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**Ministry of Higher Education and Scientific Research**  
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**Theme**

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**The Role of Teachers' Corrective Feedback in Motivating the  
EFL Learners in the Classroom**

**The Case of Master I LMD Students of English Didactics at Bejaia University**

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**Research Paper Submitted by MezhoudMeriem to Obtain a Master Degree  
in SLD**

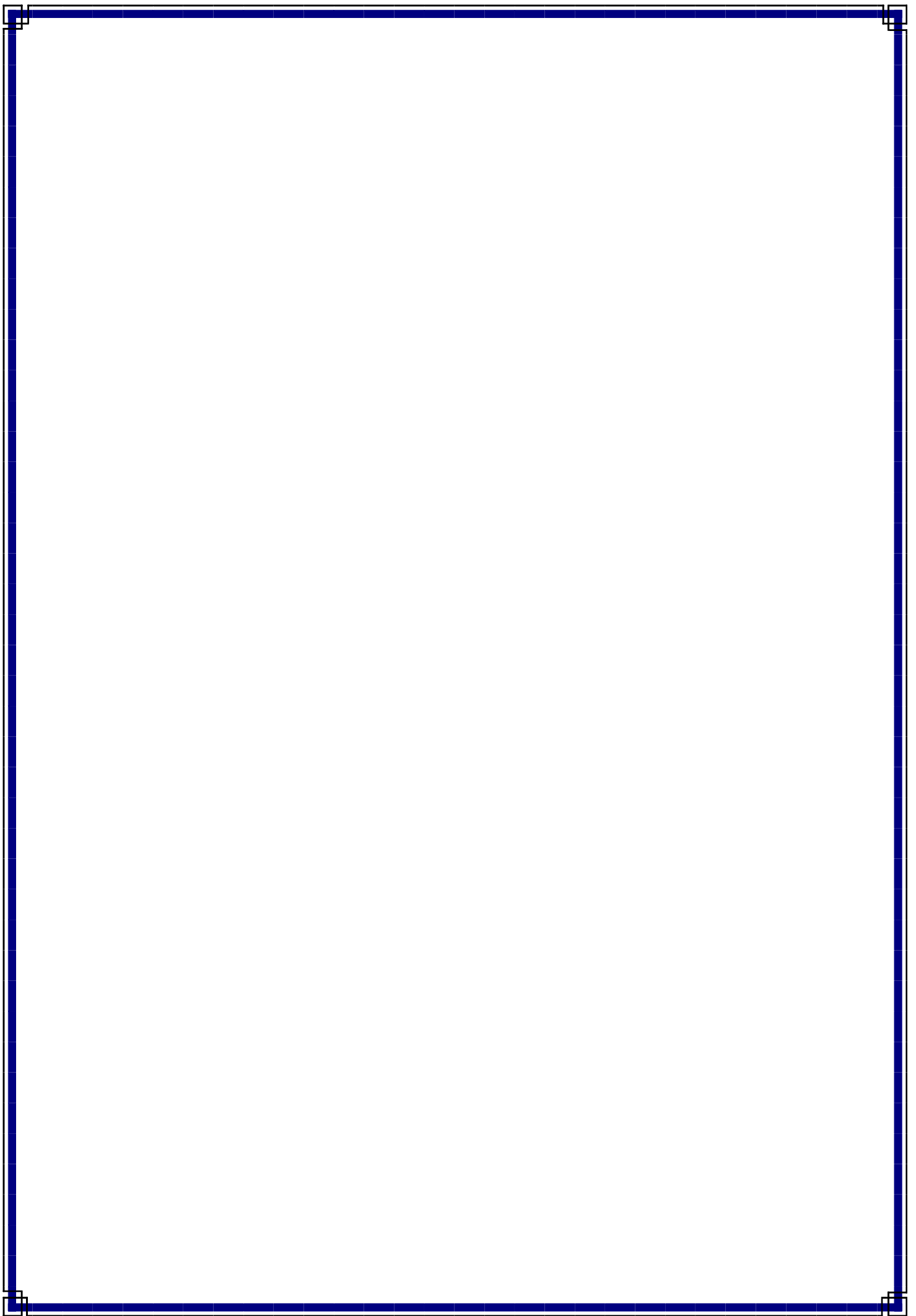
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**AcademicYear : 2014/2015**



## **Acknowledgements**

I would like to thank God for giving me health, strength, and patience to complete this work.

I would like to thank my supervisor Mr. MEDJKOUNE who taught me a lot about many aspects of my work.

I would like also to thank everyone who helped me to accomplish this research even with a small act or word.

# Dedication

I dedicate this work:

To my dear father;

To my dear mother;

To all my teachers, especially Miss Slimi who is very kind and helpful;

To my sisters Mounira and Kenza;

To my brothers Mounir and Hicham;

To all my friends, especially: Mima, Nina, Mina, Rahima, Lamo and her husband and son,

Wiza, Assia, Faris, Sara, Nora, among others;

To all my big family;

To everyone I love;

To everyone who loves me.

## **Abstract**

The present research aims at revealing whether corrective feedback influences positively or negatively EFL students' motivation in the classroom. We hypothesized that if teachers use corrective feedback in a kind way, students become encouraged and motivated; however, if they use it in a negative/ offensive way, students become discouraged. The present research is based on a review of the literature related to the two variables of our research, which are corrective feedback and motivation, and on carrying out a practical research. Thus, to conduct this research, we opted for the use of the descriptive method in which questionnaires are used as a data collection tool with the sample of 80 Master I SLD students at the University of Bejaia. The data collected were analyzed quantitatively. The findings of this research revealed that the EFL students' motivation depends at some point on their teacher's way of correcting errors.

**Key Words:** Corrective feedback, Error treatment, Motivation.

## List of Abbreviations

**IRF:** Initiations Response Feedback

**EFL:** English as a Foreign Language.

**CF:** Corrective Feedback.

**L2:** Second/ Foreign Language.

**LMD:** License/ Master/ Doctorate

**TL:** Target Language

**SLA:** Second Language Acquisition

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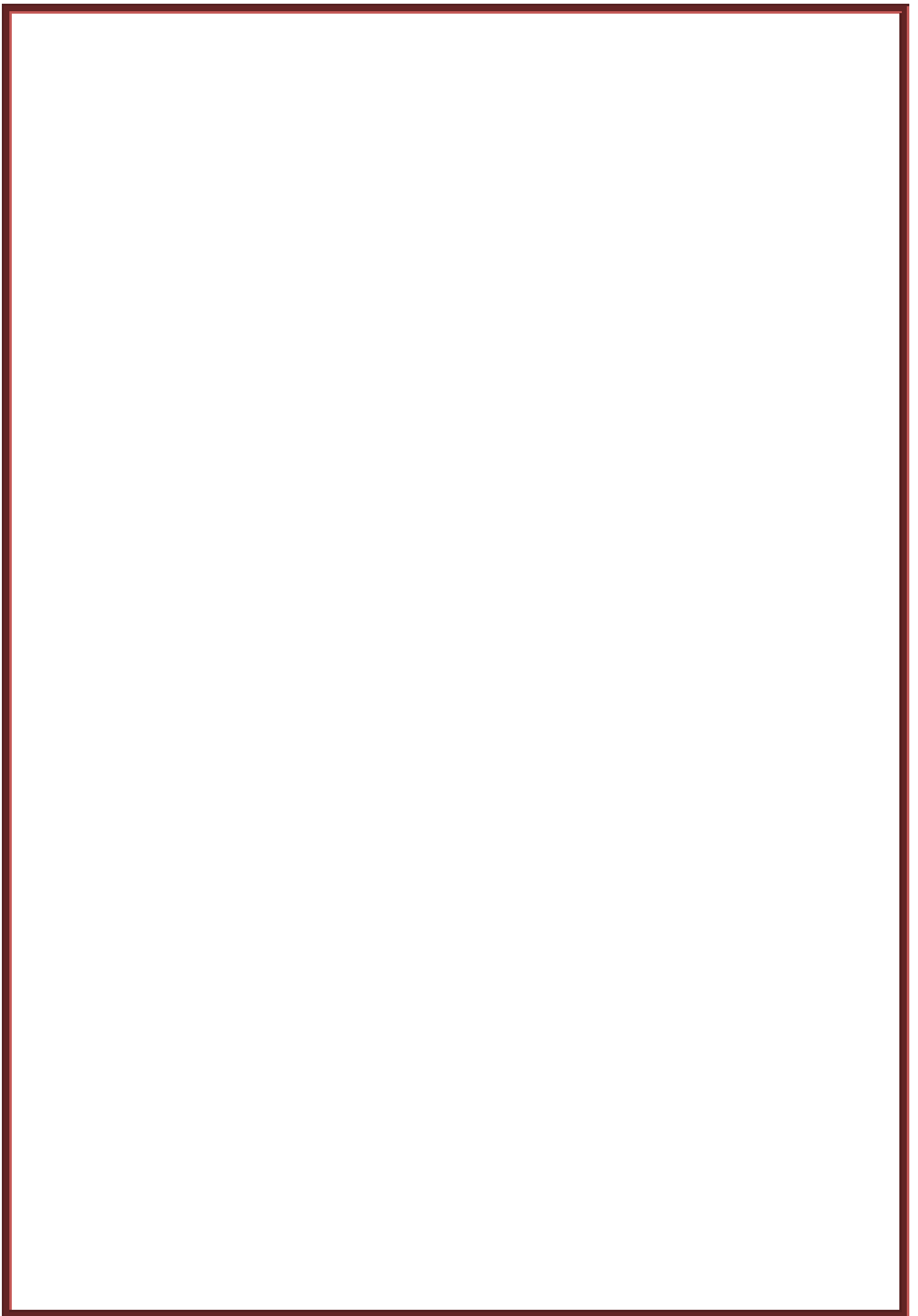
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# **General Introduction**

### Introduction

In any classroom, there are numerous forms of interaction, especially between teachers and students. The IRF (Initiation-Response-Feedback) model is one of these forms of teacher student interaction. The « I » refers to « initiation »; it is when the teacher initiates/ starts with a question. The « R » refers to « response »; it is a student's response to the teacher's question. The « F » refers to « feedback »; it is teacher's feedback to student's answer.

In our research, we are interested in the latter; precisely, in *corrective feedback* where the teacher either corrects students' errors, or asks them to clarify what they say.

Corrective feedback is considered as an important element in language learning instruction and foreign language context, and it plays an important role in motivating students in the classroom.

### 1. Background of the Research

An extensive body of research suggests the importance of close, caring teacher–Student relationships for students' academic self-perceptions, school engagement, motivation, learning, and performance (Berndt & Keefe, 1996; Birch & Ladd, 1996; Hymel, Comfort, Schonert-Reichl, & McDougall, 1996; Juvonen, Espinoza, & Knifsend, 2012; Klem & Connell, 2004; Ladd, Herald-Brown, & Kochel, 2009; Martin & Dowson, 2009; Newcomb & Bagwell, 1995; Pianta, Hamre, & Allen, 2012; Wentzel, 2009a, 2009b).

### **2. Statement of the Problem**

Through this research, we seek to determine the role of teachers' corrective feedback in motivating EFL (English as a Foreign Language) students in the classroom.

