



About the Conceptions of Feedback and the Success Feelings of Iraqi EFL Learners

Taif Abdulhuseein Dakhil

Article Info

Article History

Received:

1 January 2023

Accepted:

1 March 2023

Keywords

Conception of
feedback,
Achievement, Iraqi
EFL learners

Abstract

As part of the teaching-learning process, a teacher interacts with the students. Making this relationship evident can be achieved by providing the students' appropriate statements with expressive feedback. The relationship between students' perceptions of feedback and their feelings of accomplishment was examined in this study. In a mixed-methods study as a result, the researcher selected 100 Iraqi EFL students for the quantitative phase and used a correlational-based design to distribute achievement sentiments and student perceptions of feedback inventory surveys. Also, as part of the qualitative aspect of the study, the researcher interviewed a variety of Iraqi EFL students to gain their opinions on feedback and the emotions connected to it. According to the findings, there is a significant and positive correlation between how students feel about feedback and how they feel about themselves.

Introduction

Feedback is described as "information supplied by an agent concerning the features of the individual's performance or knowledge" by Hattie and Timperly (2007). (p.120). As a result, books, classmates, parents, and teachers can all function as agents. Yet, feedback is not always created internally; it can also come from the outside world (Butler & Winne (1995). Indeed, the goal of feedback is to bridge the gap between the existing and desired levels of understanding (Sadler1989). "Information on the gap when used to adjust the gap (most certainly to reduce the gap) alternate into feedback," according to Ramaprasad (1983). (p.5). He asserts that affective and cognitive processes can close the gap, with cognitive procedures including checking pupils' exam results, providing more information, giving instructions, or outlining

Yet, in order to link the notion of feedback to the purpose of the current study, the learners' accomplishments are also brought up. Because of this, it's possible that there isn't a direct link between feedback from one task and overall academic performance. However it is believed that a self-regulating reaction to input may produce better final outcomes. Students' perceptions of feedback and its goals are crucial since the supply of formative feedback does not guarantee that students would feel the information can help them implement efficient learning approaches and achieve better results (Hattie, 1999). Instead, it's probable that how students interpret and apply feedback is influenced by their ideas of ASE, self-control, and past performance (Bandura, 1986; Hattie & Timperley, 2007). Students with high and low self-efficacy, for example, may respond to negative feedback in different ways after receiving positive feedback; students with high self-efficacy may be better able to handle it, while students with low self-efficacy may try to avoid receiving critical but constructive feedback (Hattie & Timperley, 2007).

The third variable in the study, the EFL learners' sense of achievement, likewise requires exact definition. According to dynamic systems and component definitions of emotions, instinctive or intuitive feelings are dynamically formed by situations, mood, relationships, or experiences (Scherer, 2009). (2006) Pekrun. Achievement emotions are those that are "directly tied to achievement activities or achievement outcomes" (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011, p. 37).

Statement of the problem

Feedback appears to be a reliable technique for monitoring results in both formative and real-world contexts, despite the fact that it is still a relatively new concept that requires much elaboration before it can be universally accepted. As a result, the recognized problem with the student wants corrective and reliable feedback in order to recover and fill the gap of their problems, and it demands skilled and understanding teachers to address it both effectively and passionately. Also, feedback givers (such as teachers, students, parents, and books, as stated in Brown et al., p. 12) should be well taught to avoid giving out criticism that hinders learning or is otherwise unfavorable.

Feedback appears to be a reliable technique for monitoring results in both formative and real-world contexts, despite the fact that it is still a relatively new concept that requires much elaboration before it can be universally accepted. As a result, the recognized problem with the student wants corrective and reliable feedback in order to recover and fill the gap of their problems, and it demands skilled and understanding teachers to address it both effectively and passionately. Also, feedback givers (such as teachers, students, parents, and books, as stated in Brown et al., p. 12) should be well taught to avoid giving out criticism that hinders learning or is otherwise unfavorable.

Significance of the study

Although though the subject of feedback appears to be a crucial and fundamental concept in the study of language acquisition, it has been ignored and is only recognized to those with expertise in language education. Yet, the current study is quite important because it could have improved language learners' language learning processes. Feedback also helps pupils understand how they performed. Erroneously, the majority of applications of feedback have been associated with error correction; however, this is not true. The current study is crucial because it affords the teacher the chance to commend students for using language skillfully, talk about how effectively they accomplished their communicative objectives, and acknowledge their individual contributions. This input can be some of the most useful and memorable language you teach, and many learners view feedback as one

of the most crucial parts of their learning experience. It's like building bridges for effective learning.

Also, this study broadened the horizons of instructors, students, and language education practitioners. Since emotions and feelings are described as being "directly linked to accomplishment actions or achievement outcomes," when EFL teachers provide effective, positive, and corrective feedback, it is clear that this results in good learning achievement

Research questions and Hypothesis

The main focus of the present study is to answer the following questions

Q1. Is there any significant relationship between Iranqi EFL learners' conceptions of feedback and their achievement emotions?

Q2. What are the Iraqi EFL learners' attitudes toward using Feedback in the EFL classrooms?

