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MASTER THESIS

An Investigation into the Effect of Teachers' Feedback on EFL Learners' Learning Motivation

The case of: Third Year LMD EFL Students at Mohamed Kheider University
of Biskra

Dissertation submitted in partial fulfilment of the requirements for a Master Degree in Sciences of
Language

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Declaration

I, **Boudjema Doua** do hereby declare that I am the sole author of this Master Dissertation, entitled “An Investigation into The Effect of Teachers’ Feedback on EFL Learners’ Learning Motivation” which represents my original work. I further declare that I developed this research project based on my personal efforts, except for quotations, paraphrases, and summaries that have been duly acknowledged. This research has not previously been submitted to any institution or university for a degree.

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Dedication

I dedicate this work to:

***My little family**, who has been a constant source of endless love and support.*

*To the guiding stars that light my way, my beloved **parents**,*

*To my super mama “**Saliha**” for all you’ve done, all the sacrifices you made, and the battles you took for us to grow and succeed, thank you dear for everything. To my incredible papa “**Dridi**” for nurturing my dreams with care, for teaching me to fight and to dare. For both of you and all of that, I’m eternally grateful, down to the core.*

*To my dear **sisters**,*

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Abstract

The present study is an investigation into the effect of EFL teachers' feedback on 3rd-year EFL learners' learning motivation, in the English department at Mouhamed Kheidher Biskri University. Thus, we suggested that students' academic achievement is highly influenced by their learning motivation and the teachers' feedback has a crucial impact on the development of language learning. Therefore, following a qualitative research approach, a case study design was adopted with a purposively chosen sample, the data were collected by means of three tools of inquiry, namely the classroom observation with two groups and the semi-structured focus group discussion with 11 EFL 3rd year students, also a teachers' interview that was administrated with 4 EFL teachers. Based on the gained results from the three data-gathering tools, the findings showed that both teachers and students agreed upon the fundamental role of motivation in improving their academic achievement and performance. They also showed the importance of teachers' feedback in influencing EFL 3rd year students' learning motivation. Therefore, the results confirmed the validity of our tentative answers. Finally, some recommendations were suggested depending on the results of the study at the end of this research.

Keywords: Motivation, Teachers' feedback, Academic achievement, Learning motivation

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ETC: Etcetera

FL: Foreign language

L1: First Language

L2: Second Language

Tr: Teacher

VS: Versus

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General Introduction

Study Background

Motivation is frequently recognized as an indicator of success or failure, in all aspects of human life, and education is no exception. Learners' motivation is a central point in the process of learning, particularly in learning languages. It is considered as one of the key differences that distinguish the process of foreign language learning from first language acquisition, how willingly and successfully students learn languages, depends greatly on whether or not they are motivated, Dörnyei (2005) claimed that research shows that "motivational factors can override the aptitude effect" (p.65) in FL learning.

In a classroom environment, EFL teachers may even use motivation as a factor to predict or describe their students' achievement, where highly motivated students are found to be more successful, and achieve more than unmotivated students; therefore, motivation is crucial in enhancing EFL learner's language proficiency. However, as any other psychological factor, it can be affected by numerous variables, such as receiving negative/positive feedback from the teacher.

Feedback is considered as a pedagogical influential technique for developing learners' competence; it allows students to be more aware of their errors and mistakes. Also, it increases their learning skills. Studies suggest that receiving feedback from the teachers during lectures and tutorials will help the students reinforce learning behaviors and significantly increase their motivation. In contrast, teacher's feedback has the potential to be ineffective or even have a negative impact on student motivation. (Lou and Noels, 2020). During our learning experience at Biskra University, we noticed that English students' learning motivation is likely to be affected by numerous components including their teachers' feedback.

Statement of the Problem

Throughout learning a foreign language, students may encounter a number of psychological factors, which determine their learning development such as motivation. It is found that the

development of learning English always depends on the enthusiasm of students in the classroom and how much they are interested in the subject, McDonough (1983) asserted that "motivation of the students is one of the most important factors influencing their success or failure in learning the language" (p.142) .

In a non-native environment like Biskra University, English students at the English department struggle with sustaining a high level of motivation that is needed to enhance their level. The social cognitive theory suggests that student motivation is context specific and could be influenced by social environment (Bandura, 2011), which makes it a challenging task for teachers to create a suitable atmosphere that raises students' motivation.

Teacher's feedback is one of the social factors that have a strong impact on student learning (Pereira et al., 2016), and while it is a necessary and powerful tool in EFL classrooms, negative feedback might influence learners' engagement and turn them into passive learners, therefore a huge emphasis should be placed on the way how to deliver it.

Research Questions

This research seeks to answer the following research questions:

RQ1: How does motivation affect learners' academic achievement?

RQ2: What are the students' perspectives on the role of teachers' feedback in the learning process?

Tentative Answers

Based on the above research questions, we propose the following research answers:

RA1: English students' academic achievement, in the Department of English at Biskra University, is highly influenced by their learning motivation.

RA2: Teachers' feedback is crucial in the development of language learning.

Aims of the Study

- General aim:

The Investigation of the effect of teachers' feedback on learners' learning motivation

- Specific aims:
 - a. Identifying the existing relationship between feedback and motivation.
 - b. Highlighting the importance of psychological factors in the learning process.
 - c. Determining the appropriate type of feedback that should be taken by teachers to maintain a high level of motivation.

Research Methodology

- Research Approach

Considering the nature of our research study that is descriptive, a qualitative research approach is going to be implemented and adopted as it matches the objective of our research investigation. Our Objective is principally the investigation of perceptions, attitudes, opinions, and behaviors about the effect of teachers' feedback on students' learning motivation.

- Research Design(s) / strategy(ies)

A case study design is an appropriate research design to fulfill the objective of gaining concrete, contextual, in-depth knowledge about a specific real-world subject, in our case, about the effect of teachers' feedback on learners' learning motivation.

- Data Collection Methods / Procedures

Three qualitative tools of inquiry will be employed in an attempt to collect the necessary information to reach the set objective, an observation will be conducted on teachers and students during class sessions in an attempt to closely observe teachers' and students' behaviors and provide information about the impact teachers' feedback has on students' performance. In addition, the other two gathering data tools will be delivered for both learners and teachers, an interview with teachers will help us identify the importance of learners' learning motivation and the role of their feedback in

enhancing it, as for students a focus group discussion will be held to explore their attitudes towards the influence of feedback on their motivation and performance.

- Data Analysis and Procedures

A thematic analysis procedure will be used to describe and interpret the qualitative data, in order to help identify, analyze, and interpret the occurring patterns. The data gathered will be familiarized, then organized by using codes to end up with the identification of themes that help answer the raised questions.

Population & Sample

We have selected Third-year English students and English teachers at Mohamed Kheider University, Biskra as a population for our study.

Sampling Techniques

The purpose behind selecting Third-year students as a sample, in particular, is the new courses that they are presented to, such as ESP, which may reveal learner's motivation and enthusiasm to learn, eventually, this will allow us to explore to what extent the teacher's feedback will play a role in affecting it. Therefore, our sampling technique is the 'purposive sampling technique'.

Significance of the Study

The significance of this study lies in the attention it draws to the importance of teacher's feedback in the learning process, as it has a major effect on the learner's learning motivation. We also believe that the following study will be of interest to both EFL teachers and EFL learners, It attempts to provide teachers with insights into the effect of their feedback on student's achievement, as well as to enlighten students about the role of learning motivation on academic performance. In this work, we also seek to highlight the position of teachers in promoting students' engagement by

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developing appropriate teaching methods, types of feedback, and instructional materials that are needed to facilitate the teaching and learning process.

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Teacher's Feedback

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Introduction

Most EFL teachers consider providing feedback as an integral part of the learning/ teaching process, to improve students' performance and enhance their level. Feedback is a powerful educational instrument that is intended to assess and guide students to recognize the gaps in their learning (if it was delivered correctly). When providing specific and meaningful feedback to students and supporting them to regulate their learning, teachers inspire students to improve their sense of self-efficacy and self-confidence, which are important determinants of motivation (Brookhart, 2008).

Therefore, the following chapter would be dedicated to exploring the concept and types of feedback, besides presenting one of the most important models of feedback, Hattie and Timperley's model, along with listing the principles of effective feedback. It will also shed the light on the impact of teachers' feedback on students' psychology.

1.1. The Concept of Teacher Feedback

Feedback can be viewed as an essential aspect of the teaching-learning environment; it has been defined by a great number of scholars, from a variety of perspectives, depending on different areas of interest. In the field of education it was defined as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning." (Shute, 2008, p. 154), in other words, feedback is an educational tool used to enhance the integration of knowledge, skills, and behaviors of learners.

In addition, Hattie and Timperley (2007, p.81) defined feedback as "information provided by an agent (e.g.: teachers, peers, books, parents, self, experience) regarding aspects of one's performance or understanding." Hence, the sources of feedback may differ but still aim to level up the students' learning.

