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The Crucial Role of EFL Teachers' Feedback in Motivating EFL
Learners

A Case Study: Second Year LMD students of English at Abdelhamid
Ibn Badis University of Mostaganem

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DEDICATION

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

This thesis is dedicated to:

To my parents for their endless love and encouragement.

To my sisters, Hanene, Nabila, Nadjet and Amira.

To my brothers, Ismail and Mohammed.

To my all my friends Soumia, Houda, Khadidja and Chahira.

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Abstract

The present dissertation attempts to investigate the vital role of the EFL teachers' feedback in motivating EFL learners. It is hypothesized in this work that EFL teachers can promote motivation through the use of feedback technique in the classroom. The main objective of this study then is to highlight the significance of the teachers' feedback as a good technique in the classroom that can increase students' motivation to learn. In this case, EFL teachers will be encouraged to undertake this technique whenever is needed. Students as well will pay more attention to their teachers' feedback. Through two questionnaires were administered to second-year students and to teachers at the department of English, University of Mostaganem, we intended to explore both learners' and teachers' opinions about the mentioned technique. The results of the study show that most teachers do believe that the feedback plays a crucial role in extending students' learning; consequently, it increases their motivation to learn. In addition, the results demonstrate that the effectiveness of the feedback depends on the teachers' /learners competence level.

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

List of Abbreviations

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

GTM: Grammar Translated Method

MT: Mother Tongue

TL: Target Language

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General Introduction

Feedback has become one of the most important and significant technique in inspiring EFL learners' motivation in teaching and learning foreign languages, particularly English. It is viewed as a pedagogical, influential tool for developing the learner's linguistic competence. Enhancing EFL learners' language proficiency in the classroom is not an easy task for the teachers as they need to know the most appropriate methods and techniques to deal with in the classroom. In this vein, receiving feedback from the teachers during the lectures and tutorials will help out the students to increase their communicative skills. Therefore, in order to discuss the issue of the feedback's impact on the students' motivation during their courses, we need to investigate the crucial role of EFL teachers' feedback in motivating EFL learners in order to achieve the educational desired goals.

Based on the reasons explained above, the present research work is an attempt to investigate the effectiveness of the EFL teachers' feedback on increasing learners' motivation. Thus, our research questions are as follows:

- ✓ Can EFL teachers 'feedback play a crucial role in increasing EFL learners' motivation?
- ✓ To what extent is the teachers 'feedback effective in increasing learners' motivation?

Therefore, to answer these questions we suggest the following hypothesis:

- ✓ We hypothesize that EFL teachers 'feedback may play a crucial role in motivating EFL learners.
- ✓ We assume that teachers 'feedback may motivate learners and increase their interests and abilities to learn

By giving answers to the given research questions, our aims will reach the following objectives:

- ✓ To show that teachers 'feedback is an effective tool to increase EFL learners motivation.
- ✓ To encourage EFL teachers to undertake the feedback during the teaching process for correcting learners 'errors and enhance their learning.
- ✓ To make students aware of the importance of their teachers 'feedback on their learning process.

To reach these objectives, two questionnaires were used to obtain accurate information. One was made for teachers and the second was designed for the students.

The dissertation work is divided into three chapters. The first chapter is devoted to presenting the theoretical framework; it will give more information about the role of the feedback in English language teaching and its definitions. The second chapter discusses the research design of our study, the methodology was followed, the data collection tool and the target population. As for chapter three, it presents the analysis and interpretation of both teachers and learners 'answers in the designed questionnaires in addition to some recommendations that we will suggest to both EFL teachers and learners.



Chapter One

The Role of Feedback in English Language Teaching

1 Introduction

In teaching English as a foreign language ,the teacher has many responsibilities toward enhancing his/her learners 'language proficiency .Since the EFL learner may face many obstacles during his learning process, the teacher is expected to be as a controller, helper and assessor to solve this problem. Providing feedback is one of the teacher's roles to correct the committed mistakes during learner's performance, through giving them certain amount of information about what is acceptable in language learning, it is considered as a key factor to students learning because it provides guidance to their work in order to enable them to grasp the meaning of an incoming information in efficient way. In this case, the teacher should provide an effective feedback to help learners increase their understanding and comprehending any incoming information, and encourage them to consider the given feedback as a remedial frame not subnormal criticism .This chapter discusses the role of feedback in English language teaching .First, we will define the English language teaching(ELT) .Then we will tackle the most common methods used in ELT classes. Besides, we will deal with the EFL classroom environment and the teachers' reaction to their learners' errors and mistakes .We will move to discuss the notion of feedback, its definition, types , criteria and its importance , in addition to the response of students to their teachers 'feedback Finally, we will tackle the affect of the feedback in learning process.

1.1 English Language Teaching

Generally speaking,teaching is a hard profession that requires high degree of professional consciousness on the part of teacher, and a firm commitment on the part of the learner. In this case, to enhance learners' proficiency, the Algerian government devoted a huge means to supporting EFL success.

Successful English Language Teaching (ELT) is consolidated by both learning and teaching process, namely the teacher and the learner, who should strive to attain the pretended academic outcomes. EFL teachers, on the one hand, should master the target language competencies, and the learner, on the other hand, should demonstrate effective commitment, motivation and keenness on learning the target language. The expected learning outcomes cannot be attained if appropriate teaching strategies, methods and materials are not scrupulously selected and implemented to comply with learners' needs and wants.

1.2 Methods of Teaching

In attempt to define what a method is, we can consider Samiya Atma's distinction of method and approach "*a method is a set of procedures and techniques used in systematic way in the study of facts and concepts. An approach is a particular way to use a scientific theory. An approach can be inspired by a given theory, but it does not follow that theory.*" (Samiya Atma, 2010:11). That is to say, the two mentioned concepts have not the same meanings. According to Richard and Rogers 1985, the term approach refers the beliefs and theories about language, language learning and teaching. Consequently, a method can be defined as the practical implementation of the theoretical findings. Moreover, the techniques and procedures used by the teacher in the classroom which are already based on a belief or a theory. Many debates have been accrued over the teaching methods over foreign language teaching that investigate the best method to implement in the classroom. Therefore, there are a set of available methods and approaches that can be used in English language teaching. We are going to highlight the most common ones namely, the Grammar Translation Method (G.T.M.), the Direct Method (D.M), the Audio-lingual Method and Communicative Language Teaching (C.L.T.).