1.4.1. Research questions and Hypothesis

The main focus of the present study is to answer the following hypothesis

Q1. There is no significant relationship between Iranqi EFL learners' conceptions of feedback and their achievement emotions?

Literature Review

The theoretical foundation for this inquiry was Pekrun's (2006) Control-Value Theory of Achievement Emotions. Four current common theories of emotion are included in this idea. It adds to Lazarus's revised Model of Stress, Coping, and Adaptation, an important study that primarily draws on appraisal theories of emotion (1999). Also, this theory is in line with contemporary interpretations of the developmental maturation progression of the psychosocial stages proposed by Erikson and Erikson (1997), Piaget's psychosocial stages, and Reed's dynamic process of self-transcendence (2009), It holds that having experiences gradually increases a person's cognitive and psychosocial maturity to establish the emotional basis for evaluating all of their experiences.

Contemporary theories of feedback

Five ideas—physiological (support), action tendency (motivation), motor activity (communication), assessment (meaning-making), and subjective experiences (monitoring)—underlie four of the most well-known theories on emotions (Shuman & Sherer, 2014). Secondly, according to core theories of emotion, emotions are distinct from other human experiences and have evolved as a form of survival over many generations (Plutchik, 2001). Distinctive survival feelings, which are universal to all ages (children as well as adults) and civilizations, contain all five emotional components at once. Second, personal evaluations, according to appraisal theories, are both the catalyst for and the forerunner to emotions, causing physiological arousal, motivation, and communication, which in turn leads to feelings or emotions that have a negative impact on academic accomplishment (Lazarus, 1968). The evaluative theory that is most widely applied in educational research is the Lazarus revised Model of Stress, Coping, and Adaptation (1999), which now includes the meta-emotion of well-being as a result of learning. Izard (2007) blends the fundamental and evaluation theories to support socially acquired emotion schemas, pointing out that emotional learning has a cultural component. The core discrete emotions and evaluation theories are combined further by Panksepp (2007), who proposes that the discrete emotions have unique, universal neural schemas in the brain.

Many studies on feedback have produced results that are congruent with the idea of successful failures or logical errors, showing that students make sensible errors (Woolfolk, 1987: 537). The children's illogical mistakes are challenging for them as they learn to talk. It suggests that even while the students might apply some norms, their applications might be flawed and call for correction. Students may frequently require guidance in evaluating whether their responses are correct or incorrect and why they are incorrect; otherwise, they run the risk of repeating their mistakes. The value of feedback in advancing the learning process is also one of the most dependable indicators of how effective instruction is (Kauchack, 1985: 85). This study seeks to identify and apply the right feedback in language acquisition based on the significance of feedback in the

learning process. Yet, in order to offer this research a solid foundation, the researcher first presented some comments on the notion of feedback.

The researcher will give some instances of definitions that have been discussed in psychological literature. There are numerous definitions of feedback that have been offered by numerous psychologists. According to Gagne (1961), the closure of a "loop" in the learning process, which fixes the learning outcome and makes it always available, is what is meant by feedback. Also, according to Kauchack, feedback encompasses all information regarding recent behavior that can be used to improve students' performance moving forward (1989, p. 85). The recognition and correction of learners' errors as well as the encouragement of proper speech are two more definitions of feedback provided by Ellis (1988, p. 274) in addition to the ones already provided. From the definitions given above, the researcher may draw the conclusion that feedback refers to any information about the outcomes of students' efforts that is fed back to them. It serves as a means of error identification and correction as well as a source of encouragement for saying things correctly, which makes the learning result permanently available.

Yet, experience is essential to learning because learning is a lifelong process. For learning to be effective, the learners' experiences and subsequent emotional responses must be enjoyable to them. So, it is essential for educators to always adopt steps that will encourage positive emotional responses in their pupils and improve their learning prospects.

The environment in which people are studying has an impact on their ability to learn. Because of the environments and circumstances that are encountered, experience is gained. In light of this reality, teachers must create a setting that enhances the learning scenario. It means that learning needs to take place in a happy, relaxed setting. Teachers must exhibit sympathetic adoration in order to achieve this, as well as encourage sentiments of achievement, achievement, and respect. This will all encourage the pupils to pay attention to the lesson. A environment like this is thought to be extremely beneficial for learning since it can promote authentic language use, where kids feel safe contributing their own ideas and are able to express themselves.

what teachers' remarks to students will mostly cover. The teaching-learning process involves a teacher interacting with his students. Offering pupils factual input by pointing out their errors, as well as affective feedback on what they are doing well and focusing on what needs improvement, are some ways that this involvement can be displayed. It also supports the roles that teachers play as leaders, collaborators, researchers, learners, needs analysts, advisors, and managers of group processes. Making mistakes is a normal part of learning a new language, but teachers are not expected to encourage their students to keep using improper grammar. One or more errors are considered to be present in improperly formed utterances. The three types of errors are phonological, lexical, and grammatical.