Furthermore, Hattie (2012) claimed that "feedback is best understood as an aim to reduce the gap between where a student 'is' and where they are 'meant to be' " (cited in Feedback for Learning,

p.2). Therefore, the purpose of feedback to students, then, is to help them identify the gap between their current level and their objective, and push them to move forward to close that gap to accomplish desired goals.

Nichol (2007) stated that feedback focuses on how students learn to monitor, manage and take responsibility for their learning, in which self-regulation plays an important role, this asserts the influence of feedback, not only in correcting errors and mistakes but also in the evolvement of students' capacities.

1.2. Types of Feedback

Teachers can provide feedback in various ways, including written comments, verbal communication, and grades. It varies according to the type of learners, tasks, learning objectives, and the situation. Therefore, understanding the available types of feedback can help to select the appropriate one. However, not every form of feedback can consider to be effective and lead to new learning, different types of feedback can have varying consequences on students' performance and motivation.

1.2.1. Formative Feedback

According to Owen (2017), formative feedback is diagnostic information given while learning is taking place before the work is completed, it includes comments on assignments, quizzes, or class discussions. Formative feedback is found to be one of the most powerful methods for improving learning, as it is intended to help the student revise and improve the work.

1.2.2. Summative Feedback

Summative feedback falls at the end of a topic or semester and provides an evaluation of how much the student has learned, it is often connected to grades, marks, or ranking. This type of feedback is aimed at helping students understand how well they have done in meeting the overall learning goals

of the course, (QAA, 2018) assured that it is used to indicate to which extent the learner has succeeded in meeting the module learning objectives.

1.2.3. Corrective Feedback

In an educational environment, teachers are allowed to indicate the students' errors or incorrectness of language output, which is technically known as corrective feedback (Lightbown & Spada, 1994). Corrective feedback is focused on identifying and correcting errors made by students, it provides information to the learners on what they have done wrong and why is it incorrect (Mohr, 2010). This type of feedback can be in the form of explicit correction, recast, clarification request, metalinguistic clues, elicitation, and repetition.

1.2.4. Constructive Feedback

Hamid & Mahmood (2010) argued that "Where there are agreed standards of behavior and performance and two-way communication about what has gone right as well as what has gone wrong, there is feedback that we define as constructive feedback" (p.224), Constructive feedback is characterized by being specific, issue-focused and based on observations, as indicated by Federation University Australia (n.d) There are four types of constructive feedback:

- **Negative feedback** – corrective comments about past behavior. Focuses on behavior that wasn't successful and shouldn't be repeated.
- **Positive feedback** – affirming comments about past behavior. Focuses on behavior that was successful and should be continued.
- **Negative feed-forward** – corrective comments about future performance. Focuses on behavior that should be avoided in the future.
- **Positive feed-forward** – affirming comments about future behavior. Focused on behavior that will improve performance in the future.

In addition, According to Guo (Cited in Guo & Zhou 2021), based on the functions of teacher feedback (verification, directive, scaffolding, and motivational functions), five types were identified: verification feedback, directive feedback, scaffolding feedback, teacher praise, and teacher criticism.

1.2.5. Verification Feedback

Verification feedback also known as wrong/right feedback refers to the binary judgment made by the teacher on his/her students' performance, as either being correct or incorrect. According to Shute (2008) "also called "knowledge of results" or "knowledge of outcome" It informs the learners about the correctness of their responses (e.g., right–wrong, or overall percentage correct)" (p.160). Yet, it doesn't offer any guidance or further explanation on why the answer is incorrect.

1.2.6. Directive Feedback

This type of feedback involves providing direct answers to questions, it offers an immediate explanation but does not promote a deeper understanding, it is "also known as "knowledge of correct response." Informs the learner response of the correct answer to a specific problem, with no additional information" (Shute, 2008, p160).

1.2.7. Scaffolding Feedback

Guo & Zhou (2021, p2) defined scaffolding feedback as the set of hints and prompts given by the teacher to guide students to figure out the correct answers independently. The teacher does not just present the correct solution. Instead, students may be given cues/suggestions about the correct response, with the ultimate goal of solving the problem correctly themselves. This type of feedback supports the concept of the zone of proximal development proposed by Lev Vygotsky in 1978.

1.2.8. Teacher Praise & Teacher Criticism

Teacher praise refers to statements used by the teacher to express affirmation of a correct answer, as well as to value students' learning attitudes, processes, or outcomes (Guo & Zhou 2021), and it is highly recommended as a reinforcement method. While Brophy (1981) defined teacher criticism as "negative teacher responses to student behavior which go beyond whatever level of

simple feedback (negation) is needed to indicate that behavior is inappropriate or answers are incorrect” (p.6).

1.3. Hattie and Timperley's Model of Feedback

Within their work “The power of feedback” (2007) Hattie & Timperley proposed a model to enhance the influence of feedback on learning, in which they suggested that effective feedback must help students answer three key questions: “Where am I going?” (Feed-up), “How am I going?” (Feed-back), and “Where to next?” (Feed-forward). Also proposed that the feedback delivered by the teacher works at four levels: Self, Task, Process, and Self-regulation.

1.3.1. Questions of Feedback

- **Where am I going? (Feed-up)**

It can also be stated as “What are the goals?”, and relates particularly to the lesson's learning objective. When students are conscious of their goals and have the full picture of success criteria, it would be easier for them to interpret the feedback given by the teacher and make the best out of it.

- **How am I going? (Feed-back)**

Students may ask themselves “What progress is being made towards the goals?”. This question emphasizes the concept of progress feedback, it refers to the feedback that is relative to the starting or finish point, and this is where it is most valuable to provide rapid formative feedback.

- **Where to next? (Feed-forward)**

It revolves around what activities need to be undertaken to make better progress and highlights how feedback can aid students to select the appropriate next challenges that allow them to develop more self-regulation and build a deeper understanding. Teachers should not only provide them with the answer to ‘where to next’, but also teach them the skills to formulate their own answers to this question.

1.3.2. Levels of Feedback

- **Task and Product**

Feedback can be given concerning a task or product, it is considered to be more information focused, and mainly used to indicate the correctness of information, which helps the student builds surface knowledge. It is often given in classrooms through teacher questioning, and comments on assignments, it is usually the nature of whole-class feedback and can be particularly powerful with novice learners.

- **Process**

Feedback at this level is focused on the processes applied to generate the product or complete the task, it is believed to be the more effective in enhancing deeper learning. This type of feedback helps students improve their learning strategies, detect errors, and recognize relations between ideas.

- **Self-regulation**

Feedback at this level works as a guide to students to help them monitor their own learning process and develop their self-evaluation skills. It aims to boost students' confidence and self-esteem to engage more with the task and also intends to encourage the students to ask for feedback and be receptive to it. When students can self-regulate their learning they will eventually use feedback to decrease discrepancies between where they are now and their desired outcomes.

- **Self**

At the fourth level feedback addresses the self (the student as a person) e.g. 'well done', 'great student', and 'I am proud of you', also known as praise often used to support or comfort. Many studies have confirmed the inefficiency of such feedback in enhancing students' engagement or commitment since it usually contains little task-related information. Therefore, it is better to keep praise and feedback about the learning separate, due to the fact that praise does not help significantly in answering the three feedback questions -Where am I going?, How am I going?, and Where to next?

1.4.Principles of Effective Feedback

Although a large number of literature assures the vital role of feedback in teaching/learning, it remains a bit challenging for teachers to guarantee its effectiveness, According to Cohen (1985) feedback “is one of the more instructionally powerful and least understood features in instructional design” (p. 33). Effective feedback must be delivered using non-judgmental language, emphasizing the positive aspects, and highlighting the areas of weakness.

In this context, Heritage (2010) suggested a few key guidelines about the kind of feedback that helps learners improve their knowledge and skills:

- Feedback should offer information to the student regarding the task or process of learning, that addresses what is lacking in students' performance.
- Feedback to students should not be vague but specific and offers recommendations for improvement.
- Feedback should be explicit, unambiguous, and relevant to learning objectives.
- Feedback should be comprehensible and according to the individual needs of the students.
- Feedback should include scaffolding that promotes providing the learner with guidance to generate the correct answer, through suggestions, hints, or cues.
- Feedback should include both verification and elaboration. Verification is “the simple judgment of whether the answer is correct and elaboration is the informational aspect of the message, providing relevant clues to guide the learner toward a correct answer” (Shute, 2008, p. 158).
- Feedback should be given immediately after a student has responded. It is recommended to continue teaching rather than provide feedback when no learning occurs.

1.5. The Impact of Feedback on Students' Psychology

Feedback is a highly sophisticated instructional and interactive phenomenon that demonstrates cognitive, social, and psychological dimensions (Ellis, 2009), there is no doubt about

the crucial contribution of feedback in EFL classrooms that it has an enormous effect on students' psychology. According to Brookhart (2008), the impact of feedback extends to a motivational and cognitive level, which can manifest in students' Self-efficacy and Self-Regulation, as well as in students' learning motivation.