1.2.1 Grammar Translation Method

Grammar- Translation method (GTM) which is often referred to as the classical method as it was first used in the teaching of the classical languages such as: Latin and Greek, then it has been implemented in the modern days in order to teach the foreign languages. It is based fundamentally on the use of the mother tongue (MT) and a very little teaching is done in the target language (TL). It considers the translation as an important technique to explain the meaning of words; students are taught to translate one word to another. The primary skills to be improved are reading and writing; this method aims to read and appreciate literature written in the target language, as it is an effective way of learning vocabularies and grammatical structures. The major characteristic of the GTM is the memorization of words, grammar rules and vocabulary. However, with this method learners develop their written skills and fail to express themselves orally because no opportunity is given to the pronunciation. Moreover, this method is a teacher oriented where the teacher is the source of knowledge in the class and the students are passive following the instructions given by the teacher.

1.2.2 The Direct Method

The Direct Method or as it is sometimes called the natural approach started with Francois Gouin and picked up by Berlitz and Sauveur in the 19th century. It has been applied for many years. It becomes popular because of the ineffectiveness of the Grammar- Translation method so that it was developed as a response to it. Unlike the GTM, in the DM classes are taught in the target language. It tends to immerse the learner in the same way as when the first language is learnt. This method has one fundamental rule that is no translation is allowed; meaning has to be transmitted directly into the target language via demonstrations and visual aids. Thus, the main purpose of this method is the enhancement of students' oral

communication since it based on the oral interaction and the spontaneous use of the TL. The DM takes into account all language skills. But, a little emphasis is given to the grammar rules.

This method has declined in the beginning of the 20th century because the fact that it recommends a serious contact with the LT as well as it acquires extremely skilled teachers.

1.2.3 The Audio-Lingual Method

This method is known as “the Army method”, it appeared in the United State during the World War II .It was developed through the US. Army program in attempt to produce proficient speakers of the language of friends and enemies. The term “Audiolingualism” was coined by professor Nelson Brooks(1964).This method is derived from Skinner’s behaviorism and on a structural linguistic theory of language .It is based on the memorization by pattern drills and conversation practice instead of promoting communicative abilities .The founders of this method believe that the use of language is a “habit” that need a lot of practice .Its major goal refers to speaking the language a native speakers. The ALM gives much importance to fluency rather than accuracy, as Samya Atma stated in her thesis:

This method provides learners with a stock of readymade expressions and sentences which are identified as appropriate responses in some situations. However, it so often happens that learners fail to use these expressions accurately in the appropriate social instances. It produced good speakers in terms of pronunciation and behavioral responses, but not necessarily good communicators who are able to use the foreign language creatively and appropriately in different situations.(Samya Atma,2010,p.14).

1.2.4 Communicative Language Teaching Method

The communicative language teaching (CLT) or the communicative approach has emerged in Britain in the late 1960s as a reaction to the traditional teaching methods that was focused purely on teaching the language form. Therefore, its main goal is to develop a grammatical and communicative competence . It is based on the belief that learning a language effectively comes through having to communicate real meaning. Finocchiaro and Brumfit claimed that:

“ The first assumption is that we are concerned in the classroom with the language use, not language knowledge; the second is the view that we learn language effectively by using it in realistic situation.” (Brumfit,1983: 90).In CLT, the role of the teacher concerned with facilitating the communicative process s/ he is likely to be as a guide of the teaching process. His/her role is to develop learners ’communicative competence through making them know how to use the grammatical feature in real communication .In sum, Bright and Mc Gregor reported *“stop teaching and let them learn”*. Since CLT emphasizes the importance of the use of language , learners are required to interact with each other and not only with the teacher.

“Communicative Language Teaching then is a theory of language teaching that starts from a communicative model of language and language use, and that seek to translate this into a design for an instructional system, for material, for teacher and learners roles and behaviors, and for the classroom activities and techniques.” (Samya, 2010,p.17).

1.3 EFL Classroom Environment

Besides being a space where language is taught and learnt, the EFL classroom is the meeting point where various culture, attitudes and values are shared .Thus, with regard to its subtlety, it should be properly organized to promote English acquisition and maintain a supportive communication climate. In addition, a well-arranged classroom is a specific way of encouraging and facilitating learners’ interaction in a safe friendly climate. The good way to gain success in learning a language is by creating a cool environment which helps learners

to develop positive attitudes toward learning English language and fostering the environment of trust to ensure interaction. Doing so, teachers provide their learners with the opportunity to reach self-fulfillment. Furthermore, the climate that promotes learners in learning English language does not only on the classroom as a physical setting, but it relies on the empathic relationship between teachers and learners as well. It further depends on how teachers control students committed mistakes and care about their performance during learning. Actually, being under control and care help learners to feel relax and motivated in the classroom.

1.4 EFL Teachers ‘Reaction to their Learners ‘Errors and Mistakes

EFL learners are likely to commit mistakes and errors when using the target language because they are still learning and they have not reached yet the full mastery of that language to use it as the native speakers .Harmer claims that “...*all students make mistakes at various stages of their language learning. It is a part of the natural process they are going through and occurs for a number of reasons*”(Harmer,162).He shows that teachers should consider the students ‘errors and mistakes as a natural and helpful way of learning .Consequently, one great job of the EFL teacher in the classroom is providing his learners an appropriate comments in a particular situations to promote them to engage in learning and become good achievers. According to Harmer, when the teacher raises his errors correction in most time the feedback is acquired negatively, however, he claimed that the feedback can be positive if the correction is done through kind and helpful way, that make the EFL learners develop his positive feelings toward learning rather than consider it as a criticism that may reduce his participation in the classroom.

