الجمهورية الجزائرية الديمقراطية الشعبية

Democratic and Popular Republic of Algeria

وزارة التعليم العالي و البحث العلمي

Ministry of Higher Education and Scientific Research

جامعة منتوري ـ قسنطينة

Mentouri University – Constantine

كلية الآداب و اللغات

Faculty of Letters and Languages

قسم اللغات الأجنبية

Department of Foreign Languages / English

# The Effect of Feedback Technique On Learner's Motivation

**A Case of Study Third Year L M D Students, University Of Constantine**

Dissertation Submitted to the Department of Foreign Language in

Partial Fulfillment of the Requirements for the Degree of MASTER

(L M D) Applied Language Sciences

*Candidat:*

**Sara MADACI**

                                                        *Encadreur*:

*Examinateur:*                                  **Dr: Larbi ELKOLLI**

**Prof: Hacene SAAD**

*2010*

# DEDICATION

*I wish to dedicate my modest work to all my family*

*to the dearest person in this world:*

*My mother who devoted her life to my education.*

*I also dedicate it, to my brothers and sisters.*

*Special thanks are due to all my friends for*

*Their patience, and moral support.*

# Acknowledgments

# List of  Tables

# List of figures

# LIST OF ABBREVIATIONS

ESL / EFL English as second language or foreign language.

SL          Second language

TL          Target language

SLA          Second language Acquisition

N          Number

FB          Feedback

CFB          Corrective feedback

%          Percentage

# Contents

# Abstract

The present study deals with feedback technique and its relationship with motivation. One supposes that students, who have been trained on how to use feedback technique, will become even more motivated and hence increase their effort to learn in an efficient way. It is for these reasons that teachers should become aware of what really motivate learners inside classrooms, and try to give them appropriate feedback whenever it is needed.

The present study is based on the hypothesis that feedback technique can really influence learner's motivation. It also aimed to investigate how this technique is deployed by 3$^{rd}$ year LMD students at university of Constantine and how it can motivate them and make them learn in efficient way.

For this, questionnaires were given to teachers and students alike, in order to gather certain amount of data, in order to carry out an analysis of the results, which are supposed to enable us to see the impact of feedback technique on learners' motivation.

The data collected from the questionnaires and the analysis of the results allowed us to see the importance of feedback in language learning in addition to increase learners' efforts to learn.

**Introduction**

1. Statement of the problem

2. Aim of the problem

3. Hypothesis

4. Tools of Research

**5.** The structure of the Study

# *INTRODUCTION*

## *1. Statement of the problem:*

The problem we are confronted to, in this research is the relationship between teacher's feedback and motivation. The questions which arise here are:

How can feedback influence learners' motivation?

Can feedback, play a role in motivating learners in classroom?

## *2. Aim of the study:*

The aim of this study is to determine the role of feedback in motivating learners of 3$^{rd}$ year LMD students from the department of English at the University of Constantine.

## *3. Hypothesis:*

We hypothesize that if every teacher uses properly feedback in the classroom, this will generate student's interest, that might motivate them, and make them learn in a more efficient wary.

## *4. Tools of research:*

For our study, we opted questionnaires; one for teachers, who have been teaching different modules such as grammar, phonetics, linguistics

The sample of subjects is constituted of ten participants who are supposed to represent nearly a whole population. Teachers' responses and suggestions are very important because of continuously interacting with language learners during many years of evaluation and observation of learners' needs and requirement.

The second questionnaire will be directed to 3$^{rd}$ year L M D students. The total population of the study consists of (745) students (Males and females) enrolled as third year L M D students of English and assigned to a total of 13 groups.

The size of the sample used was of a total of 40 students who are supposed to represent nearly a whole population.

The questionnaire is intended basically to investigate different points of subjects concerning the handling of feedback technique, in addition to identify students' attitudes towards the teachers' feedback.

After collecting the required data for our research, we would analyze them quantitatively and qualitatively to sled some light on the importance of feedback technique and its effect on learners motivation

## 5. *Structure of the study:*

The present research is basically divided into two main chapters.

Chapter one is devoted to the literature review, and chapter two which concerned with analysis of both quantitative and qualitative responses and results obtained from teachers' questionnaire and learners' one.

Each chapter contains two main sections. The first section of chapter one was an introduction to the most influential theories of motivation; motivation as reinforcement, motivation and Human needs, need for achievement and attribution theory. In addition to different types of motivation. Integrative and a instrumental motivation. Then, we have proceeded to demonstrate in the second section of the same chapter a major key factor that helps learners to be motivated in the classroom, and improve their thought and feeling to learn a language and most importantly, to achieve communicative competence, which is feedback technique.

The discussion was essentially held about the notion of feedback technique and different types of feedback: explicit correction, recasts, elicitation, and Metalinguistic feedback. In addition to effective teachers' feedback.

Finally, the second chapter comprises the fieldwork which was addressed to third year L M D English learners as well as an investigation of the teachers' feedback which can motivate learners and make them learn in a more efficient way, and finally discussion of the results.

**Section one**: Motivation for language learning

1.1    Introduction

1.2.    The notion of Motivation

1.3.    Theories of Motivation

      1.3.1.    Motivation as Reinforcement

      1.3.2.    Motivation and Human needs

      1.3.3.    Needs for achievement

      1.3.4.    Attribution theory

      1.3.5.    Self-Efficacy

1.4.  Types of Motivation

      1.4.1. Integrative Motivation

      1.4.2. Instrumental Motivation

1.5. Extrinsic versus intrinsic Motivation

- Conclusion

## 1.1. Introduction:

In higher education, students' motivation is characterized by long term quality involvement in learning and the commitment to the process of learning.

Theorists of motivation have shown that motivated students enjoy higher levels of success.

In this case a large scale of studies has been carried out on the role of motivation in second language learning, and both educationists and researchers have recognized the importance of motivation in the process of acquiring another language.

## 1.2. The notion of motivation:

Motivation plays an important role in identifying individuals' behavior and it is considered as a complex concept. Brown (1994: 152) states that:

"*Motivation is probably the most frequently used catch. All terms for explaining the success or failure of virtually any complex task*". In this case the person should deploy an enormous effort in order to reach the desired direction. It also means avoiding any probable failure in his future exams.

Most psychologists agree that a theory of human motivation is concerned with any factor that energizes behavior, and renders the learner even motivated.

## 1.3. Theories of motivation:

### 1.3.1. Motivation as reinforcement:

Motivation theory is concerned basically with the status of the behavior reinforcement, because it considers it as the most important process in the examination of the learners' behavior. As an example, the more the teacher reinforces the learner's behavior in the classroom, the better he is going to grasp and understand the meaning of the concept.

According to Brophy (2004) the principle of behavior reinforcement is considered as the most

important process which is used to support learner's behavior. A reinforcer can be defined as:

*"anything that increases or maintains the frequency of a behavior when access to it is made contingent on performance of that behavior"* (Brophy, 2004:5)

Motivation is considered as a strong force that leads learner's behavior to do some thing in a positive way in different fields, for example some learners who are required to do something, but lack motivation, in this case it is crucial to keep motivating them in order to make them learn in a more efficient way.

Brown, states that motivation is:

*"Quite simply the anticipation of reward"* (Brown, 2007:168)

This means that learners' behavior is largely influenced by rewards which are supposed to reinforce their work at school and at home. It is for this reason that when learners' behavior has been reinforced in the past, that behavior is more likely to be repeated in the future and hence reinforced. So, the performance of individuals is influenced by external factors such as family, parents … etc

## 1.3.2. Motivation and human needs:

Some theorists prefer to talk about motivation in terms of needs to be satisfied such as food, shelter, love...etc. These basic needs must be satisfied. Maslow's hierarchy of human needs has been considered as a crucial aspect in motivation theory.

Maslow (1962) proposed a hierarchy of human needs. He assumes that the existence of this hierarchy of needs goes from lower physiological needs to higher psychological needs. Maslows' hierarchy of needs is made as follows:

- Physiological needs are considered as important for the survival of human species such as air, food, water, oxygen … Maslow, (1962), cited in Child, (1973).

- Need for security, means the need for shelter, stability, protection. For example without

6

shelter and love the learner cannot grasp the meaning of any information whatsoever.

- Needs for belongingness means the need for affiliation, in other words the learners must feel that the / she belongs to a family, a group and to society as a whole, otherwise he will find himself entirely lost.

- Need for self-esteem, means the need to feel independent and to be valued, for example, when the learner gets good marks in his exam, this will make him feel adequate and proud of himself.

- Need for self-actualization, comes at the top of Maslow's hierarchy of human needs, which means at this stage the learner feels that he has reached an important intellectual and creative potential, which will enable him to think and reason about important issues of life.

All these needs are very important components of motivation. These motives most of the time are dependent upon physiological needs and which are called biological motives and are largely innate. Those which are dependent upon the higher needs are called psychological motives, such as the need to understand to know, to appreciate beauty….etc. in other words the learner knows how to self actualize and reason about his intellectual life.

In Mallow theory, higher needs cannot grasp and understand any kind of information unless they eat and find adequate shelter and love in the society they are living in.

Progression in this direction

Progression in this direction

Growth
Needs

Self actualization : need for self
fulfilment

Aesthetic: shape, order, beauty

Cognitive: attention needs

Deficiency
Needs

Self-esteem ⟨ Competence, mastery
Recognition, reputation

Direction of
prepotency

Love and belonging: affiliation,
affection

Safety: physical and psychological
security protection

Psychological: food, liquid, oxygen,
constant blood temperature

*Figure 1* A hierarchy of basic needs, based on A,H maslow, motivation and personality, Harper and Row,
New York, 1970(2 nd edn)
Source: Child (1977)

8

### 1.3.3 Need for achievement:

Some research considered motivation as a part of personality. According to McClelland (1953) need for achievement refers to individuals' desire to achieve particular goals.

Gardner (1985) suggests that the motivated individual is one who wants to achieve a particular aim, gives considerable effort to perform this goal, and experiences satisfaction in the activities associated with achieving this goal. He defines motivation as:

 *"The consideration of effort plus desire to achieve the goal of the learning the language plus favorable attitudes to wards learning the language*

Effort and desire play an important role in motivating learners, for example, the learner becomes more and more motivated, if he passes his exams and his need for achievement increases with time.

The need for achievement has two aspects," Motivation toward success and motivation toward avoidance failure" ( McDonough, 1986, p.152) in this case the individuals behavior may differ from one person to another, even if they have the same need for achievement, it is related to different needs ( McDonough,1986)

### 1.3.4 Attribution theory:

Attribution theory tries to understand the explanation and reasons which are related to success or failure, this theory gives a greatest importance for education.

Skihan (1989) states that learners may attribute their success or failure to four major reasons "ability, task difficulty, effort, and luck "(Skihan, 1989:51).

Pintrich (2003) argues that most explanations for success or failure are related to three characteristics which are: "Locus (internal or external), controllability (Controllable versus uncontrollable), and stability (stable versus unstable) (pintrich, 2003:107).

The former dimension which are locus and controllability are concerned with how individuals can or cannot control internal and external factors in order to achieve a particular task, while stability is related to the changes that may happen to those factors (Weiner, 1992, Alderman, 2004 ). As an example when learners do well in a particular activity, they would attribute their success to their own abilities or efforts, however when they perform a task in bad way, in this case learners attribute their failure to external factors such as task difficulty and luck on which they had no control ( Weiner, 1986). According to Skihan, 1989) ability and task difficulty are considered as stable factors, whereas effort and luck are unstable ones.

## 1.3.5 self- efficacy

Self-efficacy is central to attribution theory, it relates to an individual's abilities to achieve a particular task as he perceives them. Bandera (1997) suggests that internal behavior has the most important characteristic, which is the ability to start actions and events in order to perform a particular goal.

Bandera ( 1997) *defines self-efficacy as:*

*" beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments"* ( Bandera, 1997:3) self-efficacy plays an important role in individuals' motivation as it influences directly on their performance, because it is related to their perception of ability and individual's achievement.
( Bandera, 1997, Dőrnyei, 2001, Alderman, 2004)

Ability and efforts are considered as internal factors, students believe that success or failure is due to his / her internal factors, what students believe they are capable of doing, influence greatly on how they look at their abilities and how much effort they are investing in the task to achieve success or avoid failure (Alderman, 2004).

