



## The Effect Teachers' Use of Classroom Management Strategies on Iraqi EFL Students' Language Learning and Learning Motivation

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### Abstract

*Classroom management is the basic component in teaching practice that is used to make the class more organized. The present study aimed at investigating the relationship between teachers' use of classroom management strategies and Iraqi EFL learners' level of learning and motivation. For this aim, a total of 30 EFL Teachers, including both males and females (15 males and 15 females), of Iraqi high school teachers were selected to take part in this study. The selection of the teachers was made through convenient sampling. Furthermore, a total of 100 EFL learners (learners of the selected teachers) including 60 males and 40 females aged 16-18 participated in this study from four different provinces, namely Baghdad, Wasit, Babil and Al Mustansrea. To collect the required data, two questionnaires including were administered. The first questionnaire, "classroom management strategies (CMS)", was developed and validated by Nault et al. (1994). The questionnaire contains three main dimensions including, discipline, learning and teaching, and personal. The second questionnaire i.e., "student motivation questionnaire" (SMS) was developed and validated by Guilloteaux and D'ornyei (2008), which measures motivational intensity of the participants. The results of the correlation tests revealed that there is a meaningful relationship between CMS (discipline) and language learning. Also, the results displayed that there is a significant, positive, strong relationship between CMS (discipline) and SMS. Additionally, it was proved that there is a significant difference between the male and the female teachers concerning CMS and its three sub-factors, in which the males showed higher levels of CMS. The obtained results of the study can be beneficial for both teachers and students in getting familiar with how CMS affect students' learning and SMS in order to have the best outcome in learning as well as teaching in the EFL setting of Iraq.*

## **1.Introduction**

Education is classified as one of the most significant specialized professions in terms of complexity. The teacher's mastery of subjects, learning issues, patterns, skills, methods, strategies, and teaching techniques are major factors in the effectiveness of classroom behavior and management.

Existence of discipline in the classroom, or classroom management, is very important for the effectiveness and ultimately the productivity of a teacher. Therefore, it is necessary to identify and explain the techniques and features required by classroom management, so that it can be used by all those who deal with education (Evertson & Weinstein, 2006).

Classroom management can be defined as the actions that teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth. In other words, the goal of classroom management is not order for order's sake, but order for the sake of learning (Evertson & Weinstein, 2006).

Classroom management consist of the activities to organize and direct classes to achieve specific goals. Advocated and developed by Canter and Canter (1976) assertive discipline is an approach to classroom management which is to assist teachers to have an organized, teacher-in-charge classroom environment which prevents discipline problems. Stoughton (2007) emphasis that to avoid discipline problems, teachers need to acquire and employ classroom management strategies. Although Edwards (1993) regarded classroom management as a challenging aspect of teaching, McCormack (2001) and Bromfield (2006) consider that learning and using classroom management strategies are very important for teachers.

What makes managing a class by an EFL teacher has become central issue in teaching English as foreign language and of significant importance is that he/she wants to reach maximum productivity in teaching English. When language exposure is not much available outside the classroom, English teacher apparently has significant roles in the class. A good English teacher may know not only what to teach and how to teach it but also understand how to build rapport among students, especially for high school students who may have

different learning goals such as jobs, immigration, teaching, etc. Most important of all is how to motivate learning, which can be said that it is the driving force for learning a foreign language. Thus, the present study examines the correlation between teachers' management of the classroom and students' language learning and motivation.

### **Statement of the Problem**

Martin and Baldwin (1998) define classroom management as a general term that describes the efforts of the teacher to oversee many activities that happen inside the classroom. These include learning, social relations, and behavior. According to Everstone and Weinstein (2006), management of the classroom is a process in which instructors try to outline a convenient setting in which both academic and social-emotional learning takes place (Raizen, 2001).

### **Significance of the Study**

Nothing special has happened over the years to change the traditional classroom management practices in Iraqi high schools, as many teachers still believe in traditional classroom management methods and still use them. The aim of classroom management primarily means achieving class control and order. However, the concept of classroom management has shifted to establishing a climate for learning (Everstone & Emmor, 1982). Good classroom management creates a learning environment in which effective teaching and learning occur while poor classroom management often damages the students' desire for learning and students' motivation, also spoils the teacher's passion for teaching no matter how well he has prepared for the class. Therefore, knowing the correct and effective methods of classroom management in foreign language teaching can lead to a better understanding of them. Based on these identifications, suggestions were made as to how to achieve the wanted learning environment and how to maintain it by maximizing learning of the students during a lesson.

