

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
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**MASTER IN**  
**Language and Communication Stream**

**Investigating Teachers' negative\corrective feedback on English Foreign  
Language Learners.**

**The Case Study: Urban and Rural Middle Schools in Zemmoura and  
BeniDergoun.**

**SUBMITTED BY**

**Belabbes Ibtissem**

Members of the jury:

**chairwoman:** Dr. Sarnou Hanane

**Supervisor:** Ms. Monira Kharoubi

**Examiner:** Dr. Sarnou Dallah

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## **Dedication**

To my sweet Mom

To my friends

To my mates

To all of those who helped me

I dedicate this work

## **Acknowledgement**

My deep gratitude goes first to *Allah* who helped for good health and wellbeing to complete my dissertation and I am grateful to finish this humble work.

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## **Abstract**

Feedback is crucial element in guiding learners to correctly acquire language. This study tackles negative \corrective feedback, that provides the truth about the correctness or falseness about learner's mistakes and errors. For that reason, this study aims to explore the effects of negative feedback on learners in classroom, its impacts on learners motivation and self-efficacy, and to find out urban and rural EFL learners perceptions to their teachers negative feedbacks. Three instruments have been used to collect data for the study: observation, a questionnaire, and an interview. The findings shows that teachers' negative feedbacks influence learners' motivation, self-efficacy. This influence can be positive or negative. As a result of the study, it can be argued that urban and rural EFL learners in middle schools do not receive negative feedback in the same manner.

**Keywords:** Feedback, negative\corrective feedback, EFL Algerian classroom, rural and urban schools.

### **List of Abbreviations**

**EFL** : English as a Foreign Language

**ESL** : English as a Second Language

**CF** : Corrective feedback

**TL**: Target language

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## **List of Abbreviations**

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## General Introduction

Teaching English as a Foreign Language requires the teacher to be more tolerant with learner's mistakes, mainly if they are young and beginners, because errors and mistakes are an inevitable part of the learning process. Therefore, their learning process is in progress.

English language in Algeria is considered as a foreign language. It starts to be taught from first year middle school. Moreover, there is interaction between the teacher and the student in classroom. Teachers use different methods and strategies to guide students. Feedback is one of them. It is used in any EFL classroom.

Interesting, EFL learners in rural classes do not share common aspects with EFL pupils in urban ones. What can be of concern to the present study is whether such difference has some instances in providing and receiving feedback. In addition, the reasons for choosing to focus on negative feedback are founded upon my personal experiences both as a student at the university and a pupil in middle school.

In the realm of education, various variables can affect learners' process of learning, whether in a positive or negative way. Negative\corrective feedback is among these variables. The way of providing negative\corrective feedback and responding to learners' errors and mistakes is very important.

Feedback, as a concept, is very essential part of both teaching and learning. Furthermore, negative feedback is considered as an immediate response to learner's errors and mistakes, as well as it provides them with enough data and information to produce the correct target form. Negative feedback also is known as corrective feedback. It occurs when there are inappropriate utterances of the students followed by teachers' correction. It has different types that teachers use in order to be flexible and reach the learner's needs.

The aim of the current study is to investigate the impact of negative\corrective feedback on EFL learners in classroom, also to find out its effects on learners' motivation and self-efficacy. Furthermore, to explore learners' perceptions towards their teacher's negative feedback in both rural and urban classes. Therefore, the aim of this study is to know the answer the following questions:

1. Does your teacher's negative feedback impact EFL learners performance in the classroom?
2. To what extent are EFL learners motivation, and self-efficacy affected by their teacher's corrective feedback?

3. Does urban and rural EFL learners receive their teacher's negative feedback in the same manner?

In order to discuss these questions, a set of hypotheses are suggested as follows:

1. Teacher's negative feedback may help EFL learners to work hard in classroom.
2. It is hypothesised that corrective feedback have major effects on EFL learners 'motivation and self-efficacy.
3. We assume that urban and rural EFL learners receive their teacher's negative feedback differently.

For the case of the study, at the beginning, the researcher chose to deal with first. After, third year were included also in both rural and urban middle schools, for better data and results. Four different middle schools were selected, in order to get precise and deep results; also to have different points of view and sources. Two middle schools are located in urban environment in Zemmoura; whereas, the other two are located in rural environment in BeniDergoun.

Furthermore, a mixed method design will be adopted to address the objectives of the research. Both quantitative and qualitative methods of data analysis will be used: Observation, questionnaire for students, and interview for EFL teachers in order to have a precise and complete data.

After that, the work is divided into two main parts, a descriptive part, which includes one chapter about the theoretical background. This chapter is divided into two sections; the first section is about feedback in general: definitions. For the second section is devoted to negative/corrective feedback: definitions, types, the overall effects and feedback's perspectives and feedback in classrooms. In addition, the second part of the research is empirical, which will include two chapters; the first one is concerned with methodology and data analysis of the questionnaire, interview, and observation. Whereas, the second chapter deals with discussion, results, recommendations and further suggestions.

## **1 Introduction**

Error correction has a long history. Correcting learners is not simple task for the teacher. Mainly, if teaching young learners, because at that age it is expected from them to make errors and mistakes since they are young. It is questioned when teaching foreign language should the teacher provide the learners only with positive feedback or negative feedback is also important?

### **1.1 Definition of Feedback**

Brookhart (2008) said that 'Feedback says to students that somebody cared enough about my work to read it and think about it'. In other terms, students feel happy when their teachers care and get interested in their work. According to Drown (2009) feedback exists when 'the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products' (p.407). In other words, feedback is a part of a complex system which are interrelated and influenced by each other. Also Drown (2009) indicates that feedback can be both a response to the learners 'production, whether oral or written language, and an indicator that show how successful was the activity done by the learners. Feedback then helps learners to develop their four skills and comprehension.