Self-efficacy beliefs influenced both student think of their abilities as doer and the amount of

effort they may use to do well or avoid failure, as an example the learner becomes capable of believing in this own capabilities and this will make him/her move forward. Self-efficacy is related to what individuals think they can do under specific conditions, and is not related to knowledge, skills and strategies (Bandura, 1997).

## 1.4. Types of motivation

The role of motivation in second language learning was carried out by Robert Gardner and Wallace Lambert (1972); they distinguish between two basic types of motivation: Integrative and Instrumental motivation.

## 1.4.1. Integrative motivation:

According to them, integrative motivation:

*"reflects a high drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group"*

(Gardner et al, 1976: 199).

The learner is also said to have this type of motivation when he wishes to identify with the culture and speakers of the target language.

Consequently, it is likely to have a great influence over an extended period and to sustain learning efforts over the necessary time required to achieve language learning success. The fact that integrative motivation facilitates S L A, and has a positive effect on the learners' behavior.

This type of motivation, also gives students opportunity to learn and to work. As an example, learning a SL other than the mother tongue makes the learner eager to acquire this language.

It is for this reason; integrativeness can help the learner to be more motivated than those who are not motivated.

11

## 1.4.2. Instrumental motivation:

According to Gardner et al (1993) consider that instrumentality is less effective than integrativeness because it is not based in the personality of the learner. It largely depends on external pressures, and has a result the learner lacks the desire to achieve progress in his language learning. In this case instrumental motivation is closely related, is closely related to a specific goal and its influence ends when that goal is achieved, but if this goal to be achieved is continuous, this type of motivation will continue to be more effective especially for language learning (Gardner, 1993).

Different researchers found various conclusions as to which type of motivation is more important for second language learning.

The result shows that instrumentality or integrativeness can be used as a motivator for learning another language, so the importance of each type of motivation varies according to the context in which the language is being learned (Gardner& Lambert, 1978)

## 1.5. Extrinsic versus intrinsic motivation.

Extrinsic motivation is considered as the most research areas in psychology. It is related to the external factors, such as praise, grades and even feedback. All these factors are used as incentives in order to encourage learning process
( Deci ,1975 ,cited in Brown 2007: 172)

Ryan and Deci (2000: 60) define extrinsic motivation as "*construct that pertains to attain some when ever an activity is done in order separable* out come"

In this case, learners who are extrinsically motivated engage in the activity, in order to arrive at results which are not related to the task itself, such as receiving a reward, avoiding guilt, or gaining approval (Deci, Ryan and Williams, 1996)

According to Deci and Ryan extrinsic motivation comes from outside the performer. For instance punishment and reward are considered as extrinsic factors, because it encourages the learner, not to enjoy the intrinsic rewards to the task (Deci et al, 1996)

As an example, teachers who encourage learners using praise will also make them work even much harder because they are extrinsically pulled to do particular task.

Recent research indicates that extrinsic rewards can lead to " overjustification", a reduction in intrinsic motivation, if a learner is doing something well which is intrinsically interesting and receives rewards for good performance, in this case a learner will depend on the reward to satisfy the intrinsic interest. In this case the source of motivation changes from intrinsic to extrinsic.

## Intrinsic motivation:

The concept of intrinsic motivation refers to:

" *doing some thing because it is inherently interesting or enjoyable*"( Ryan and Deci, 2000: 56) As an example, there are learners who rely heavily on themselves and work very hard at schools and at home without relying on the help of others.

A general support of this point of view (Maslow, 1970 cited in Child, 1977) considers that intrinsic Motivations as superior to extrinsic motivation simply because it is related to the degree to which learners are intrinsically motivated to succeed in a particular task. It is for this reason, that motivation has many factors which can affect student's motivation to learn such as paying a particular interest to the task. All these factors can help learners to perform well task. But the problem which arises here is that not all students are particularly motivated by same values, needs, desires or wants (Child, 1977).

## Conclusion:

Most theories recognize the fact that motivation is not a simple concept to define,

These theories tried to explain motivation in terms of reinforcement, in this case some behaviorists considered that learners who are motivated to perform an action, is related to the type of stimulus. There is another approach which explains motivation in terms of needs as for example

dealing with Maslow's human needs which are basically physiological, and it is only after fulfilling those basic needs that learners can move to higher needs.

Other researchers however relate motivation to the need for achievement.

Extrinsic and Intrinsic motivation are considered as another important part in motivation, in this case extrinsic motivation which means doing an action for external reward, whereas intrinsic motivation which means that doing an action for its own sake.

**Section two:** The role of feedback technique in the field of learning

2.1. Introduction

2.2. Error treatment

2.3. Feedback in language learning

2.4. Definition of feedback

2.5. Types of feedback

    2.5.1. Explicit correction

    2.5.2. Recasts

    2.5.3. Clarification request

    2.5.4. Metalinguistic Feedback

    2.5.5. Elicitation

    2.5.6. Repetition

2.6. Effective Teachers' Feedback

2.7. Teachers' Assessment

Conclusion

## 2.1. Introduction

   The term feedback, is used to provide learners with 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 particular case when students are trained on how to use feedback technique in the field of learning then this will foster in them a sense of understanding and comprehending any incoming information.

## Error treatment

## 2.2. Definition of error treatment

The concept of error treatment in the classroom, is considered as a difficult task which needs further explanation from the part of the teacher. According to Chadron (1988:150) the term is used to refer to:

 "*any teacher behavior following an error that minimally attempts to inform the learner of the fact of error* ".

Treatment therefore may take a significant effort, because it relates to the way in which teachers respond to learners' errors.

       Liyhtbown and Spada (1999) define corrective feedback as any indication to students that their use of target language is incorrect. In this case, corrective feedback includes different responses which can be either explicit or implicit.

As an example, when a learner says, ' we look at the people yesterday the explicit 'CFB' can be, no, you should say looked, not look, whereas" implicit feedback" may or may not include metalinguistic information, for example " do not forget to put "ed" to the verbs when we talk about the past ( Lightbown and Spada, 1997:127).

According to Long (1996), the concept of FB has two categories about TL: positive and negative FB. The first is considered as providing the students with information about what is acceptable in the target language, and the second as providing information about what is unacceptable.

Lyster and Rasta's research has particular interest, because it relates different types of errors treatment or CFB with learners' reaction to that FB.

## 2.3. Feedback in Language Learning

The study of feedback technique in learning is considered as an important element in shaping the students' view of themselves. FB technique adopts the notion of reinforcement of behavior as a fundamental factor in learning. There are two aspects of feedback: positive feedback and negative feedback. These two aspects of feedback are considered as consequences of student responses: as an example positive feedback such as "very good" or negative feedback such as "that's bad, try again"

In this case the role of feedback is not only to provide information which allows learners to improve their confidence and motivation to lean. So, without using feedback technique the learner can not gain valuable in formation ( Chandron, 1988)

## 2.4. 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 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 1992:50)

Furthermore UR defines FB as those responses which are given by teachers to learners to know if their performance is good or bad (UR .1999)

## 2.5. Types of feedback

**2.5.1.** Explicit correction clearly indicated that the learners' utterance is incorrect. In this case the teacher provides the correct form (for example, oh," you mean….." "You should say"

**Example 01**

Student: the tiger runs fastly

Teacher: "fastly" doesn't exist, fast doesn't take "ly" that's why I used "quickly"

**Example 02:**

S: the coyote, the bison and or ……crane

T: "and the crane, we say crane"

**2.5.2.** Recast without directly indicating student's utterance, or provides the correction. In this case recasts are implicit and they do not introduced by "you mean," used this word" or "you should say"

**Example 01:**

S: Maple sap?

T: Maple sap. Good.

**Example 02:**

S1: why you don't like mark?

T: why you don't like mark?

S2: I don't know, I don't like him

In this example the teacher reformulates the question of the student

**2.5.3.** Clarification request by using phrases like «excuse me?" or " I don't understand"

The teacher indicates that the utterance has been misunderstood or that the student's utterance contained some kind of mistakes. In this case a repetition or reformulation is required.

**Example:**

S: can can I made a card on the …. For my little brother on the computer?

T: "Pardon"

**2.5.4.** Metalinguistic feedback without providing the correct form, the teacher asks questions or provides comments or information related to the formation of students' utterance.

**Example 01:**

S: Ohm, the elephant. The elephant growls

T: Do we say the elephant?

**Example 02:**

S: she clean the room, yesterday

T: what's the ending we put on verbs when we talk about the past

S: e – d

**2.5.5.** Elicitation: the teacher directly elicits the correct form, by asking questions example:" how do we say that" in English? by pausing to allow the learner to complete the teacher's utterance example it is a ………) or by asking student to reformulate the utterance (example, say that a gain)

**Example 01:**

S: My father cleans the plate

T: Excuse me, he cleans the ……..???

19

S: plates

Example 02:

S: when I have 12 years old ………

T: No, not have, you mean" when I was 12 years.

## 2.5.6. Repetition:

The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

**Example:**

All these types indicate that teachers take a range of decisions in order to deal with errors, during the learning process. Researchers find that recasts are the most common type of teacher feedback, where he has to give the correct form or promote self-correction; in this case recasts would push the student to produce more accurate language. (Ellis, 2008)

## 2.6. Effective teachers' feedback

Teachers' comments that focus on students' work can in crease students' motivation and desire to learn.

Harmer (2001) points to the benefits of using feed back, especially when the goal is to increase learners' motivation. According to Harmer, learning productive feedback tells students what they are doing right. In this case students need face to face teacher feedback in order to reinforce what they have done.

Effective teacher' feedback describes why an answer is right or wrong, especially, when he provides accurate feedback to his students, and involve them in the assessment process
( Harmer, 2001)

## 2.7. Teachers' assessment:

According to (Boud, 1995), the assessment process is considered as deeply emotional on learners

who expect some return on the emotional investment, that they make in completing assignments. Assessment is an important process, whose goal is improving learning.

Classroom assessment is considered as a healthy part of effective teaching and successful learning. Many teachers are discovering how to engage and motivate learners using classroom assessment. Teachers who assess learning, use day today classroom assessment activities to involve students directly and deeply in their own learning and to increase their confidence and motivation to learn.

It is for this reason that classroom assessment for learning becomes a school improvement tool that helps to create self-directed learners. (Boud, 1995)

## Conclusion

Feedback technique 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 best feedback technique that must be pursued by teachers in classrooms, must be based essentially on learners attitudes and preferences in order to make sure that feedback must be entirely comprehensible useful and very efficient to make learners avoid failure and learn in a more efficient way.

**Chapter Two: Analysis of the teachers and learners' questionnaire**

**Section One**

3. Teachers' questionnaire

      3.1. Introduction

      3.2. Description of questionnaire

      3. 3 Analysis of the results

Conclusion

**Section Two**

4. Learners' questionnaire

4.1. Introduction

4.2. Description of the questionnaire

4.3. Analysis of the results

Conclusion

**Section one**

3. Teachers' questionnaire

      3.1. Introduction

      3.2. Description of questionnaire

      3. 3 Analysis of the results

### 3. Teachers' questionnaire:

### 3.1. Introduction:

The aim of this study is to throw some light on the role of feedback technique in raising learners' motivation. It is for this reason that it might be helpful to deal with two main questionnaires: one for teachers, and one for learners, because questionnaires are much easy to administer and take less time, and contains almost all the quantitative and qualitative data that can be collected within short period of time.

The main, aim from designing the questionnaire, is to combine the theoretical survey suggested in the literature with both teachers' questionnaire and later with learners' questionnaire.

It aims namely, at investigating how teachers regard the importance of feedback technique, for language learning and its effect on learners' motivation for learning a second language.

### 3.2. Description of questionnaire:

Teachers' questionnaire consists of twelve questions. It was given to thirty permanent teachers as the total number of whole population. The teachers have been teaching different modules such as grammar, phonetics, linguistics……etc

Teachers' questionnaire includes three main sections, they are as follows:

*Section 01*: questions (1-2) is about teachers' qualification

*Section 02*: From question (3-6) is about teachers' concern about motivation.

*Section 03*: Includes five questions, from (7-12) is about teachers'feedback towards students.