### **3. Research Question**

In our research, we seek to answer the following question:

To what extent do teachers' corrective feedbacks hinder or facilitate EFL students' motivation in the classroom?

### **4. Hypothesis**

Throughout our study, we seek to verify the following Hypothesis:

If teachers use corrective feedback in a positive manner, students become encouraged and motivated. However, if they use it in a negative way, they become embarrassed and discouraged.

### **5. Aim of the Study**

The purpose of this study is to determine the role teachers' corrective feedback plays in motivating EFL students. In other words, this research tries to find out if teachers' corrective feedback plays a positive or a negative role on students' motivation in the EFL classroom, and also we aim to develop some correction techniques for teachers that may be help in increasing students' motivation.

### **6. Significance of the study**

Motivation is a very important aspect in learning in general and in learning foreign languages in particular. So investigating the impact of teachers' corrective feedback on learners' motivation and developing some corrective feedback techniques for teachers that may be effective in increasing students' motivation is important in the foreign language learning context because without motivation, learning is difficult to achieve.

### **7. Methodology**

#### **7.1. Population and sample**

The participants in this study are Master I students of English Didactics at Bejaia University. We chose Master I students because they have an advanced knowledge about English language (grammar, vocabulary...) and they know what is corrective feedback.

#### **7.2. Research Design**

To achieve the aim mentioned above, the suitable research design that can be used is the descriptive method. The descriptive method is used to describe the relationship between teachers' corrective feedback and EFL students' motivation. Descriptive analysis is useful when seeking to study a large size sample and this type of research design enhances generalization of results.

##### **7.2.1. Procedures for Collecting Data**

As a tool for data collection, the participants will be provided with *questionnaires* that will be designed to test the hypothesis mentioned above and to identify the relationship between the two variables (teachers' corrective feedback and students' motivation). According to Seliger and Shohamy (1989:172) "*Questionnaires are used mostly to collect*



*data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts*". Questionnaires are a great choice to answer questions ethically.

### **7.2.2. Procedures for treating data**

After collecting the data, we analyze them quantitatively; the results are computed using descriptive statistics that are conducted under Microsoft Excel computer.

## **8. Structure of the Study**

Our research consists of two main chapters; the first one is theoretical, while the second is practical. The first chapter is the literature review, which provides background of teachers' corrective feedback and EFL learners' motivation. This chapter will be divided into three sections; the first section is an introduction to the first variable of our research which is corrective feedback. The second section is about motivation in the classroom. The last section of the first chapter deals with the influence of corrective feedback on motivation. The second chapter of our research comprises also three sections; the first deal with the methodological design. The second deals with the presentation of the findings, and the third section discusses the results, limitations, and suggestions for further research.

Finally, our thesis ends with a general conclusion, which gives a summary of the role of teachers' corrective feedback in motivating the EFL students' in the classroom as well as the findings of our research.

# **Theoretical Part: Literature Review**

### **Introduction**

Several researchers attempt to examine the effects of corrective feedback on the EFL learners due to its importance in the classroom. Teachers' corrective feedback has psychological impacts on learners. Motivation on the other hand, is a very crucial factor for learners in order to achieve better in the classroom. This chapter provides some previous studies done in the two fields that we are trying to investigate, which are corrective feedback and motivation and how corrective feedback affects EFL students' motivation.

### 1. Corrective Feedback

Several researches were done in the field of feedback. Because of time constraints, just an introduction to teachers' corrective feedback (definition and types), and error treatment is provided in this section. But before that, we have first to explain what feedback is.

#### 1.1. Definition of Feedback

The definition of the term feedback may differ from one field to another. According to the Oxford Advanced Learners' Encyclopedic Dictionary (1992: 326; cited in Boudjerra, 2013), feedback is "*Reactions, e.g. to work that has been done or an idea that has been suggested, expressed to those responsible for it*".

In English language teaching and learning, feedback according to Tsui (1995) is "*one element of the classroom interaction that comes after the teacher's questioning and the responses of the students*". Ur (1991: 242) mentioned: "*Feedback is information that is given to the learner about his or her performance of learning task, usually with the objective of improving this performance*". According to Ur (1991), when a learner answers his/ her teacher's question, he/ she receives different examples of feedback such as 'Yes, *right*', a raised eyebrow in response in a mistake in grammar, written comments on the margin of an essay and so on.

#### 1.2. Definition of Corrective Feedback

Corrective feedback occurs when a student produces an oral error, or an incorrect utterance of some sort, which is followed by the teacher's reaction. Teacher's CF (corrective feedback) refers to the teacher's response to learners' oral production.

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*Corrective feedback is an indication of the learner that his or her use of the target language is incorrect. It can be explicit (For example, in response to a learner error 'He go'- No you should say 'goes'), or implicit (For example, Yes, he goes to school everyday), and may or may not include metalinguistic information (For example, do not forget to make the verb agree with the subject*

Lightbown&Spada(2006: 197; cited in Zamouche, 2013).

Ur, 1991 mentioned, "*Correction means providing specific information on aspects of the learner's performance*". It means the teacher provides the learner with explanations about his or her error.

Researchers also noted that a distinct difference should be made between oral corrective feedback, which is giving immediate or delayed verbal corrections on students' erroneous utterances and written corrective feedback, which is a delayed process of providing corrections to students' errors; Lightbown&Spada (2006; cited in Zamouche, 2013).

### **1.2.1.Types of Corrective Feedback**

Lyster and Ranta (1997; cited in Zammouche, 2013), classified the teacher's correction of learners' errors into six types:

The first type is explicit correction where the teacher corrects his or her learner's error explicitly. The teacher directly indicates that the student's utterance was incorrect. Example, '*No, you are wrong*'.

Another type of corrective feedback is recast; recast is the teacher's reformulation of the student's utterance, minus the error. The teacher indicates that the learner's utterance is incorrect implicitly. Example, Student: '*She have a pet*'. Teacher: '*She has a pet*'.

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The third type of teacher's corrective feedback is clarification requests. The teacher indicates that the learner's utterance is incorrect either with a rising tone, or with a question such as, '*Sorry?*' This type of corrective feedback may reveal a problem in comprehensibility in the part of the teacher, or a linguistic problem in the part of the learner.

Metalinguistic feedback is another type of corrective feedback. The teacher tries to elicit the correct form from the learner. For example, Student: '*Both of them are doctor*'. Teacher: '*Do we say both of them are doctor?*'

Another corrective feedback type is elicitation. The teacher makes the learner organize his or her error by himself or herself and correct it. For instance, Student: '*She have a pet*'. Teacher: '*She.....*'

The last type of corrective feedback is repetition. The teacher repeats the learner's erroneous utterance in order to make the learner recognize his or her error. For example, Student: '*Both of them are doctor*'. Teacher: '*Doctor?*' Generally in this type of corrective feedback, teachers adjust their intonation to highlight the error.

### 1.2.2. Corrective Feedback and Error Treatment

Error treatment is the process, which enables teachers to find students' errors and to know the sources and reasons of these errors.

Before all, a distinction between the two concepts 'Error' and 'Mistake' should be made: Brown (2000: 157; cited in Zamouche, 2013), defines a mistake as "*A performance error that is either a random guess, a slip that is a failure to utilize a known system*". Using "*known system*", Brown means that the student knows the rule but uses it inappropriately. So, a student makes a mistake when he knows the correct form in a second language, but makes the mistake anyway when he is speaking or writing.

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On the other hand, errors “*reflect gaps in a learner’s knowledge. They occur because the learner does not know what is correct*”; Ellis (1997: 17; cited in Zamouche, 2013). So, an error is when a student produces an incorrect utterance because he does not have the knowledge to utter it correctly.

According to Ur, (1991: 43), “*An error in the classroom is commonly understood as something that is rejected by the teacher because it is wrong or inappropriate*”.

Brown and Ellis (1998; cited in Zamouche, 2013), believe that errors must be corrected.

Although there is a general belief that errors should be corrected, some theories deny the role of error correction by supporting that students go through systematic stages in learning. In Krashen’s natural hypothesis (1982), errors are considered as a part of the process of constructing learners’ second language system. Furthermore, Krashen in his natural order hypothesis suggests that learners acquire the rules of language in a predictable way and this is independent of the order in which rules are taught in language classes; cited in Martinez (2006:3). This is a very important aspect which is overlooked by some teachers who keep correcting the students with no successful results.

Another researcher who supports this idea is Edge (1989; cited in Martinez, 2006: 3), who criticizes what he calls “*the over-corrected teacher*”, which means the teacher who focuses much more on accuracy, rather than on fluency because the over focus on accuracy stops the flow of ideas of the learner.

Norrish (1983; cited in Martinez, 2006: 3), also supports this idea by defending that teachers should emphasize the idea of the language as an instrument for communication and encourage their students to express themselves rather than worrying too much on whether

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they do it right or not. He tries to encourage teachers to be more tolerant with the students' errors so as to let them risk, guess, enjoy learning and provide them with a feeling of security.

On the other hand, the behaviouristic theory suggests that it is through correction that learning happens; Peker (2005:3), i.e. when a mistake is made, the teacher should correct it immediately and then repeat the correct version to be learnt by the rest of the class.

Tsui believes that errors should be corrected. *"The erroneous output may cause other students to internalize these errors or to change their correct hypotheses about the target language to accommodate these incorrect forms"*. Tsui (1995: 46).

Levine (1975; cited in Martinez, 2006: 4), also accounts for the positive effects of correction and talks about the dangerous consequences of non correction. He analyses the effects of non giving confirmation nor disconfirmation to the students' guesses and accounts that if an error is not corrected, both the speaker and the rest of the class will consider it a right utterance to be learnt. He carries out an experiment and proves his hypothesis that the teachers' responses to wrong utterances are very important as part of the learning process as they cause the subject to alter a negative hypothesis he had wrongly thought of.

All in all, the correction of errors is sometimes necessary and positive because it could improve learners' linguistic and communicative competence. But some other times it has a negative effect because focusing too much on what learners say rather than on *how they say it* can be dangerous. This can result in a situation where learners provide each other with input which is often incorrect and incomplete and which other learners process as if it were right. This can lead us to support that form focus and error correction are also necessary, that correction of errors should be made, otherwise they can create false hypothesis and fossilize.



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Error correction is definitely needed at some point in the learning process to a lesser or a wider extent; however, teachers should take into consideration several individual factors defining our students such as the learner's age, aptitude, personality, proficiency level, anxiety, preferences, and learning styles; Martinez, (2006: 3) and Tsui (1995: 48). These factors are crucial information for the language teacher in order to improve the learning process. Teachers should try to get the most information as possible from the students in order to know what their learning styles and preferences are. Furthermore, being able to know about our students' individual learning styles and preferences will give us the clue so as to know whether we should correct them or not and how to correct.

## 2. Motivation in the Classroom

Motivation has long been a very important aspect in education. Several theories and models exist about motivation. In this section, because of time limitation, we provide only some of these theories. But before that, let's define motivation.