1.5 Definition of Feedback

Teaching in general consists of feedback which is considered as a crucial element in the educational process, it is used by teachers to increase the level of learners’ production in the classroom. According to D .Brophy (1981) feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct, equally Zamel (1981) believed that teachers feedback is considered as an important

aspect, when it gives information that helps learners to determine the rules and principles of language .(Zamel, 1981, Cited in wajnryb 1992, p .50) .In other word , feedback is considered as one of the most important profession that teachers do while learners’ performance respond positively to their mistakes . Furthermore, according to Frey and Fisher(2011) the feedback given ought to be provided through guidelines in order to be useful for learner.

1.6 Feedback in Language Learning

The study of feedback technique in learning is considered as an important element in determining the students ‘views of their performance. There are two aspects of feedback: positive feedback and negative feedback. These two aspects of feedback are considered as consequences of students’ responses; for instance, “very good” (positive feedback) or “that is bad, try again” (negative feedback) . In this case the role of feedback also helps to raise the learners’ confidence and motivation when learning.

1.7 Types of Feedback

Teachers feedback can be provided in different ways according to the learners ‘performance, whether orally or in written form.

1.7.1 The Verbal Feedback

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

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

1.7.2 The Non Verbal Feedback

The teachers' written feedback is considered as an important part in second language learning; (Ken 178) defines the written feedback as follows: "...written substantial comment on their papers, justifying the grade they have given and providing a reader reaction". In another word, the written feedback is considered as remarks on learners' written expression in order to let them aware of what cannot be acceptable in their pieces of writing: this feedback is seen as a teacher's reaction on what learners write.

1.8 Criteria of Effective Feedback

Teachers should take into account some guidelines when they provide feedback to their learners. Frey and Fisher point out that teachers feedback should be timely, specific, understandable, and actionable in order to be as effective as possible.

- **Timely**

"Feedback is more powerful when it is linked as a loosely as possible in time with student performance"(Banger et al, 1991 quoted. In Frey and Fisher.p . 71). They recommend that learners ought to join their receptive feedback in their future performance in request to improve their production, and when they present the extra task without getting feedback on the prior task, they missed chances to move forward. In this way, the helpful and the receptive feedback is given specifically and firmly after doing the given assignment.

- **Specific**

If the feedback is shallow, the learners do not comprehend what they are going to do and they do not relate between how they do the task and what they have to do in the future. Whereas if the feedback is specific, learners are more likely to understand

what they ought to do and what they will have to change in the future and they have the chance to enhance their performance(Frey and Fisher .2011,p. 72) .

- **Understandable**

If the feedback language is not quite clear to learners it will not change anything in their future performance i.e. a teacher can notice learners' reaction when he gives comment that is ambiguous to them .Furthermore, Frey and Fisher suggest that if the feedback is not understandable, "*the student probably is not going to learn, despite the time that the teacher has put into providing the feedback*" (p73) .

- **Actionnable**

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

1.9 The Importance of Feedback

Feedback plays an important role in learning a foreign language. In general, instructional feedback provides students with information that either confirms what they already know or changes their existing knowledge and beliefs about language (Mory, 2004,p. 745-783). Nicol and Macfarlandick (2006,p. 205) suggest that feedback serves as a form of formative assessment, designed to improve and accelerate learning the target language. Specifically, they describe feedback as "anything that might strengthen students" capacity to

self regulates their performances". According (Nicol and Macfarlandick, 2006), good feedback performs the following functions:

1. Clarifies what good performances are (goals, criteria, and standards).
2. Facilitates the development of self- assessment and reflection about the language
3. Delivers high quality information to students about their learning of the communicative competence.
4. Encourages teacher and peer dialogue around learning which promotes communicative competence.
5. Provides opportunities to close the gap between current and desired performance.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to teacher that can help shape teaching.

1.10 The Role of Feedback in enhancing Learners ‘Oral Production

Speaking skill is an interactive process of constricting meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort. The speaking skill is considered as an important part in teaching EFL , at this level students are learning to produce a correct and appropriate sentences. Therefore, the teacher feedback has a great impact in improving students ‘oral performance and enable them communicate effectively through oral language.

1.11 Students’ Response to Teachers ‘Feedback

Frey and Fisher assert that the teacher’s feedback can be effective and helpful when it happens through the criteria said beforehand(timely, specific, understandable, and actionable): likewise, they express that: *“teacher feedback focuses on the emotional impact of teacher feedback and the potential damage it can do to student-teacher relationship”*. (p89) Along these lines, they allude to the impact of the teacher’s feedback which is clear from the student response to it. Sometimes, learners do not utilize, gain

from, or respond negatively to their teacher's feedback since it is not given through its criteria.

1.12 Peer Feedback

Students' discussion is identified as a key component of interactive learning; researchers agree that this is where real learning takes place. According to Long (cited in Black, 2005), "good discussion engages participants in a dialogical process that leads to increasingly sound well-grounded and valid understanding of a topic or issue.". Through discussion, learners develop their reflection and thinking. Thus, students are viewed as participants in the construction of meaning through interaction with their peers (Black, 2005). However neither interaction nor discussion alone is enough to guarantee that students will reach the critical interaction of learning the communicative competence.

Black (2005, p. 15) considers that most discussions consist of sharing and comparing information while little attention is given to promoting correction and analysis of language. In this exploratory study, peer feedback is used as a means of language development. Students provide feedback to each other, specifically related to the quality of language use. These feedbacks enable learners to grow and learn from each other.

1.12.1 Advantages of Peer Feedback

The use of peer feedback in the classroom has a number of advantages. It provides new learning opportunities for both givers and receivers, and builds community that will create interaction (Mory, 2004). By asking students to provide feedback to each other, learning takes place and learners achieve greater understanding.

When students engage in a feedback process, meaningful interaction increases. Interaction with peers and interaction with the content of the discussion promote students satisfaction

with the course (Swan, 1985). Peer feedback has the potential to increase the quality of discourse, and thus the quality of learning the target language. Receiving feedback has an influence on learning the language. In addition, students may also benefit from giving feedback to peers. Lin, Lin, Chiu and Yuan propose that, "When asked to offer feedback to peers, students' progress beyond the cognitive processes required for completing a given task, as they must now read, compare, or question ideas, suggest modifications, or even reflect on how well one's own work is compared with others". (2001, p. 248).