## 3.3. Analysis of the results

*Section one*: Teachers' qualification (1-2)

**Question 01**

Teachers' qualification

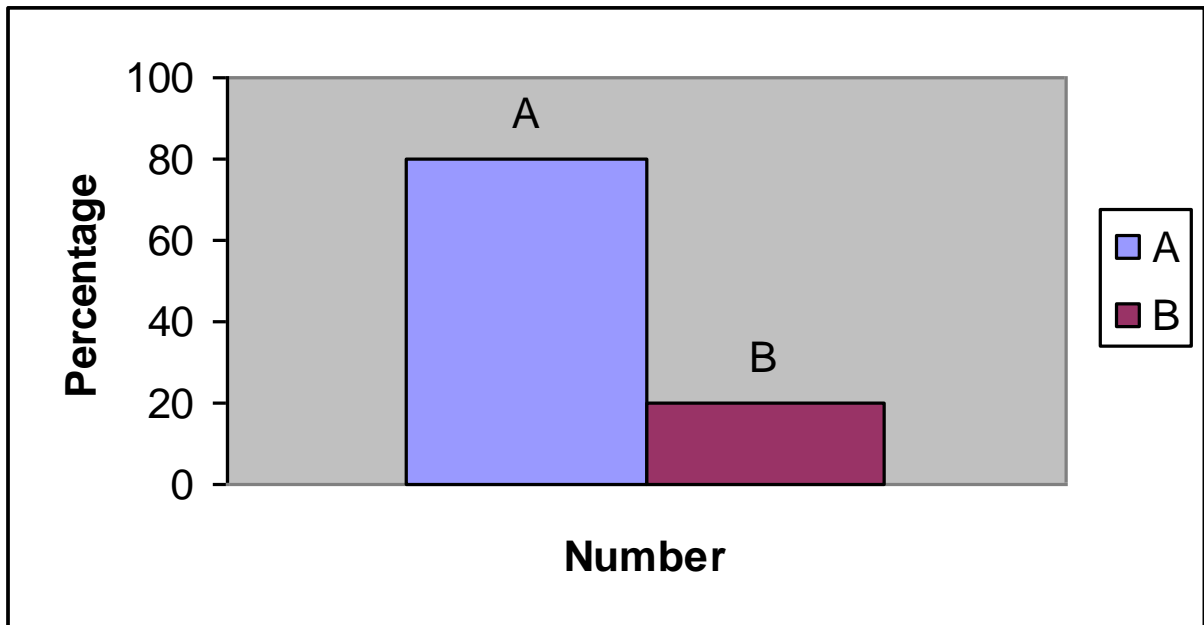    A  Magister / Master    □

    B  Doctorate    □

| *Option* | *Number* | *Percentage %* |
|:---:|:---:|:---:|
| A | 08 | 80 |
| B | 02 | 20 |
| Total | 10 | 100 |

**Table 01: teachers' qualification**



**Figure 01: teachers' qualification**

Teachers, who were given the questionnaire, are highly qualified and experienced educators, their experience and qualifications enable them to master the principle of teaching. The result in the table above shows that the majority of teachers (80 %) declare that they have the magister degree. This means that their suggestions are very reliable. While (20%) of teachers declare that they have doctorate degree.

**Question 02:**

- How many years have you been teaching English?
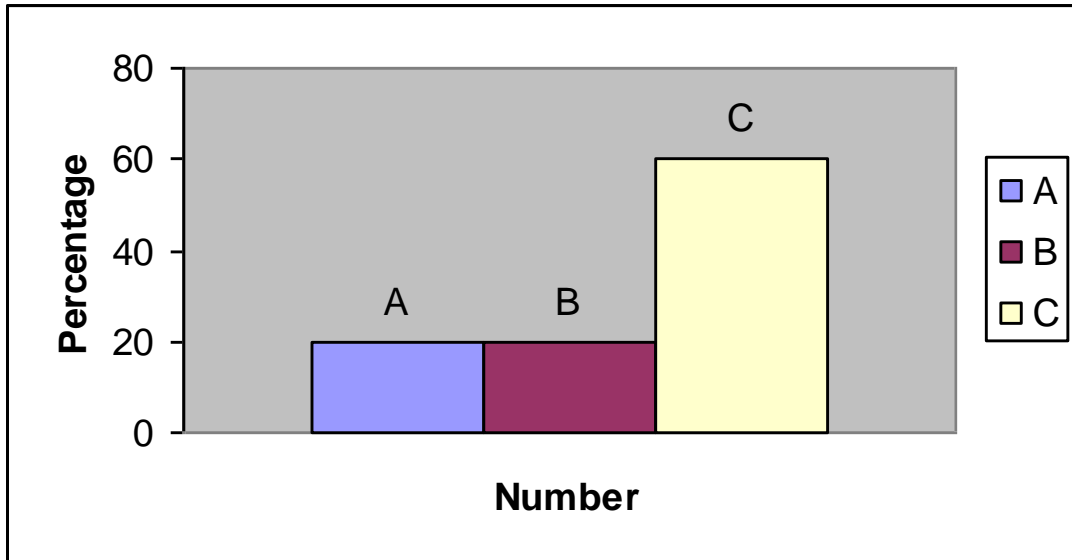
A-2 years ☐

B-5 years ☐

C- More than 10 years ☐

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| A | 02 | 20 |
| B | 02 | 20 |
| C | 06 | 60 |
| Total | 10 | 100 |

**Table 02: Teaching experience**

**Figure 02: Teaching experience**

From the table above, we see that the majority of the teachers (60%) declare that they have been teaching English for more than ten years, this means that their experience, enables them teachers to show the role they play by using feedback in order to motivate learners.

While (30 %) of the teachers declare that they had an experience of five years however, (10%) of the teachers have been teaching only two years.

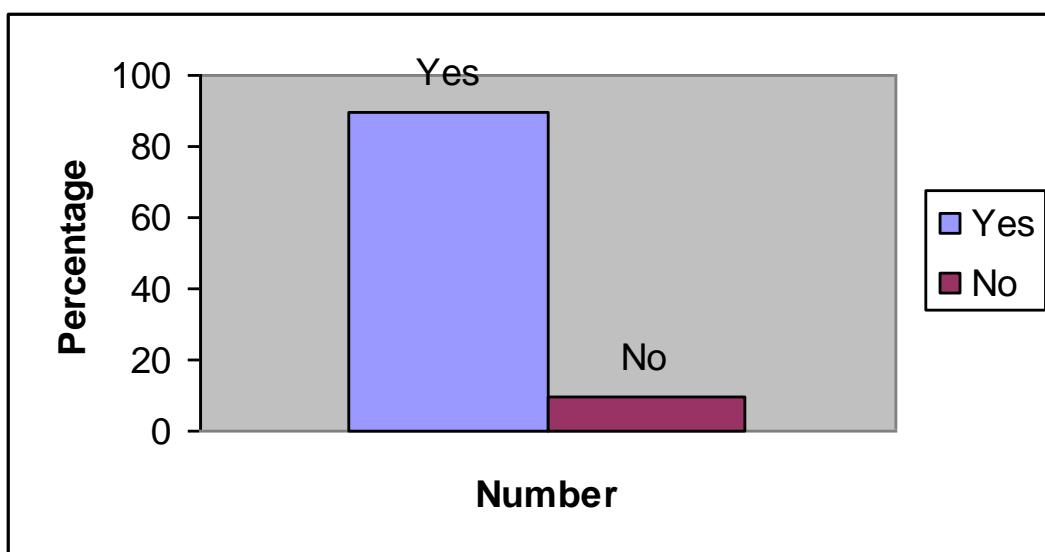*Section two*: Teachers' concern about motivation (3- 6)

**Question 03:**

- Do you think that motivation is an important factor in learning a foreign language?

- Yes    □

- No     □

| Option | Number | Percentage % |
|--------|--------|--------------|
| Yes | 10 | 100 |
| No | 0 | 0 |
| Total | 10 | 100 |

**Table 03: The importance of motivation**



**Figure 03**: **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.

**Question 04:**

- Are your students motivated to learn English?

- Always        □

- Sometimes    □

- Rarely    □

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 06 | 60 |
| Sometimes | 04 | 40 |
| Rarely | 00 | 00 |
| Total | 10 | 100 |

**Table04: Students' motivation to learn English**
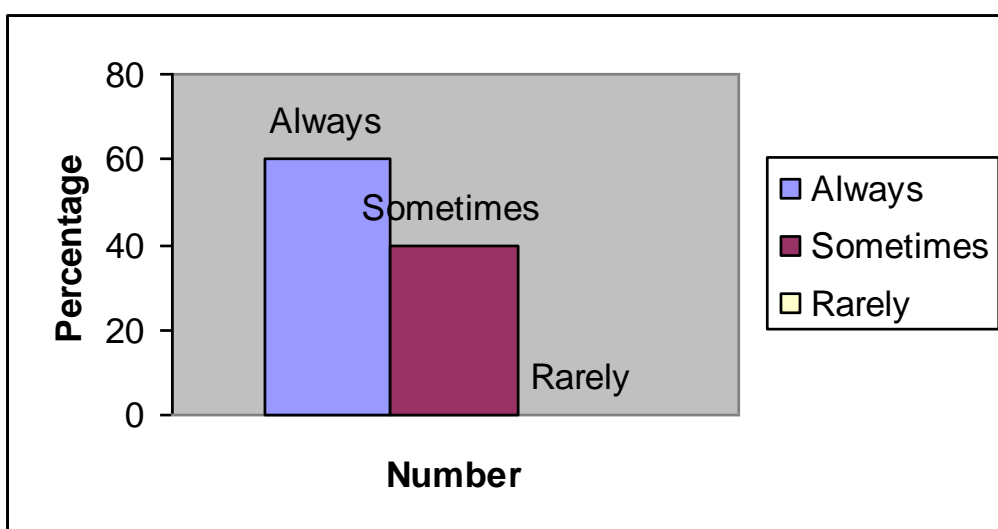


**Figure 04: Students' motivation to learn English**

As shown in the table above, the majority of teachers ( 60%) declare that their learners are motivated to learn English. In this case, teachers use different techniques like feedback, in order to motivate learners in the classroom, because teachers' feedback can help learners to be motivated in learning a foreign language. Only (40%) of the teachers say that their learners are not motivated to learn English.
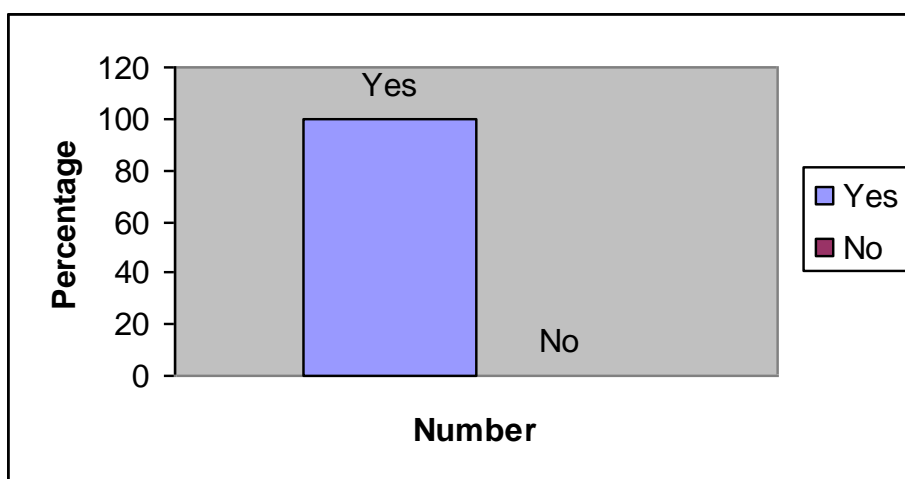
**Question 05:**

Do you promote motivation in the classroom?

Yes   □

No    □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Yes | 10 | 100 |
| No | 00 | / |
| Total | 10 | 100 |

**Table 05: Promotion of motivation in the classroom**



**Figure 05: 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, especially if the learner is not intrinsically motivated, here the teacher provides feedback technique as an external motivation that can help the learner to learn a foreign language.

**Question 06:**

Do your students participate in the classroom after receiving feedback?