## **Purpose of the Study**

This study aims at investigating classroom management strategies of EFL teachers in Iraqi high school classrooms. More specifically, it seeks to examine the correlation between management of the classroom by these teachers, and the students' language learning and their motivation for learnings.

## **2. Review of the Related Literature**

### **Classroom Management**

Classroom management is the basic component in teaching practice that is used to make the class more organized. Classroom management helped teachers or student-teachers handle the class. Hannah (2013) further analyzed that classroom management has a big role in students' discipline. Classroom management can handle the students' attitude to be more discipline in the classroom. Classroom management is a challenging skill for student-teachers. Classroom management may be among the most difficult challenges for beginning teachers (Gordon, 2001).

Classroom management is the way to handle students' inappropriate behavior in classroom. According to Oliver et al (2011) classroom management is defined as a collection of classroom procedures implemented by teachers in classroom settings with all students for the purposes of supporting behavior, preventing and reducing inappropriate behavior. Classroom management is a main major which includes talent, skill, energy and ability from the teachers or student-teachers to organize the class. Classroom management is a complex skill consists of more than ability to influence and control students' manners, and there remains a much impression that classroom management is mostly about discipline. Therefore, classroom management can reduce the unpredictable behavior from students.

Classroom management is a system of proactive and reactive strategies employed to influence the physical and social space of the classroom. Classroom management is the important ability that every student-teachers should have in order to make students achieve the learning goals. Classroom management diminish students' misbehavior and make

student more controlled. To summarize, it can be mentioned that classroom management plays a pivotal role for teaching success. The phrase classroom management, also named “classroom control” and classroom discipline, is the most famous concept that what we name as the management of the classroom while teaching is happening. Therefore, classroom management is defined as the way in which teachers make decisions about the use of space and time in the classrooms where teachers sit and who they look at. In addition, it is a way for teachers to ask questions and examine their understanding during the teaching-learning process. As a result, the end of effective classroom management is to create a positive environment that enhances learning (Qinglan et al., 2010; Tuncay, 2010).

### **Problems in classroom management**

There are many problems in classroom management during teaching practice such as lack of confidence of student-teachers, lack of teachers' knowledge or unprepared material, lack of students' motivation to learn, and students' misbehavior.

#### **Lack of confidence**

The lack of confidence makes student-teachers feel uncomfortable in front of the students. Student-teachers feel anxious to teach the student. Some secondary school English teachers in Asia are often lack confidence in conducting communication activities in English because the teachers themselves feel that their own proficiency is not sufficient to engage in communication or deal with students' unforeseen needs (Littlewood, 2007; Li, 1998).

Sutton et al. (2009) also highlight that teachers may feel happy when the teacher met the students who follow directions, frustrated when students cannot grasp a concept, angry with students' misbehavior, disappointed with lack of effort, and anxious when competence is challenged.

#### **Lack of knowledge or unprepared material**

Teachers may get a problem when they have to teach a subject of study which they have little knowledge (Tavakoli et al., 2013). Student-teachers may get some problems when they have to teach about the material that they have not prepared yet. They will be

embarrassed when the students know more than student-teachers. They argued that teacher may be aggravated when the students' knowledge of the special subject is more than theirs. Improving the preparation of teacher's material tends to focus on which subject courses as the material is important in order to be qualified to teach.

### **Lack of student motivation**

Effective class occurs when both of teacher and student can achieve learning goals. When the teacher can make the students get involved in classroom, it may help teacher to deliver the material. Therefore, students' interest is needed in learning. According to Sasidher et al (2012) lack of student motivation causing students to be uninterested and lazy, is considered as one of the important factors leading disruptive behavior. Students' motivation is the most important component of learning. Some students who weren't interested in the material or even with the class are hard to achieve the material.

### **Strategies in classroom management**

Classroom management is one of the big problems of pre-service teachers. Student-teacher must set the strategy to handle and solve the problem on classroom. Classroom management is basic to improve academic and behavioral outcomes to manage students' behavior disorders (Oliver et al., 2011). Effective classroom management strategies can help pre-service teachers to create such an environment, ranging the activities to improve teacher-student to rules the regulate student behavior (Korpershoek et al, 2016). Effective classroom management may help teachers to teach students how to be responsible and control themselves (Gordon, 2001). So the students will be more responsible on their attitude.

According to Everstone and Weinstein (2006) there are five types of action to handle the classroom management. Teacher must develop caring, supportive relationships with and among students. Teacher must organize and implement instruction in ways that optimize students' access to learning. Teacher must encourage students' engagement in academic tasks, which can be done by using group management methods. For example is

establishing rules and classroom procedure. The teachers also have to promote the development of students' social skills and self-regulation. Teacher must use appropriate interventions to assist students with behavior problems.

