivation—stating that fewer mistakes increase their drive to learn. Furthermore, students acknowledged that feedback not only improves language proficiency but also fosters greater confidence in their language abilities.

**Question 07:** Do you prefer direct correction (the teacher immediately tells you the correct form ) or indirect correction ( e.g, hints or questions that help you figure it out) ?

Option	Number	Percentage
Direct correction	21	52.5%
Indirect correction	07	17.5%
Both equally	11	7.5%
No preference	1	2.5%
Total	40	100%



**Table 07: Types of Feedback in Learning**

The statistics show that more than half of the participants (52%) feel very motivated when the teachers correct their mistakes, 35% of them feel motivated and only 15% feel less motivated. The analysis of the result tells us that correcting learners' mistakes make them even more motivated.

**Question 08 :** which skill do you feel feedback helps you improve the most ?

Option	Number	Percentage
Speaking	11	27.5%
Listening	7	17.5%
Reading	5	12.5%
Writing	17	42.5%
Total	40	100%

**Table 08: Students perception of feedback skills**

According to the results above, most students affirm that writing feedback plays a particularly significant role in the development of their writing skills, with many students reporting that it contributes more to enhancing their overall language proficiency than feedback in speaking, reading, or listening. This suggests that written feedback may offer more concrete, lasting insights, allowing learners to reflect, revise, and internalize language structures more effectively.

**Question 9** After receiving feedback, what do you usually do ?

The answer	Number	Percentage
Review and try to correct my mistake	23	57,5%
Ask for clarification	09	22,5%
Ignore it if I don't understand	02	05%
Repeat the same mistake	05	12,5%
No answer	01	2,5%

Total	40	100%
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**Table 09: Students' responses to mistakes**

The data presented in the table highlights the significant role of feedback in the learning process. Notably, 57.5% of the participants reported that they do not repeat the same mistakes after receiving some form of feedback. This indicates that teacher feedback is generally well-received and

- effective, suggesting that learners recognize its value and apply it to improve their performance. In contrast, 05% of students admitted to repeating the same errors. This repetition appears to stem primarily from issues related to the clarity and delivery of feedback. Specifically, nine students attributed their repeated mistakes to ambiguous feedback statements, while five others pointed to the teacher's ineffective or unclear manner of delivering feedback. Additionally, two students acknowledged that they tend to repeat mistakes unconsciously during oral performance, and three respondents offered varied explanations for their repeated errors. These findings underscore the importance not only of providing feedback but also of ensuring that it is clear, constructive, and appropriately conveyed to support effective learning English is not easy to learn

The rest of students didn't justify their answers.

**Question 10:** Do you feel more motivated or discouraged after receiving feedback?

Option	Number	Percentage
More motivated	27	90%
No change	03	10%
Sometimes discouraged	07	100%
Often discouraged	3	100%
Total	40	100%

**Table10: Students 'opinion toward Teachers 'Feedback**

The table above shows that 90% of the participants think that the teachers 'feedback is helpful to enhance their learning; Only 10% view that it is not helpful. This high percentage (90%) tell us about the awareness of students of the importance of the teachers' feedback in enhancing their language learning

**Section three : Sources of Motivation in learning**

11 what motivates you the most to learn English language ?

Options	Number	Percentage
Personal challenge	03	7,5%
Career advancement	25	62,5%
Academic goals	09	22,5%
Social reasons	3	7,5%
Total	40	100%

**Table 11: Students ‘response to justify reasons for learning language**

The table above shows that what driven most students to learn a language is career advancement a strong reason. In a globalized world, where multilingualism is a valuable asset. It opens doors to international business opportunities, enhances communication in multinational workplaces, and increases competitiveness in the job market.

In addition to career benefits, students are often motivated by their academic goals. Language study is frequently a requirement in many academic programs, especially in the fields of international relations, linguistics, literature, and area studies. Students may learn a language to access original texts, participate in study-abroad programs, or conduct field research. In such cases, learning a language is not just a means to an end but an integral part of academic development and success.

**Section Five : Open-Ended Questions**

**Question 12:** to what extent does your teacher’s feedback contribute to the improvement of your language proficiency?

Participants provided a range of responses to this open-ended question. Common themes among the answers included the following:

- Teacher feedback significantly enhances language skills.

It is considered one of the most effective methods for improving language use within the classroom setting.

Feedback plays a crucial role in language development, serving as a valuable tool for refining both oral and written communication.