McConnell suggests that collaborative assessment moves students away from dependence on instructions as the only, or major, source of judgment about the quality of learning to a "more autonomous and independent situation where each individual develops the experience, know-how, and skills to assess their own learning"(2002: 89). Thus, students are offered the opportunity not only to reflect on the work of their peers but also on their own work.

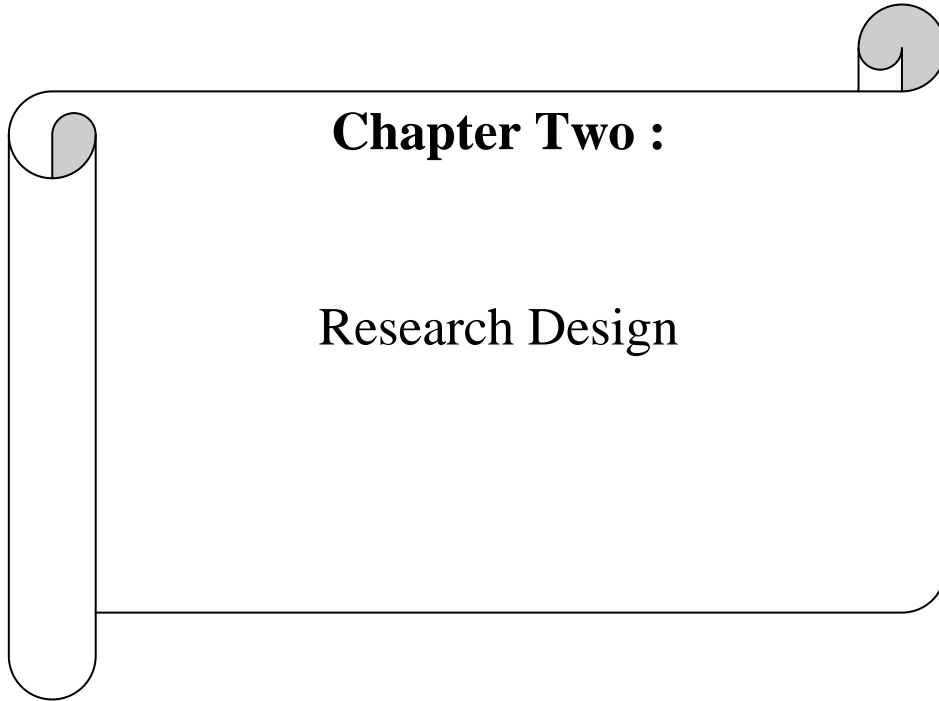
1.13 The Effect of the Feedback in the Learning Process

The feedback has a crucial effect on enhancing the learning procedure. In this way, it settles the correct new information said through it in the learners' mind, and it is considered as a fundamental component in the learning process. It informs the learner about his/her performance whether it is correct or not which help him/her to look for remedies to do better in the future performance. Therefore it encourages and motivates learners to move forward especially when they know that their performance has been developed.

1.14 Conclusion

Throughout what we have seen in this chapter, we conclude that the feedback is considered as an essential aspect of English language learning. Its major aim is to make learners develop different skills and make them aware of errors they have made. Furthermore, it creates a positive affect in the classroom, whereas students felt their faculty really cared

about; in addition, it increases students' ability to self-assess their knowledge and skills. Yet the main concern, for teachers, is not the quantities of mistakes that must be corrected and dealt with, in due time, but rather what and how those mistakes should be corrected. The feedback should be provided through certain criteria and it will be effective when learners react positively; consequently, EFL teachers use the feedback as a technique to motivate students in improving their learning process.



Chapter Two :

Research Design

2. Introduction

After having presented some theoretical issues related to the teachers' feedback and its impact on students learning, this chapter will present the steps and methods were used throughout our work. In other words, it is developed to manage the methodological framework that we have relied on. We will start first by the purpose behind our investigation. Then, we will discuss the methodology used and the research strategy chosen to describe, analyze and interpret the impact of feedback on learners motivation .Additionally, we will shed the light on the tool with which we have collected our data and the reasons behind our choice .Then the next point is about the population of our study with the sampling strategy that we have used to select the sample. Finally, we will briefly see the aim of the developed questionnaires and the way they are organized.

2.1 The Purpose of The study

Our study focuses on the crucial role of EFL teachers 'feedback in motivating EFL learners. Our objective is to see teachers' and learners' viewpoints, through questionnaire, about the power of the feedback in enhancing students' learning .The result obtained from our analysis and interpretation of the collected data will determine which appropriate recommendations to be suggested to teachers; on the one hand, to increase their use of feedback effectively in the classroom as a good technique to foster their students' language learning. On the other hand, to raise the students' interests in their teachers' feedback that can improve their language mastery.

2.2 Methodology

As we have mentioned previously in the introductory paragraph .This research is an attempt to show that the EFL teachers 'feedback has a great impact on learners motivation .To reach l our objective we need to rely on the appropriate method.

The choice of the method depends largely on the topic of the research work, its aim, and the samples under investigation .A method then, is “...*range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction.*” (Cohen,Manion,Marisson, 2005:44).In other words, methods are techniques and procedures to collect data. Since our objective is to determine the effectiveness of teachers' feedback on learners' motivation, the descriptive method will be relied on in our research.

So far, we need a research strategy to describe, analyze and interpret the role of feedback. Biggam(2008) describes a research strategy as the one “...*where you describe how you intend implementing your own research study i.e. the strategy that you intend adopting to complete your imperial study.*”(2008:82).The appropriate case study that matches our objectives is “case study” .Consequently, we are going to investigate the case study of second year LMD students of English at Mostaganem University.

2.3Method

Descriptive research falls into two major categories: quantitative and qualitative studies. In Quantitative research data is collected and analyzed in terms of numerical data that it is concerned with the measurement of attitudes, behaviors and perceptions. However, qualitative research is associated with gaining more familiarity and closed insight into assumptions, and behaviors of people without measuring data through numerical statistics.