### 2.2. Definition of Motivation

The Free Merriam-Webster learners' dictionary (2015) defines motivation as:

- a- *“The act or process of giving someone a reason for doing something: The act or process of motivating someone”.*
- b- *“The condition of being eager to act or work: The condition of being motivated”.*
- c- *“A force or influence that causes someone to do something”.*

Sepora & Mahadi (2012: 233), define motivation as “*a physical, psychological or social need which motivates the individual to reach or achieve his goal and fulfill his need and, finally feel satisfied owing to achieving his aim*”.

From these definitions we understand that motivation is the desire and interest to commit to something in order to attain a specific objective.

### **2.3. Types of Motivation**

Several studies about motivation in second/foreign language learning usually distinguish between two main types of motivation namely, instrumental versus integrative motivation. According to Gardner and Lambert (1972; cited in Sepora & Mahadi, 2012: 232), the two types of motivation in learning are:

#### **2.3.1. Integrative Motivation**

“*A learner is integratively motivated when s/he learns a language because s/he wants to know more of the culture and values of the foreign language community, to make contact with the speakers of the languages, or to live in the country concerned*”; Gardner and Lambert (1972; cited in Sepora & Mahadi, 2012: 232).

#### **2.3.2. Instrumental Motivation**

“*It is the learner’s interest in learning a language to reach a certain practical objective such as a better job, or a higher salary, or just passing an examination in school*”; Gardner and Lambert (1972; cited in Sepora & Mahadi, 2012: 232).

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Both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather they select a combination of both the ‘orientations’; Norris (2001).

Throughout the 1990s, research on language learning motivation incorporated concepts from psychology; Deci and Ryan (1985; cited in Deci & Vallerand, 1991), classified motivation into intrinsic and extrinsic motivation.

### **a- Extrinsic Motivation**

Extrinsic motivation on the other hand according to Frank is an external form of motivation. It can be another person, an outside demand, obligation or reward that requires the achievement of a particular goal; Frank (2010). It is the desire beyond the self to accomplish a particular goal.

### **b- Intrinsic Motivation**

“Intrinsic motivation is an internal form of motivation” Frank (2010). It is the desire within a person to accomplish a certain goal for personal satisfaction.

Frank (2010) believes that intrinsic motivation is more likely to lead to persistent behavior toward a goal when extrinsic motivations are not present.

### 2.4. Some Theories about Motivation

There are several theories that try to explain what makes learners motivated. In our research we introduce some of them:

#### 2.4.1. Self-Determination Theory

Self-Determination theory is concerned with people's innate needs, Hurst (2015). So, it is concerned with intrinsic motivation that pushes people to achieve their desired goals.

According to Deci and Ryan (2009), Three basic psychological needs underline behaviour. In order for people to achieve their basic needs, they need **competence**, which is the need to understand the environment, **autonomy**, which is according to Deci & Ryan "*engaging in an activity with a sense of choice and willingness*"; that is, intrinsic motivation, and the third need is **relatedness**, which is the desire to interact with other people since it is a human nature to seek for belongingness.

Hurst (2015) believes that these three needs should be met in order to foster growth and well-being. So, this theory assumes that in order for people to be intrinsically motivated, the three needs cited above should be present.

#### 2.4.2. Attribution Theory

The originator of this theory Weiner (1974) assumes that attribution theory attempts to determine the cause of a given behaviour. It is attribution of causes to behaviour.

Weiner (1974) focused his attribution theory on achievement. He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement.

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Attribution theory has been used to explain the difference in motivation between high and low achievers. Weiner (1974), high achievers will approach rather than avoid tasks related to succeeding because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam. Thus, failure does not affect their self-esteem, but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to Doubt about their ability, or assume success is related to luck or to “who you know” or to other factors beyond their control; Weiner (1974).

Thus, in the classroom, when teachers communicate to students that failures are due to the use of inappropriate strategies or due to inappropriate effort, students are likely to be motivated to try harder or to use more appropriate strategies in the future.

### **2.4.3. Goal orientation Theory**

This theory originated early in the 20<sup>th</sup> century, but became a particularly important theoretical framework in the study of academic motivation after 1985; Anderman and Youth (2009).

Whereas other motivational theories examine students’ beliefs about their successes and failures, goal orientation theory examines the reasons why students engage in their academic work; Anderman and Youth (2009).

In this theory, “*The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them*” Ur (1991). Thus, when a learner knows the reasons of learning, he becomes motivated to achieve his desired goal.

According to Anderman and Youth (2009), goals fall into two major classes: Mastery goals in which students want to master new skills for self-improvement and performance goals where students try to make a good impression and compare their competence to others.

Anderman and Youth believe that it is important to note that students can hold multiple goals simultaneously; thus, it is possible for a student to be both mastery-approach oriented and performance-approach oriented; such a student truly wants to learn and master the material but is also concerned with appearing more competent than others.

### **2.4.4. Maslow's Needs Hierarchy Theory**

In the 1950s, Abraham Maslow developed a theory called the hierarchy of needs; McLeod (2014).

Maslow developed a list that classified all humanistic needs into five general groups. The earliest and most widespread version of Maslow's *hierarchy of needs* includes five motivational needs; cited in McLoeod (2014).

Maslow (1943) stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on. These needs are:

**Physiological needs** include the most basic needs that are vital to survival, such as the need for water, air, food, and sleep. Maslow (1943) believes that these needs are the most basic needs in the hierarchy because all needs become secondary until these physiological needs are met.

Here is an example. Have you ever had a hard time paying attention to what the professor is saying when you are hungry? Some students may not have had breakfast or even

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dinner the night before. Free and reduced breakfast and lunch programs have been implemented in schools to help students meet some of their physiological needs.

The next level of needs is **safety needs**. These include needs for safety and security. *“These are important for survival, but they are not as demanding as the physiological needs”*; Maslow (1943).

In schools, an example of addressing safety needs include providing a safe and secure classroom.

We now come to the third level, **social needs**. These are referred to as the love and belonging needs. These include needs for belonging, love, and affection. Maslow (1943) considered these needs to be less basic than physiological and security needs.

Relationships such as friendships and families help fulfill this need for acceptance. When people's social needs are not met, they tend to be unhappy.

After the first three needs have been satisfied, **esteem needs** become increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

Maslow (1943) later differentiated the growth need of **self actualization**, which is to find self-fulfillment, realize one's potential, and seek personal growth and peak experiences. Abraham Maslow (1943) stated that human motivation is based on people seeking fulfillment and change through personal growth. Self-actualized people are those who were fulfilled and doing all they were capable of.

The growth of self-actualization refers to the need for personal growth and discovery that is present throughout a person's life. For Maslow, a person is always 'becoming' and

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never remains static in these terms. In self-actualization a person comes to find a meaning to life that is important to them.

As each person is unique, the motivation for self-actualization leads people in different directions. For some people self-actualization can be achieved through creating works of art or literature, for others through sport, in the classroom, or within a corporate setting; Huit (2007).

Maslow believed self-actualization could be measured through the concept of peak experiences. This occurs when a person experiences the world totally for what it is, and there are feelings of joy and wonder; cited in Huit (2007).

Maslow offers the following description of self-actualization:

*It refers to the person's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially doing...The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions; Maslow (1943, p. 382–383; cited in McLeod, 2007).*

Maslow (1943) believes that one must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

It is important to note that Maslow's (1943, 1954; cited in McLeod, 2007) five stage model has been expanded to include cognitive and aesthetic needs and later transcendence needs.

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes wiser and automatically knows what to do in a wide variety of



## Chapter One: Background of Corrective Feedback and Motivation

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situations. Daniels (2001; cited in Huit, 2007), suggested that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Maslow's hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. He looks at the entire physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

Applications of Maslow's hierarchy theory to the work of the classroom teacher are obvious. Before a student's cognitive needs can be met they must first fulfill their basic physiological needs. For example a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential.

Maslow (1943) suggests students must be shown that they are valued and respected in the classroom and the teacher should create a supportive environment.

### **2.5. Factors Affecting Motivation**

Several factors influence motivation even positively or negatively.

One of the factors that influence motivation is "attitude". Attitudes are internal states that influence what the learners are likely to do.

Attitudes are influenced by the kind of personality the learner possesses.

Language attitude is an important concept because it plays a key role in language learning and teaching. According to Oller (1979, p.138; cited in tahaineh, 2013), *"Attitudes are merely one of the factors that gives rise to motivation which eventually results in attainment proficiency in a second language"*.

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Attitudes towards a particular language might be either positive or negative. Some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation.

Improving the positive attitude of the students towards a particular academic subject may increase their desire to learn it, and an ability to apply what they have been taught, as well as an improvement in remembrance.

In addition to learners' attitudes, many other factors influence students' motivation. According to Harmer (1991) factors influencing students' intrinsic motivation are physical conditions, teachers as well as their teaching methods; (cited in Masaryk & Remiasova, 2007).

Physical conditions such as lighting, temperature, layout of desks, pictures, materials, etc have a great effect on learning. Positive school climate perceptions are protective factors that may supply students with supportive learning environment; Masaryk & Remiasova (2007). For instance, if the students find their classroom is a caring, comfortable and supportive place where everyone is valued and respected, they will tend to participate more successfully in the learning process. Harmer (1991; cited in Masaryk & Remiasova, 2007), believes that classrooms that are badly lit and overcrowded can be excessively demotivating.

In addition to physical conditions, other factors influencing students' intrinsic motivation are teachers as well as their teaching methods; Masaryk & Remiasova (2007). So, teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning.

Another aspect that affects motivation is students' anxiety. Anxiety is one of the most recognized factors that undermine learning effectiveness and second language motivation;

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Dörnyei (2007). Safe classroom environments are the most productive in involving the learner in the learning process. In such environments, students are encouraged to express their opinions and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm.

To sum up, there are many factors influencing students' motivation to learn a language, from learners' preferences of learning to teaching methods. We have to mention that different learners have different desires; for example an introvert learner will learn better alone and group work will affect him negatively whereas for an extrovert learner, group work will affect him positively and vice versa. Affective factors also depend on learners' objectives to learn a certain language (instrumental vs. integrative), and the teacher should set clear lesson objectives in order to affect students in a positive way.

### **2.6. Importance of Motivation in the Classroom**

Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners.

Brown (2000:160; cited in Norris, 2001), states *that "it is easy in second language learning to claim that a learner will be successful with the proper motivation"*. With similar views, Gardner (2006, p. 241; cited in Norris, 2001) reports that *"students with higher levels of motivation will do better than students with lower levels"*. We understand that there is no or less achievement without motivation and that motivation guides learning.

Lack of motivation can cause procrastination because motivation is the driving force that makes people act. In other words, presence of motivation can increase learning behaviour.

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Dornyei puts a stress on the influence of motivation, that motivation is considered as a key to learning a second language (L2) and it seems to be the biggest single factor affecting language learners' success. Dornyei; cited in Tuan (2012) stated,

*“L2 motivation provides the primary impetus to initiate the learning behavior and later the driving force to sustain the long and often tedious learning process; that is, all the other factors involved in L2 acquisition presuppose motivation to some extent and, indeed, motivation is usually mentioned in explaining any L2 learning success or failure”*; Dornyei (1997, p. 261).

So, one of the factors influencing how successful a person in learning a L2 is the nature of the person's motivation.