It enables learners to perform better in future tasks by identifying areas for improvement

**Question 13 what types of feedback do you find most useful and why?**

- Among the various types of feedback learners receive such as written corrections, verbal comments, peer feedback, and automated responses.
- Firstly, the majority of students find that specific, personalized, and constructive teacher feedback to be the most useful. This type of feedback not only helps identify mistakes but also explains the reasons behind them, offers strategies for improvement, and motivates continued learning.
- Secondly, students think that constructive feedback builds their confidence and keeps them motivated. Learning English can be challenging, especially when they make frequent mistakes or struggle with fluency. A teacher who offers encouragement while correcting errors helps students stay positive. For instance, hearing “Your argument is strong, but your conclusion could be clearer” is much more helpful than simply pointing out what is wrong.
- Lastly, teacher feedback often includes strategies or resources for improvement. It balances praise with suggestions, making students more open to improvement rather than feeling discouraged.

**Question 14 what challenges affect your motivation, and how do you overcome them ?**

Learning a language is often exiting. It opens doors to new cultures, people, and opportunities. However, maintaining motivation throughout the process is often difficult.

Like many language learners. Most student interviewed said that they have faced several challenges that affected their motivation, like the of lack of progress, fear of making mistakes, and limited opportunities to practice.

First, one of the main challenges, interviewed students face is the feeling of slow progress. At times, it seems like they study consistently but still cannot speak or understand the language fluently. This can be discouraging and make them question whether their efforts are worthwhile. Second, another significant challenge is the fear of making mistakes, especially when speaking. Students often worry that they will be judged by others. This fear prevent them from practicing, which in turn slows down their progress.

Finally, the lack of opportunities to practice the language in real-life situations.

To overcome these problems, interviewed students said they try to cope with their mistakes and view them as a natural and essential part of learning. In fact It's hard for student to stay engaged when they don't see the language as part of their daily life. To solve this, students said that they actively create opportunities to use the language, by watching movies, listening to music and reading books. These activities make learning for them fun and practical.

In conclusion, although learning a language can be challenging for students, especially when motivation declines, it is possible for them to overcome these difficulties with the right strategies. By setting achievable goals, embracing mistakes, and finding ways to integrate the language into their life, staying motivated and continuing progressing. Language learning is not just about memorizing vocabulary or grammar, it's about persistence, passion, and the willingness to keep going despite the obstacles.

## **8. The Result of Students' Questionnaire**

### **8.1 Analysis of Findings**

An analysis of student questionnaire reveals the pivotal role that feedback plays in the learning process. The majority of students expressed a strong preference for receiving corrections when they make errors. This type of feedback serves as a motivational factor, enhancing their awareness of their own learning process and helping them to improve their language skills. Importantly, students emphasized that the **manner** in which feedback is delivered matters greatly. They respond more positively to constructive feedback delivered through advice, clarification, and suggestions, rather than criticism. Harsh or repetitive feedback especially during oral activities was reported to negatively impact their self-confidence.

Teachers, on their part, must be aware of the central role of motivation in effective language learning. It is noted that some students lack intrinsic motivation, and therefore, it becomes the teacher's responsibility to foster it. Feedback serves not only as a correctional tool but also as a motivational one, helping learners to recognize and address their weaknesses. Feedback appropriately delivered, can be an effective pedagogical strategy to support and enhance classroom learning.

### **8.2 The result discussion**

The findings underscore that feedback is an essential component of the classroom learning environment. It provides students with critical information about their performance and highlights areas in need of improvement. However, the effectiveness of feedback depends largely on how it is implemented. Teachers must consider various elements including individual student characteristics, the nature of the task, and the overall classroom atmosphere when giving feedback.

Moreover, students' attitudes toward feedback play a significant role in its impact. For feedback to be truly effective, learners need to understand its purpose and view it as an integral part of the learning process. When students are open to using feedback constructively, it can significantly boost their motivation and engagement. Ultimately, feedback should be seen not

merely as correction, but as a supportive learning tool that fosters growth and continuous improvement.

### 8.3 Recommendations

In light of these results, several recommendations can be made to help teachers use feedback more effectively to enhance student motivation and learning:

- **Timeliness:** Provide feedback promptly while the lesson content is still fresh in students' minds.

**Consistency:** Offer feedback regularly, particularly on important assignments, to reinforce learning.

**Clarity:** Use language and terminology that students understand to ensure the feedback is actionable.

**Specificity:** Clearly identify what was done well and what needs improvement.

To maximize the benefits of teacher feedback and enhance their own motivation, students should consider the following strategies:

- **Adopt a Growth Mindset:** View feedback as **constructive** rather than critical, and recognize its role in personal and academic growth.

**Embrace Mistakes:** Understand that errors are part of the learning process and valuable opportunities for improvement.