As a result, teachers are obligated to give their students insightful comments. Informational feedback is essential, especially when evaluating students' speaking abilities. The adjustments will inform them of any potential weaknesses they may have, providing feedback for their skill development. Also, they allow teachers to demonstrate that they are paying attention and prevent students from repeatedly making mistakes until they make it a habit. For students, receiving informative feedback will be one of their learning opportunities. In order to make the informational feedback satisfying, interesting, and engaging and, as a result, encourage the pupils, it should be given in a proper way. Teachers must correct students' misconceptions whenever they arise, and they must do it in a way that offers emotive support and factual cognitive information. Teachers should be aware of the words used in addition to the tone of voice when offering corrections. Depressing language and an aggressive or angry tone of voice are not appropriate. Yet, it should be noted that, depending on how they are conveyed to children, corrections might also have an educational effect. On the other hand, it's important to remember that human contact evaluation strengthens the affective component. Students will be motivated and feel more confident about themselves if teachers provide them with constructive criticism on their good work. Their giving feedback on students must be balanced, proportional and in an appropriate way. Otherwise, it will give negative effect on students' learning experience such as frustration and discouragement that develop within learners. If so, a feeling of miserable and confused, loss of confidence, and loss of sense of capability might emerge and they may endanger the students' course of learning English.

Lazarus's updated Model of Stress, Coping, and Adaptation (1999) served as the foundation for Pekrun's (2006) Control-Value Theory of Achievement Emotions, the theoretical framework used in this study. According to the Lazarus (1999) model, an individual's cognitive, affective, physical, and psychosocial states—which are a product of their relationship with their environment—determine their level of well-being. In Figure 2, situational events are assessed through an interaction balance of prior or causal antecedents leading to immediate results of physiological arousal culminating in emotional reactions that affect performance (academic, sports, music, and work). Long-term outcomes include progression along the learning process (cognitive and psychosocial skills), physical health, and psychological well-being.

In academia, the relationship between a person's environment and their values, sense of control, and perception of dangers and demands in relation to academic events is complex (within the on-site classroom or online classroom during the learning process or during evaluations like tests). Students use the appraisal process to assess whether their resources are sufficient to fulfill environmental demands and risks and whether there are advantages that outweigh the costs. This dynamic and recurring assessment process, which is mediated and moderated by a person's coping mechanisms (problem-focused and emotion-focused) and social support network (emotional, tactile, and/or informational), evaluates every academic situational occurrence. The result is an immediate emotional response (emotion spectrum) manifesting as behavioral action with resulting outcome (positive or negative). Over time, one's cognitive learning/development, affective state, psychosocial relationship culminates into one's sense of well-being within the environment. Too many threatening and overwhelming events can destabilize one's environment relationship to the point where one's cognitive learning and development, physical health, and psychosocial skills deteriorate into maladaptive states or psychopathology.

Due to the popularity of psychological aspects and its related sub-categories, the concept of SI has also gained a prominence. Accordingly, Emmons (2000) originally proposed 5 components for SI as (i) the capacity to transcend the physical and material; (ii) the

ability to experience heightened states of consciousness; (iii) the ability to sanctify everyday experience related to God; (iv) the ability to utilize spiritual resources to solve problems and (v) the capacity to be virtuous. Besides, in another sense, Zohar and Marshall (2000) state —the intelligence based on that our actions and our lives have been planned in a wider context. In fact, SI is our reach to the use of meaning, vision and value in the way that we think and the decision that can be made. (Dakhil, T. A, & Abbood, H.M 2021)

Achievement Emotions

Attitudes towards a phenomenon within the Theory of Planned Behaviour (Ajzen, 2005) consist of both affective and cognitive components. Student attitudes toward assessment thus should contain both emotions and beliefs. In line with dynamic systems and component definitions of emotions (Scherer, 2009), emotions are instinctive or intuitive feelings derived dynamically from circumstances, mood, relationships, or experiences (Pekrun, 2006). Achievement emotions are feelings “directly linked to achievement activities or achievement outcomes” (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011, p. 37). A wide variety of achievement emotions have been found to occur prior to, during, and after an assessment process, with one intensive longitudinal study finding that these emotions only systematically related to achievement once results were known at the end of the testing process (Peterson, Brown, & Jun, 2015). Achievement emotions have both valence (i.e., positive and negative) and effect (i.e., activating or deactivating of efforts to raise achievement) (Pekrun, Goetz, Titz, & Perry, 2002); positive activating feelings include joy and pride; negative activating feelings include anger and anxiety, positive deactivating feelings include relief, and negative deactivating feelings include boredom and helplessness. Most of the investigations conducted on perfectionism have focused on the relationship between perfectionism and different psychopathologies, that is, the construct of perfectionism has been addressed from a psychological perspective. Few studies have addressed the association between perfectionism and language learning. (Mhaidi, Q. M, & Dakhil, T. A, & yahya, A. A 2022)

nforms students' on their progress level. It has also become the medium for teachers to provide the correct model; 2) Feedback consists of hints the students can use to improve their language skills. It can give beneficial commentary rather than any simple explanation which is usually delivered in the class; 3) Feedback informs the student about their current language skills. In this case, teachers can deliver significant language learning tips to the students orally or in a written form. Students will learn new vocabulary items, correct pronunciation, and sentence structure from the model which is delivered through feedback; 4) Feedback can be a beneficial stimulus to the students as it can arouse the students' motivation better than giving marks or grades. Throughout the teaching and learning process, a teacher can understand the different characteristics of the students. Therefore, by using feedback the teacher can encourage students to study and to use the language to the best of their ability; 5) Feedback can guide students to become independent in the learning process as it aims to guide students to find their own mistakes (Dakhil, T. A., & Abood, M. A., & Yahya, A. A., & Poornima, S. & Koban, H. J. K & Z. H Thajeel 2022).