Furthermore, Motivation has an important role in satisfying our needs, for instance, achieving a specific goal. *“Motivation is a psychological concept in human behavior that describes a predisposition reward a particular behavior to satisfy a specific need”*; ibid (1991, p.61; cited in Tahaineh 2013).

### **3. Teachers' Corrective Feedback and Motivation**

As we mentioned in the first chapter, teachers affect students' extrinsic motivation.

To be motivated to learn, students need encouragement and support of their learning efforts. Teacher is one element that can encourage learners. Teachers can support their learners through feedback.

Teachers' feedback mostly affects students' learning motivation especially when they are aware of their students' own progress. For teachers, the key to foster motivation and engagement in learning can lead to good teaching methods as well as good teachers, both of which attract students a lot in their learning.

Research has shown that the overcorrection of errors may discourage learners. Martinez (2006:3) believes that excessive feedback on error can have a negative effect on motivation because if everything is corrected, students do not take risks.

Scholars claimed that error treatment may be harmful to SLA (Second Language Learning). According to Truscott (1999:44) feedback on error does not work because corrective feedback may cause “*embarrassment, anger, inhibition, and feelings of inferiority*” among learners; cited in Martinez (2013:266). In fact, Truscott viewed error treatment as a traumatic experience and not helpful at all for students because its negative and harmful effects may discourage and demotivate learners. In this sense, Truscott (1999) advocates total rejection of any type of corrective feedback in L2 classrooms.

### **3.1. Teacher’s Corrective Feedback and Learners’ Affective Aspects**

Second language pedagogy has highlighted the importance of positive feedback or reinforcement in providing affective support to the learner by stimulating motivation to continue learning.

Negative evidence provided through corrective feedback may, at times, seriously damage learners’ feelings and attitudes; Martínez, S.G. (2006; cited in Martinez, J. 2013: 267). Accordingly, the potential affective damage corrective feedback can cause among learners needs to be seriously taken into consideration. In short, learner individual characteristics and affective aspects may influence the effectiveness of corrective feedback. A growing body of qualitative case study research has highlighted the importance of these factors in explaining learners’ responses to the teacher’s feedback (Hyland 2003; Hyland & Hyland 2006; cited in Martinez, 2013: 267). Emotions and feelings towards the feedback

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process are mainly dependent upon how feedback is actually managed; Ayedh & Khaled, (2011; cited in Martinez, 2013: 267). Oral corrective feedback, if used frequently, upset and discourages EFL learners. The fact is that corrective feedback can only be used to a limited extent, after which it can become discouraging and destructive; Ellis (2009, cited in Martinez, 2013: 267).

Tsui believes that the kind of feedback that a teacher provides affects student learning:

*“A teacher who constantly provides negative feedback is bound to create a sense of failure and frustration among students, and will inhibit student contribution. On the other hand, a teacher who values every contribution and provides encouraging feedback is much more likely to get students motivate to learn and to participate in class and will help to create a warm social climate in the classroom”*; Tsui (1995:43).

### **3.1.1. Corrective Feedback and self-esteem**

Overcorrection could undermine the student’s self-confidence. According to Storch (2010: 43) *“Providing feedback on a large number of errors may overwhelm the learners, and extremely time consuming for the teachers”*; cited in Matinez (2013:266). In this sense, teachers should know when and how to correct errors and, above all, should consider learners’ sensitiveness and personality. The fact is that many of learners find corrections embarrassing to varying degrees. What language teachers should actually avoid is to make learners feel embarrassed or frustrated when being orally corrected in class-fronted situations; Martinez (2013:267).

### 3.1.2. Corrective Feedback and Anxiety

Oral corrective feedback provided by teachers may be sometimes seen as a potential anxiety-provoking situation. Martinez (2013: 268). Arnold & Brown (1999; cited in Martinez, 2013: 268) also view corrective feedback as one of the major causes for language learner anxiety.

Even Ellis (2010) suggests that teachers should abandon corrective feedback if it is a source of anxiety to a learner; cited in Martinez (2013:268).

## 3.2. Correction Techniques to Increase Motivation in the Classroom

Teachers' actions and behaviors in the classroom have motivational influence on students.

Research has shown that by employing appropriate strategies, teachers can help learners to evaluate themselves in a positive light, encouraging them to take credit for their advances.

Dornyei (2007:134) presents some strategies teachers can use to increase students' motivation; one of them is providing students with motivational feedback.

### 3.2.1. Tactful Feedback

Corrective feedback should be delivered carefully and in a very positive way and, above all, nicely, so that students do not feel embarrassed. In this sense, corrective feedback should be used cautiously and *tactfully* and not in a direct way, bearing in mind students' attitudes and personalities when being orally corrected in the classroom.

Rowland and Birkett (1992:37) suggest that when giving feedback about an individual's performance, it is important to allow the person being evaluated to preserve dignity and self-respect. By placing an emphasis on aspects such as the conservation of self-respect, one can ensure that the feedback will be perceived as being tactful; cited in Mutshinyani (2012:13).

Mutshinyani (2012:11) added that motivational levels are likely to improve if the feedback is tactful in nature.

### **3.2.2. Supportive Feedback**

Carles and Center (1995:182; cited in Mutshinyani, 2012:15) suggest that feedback should be supportive and corrective. This is done by making helpful comments.

Teacher should be positive and kind with his/her learners. They should encourage and support his/her learners' efforts. Teacher should encourage their learners to express their opinions on different issues. Furthermore, teachers should focus on the positive aspects of their learners by showing their learners what they can do rather than what they can not.

Martinez, S. G. (2006:3) suggests that *“we use motivating feedback by making our feedback informational rather than controlling; giving positive competence feedback, pointing out the value of accomplishment; and not overreacting to errors”*.

About the overreaction to errors, Martinez, J. (2013:266) added that *“providing feedback on a large number of errors may overwhelm the learners...and it is extremely time consuming for the teacher”*. In this sense, teachers should know when and how to correct errors and, above all, should consider learners' sensitiveness and personality.



### **3.2.3. Humorous Feedback**

Research studies that investigated the connection between humor and learning indicates that *“humor can increase student motivation and attention and reduce stress”*; Flowers (2001; Hativa, 2001; cited in Hatziapostolou & Paraskakis, 2010:117).

Hatziapostolou and Paraskakis (2010:117) suggest that the use of humorous feedback can establish positive emotions among learners.

So, teachers should use humor when correcting their learners’ errors in order to reduce their stress, attract the learners, and motivate them.

### **3.2.4. Implicit Corrective Feedback**

Although implicit as well as explicit types of feedback have been shown to be beneficial, and both lead to learning, the fact is that implicit corrective feedback seems more desirable as learners do not feel any ‘direct criticism or attack’ from the correction provided and, accordingly, their emotions are not so seriously affected; Ayadh and khaled (2011; cited in Martinez, 2013).

So, teachers should correct their learners’ errors implicitly in order for learners not to feel embarrassed and in order not to hurt their feelings and emotions.

### **3.2.5. Not Correcting in Mid-Speech**

Teachers should not disturb learners in mid-speech. Ur mentioned: *“There are some situations where we might prefer not to correct a learner’s mistake: in fluency work, for example, when a learner is in mid-speech and to correct would disturb and discourage more than help”* Ur (1991).

### 3.2.6. No Excessive Corrections

Ellis (2009) made the point that teachers should use corrective feedback only to a limited extent in order not to embarrass learners; cited in Martinez, J. (2013:268).

Martinez (2006) also mentioned that excessive feedback on error can have a negative effect on motivation because if everything is corrected, students do not take risks.

Boudjerra (2013) added that *“correcting errors all the time is not liked by learners, because it creates in them a feeling of discouragement and distraction”*.

### **Conclusion**

In this chapter, we introduced some previous studies about feedback and motivation. In the first section, we shed light on corrective feedback and the different technique teachers can use to correct their learners errors. In the second section, we provided some definitions of motivation, its perspectives, and some theories about it; we finished this chapter with providing some affective factors of motivation and the important role of motivation in learning.

# **Practical Part: The Methodological Chapter**

### **Introduction**

This chapter is devoted to describe the methodological design of our research and presents our research general findings. It is divided into three sections; the first one is entitled “Research Design and Methodology”. It describes the method used in the research, the population, and the data collection tools and procedures. The second section of this chapter is entitled “A Presentation of the General Findings”. It describes the findings obtained in our research. The last section presents the discussion of the results obtained and introduces the limitations we faced during the completion of the present research as well as some recommendations for teachers and future research.

### **1. Research Design and Methodology**

We have opted for the use of the descriptive method which is relevant to this study. It describes the relationship between the two variables of our research; it helps us to determine the effects or impacts of teachers' corrective feedback on students' motivation. We use statistics (numerical values) to describe the data obtained from the population.

#### **1.1. The Description of the Research Setting**

The present research was conducted at the University Abderrahman Mira of Bejaia. We conducted it on Master I students of English Didactics. We distributed questionnaires in the amphitheatres for eighty students among three hundred eighty five.

#### **1.2. The Description of the Research Method**

We collected the data of this present research using questionnaires and we analyzed them basing on quantitative method which served us to evaluate students' feelings and attitudes about their teachers' corrective feedback and transform the data into numerical values.

#### **1.3. The Description of the Population**

The participants of this research are eighty Master I students of English Didactics at Bejaia University. This sample is selected randomly. The students' average age is 23 years old. They are approximately all females (except one male). All of them are studying English at University since 4 years. We have chosen to conduct our research on this level because they have a good knowledge of English language and they are more aware of the responsibility to answer questionnaires ethically.

### **1.4. Procedures of Data Collection**

In our Study, we choose to collect data using questionnaires. We opted for questionnaires in order to collect large amounts of data about learners' attitudes toward their teachers' corrective feedback, with a large number of students, and in order to save time. The questionnaires were delivered to and answered by eighty (80) Master I English students at Bejaia University.

### **1.5. The Research Tools**

In our research we opted for questionnaires as a research tool for data collection (See Appendix). The questionnaires are entitled "The Influence of Teachers' Corrective Feedback on EFL Students' Motivation". It is inspired by the dissertation of Boudjera (2013). The questionnaires consist of fifteen (15) questions that are divided into two sections; section one deals with corrective feedback whereas section two deals with the relationship between corrective feedback and motivation. Because of time limitations, we did not manage to include another section about motivation. The aim of the Questionnaires was to know about the students' feelings and attitudes towards their teachers' corrective feedback. We distributed the questionnaires in the amphitheatres for eighty students who answered them.

### 2. Presentation of the Findings

In this section we are going to present the findings we obtained from the questionnaires using a table that shows the students' answers on every question.