Hyland and Hyland (2006) consider feedback as a social act because it includes many aspects such context, participants, goal and medium. They all together facilitate the task of communication or the communicative act. That means feedback occurs in a context like institutional, pedagogical, concerning the participants it appears between teacher, peers, learners. Peer, conference, written comments are the mediums that feedback can be delivered by. The purpose of feedback in teaching is to meet or accomplish certain educational and pedagogical goals. Li Waishing (2000) introduces four criteria, according to him these four criteria are the basic assumption of any type of feedback.

- Feedback must be integrated within the process of writing.
- It must be presented as an input and impetus for revision of writing.
- It must be formative (detailing the writer's strength and weaknesses as well), not summative (taking the form of grades, marks, or global comments like good, bad ... etc.)
- It must be appropriate, corresponding to the student writer's background knowledge, level of learning, abilities (etc).

The four criteria mean to say feedback must coordinate the entire task, because students need the contribution and stimulus of their teacher. In addition, many variables are very important and should be taken into account by the teacher such as his learners' level, abilities, and background knowledge. Furthermore, feedback is the input from a teacher to a student providing him with information for revision; through feedback students learn to appreciate the learning process. In addition, feedback is important to the learning, research shows it enables students to assess their performances, modify their behaviour and transfer their understanding (Applebee and LzngerBrins 1993).

Feedback sometimes is known as knowledge of results. According to Salvin (2003) defines feedback as 'information on the results of one's efforts' (p.352). A further definition of feedback was given by Ur (1996) 'feedback is information that is given to the learner about his/her performance' (p.242). That means feedback is the outcome of learners' performance whether oral or written one.

Feedback can be shaped in two forms:

- **Non-verbal Feedback**

This type of feedback includes the all facial expressions such as posture, voice (stress and intonation), body language and gestures. It is usually misinterpreted by the learners.

- **Verbal Feedback**

It can be written or spoken.

## **1.2 Types of Feedback**

### **1.2.1 Oral Feedback**

Usually occurs during a task. It can be an effective tool that is used by teachers for their students in a timely way. In addition, it is one of many communication forms where students receive Feedback from their teacher who either corrects them implicitly or explicitly. Lyster et al (2013) state 'oral feedback has proven to be an effective tool in SLA classrooms'.

### **1.3.2 Written Feedback**

It is given after a task, it provides students with a record of what they need and how well they did. In other terms, it encourages them to move to the next step, as well as it helps them to enhance their skills.

### **1.3.3 Evaluative Feedback**

It implies assessment. Ur (1996) argued that 'in assessment, the learner is simply informed how well or badly he or she performed. A percentage grade on an exam would be an example; or a comment such as "fair" at the end of a written assignment; or the response "NO" to an attempt to answer a question in class' (p.242). It means simply that Evaluative feedback tells the learners about the success or failure in accomplishing their task.

### **1.3.4 Descriptive Feedback**

Effective feedback provides students with detailed, specific information about improving their learning. Example of the descriptive feedback:

That is a good introduction because you have covered the main points we discussed at the beginning. Now which points do you think you should expand on?

### **1.3.5 Peer Feedback**

Brown (ibid:270) argues that 'peer assessment is simply one arm of the plethora of tasks and procedures within the domain of learners centered and collaborative education'. It is explained more in Lacy's point of view (1989) students can react more willingly and actively to the question and feedback made by their trusted friends. Indeed, they can all feel the joy of sharing their knowledge and comments within the group. Further explanation, peer feedback helps students to bridge the gap between each other, it can deepen their understanding. As well as it is a chance to develop their critical thinking.

### **1.3.6 Self-Feedback**

According to Richards and Renandya(2002)'self- response and assessment of one's own writing on feedback is a step toward learner's autonomy'. Thus, it helps students to be more independent and autonomous.

### **1.2 Negative Feedback**

In L2 acquisition theories, the role of negative feedback remains in great dispute historically. In the 1950s and 1960s behaviorist perspective of language learning which emphasized habit information, hold the view that language learning must be radical. Later in 1970s and 1980s nativism saw little to no focus on error in learning process. Students often viewed negative feedback as punishment because teacher indicated or presented the information in a way that students are at fault.

According to nativist paradigm agreed on the fact that providing learners only with positive feedback is sufficient. However, Interactionist scholars (e.g., Gass, 2003) take the negative feedback into account. The term negative feedback is often used interchangeably with the terms negative evidence and corrective feedback to refer to any erroneous utterances of language learners (Gass, 1997; Schachter, 1991).

The word feedback is found in many contexts but not only limited to the educational definition, the most common name for feedback within classroom context is called corrective feedback. Chaudron (1977) defines corrective feedback as 'any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner's utterance'.

According to Lightbown and Spada (2006), corrective feedback (CF) refers to any feedback that tells learners their target language output is wrong. Moreover, Ellis R. (2009) defines CF as a response to learners' wrong sentences. The response is triggered by others and it includes telling learners their sentences are wrong, offering them the right target language form, as well as offering grammatical explanations about learners' errors. Also Gao Lixin et al (2008) think teachers' CF in the classroom refers to their brief comment or implications by gestures or expressions on students' performance in class. It is an essential factor in the process of SLA (second language acquisition).



## **1.2.1 Types of Corrective \ Negative Feedback**

Integrating negative \ corrective feedback in ESL\EFL teaching is considered as an integral part. Lyster and Ranta (1997) have divided corrective feedback into six categories. As the following:

### **1.2.1.1 Recast**

It means when the interlocutor reformulates the learner's utterance, maintaining its meaning but offering a correct rendition of the form.

### **1.2.1.2 Clarification Request**

It is offered to indicate that the learner's utterance has low intelligibility and a reformulation is required

### **1.2.1.3 Metalinguistic Feedback**

It is provided when the interlocutor offers comments, questions, or information regarding the learner's utterance without explicitly providing the correct form.

### **1.2.1.4 Elicitation**

It refers to techniques used by interlocutor to directly explain or elicit the correct form from the learner.

### **1.2.1.5 Repetition**

The interlocutor repeats the erroneous utterance, adjusting the intonation so as to highlight the error.