1.5.1. Feedback and Students' SRL/ SE

Self-regulation and **self-efficacy** are two aspects of Bandura's theory that depends greatly on cognitive processes. According to Zimmerman (2000, p.14), "Self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals." While "self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3). Based on the social cognitive theory, students' self-regulated learning can be highly affected by the environment. Therefore, teachers are able to regulate learners' learning behavior through feedback.

When students are provided with clear and timely feedback, it helps them to feel more confident in their abilities to accomplish the given assignment. It is an established fact that students' positive perception of feedback induces high grades, due to employing teacher's remarks (feedback) in learning activities, which reveals the improvement of their SRL and SE skills (Fatima et al., 2021).

1.5.2. Feedback and Students' Learning Motivation

In classroom settings, motivation is counted as a critical component of the learning process, it is what drives the students towards their goals, as stated by Borah (2021) "motivation results in promoting reflection, attention, interest and effort in the pupils and hence promotes learning" (p.1). As a part of the academic/social environment, teachers' feedback has a decisive effect on students' motivation, it may have a positive or a negative impact on the student's motivation and self-esteem. Which affects students' personal feelings, and eventually affects their involvement in the learning process (Juwah et al., 2004).

Conclusion

To recapitulate, this chapter has discussed the teachers' feedback. It dealt with the concept of feedback, the different types of feedback, and the principles of effective feedback. The data has suggested that effective feedback should be specific, timely, and goal-oriented, and it should provide students with clear guidance on how to improve their performance.

Moreover, we have tackled Hattie and Timperley's model of feedback, which focuses on the importance of three key questions: where am I going, how am I going, and where to next? In addition, points to four levels: task and product, process, self-regulation, and self. This model offers a useful framework for teachers to provide effective feedback that increases students' motivation, engagement, and achievement. Finally, we have examined the impact of feedback on students' psychology, including their self-efficacy, self-regulation, and learning motivation.

Chapter Two Learning

Motivation

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Introduction

In educational settings, motivation is found to be a prerequisite contributor to foreign language achievement, it has piqued the interest of many scholars, who attempted to better understand what motivation is and how to best apply its principles to the classroom (Al-Hoorie, 2017, 2018; Boo, Dörnyei, & Ryan, 2015). The latter plays a pivotal role in successful language learning, particularly English language learning (due to its dominant status as a global language). However, as they mature, most students experience a decline in their learning motivation level, leading to some learning difficulties and even creating a challenge for teachers.

Therefore, this chapter would attempt to discuss the concept of learning motivation, besides its types and different dimensions. In addition, we will focus on the presentation of two of the most important theories about motivation, and finally, we will demonstrate the importance of motivation in learning.

2.1. The Concept of Learning Motivation

As simple as it may appear, the term “motivation” in fact reflects a complex concept that is hard to be defined, Gardner (2006) stated, “motivation is a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition.” (p. 242). Yet many scholars in both educational and psychological research have attempted to identify it, for instance, Pritchard (2008) said:

The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something: [...] motivation is how we choose to allocate that energy to different actions to achieve the greatest satisfaction of our needs. (p.6)

Motivation designates the effort and dedication, people are willing to put through their journey in pursuing their goals.

Furthermore, Dornyei (2001), stated that “motivation is an abstract and hypothetical concept that we use to explain why people think and behave as they do” (p.1), Thus, motivation can be recognized as what drives and pushes a person toward their aspirations. He also inserted that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.” (ibid, p. 7).

In an educational context, motivation is defined by Brophy (2010) as:

By motivation to learn, I mean a students' tendency to find learning activities meaningful and worthwhile and to try to get the intended benefits from them...motivation to learn is primarily a cognitive response involving attempts to make sense of the activity, understand the knowledge it develops, and master the skills it promotes. (p. 208-209)

Along the teaching/learning process, it is the teachers' responsibility to foster the development of students' potential and motivate them to achieve their desired aims, which can be hard to accomplish, Dörnyei (2001) stated, "Motivation is without question the most complex and challenging issue facing teachers today"(p.2) .

2.2. Types of Motivation

Based on current motivational theories (e.g., self-determination theory, self-efficacy theory, achievement goal theory, task value theory) there are two main categories of motivation attitudinal-oriented (Intrinsic/extrinsic) and socially (integrative/instrumental) oriented:

2.2.1. Intrinsic and Extrinsic Motivation

Intrinsic motivation refers to the internal stimulus that pushes students to engage in academic activities for the sake of self-pleasure and individual satisfaction. Harmer (2001) stated that intrinsic motivation is related to the individual's fulfillment in accomplishing tasks and meeting inner desires.

It signifies the level at which learners engage in learning owing to curiosity or self-interest, reflecting the potential of human nature and our inherent tendency to learn (Pintrich et al., 1991; Yeung et al., 2011).

Extrinsic motivation is any stimulus that comes from outside of the learner, and drives him/her to engage in the learning process owing to their desire for external rewards (Pintrich et al., 1991). It refers to the accomplishment of a task with an anticipation of some outcome, which can be in the form of reward, social approval, or appreciation. Harmer (2007) argued that extrinsic motivation is resulting from the influence of outside factors that include the hope of financial reward; the need to pass an exam or the possibility of a future level.

2.2.2. Integrative and Instrumental Motivation

Integrative motivation refers to language learning for personal involvement and cultural enrichment, the learner's purpose is to learn a language to involve successfully in the target language society (Gardner and Lambert, 1959). According to Alizadeh (2016, p.12), integrative motivation "describes the learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group". Therefore, we can say that it is expressed through the urge and impulse to communicate and emerge as a member in the language community.

While instrumental motivation is defined as "Learning for perceived utility" (Gardner et al, 1983), it is a result of the need to learn the language for functional or pragmatic reasons which involves the attainment of functional aims like passing exams, or financial rewards.

Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners, it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such

utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2 . (Dornyei, et al., 2006, p.12)

Many scholars have declared that a motivational construct includes both instrumental and integrative motivation. In addition, most language learning situations include a mixture of each type of motivation, depending on the context and situation.

2.3. Dimensions of Learners' Motivation

As mentioned by Usher and Kober (2012) at the Center on Education Policy, researchers (Bandura, 1996; Dweck, 2010; Murray, 2011; Pintrich, 2003; Ryan & Deci, 2000; Seifert, 2004) have introduced four major dimensions that contribute to and influence students' motivation: competence, autonomy/control, interest/value, relatedness. They are demonstrated in the following figure.

Dimensions	Questions	Indicators
Competence	Am I capable?	The student believes he or she has the ability to complete the task.
Control/Autonomy	Can I control it?	The student feels in control by seeing a direct link between his or her actions and an outcome. The student retains autonomy by having some choice about whether or how to undertake the task.
Interest/Value	Does it interest me? Is it worth the effort?	The student has some interest in the task or sees the value of completing it.
Relatedness	What do others think?	Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.

Figure 1: Dimensions of Learner's Motivation (CEP, 2012)

In order to feel motivated, a student must fulfill at least one of these dimensions. The more dimensions that are satisfied, and the more they are met, the stronger motivation will be.

2.4. Theories on Motivation

2.4.1. Maslow's Hierarchy of Needs

Maslow's hierarchy of human needs is a significant motivational theory in psychology that organizes human needs in the form of a hierarchy. It is a five-stage model of needs. From the bottom of the hierarchy upwards, the needs are physiological, safety, love and belonging needs, esteem, and self-actualization.