Note that we gave numerical values to the adverbs of frequency as follows:

Never → 0%    Rarely → 25%    Sometimes → 50%    Often → 75%    Always → 100%

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
S1	50	25	25	100	25	100	25	0	100	100	100	0	0	0	0	43.33/100
S2	50	25	25	75	0	50	0	0	80	100	70	10	0	0	0	32.33/100
S3	50	0	25	50	75	70	50	50	90	90	50	10	25	0	0	42.33/100
S4	50	25	25	100	50	50	25	25	60	100	50	30	25	0	0	41/100
S5	50	50	50	100	50	100	50	50	100	100	100	0	50	0	0	60/100
S6	50	50	25	75	25	50	25	25	50	100	100	50	50	0	0	45/100
S7	50	50	25	25	25	50	50	25	50	100	80	0	25	25	0	38.66/100
S8	25	0	0	100	25	100	25	50	100	100	70	10	50	25	0	45.33/100
S9	50	50	75	50	25	50	25	50	100	70	80	50	25	50	0	50/100
S10	25	25	25	100	25	60	25	25	60	60	70	10	0	0	10	34.66/100
S11	50	50	25	100	25	80	25	25	100	100	100	80	25	0	10	53/100
S12	50	50	50	100	25	70	25	25	70	80	80	80	25	25	10	51/100
S13	50	50	50	100	75	60	50	0	90	70	70	50	50	25	10	53.33/100
S14	50	75	25	25	25	80	25	50	100	100	100	20	0	0	20	46.33/100
S15	50	25	75	25	25	40	50	0	60	100	0	30	25	0	20	31.66/100
S16	50	50	25	100	75	50	25	25	90	100	100	70	50	25	0	55.66/100
S17	50	25	75	100	75	90	50	25	100	100	70	50	75	25	20	58.66/100
S18	50	50	50	25	75	50	25	75	100	100	60	40	25	50	20	53/100
S19	25	25	50	100	25	100	75	50	100	100	100	50	50	50	20	61.33/100
S20	50	50	25	100	100	100	100	75	100	100	100	30	100	75	20	75/100



## Chapter Two: Methodological Design and Presentation on the Findings

S21	50	50	50	100	25	80	25	25	80	80	80	90	50	75	30	59.33/100
S22	50	25	50	50	0	40	25	50	50	60	80	50	50	50	30	40.33/100
S23	25	50	50	100	25	20	25	25	70	90	10	10	25	50	30	40.33/100
S24	50	50	50	25	25	50	0	25	70	70	80	80	50	25	30	45.33/100
S25	50	25	50	100	25	100	0	25	80	100	70	20	50	25	30	50/100
S26	50	75	25	100	25	60	50	25	100	100	40	20	25	25	30	50/100
S27	50	25	25	100	0	100	25	50	100	50	30	0	25	25	30	42.33/100
S28	50	100	25	75	0	0	25	25	0	100	100	20	25	25	30	40/100
S29	25	50	25	50	25	100	0	25	80	100	50	0	0	0	30	37.33/100
S30	50	25	50	100	100	60	50	50	100	100	100	10	25	0	30	56.66/100
S31	50	25	25	100	50	60	25	25	90	90	50	60	25	25	30	48.66/100
S32	50	100	50	100	100	40	50	50	80	100	60	0	50	25	40	60/100
S33	50	50	25	100	50	50	25	25	50	100	70	30	50	25	40	49.33/100
S34	50	25	50	25	0	50	25	0	90	100	0	60	25	50	40	39.33/100
S35	50	25	25	75	0	80	50	25	100	100	60	90	25	50	40	60/100
S36	50	50	25	100	50	80	25	25	80	80	80	60	50	50	40	56.33/100
S37	50	50	25	100	100	90	25	75	90	100	90	70	50	50	40	67/100
S38	75	75	75	100	25	100	50	50	70	100	60	80	50	50	40	66.66/100
S39	50	50	25	100	25	80	50	0	90	70	80	80	25	25	50	53.33/100
S40	75	75	25	100	25	90	50	25	90	100	90	70	50	25	50	62.66/100
S41	50	25	50	100	0	100	25	25	80	100	100	50	25	50	50	43.33/100
S42	0	0	0	50	25	50	50	0	100	100	100	50	25	50	50	43.33/100
S43	50	75	25	100	50	80	50	25	90	100	50	80	25	50	50	60/100
S44	75	100	50	50	50	60	50	50	70	90	40	40	50	50	50	58.33/100
S45	50	50	50	75	100	20	100	0	100	100	50	50	75	50	50	61.33/100
S46	50	25	50	100	75	80	75	0	100	100	70	10	50	25	60	58/100
S47	50	75	75	25	0	10	25	50	80	50	30	80	50	25	60	45.66/100
S48	50	50	0	25	25	90	50	25	90	90	50	20	25	50	60	46.66/100
S49	50	50	25	100	25	80	50	50	50	70	50	40	50	50	60	53.33/100

## Chapter Two: Methodological Design and Presentation on the Findings

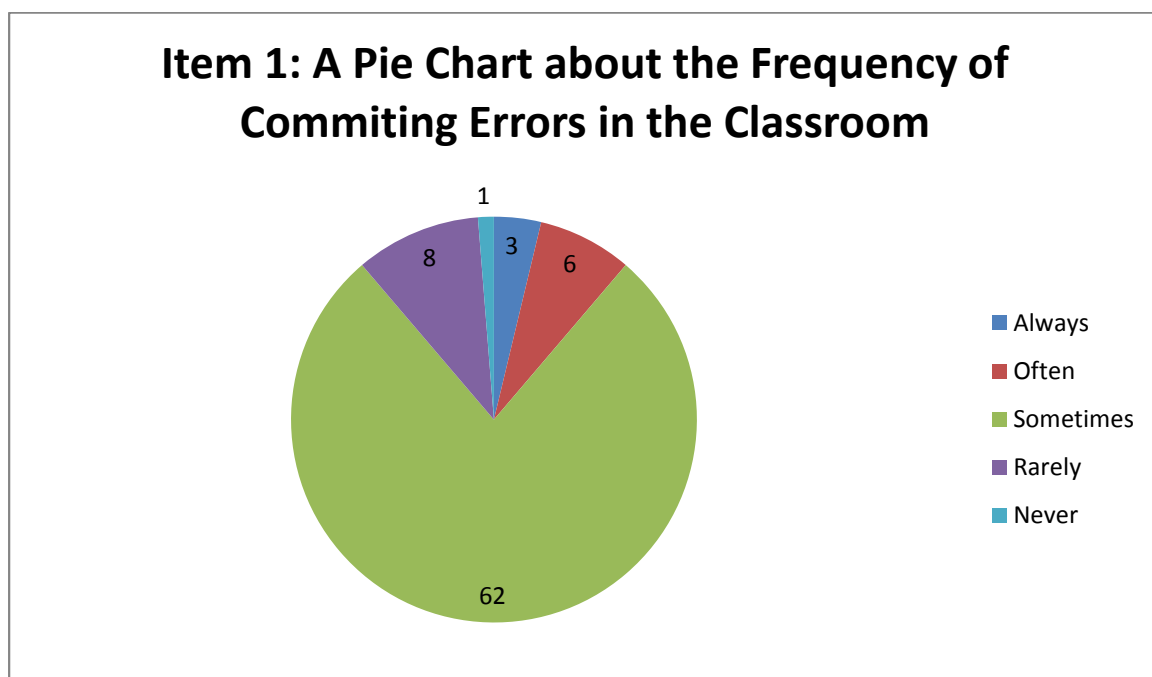
S50	50	75	25	75	25	70	25	0	90	80	40	90	0	50	60	50.33/100
S51	75	50	75	50	75	60	50	75	80	80	90	70	75	50	60	67.66/100
S52	25	25	75	75	50	60	50	50	30	80	40	80	25	75	60	53.33/100
S53	50	50	75	100	50	40	75	25	80	80	50	50	50	25	70	58/100
S54	50	50	50	25	25	30	25	0	80	90	40	80	50	25	70	46/100
S55	50	50	75	100	50	90	50	25	60	100	60	90	75	25	70	65/100
S56	50	50	50	25	100	20	50	50	100	100	100	60	50	50	60	61/100
S57	25	50	25	75	25	10	25	0	0	0	100	100	100	0	100	42.33/100
S58	50	75	25	100	25	100	25	25	100	100	60	70	25	50	100	62/100
S59	50	50	25	75	0	80	50	75	70	100	60	70	25	50	100	68.66/100
S60	50	75	50	75	50	40	50	25	50	100	90	100	75	75	100	67/100
S61	100	50	50	100	0	100	50	50	90	100	100	80	50	100	100	75/100
S62	50	50	25	0	75	10	25	0	80	100	0	100	100	50	90	50/100
S63	50	50	75	25	50	40	25	75	100	100	80	50	25	50	70	57.66/100
S64	50	50	50	25	25	50	25	50	100	100	50	50	50	50	70	53/100
S65	50	50	75	100	100	60	75	50	70	100	60	50	50	50	70	97.33/100
S66	50	25	25	100	75	70	75	100	100	90	100	90	75	50	70	73/100
S67	50	50	75	100	75	80	50	75	100	100	100	20	100	50	70	73/100
S68	25	50	50	25	50	80	25	50	80	80	70	50	50	50	70	53.66/100
S69	50	50	25	75	25	40	50	50	90	90	90	50	50	75	70	58.66/100
S70	75	100	50	50	75	100	50	25	50	100	70	70	100	75	70	70.66/100
S71	100	75	75	100	50	50	75	75	60	100	50	80	100	100	70	68.66/100
S72	50	25	50	100	75	90	100	100	90	100	80	10	50	0	80	66.66/100
S73	100	100	100	50	75	60	50	50	80	100	100	50	25	50	80	71.33/100
S74	50	25	75	100	25	100	25	50	100	100	70	100	25	50	80	65/100
S75	50	50	25	100	25	80	25	50	90	100	60	80	50	50	80	61/100
S76	50	50	50	100	50	100	50	100	70	100	100	80	50	50	80	72/100
S77	50	75	25	100	75	100	50	25	80	100	50	90	75	50	80	68.33/100
S78	75	50	25	100	25	50	25	50	90	100	80	80	50	75	80	63.66/100

## Chapter Two: Methodological Design and Presentation on the Findings

S79	50	25	50	50	25	80	50	25	100	70	80	90	50	75	80	60/100
S80	50	25	25	75	25	10	0	0	10	60	60	0	0	0	90	28.66/100

### 2.1. Interpretation of the Results

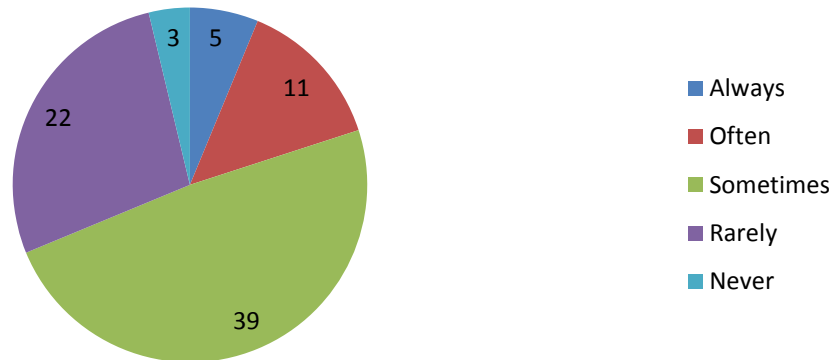
After presenting the students answers to each question of the questionnaires, we present them using pie charts:



This pie chart indicates that the majority of the students sometimes commit errors in the classroom. 8 students rarely commit errors. 6 students often commit errors. 3 students always commit errors. Only 1 student never commits errors in the classroom.