### **1.2.1.6 Explicit Correction**

The interlocutor indicates that the learner said something incorrect then providing him with the correct form. In addition, translation can be added to the list above. It is when the learner transfers his L1 to L2 and corrected by his teacher in the target language. (Panova and Lyster, 2002 ).

### **1.3 The Overall Effects of Negative\Corrective Feedback**

Schwartz (1993) maintained that language is fundamentally learned without the supply of negative feedback information. It means that there is no need for negative feedback to be used by the teacher. Moreover, laboratory experiments involving adult learners have demonstrated that the use of corrective feedback is more effective than just providing them with only input. According to Swain, language input plays a significant role in language acquisition, but is not adequate. If learners want their language to be fluent and accurate, they need not only comprehensible input but also comprehensible output. It means that depending only on input is not sufficient. However, it needs also to be accompanied by output. According to Williams and Evans (1998) in content-based and communicative language classes students show more improvements in accuracy and this can be happened only if communicative tasks are accompanied by negative feedback.

### **1.4 Feedback and its Perception**

Many researches argue on feedback and its effectiveness. Klygar and Denisi (1996) argue that feedback centered towards the self, instead of the task, then it focuses on learners' attention rather than their learning process. That means, the teacher should be careful when giving feedback, because it may have negative influences on both learners' learning and self-efficacy.

Furthermore, feedback perception is the extent to which someone think that the received feedback is either valuable or not, and the reaction at the feedback that this result in. A significant element in feedback perception is how to give feedback and that depends on the teacher's style (Staub (1996)).

Each teacher has its own style of giving feedback, but they need to take their learners' perceptions to this feedback into account. Learners' perception to this feedback differ from one to another, because students can not all appreciate the same aspects in feedback and this can be related to learners' styles and characteristics and this is according to many studies.

According to Lizzio and Wilson (2008) these characteristics include some personal and academic characteristics such age and gender, academic experience, self-reported and academic achievement. Ilgen and Davis (2000) argued that 'some negative feedback is necessary for the desire to improve' (p.561).

However, the result is the opposite from one desired. Instead of improving the performance, negative feedback decreases performance. In other terms, though it is called

negative feedback but the teacher should use it for positive results to improve his learners 'self-efficacy and motivation.

#### **1.4.1 Self-Efficacy and Feedback Perception**

According to Bandura (1997) stated that self-efficacy influences motivation. Thus self-efficacy is an important element to be taken account in, since it affects learners 'motivation. When learning a foreign language is the task of the teacher to motivate his learners towards this language, raising their self-efficacy as well. There is a difference between young's self-efficacy and adult's self-efficacy, then the teacher should be careful when giving feedback specially if they are young.

#### **1.4.2 Motivation and Feedback Perception**

Intrinsic motivation is fostered by self-efficacy and self-reactive mechanisms (Bandura, 1997). Example of writing, when a student has a high sense of self-efficacy for writing his intrinsic motivation increases. (Deci and Ryan, 1987).

According to many research, self-efficacy and intrinsic motivation are related to each other. Furthermore, feedback's effects on self-efficacy are significant. It means positive feedback improve students 'self-set goal. Logically, the opposed effect for negative feedback is the same (Ilgen et al, 1979).

### **1.5 Feedback in Classroom**

#### **1.5.1 Feedback Strategies and Methods**

Strategies are always present in classroom. The teacher is the one who can determine an adequate strategy and method to provide a good outcome. Brookhart (2008) has divide feedback strategies into several ways. Among, timing of feedback when and how often feedback is given in classroom. Beside to feedback mode which effects the use of strategies. Moreover, amount and audience have a great impact on it as well.

According to Connie and Brookhart (2009) students should receive feedback as soon as possible in order to be effective. When it comes to amount, students should get the right amount for each task. However, when it comes to when to give feedback it, depends on students 'characteristics as it is mention above. Some students might need more feedback, while others may not.

In addition, among the strategies Harmer (2001) stated that it is the duty of the teacher to encourage students. It can be by praising them for a good work and show them that he is interested in their work and performances. However, praising often use in the absence of feedback. According to Waring and Wong (2009) utterances like “very good “can be a signal that it is time to move to another or the next person. Thus, it decrease the learner’s self-efficacy and motivation to participate and share his ideas. It also inhibits the student from learning by sending a signal that his experience is completed though it is not completed, Here it may block the learner and stop him from doing his work in classroom.

#### **4.2 Teacher’s Role in the Feedback Process**

According to Harmer (2004) a teacher can play several different roles inside the classroom. He can be an examiner: when testing the learner’s level of achievement and grade them. Also he can be an evaluator and a resource for his learners. Also he can be an editor and audience by editing learners’ work both oral and written forms. In addition, corrective feedback is important for teachers since it considers as a basis for their teaching whenever there will be errors (Frey and Fisher, 2011). Many studies were conducted concerning teacher’s role in giving feedback strategies, among them the GurzynskiWiss and Rénéz’ experiment shows that there are differences in how and which way should feedback be given during the different parts of the class.

#### **1.5.3 Students’ Role in the Feedback Process**

Students’ opinions, views and feedback to teachers is very important, because it is essential to hear students’ ideas. Teachers can improve their teaching process by matching their students’ needs.

According to Osler (2010) several schools lack the capability to include students in the decisions making process. Normally schools are designed for children, students and learners, but they do not have a say in the development process. Moreover, a study conducted by Preston (1980) showed that students want to receive quite specific feedback that they can relate with and understand.

Also teachers should use both positive and negative feedback because critical but constructive feedback is seen as helpful and good for self-esteem. Furthermore, Horwitz (1988) stated that teachers need to know their learners’ beliefs about certain language learning in order to foster more effective learning strategies in their students because some strategies are disappointments caused by a mismatch of student’s expectations and needs about language

learning. If their needs or expectations do not meet their motivation, it can be negatively affected. Then they may question the credibility of the teacher, such lack of pedagogical validity could affect learner's motivation (Schulz, 1996).