### **3. Method**

#### **Participants**

In order to conduct the present study, a total of 30 EFL teachers including both males and females (15 males and 15 females) of Iraqi high school teachers were selected to take part in this study. The selection of the teachers is made through convenient nonrandom sampling as the researcher can include only those teachers who agreed to participate in the study. Furthermore, a total of 100 EFL learners (learners of the selected teachers) including 60 males and 40 females aged 16-18 participated in this study from four different provinces, namely Baghdad, Wasit, Babil and Al Mustansria.

#### **Instrumentation**

To collect the required data, two questionnaires including, Teacher Questionnaire and Student Questionnaire were administered. The participants were asked to mention their age, sex, level of education, and teaching experience in years on the questionnaires.

#### **Procedure**

##### **Data Collection**

In order to collect the required data for the present study, due to limitations of the study, 30 Iraqi EFL teachers were asked to fill out the Classroom Management Strategy Questionnaire (CMSQ) developed by Nault et al. (1994). The participant teachers were assured that their responses would remain anonymous and teachers' questionnaires were distributed in the middle of the semester. For the next step, in order to measure the students' academic progress of any class, the researcher collected the students' GPA. Then, the CMSQ questionnaire was distributed among them. Moreover, in order to gather the data regarding the students' level of motivation, the motivation questionnaire was distributed and their motivation level was measured by using the Student Motivational

State Questionnaire (SMSQ). Finally, the mean score of each teacher was compared with the scores of the students of the same teacher in terms of their language achievement as well as their level of motivation.

### **Data Analysis**

Statistical Package for Social Sciences (SPSS) version 23 was used to analyze the obtained data. The statistical approaches used for the aim of the present study were descriptive statistics and Pearson correlation.

## **4. Results**

### **Descriptive Findings**

Table 4.1. shows the descriptive statistics of achievement emotions including enjoyment, hope, pride, anger, anxiety, shy, hopelessness, and boredom, as well as the conceptions of feedback such as comments for improvement, interpersonal feedback, and negative feedback. The results of the data analysis indicated that the present dataset satisfied all the requirements for normality, multicollinearity, residual values, and multivariate outliers as the skewness and kurtosis values did not exceed  $\pm 2.0$ . Among the academic emotions, enjoyment was reported to be the highest active emotion in English language classes ( $M = 14.99$ ), followed by anxiety ( $M = 13.79$ ), hope ( $M = 13.66$ ), anger ( $M = 12.97$ ), hopelessness ( $M = 12.62$ ), shy ( $M = 12.29$ ), pride ( $M = 12.19$ ), and boredom ( $M = 12.16$ ). In case of the conceptions of feedback, comments for improvement ( $M = 45.88$ ) had the highest mean, followed by negative feedback ( $M = 25.84$ ), and interpersonal feedback ( $M = 24.52$ ).

### **Table 4.1.**

*Descriptive Statistics*



	N	Mini	Max	Mean	Std. Deviation	Skewness Statistics	Std. Error	Kurtosis Statistics	Std. Error
achievement	150	50.0	99	82.662	9.1175	-.633	.151	.163	.301
enjoyment	150	4.00	20	14.9933	2.75266	-.292	.198	-.259	.394
Hope	150	4.00	20	13.6600	4.32385	-.505	.198	-.390	.394
pride	150	4.00	20	12.1967	3.87798	-.301	.198	-.532	.394
anger	150	4.00	20	12.9733	3.61196	-.122	.198	-.119	.394
anxiety	150	4.00	20	13.7919	4.96648	-.109	.199	-1.178	.395
shy	150	4.00	20	12.2933	4.08721	.227	.198	-.813	.394
hopelessness	150	4.00	20	12.6200	4.06932	-.032	.198	-.729	.394
boredom	150	4.00	20	12.1600	4.70908	.028	.198	-1.013	.394
Comments for improvement	150	13.00	65	45.8844	9.87491	-.252	.200	.105	.397
Interpersonal feedback	150	7.00	35	24.5238	6.55883	-.500	.200	-.006	.397
Negative feedback	150	12.00	37	25.8400	6.42779	.042	.198	-1.008	.394

## Correlational Findings

To investigate the association between EFL learners' achievement emotions and their L2 achievement, Pearson product-moment correlation coefficient was administered to measure the strength of a linear association between the components of the two variables (Table 4.2).