- Always      □

- Sometimes □

- Rarely      □

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 06 | 60 |
| Sometimes | 04 | 40 |
| Rarely | 00 | / |
| Total | 10 | 100 |

**Table 06: Students' participation**
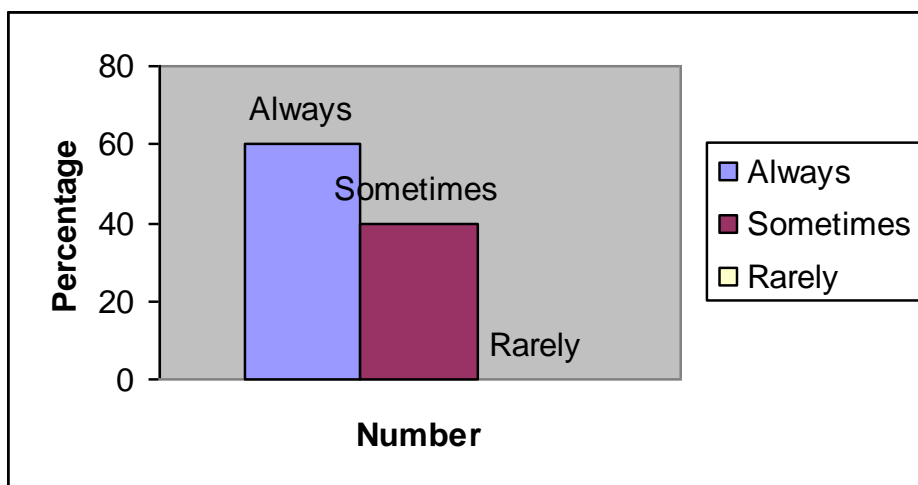


**Figure 06: Students' participation**

The result in the table above reveals that about (60%) of teachers declare that learners participate in the classroom. This means that the leaning activities,

is carried out by learners in such a way that gives then incentives to participate actively like feedback, reward, praise..., this confirms the answer of (03) where the majority of teachers declared that their students are motivated to learn English, when the teacher uses feedback technique. Only (40%) of teachers declare that their students are sometimes participating in the classroom.

*Section three*: Teachers' feedback toward student (7 -12)

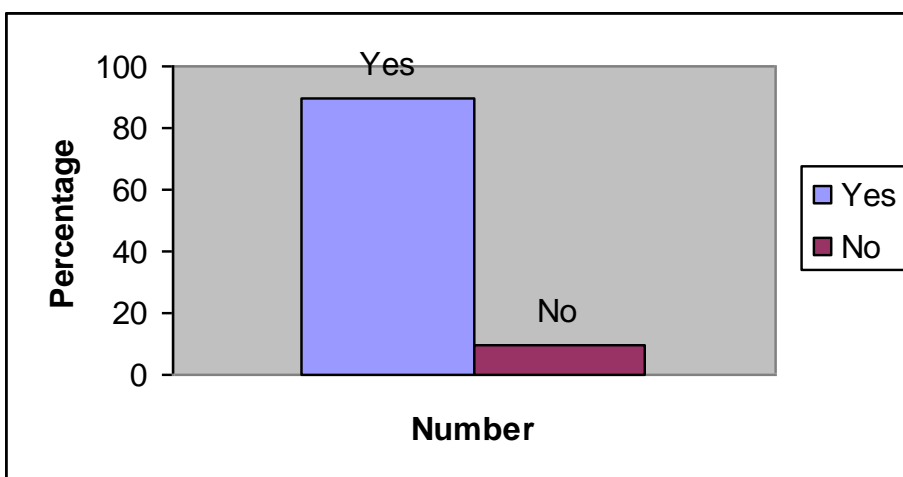**Question 07:**

When students make errors, do they receive feedback?

Yes    ☐

No     ☐

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Yes | 09 | 90 |
| No | 01 | 10 |
| Total | 10 | 100 |

The analysis of the results reveals that the majority of teachers (90 %) says that when their students make errors they receive feedback, which can help them to improve their learning, whereas, only (10 %) of teachers declare that their students did not receive any kind of feedback during learning process.
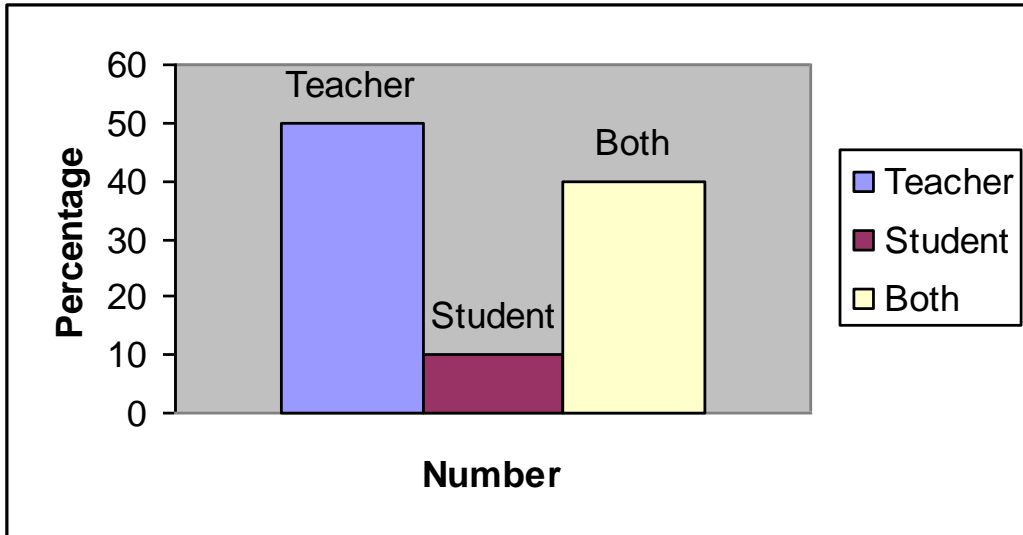
**Question 08:**

If "yes" from whom?

Teacher    □

Students    □

Both    □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Teacher | 05 | 50 |
| Student | 01 | 10 |
| Both | 04 | 40 |
| Total | 10 | 100 |

(50%) of the teachers agree that most teachers give feedback to their students, while

(40%) of teachers prefer to use both ways teachers and other students' feedback. Only

(10%) of teachers say that they prefer to use students' feedback.

**Question 09:**

Which type of feedback do you prefer to use?

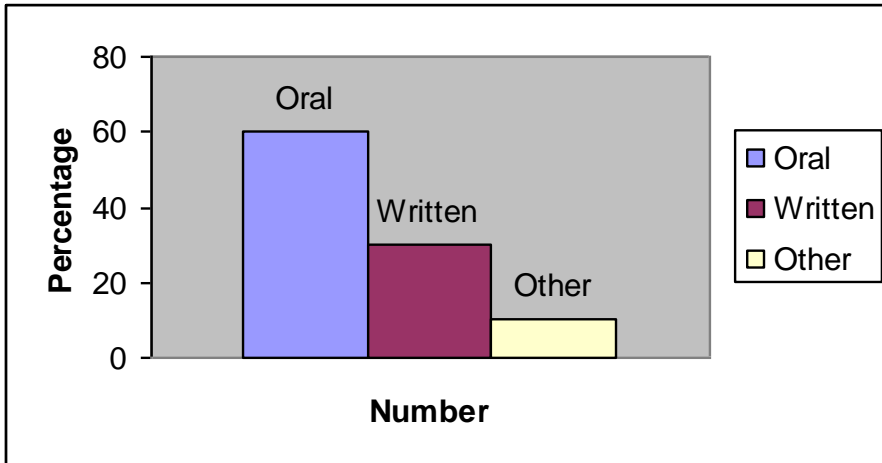Oral      □

Written  □

Others    □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Oral | 06 | 60 |
| Written | 03 | 30 |
| Others | 01 | 10 |
| Total | 10 | 100 |

**Table 07: Type of feedback used by teacher**

**Figure 07: Type of feedback used by teacher**

The results clearly shows that about ( 60 %) of the teachers, use oral feedback, this means that most of teachers prefer to give feedback to their students just orally, this kind of explicit feedback helps learners to be motivated in learning a foreign language, whereas (30%) of the teachers prefer to use written correction. Only (10%) of the teachers say that they prefer to use other techniques like symbols, remarks ……etc

**Question 10:**

How do students react to feedback technique?
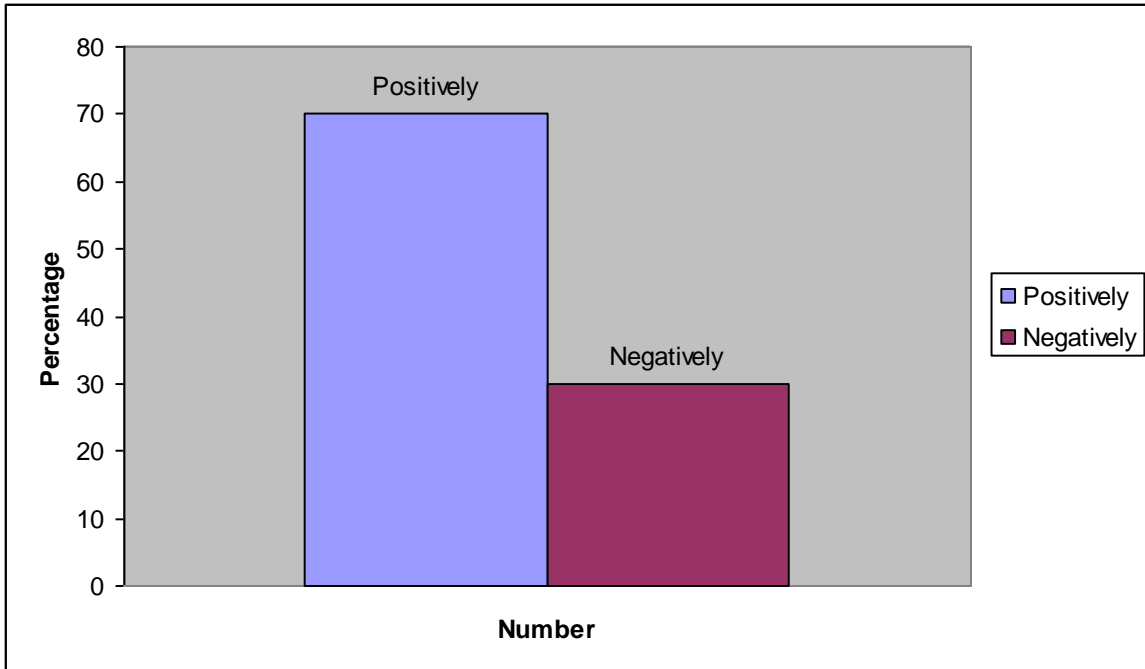
Positively     □

Negatively     □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Positively | 07 | 70 |
| Negatively | 03 | 30 |
| Total | 10 | 100 |

**Table 08: students' reaction to feedback**

**Figure 08: students' reaction to feedback**

The majority of teachers (80%) declare that students react to feedback technique positively. This means that feedback technique is very helpful to learners, because the more teacher use this technique the more students can grasp the meaning of words and concepts, and it also enables them to form a framework that allows them to understand any incoming information, and all this will have a positive influence on improving the students' motivation as well as efficiency of learning. Only (20%) of teachers say that students react negatively to feedback technique.

**Question 11:**

Do you think that giving feedback is useful for enhancing learning?

Always      □

Sometimes  □

Often    □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Always | 06 | 60 |
| Sometimes | 03 | 30 |
| Often | 01 | 10 |
| Total | 10 | 100 |

**Table 09: the usefulness of feedback**
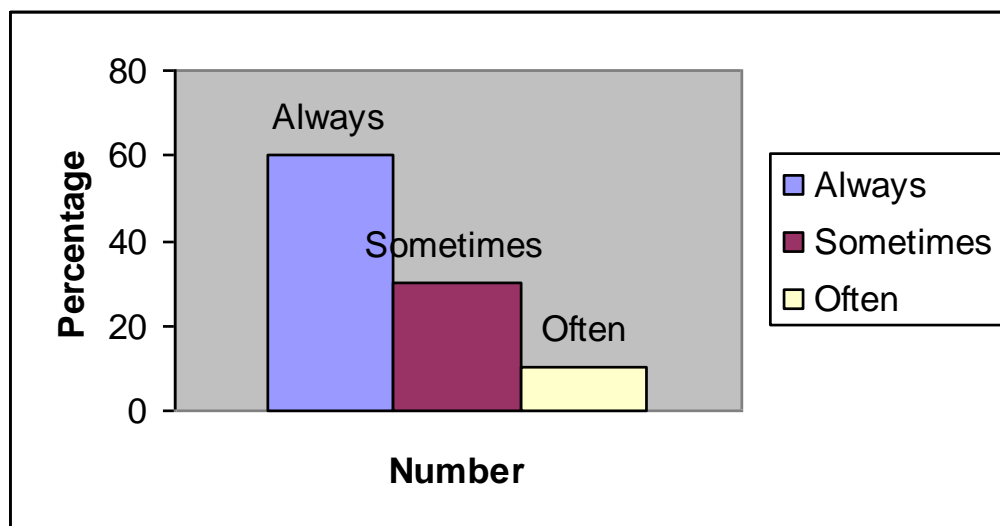


**Figure 09: the usefulness of feedback**

This percentage (60%) indicates that the majority of the teachers thinks that giving feedback to their learners is very useful for enhancing learning, because learners who had feedback technique, helps them to increase their effort to learn foreign language ( 30%) of teachers say that sometimes feedback is useful, while ( 10%) of teachers declare that feedback is often useful.