## **1.6 Conclusion**

As conclusion, the chapter one which entitled "theoretical Background of negative Feedback" deals with definition of feedback in general, and negative feedback in particular, Because the focus of this study is on negative\corrective feedback. It includes negative feedback's types and overall effects on learners, In addition, and negative\corrective feedback's perspectives and feedback in classroom.

## **2Introduction**

The previous chapter is devoted to theoretical framework of feedback with more focus on negative feedback or corrective feedback and its effects. The present chapter aimed to collect data about the effect of negative feedback, the similarities and differences on urban and rural pupils' perception. In addition to pupils' attitudes toward their teacher's feedback. Throughout this chapter, different methods were used to collect data in order to diagnose the role of teacher's feedback and its effects on both rural and urban middle schools.

### **2.1 Methods**

The first instrument is the observation. The researcher assisted four EFL classes in four Algerian middle schools: six sessions in each. The rural ones are Belahsen Abd Elkader and Hattab Abdelkader middle schools in Bni Dergon. The urban ones are Berrached El-Almi and Ibn Badis middle schools in Zemmoura.

The observation aims at revealing the similarities and differences of rural and urban EFL middle schools. After attending six sessions in each of the rural and urban middle schools, the researcher designed a checklist that includes three parts: teacher style, feedback, and attitudes. These three parts have sub-parts. In case of the elements of each part is existent a plus (+) mark is given. However, when it is not, a minus (-) is provided. After that, a relative percentage is counted and identified in the comparison between the rural and urban middle schools.

The second tool of investigation is the pupils' questionnaire. It is handed to forty pupils from the two rural middle schools and to forty pupils from the two urban ones (total number of pupils are 80). The questionnaire consists of twelve questions translated in Arabic, because they could not understand it, because of their level, they still beginners. It starts by identifying general information about the pupils from question one to question two in order to expose the participants' gender and age. These two latter variables may affect the results of the research study. From question three to twelve are designed to collect students' background about teacher's undertaking feedback, the different types of feedback, when the teacher correct his learners' errors, and their feeling towards receiving negative feedback.

The third instrument of the research is the teachers' interview. It includes five open questions and the interviewees are four EFL teachers. Two are from rural middle schools and two are from urban middle schools. The interview attempts to backup and support the pupils' answers as well to analyse negative feedback from teacher's point of view.

### **2.2 Data Analysis**

The research data have been collected from middle schools, from both teachers (4 copies of interview answers) and pupils (80 copies of the questionnaire answers, 40 ones from urban schools, and 40 from rural ones). In this part, answers of the pupils will be analyzed, followed by the analysis of teachers' answers.

## 2.2.1 Analysis of the observation

### 2.2.1.1 Teacher Style

Teacher style	Rural middle schools	Urban middle school
Treating pupils	80%	40%
Explanation	80%	60%
Diversity of using different strategies	80%	40%

**Table 01:** Teacher style

The result shows that high percentage (80%) is given to both treating pupils, explanation of lectures, and diversity of using different strategies in rural middle schools. However, in urban middle schools, low percentage (40%) is given to both treating pupils and diversity of using different strategies. Whereas (60%) an average percentage stands for 'explanation of teacher'.

### 2.2.1.2 Feedback

Feedback	Rural middle schools	Urban middle schools
Diversity of feedback	50%	50%
Direct feedback	60%	40%
Indirect feedback	30%	20%
Reaction of pupils	70%	40%
Peer feedback	40%	40%

**Table 02:** Feedback.

As the result shows in feedback, Rural and urban middle schools are equal concerning the diversity of giving feedback in classroom and peer feedback. Then high percentage (70%) is given for rural middle schools concerning the reaction of pupils toward their teacher's feedback (the positive and negative one), and (60%) for direct feedback. However, a lower percentage (40%) is shown in urban middle schools for both reaction of pupils toward their teacher's feedback and direct feedback. Whereas, in both rural and urban middle schools a lower percentage (20%) and (30%) are given for indirect feedback.

### 2.2.1.3 Attitudes

Attitudes	Rural middle schools	Urban middle schools
Reactive	70%	50%

Responsive	80%	40%
Proactive	60%	40%

**Table 03:** Attitudes

The table above shows that rural learners are more reactive, responsive and proactive, specially, third year. While urban learners are less responsive and proactive in classroom, and average percentage is given for reactive part.

### 2.2.2 The Analysis of the Questionnaire

#### Question 01: Gender distribution

The answer	Response	Percentage %
Female	47	58.75
Male	33	41.25

**Table 04:** student's gender

From the above table, we notice that a higher percentage (58.75%) is stood for females and a lower percentage (41.25%) is given for males. So females are more than males.

#### Question 02: Age distribution

The answer	Response	Percentage %
10	02	2.5
11	23	28.75
12	25	31.25
13	19	23.75
14	11	13.75

**Table 05:** pupils age distribution.

According to table 02 result shows that students' scope is between ten and fourteen years. The population is extremely a young one.

#### Question 03: Does your teacher give you feedback in classroom?

The answer	Response	Percentage%
Yes	73	91.25
No	07	8.75

**Table 06:** teacher's correction of his learners mistakes and errors in classroom.

Table 06 finds that (91.25%) most of students claimed that their teachers give them feedback in classroom. While (8.75%) the minority of students declared that do not receive any feedback in classroom.



**Question 04:** I dislike it when I am corrected in classroom.

The answer	Response	Percentage %
Disagree	55	68.75
Agree	25	31.25

**Table 07:** pupils' preferences

The result shows that the majority of students (68.75%) disagreed with the statement that they do not like being corrected by their teacher because it is important for them to know their mistakes. While the minority of them (31.25%) agreed with the sentence, they dislike being corrected in classroom in front of their mates.