We also select to use a quantitative method. “Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or casual relationships. Descriptive studies are aimed at finding out ‘what is’, so observational and survey methods are frequently used to collect descriptive data” (Borg& Gall, 1989).

The characteristics of quantitative research are: Data is collected and analyzed in terms of numbers, the use of charts and graphs to help the reader better understand data organization. The use of statistics like: frequencies, average, and percentages to measure data. To go through these steps, a questionnaire survey is designed to gather statistics. “The term survey is commonly applied to a research methodology designed to collect data from a specific population, or sample from that population, and typically utilizes a questionnaire or interview as the survey instrument” (Robson, 1993).

2.4 The Target Population

Population in research is a cooperative term which “*used to describe the total quantity of cases of the types which are the subject of our study. So population can consist of objects, people or even events, e.g., school, miners, revolutions*” (Walliam & Baiche ,2001:232)

The population we are concerned with includes teachers/ students of English at Abdelhamid Ibn Badis University, Mostaganem. To obtain a good result about the most important technique in teaching English as a foreign language which is teacher’s feedback, we could gather eight teachers of English language, of different modules, in our department and twenty second year LMD students.

The reason behind our choice is that we are not interested in a specific characteristics in our selected students and teachers , what matters is that learners should be a second year LMD level, and teachers should be from the department of English .Therefore, to achieve our objectives, both selected teachers and students are from Abdelhamid Ibn Badis university.

They were asked many questions to know about their opinions towards teacher's feedback in the classroom.

2.5 The Research Instruments

In this research study, a questionnaire is addressed for 8 EFL teachers those who are teaching phonetics, grammar, oral and written expression in the department, the questionnaire contains closed questions where the potential answers are defined in the questionnaire, and opened-questions where the respondents are allowed to express their own ideas with their own words.

According to Walliam and Baiche ,the questionnaire is an excellent method which permit the researcher to ask questions and receives responses with no necessary to talk to every participants of the sample. The reason behind choosing the questionnaire as a data collection tool is that it is an economic instrument, i.e. the questionnaire is a mean of saving time,since,data can be collected from a great number of informants in a short period of time .Another reason that encourage us to rely on the questionnaire refers to the fact that it helps our participants to feel at ease while answering the suggested questions.

2.6The Questionnaire

Two questionnaires were administered to reach our objective; one questionnaire is designed to second year licence students, and the second one is made to EFL teachers.

Students questionnaire is divides into two sections, the first one concerns students 'personal information in which they are required to determine their gender and age, the second section deals with detailed information includes nine items concerning the role of feedback in motivating learners, in which they are supposed to tick yes or no to answer.

2.6.1 Students 'questionnaire

The learners'' questionnaire aims at investigating how feedback influences on learners'' motivation in the process of learning. It is important in this study, to give learners the opportunity to express their own opinion, concerning their learning. Learners questionnaire

was designed to explore how second year LMD students perceive feedback and its effect on their motivation. It is divided into two main sections they are as follows:

✓ **Section one: personal information**

This section includes two items, they are designed to get background information about our participants through exposing to their gender(male or female) and age (from 18 to 23 years old).

✓ **Section two: detailed information**

This section is a combination of nine items to investigate the crucial role of teachers feedback on learners motivation. The first question allows us to get information about learners interest to learn English ,the second question aims at determining the degree of English language complexity according to them ,the third question provides us with information about their preferences concerning teachers feedback ,the fourth question aims to find out how often their teachers providing them with feedback ,the fifth question aims to know about learners' reaction toward teachers feedback whenever they commit a :mistake ,the sixth question investigate the effect of feedback in motivating learners ,the seventh question aims to know if learners repeat the same mistake after being corrected by the teachers with justification ,the eighth question aim at determining whether teachers feedback is helpful to enhance their learning or not ,the ninth question is an opened ended question which investigates the importance of feedback in improving language proficiency .

2.6.2 Teachers 'Questionnaire

This questionnaire aims, namely, at investigating how teachers consider the importance of feedback technique, for language learning, and its effect on learners' motivation in EFL classroom. It is divided into two main sections. They are as follows:

✓ **Section one: personal information**

This section consists of two items which are planned to get background information, the first question is to determine their gender (male or female) and the second one is concerned with the period they have been teaching English.

✓ **Section Two: detailed information**

This section is a set of seven items ; the first item deals with the importance of motivation in fostering a foreign language, the second item consists of motivation among learners ; if their learners are motivated enough to learn English, the third item is concerned with their role in promoting motivation in the classroom , the fourth item aims to determine if they correct their learners mistakes or not ,the fifth item concerns their learners attitude toward their feedback, the sixth item investigates the usefulness of the feedback, the last item aims at finding out if they can consider the feedback as a good technique that enhance the students' learning language in the classroom .

2.7 Conclusion

Throughout this chapter, we have presented the research methodology that has been tackled in order to collect sufficient, reliable and credible data that allow us to explore our research objectives concerning the crucial role of EFL teachers' feedback as a good technique to enhance the students' learning language.



Chapter Three

Data Analysis and Result

3. Introduction

In the previous chapter we have presented the methodology that we have followed in our research, in which we tackled the full description of the research tool and its administration. This chapter attempts to analyze and interpret the generated data. On the one hand, the data gathered will be presented in statistical forms in tabular formats. On the other hand, the analysis focuses on the different points that this research aims to investigate the role of feedback technique to enhance students' learning in order to raise their motivation.

3.1 The Analysis of Students 'questionnaire

As mentioned in the previous chapter, students 'questionnaire consist of two main sections. We will analyze the participants 'answers in each section.

Section one :Personal Information

This section is devoted to getting the selected students 'background information; their gender and age. The total number of our participants is 20 students .The majority of them are females (60%), whereas the remaining ones are males .Our population is characterized by a female over presentation .

Section two: detailed Information

Question 01: Are you interested in learning English?

Option	Number	Percentage
Yes	14	70%
No	06	30%
Total	20	100%

Table 01: Learners 'Interest in learning English

The data in table 03 reveal that most of learners (70%) are interested in English language learning .The rest of the learners(30%) are not interested in learning the target language .