However, research has shown that children's and adolescents' emotions are linked to their academic achievement. Typically, positive emotions such as enjoyment of learning show positive links with achievement, and negative emotions such as test anxiety show negative links (for overviews, see Goetz & Hall, 2013; Pekrun & Linnenbrink-Garcia, 2014; Zeidner, 1998). However, most of the available studies were correlational and do not allow any inferences about the causal ordering of emotion and achievement over time. As such, it remains unclear how the observed links should be interpreted. It is open to question if students' emotions impact their learning, if success and failure at learning influence the development of their emotions, if other variables cause the association, or if several of these possibilities are at work. Given the need to acquire knowledge about the antecedents of both students' achievement and their emotions, this is an issue of considerable theoretical and practical importance. To address this issue, the present investigation went beyond merely observing correlations at a single point in time and

attempted to disentangle the causal ordering of these constructs across multiple waves of data collection and a developmental time span of several school years.

Method

Participants

In order to conduct the present study, using Morgan table, a population of 100 Iraqi EFL learners who learn English at intermediate level, were selected for this study. Besides, the participants of the present study aged between 13-18 at English Institutes of Diwanyah, Iraq. The participants were a mixture of males and females who were selected using Convenience Sampling Method.

The Procedure of the study

In the present study 100 Iraqi EFL learners were selected from among the EFL males and females who learn English at intermediate level with age ranges between 13-18 at English Institutes of Diwanyah, Iraq. The first step, the participants were selected randomly from some English institutes. For the second step, in order to measure the learners' Student conceptions of feedback inventory, the researcher will distribute the Student conceptions of feedback inventory amongst the learners. In the third step, *the Achievement Emotions Questionnaire* which was originally developed to analyses differences in students' achievement emotions based on these exploratory studies analyzing the occurrence and structures of various achievement emotions, also distributed among the language learners to measure their achievement emotions. In the fourth step, the researcher, in order to answer the second question of the study, developed a semi-structured interview and asked the Iraqi EFL learners' opinions and comments about their attitude toward using the conception of feedback in the EFL context. Finally, the researcher, using the SPSS program 26 compared the results to discover if there is any significant relationship between the EFL learners' *conceptions of feedback and their* achievement emotions.

Discussion and Conclusion

Descriptive statistics (Quantitative phase)

Descriptive statistics related to the *Student conceptions of feedback inventory*, which has 32 items and scored from 1 to 5 based on the Likert Scale, is shown by gender. Therefore, the mean score is 3.65 for female students and 3.66 for male students. The mean for total score is equal to 3.66. Accordingly, the related scores to every item are separately plotted for both male and female students in the second diagram.