**Question 05:** When does he give you feedback?

The answer	Response	Percentage %
When you commit grammar mistakes.	35	43.75
When you commit pronunciation mistakes.	19	23.75
When you commit poor vocabulary.	15	18.75
When negative transfer from first language to second language.	11	13.75
others	00	00

**Table 08:** When to give feedback

According to table 05, the answers were arranged as follow: a considerable percentage is given (68,75%) is given for grammar mistakes. After it is followed by pronunciation mistakes (23.75%). After that low percentage is given for both poor vocabulary (18.75%) and transferring from L1 to L2 (13.7%). No one add some other options.

**Question 06:** How did your teacher correct your mistakes?

The answer	Response	Percentage %
Giving the rule	08	10
Show the mistake	13	16.25
Provide the correct form	44	55
Giving advice	03	3.75
Giving criticism	12	15

**Table 09:** Pupils' responses about their teacher's form of giving feedback

The results mentioned in table 07 find that high percentage (55%) is devoted for their teacher's correction through providing the correct form. After low percentage (16.25%) is given for 'show the mistake'. After that a very low percentage is given for both 'giving the rule' (10%) and (3.75%) for 'giving advice'.

**Question 07:** Does your teacher give you negative feedback ?

The answer	Response	Percentage %
No	37	46.25
Yes	43	53.75

**Table 10:** Negative feedback in classroom

From table 07's results, high percentage (53.75%) is given for 'Yes' answer. Most of students declared that they are corrected most of the time by their teacher. Low percentage (46.25%) is given for 'No' answer.

**Question 08:** Do you like receiving negative feedback from your teacher in classroom?

The answer	Response	Percentage %
No	11	13.75
Yes	69	86.25

**Table 11:** Pupils' reaction toward receiving negative feedback

The result shows that (86,25%) most of students said that they like receiving negative\corrective feedback from their teacher. Whereas (13.75%) the minority of students respond negatively towards this question, that they do not like receive negative\corrective feedback from their teacher.

**Question 09:** According to you negative feedback is.

The answer	Response	Percentage %
Deconstructive	15	18.75
Constructive	65	81.25

**Table 12:** pupils' view toward negative feedback.

Table 12's result shows that negative\corrective feedback is considered as constructive for most of students (81.25%). Whereas for the minority (18.75%) of students; it is considered as deconstructive.

**Question 10:** If receiving negative feedback do you repeat the same mistakes when you are corrected by your teacher?

The answer	Response	Percentage %
Yes	18	22.5
No	62	77.5

**Table 13:** Repeating the same mistakes.

Most of students (77.5%) answered by 'No', they do not repeat the same mistakes, while (22.5%) of students argued that they repeat the same mistakes even if they are corrected by their teacher.

**Question 11:** I learn a lot when the teacher corrects the mistakes made by my fellow students in class.

The answer	Response	Percentage
Agree	58	72.5
Disagree	22	27.5

**Table 14:** learning from my mates.

The majority of students (72.5%) declared that they learn from their mates when they are corrected by the teacher in classroom. While (27.5%) the minority of students disagreed with the statement.

**Question 12:** Would you like the other students to look at your work and give you some comments?

The answer	Response	Percentage %
Yes	39	48.75
No	41	51.25

**Table 15:** Peer feedback

The result shows that most of students (51.25%) do not prefer peer feedback, whereas (48.25%) of students prefer it as a technique of support and correction.

### 2.2.3 The Analysis of the Interview

**Question 01:** Do your students respond to your feedback?

**Teacher 01:** mostly, yes

**Teacher 02:** yes, most of the time

**Teacher 03:** sure

**Teacher 04:** of course.

All of the teachers argued that their students respond to their feedback, in both rural and urban middle schools.

**Question 2:** which kind of feedback do you provide to your pupils?

**Teacher 01:** I provide either oral or written feedback.

**Teacher 02:** it is oral feedback

**Teacher 03:** it depends

**Teacher 04:** it can be orally, written, or personal.

The four teachers declared that they use different types of feedback which are oral feedback, written feedback, or personal feedback. It can be orally such as saying the correct word pronunciation, or giving more explanations. In addition it can be written by writing the incorrect word or utterance in the board then correcting it. It can be also personal between the teacher and the student through writing it in a piece of paper in order to not make the student feel shy in front of their classmates.

**Question 3:** When do you think that feedback is helpful and effective to improve your learners' learning process?

**Teacher 01:** when students trust their teacher and teacher does not offend their pride and self-esteem.

**Teacher 02:** when they finish their performance if it is oral. For written one is given in a written form.

**Teacher 03:** always, simply because learning a FL needs feedback.

**Teacher 04:** when they make mistakes when performing something. It is better to let him finish it then correct him.

The effectiveness of teacher's feedback depends mainly on the time when the teacher provides it. So, the teachers mentioned that in most cases they always provide the feedback when their

students finish their performances. One of the teachers argued that the effective feedback is provided when his students trust their teacher, and when the teacher does not offend their pride and self-esteem.

**Question 4:** In your opinion, along your experience in teaching do you think that negative feedback/corrective feedback is an important technique to correct your learners' mistakes?

**Teacher 01:** yes, but to some extent, I mean not with all learners.

**Teacher 02:** here, we must specify because the negative feedback sometimes challenges the excellent pupils but it can demotivate the learners.

**Teacher 03:** yes, it can be but it depends on the teacher how to use it with his pupils. Sometimes negative feedback can not be effective with shy pupils for example.

**Teacher 04:** concerning my experience is not very long, but as far as it is important to make the learners improve their speech by using the negative feedback.

Negative feedback for teachers is considered as a good technique. They do not use with all pupils; they take their learners' self-esteem into account. One teacher among them said that it depends on the teacher how to use it and when.

**Question 5:** How do you attract your learners' attention in order to be your feedback taken into account?

**Teacher 1:** by encouraging them to think positively of feedback as a friend rather than an intimidating activity.

**Teacher 2:** by motivation and punishments and rewards.

**Teacher 3:** to be practiced differently in order to notice the changes in their both oral and written performances.

**Teacher 4:** the teacher should inform his learners that making mistakes is a natural thing in their learning process as well for correcting these mistakes.