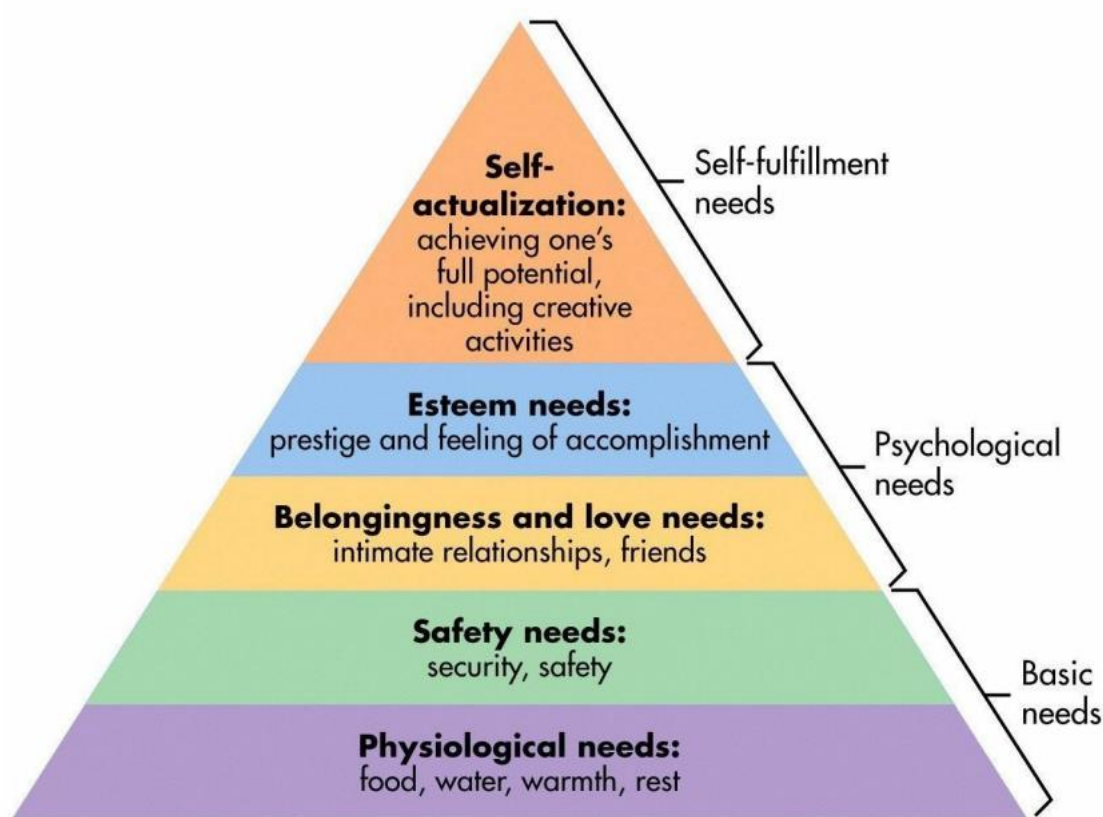


Figure 2: Maslow's Hierarchy of Human Needs (Mc Leod, 2020)

The five-stage model is categorized into two parts. The four first levels are often referred to as deficiency needs (D-needs). The top level is known as growth being needs (B-needs).

2.4.1.1. Deficiency needs

Physiological Needs

Refers to the basic biological needs of human survival that are required for the proper function of the human body such as: air, food, drink, shelter, clothing, warmth, and sleep. Maslow considered physiological needs the most crucial as all the other needs become secondary until these needs are fulfilled.

- **Safety Needs**

Individuals tend to desire order, predictability, and control over their lives. For example, a safe environment and financial security are indispensable needs, which can be fulfilled through employment, law and order, social stability, property, health, and well-being.

- **Belonging Needs**

It expresses the intrinsic emotional need to experience feelings of love and belongingness, which revolves mainly around being associated with and being a part of social interaction and interpersonal relationships. In the absence of such feelings, human beings are likely to face struggles and difficulties on the psychological level.

- **Esteem Needs (Ego Status)**

Esteem represents the typical human aspiration for acceptance, validation, and recognition; In order to feel valued and respected by others, as well as to sense accomplishment and prestige.

2.4.1.2. Growth Being Needs

- **Self-actualization**

It is the highest level in Maslow's hierarchy and refers to the achievement of one's own potential, self-fulfillment, and peak experiences "To become everything that one is capable of

becoming” (Maslow, 1954, p.46). The realization of self-actualization needs depends greatly on the prior satisfaction of the psychological, safety, love, and esteem needs.

Maslow noted that the order of needs “is not nearly as rigid.” (1987, p.68), which means that it might be flexible based on external factors and individual differences.

A seven-stage model was developed during the 1960's and 1970's, when two levels of needs were added: cognitive needs (knowledge, understanding, curiosity, and exploration) and aesthetic needs (appreciation and research for beauty).

2.4.2. Herzberg Motivation/Hygiene Theory

In his book “The Motivation to Work” Frederick Herzberg, introduced “The Herzberg Motivation/Hygiene theory”, also known as the two-factor theory (or dual-factor theory). It was initially applied to the world of business and management, then expanded to various fields, notably education. Herzberg in his study addressed motivation in the workplace, where he suggests that there are two sets of needs for individual workers: motivators and hygiene factors.

Hygiene vs. Motivators

Motivators are regarded as factors that are concerned with workplace satisfaction. They include intrinsic needs such as achievement, recognition, and advancement. Motivation factors lead employees to be delighted in their jobs and promote growth. On the other hand, hygiene factors are related to the work environment and include extrinsic needs such as salary, job security, working conditions, and company policies. These factors can prevent dissatisfaction but do not necessarily lead to job satisfaction.

2.5. Importance of Learning Motivation

The motivation to learn is seen as an important factor of success, a learner would learn best when he/she recognizes the need and develops the desire to learn. It stimulates learners to think,

concentrate, and learn effectively, as asserted by Bakar (2014), the performance of language is highly enhanced by motivation. This component directs learners' behavior toward specific purposes. It determines the particular goals toward which learners strive; thus, it affects the choices students make along their language-learning journey.

Inspiring learners to learn is a huge concern for a teacher. The instructor should ensure that it is built in every session. Due to the fact that if students aren't motivated, it would be difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum, or school is.

Conclusion

To conclude, this chapter was dedicated to assuring the importance and significance of motivation as a contributor to successful language learning, we attempted to provide a comprehensive overview of the concept of motivation and its different types. Besides exploring the essential dimensions of the learners' motivation, in order to gain insights into the factor that drive learners and influence their engagement and achievement.

Furthermore, the theories of Maslow's hierarchy of needs and the two-factor theory provide useful frameworks for understanding the underlying elements that influence motivation. Finally, we have demonstrated that, during the process of teaching and learning, the motivational variable has a potentiating effect on students' learning, therefore teachers should work thoroughly to sustain a good level of their learners' motivation.

Chapter Three

Fieldwork

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Introduction

The current study aims to conduct an investigation into the impact of teachers' feedback on EFL learners' learning motivation. So far, the two preceding chapters were dedicated to discussing the literature review about teachers' feedback and learners' learning motivation. Therefore, the following chapter is devoted to the fieldwork of the study, it contains a brief explanation of the research method, the participants, and the research tools used for gathering data. On the other hand, it describes the procedures followed throughout this process and analyzes the data that has been so far gathered via classroom observation, focus group discussion, and teachers' interviews. This chapter discusses the results and provides some suggestions for future research.

3.1. Research Methodology

3.1.1. Research Approach

A qualitative research approach was implemented and adopted as it matches the objective of our research investigation, which is mainly the investigation of perceptions, attitudes, and opinions about the effect of teachers' feedback on students' learning motivation.

3.1.2. Research Designs/Strategies

In order to accomplish the objective of gaining in-depth knowledge about a specific real-world subject, in our case, about the effect of teachers' feedback on learners' learning motivation, a case study design was an appropriate research design.

3.1.3. Population and Sampling

The target population of this study included third-year English students and English teachers at Mohamed Kheider University, Biskra.

For Students: Third-year students were selected through a purposive sampling technique, for one main purpose that is the new courses that are enrolled only in the third year. Therefore, we

thought that their motivation would be revealed in their enthusiasm to learn the new modules which are only added in the third year such as ESP.

For Teachers: From about (50) teachers of English Language at Mohamed Khider University of Biskra, we have dealt with 4 teachers that were selected randomly. Those teachers teach different levels and different subjects.

3.1.4. Data Analysis

A thematic analysis procedure was applied to describe and interpret the qualitative data. The data gathered were familiarized, then organized by using codes to end up with the identification of themes.

3.1.5. Data Collection Methods / Procedures

To collect the necessary data to answer the set research questions and objectives, three qualitative instruments of inquiry were used: Classroom observation, students' focus group discussion, and teachers' interviews.

1. Classroom Observation

1.1. Aim (s)

Two sessions of classroom observation were held in order to have a direct observation of the relevant behaviors of the teacher and students and their interaction during class sessions. This data-gathering tool attempted to provide close observational evidence about the impact teachers' feedback has on student performance and motivation.

1.2. Description of the Classroom Observation Grid

A classroom observation grid was used for the purpose of providing a structured and systematic way of collecting the data. The grid is in a table form (see Appendix A) and consists of four aspects: classroom environment, learners' learning motivation, teacher's performance/ feedback,

and teacher-student interaction. Each aspect was denoted with a list of indicators, in which behaviors were observed using two types of rating scales (Observed/ Not Observed) and (1-4 from none to high). In addition, we were able to add comments and notes to each aspect.

Classroom Environment: This aspect was aimed at exploring the influence of the environment on the teaching/learning process, as well as the potential effect it may have on the teacher and the learners' performance. It included: the physical environment, classroom conditions, also the class atmosphere whether it was positive, supportive...etc.

Learners Learning Motivation: This aspect focused on the exploration of students' learning motivation during the session, which we thought would be indicated by their: attendance, concentration, contribution, engagement, and attentiveness.

Teacher's Performance/ Feedback: This section was revolving around the teacher's performance and his feedback during the session. It covers the environment he creates, whether or not he checks students' understanding and his way of providing feedback... etc.

Teacher-Student Interaction: This section was designed to have an accurate observation of the social interaction occurring in the class, it involves: how comfortable and free students are feeling to express themselves during the lesson, including the process of providing feedback by the teacher and their reactions to it.

1.3. Validation of the Classroom Observation Grid

The classroom observation grid was validated by our supervisor to assess its content reliability and validity. His feedback was used to revise the grid and refine its items to ensure that it adequately captures the essential aspects of effectively observing the impact of teachers' feedback on learners' learning motivation.