**Question 12:**

Do you consider feedback technique as a good motivator?

Always ☐

Sometimes ☐

Often ☐

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Always | 05 | 50 |
| Sometimes | 04 | 40 |
| Often | 01 | 10 |
| Total | 10 | 100 |

**Table 10: consideration of feedback as a good motivation**
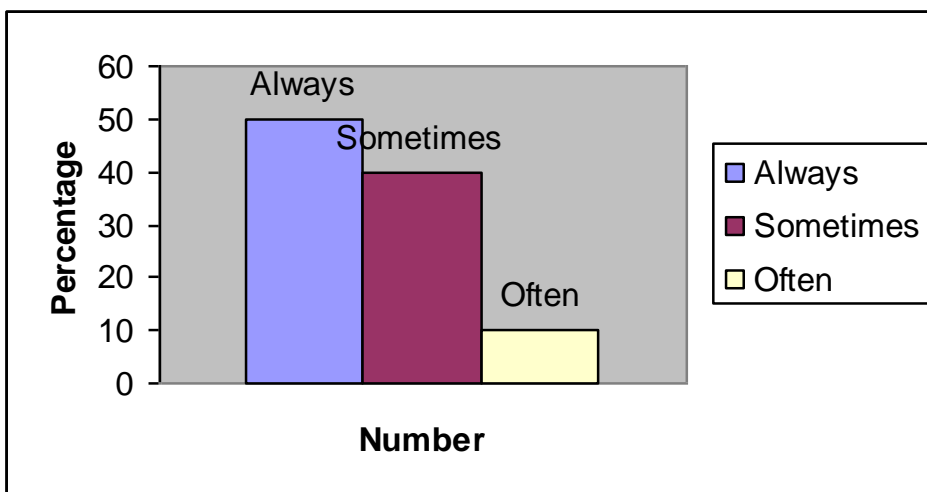


**Figure 10: consideration of feedback as a good motivation**

Half of the teachers (50%) declare that feedback technique is considered as a good

motivator for learning, because it can function as very powerful tool to motivate students

to learn and can improve students' confidence. For this reason teachers consider that sometimes feedback as a good motivator, while (40%) of teachers consider that sometimes feedback as a good motivator. Only (10%) of the teachers consider that feedback is often good motivator.

*Conclusion*

The data and obtained results show that regular practice of feedback technique is the basis for successful and meaningful learning, and this goes in the direction of our research hypothesis which states that motivation of learners in the classroom comes from the application of feedback technique.

**Section Two**

4. Learners' questionnaire

      4.1.  Introduction

      4.2. Description of the questionnaire

      4.3. Analysis of the results

Conclusion

*Section two*

*4. Learners' questionnaire*

**4.1. Introduction:**

The learners' questionnaire is designed to investigate 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 third year LMD students perceive feedback and its effect on their motivation.

**4.2. Description of questionnaire**:

Learners' questionnaire of sixteen items was administered to third year LMD students of English language. These items were developed to explore three main sections, namely attitudes of the learners to English, attitudes of learners towards teachers' feedback and learners' motivation.

The sample of subjects is constituted of 40 participants who are supposed to represent nearly a whole population( 745 )students of third year LMD.

The questionnaire includes open-ended questions, which aimed to identify students' reasons for preferring an option rather than the others.

Section one: Learners' attitudes to wards English. (From Q1 to Q3)

This section allows us to get general information about student's attitudes towards English, the students are asked if they like to learn English ( Q1) and if they enjoy their English classes ( Q3) they are asked about their level in English if it is good or bad.

Section Two: Attitudes of learners towards teachers' feedback (From Q4 to Q9).

The aim of this section is to assess the attitudes of learners towards teachers' correction, when they make mistakes, how they prefer to be corrected by selecting the appropriate answer either A (to be corrected whenever they make mistakes) or answer B (to be corrected only when their mistakes interfere with comprehension) or answer C (not to be corrected at all) (Q4). In questions ( 5-6) they are asked if their teachers correct their mistakes, and give them enough time to correct errors and then ( Q7) is concerned with the learners' feeling where there is a lack of their teachers' feedback and where they don't perform well, whether the teacher react in negative wry or not.

Section three: the role of feedback in raising learners' motivation (From 10-16)

The aim of this section, is to determine how students perceive the effectiveness of feedback and their impact on motivation to learn. The students are asked about their feeling when teacher corrects their errors and whether they are able to use teachers' feedback (10-14), whether feedback is useful for them and make them motivated and if they receive sufficient feedback (15-16).

**4.3. Analysis of result.**

Section one: Attitudes of the learners to English

Question one:

Do you like to learn English ?

- Strongly agree   □

- Agree     □

- Disagree   □

| Option | Number | Percentage % |
|---|---|---|
| Strongly agree | 21 | 52.5 |
| Agree | 17 | 42.5 |
| Disagree | 02 | 05 |
| Total | 40 | 100 |

**Table 11: Students' desire to learn English**
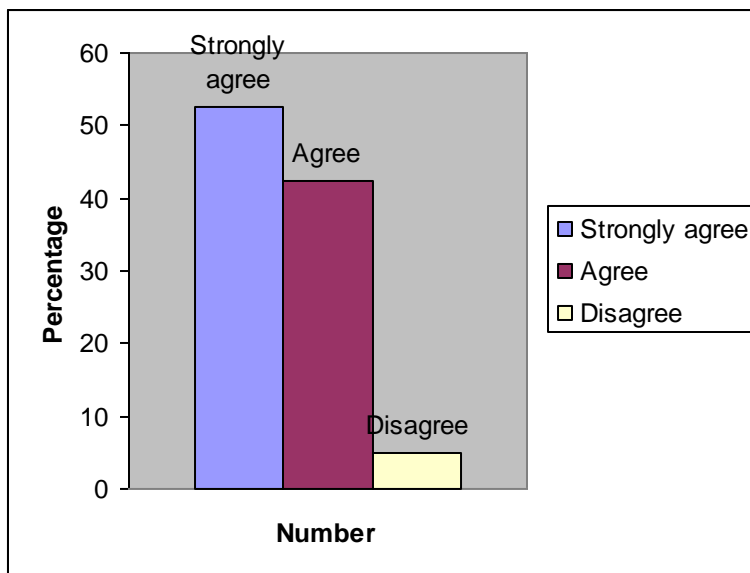


**Figure 11: Students' desire to learn English**

The result shows that the majority of students, declare that they like to learn English. This means that the students' desire to learn English helps them to be motivated and create the desire to achieve the goal of learning the language. Only (05%) of the students say that they do not like to learn English.

**Question two**

Do you enjoy your English classes?

- Agree      □

- Disagree   □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Agree | 38 | 95 |
| Disagree | 02 | 05 |
| Total | 40 | 100 |
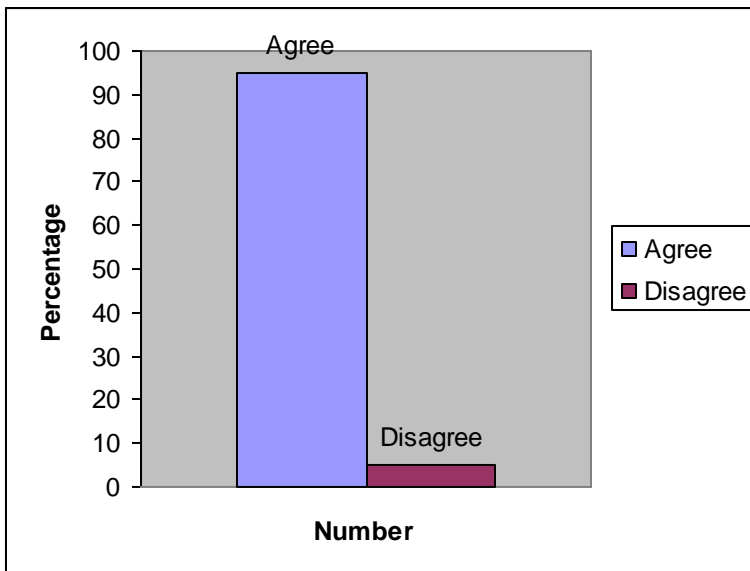


The majority of the students (95 %) agree with the fact that they enjoy learning English inside the classroom, basically if they are guided by a teacher who knows how to

use efficient strategies like feedback which help learners to improve their learning. Only (05%) of the students say that they didn't enjoy their English classes. These Reponses shows that the students have positive attitudes toward English, these attitudes could make them to enjoy the subject and promote high achievement.

**Question: 03**

How do you consider your level in English?

A  Good      □

B  Average  □
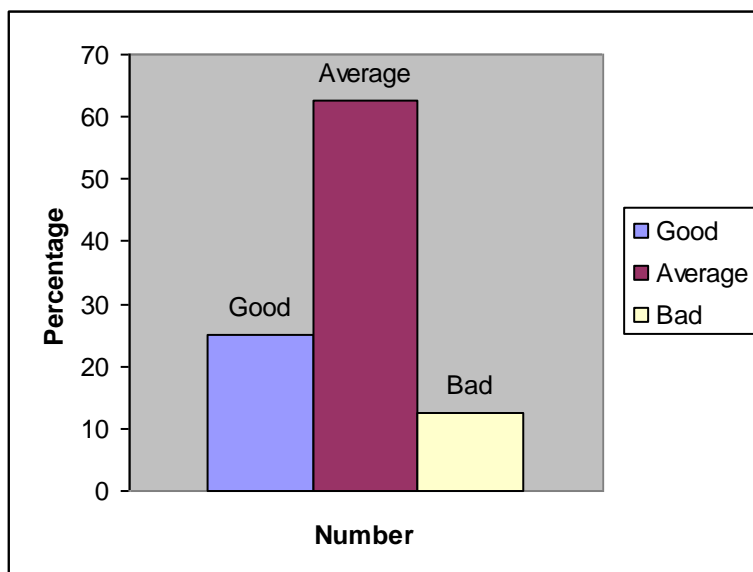
C  Bad    □

| Option | Number | Percentage % |
|--------|--------|--------------|
| A | 10 | 25 |
| B | 25 | 62.5 |
| C | 05 | 12.5 |
| Total | 40 | 100 |

**Table12: Students' level in English**



**Figure 12: Students' level in English**

Only (25%) of the students consider their level in English to be good (62.5%) state that their level is average, while (12.5%) say that it is low. Students can judge their level through the marks obtained in the exams and through a consideration of how well or how bad they can use the teachers' feedback which helps themto improve their level during learning.

**Question: 04**

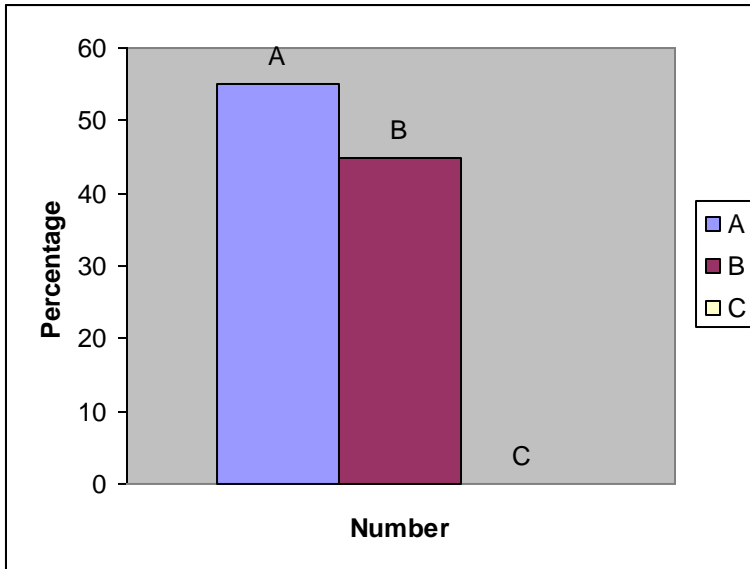When you make mistakes during learning do you prefer to be corrected?