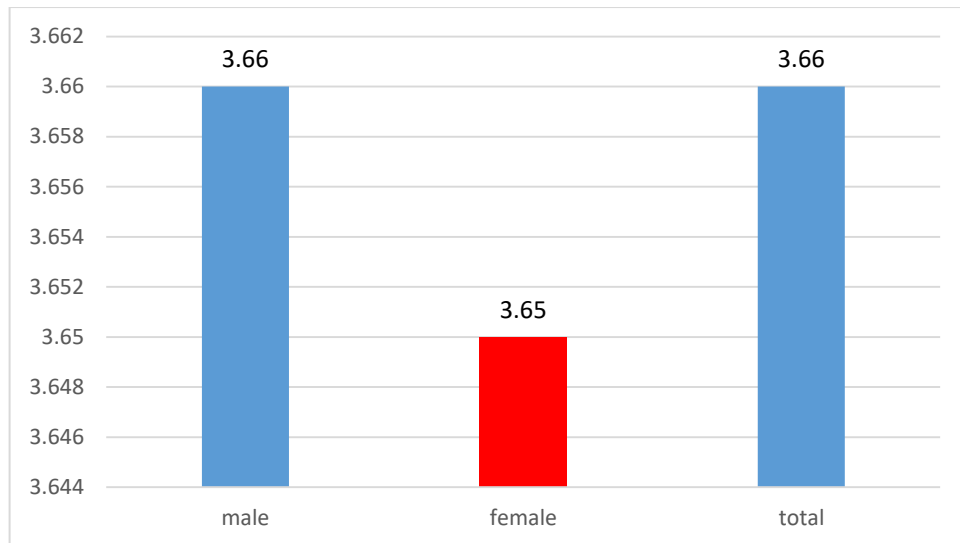


Figure 4.1. *Score distribution across genders*

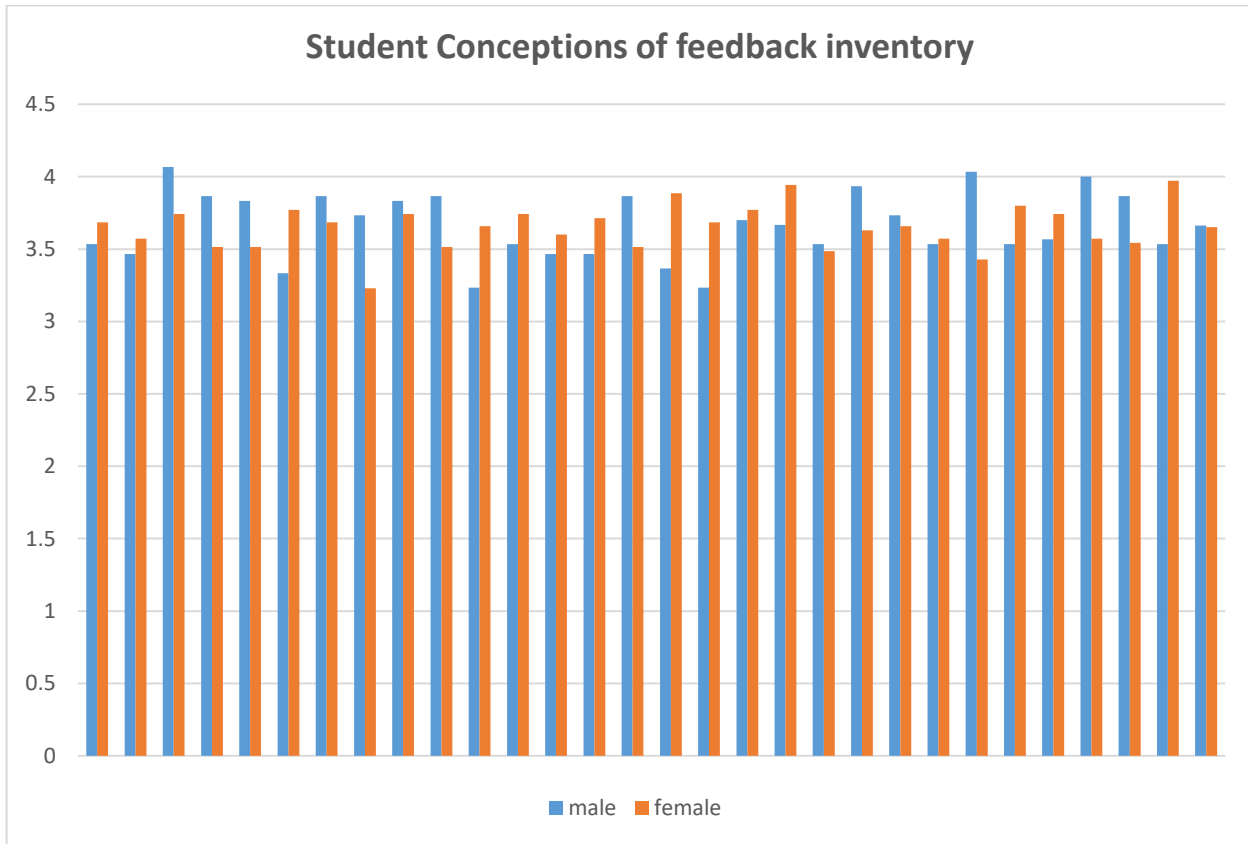


Figure 4.2. The Bar graph for male and female students' mean Score distribution at student Conception of Feedback Inventory Scale

Section one (descriptive statistics on second scales)

Descriptive statistics related to the second questionnaire of *the Achievement Emotions Questionnaire (AEQ)*, which is scored from 1 to 5 based on the performance range, is shown by gender. The mean score of the questionnaire is 3.8 for female students and 3.85 for male students. It also shows the average total score of 3.83. Also, the scores related to the questions are plotted separately for male and female students in the second diagram