1.4. Administration of Classroom Observation

The classroom observation took place on March 07th and 08th, 2023, with 3rd year English students at Biskra University, during the module of ESP. We attended both sessions of observation with the same teacher, however in different groups to investigate the diverse reactions of students to the teacher's feedback. The first session was on March 07th from 9:40 AM to 11:10 AM and the second one the day after March 08th, at the same time but as already mentioned with a different group.

1.5. Analysis of the Classroom Observation

The impact of the classroom environment

The purpose of the following section was to identify the environmental factors that impact the quality of both teachers' and students' performance. Through careful observation of the teachers' and students' behaviors, as well as the overall environmental situation, it was noted that the physical arrangement was somehow convenient. Though, some basic conditions were not provided, such as adequate lighting, sufficient room size, and an organized and clean classroom.

Furthermore, we observed that the teacher was putting forth a lot of effort to foster a positive and encouraging atmosphere in the classroom that helped to create a comfortable and supportive learning environment.

Indicators of learners' learning motivation

The classroom observation revealed some interesting aspects of the learners' learning motivation. A moderate level of attendance was observed, and learners were noticed to ask questions, offer answers, and actively participate in discussions. This demonstrated a high level of interest, as well as engagement, especially since they were already introduced to the lesson's objectives.

However, it was noted that not all students were taking notes during the class, despite paying close attention to the teacher. In addition, a few students were passive and not involved during lectures.

Teacher's performance/ feedback

Moving to the teacher's performance and feedback, it was observed that the teacher was motivated to teach and convey knowledge, he was showing efforts to establish a good rapport with the students for instance by asking about their well-being and checking on them, for the purpose of creating a welcoming and positive learning climate.

In addition, the teacher took the necessary time to ensure that the students understood and provided equal opportunities for participation, which motivated the students to engage even more. The teacher also provided instant positive feedback and indirectly recast incorrect answers, rather than rejecting them.

Importance of teacher-student interaction

The following section focused on the interaction between the teacher and students during the lesson. It was observed that the teacher used a considerate approach in correcting the students' responses by using recasts or involving peer feedback, he was focusing only on correcting their ideas and it made the students feel comfortable and safe to participate in the discussions and debates regardless of their proficiency level. All their contributions were welcomed and appreciated, and they seemed to accept the teacher's corrections without showing any negative attitudes toward them.

This analysis revealed several important aspects related to the impact of the classroom environment, learners' learning motivation, teacher's performance/feedback, and teacher-student interaction. The findings suggest that; the comfortable environment and atmosphere, student motivation, effective feedback, and the considerate approach to a positive teacher-student interaction are crucial factors in promoting a supportive and engaging learning environment. Therefore, enhancing students learning motivation. Recommendations may include improving basic classroom conditions, encouraging active participation from all students, and further enhancing feedback strategies to optimize motivation and learning outcomes.

1.6. Discussion of the Results of the classroom observation

Through the analysis of the data gathered from the classroom observation, we have gained valuable information on teachers' and students' behaviors during the lesson, as well as on the impact of teachers' feedback and classroom environment on students' performance and motivation.

From our observation, we deduced that the classroom environment has a significant effect on both teachers' motivation to teach and students' motivation to learn. The overall learning environment and atmosphere can be responsible for increasing or decreasing the level of engagement and enthusiasm. According to Akomolafe and Adesua (2015, p.20):

Classroom environment could serve as motivating factor to the academic performance of students. If the classroom environment is conducive and spacious, it could contribute to effective teaching and learning, this could enhance effective student teacher interaction. Whereas if the classroom environment is not conducive, it could have negative effect on the academic performance of students.

Furthermore, the results have revealed that learners' learning motivation is indeed influenced by the teachers' performance, as well as by their feedback and the way it is provided, Ayedh & Khaled (2011) agreed that students' attitudes and feelings towards the feedback process are actually dependent upon how feedback is managed. It is necessary for students to feel safe to express themselves with no harsh judgment on their mistakes, which will eventually lead to boosting their engagement with the learning and being more open to the provided feedback and efficiently grasping its benefit.

From the conducted observation it was pointed out that the importance of classroom interaction cannot be overstated whether teacher-student or student-student interaction. As a means of fostering critical thinking, enhancing communication skills, constructing knowledge, increasing motivation, and supporting social and emotional development. It plays an essential role in actively

involving students in their learning by contributing ideas, challenging assumptions, and having meaningful discussions. In addition, the climate created by the teacher is a crucial component in enhancing students' performance during class, as assured by Akhtar et al. (2019) "Creating learning environments that encourage positive cultures with healthy collaborations can motivate learner to use their energies and desires to achieve goals" (p. 1202).

2. Students' Focus Group Discussion

2.1. Aim(s)

In our investigation selecting and conducting a focus group discussion as a data-gathering tool was in order to scrutinize students' perceptions, thoughts, and attitudes towards the influence of feedback on their motivation and performance.

2.2. Description of the Students' Focus Group Discussion

The focus group discussion was designed for 3rd-year English students, it was semi-structured and contained 8 open-ended questions that can be divided into 3 sections. The first section (items 1-2) is general ice-breaking questions. Then the following section (items 3-4) was exploring learners' opinions on the concept of teachers' feedback in the learning process. Finally, the third section (items 5-8) was about learners' perspectives on the impact of teachers' feedback on their learning motivation, all questions are illustrated in (Appendix B)

General questions (items 1-2): this section contained 2 questions that were meant to work as an icebreaker as well as a warm-up to our main topic. We investigated the motivation that pushed each of them to choose English as a major at university, as well as their understanding of the concept of learning motivation.

Learners' opinions on the importance of teachers' feedback in the learning process (items 3-5): The questions of this section were to seek students' points of view on the importance of

teachers' feedback in influencing their motivation to learn, also the type and the manner of feedback that they prefer to receive from their teachers.

Learners' perspectives on the impact of teachers' feedback on learning motivation (items 6-7): This section of questions, revolved around exploring students' reactions, experiences, and perspectives on both the positive and negative impact of teachers' feedback on their learning motivation, as well as on the achievement of their language learning goals.

2.3. Validation of the Focus Group Discussion

The students' focus group questions were reviewed and validated by an expert in the field to ensure their content validity, In order to gather in-depth data about students' attitudes toward teachers' feedback and its impact on their learning motivation and academic performance.

2.4. Administration of the Focus Group Discussion

The focus group discussion was addressed to third-year English students, at Biskra University. A number of (11) students were randomly selected to participate in our discussion, the discussion was conducted in the form of 2 small groups that were divided as follow: Gr01 (6 participants), and Gr02 (5 participants). To make sure that we are not limiting the details of some responses, due to the pressure that participants may feel to share airtime with others. The discussions were held face-to-face in an empty and calm classroom at the University, all answers were recorded after asking for the students' permission. And the overall time of the focus group discussion was approximately 1h and a half, the process went smoothly and participants provided a sufficient and meaningful amount of data, which helped answer the research questions.

2.5. Analysis of the Focus Group Discussion

Item01: Students' Purposes for Learning English

The following item was addressed for the students to explore their motivations for learning English, and pursuing English studies at university.

The students' reasons varied, yet not a single one of them hasn't mentioned the interest they had in the language itself, due to the exposure they experienced to the English language at a young age, through video games, movies, music..etc. which pushed them into wanting to master the language.

- "To me, I was exposed to it at a very young age. So I guess it was like me knowing the language at a very early age, and I just wanted to carry it out"

Many of them expressed the fact that they wanted to learn English and pursue it as a specialty, in order to gain fluency in the language for communicative purposes only. (Especially with natives):

- "That was my motivation. So I can communicate with people easily, enrich my vocabulary, and avoid committing mistakes when I speak"
- "For me, I guess it really is about just using the language to communicate. I didn't pursue this career to teach or to do something of that sort"

For a few students, English was the only choice left or the second after not reaching their first, therefore they went for it since they already possess a good level of English, and they believed it won't require that much effort from them to study.

Item02: Students' understanding of the concept of "Learning Motivation"

This item was created to gain a view of the students' understanding of learning motivation and in what way they think it is represented in the learning process.

Most students agreed that learning motivation refers to the reasons that push the student to learn, and it can be demonstrated in classroom participation, asking questions, being active in class, and good grades. However, some of them argued that grades do not truly represent the motivation to learn because they think of exams and testes as an unfair way of assessment.

From the answers of items 1 and 2, we can deduce that most EFL learners demonstrate a genuine internal motivation to learn, originating from feelings of curiosity and interest. Besides their

desire to connect with and become a part of the target language or culture, which shows a sense of integrative motivation.

Students' motivation can be manifested through their engagement, participation, use of the language outside of the classroom, and achieving good grades.

Teachers' Feedback in the Learning Process

Item 03: the importance of feedback in learning motivation

Based on their answers, a dichotomy in opinion emerged concerning the value of feedback, as half of them were acknowledging its crucial importance.

- "Teachers can make the student hate or love learning the language through their feedback"

-

While the other half of the sample dismissed its influence due to their confidence in their level of proficiency.