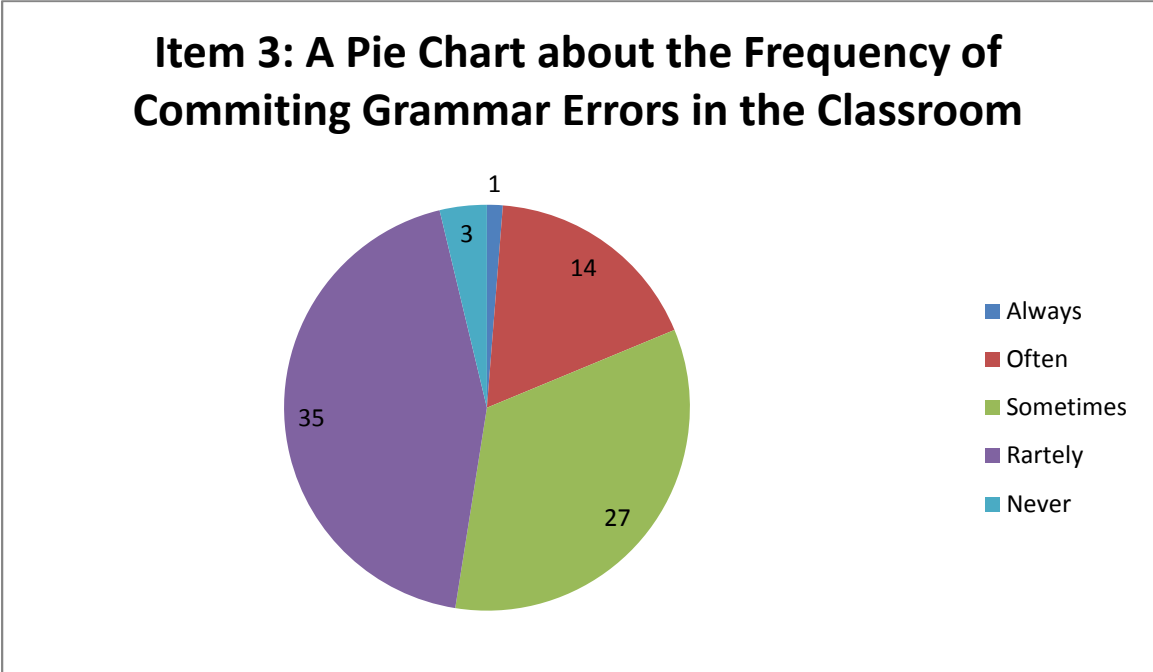
It is natural that approximately all the students commit errors in the classroom because errors are part of the learning process. The student who revealed never committing any error in the classroom may be very brilliant.

**Item 2: A Pie Chart about the Frequency of  
Committing Pronunciation Errors in the  
Classroom**



This Pie Chart indicates that 39 students sometimes commit pronunciation errors in the classroom. 22 students stated that they rarely commit errors of pronunciation. 11 of them often commit errors of pronunciation. 5 students always commit pronunciation errors. Only 3 students stated that they never commit errors of pronunciation in the classroom.

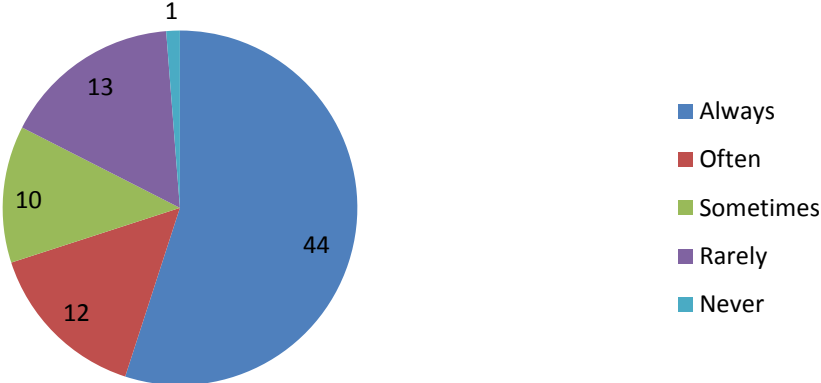
The vast majority of the students commit pronunciation errors in the classroom. This may be due to lack of exposure to the target language. The students who revealed never committing any pronunciation errors in the classroom may be exposed to many sources of the target language (Internet, television, TL community).



This pie chart shows that 35 out of 80 students rarely commit grammar errors in the classroom. 27 of them sometimes commit grammatical errors. 14 students often commit errors of grammar. 3 students never commit them. Only 1 student stated that she always commits grammatical errors in the classroom.

There is a noticeable difference between the students' answers. This may be due to their differences in many aspects especially their teacher's method of teaching.

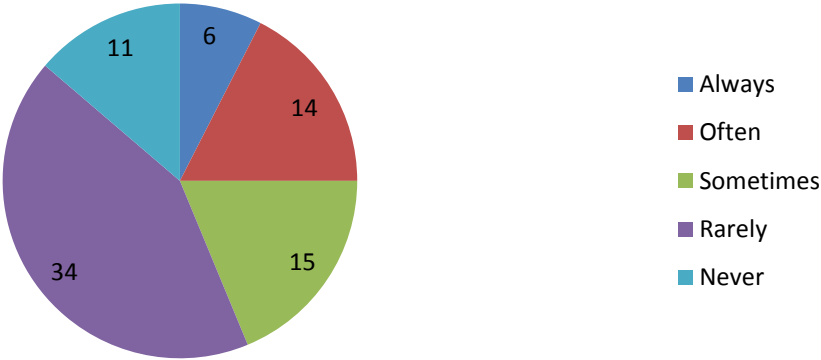
**Item 4: A Pie Chart about the Frequency of the Students' Preferences about Whether to be Corrected by their Teacher or Not**



This pie chart indicates that the majority of the students always like their teachers to correct their errors. 13 of them rarely want to be corrected when they commit errors. 12 students often want to be corrected by their teachers. 10 students sometimes like to be corrected. Only 1 student never likes to be corrected.

It is natural that the students want to learn and we know that error correction is part of learning.

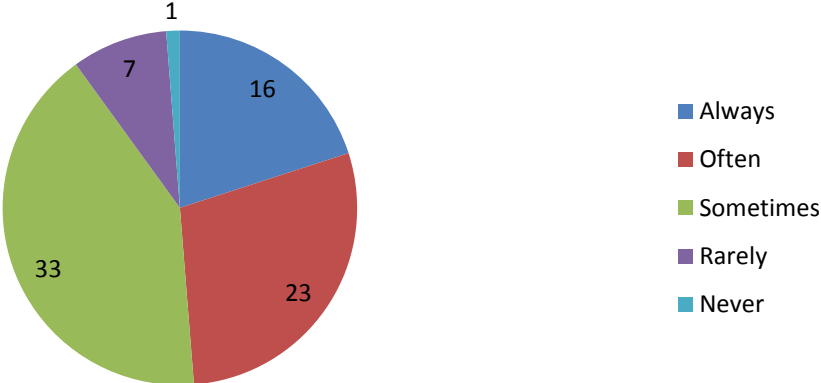
**Item 5: A Pie Chart about the Frequency of the teacher's Interruption of the Students when Committing an Error**



This pie chart indicates that 34 students stated that their teacher rarely interrupts them in mid-speech when committing an error. 15 students stated that their teacher sometimes interrupts them when committing an error. 14 students often get interrupted by their teacher. 11 students never get interrupted. 6 students always get interrupted by their teacher when they commit an error.

The students gave different answers to this item. This may be due to their teacher’s way of correcting errors.

**Item6: A Pie Chart about the Frequency of the Students' Appreciation of their Teacher's Way of Correcting their Errors**

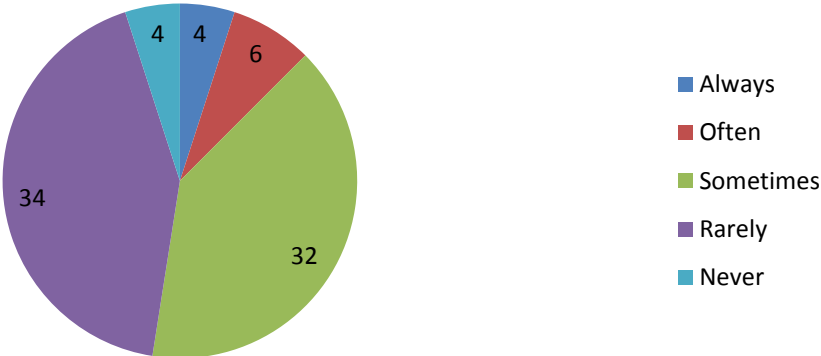


We substitute the options of percentage with adverbs of frequency to facilitate explanation (0% by never, the options between 10 to 20% by rarely, 30-60% by sometimes, 70-90% by often, and 100% by always).

We find that 33 of the students sometimes like the way their teachers correct their errors. 23 students often like the way their teachers correct their errors. 16 of them always like the way their teachers correct their error. 7 students rarely like the way their teachers correct their errors. Only one student does not like the way her teacher corrects her errors.



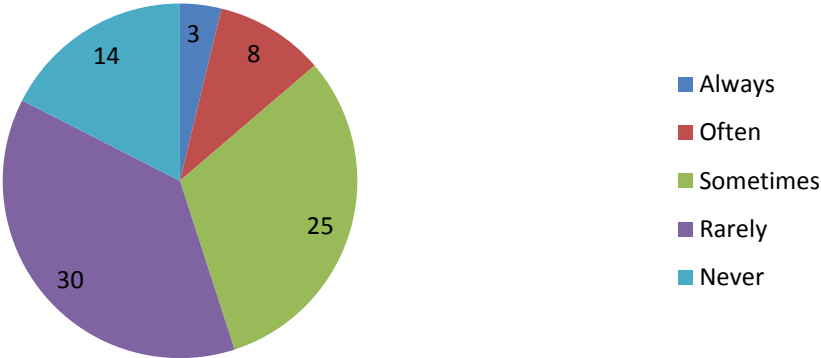
**Item 7: A Pie Chart about the Frequency of the teacher's Reformulation of the Students' Errors**



This chart indicates that 34 students out of 80 stated that their teacher rarely reformulates their errors to make them recognize it. 32 students stated that their teacher sometimes reformulates their errors. 6 students stated that their teacher often reformulates their errors. 4 students stated that their teacher always reformulates their errors. 4 other students stated that their teacher never reformulates their answers when making an error.