An insight analysis of the statistics may enable us to disclose the reason behind such refutation or lack of interest in learning English. The motives might be due to a lack of motivation.

Question 02: How do you find English Language learning?

Option	Number	Percentage
Easy	04	20%
Not easy	12	60%
Very difficult	04	20%
Total	20	100%

Table 02: Learners’ opinion about English Learning

The analysis of the answer show that (20%) of the participants declare that the target language TL is easy to learn .Yet 60% of them affirm that it is not easy to learn.20% think that English is very difficult to learn.

Further analysis enable us to identify the causes that render English Language learning hard and difficult. The teachers’ way of teaching ,student committed mistakes that make the TL seem as a very difficult language to learn .

Question 04: When you make mistakes in the classroom do you prefer to be corrected immediately?

Option	Number	Percentage
Yes	16	80%
No	04	20%
Total	20	100%

Table 03: Students' preferred time of correction

The result shows that 80% of students prefer to be corrected immediately, however, 20% declare that they don't prefer to be corrected immediately.

The analysis of the result indicates that most of students are interested in teachers' feedback whenever they commit a mistake while the remaining ones are not maybe because they feel bothered by the teachers way of correction.

Question 04: Does your teachers correct your mistakes?

Option	Number	Percentage
Always	10	50%
Sometimes	07	35%
Never	03	15%
Total	20	100%

Table 04: Students 'Perception of Teachers correction

The result in the table above shows that 35% of students stated that their teachers correct their errors, that means that half of students prefer teachers' correction. Besides, 35% of students who said that sometimes their teachers correct their errors. Only 15% of students said that teacher never correct their errors. The statistics show that teachers spend most of their times correcting students errors that can enhance their learning and help them to be motivated in the classroom.

Question 05: -Do you feel bothered when your teacher corrects your mistakes?

Option	Number	Percentage
Yes	06	30%
NO	14	70%
Total	20	100%

Table 05: Students ‘Reaction toward Teachers’ Correction

From the result obtained in the table above ,we have noticed that 70% of students responded positively toward receiving feedback and they don’t feel bothered when the teacher correct their mistakes, as it is expected to help them to learn more about the language from their errors ,however, the rest of them (30%) declare that they feel bothered when the teacher correct them . They give some justifications among them:

- Because it creates certain stress for them in front of their classmates
- They feel bothered when the feedback provided to them more than once for the same mistakes
- If it is provided in inappropriate situation or in hard way

Question 06: How do you feel when your teacher correct your mistakes?

Option	Number	Percentage
Very motivated	11	55%
Motivated	07	35%
Less motivated	03	15%
Total	20	100%

Table 06: The Role of Feedback on Learners’ Motivation

The statistics show that more that the half of the participants (55%) feel very motivated when the teachers correct their mistakes,35% of them feel motivated and only 15% feel less motivated . The analysis of the result tells us that correcting learners ‘mistakes make them even more motivated.

Question 07: If your teacher corrects your mistake, do you repeat it?

Option	Number	Percentage
Yes	05	25%
No	15	75%
Total	20	100%

Table 07: Students 'Repetition of the Corrected Mistakes

From the table above we have noticed that 75% don't repeat the same mistake ,if they receive a kind of feedback, this mean that the feedback provided by the teacher is accepted by rheum it is received effectively ,as they are aware of its importance. While 25% repeat the same mistakes, this is because of the ambiguity of the feedback 'statement or the way of presenting it .

If yes, why?

The answer	Number	Percentage
Because the feedback is not clear	04	20%
Because the feedback is presented in negative way	05	25%
It happened unconsciously in the oral performance.	02	10%
Others answers	03	15
No answer	06	30%
Total	20	100%

Table 08: Students' responses to the Cause of Repeating of the same Mistake

Four students declare that they repeat the same mistake because of the ambiguity of the feedback, while five of them show that they repeat the same mistake because of the teachers 'inappropriate way of giving the feedback. Two students state that they do it unconsciously when they perform orally, three others give different answers:

- I forget about it
- I don't practise the language very often

- English is not easy to learn

The rest of students didn't justify their answers.

Question 08: Do you think that teacher's feedback is helpful to enhance your learning?

Option	Number	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

Table09: Students 'opinion toward Teachers 'Feedback

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

If yes ,why?

The Answer	Number	Percentage
Because it let us aware about our mistakes	06	30%
Because it help us develop our language	04	20%
Other answers	10	50%
Total	20	100%

Table 10: Students 'Response to justify the Usefulness of the Feedback

Table 9 shows that six students declare that the feedback is helpful to enhance their learning it makes them aware of their committed mistakes, four of them state that it is helpful because it develop their language, the rest of students give different justifications among them:

- It helps us use the language in a correct way.

- It is very helpful because the less we make mistakes the more I get motivated to learn more about the language.
- It improves our language proficiency.
- It is helpful because it increases the learners' confidence.

Question 09: Explain to what extent does your teacher's feedback play an important role in improving your language proficiency?

The participants gave various answers to this open-ended question, it includes the following:

- It improves the language skills.
- It is the only way to improve our language form in the classroom.
- The feedback plays an important role in improving my language proficiency because it is a good technique that helps us develop our skills in both oral and written performance.
- It helps us to do better in the next time.

3.2 The Analysis of Teachers 'Questionnaire

Section one: Personal information

Question 01: Gender

Option	Number	Percentage
Female	06	75%
Male	02	25%
Total	08	100%

Table 11: Teachers' gender

Table 10 reveals that more than the half of the teachers who were given the questionnaire were females (75%) while the rest were males (25%).

Question 02: Teaching 'experience

Option	Number	percentage
Two years	00	00%
Five years	02	25%
More than five years	06	75%
Total	08	100%

Table 12: Teaching Experience

From the table above, we notice that the majority of the teachers (75%) declare that they have been teaching English for more than five years, this means that their experience enables them to show the role they play by using feedback in order to motivate learners, while 25% declare that they had an experience of five years.