In order to make the students take the negative feedback into their consideration, teachers answered different answers. One of them said that informing his learners that making mistakes is a natural process in learning TL (target language) and they have to accept criticism from their teacher that is not for the sake of criticizing or offending them, but it is for the sake of teaching them how to speak and write the TL well because they are still learners and beginners. For two

others,they argued that by encouraging and motivating,punishing and rewarding them.While for the last teacher is by practicing it differently in classroom to be noticed by learners.

### **2.3 Conclusion**

This chapter was devoted to the methodology and the main methods that were used. Besides, the description of each method, followed by the analysis.

### **3Introduction**

The previous chapter was devoted to the methodology that was followed to tackle that study, besides, the analysis of the methods that were used to collect data. For the present chapter is devoted to results obtained via the triangular methods and some recommendations and pedagogical implications.

### **3.1 Results**

#### **3.1.1 Observation**

The results revealed that negative feedback impacts the learner's performance in classroom and this based on the findings of the current study of the observation that the researcher did. When doing the observation, the researcher observed that correcting learners depends on the way and time which means when and how to provide negative\corrective feedback is very important for teacher to take account in. During attending sessions in rural middle schools, the researcher noticed that negative\corrective feedback influence learners performance in a positive way.

Most of EFL rural teachers provide negative\corrective feedback in a gentle and implicit way, they use also different types of negative\corrective feedback such recast and repetition. These types are welcomed by most learners. Learners participate more and feel motivated to share ideas though most of them make errors and mistakes, but teachers support them and encourage communication and participation by providing a good feedback.

However, in urban middle schools, at the beginning was difficult for the researcher to notice and observe the feedback in classroom, because most of learners did not participate only few of them. The researcher questioned why not participating though there were easy tasks. After attending six sessions in the two schools, it was recognised that teachers use negative\corrective feedback in inappropriate way that is why it influences learners in a negative way.

It happened several times when the teacher corrects a pupil's mistakes. It was a pronunciation mistakes. When correcting him, she laughed at him though she did not mean to laugh but the whole classes started laughing at him. The pupil stopped participating and felt shy. Another inappropriate way of providing negative\corrective feedback is presenting feedback in harsh way through shouting and beating pupils because of mistakes or errors. There are many variables which may affect learner's motivation and learning process.

It was noticed by the researcher that teacher cannot give and provide all learners with feedback in large number of learners. It is the case for both middle schools, accept three or

four classes in rural middle schools. Also decoration is essential. In rural middle schools, classes are so organized and well decorated, once I entered there I felt like I am motivated to teach. Whereas, in urban middle schools is the contrary, no available atmosphere and place to learn or teach in; that will impact on learners negatively.

Furthermore, few of teachers are not familiar with corrective\negative feedback. An EFL teacher was asked by the researcher if she uses negative\corrective feedback with learners to see their reactions towards it. She answered by no. However, she uses it but she does not know that this kind of feedback called by negative or corrective feedback. According to her negative feedback is when giving bad comments to learners, because she used some bad comments as a favor to me to collect data. It happened three or four times in which the teacher respond by negative comments to her students' answers. For example she used "You were so bad" or "It was not good at all". Students reacted by stopping participating, feeling shame and afraid. Negative feedback \corrective feedback does not mean using negative comments or humiliating learners.

However, it means whenever the learner makes a mistake, the teacher correct it and there are various types of negative feedback that teacher can use for more effective teaching and learning. The researcher noticed that teachers use a lot of corrective \negative feedback with their learners.

Concerning negative\corrective feedback's types; recast is the most type used, repetition and translation also are used mostly with first year because they lack pronunciation in most of the time since they are beginners. They speak Arabic a lot for example there was a lecture about 'My Duties and My Rights', the teacher asked them what are their duties and rights after a long explanation, one of them said my right is to go to school but in Arabic, so the teacher reacted by translating it in English for her. It is the same case for repetition. For learners' attitudes there is a big difference between rural and urban middle schools. Rural learners are polite, highly motivated to learn English, they react and respond to teacher's comments, feedback, and questions.

However, most of EFL urban middle schools learners are demotivated to learn English courses, noisy most of the time, they do not even participate only few learners who participated in classroom; It was difficult for the researcher to clarify data about negative feedback in urban schools, that because of many reasons which are mentioned before. It is totally referred to teacher's style and characteristics, the researcher found that rural 'EFL teachers are very competent and motivated to teach English, though most of them are not experienced a lot in



teaching. However, urban EFL teachers are more experienced but they are not motivated, they beat and shout a lot in classes may be because of the atmosphere or the learners' level.

Concerning their negative/corrective feedback is mostly given in inappropriate way. Also the researcher noticed that in urban schools most of the learners are not corrected by their teachers, mainly pronunciation, the teacher hesitates to correct these mistakes. By contrast, in rural schools there is a very good atmosphere where negative/corrective feedback is used most of the time with learners. Moreover, peer feedback is not that common in both rural middle EFL classes and urban EFL classes, but it is still preferable for some learners.

### **3.1.2 Teachers' Interview**

Teachers were asked five structured questions besides to some questions that were not structured. The interview's goal is to see feedback/negative feedback from teacher's point of view.

First of all, we asked them about the students' reaction towards feedback in general in classroom. All of them answered by yes, which means that there is interaction between teachers and their learners in classroom. Moreover, the teacher can only measure the effectiveness of the feedback given through his learners' reaction. A question was asked here which is, if some of your students do not respond to your feedback, what do you do? Their answers varied between punishment and repetition to the same mistakes until they acquire it or simplify it for them. Sometimes, the way of providing feedback impacts negatively on learners. Learners will react negatively towards it, it was the case of many learners; e.g. they do not take their teacher's feedback into account as a challenge to their teacher. That is why Repetition is a suitable technique whenever it is needed.