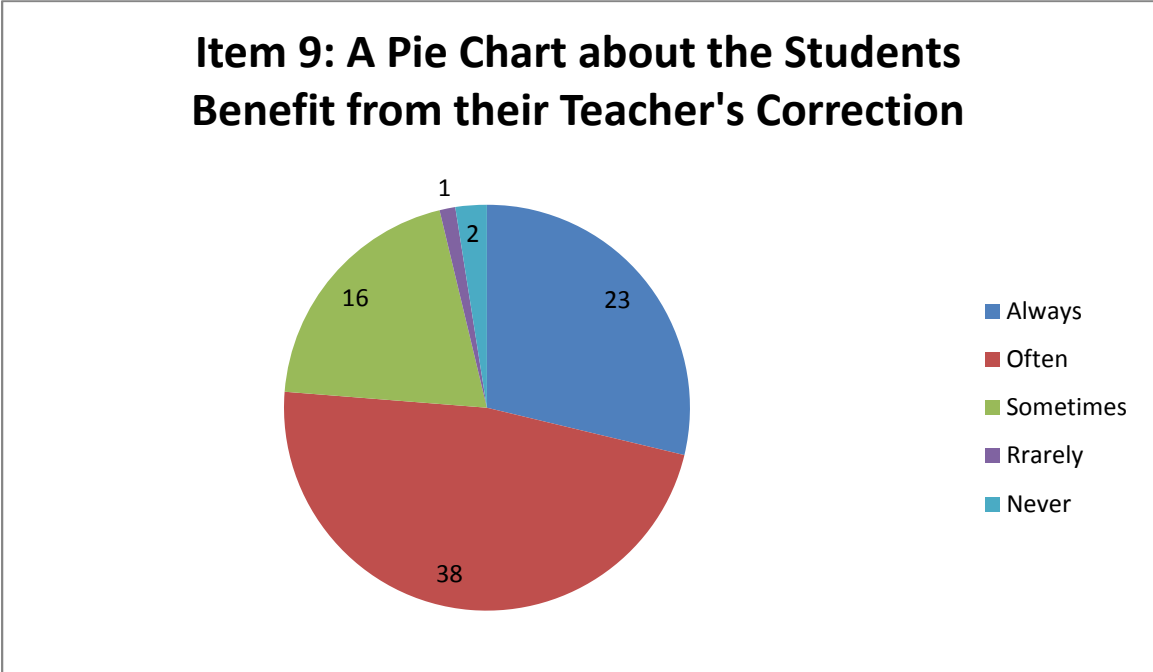
So, teacher does not make a lot of this kind of implicit feedback.

**Item 8: A Pie Chart about the Frequency of the Teacher's Repetition of the Students' Errors**



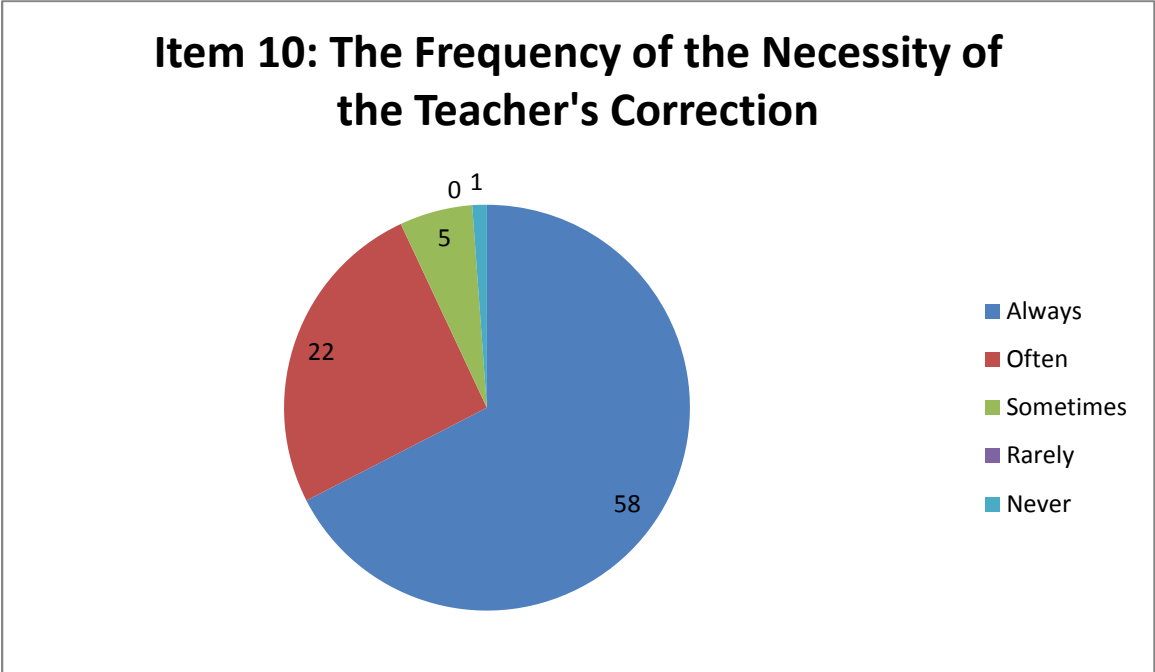
This Pie Chart indicates that 30 students stated that their teacher never repeats their error to make them recognize it. 25 students stated that their teacher sometimes repeats their error. 14 students stated that their teacher never repeats their errors. 8 students stated that their teacher often repeats their error. 3 students stated that their teacher always repeats their error to make them recognize it.

The findings indicate that teacher does not make a lot of this kind of implicit feedback too (As in chart 7).



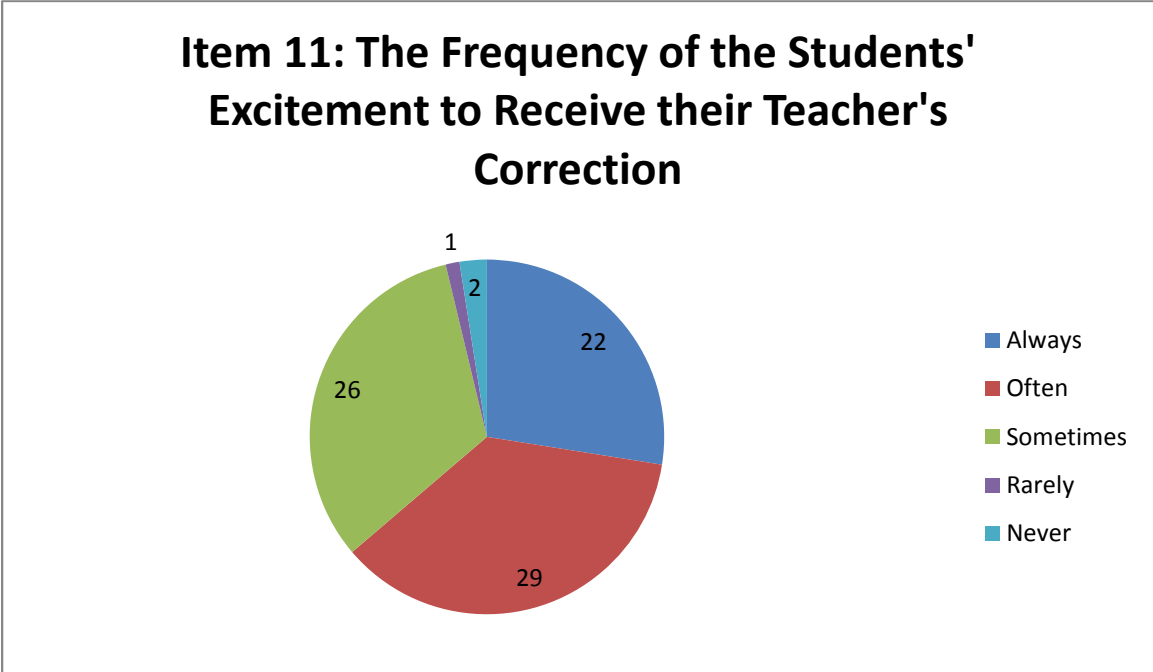
This pie chart indicates that 38 students often benefit from their teacher’s correction of their errors. 23 always benefit from the correction provided by their teachers. 16 students sometimes benefit from their teacher’s correction. 2 students never benefit from their teachers correction. 1 student rarely benefits from the teacher’s correction.

We conclude that the students are attentive to their teacher’s correction and they want to learn and benefit from their errors.



This chart shows that the majority of the students think that their teacher’s correction of their errors is always necessary. 22 students often think so. 5 students sometimes see their teacher’s correction as a necessity. Only 1 student thinks that the teacher’s correction of an error is totally unnecessary.

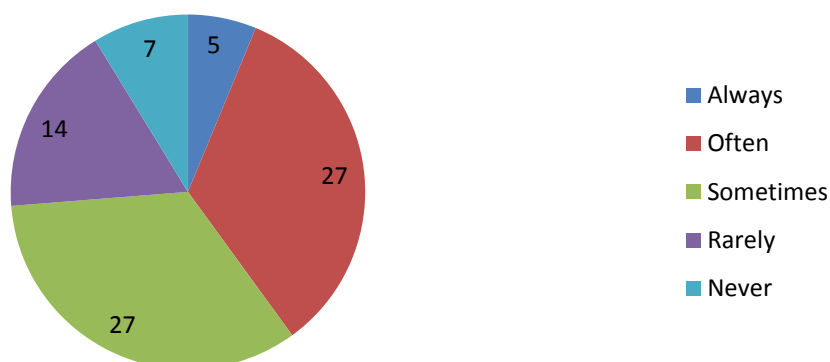
The student who stated that the teacher’s correction is not necessary may not benefit from the correction, but correction of errors is generally necessary and positive because it can improve learners’ competence.



This chart indicates that 29 out of 80 students often feel excited to receive their teacher’s correction when committing an error. 26 students sometimes feel excited to receive the correction. 22 students always feel excited to receive it. 2students never feel excited. Only 1 student rarely feels excited to receive the teacher’s correction.

These findings may be related to the last chart which shows that students believe that their teacher’s correction is necessary. That is why they feel eager to receive the correction. As a consequence they benefit from the corrections provided.

### Item 12: A Pie Chart about the Frequency of the Students' Anxiousness towards their Teacher's Corrective Feedback



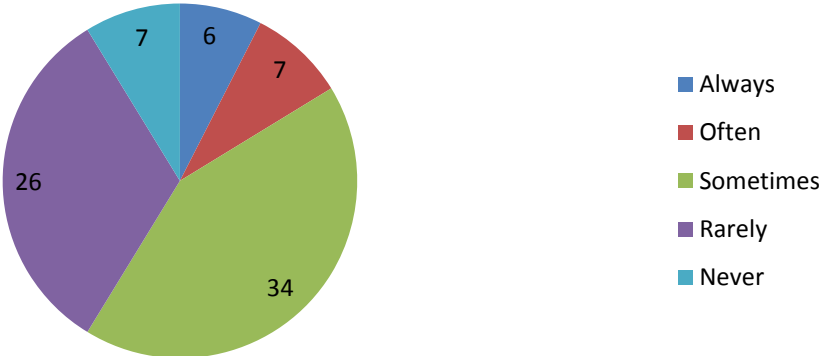
This chart indicates that 27 students often feel anxious when their teacher corrects their error. 27 others sometimes feel anxious. 14 students rarely feel nervous when receiving corrective feedback. 7 students never feel anxious. 5 students always feel anxious when their teacher provides them with corrective feedback.

In the Pie Chart 11, we found that 29 students often feel excited to receive their teacher's correction and 26 students sometimes feel so. This chart indicates the opposite. It shows that 27 students often feel anxious/ nervous when receiving CF and 27 others sometimes feel so.

Arnold & Brown (1999; cited in Martinez, 2013: 268) view corrective feedback as one of the major causes of language learner anxiety.

The students who never feel anxious may be caused by their high confidence, and we noted before that learners' self-esteem and confidence play key roles in maintaining motivation.