Section two: Detailed Information

Question 01: Do you think that motivation is an important factor to fostering a foreign language?

Option	Number	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Table 13: The Importance of Motivation

The results show that all teachers (100 %) agree that motivation plays an important role in learning a foreign language. This means that according to them without motivation in classroom, learners become very unlikely to achieve an acceptable learning and here are some justifications:

- Motivation is a paramount factor to master the language learners need to be high motivated to engage in the learning process.
- Learning a foreign language cannot be successful without learners 'readiness and commitment.

Question 02: Do you think that your students are motivated enough to learn English?

Option	Number	Percentage
Yes	05	62%
NO	03	38%
Total	08	100%

Table 14: Students' motivation to learn English

As shown in the table above, the majority of teachers (62%) declare that their learners are motivated to learn English. In this case, teachers use different techniques like feedback in order to motivate EFL learners in the classroom, because teachers' feedback can help learners to be motivated in learning a foreign language. Only (38%) of the teachers say that their learners are not motivated to learn English.

Question 03: Do you promote your students' motivation in the classroom?

Option	Number	Percentage
Yes	08	100%
No	00	00%

Total	08	100%
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Table 15: Teachers ‘promotion of Motivation in the Classroom

The result in the table above suggest that all the teachers (100%) in general agree that motivation is a necessary factor in foreign language learning, because the role of the teacher is to promote this factor to his learners.

If yes, how?

The answer	Number	Percentage
Enhancing motivation can be via creative things and ideas	01	12%
By creating an appropriate classroom atmosphere, and setting up of positive teacher-learner relationship	02	25%
Using of ICTs can be a good motivator	02	25%
By providing them with a positive feedback and reward them	03	38%

Table 16: Teachers’way of Promotion of Motivation in the Classroom

From the table above we notice that 12% of the teachers thinks that learners motivation can be enhanced via creative things and ideas 25% of them motivate learners by creating an appropriate classroom atmosphere and a positive teacher-learner relationship, another 25% of them use ICTs in order to motivate their learners, 38% of them believe that providing positive feedback and the use of reward can be a good motivator in the classroom.

Question 04: Do you correct your students’ mistakes in the class?

Option	Number	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Table 17: Teachers Correction of Students ‘mistakes

All the teachers declare that they correct their learners' mistakes; we can conclude that all of them are using the technique of feedback in the classroom in order to enhance students learning.

Justify your answer:

The teachers 'responses vary and it includes the following:

- It is very important to correct learners whenever they make mistakes especially the common ones such as: grammatical and phonological mistakes, to improve their language level, but this should be in a positive way to make them feel relax and less stress.
- One of the main jobs of the teacher is to correct learners' errors that can be very helpful to encourage them to use the language in an appropriate way.
- Many students have problems in grammar, the misuse of vocabulary and the mispronunciation; therefore, the teacher should undertake the feedback as a tool to guide their learners.

Question 05: Do your students take your feedback into consideration?

Option	Number	Percentage
Yes	07	87%
No	01	13%
Total	08	100%

Table18: Students 'attitude toward Teachers Feedback

The statistics in the table above show that the majority of teachers(87%) declare that their students take their feedback into consideration while the rest(13%) state that their learners do not take their feedback into consideration.

Justify your answer

Justification	Number	Percentage
This is apparent from the changes and the reformulations that the students do when they repeat what they said by undertaking the corrective feedback.	02	25%
We can notice easily that they take our feedback into consideration simply when they don't repeat the same mistakes,	05	62%
Students do not react to their teacher's feedback and they repeat the same mistakes because they cannot be corrected by another one and they consider the feedback as offended criticism.	01	13%

Table 19: Teachers' justification about Learners 'attitude toward their Feedback

62% of the teachers argue that their learners take their feedback into consideration because they do not repeat the same committed mistakes after receiving feedback (25%) of them show that they can notice that their learners take their feedback into account because they repeat and reformulate what they said by undertaking the corrective feedback, while (13%) declare that their learners do not like to be corrected and they consider their feedback as a offended criticism

Question06:. Do you think that your feedback is useful?

Option	Number	Percentage
Yes	08	100%
No	00	00%
Total	08	100%

Table 20: The Usefulness of Teachers 'feedback

All the teachers agree that their feedback is useful in enhancing students' learning.

Justify your answer

The teachers' answers claimed that all the eight teachers consider the feedback as an important technique in their teaching process to correct their learners' mistakes, and to

improve their oral performance in terms of grammar, structure, semantics, and pronunciation.

As it is mentioned, feedback is helpful also in written expression.

Question 07: Do you consider your feedback as a good technique?

Option	Number	Percentage
Yes	06	75%
No	02	25%
Total	08	100%

Table 21: The Role of feedback as a good technique

The table above indicates that most of the teachers(75%) consider the feedback as a good technique ,because it can function as a powerful tool to motivate students to learn and can improve their confidence ,while the rest (25%) view that they cannot consider it as a good technique to motivate learners since for some students it is a challenge .

3.3 The Result of Teachers ‘and Students ‘Questionnaire

After analyzing teachers’/students ‘questionnaire ,we find that the majority of students prefer to be corrected when they commit an error because it motivate them to learn, therefore, they are aware of the importance of the teachers ‘feedback in enhancing their language skills, thus , they prefer to receive effectively the feedback in a positive way, through advising, explaining, and suggesting, not through criticism because the latter in addition to the repetition of feedback each time make them lose their self-confidence especially in the oral performance.

On the other hand, the data obtained from the teachers ’questionnaire shows that they confirm the importance of motivation in language learning and they strive to use different ways to get their learners motivated since some students lack motivation, hence, they claimed that it is up

to the teacher to help them overcome those latter by providing feedback to them, s/ he helps them to realize all weaknesses. Moreover, the teachers emphasize that the provided feedback which is a tool to correct their learners' mistakes that can be considered as a good technique to foster students learning in the classroom

3.4 Discussion of the Result

Based on the obtained result, Teachers' feedback is an important part of the classroom learning environment .It informs students where they are in their learning and what the areas that need improvement are. Therefore, it has a great effect on the students 'motivation. But, it is evident that the power of feedback relies mainly on the teachers 'strategy to provide it. In other words, the feedback can be very powerful if done well; the teacher should depend his/her feedback on many aspects such as : the students 'characteristics, the assignment and the classroom atmosphere, from the result of our investigation we can confirm that the students 'reaction toward the teachers 'feedback contribute as well in the effectiveness of the feedback i.e. students should know how to use the feedback and see it as a good thing that learning cannot occur without .Finally, the feedback is a good technique that help students become more motivated especially when it is given in a classroom environment where the feedback is valued.