- "To me, it's not as important because I'm kind of confident in my mastery of language"
- "It doesn't have an adverse influence on my progress because I'm aware of what I'm capable of"

Item 04: Types of feedback preferred by the student

We have asked students about the type of feedback that they prefer to receive from their teachers, and most of them expressed their ability to embrace any kind of feedback as long as it is delivered in a respectful and appropriate way.

Students highlighted that they prefer when teachers are completely honest with them when they are incorrect or have committed a mistake even if that included negative feedback.

- "I noticed some teachers tend to give you positive feedbacks to encourage you, but it's actually not applicable or not beneficial for me. I can't like to spot my mistakes, my weaknesses"
- "I don't mind negative feedback because I'm logical and I adapt, I will process it. I know my mistakes"

Item05: the effectiveness of feedback in different settings

This item was meant to explore students' perspectives on the effectiveness of feedback in different settings, and which one they prefer.

Unexpectedly, most of the male students asserted that they do not mind being corrected in front of their classmates and prefer receiving feedback in a group setting, Owing to the fact that it would help students to learn from each other.

"In group is better. Because when a teacher give me feedback in front of my classmates. I would be happy to help someone that maybe he didn't talk with the teacher, maybe he's shy and faces problems, I'd be happy to help him indirectly"

The other few students preferred one-on-one settings, due to negative feelings they might feel such as embarrassment, shame, shyness...etc, if they were corrected in front of others.

Overall, we can assert that teachers' feedback has a significant influence on learners' learning behaviors when feedback is delivered correctly (respectfully and appropriately) it will drastically impact the students' motivation to learn.

Students' reaction to feedback is strongly determined by their self-efficacy, personalities, mindset, and gender.

Teachers' Feedback and Learning Motivation

Item06: Students' Experiences with the Negative Impact of Teachers' Feedback

Feedback can have both positive and negative impacts on students, however, the students' personal experiences that were shared with us indicated mainly the negative influence of teachers' feedback on the learner learning motivation.

All of their experiences were similar and involved a sort of receiving a harsh judgment or criticism from the teacher where they harshly judged their level and didn't provide any guidance or assessment to enhance it.

Moreover, some students experienced personal biased and inadequate feedback from the teacher, through providing them with similar marks regardless of individual abilities or reading and making fun of incorrect answers aloud, which resulted in negative experiences.

Negatively providing feedback may deeply affect students' self-esteem and growth, and also discouraged them, and hindered their motivation to learn in general and their academic achievement in particular.

Item07: Providing Feedback to Teachers

Through this item, we wanted to explore students' points of view about providing feedback to their teachers.

Students showed a tendency to selectively provide feedback to their teachers, where they expressed their willingness to only provide feedback about positive aspects while demonstrating hesitancy in sharing negative feedback. This behavior can be explained by their fear of being misunderstood or misinterpreted by the teacher, which may lead to a potential personal conflict with the teacher if things were taken personally.

“And if I like the session, I would say that I liked the session, if I don't like it I won't say, I avoid dealing with it because this will have repercussions.”

Teachers should be open and attentive to their students' feedback, especially when it is concerned with the learning process. They should handle things professionally, by first engaging in a self-evaluation of teaching strategies, methods, or classroom management, then see if there are areas for improvement and adjustment.

2.6. Discussion of the Findings of the Focus Group Discussion

The findings shed light on the various factors that contribute to students' motivation and how feedback can significantly impact their learning experiences.

Through the analysis of the gathered data, we found that most EFL learners showed intrinsic motivation, driven by internal interest in the language. This finding agrees with previous researches showing the importance of nurturing internal motivation to enhance language learning outcomes. A further motivating factor was their desire to connect with the target language and culture, which was an indicator of integrative motivation. This highlighted the importance of creating an inclusive and culturally immersive learning environment that supports integrative motivations (Gardner, 1985).

Furthermore, engagement, participation, language use outside of the classroom, and academic performance were identified as indicators of student motivation in the study. However, teachers should be aware of the signs of low motivation, such as lack of enthusiasm, frequent absences, and lack of effort in class. By understanding these indicators, teachers can adjust their instruction to better engage their students.

Feedback from teachers plays a critical role in motivating students to learn when it is delivered respectfully and appropriately, while it had negative consequences on students' motivation for learning, self-esteem, and growth when delivered poorly. In order to foster a supportive and motivating learning environment, teachers should be trained in providing constructive and specific feedback that aligns with individual needs.

However, it is important to note that students' reactions to feedback were influenced by factors such as self-efficacy, personalities, mindset, and gender. This aligns with the socio-cognitive perspective of motivation, which emphasizes the individual differences that shape learners' responses to feedback (Dörnyei, 2005; Bandura, 1997).

3. Teachers' Interview

3.1. Aim(s)

The interview under-investigated interview in our study was formulated for EFL teachers at the English department, at Biskra University to collect their attitudes towards our topic. In order to help us identify the importance of learners' learning motivation and the role of teachers' feedback in boosting it.

3.2. Description of Teachers' Interview Plan

The interview is a semi-structured interview that consists of ten (10) questions, in addition to the general introduction that includes an opening and welcoming phase where the researcher introduced himself and explained the reason behind calling the interviewee. The ten questions can be sectioned according to the interview plan (see Appendix C) as follow, Introductory questions (Items 1-2) that were about teaching experience and learners' learning motivation. Then we move to (Items 3-6) that tackled motivation and academic achievement, proceeding to explore their thoughts about teachers' feedback and learning motivation in (Items 7-9), finally we asked for their advice and suggestions for other EFL teachers concerning the way of providing feedback.

3.3. Validation of Teachers' Interview Plan

The interview plan followed was first reviewed and evaluated by our supervisor, where a few changes were suggested to evolve the efficiency of our tool in gathering the data.

3.4. Administration of Teacher's Interview

The semi-structured interview was administrated to (4) EFL teachers of the division of English at Mohamed Khider University of Biskra. They were selected randomly to kindly contribute to our work, the interviews were conducted under three forms, due to the busy schedule of the teachers. One interview was held face-to-face and took approximately 10 minutes the teacher's answers were recorded after asking for his permission. One interview was in a written form, while the two others were via email in a Google form.

3.5. Analysis of Teachers' Interview

Item01: Teachers' expertise in teaching

Teacher	Years of experience
Tr1	30 years
Tr2	15 years
Tr3	8 years
Tr4	5 years

Through this item, teachers were asked about how long they have been teaching English as a foreign language. As the table demonstrates, 4 teachers have taken part in the study as interviewees. One of the teachers (Tr1) has more than 30 years of experience, the second one (Tr2) has 15 years, whereas the two other teachers (Tr3, Tr4) have 8 and 5 years respectively. The discussion held among these teachers provides a valid reliable explanation concerning the research topic.

Item02: Importance of Motivation in EFL academic achievement

Through this question, we aimed to have an idea about teachers' beliefs about the importance of motivation in EFL learners' academic achievement.

All four teachers agreed that motivation is a fundamental element in the student's performance and academic achievement, and also works as a determinant for success that impacts students' ability to learn a FL. Tr4 illustrated "If you're not motivated to learn it is very hard to develop your level".

From teachers' responses, we deduce that they all confirm the significance of motivation in the learning process. It is considered as a determinant of students' success or failure.

Motivation and academic achievement

Item 03: Relationship between motivation and academic performance for EFL learners.

This item was designed to identify the relationship between motivation and academic performance, in other words, to investigate in what way motivation impacts students' performance.

The interviewees believe that motivation is the driving force behind students' achievements, it is the source of energy that pushes EFL students forward along the long journey of English language learning. According to Tr4:

"Language Learning is not like learning a mathematical rule and applying it. Language learning is a continuous process of trial and error, trial and error until you improve your English."

Item 04: Examples of the impact of motivation on students' academic performance.

The following item focused on gathering real-life samples, which assure the crucial impact of motivation on academic performance and achievement. Teachers were asked to share with us examples they recall of highly motivated students and how it affected their performance.

Based on the data gathered from their answers, they emphasized that many students were successful in learning English as a FL just because of their motivation. Since their motivation leads them to put more effort into the learning process, an interesting point was emphasized by Tr4, who said:

"This is now a hypothesis ... Motivation is highly correlated with their performance. Always, the students I see motivated and engaged always are the high achievers, those who get the best marks and achieve with the best, the best averages in their years. "

The same idea was expressed by Tr2, he insisted that highly motivated students are found to be high achievers with more desire to succeed, while demotivated students show unwillingness to study and achieve less.

Overall, from the answers of teachers to these two items, we can assure the essential role of motivation in fostering successful language learning. And confirm the strong relationship between academic performance and learners' learning motivation, which may manifest in students achieving good marks and better averages.

Teachers' Feedback and Learning Motivation

Given that learners' motivation can be influenced and affected by the social environment, in which teachers' feedback is an important component.

Item 05: Providing Feedback

This item aimed to explore teachers' methods of providing feedback to their students.