### 9. Conclusion

This chapter has outlined the methodological framework of the study, including the research aim, strategy, participants, and instruments. Through the use of quantitative methods and a case study approach, we have aimed to gather meaningful data regarding the role of feedback in motivating EFL learners. The use of structured questionnaires allows us to analyze student perspectives, thereby providing a comprehensive view of how feedback can enhance the language learning process.

## **General Conclusion**

## General Conclusion

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Feedback plays a major role in the learning process, especially in language acquisition, where it significantly influences student progress. This study specifically examines how teacher feedback affects students' motivation to enhance their learning through various tasks. In addition, it investigates the key factors contributing to diminished motivation and poor writing outcomes among learners.

To address these issues and propose effective solutions, the study employed a single approach involving questionnaires. This tool are administered to a sample of second -year EFL students at Ghardaia University. The research was structured into three main chapters: the first two focused on the theoretical framework, reviewing existing literature on teacher corrective feedback and EFL learner motivation. The third chapter was dedicated to the empirical analysis and interpretation of the collected data.

The findings revealed that students view corrective feedback as an essential tool for fostering their motivation and enhancing learning outcomes. The teacher responses highlighted that writing is not only a central skill in EFL instruction but also supports the development of other language competencies. Despite its importance, many students struggle with writing due to a variety of challenges, including limited vocabulary, negative transfer from their first language, lack of interest in topics, insufficient background knowledge, and anxiety about making grammatical or spelling errors. These issues are closely linked to a general lack of motivation. Teacher feedback, particularly when constructive and consistent, was shown to help students recognize and correct their mistakes, build vocabulary, and ultimately improve their writing skills. This suggests that well-delivered corrective feedback can serve as a motivational tool that encourages learners to engage more deeply with the writing process and take ownership of their learning.

However, the central concern for teachers is not the number of errors to be addressed, but rather the selection and method of correction. For feedback to be effective, it must adhere to specific criteria and elicit a constructive response from learners. Thus, EFL teachers often employ feedback strategically to encourage student motivation and facilitate the learning process.

In fact, it is evident that feedback plays a vital role in English language learning. Its primary purpose is to help learners enhance their skills and recognize their mistakes. Additionally, feedback contributes to a supportive classroom environment, as students perceive their instructors as genuinely invested in their progress. It also fosters learners' ability to self-evaluate their knowledge and competencies.

In conclusion, the results support the hypothesis that effective use of corrective feedback by teachers can significantly enhance students' motivation and their ability to write effectively in



## General Conclusion

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English. Feedback, therefore, is not merely a corrective mechanism but a strategic element in promoting active, motivated, and autonomous learning.

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# Appendix



### Appendix Student questionnaire

Esteemed Student,

You are respectfully invited to complete the following questionnaire. Please indicate your responses by selecting the appropriate options and elaborating where required. Your cooperation is sincerely appreciated.

- **Personal information**

- 1. Gender**

- a)Female
    - b)Male

- 2. Age**

- a) 21-25 years old
    - b) More than 25 years old
    - c) No answers

- **Detailed information**

- 1. Are you satisfied about your level in English?

- a) Yes
    - b) No

- 2. How motivated do you feel about learning English ?

- a)Very motivated
    - b) Moderately motivated
    - c) Slightly motivated

- 5. How important do you think feedback is for learning?

- a) Not important.
    - b) Slightly important
    - c) Moderately important
    - d) Very important
    - e) Extremely important

- 6. How often do you receive feedback from your teachers ?

- a)Always
    - b)Sometimes
    - c)Never

- 7. How helpful do you find the feedback you receive ?

- a) helpful
    - b)Somewhat helpful
    - c)Neutral
    - d) Not very helpful
    - c)Not helpful at all

## Appendix

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7 Do you prefer direct or indirect correction ?

- a) Direct
- b) Indirect

8-which skills do you feel feedback helps you improve the most ?

- a) speaking
- b) Listenin
- c) Reading
- d) Writing

9 After receiving feedback, what do you usually do ?

- a) Review and try correct my mistake
- b) ask for clarification
- c) ignore it if I don't understand
- d) repeat the same mistake
- e) no answer

10. Do you feel more motivated or discouraged after receiving feedback?

- a) more motivated
- b) no change
- c) sometimes discouraged
- d) often discouraged

11. What motivated you the most to learn English language?

- A) personal challenge
- B) career advancement
- C) Academic goals
- D) Social reasons

12. To what extent does your teacher's feedback contribute to the improvement of your language proficiency?

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13. what types of feedback do you find most helpful and why?

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## Appendix

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14. What challenges affect your motivation, and how do overcome them?

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