Then teachers were asked about feedback's kinds that they use in classroom and when to provide it. Answers varied between oral, written, and personal one. Teachers use different kinds of feedback, that means teachers vary their feedbacks and take into account their learners' self-esteem since personal feedback was included because there are some students who feel shy in front of their mates, concerning time, feedback depends mainly on time. From

teacher's answers it is obvious that they are aware of that. As it was mentioned in the overview before that teachers should be aware of the adequate time of giving feedback, in order to not destruct learners' self-confidence.

After that we moved to ask about the necessity of negative\corrective feedback when teaching, all the teacher agreed that negative feedback is important but not most of the time, it depends on the way how teacher present it and to whom and when, because sometimes there are mistakes that do not need to be corrected and stop learner for it.

Sometimes, teachers are obliged to not correct everything in order to not block their learners. What is important is using a correct structure and communicating and trying to speak in English. For the last question was about how does teacher attract his learners 'attention to be his feedback effective or taken into account. Answers were as follow: By encouraging, motivating, informing learners that it natural process making. It really depends on teacher's style because it is the teacher who motivates learners to learn the TL specially, if they are young as the case of this study. Teachers influence a lot their learners, then they need to be careful of the way of giving feedback and the way correcting their learners ' mistakes and errors.

### **3.2.3 Students 'Questionnaire**

The majority of the population are females and that might affects the present study. Most of learners declared that they receive feedback from their teacher in classroom whenever they make mistakes. Feedback takes a part in classroom, and there is interaction between both teacher and learner.

EFL learners appreciate their teacher' correction to their errors and mistakes that means for them that their teacher take their mistakes in consideration, and this is based on the result of the forth question which most of them disagree with the statement of disliking when

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being corrected, that means that learners are aware of the importance of their teacher's negative\corrective feedback.

Next, negative\corrective feedback is much given by the teacher when committing grammar 'mistakes, it can be due to the importance of grammar, because at this stage it is very important to master the linguistic forms of the language that is why most of teachers focus on it. Besides, pronunciation is another essential element that needs to take account in. It comes

next to grammar. Then followed by vocabularies and lack of transferring from L1 to L2 .This correction can be shaped in form of showing the mistakes directly or repeating the learner's incorrect utterance with a correct one.This type of correction is called recast "type of corrective feedback\negative feedback",it is noticed that EFL teachers use recast a lot in order to correct their students 'mistakes,may be because they find it more flexible and reliable,as well it is easy for students to grasp and understand.This is according to many researchers like Rydhal (2005).

After that, does your teacher give you negative\corrective feedback,that question sought to find out whether learners are satisfied by their teacher's correction. The majority answered by yes they receive it in most of the time, which means that learners could notice their teacher's efforts and contribution to correct them and provide them with the correct forms. That question supportedthe teacher's interview that help the researcher to find out credibility of his research.

Furthermore,pupils 'reactions towards negative\corrective feedback were positive in which most of them like to be corrected and guided to the correct form. However, there are some learners who do not like receiving negative feedback though they are the minority but at least they exist.The possible reasons could be,the teacher's way of providing it to them. It depends mainly on teachers 'strategies of providing feedback and skills.To be skillful teacher is important for any EFL teacher, because when the teacher is skillful he can manage the classroom and guide learners in a good way.

In addition, question 09 was devoted towhether negative\corrective feedback is constructive or deconstructive? Negative\corrective feedback for the majority is considered as constructive. It can be because of its importance, they know that it can help them in improving their levels whenever making mistakes and correcting these mistakes.While few of them considered it as deconstructive, may be because of bad experiences with teachers 'correction or they did not pay attention when answering this question.

Next,it is about repeating the same mistakes after receiving negative\corrective feedback of their teacher.The majority do not repeat it.It can bebecause they learn and acquire quickly or the way of teacher's feedback is effective. There many teachers use different methods only to be their corrective feedback effective like, using body language to correct mistakes.

However,for the others who answered negatively towards this question there are students who take it as a challenge or a revenge towards their teacher,or because they take it

as personal and that teacher hates them. We moved after to learning from my mates 'mistakes in classroom when he is corrected by the teacher. The result as it was expected the majority learn from their mates 'mistakes, because it is easy to acquire and it is the common strategy of acquiring and learning a FL, specially, at this stage. Concerning the minority who do not learn from their mates 'mistakes, the possible reasons could be that they do not acquire or they have a weak memory otherwise they prefer learning from their own mistakes or they answered this question without consideration.

The last question was devoted to peer feedback to check whether this technique is preferable to EFL learners or not. Peer feedback is not preferable technique for the majority, but still preferable for others, that means that it is effective for some. It might depend on learner's style, characteristics, and strategies.

### **3.2 Discussion and Interpretation of the Main Results**

In this part the focus will be on the main results which emerged from the observation the questionnaire, and the interview.

The results show that negative feedback\corrective feedback impact EFL learners 'performance in classroom. It can influence them whether negatively or positively. That refers to teacher's way of providing feedback and correcting their learners 'mistakes and errors. Most of the time negative feedback is positive because it improves learners level by correcting them and guiding them toward the correct form of the TL.

When we interacted with teachers, we noticed that few of teachers are not familiar with the term of corrective\negative feedback. Whereas, negative feedback for them is recognized as its literal meaning something negative that impact negatively their learners. However, corrective feedback and negative feedback are the same as it is mentioned in the overview chapter above.

Corrective \negative feedback can be negative when teacher do not present it or provide it in an appropriate way. It depends on teacher's way and techniques when providing feedback. Specially, time of giving it because sometimes though learner makes a mistake or error in the middle of his performance, teacher should wait for him until he finishes then corrects him. Because it can block and influence learner's self-efficacy and motivation. That was the case for urban middle schools. It is where the researcher observed that teachers use inappropriate ways of providing negative\corrective feedback with their learners. Teachers

were using aggressive methods whenever a pupil makes a mistake. Learners' reactions were: stopping participating, laughing at each other, making noise, and repeating the same mistakes. That demotivated them to learn English.