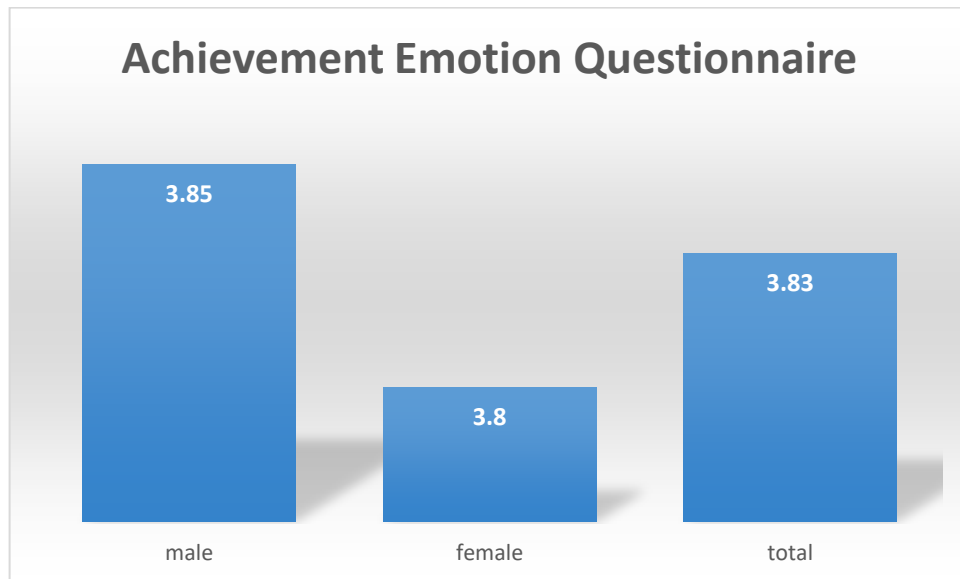


Figure 4.3. The Bar graph for Score distribution across genders in AEQ

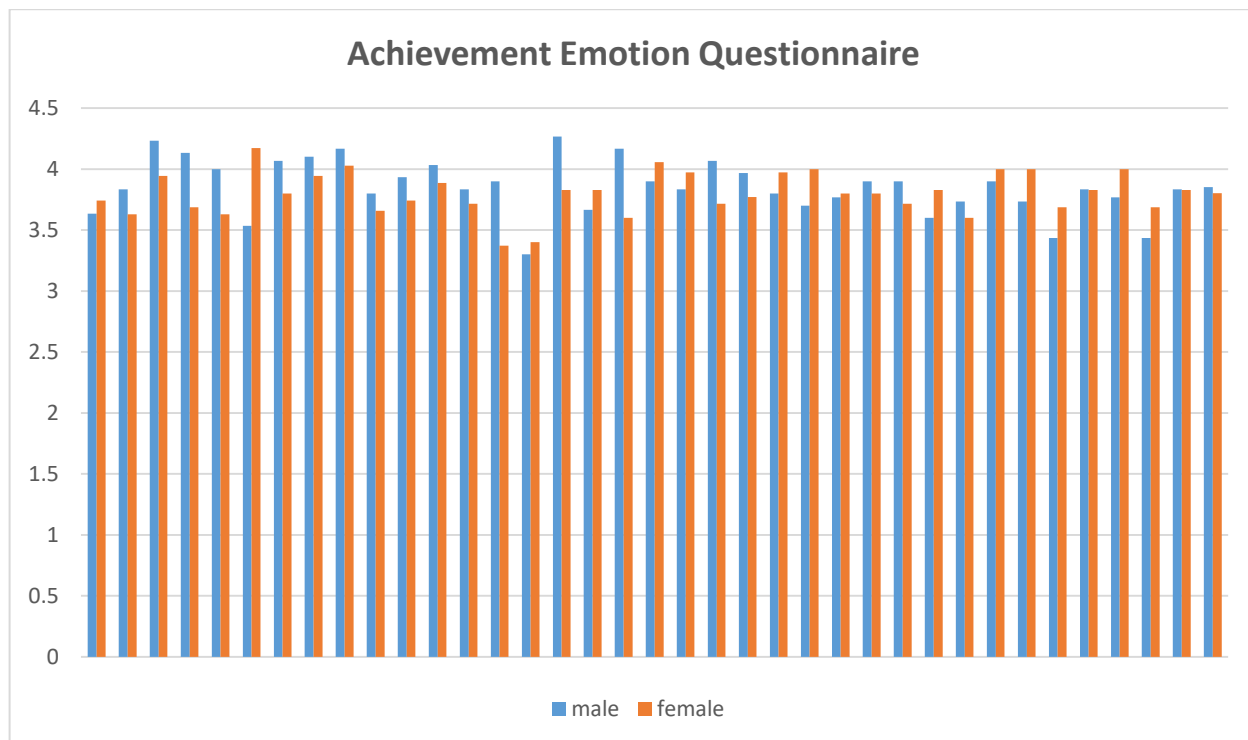


Figure 4.4. The Bar graph for Score distribution of male and female students in AEQ

Accordingly, the provided descriptive statistics related to the second questionnaire of the study, which includes 15 items and scored from 1 to 5 based on the performance range, is shown in terms of gender distribution. The average score of the questionnaire was 3.92 for female students and 3.76 for male students. It also shows the average total score of 3.85. Also, the scores related to the question are plotted separately for male and female students in the second diagram.

Test of normality

In order to implement the statistical methods and calculate appropriate test statistics and logical inference about research hypotheses, the most important step before any action is to choose the appropriate statistical method for research. For this purpose, knowledge of data distribution is a top priority. The normality test of a distribution is one of the most common applications of the Distribution Matching Test, and the valid Kolmogorov-Smirnov test appropriate for this purpose. The statistical hypotheses of the Kolmogorov-Smirnov normality test are as follows.

Table 4.1.