Besides assuring the mandatory step of providing feedback to learners, the type of feedback teachers provide is found to differ from one teacher to another among the ones undertaken the interview. According to Tr1 she focuses on providing informational and supportive feedback, Tr2 expressed that his type of feedback varies depending on the objectives and situation. As for Tr3, he provides collective feedback and avoids addressing students individually, unless in case of praising their performance. Whereas Tr4 tries to provide an implicit type of feedback, not direct or overt, and only focuses on errors that affect that communication rather than the form itself.

Item 06: Impact of feedback on students' learning motivation.

This item was meant to scrutinize teachers' points of view on the impact of their feedback on the learners' language learning.

All teachers asserted that feedback has an undeniable impact on their learners, especially on their motivation. Tr02 stated that students prefer to have comments and observations from their teachers to improve their performance. Both Tr3 and Tr4 assured the sensitivity of students' reaction to the given feedback, as Tr3 stated: "It is hard to guarantee a positive reaction from students after you give them your feedback", and Tr4 emphasized the idea that students' motivation is such a delicate component. Therefore teachers should be careful when addressing their students with feedback, as Tr4 mentioned, "One word you can say and it can affect students negatively".

These answers assure that learning motivation- like any psychological component- is sensitive and can be affected by the teachers' feedback, the impact can be both positive and negative depending on the interpretation of the student.

Item 07-08: Vivid positive and negative experiences with the impact of feedback

We have asked the teachers about specific examples of how his/her feedback has impacted his/her students' learning motivation.

For the positive impact, teachers declared that they have experienced many incidences and events, where their feedback positively affected their students' behaviors in learning, by sharing their experience Tr2 and Tr3 confirmed the power of teacher feedback in turning students from passive to active and attentive learners, just by providing feedback and positively evaluating their performance. Tr4 expressed his appreciation for the experiences where he inspired his learners to do their master's degree in the module he taught them.

As for the negative impact of feedback, the teachers insisted that they try as much as possible to minimize the incidence of this and only use negative feedback as a wake-up call for careless students, however, still it happens when students take the feedback personally. A captivating idea was expressed by Tr4 when he said:

"There are instances where even some good students, are the ones who feel offended when they get no feedback or maybe negative feedback"

From the gathered answers we can result that, feedback is a powerful tool that can highly affect students' behaviors and either increase or decrease their motivation. We can all agree that good students diligently put a lot of effort into learning and might feel unappreciated when they receive negative feedback or no feedback on their work, which may lead to them feeling demotivated and set them back from improvement.

Item 09: Students' Feedback on Teachers' Feedback

In this item, we attempted to know if the students tend to express their attitudes towards the feedback to their teachers.

The four interviewees reported that their students generally appreciate the teacher's feedback and most of the time provide positive feedback about it. Tr3 illustrated that the reason behind this is the strong relationship built between teachers and students, which makes the students trust their teacher's feedback and consider his remarks.

We can deduce that the relationship built by the teacher with his students is pivotal in determining the students' reaction toward feedback.

Item 10: Strategies for EFL Teachers to Provide an Effective Feedback

We request the teachers to suggest a few strategies of advice to other EFL teachers, who want to motivate their students through feedback.

A number of strategies were provided by the four teachers concerning feedback, Tr2 highlighted the importance of providing guidance with feedback, for it to be constructive and not only to criticism. According to Tr3 teachers should provide informational, frequent, and varied feedback to keep up with all the changes that take place in the classroom, while Tr4 insisted that feedback should be implicit feedback not overt, and constructive. They also provided valuable advice to teachers concerning the overall process of teaching, where Tr1 added that:

“Teaching without feedback is like planting seeds without watering them Learners need to know where to stop with mistakes and how to do well to be successful”

In addition, Tr3 drew an important point about getting to know the learners and their level, learning style, and abilities:

“The teacher is required to know his students, their capacity, preferred way of learning, and their learning styles. After that, they should try to set achievable goals where the degree of the difficulty of the material he uses in class is compatible with the students' level.”

Based on the teachers' recommendations, the feedback provided to the student should mainly be constructive, informational, frequent, and implicit. Moreover, to provide the appropriate type of feedback, and enhance the learning process, teachers should get to know their students.

3.6. Discussion of the Findings of Teachers' Interview

Through the analysis of the data gathered from teachers' interviews, we have gained a valuable understanding of the importance of learners' learning motivation and the impact of teachers' feedback on it.

According to teachers, motivation is considered as a determinant of students' success or failure in foreign language learning, there is a strong relationship between academic performance and learners' learning motivation, which may manifest in students achieving good marks and better averages.

Feedback is an influential component in learning, and it can highly affect students' behaviors and either increase or decrease their motivation. Students' reactions to feedback depend greatly on their relationship with the teacher. Surprisingly, good students are the ones found to be emotional and respond poorly to feedback, or to not receiving feedback, therefore teachers should work on creating a learning environment that promotes failure and mistakes as a natural part of success.

Based on the teachers' suggestions, the feedback should be constructive, informational, frequent, and implicit. In addition, by knowing the students' characteristics, abilities, and learning preferences; Teachers can easily select the appropriate type of feedback, to guarantee its effectiveness.

3.2. Synthesis of the Findings

The findings from all data collection tools lead to the progress of this study. All of the classroom observation, students' focus group discussion, and the teachers' interview provided results that help to answer the research questions and to support the tentative answers concerning the impact of teachers' feedback on learners' learning motivation. Both teachers and students are aware of the critical role of motivation in learning EFL and of the great influence of teachers' feedback on it.

In our research we targeted to investigate and answer how motivation affects learners' academic achievement, throughout the thematic analysis of the gathered data, we deduced that motivation is a critical element in the EFL students' academic achievement as it refers to what pushes them to invest their efforts and work harder to ensure a successful language learning. Therefore, engaged and motivated students consistently demonstrate high academic achievement. The data generated by this study effectively address and elucidate the research question, thereby satisfying the investigative objective.

Our second objective was to explore EFL students' perspectives on the role of teacher's feedback in the learning process. According to the results of our investigation, we have found that most students perceive teachers' feedback as a pivotal element in affecting their learning behaviours, its role goes even beyond the immediate context to their psychology. Therefore, students insist on the appropriateness and respectfulness of the feedback that they prefer to receive. The obtained findings or results provide a comprehensive response to our research question, thereby addressing the core objective of this study.

To sum up, we mainly deduced that students' motivation has a strong relationship with academic achievement, and it is influenced by the teachers' performance, as well as by their feedback and the way it is provided.

Moreover, it is necessary for students to have a safe and comfortable learning atmosphere to enhance their learning. In addition, the importance of classroom interaction cannot be denied whether teacher-student or peer interaction, given that students' reactions to feedback depend greatly on their relationship with the teacher. Other factors that can shape students' reactions to feedback are self-efficacy, personality, mindset, and gender.

The most important element is that feedback should be constructive, informational, frequent, implicit, and most importantly respectful. Teachers should put an effort into knowing their students, and the type of feedback that works best for them, taking into consideration the power of their words.

Conclusion

This chapter was devoted to the fieldwork of the present study which is an investigation into the impact of teachers' feedback on EFL learners learning motivation, in this current chapter we mainly presented both students' and teachers' attitudes towards teachers' feedback and the effect of teacher feedback on students' motivation. It contains the analysis and interpretation of the obtained data from the three collection methods: classroom observation, students' focus group discussion, and teachers' interview. The data gathered has been thematically analyzed and presented. In the end, the final findings of all data collection tools are synthesized and discussed.

Limitations of the study

In conducting this research, we faced some difficulties: the lack of sources about the impact of teachers' feedback and motivation since most sources tackled each variable separately. Besides,

the limited number of students who have agreed to participate in our focus group discussion. Also, due to their busy schedule only a few teachers were available for the interview.

General Conclusion

In conclusion, this study is an attempt to shed light on teachers' feedback and the way it influences EFL students' motivation to learn. Therefore, the main aim of this research is the investigation of the effect of teachers' feedback on EFL learners' learning motivation. Besides identifying the existing relationship between feedback and motivation. We also attempted to determine the appropriate type of feedback that should be taken by teachers to maintain a high level of motivation.

This current research comprises three chapters, the first two chapters include the theoretical background of this study; while the third one represents the fieldwork. Through the first chapter, we tried to bring to light the most important elements of teacher's feedback including its concept, types, and theories about it, Also we dealt with the principles of effective feedback. Moreover, we displayed the importance of feedback in learning, by discussing its influence on learner's psychology.

In the second chapter, we provided an explanation of the concept of motivation from different points of view. Then, we shed light on the types and dimensions of motivation. Moreover, we dealt with different theories of motivation. Finally, this chapter is concluded by highlighting the importance of learning motivation.

The third chapter of this research is devoted to the fieldwork that demonstrates the practical part of the study in which we tried to analyze, interpret and discuss the collected data through the used data gathering tools, namely classroom observation, students' focus group discussion, teachers' interview.