    A  Whenever you make mistakes  ☐

    B  Only when your mistakes interfere with comprehension.  ☐

    C  Not to be corrected at all.  ☐

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| A | 22 | 55 |
| B | 18 | 45 |
| C | 00 | / |
| Total | 40 | 100 |

**Table13: Students' preferred ways of correction**

**Figure 13: Students' preferred ways of correction**

The result shows that (55%) of the students prefer to be corrected whenever they make a mistake. So, what has just been said does not apply to them as they do not seem to be negatively affected by teachers' correction. However, (45 %) of the students declare that they prefer to be corrected only when their mistakes interfere with comprehension, this means that students want only the mistakes which distort their meaning to be corrected and no one of students prefer not to be corrected at all.
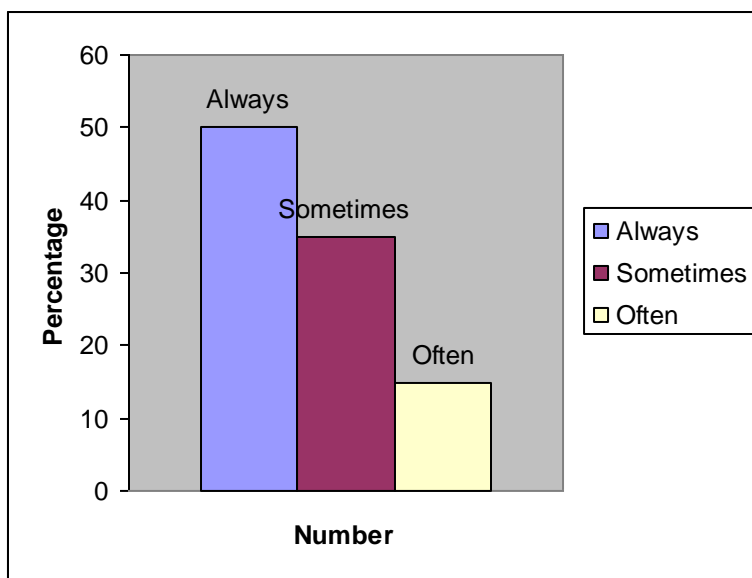
## Question :05

Does your teacher correct your errors?

A  Always  □

B  Sometimes  □

C  Often  □

| Option | Number | Percentage % |
|---|---|---|
| Always | 20 | 50 |
| Sometimes | 14 | 35 |
| Often | 06 | 15 |
| Total | 10 | 100 |

**Table 14: Students' perception of teachers' correction**



**Figure 14: Students' perception of teachers' correction**

The results in the table above show that (50%) of the students stated that their teacher

correct their errors. This means that a half of students prefer teachers' correction,

Beside (35%) of the students who said that sometimes their teachers correct their,

Errors, only (15 %) of the students say that often teacher correct their errors.

This means that teachers spend most of their time correcting students' errors that can help

them to be motivated in the classroom.

## Question:06

Does your teacher give you enough time?

    A  Correct your self.  □

    B  You classmates.  □

    C  Use both ways. □

| Option | Number | Percentage % |
|--------|--------|--------------|
| A | 15 | 37.5 |
| B | 05 | 12.5 |
| C | 20 | 50 |
| Total | 40 | 100 |

**Table15: Type of correction used by the teacher**
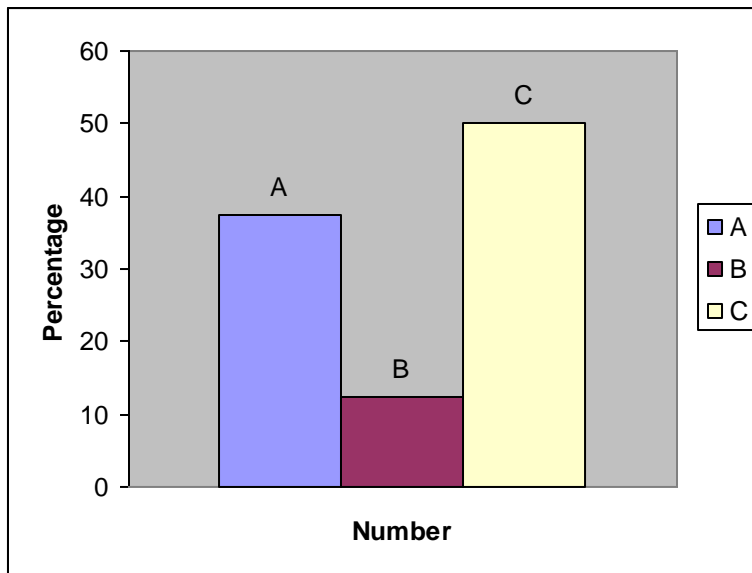


**Figure 15:  Type of correction used by the teacher**

    The figure above shows that about (37.5%) said that their teacher gives them time to correct them selves (12.5%) of the students declare that their teacher allow pee-correction,

while the half of the student (50%) said that both types were performed. This indicates that teachers are aware of the importance of both self-correction and peer-correction this can help learners to be motivated in the classroom.

## Question: 07

Do you feel stressed when the teacher asks you questions.

- Always    □

- Sometimes    □

- Rarely    □

- Never    □

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 12 | 30 |
| Sometimes | 18 | 45 |
| Rarely | 08 | 20 |
| Never | 02 | 05 |
| Total | 40 | 100 |
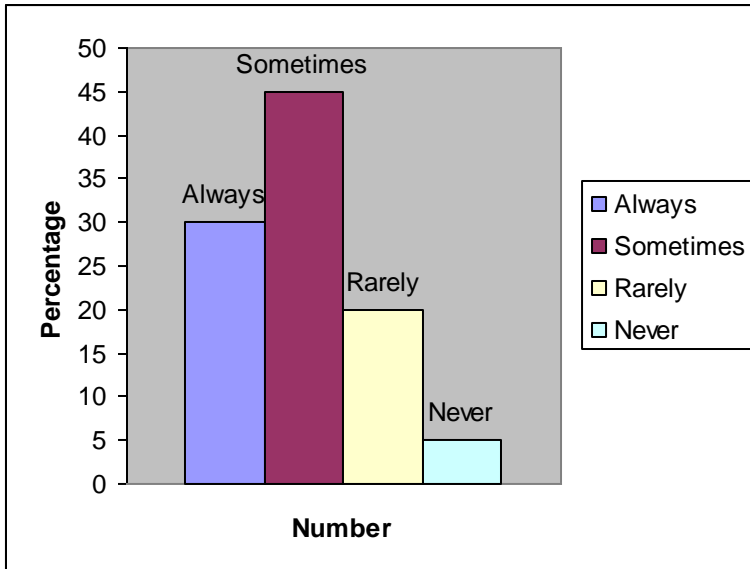
From the results obtained in the table above, we notice that (45%) of the students declare that they are sometimes stressed when the teacher asks questions (30%) of the learners who say that they always feel answers when the teachers ask them questions while (20%) of the learners say that they feel stressed toward teachers' questions. Only (05%) of the learners say that they never feel stressed when the teacher asks questions. This means that only the less motivated learners feel that they are very stressed when they are asked to answer some questions by the teacher.

## Question:08

If " yes" it is because

    A   worry about mistakes ?   □

    B   Have few or no idea.   □

    C   Fear teachers' negative feedback   □

| Option | Number | Percentage % |
| --- | --- | --- |
| A | 16 | 40 |
| B | 10 | 25 |
| C | 14 | 35 |
| Total | 40 | 100 |
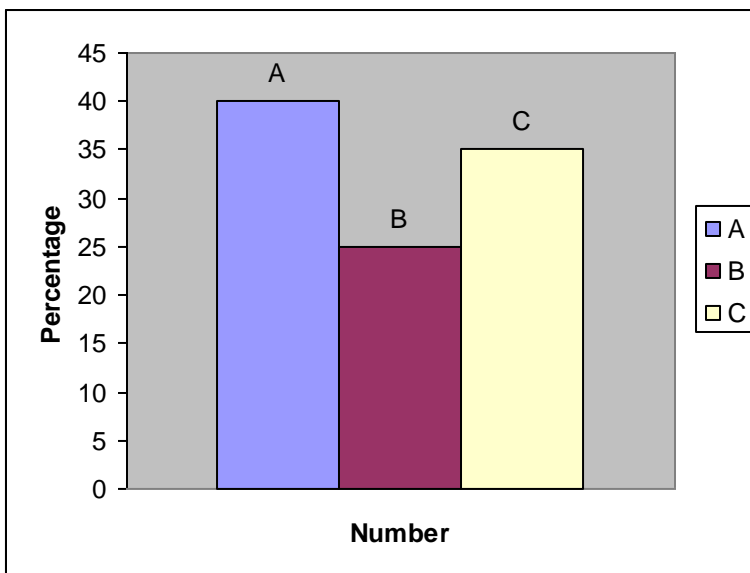


The majority of student (40%) agrees that they stressed when the teacher asks questions because they worry about mistakes. (35%) of students say that they fear teachers' negative feedback, only (25%) of the students declare that stressed only when they have few or no idea. This means that making mistakes and teachers' negative feedback may affect learners' motivation.

## Question: 09

If you don't perform well does the teacher react in negative way?

-Always ☐

-Often ☐

-Sometimes ☐

-Rarely ☐

-Never ☐

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 07 | 17.5 |
| Often | 04 | 10 |
| Sometimes | 15 | 37.5 |
| Rarely | 08 | 20 |
| Never | 06 | 15 |
| Total | 40 | 100 |

**Table16: students' reaction to teachers' negative feedback**
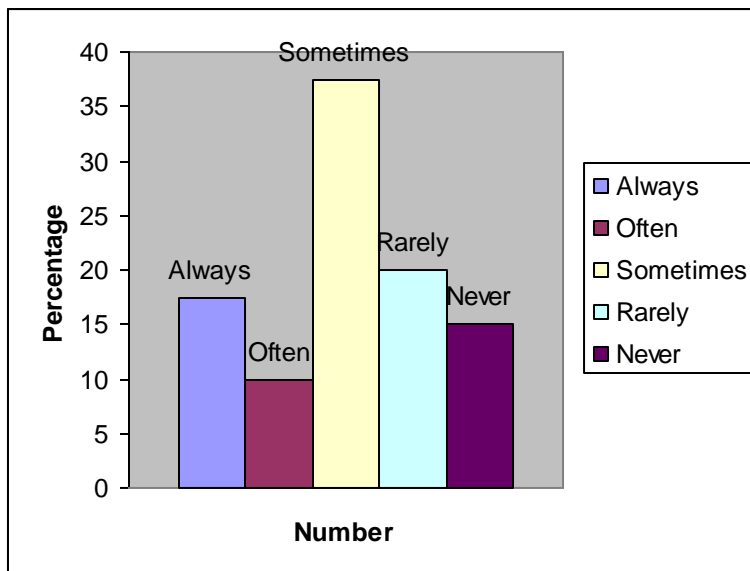


**Figure 16: students' reaction to teachers' negative feedback**

The results in table above show that (37.5%) of the students do not know exactly whether they have to perform very well inside the classroom or just leave it, because the teacher negative reaction towards their continual mistakes.

It is clear that about (17.5%) find it very hard to be very much motivated in the classroom. Because first of all they did not manage to perform well different tasks presented to them and second because of the teachers' reaction to their lack of interest to the course, (20%) of the students say that their teacher rarely reacts in negative way only (15%) of the students say that their teachers never react in negative way.

## Question: 10

Would you like to receive feedback from your classmates?