One-Sample Kolmogorov-Smirnov Test

		Student Conceptions of Feedback Inventory	Achievement Emotions Questionnaire
Normal Parameters ^{a,b}	Mean	3.8531	3.6562
	Std. Deviation	.57129	.40878

Most Extreme Differences	Absolute	.108	.109
	Positive	.065	.077
	Negative	-.108	-.109
Test Statistic		.108	.109
Asymp. Sig. (2-tailed)		.060 ^c	.055 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 4.2

Correlations between Student Conceptions of Feedback and Achievement Emotions Questionnaire

		Student Conceptions of Feedback Inventory	Achievement Emotions Questionnaire
Student Conceptions of Feedback Inventory	Pearson Correlation	1	.403 ^{**}
	Sig. (2-tailed)		.001
	N	100	100
Achievement Emotions Questionnaire	Pearson Correlation	.403 ^{**}	1
	Sig. (2-tailed)	.001	
	N	100	100

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Descriptive statistics (Qualitative phase)

To summarize, in the second phase of the study, it was intended to provide a semi-structured interview in order to provide a complementary answer to the research questions which was provided in the quantitative phase of the study and the main proposed question was provided below:

The semi-structured interview included:

As a learner,

- 1- Do you believe in conception of feedback?
- 2- Some experts believe that the conception of feedback brings about a kind of dis-interest among the Iraqi EFL learners?
- 3- What type of feedback do you propose for learning (*Explicit correction, Recast, Clarification request, Metalinguistic clues, Elicitation, Repetition*)?
- 4- Do you believe that the conception of feedback is related to achievement emotions, too?

In conclusion, , in the interview phase, that provided both online and individually, most of the interviewed language learners reported that the provided conception of feedback and any types of it is crucial for language learners and particularly for the speaking skills. Since, in the Iraqi context where this study was conducted, the language learners are not managed to practice on their oral skills since they don't have some peers to be master to interact in the second language outside the class environment. Accordingly, using the conception of feedbacks are a good panacea for learners to interact in English. Moreover, unlike the belief that teachers' feedback might make the learners who practice oral proficiencies disinterested or despair them to speak the language, the findings of the present study showed that not just the teachers' feedback impede learning, but also it develops and improves the language and more significantly, it removes the phenomenon of fossilization. To vivify, naturally the learners, produce some statements and sentences that are neither grammatically, nor, in terms of word-order, collocation, and pronunciation correct. Accordingly, these words if not corrected by teachers urgently, they erroneous utterances might be fossilized.

Conclusion

The results of the hypothesis testing showed that there is a statistically significant relationship between Iraqi EFL learners' conceptions of feedback and learners' achievement emotion. On the other hand, According to the above table below (Table,4.2), the significance level of the test is equal to 0.001, which is less than 0.05, and at the 95% confidence level, the null hypothesis (H_0) is rejected, in other words, there is a positive and significant relationship between the two variables (0.403).

On the other hand, the quantitative phase of the study revealed that a positive and significant correlation was found between the two major variables of the study. Accordingly, teachers' feedbacks are a good panacea for learners to interact in English. Besides, counter to the beliefs that the conception of feedback might make the learners who practice oral proficiencies disinterested or despair them to speak the language, the findings of the present study revealed that not only teachers' feedback does not impede learning, but also it improves and develops the language and more significantly, it removes the phenomenon of fossilization. To clarify, the learners naturally, produce some statements and sentences that are neither grammatically, nor, in terms of word-order, collocation, and correct pronunciation. This study was aimed to find out the students' significant relationship between Iraqi EFL learners' conceptions of feedback and their achievement emotions. There were two main research questions to answer in this study. The first research question was about the teacher's conception of feedback and its relationship with academic buoyancy. As a result, the hypothesis testing showed that there is a statistically significant relationship between Iraqi EFL learners' feedback in speaking class and their learners' achievement emotions. The second research question was about the students' attitudes toward using Feedback in speaking class and an interview was made. In reality, most of the students in their interview happy when the teacher praised them after they performed well in speaking class. Besides, in the interview phase, the students reported that praise or affective feedback was an effective reinforcement that can be used to improve students' English speaking ability. Besides, students also preferred the teacher to give praise to appreciate their effort. Informational

feedback was also useful to remind students of their weaknesses when they always make the same mistake over and over. Finally, the interviewees said that the reinforcements were given for students' positive learning experience that led them to improve their speaking ability. Therefore, the teachers concentrated on the issue of feedback as a needy issue and, unlike to some assumption that considered feedback as a means of learning impediment, the interviewed teachers pronounced it as a much vital element peculiarly in process of learning the speaking process. According to the interviewed teachers speaking skill is hardly happen without receiving feedbacks from a higher source or native like speakers since the students might have enough knowledge of vocabulary but they may not managed to interact and make the required sentences

References

- Ansari, A. (2012). Teaching of English to Arab Students: Problems and Remedies. *Educational Research* (ISSN: 2141-5161), 3(6) pp. 519-524, June 2012.
- Alonso, A. Rosa, (2014). *Teaching Speaking: An Exploratory Study in Two Academic Contexts. PORTA LINGUARUM 22..*
- Ayedh, A., & Khaled, E. (2011). EFL teachers' feedback to oral Errors in EFL classroom: teachers perspectives. *Arab World English Journal*, 2(1), 214-232.
- Bachman, L. F. (1996/2010). *Language testing in practice*. Oxford: Oxford University Press.
- Butler, A. (2007). The effect of type and timing of feedback on learning from multiple-choice Tests. *Journal of Experimental Psychology: applied linguistic*.
- Butler, D. L., & Winne, P. H. (1995). Feedback and Self-Regulated Learning: A Theoretical Synthesis. *Review of Educational Research*, 65, 245-281.
<http://dx.doi.org/10.3102/00346543065003245>
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Brown, H. D.(2004). *Language Assessment: Principles and Classroom*
- Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12 (3), 267-296.
- Chu, R. (2011). Effects of Teacher's Corrective Feedback on Accuracy in the Oral English of English-Majors College Students. *Theory and Practice in Language Studies*, 1(5), 454-459. Retrieved from <http://ojs.academypublisher.com/index.php/tpls/article/view/4691> doi:10.4304/tpls.1.5.454-459
- Collie, R. J., Martin, A. J., Malmberg, L. E., Hall, J., Ginns, P. (2015). Academic buoyancy, student's achievement, and the linking role of control: A cross-lagged analysis of high school students. *British Journal of Educational Psychology*, 85, 113–130.
doi:10.1111/bjep.1206.