For the purpose of investigating the reliability of our research tentative answers and attaining our aims, we conducted qualitative research where three data-gathering tools were chosen. The classroom observation was aimed to collect in-depth data about the phenomena, it was held at Biskra University with two groups. The focus group discussion was conducted with 11 students of English language precisely 3rd year students in order to examine their views and perceptions toward the

influence of teachers' feedback on their motivation. Moreover, the teachers' interview was conducted with four English teachers at Biskra University.

Overall, the obtained findings confirmed that teachers' feedback highly impacts students' learning motivation and underscoring its fundamental role in cultivating their achievement. In addition, the impact of feedback is found to be double-edged it can be positive and enhance the motivation, or negative and hinder the learners' motivation depending on the way it is delivered, thus when teachers provide students with feedback they try to vary in terms of forms and try their best to provide an informational, respectful, constructive feedback.

Recommendations and Implications

Based on the obtained results of this research, the following recommendations have been suggested

For teachers:

- Teachers should create a positive classroom climate for students to freely express themselves without fear of judgment by fostering a supportive and comfortable learning environment.
- Teachers should value student contributions, encourage healthy collaborations, and motivate students to achieve their learning goals.
- Teachers should establish a feedback culture that encourages communication.
- Teachers should consider individual differences, such as self-efficacy and personality traits when delivering feedback.
- Teachers should foster a strong teacher-student relationship based on trust and understanding.

For students:

- Students should be aware of the importance of their teachers' feedback in enhancing their learning.
- Students should follow the teachers' instructions and information.
- Students should set their egos aside and embrace any kind of feedback as long as it is delivered respectfully.
- Students should focus on building their self-confidence and believe that there is always room for evolvment.
- Students should build a pleasant relationship with their teachers based on respect and recognition.

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Appendix A

Classroom Observation Grid

Class:

Conducted on:

Teacher:

Time:

Module:

Observed by:

Rating Scales used: - Observed (Obs) / Not observed (Not Obs).

- 1-4 from None to high (1.None, 2.Low, 3.Moderate, 4.High)

Rating Scales: Observed (Obs) / Not Observed (Not Obs).

Aspect	Indicators	Obs	Not Obs	Comments
Classroom Environment	<ul style="list-style-type: none">The general physical environment is well-organized, clean, and suitable for both teachers and learners.			
	<ul style="list-style-type: none">Appropriate Classroom conditions, such as: size, lighting, seating, and students' number (crowded/not crowded).			
	<ul style="list-style-type: none">The class atmosphere is positive, encouraging, respectful, and supportive for both students and teachers.			

Rating Scales: 1-4 from None to high (1.None, 2.Low, 3.Moderate, 4.High)

		1-4	Comments
Learners’ Learning Motivation	<ul style="list-style-type: none"> Learners are on time and attending their classes. 		
	<ul style="list-style-type: none"> Learners show interest and joy for the content. 		
	<ul style="list-style-type: none"> Learners pay attention to instructions and tasks. 		
	<ul style="list-style-type: none"> Learners are engaged and passionate with a high level of preparedness. 		
	<ul style="list-style-type: none"> Learners constructively contribute to class. 		
	<ul style="list-style-type: none"> Learners are being attentive and taking notes. 		

Rating Scales: Observed (Obs) / Not Observed (Not Obs).

		Obs	Not Obs	Comments
Teacher's Performance /Feedback	<ul style="list-style-type: none"> The teacher creates a welcoming, positive, and interesting environment in his/her classroom. 			
	<ul style="list-style-type: none"> The teacher takes the time to check whether the students understand what they're being taught. 			
	<ul style="list-style-type: none"> The teacher gives equal opportunities for pupils to participate. 			
	<ul style="list-style-type: none"> The teacher motivates students to participate. 			
	<ul style="list-style-type: none"> The teacher provides instant feedback on each performance. 			

Rating Scales: Observed (Obs) / Not Observed (Not Obs).

		Obs	Not Obs	Comments
	<p>Teacher-Student Interaction.</p>	<ul style="list-style-type: none"> The teacher corrects the students' mistakes in a considerate way. 		
<ul style="list-style-type: none"> Students feel comfortable and free to ask questions to show their interests, feelings, and opinions. 				
<ul style="list-style-type: none"> The teacher involves students and welcomes their interventions and contributions. 				
<ul style="list-style-type: none"> The student shows acceptance and positive reaction towards the teacher's feedback. 				
<ul style="list-style-type: none"> The student shows attitude and negative reaction towards the teacher's feedback. 				

Appendix B

Focus Group Discussion Questions

Introduction

1. Introduce yourself and the purpose of the focus group.
2. Explain the topic of the dissertation briefly.

Icebreaker

1. Ask a general questions related to the topic to break the ice.
 - What motivated you to learn English
 - What is your understanding of the term "learning motivation"?

Teachers' Feedback in the Learning Process

1. Ask the students about the importance of feedback in their learning motivation
2. Ask the students about the type of feedback that they prefer to receive.
3. Ask the students about their perspective on the context in which feedback is more effective
 - How important is feedback in improving your learning motivation?
 - What types of feedback do you prefer to receive from your teacher?
 - Do you think feedback is more effective in a one-on-one setting or in a group setting? Why?

Teachers' Feedback and Learning Motivation

1. Ask the students about their experience with the impact of teachers' feedback
2. Ask the students about their experience with providing feedback to the teachers and the impact it had on their learning motivation.
3. Ask the students to share their perspectives on the role of their teachers' feedback in achieving their language learning goals
 - Have you ever received feedback that negatively impacted your learning motivation? Please share your experience.

- Have you ever given feedback to your teacher? How did it affect your learning motivation?

Closing

1. Thank the participants for their time and valuable input.
2. Provide an opportunity for the participants to ask any questions or make additional comments.

Appendix C

Teachers' Interview Plan

Introduction

1. Greet and thank the teacher for agreeing to participate in the interview, then explain the purpose of the interview and our research questions.
2. Start to talk about his/her experience teaching English as a foreign language, and his/her perspectives on the importance of learners' learning motivation in academic achievement.
 - Can you tell me a little bit about your experience teaching English as a foreign language?
 - How important do you think motivation is for EFL learners' academic achievement?

Motivation and Academic Achievement

1. Ask the teacher about his/her perspectives on the relationship between motivation and academic achievement for EFL learners.
2. Ask the teacher about specific examples of how motivation has impacted his/her students' academic performance.
 - In your experience, how does motivation affect EFL learners' academic performance?
 - Do you recall an example of a student who was highly motivated to learn English and how it impacted their academic achievement?

Teachers' Feedback and Learning Motivation

1. Ask the teacher about his/her way in providing feedback to their students.

2. Ask the teacher about the role that feedback plays in his/her students' learning motivation.
3. Ask the teacher about specific examples of how his/her feedback has impacted his/her students' learning motivation.
 - How do you typically provide feedback to your EFL learners?
 - How do you think your feedback impacts your students' motivation to continue learning English?
 - Can you describe a time when your feedback positively impacted a student's learning motivation? What did you say or do that helped motivate them?
 - Can you describe a time when your feedback negatively impacted a student's learning motivation?
 - Have you ever received feedback from students about the impact of your feedback on their learning motivation? If so, can you describe what they said?

Conclusion

1. Ask the teacher about strategies he/she recommends for other EFL teachers to maintain a high level of learning motivation.
 - What strategies or advice would you give to EFL teachers who want to help motivate their students through feedback?
2. Thank the teacher for his/her time and contributions to the interview.

الملخص

الدراسة الحالية هي تحقيق وبحث في تأثير ملاحظات مدرسي اللغة الإنجليزية كلغة أجنبية على التحفز للتعلم عند طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكري. ولذلك، اقترحنا أن الانجاز الأكاديمي للطلاب يتأثر بشكل كبير بتحفظهم للتعلم، وأن ملاحظات المدرس لها تأثير حاسم في تطور تعلم اللغة. وبالتالي، تم اعتماد تصميم دراسة الحالة بنهج بحثي نوعي مع عينة تم اختيارها بشكل متعمد، وتم جمع البيانات من خلال ثلاثة أدوات للتحقيق، وهي الملاحظة في مجموعتين ومناقشة في مجموعة التركيز مع 11 طالبًا في السنة الثالثة من تخصص اللغة الإنجليزية، بالإضافة إلى مقابلة المدرسين التي أجريت مع 4 مدرسي لغة إنجليزية. واستنادًا إلى النتائج المستمدة من ثلاثة أدوات جمع البيانات، أظهرت النتائج أن المدرسين والطلاب اتفقوا على الدور الأساسي للتحفز في تحسين الإنجاز والأداء الأكاديمي لديهم. كما أظهرت النتائج أهمية ملاحظات المدرسين في التأثير على تحفز طلاب السنة الثالثة في تعلم اللغة الإنجليزية. وبالتالي، أكدت النتائج صحة إجاباتنا المؤقتة. وأخيرًا، تم اقتراح بعض التوصيات استنادًا إلى نتائج الدراسة في نهاية هذا البحث.

الكلمات المفتاحية: تحفيز، ملاحظات المدرسين، الإنجاز الأكاديمي، التحفز للتعلم.