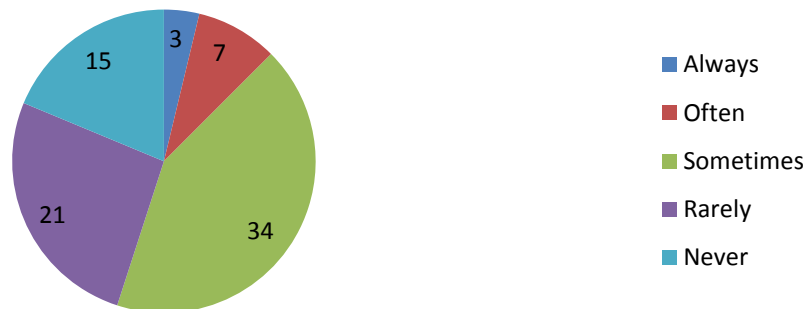
**Item 13: A Pie Chart about the Frequency of the Students' Trembling when Receiving Corrective Feedback from their Teacher**



This chart shows that 34 students sometimes shake when receiving corrective feedback in the classroom. 26 students rarely shake or tremble. 7 students often tremble when their teacher corrects their error. 7 others never tremble when their teacher corrects them. 6 students always shake and tremble when receiving corrective feedback from their teacher.

The students who never tremble when receiving corrective feedback from their teacher may be due to their high self-esteem or it may be due to their teacher's way of correcting errors.

**Item 14: A Pie Chart about the Frequency of the Students' Embarrassment when Receiving Corrective Feedback from their Teacher**

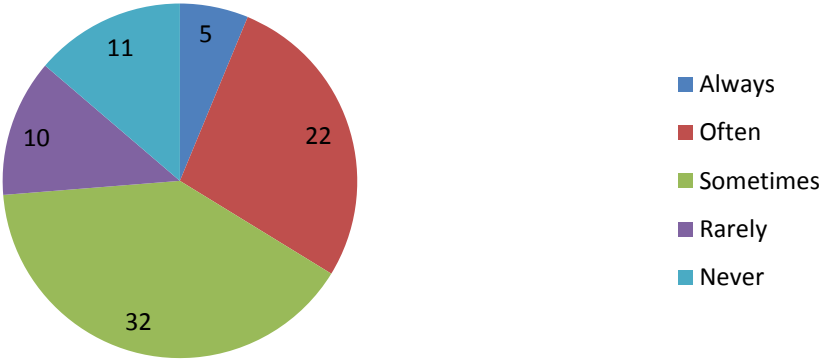


This chart indicates that 34 students sometimes feel embarrassed when their teacher corrects their error. 21 students rarely feel embarrassed. 15 students never feel embarrassed. 7 students often feel embarrassed. 3 students always feel embarrassed when their teacher corrects their errors in the classroom.

The different answers to this item may be due to the different techniques teachers use to correct their learners. This may also be due to the students' differences in many aspects like confidence and self-esteem.



**Item 15: A Pie Chart about the Frequency of the Students' Unwillingness to answer Again after Receiving Corrective Feedback**



This pie chart indicates that 32 students out of 80 sometimes feel unwilling to answer their teacher again after receiving corrective feedback. 22 students often feel unwilling to answer again. 11 students never feel unwilling to answer again their teacher even after teacher’s correction of their errors. 10 students rarely feel unwilling to answer again. 5 students out of 80 always feel unwilling to answer their teacher again after receiving corrective feedback from this latter.

The different answers to this item also show that different students have different attitudes, preferences...or it may be due to the teacher’s way of correcting errors

### 2.2. Discussion of the Findings

Through analyzing the first part of the collected data from the questionnaires, which is about corrective feedback, we found that generally students commit errors in the classroom. This is natural since errors are part of the learning process. Most of the students also reported that they like to be corrected and they view correction as necessary since it helps them transform a wrong utterance they have thought of. This shows the important role of teachers' correction in the classroom. The good thing is that approximately all the students benefit from these corrections.

The results of the second part which is about corrective feedback a motivation show a great difference between the students' answers to the questions. They respond mostly by 'sometimes'. This indicates that even that the students are different in many aspects or that the teacher uses different techniques of correction, and hence, influences the learners' affective aspects differently.

This confirms our hypothesis which states that EFL students' motivation in the classroom depends on their teacher's way of correcting their errors.

We also found that Students motivation does not only depend on the teacher's way of correcting, but also on their individual differences especially their internal psychological states. For instance, students with low self-esteem will have negative feelings toward their teacher's corrections and vice versa.

### **3. Limitations and Recommendations for Teachers and Future Research**

This last section provides the limitations we faced during the completion of this research. Furthermore, it provides some suggestions for EFL teachers as well as for future researchers.

#### **3.1. Limitations**

Some obstacles faced us while conducting this research. The most difficulty that we faced is time limitation. We suffered mostly from lack of time. We were disturbed by the strike that lasted about one month in February.

Throughout the completion of this dissertation, we lacked many primary sources, and used a lot of secondary sources.

We faced difficulties in administering the questionnaires to the students. Some students were not volunteers to answer the questionnaires.

Approximately all the participants in our research are females (except one male) and we note that males and females differ in many aspects like attitudes, motivations, preferences...etc. That is to say we cannot generalize results of females on males.

### 3.2. Recommendations for Teachers and Future Research

It is important that future research will investigate the role of corrective feedback on EFL students' motivation to generate better results.

In our research we focused on the role of corrective feedback on motivation, and we know that motivation is very large; further research can focus on other aspects of motivation such as anxiety, confidence...etc.

For English teachers of Bejaia University, we suggest some pedagogical recommendations concerning error correction.

- ✓ Teachers should not interrupt their learners in mid-speech when they commit an error.
- ✓ Teachers should not harm their learners with corrective feedback. They should create a safe environment in the classroom.
- ✓ Teachers should be kind when providing corrective feedback.
- ✓ Teachers should not ignore students' errors.
- ✓ Teachers should take into consideration individual differences when correcting them because learners differ in many aspects and different learners have different needs and preferences.
- ✓ Teachers should take into consideration students' affective aspects when providing feedback.

### **Conclusion**

We presented in this chapter our research design and methodology, the research setting, the method adopted, the population, the data collection tools and procedures, the presentation of the findings, as well as the interpretation and discussion of the general findings.

# **General Conclusion**

## General conclusion

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There are numerous forms of interaction. The IRF modal is one of those several forms. In the present research, it is feedback which interested us because this latter, which is a teacher's reaction to students' output, affect students motivation and we note that motivation is the heart of learning.

The present study investigates the role of teachers' corrective feedback on motivating EFL students. We chose to conduct this research because of the importance of students' motivation in the classroom and the teachers' actions and behaviors have a great role on the affective aspects of their students. The aim behind conducting this research is to determine the role of corrective feedback on motivating EFL students in the classroom. Our hypothesis states that if teachers correct their students' errors in a positive way, students become encouraged; however, if they use it in a negative way, students become discouraged.

In order to achieve the aim mentioned above, we conducted both a theoretical and a practical research.

We started by the theoretical part in which we did a research about the literature review done in both the two variables of our research (corrective feedback and motivation). Then we related between the two variables of our research and finished this part with previous studies done about the influence of corrective feedback on the EFL students' motivation.

Several researchers found that teachers' behavior in the classroom influence students in several ways, and that teachers' interaction with their learners is a very important factor affecting the motivation of the students. Researchers also believe that good correction technique (tactful feedback, implicit feedback...) and knowing when to correct, increases students' motivation. On the other hand, bad correction techniques (excessive correction, correcting in mid-speech, direct criticism...) discourages learners from responding another time to their teachers questions.

## General conclusion

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The second part of this research, which is the practical part, is devoted to the methodology and the method adopted to arrive at the results confirming or infirming our hypothesis cited previously.

Thus, in order to collect data that will prove or disapprove our hypothesis, we used questionnaires that were handed to eighty (80) Master I English students of Didactics at Bejaia University to know about their attitudes and feelings in the classroom towards their teacher's correction of their errors.

As a method, we opted for the use of the descriptive quantitative method. This method served us to describe students' feelings towards corrective feedback, i.e. to describe their affective aspects when being corrected by their teachers, and to transform the results into numerical values that represent students' answers to the questionnaires and that describe their attitudes, feelings, situations in the classroom when receiving feedback from their teacher. After getting back the questionnaires, we described them using pie charts that show the students' answers to each question of the questionnaires, then we analyzed them, finally we end up with finding the results.

The findings of this study indicate that the students' motivation depends mostly on the teacher's correction.

The results also show that the students' views about their teacher's corrective feedback differ from students. This may be due because to the students' differences (age, preferences, and especially in their level of self-esteem).

Thus, we confirmed our hypothesis, which states that the EFL students' motivation depends on the teacher's way of correcting his/her students' errors.



## General conclusion

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Finally, considering that many problems faced us all along our research period, we listed the difficulties we faced and we suggested some recommendations for teachers and future research that we hope will be helpful.

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**Appendix**

**Questionnaire about the Influence of Teachers’ Corrective Feedback on EFL Students’ Motivation**

Dear Students,

I am Miss Mezhoud M. I’m completing a research work as a partial fulfillment of my master II degree. I will be grateful if you take part in my research which is about the role of corrective feedback in motivating EFL students in the classroom. Your participation will be a considerable contribution in the present research work.

(The questionnaire is inspired by the dissertation of Boudjerra F.)

**Background Information**

Age: .....

Gender:.....

How long have you been studying English at University: .....

*Please answer the following questions by putting a tick in front of the suitable option that describes more your situation / feeling in the classroom:*

Note that:

Always	Often	Sometimes	Rarely	Never
100%	75%	50%	25%	0%

And:

0%	10%-30%	40%-60%	70%-90%	100%
Never	Rarely	Sometimes	Often	Always

## I. Corrective Feedback

1- How often do you commit errors in the classroom?

Never                  Rarely                  Sometimes                  Often                  Always

2- How often do you commit pronunciation errors in the classroom?

Never                  Rarely                  Sometimes                  Often                  Always

3- How often do you commit grammar errors in the classroom?

Never                  Rarely                  Sometimes                  Often                  Always

4- How often do you like your teacher to correct your error?

Never                  Rarely                  Sometimes                  Often                  Always

5- How often does your teacher stop you in mid-speech when you commit an error?

Never                  Rarely                  Sometimes                  Often                  Always

6- How much do you like the way your teacher corrects your error?

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

7- How often does your teacher ask you to reformulate your answer?

Never                  Rarely                  Sometimes                  Often                  Always

8- How often does your teacher repeat your error to make you recognize it?



Never                      Rarely                      Sometimes                      Often                      Always

9- How much do you benefit from your teacher's correction of your error?

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

10- How much do you think that your teacher's correction of your error is necessary?

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

## I.    **Corrective Feedback and Motivation**

**When your teacher corrects your error:**

11- How much do you feel excited to receive your teacher's correction?

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

12- How much do you feel anxious or nervous?

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

13- How often do you tremble/ shake?

Never                      Rarely                      Sometimes                      Often                      Always

14- How much do you feel embarrassed or discouraged?

Never                      Rarely                      Sometimes                      Often                      Always

15- How much do you feel unwilling to answer again?

0%    10%    20%    30%    40%    50%    60%    70%    80%    90%    100%

**Thank you for your Collaboration.**