- Ellis, R. (1988). *Classroom second language development*. Englewood Cliffs: Prentice Hall Inc.
- Fraser, H. (2002). *Change, challenge and opportunity in pronunciation and oral communication*. Plenary Address at English Australia Conference, Canberra, October 2002. Retrieved from <http://www.personal.une.edu.au/~hfraser/documents/HFChangeChallengeOpp.pdf> (September 14, 2011).
- Frenzel, A. C., Thrash, T. D., Pekrun, R., & Goetz, T. (2007). Achievement emotions in Germany and China: A cross-cultural validation of the academic emotions questionnaire mathematics. *Journal of Cross-Cultural Psychology, 38*, 302e309.
- Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. Oxford: Routledge.
- Fredrickson B.L (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist: Special Issue*. 2001; 56:218–226.
- Gower, R., Pallips, D. & Walters, S. (1995). *Teaching Practice hand book*. London.
- Gagne, M, R. (1961) .*The Condition of Learning*. Englewood Cliffs: Prentice Hall Inc.
- Garnezy, N. (1981). *Children under stress: Perspectives on antecedents and correlates of vulnerability and resistance to psychopathology*. In A. I. Rabin, J. Aronoff, A. Barclay, & R. A. Zucker (Eds.), *further explorations in personality* (pp. 196-269). New York: Wiley.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 92* 77(1), 81-112. Doi: 10.3102/003465430298487.
- Jahedizadeh, S., Ghonsooly, B., & Ghanizadeh, A. (2019). Academic buoyancy in higher education: Developing sustainability in language learning through encouraging buoyant EFL students. *Journal of Applied Research in Higher Education, 11*(2), pp. 162-177.
- Kauchak, F. (2014). *Teaching speaking: an exploratory study in two academic contexts*. *Porta Linguarum 22*, Junio 2014.

- Kauchak, D, Eggen, D.P. 1989. *Learning and Teaching Based Method*. Boston: Allyn and Bacon Inc.
- Khatti, A. S. (1998). *Language testing in practice*. Oxford: Oxford University Press
- Khan, R. (2010). English language assessment in Bangladesh: Developments and challenges. *Language Assessment in Asia: Local, Regional, or Global?. Seoul: eduKLC, 121-157.*
- Khan, R. (2005). English language assessment in Bangladesh: Developments and challenges. *Language Assessment in Asia: Local, Regional, or Global?. Seoul: eduKLC, 121-157.*
- Karmezy, N. (1985). Stress-resistant children: the search for protective factors. In J. E. Stevenson (Ed.), *Recent research in developmental psycho-pathology: Journal of Child Psychology and Psychiatry book supplement4* (pp. 213–233). Oxford: Pergamon Press.
- Kırkgz, Y. (2008). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education". *Teaching and Teacher Education, 24(7)*, pp. 1859–1875.
- Kazem, R. (2005). *The effect of teachers' feedback on the students' ability to self-edit in L2 Writing Classes-by Rola Ali Kazem.*
- Loewen, S., & Nabei, T. (2007). *Measuring the effects of oral corrective feedback on L2 knowledge*. In A. Mackey (Ed.), *Conversational interaction in second language acquisition: A collection of empirical studies* (pp. 361-377). Oxford: Oxford University Press.
- Dakhil, T. A, & Abood, H. M, & Yahya A. A, & Poornima, S. & Koban , H. J, & Thajeel, Z. C. (2022). An Investigation of the Relationship Between Iraqi EFL Learners' Conceptions of Feedback, Class-related Emotions, and L2 Achievement. *TEFL Journal (TJ), 1(1)*. 26-51.

Dakhil, T. A, & Abbood, H.M 2021 (2021). The Relationship Between Iraqi EFL Teachers' Spiritual Intelligence, And Their Teaching Autonomy: A Case Study AL-

Diwaniyah, Iraq. Multicultural Education 7(3) 192-211. 10.5281/zenodo.4619734

Mhaidi, Q. M, & Dakhil, T. A, & yahya, A. A (2022). The Relationship Between Iraqi EFL Learners' Perfectionism, Self-Regulation, and Language Learning. *TEFL Journal (TJ)*, 1(1). 52-77

Author Information

Taif Abdulhuseein Dakhil (Dijlah University
College)
Taif.abdulhuseein@duc.edu.iq