- Always ☐

- Often ☐

- Sometimes ☐

- Rarely ☐

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Always | 14 | 35 |
| Often | 03 | 7.5 |
| Sometimes | 21 | 52.5 |
| Rarely | 02 | 5 |
| Total | 40 | 100 |
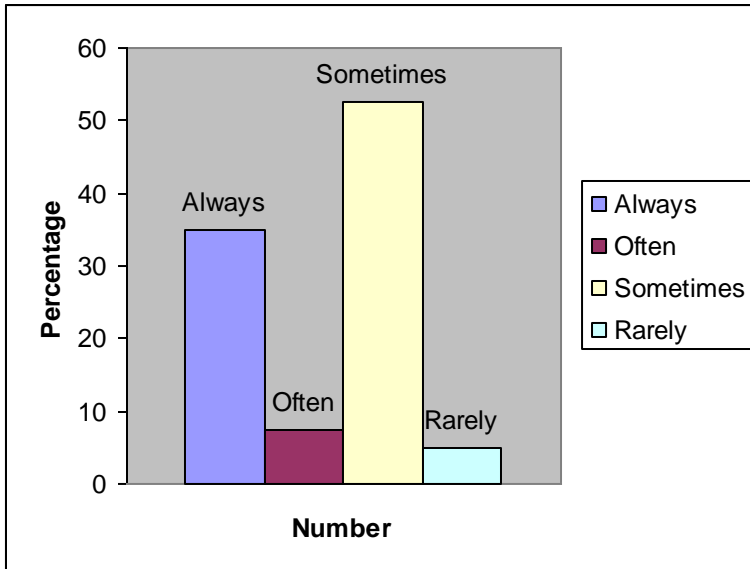
This percentage (52%) indicates that this category of learners is not entirely sure of what they to do while they are learning second language, in other

Words those who are very well motivated and receive efficient feedback from teachers don't really like to receive or corporate with their classmates about any kind of knowledge what sever. Whereas (35%) those who do not understand fully their teacher feedback become less motivated and would like to corporate with their classmates hoping that would help them to understand the courses.

## Question: 11

-Would you like to receive your teachers' correction?

- Always  □

- Often    □

- Sometimes □

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 35 | 87.5 |
| Often | 02 | 05 |
| Sometimes | 03 | 7.5 |
| Total | 40 | 100 |
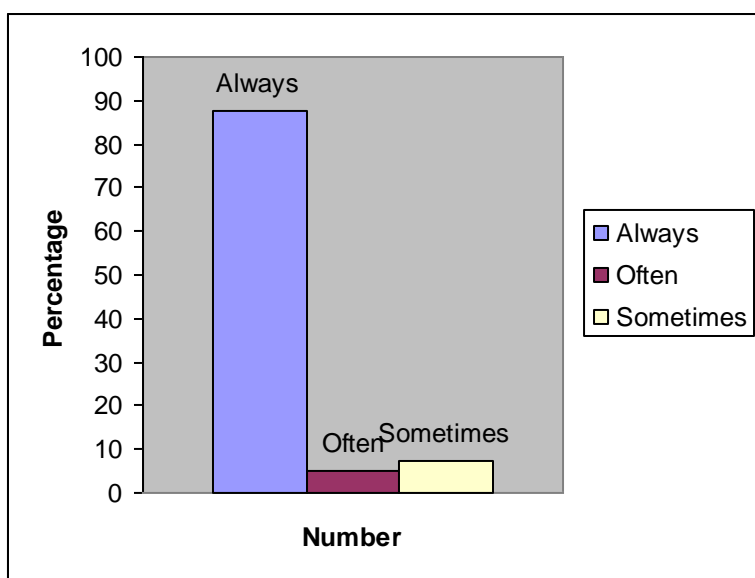


The highest percentage (87.5%) indicates clearly that teachers are performing well in their classes, and would like to help as much as they can learners to correct their intonation, pronunciation, and reading ability …., furthermore, this percentage tells us that most of the time, learners rely heavily on the help of their teacher when it comes to correcting different mistakes committed by learners who are attempting to learn second language, while the percentage (7.5%) tells us that not all students would like to be cooperative with their teacher and receive their teachers' correction.

## Question: 12

Does feedback help you to perform a task after it has been used by teacher ?

-Always  □

- Often  □

- Sometimes  □

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 20 | 50 |
| Often | 05 | 12.5 |
| Sometimes | 15 | 37.5 |
| Total | 40 | 100 |
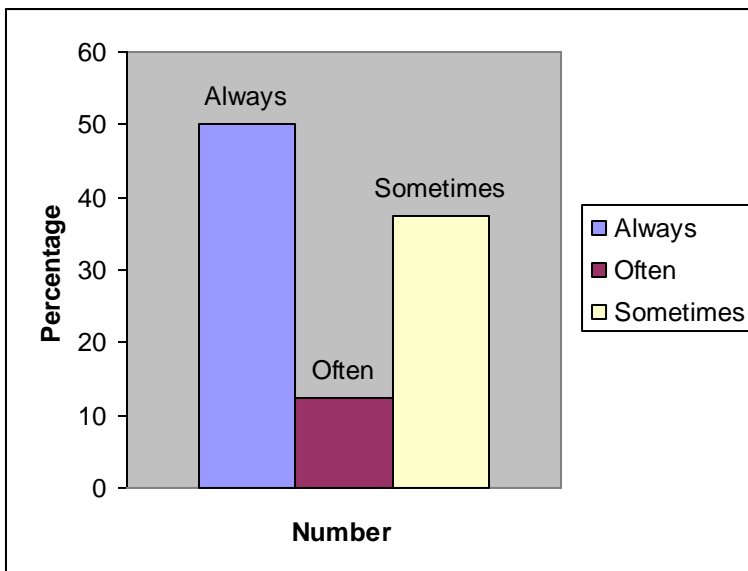


Performing a task, is not an easy objective to be achieved during the academic year it is for this reason, that percentage (50%) tells us that feedback indeed an efficient technique that helps both the teacher as well as learners, to master the task at hand and corporate fully during the learning process, while (37.5%) of the students say that sometimes

feedback helps them perform a task after it has been used by teacher.

**Question: 13**

How do you feel when your teacher corrects errors?

A  Very motivated   □

B  Motivated   □

C  Less motivated   □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| A | 10 | 25 |
| B | 26 | 65 |
| C | 04 | 10 |
| Total | 40 | 100 |
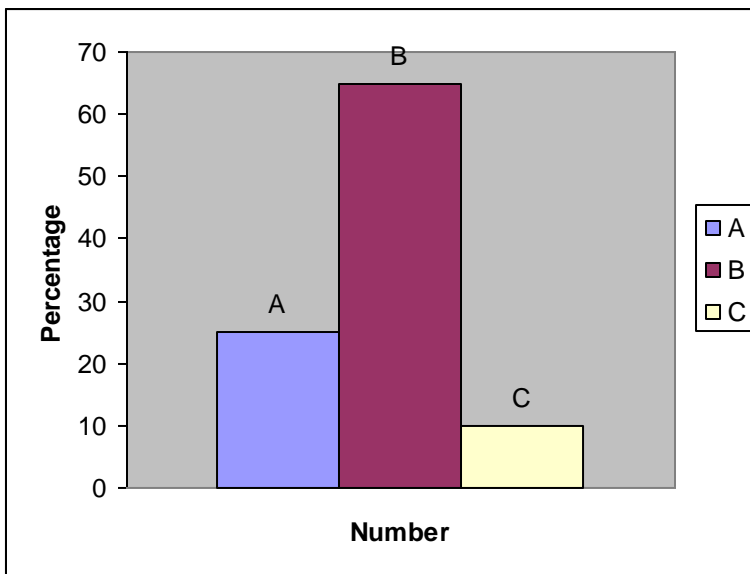


Correcting learners' mistakes make them even more motivated to learn how to learn through making mistakes and correcting them, and this percentage (65%) tells us that the more students learn from their mistakes the more they become motivated (25%) of the students feel very motivated when their teacher correct your errors. only (10%) of the

students feel less motivated toward teachers' correction.

## Question: 14

Do you feel that you are able to use your teachers' correction?

-Always  □

-Sometimes  □

-Rarely  □

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Always | 31 | 77.5 |
| Sometimes | 09 | 22.5 |
| Rarely | / | / |
| Total | 40 | 100 |
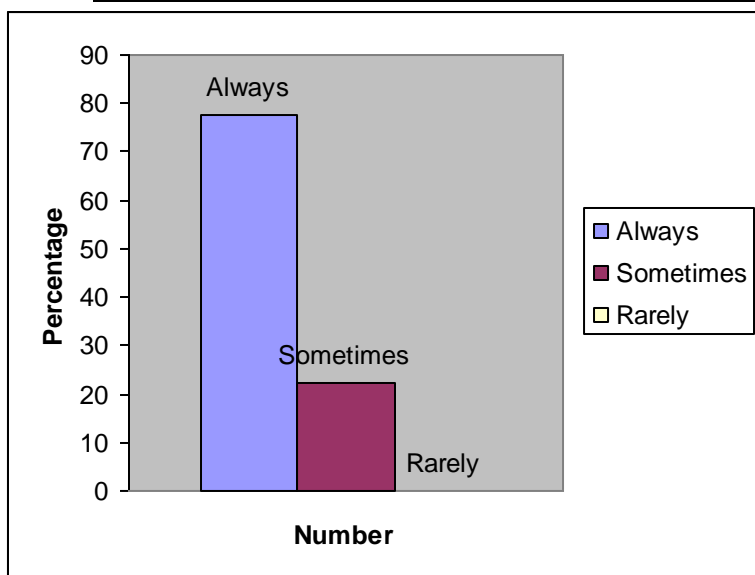


The result in the table above shows that the majority of students (77.5%) feel that

they are able to use teachers' correction, this means that students become even more.

Motivated while they are learning from their mistakes and using their teacher.

Correction only (22.5%) of the students state that they sometimes feel that they are able to use teachers' correction not always.

## Question: 15

Do you think that teachers' correction is useful for you?

-Always ☐

-Often ☐

-Sometimes ☐

| Option | Number | Percentage % |
|--------|--------|--------------|
| Always | 30 | 75 |
| Often | 05 | 12.5 |
| Sometimes | 05 | 12.5 |
| Total | 40 | 100 |
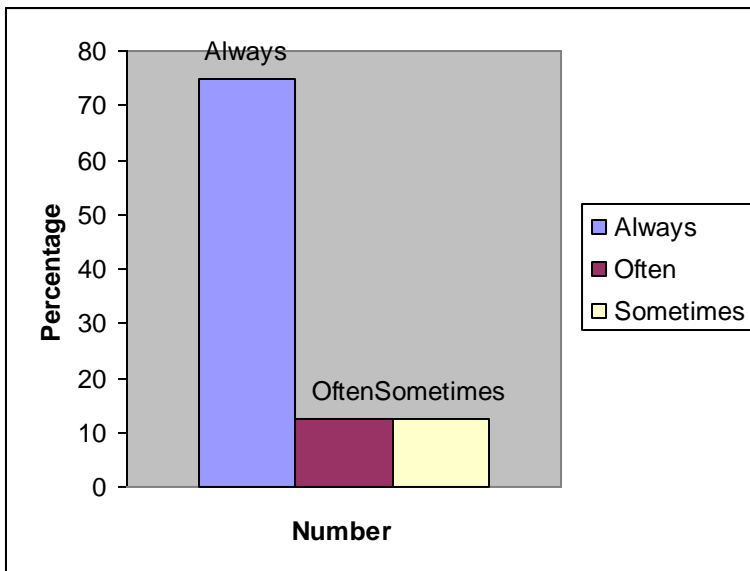
The analysis of the results shows that the majority of students (75%) believe that teachers' correction is useful for them, because it helps them to improve their level in learning a foreign language, this means that students made more improvement when feedback was given (12.5%) of students say that feedback is sometimes useful for them. In this case, feedback technique is useful to examine the success or failure of performance.

**Question: 16**

Do you think that you receive sufficient feedback from your teacher?