3.5 Recommendation for Teachers

Based on the findings of this research, we provide some suggestions for teachers as helpful aspects for an effective feedback to increase their learners 'motivation. They are as follows:

- Teachers should provide immediate feedback to help students hear it and use it, because feedback needs to take place when students are still mindful of the topic.
- Teachers should provide feedback as often as is practical for all most important assignments.

- It is better for teachers to use vocabulary and concepts that their students are familiar with, because students cannot use the feedback if they do not understand it.
- Teachers should make the feedback specific enough so that students can know their areas that need improvements.
- Teachers should first use positive feedback that describe what is well done then moving to the negative comments on the work with positive suggestions for improvements.
- We also recommend teachers to provide their students with lesson about how they can use the feedback extend their learning.

3.6 Recommendations for Students

In attempt to increase EFL students 'motivation through the use of teachers' feedback we would like to provide them with some suggestions that aim to increase their interest in feedback .They are as follows:

- We recommend learners to consider the teachers 'feedback as a constructive criticism that has a great impact on their learning progress.
- Learners should see their committed mistakes and errors as opportunities to learn and develop their abilities.
- Learners need to know that the feedback is a powerful tool that allow them to identify their strengths and show the areas that need improvement.

3.7 Conclusion

From what has been said, we can conclude that regular practice of feedback technique helps EFL learners develop their competence level.

General Conclusion

The teachers' feedback in teaching English as a foreign language is considered as an important topic that many educators have dealt with. Thus, nobody would deny its role as part of the classroom assessment for extending the students' learning. Our learners in EFL context strive to develop their language proficiency. They need to be supervised by their teachers during the whole sessions. In this prospect, EFL teachers should be more aware of their choice of techniques to help learners enhance their language learning. The feedback is among these techniques that can be used in the classroom. It helps to provide the learners with more understanding for a better performance and enable them to realize their strength and weaknesses in the target language. Many teachers select some ways to provide the feedback without taking into account to some aspects that can contribute to its effectiveness. Furthermore, they should be aware that the good feedback depends on the learner's characteristics, the given work and the way it has been provided.

Throughout our research, we have investigated the crucial role of the EFL teachers' feedback in motivating EFL learners. The obtained results indicate that the majority of EFL learners enjoy learning English, and they have the desire to learn more about that language. Additionally, they consider their teachers' correction of mistakes in the classroom as a great opportunity to improve their language proficiency as well as a good technique that motivates them for better achievements. Consequently, they confirm the powerful role that can the feedback play in EFL classes.

In sum, teachers' feedback is a powerful tool that increases learners' motivation. But it is very important for teachers to provide their feedback based on some features for instance, it should be constructive, positive, timely, adequate and appropriate to make sure that the given feedback has been taken as a motivator to move forward.

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Appendixes

Appendix 01

Teachers Questionnaire

This questionnaire aims to explore the crucial role of teachers 'feedback on EFL learners' motivation. I would appreciate if you could devote some of your precious time to share your professional experience with us by answering the questions below. Your answers are very important since they will enable us to shed enough light on the importance of teachers' feedback .You are kindly requested to tick the choice that represents your answer and to give full answer(s) where necessary. Thank you very much for your collaboration

- **Personal Information**

1- Gender : a) Male

b) Female

2-How many years have you been teaching English?

a)Two years

b) Five years

c)More than five years

- **Detailed Information**

1- Do you think that motivation is an important factor to fostering a foreign language?

a)Yes

b)No

Justify your answer

.....

.....
.....

2-Do you think that your students are motivated enough to learn English?

a)Yes

b)No

3-Do you promote your students' motivation in the classroom?

a)Yes

b)No

If
yes,how?.....
.....
.....
.....

4- Do you correct your students' mistakes in the class?

a)Yes

b)No

Justify your answer

.....
.....
.....

5-Do your students take your feedback into consideration?

a)Yes

b)No

Justify your answer

(.....
.....
.....)

6- Do you think that your feedback is useful ?

a)Yes

b)No

If yes, to what extent is it important?

(.....
.....
.....)

7- Do you consider your feedback as a good technique to motivate your students?

a)Yes

b)No

If yes, why ?

(.....
.....
.....)

Appendix02

Student questionnaire

Dear student, You are kindly requested to answer the questions below. Please tick the choice that represents your answer and give a complete answer when needed. I am very grateful in advance for your participation.

- **Personal information**

1-Gender

- a)Female
- b)Male

2-Age

- a)18-20 years old
- b)21-23 years old
- c)More than 23 years old

- **Detailed information**

1- Are you interested in learning English?

- a) Yes
- b) No

2-How do you find English Language learning?

- a)Easy
- b)Not easy
- c)Very difficult

3--When you make mistakes in the classroom do you prefer to be corrected immediately?

- a)Yes

b)No

4- Does your teachers correct your mistakes?

a)Always

b)Sometimes

c)Never

5-Do you feel bothered when your teacher corrects your mistakes ?

a)Yes

b)No

If yes,why?

.....
.....
.....

6-How do you feel when your teacher correct your mistakes?

a)Very motivated

b)Motivated

c)Less motivated

7-If your teacher corrects your mistake, do you repeat it?

a)Yes

b)No

If yes

,Why ?.....

.....
.....

.8-Do you think that teacher's feedback is helpful to enhance your learning ?

a)Yes

b)No

If yes,

why ?.....

.....
.....

9- Explain to what extent does your teacher’s feedback play an important role in improving your language proficiency

.....
.....
.....
.....