By contrast, in rural middle schools teachers treat their learners in a good way taking into account their emotions and self-efficacy, as it was reported in the interview. In addition, the researcher experienced to be a teacher for three times with first and third year, where she presented a lesson of "My Duties and My Rights" for first year and "Me and My Environment" for third year. Whenever a pupil made a mistake, she corrected him in gentle and adequate way. She used recast and repetition, translation also. Learners were highly motivated, and started participating with smiles on their faces.

Therefore, rural and urban middle schools do not receive negative \corrective feedback in the same manner. That refers to many reasons, among them, teacher's efforts, competencies and skills differ from one to another. Besides, Teacher's styles and strategies.

### **3.3 Recommendations**

The purpose of this section is to help EFL teachers to modify their feedback provision techniques. Also to make them aware of the importance of negative \corrective feedback, so they help learners to reach the set pedagogical objectives. Most of teachers are not aware of its importance or even do not differ between positive and negative feedback. As a solution to this problem many recommendations are suggested.

Teachers 'training plays an important role for EFL teachers which helps them to be aware of enough teaching techniques and help them to be much aware of different types of feedback. In addition, they can know how and when to provide these feedbacks in their classrooms. Moreover, teachers might have a general idea about what their learners expect from their feedback.

Negative\corrective feedback is very necessary for learners at the same time teacher should be careful of the way of providing it. Teacher must be aware of its types, how and when use it.

Feedback should be motivating and helpful. Teachers should integrate feedback as an integral part of both written\oral processes. Moreover, it needs to be direct, explicit, and worthy. Furthermore, teachers need to encourage their learners to provide feedback to each other in order to encourage peer feedback.

Teachers need to encourage their learners on decorating and preserving their places (classrooms) where they are studying. Besides, most of the classrooms are too large. It is a serious problem that authorities of schools need to be more concern on. It is difficult to teachers to provide feedback to pupils in proper way.

### **3.4 Suggestions for Further Research**

This study focused on negative feedback in rural and urban middle schools. It is hoped that a further research will be about peer feedback and self- feedback that researcher could not tackle in detailed.

Other possible areas of research need to include other levels of education like secondary schools and university, since this study dealt only with middle schools.

This study focused on small number of participants. Only four EFL teachers were interviewed and eighty pupils were questioned. Then it is recommended to deal with more and large numbers of participants for better results.

### **3.5 Conclusion**

In conclusion, negative feedback\corrective feedback is very important for learners. So teacher should know how and when to use it. Teachers in rural or urban middle schools need to be skillful and competent. Also they should create a learning atmosphere which helps learners to be more motivated and confident of their selves.

## General Conclusion

The aim of the current study was to investigate the effects of negative\corrective feedback on learner 'motivation and self-efficacy. Furthermore, to find out negative\corrective feedback 'impacts on learners' performance in classroom. Also to explore whether rural middle schools and urban middle schools are receiving corrective \negative feedback in the same manner. The result indicates that they do not receive it in the same manner, because of many reasons. It found also that EFL middle school learners are aware of the importance of corrective\negative feedback for their learning career, because it enables them to realize their weaknesses in the TL.

Corrective\negative feedback is very important for the students in their class; it helps them to provide the learners with correct input for better oral\written performances. Furthermore, what is most important is how and when EFL teachers give corrective\negative feedback in order to make it more effective for their learners. Concerning its types, teachers should be conscious to choose the appropriate type in the appropriate time and situation in order to not confuse the learner.

Also creating a learning atmosphere which helps learners to improve and achieve their learning goals.

The work was divided into three chapters. The first one devoted to an overview about feedback in general and negative corrective feedback in particular.

For the second one which is methodology and data analysis. Both qualitative and quantitative were used and applied in both questionnaire and observation to collect data for the study. Interview also is another method that helped the researcher to collect her data. It was held with four EFL teachers.

The last chapter presented discussion and results concerning negative feedback from two different points, rural and urban middle schools, In addition to different opinions of both teachers and learners toward negative feedback. Also recommendations and further suggestions were included at the end of the chapter.

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# Student's Questionnaire

Dear student,

You are kindly invited to answer a set of questions. This questionnaire is a data gathering tool for a research conducted to get the master degree. We are grateful if you could answer these questions to help us getting your views about your speaking performance and about your teacher's feedback (feedback is advice or criticism that the teacher gives to his students when they make mistakes). May I thank you in advance for your collaboration.

## Section one: *background information*

1 Gender

Male

Female

2 Age

10	11	12	13	14
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Does your teacher give you feedback in classroom ?

Yes

No

4 I dislike it when I am corrected in classroom

Agree

Disagree

5 When does he give you feedback ?

When you commit grammar mistakes

When you commit a pronunciation mistakes

When you commit poor vocabulary

When negative transfer from first language to second language

If there is other options please mention them.

.....  
.....

6 How does your teacher correct your mistakes?

Show the mistakes

Giving the rule

Giving the advice

Giving the criticism

7 Does your teacher give you negative feedback?

Yes

No

8 According to you negative feedback is

Constructive (good for learning process)

Deconstructive(not good for learning process)

9 I like to receive negative feedback from my teacher .

Agree

Disagree

10 When receiving negative feedback,do you repeat the same mistakes when you are corrected by your teacher?

Yes

No

11 I learn a lot when the teacher corrects the mistakes made by my fellow students in class.

Agree

Disagree

12 would you like the other students to look at your work and give you some comments?

Yes

No

## **Teacher s' Interview**

- 1.Do your students respond to your feedback ?
- 2.What kind of feedback do you provide to your students?
- 3.When do you think the feedback is helpful and effective to improve your learner 's learning process?
- 4.In your opinion,along your experience in teaching do you think that the negative feedback is an important technique to correct your learner's mistakes ?
- 5.How do you attract your learner's attention in order to be your feedback taken into account?