- Always ☐

- Often ☐

- Sometimes ☐

- Rarely ☐

| *Option* | *Number* | *Percentage %* |
|----------|----------|----------------|
| Always | 22 | 55 |
| Often | 09 | 22.5 |
| Sometimes | 04 | 10 |
| Rarely | 05 | 12.5 |
| Total | 40 | 100 |

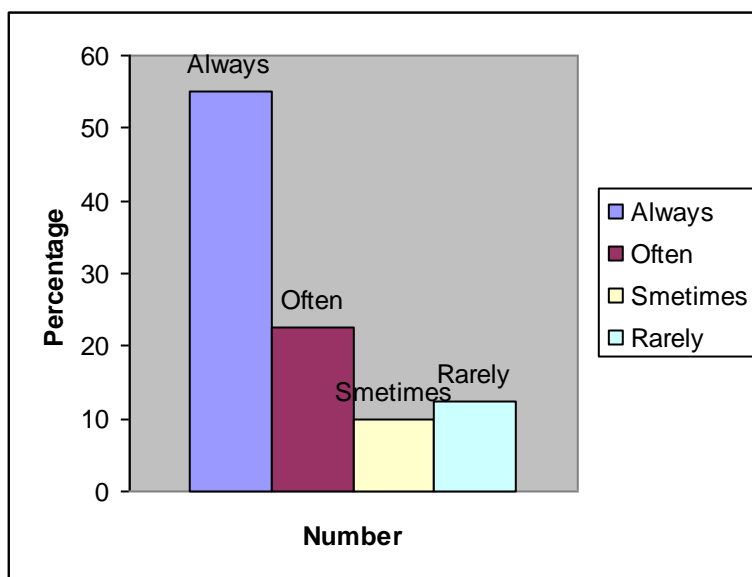The results show that the majority of students (55%) state that they receive sufficient feedback from their teachers', because this technique helps them to succeed in the process of learning and it contributes to improve their level of performance. 22.5% of students think that they often receive sufficient feedback from their teachers, only (10%) of the students say that they sometimes receive sufficient feedback.

## *Conclusion:*

The data we have collected, from the questionnaire administered to third year LMD English students, shows that learners are basically interested in teacher's feedback, because it helps them to improve their performance and this will make them learn in a more efficient way. Let us strongly maintain the importance of feedback technique in language learning and its effect on learners' motivation and support our research hypothesis which states that the effect of feedback in raising learners' motivation, can possibly be confirmed through designing an experimentation or a test to analyze the correlation that might exist between feedback and motivation.

## *General Conclusion:*

It is an acknowledged fact that there is a relation ship between feedback technique and motivation. This study found that many teachers and learners prefer feedback technique, because it helps learners to improve their learning, and become even more motivated. It is for this reason that teachers try to use this technique in a more efficient way. More importantly, teachers consider themselves as active socialising agents capable of stimulating students' motivation to learn how to learn a second language.

This work also shows that feedback affects students' motivation as has been stated in our hypothesis (the effect of feedback on learners' motivation). The result shows that learners are basically interested in teachers' correction, to avoid making errors' and therefore want their teachers to correct all errors during the period of learning. One also notices here that feedback technique should not be only based on standardized practice, where the teacher is supposed to use only one type of feedback to motivate learners, rather he (teacher) should incorporate into his teaching, techniques attitudes, and needs of learners.

It is for this reason that there must be from time to time a debate between teachers and students in order to find the most appropriate feedback techniques that can allow learners to learn how to correct their mistakes.

To increase their knowledge, in the field of learning a second language, and make them even more motivated during the beginning of the learning process, which means the students must be willing to work hard, and persevere and use very efficiently different types of feedback technique, if they want to find them selves capable and ready to face any learning difficulty, while they are trying to learn how to learn second language. All these issues, show that learners who are motivated can create within themselves a desire to improve their levels of learning a second language

In the end, we can say that the results obtained are in general supporting of the hypothesis, as has been shown in both teachers' questionnaire and learners' questionnaire.

# *BIBLIOGRAPHY*

1.  Alderman, M.k. (2004). Motivation for Achievement: Possibilities for Teaching and learning, 2nd Ed. Mahwah. New Jersey: Lawrence Erlbaum Associates.

2.  Bandura, A. (1997). Self- efficacy. The exercise of Control. New York: Freeman & company.

3.  Boud, D (1995) Assessment and Learning: Contradidory or Complimentary? Assessment for Learning Higher Education. Kogan, London.

4.  Brophy, J. (2004). Motivating Students to Learn. Second Edition Mahwah, New Jersey: Lawrence Erlbaum Associates.

5.  Brophy, J. (1981). Teacher praise: A functional analysis. Review of Educational Research, 51, 5 -31.

6.  Brown, H.D. (2007). Principles of Language Learning and Teaching, 5th Ed. White Plains, New York: Pearson Education.

7.  Brown, H.D. (1994). Principles of Language Learning and Teaching, Englewood Cliffs, NJ: Prentice Hall Regents.

8.  Chaudron, G. (1998), Second Language Classrooms: Research on Teaching and learning. M.H. Long & G, C. Richards (Eds) Cambridge, U.K: Cambridge University Press.

9.  Child, D. (1977). Psychology and the Teacher. 2nd Ed. London: Holt, Rinehart and Winston.

10. Deci, E.L, & Ryan, R.M. (2000). The "what "and "why "of Goal Pursuits: Human Needs and the Self- Determination of Behaviour. Psychological Inquiry, 227. 268 Lawrence Erlbaum Associates.

11. Deci, E.L., Ryan, R.M., & Williams, G.C. (1996). Self-Determination and Education : Need Satisfaction and the Self-Regulation of Learning. Learning and Individual Differences. New York: Jai Press.

12. Dornyei,Z.( 2001). Motivational Strategies in the Language Classroom. Cambridge, U.K: Cambridge University Press.

13. Ellis, R. (2008). The Study of Second Language Acquisition. Oxford University Press

14. Gardner, R. C & W, Lambert (1972).Attitudes and Motivation in Second Language Learning. Rowly Mass: New bury House.

15. Gardner. R.C, P.C. Smythe, R. Clément and Gliksman (1976), Second Language Acquisition: A Social Psychological Perspective. In Canada Modern Language Review N 32.

16. Gardner. R.C. (1993). A student's Contribution to Second Language Learning part II: Affective factors'. In Language Teaching. Cambridge University Press.

17. Harmer, J.( 2001). The Practice of English Language Teaching. Pearson Education Limited.

18. Maslow,A,H.( 1962). Toward a Psychology of Being. Princeton, New Jersey: Van Nostrand.

19. Mc Donough,S.H.( 1986). Psychology in Foreign Language Learning. 2$^{nd}$ Ed. London: Allen &Unwin.

20. McClelland, D.C., Athinson,J.W., R.A., & Lowell, E.L. ( 1953) . The Achievement Motive-New York: Appleton Century-Crofts.

21. Pintrich, P.R.( 2003). Motivation and Classroom Learning. In William M.Reynolds & Gloria E. Miller (Eds). Handbook of psychology Vol.7: Educational Psychology (103-122). Hoboken, New Jersey: Wiley.

22. Skihan.P. (1989) . Individual Differences in Second-Language Learning. London: Edward Arnold.

23. Ur, P.(1996). A course in Language Teaching. Cambridge: CUP.

24. Wajnryb, R. (1992). Classroom Observation Tasks. A Resource book for Language Teachers and Trainers. Cambridge, University Press.

25. Weiner, I.B. (1992). Human Motivation: Metaphors, Theories, and Research. Newbury Park, CA: sage.

# APPENDICES

- **Teachers' questionnaire**

- **Student' questionnaire**

University of Constantine

Department of English

# APPENDIX  I

Teachers' Questionnaire

Dear Educators.

   The present questionnaire is designed to throw some light on the role of teachers 'feedback in rising learners' motivation. We would be deeply grateful if you accept to fill in the questionnaire that would contribute to our finding.

    Please, tick the answer that would think more appropriate.

1-Teachers'qualification.

-Magister/Master  □

-Doctorate  □

2-How many years have you been teaching English?

- Two years □

- Five years □

More than five years

3- Do you think that motivation is an important factor for learning a foreign language?

- Yes  □

- No  □

4-Are your students motivated to learn English?

- Always  □

- Sometimes  □

- Rarely □

5-Do you promote motivation in the classroom?

- Yes ☐

- No ☐

6-Do your students participate in classroom after receiving feedback?

- Always ☐

- Sometimes☐

- Often ☐

7-When students make errors, do they receive feedback?

- Yes ☐

- No ☐

8- If "yes" from whom?

- Teacher ☐

- Student ☐

- Both ☐

9- Which feedback do you prefer to use ?

- Oral ☐

- Written ☐

- Other ☐

10- How do students react to feedback technique?

- Positively ☐

- Negatively ☐

11- Do you think that giving feedback is useful for enhancing learning?

- Always ☐

- Often ☐

- Sometimes ☐

12- Do you think that you are using sufficient feedback in almost every lecture?

- Always ☐

- Often ☐

- Sometimes ☐

May I thank you in advance

For your collaboration

Ministry of higher education scientific research

University of Constantine

Department of English

Third year LMD students

# APPENDIX II

Learners' questionnaire

Dear students

We would very grateful if you accept to full the following questionnaire this questionnaire is designed to gather information about the role of teachers' feedback in raising learner's motivation

Please; tick the appropriate answer and justify whenever it is possible.

1-Do you like to learn English?

-Strongly Agree  ☐

-Agree  ☐

-Disagree  ☐

2-Do you enjoy your English classes?

-Agree  ☐

-Disagree  ☐

3-How do you consider your level in English?

- Good  ☐

- Average  ☐

- Bad  ☐

4-When you make mistakes during learning do you prefer to be corrected?

A- Whenever you mistakes  ☐

B- Only when your mistakes interfere with comprehension  ☐

C- Not to be corrected at all  ☐

5- Does your teacher correct your errors?

- Always  ☐

- Sometimes  ☐

- Often  ☐

6- Does your teacher give you enough time

A-to correct your self?  ☐

B-your classmates?  ☐

C-Use both ways?  ☐

7-Do you feel stressed when the teacher asks you questions?

- Always  ☐

- Sometimes  ☐

- Rarely  ☐

- Never  ☐

8-If "yes ", it is because

A-Worry about mistakes?  ☐

B-Have few or no idea?  ☐

C-fear teachers 'negative feedback?  ☐

9-If you don't perform well does the teacher react in negative way?

- Always  ☐

- Often  ☐

- Sometimes  ☐

- Rarely  ☐

- Never  ☐

10-Would you like to receive feedback from your classmates?

- Always ☐

- Often ☐

- Sometimes ☐

- Rarely ☐

11-Would you like to receive your teachers 'correction?

- Always ☐

- Often ☐

- Sometimes ☐

12-Does feedback helps you to perform a task after it has been used by teacher?

- Always ☐

- Often ☐

- Sometimes ☐

13-How do you feel when your teacher correct your errors?

A-Very motivated ☐

B-Motivated ☐

C-Less motivated ☐

14-Do you feel you are able to use your teachers' correction?

- Always ☐

- Sometimes ☐

- Rarely ☐

15-Do you think that teachers 'correction is useful for you?

- Always ☐

- Often ☐

- Sometimes  ☐

16-Do you think that you receive sufficient feedback from your teacher?

- Always   ☐

- Often    ☐

- Sometimes ☐

- Rarely   ☐

                      May I thank you in advance

                      For your collaboration

# RÉSUMÉ

Nos études se basent sur l'analyse de la relation de l'évaluation des enseignants et la motivation des étudiants.

Cette étude se base sur l'hypothèse suivante :(L'évaluation des enseignants a un effet positif sur l'encouragement et la motivation des étudiants)

Pour vérifier la validité de ces hypothèses. Nous nous sommes basés sur un questionnaire qui a été rempli par les enseignants et les étudiants de la 3$^{eme}$ année L.M.D (Anglais)

Les résultats obtenus prouvent que l'évaluation des acquis des étudiants par les enseignants ont un rôle objectif dans formation et la motivation des étudiants.

# ملخص

تعتمد هذه الدراسة على تحليل العلاقة بين تصحيح الأساتذة و تحفيز الطلبة.

و هذه الدراسة تعتمد على الفرضية التي تقول : التصحيح يؤثر إيجابيا على مستوى الطلبة بتحفيزهم أكثر.

و من أجل التأكد من صحة هذه الفرضية، اعتمدنا على استمارة معلومات قدمت لأساتذة و طلبة السنة الثالثة LMD لغة انجليزية ـ على حد سواء لمعرفة أرائهم حول التصحيح للوصول إلى تحليل النتائج التي توصلنا إليها، لمعرفة مدى تأثير التصحيح على تحفيز الطلبة.

و قد أوضحت النتائج أن تصحيح الأساتذة لأخطاء الطلبة يؤثر إيجابيا عليهم، بتحفيزهم على بذل مجهود أكبر و الاجتهاد أكثر، لتحسين مستواهم و الوصول إلى نتائج أفضل