**Table 4.2.**

*Emotions and L2 Achievement*

		L2 achievement
enjoyment	Pearson Correlation	.751*
	Sig. (2-tailed)	.000
Hope	Pearson Correlation	.339*
	Sig. (2-tailed)	.000
pride	Pearson Correlation	.402*
	Sig. (2-tailed)	.623
anger	Pearson Correlation	-.351*
	Sig. (2-tailed)	.000
anxiety	Pearson Correlation	-.458*
	Sig. (2-tailed)	.000
shy	Pearson Correlation	-.092
	Sig. (2-tailed)	.264
hopelessness	Pearson Correlation	-.432*
	Sig. (2-tailed)	.000
boredom	Pearson Correlation	-.421*
	Sig. (2-tailed)	.000

Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. The findings show that there was a positive correlation between positive emotions (enjoyment, hope, & pride) and L2 achievement with higher levels of positive emotions being associated with better performance in L2 learning (Table 4.2). To be more specific, there was a significant positive relationship between enjoyment and L2 achievement ( $r = .75, n = 150, p < .01$ ) followed by pride ( $r = .40, n = 150, p < .01$ ), and hope ( $r = .33, n = 150, p < .01$ ). Besides, the result of the coefficient of determination shows that the learners' enjoyment, pride, and hope share 56%, 16%, and 10% of the variance with L2 achievement, respectively.

Regarding the negative emotions, the results revealed that there were negative correlations between anger, anxiety, hopelessness, boredom, and L2 achievement with higher levels of negative emotions being associated with lower performance in L2 learning (Table 4.2). In particular, there was a significant negative relationship between anxiety and L2 achievement ( $r = -.45, n = 150, p < .01$ ) followed by hopelessness ( $r = -.43, n = 150, p < .01$ ), boredom ( $r = -.42, n = 150, p < .01$ ), and anger ( $r = -.35, n = 150, p < .01$ ). Besides, the result of the coefficient of determination shows that the learners' anxiety, hopelessness, boredom, and anger share 20%, 18%, 17%, and 12% of the variance with L2 achievement, respectively. Further, there was no significant relationship between shy and L2 achievement ( $r = -.09, n = 150, p > .05$ ),

The second research question attempts to investigate the relationship between EFL learners' conceptions of feedback and emotions. In this case, preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. The findings demonstrated that there were positive relations between comments for improvement and positive emotions with higher level of enjoyment, hope, and pride being correlated with higher conceptions of comments for improvement (Table 4.3). To shed light, there was a significant positive relationship between hope and conceptions of comments for improvement ( $r = .66, n = 150, p < .01$ ) followed by pride ( $r = .60, n = 150, p < .01$ ), and enjoyment ( $r = .55, n = 150, p < .01$ ). Besides, the result of the coefficient of determination shows that the learners' hope, pride, and enjoyment share

43%, 36%, and 30% of the variance with conceptions of comments for improvement, respectively.

Negative emotions reported to be negatively associated with conceptions of comments for improvement with higher levels of anger, anxiety, hopelessness, and boredom being related with lower consideration of comments for improvement. More specifically, there was a significant negative relationship between hopelessness and comments for improvement ( $r = -.83, n = 150, p < .01$ ) followed by anxiety ( $r = -.67, n = 150, p < .01$ ), anger ( $r = -.62, n = 150, p < .01$ ), and boredom ( $r = -.46, n = 150, p < .01$ ). Shy was the only negative emotion which was positively associated with comments for improvement ( $r = .47, n = 150, p < .01$ ).

Besides, the result of the coefficient of determination shows that the learners' hopelessness, anxiety, anger, boredom, and shy share 68%, 44%, 38%, 21%, and 22% of the variance with comments for improvement, respectively.

Concerning interpersonal feedback, the statistical findings displayed that there were positive relations between interpersonal feedback and positive emotions with higher level of enjoyment, hope, and pride being correlated with higher consideration of interpersonal feedback (Table 4.3). To clarify, there was a significant positive relationship between enjoyment and consideration of interpersonal feedback ( $r = .55, n = 150, p < .01$ ) followed by hope ( $r = .53, n = 150, p < .01$ ), and pride ( $r = .50, n = 150, p < .01$ ). Besides, the result of the coefficient of determination shows that the learners' enjoyment, hope, and pride, share 30%, 28%, and 25% of the variance with interpersonal feedback, respectively.

In respect with negative emotions, the results indicated that there was a negative relationship between anger, anxiety, hopelessness, and boredom with interpersonal feedback with higher levels of negative emotions being correlated with lower levels of interpersonal feedback (Table 4.3). In this regard, there was a significant negative relationship between anxiety and interpersonal feedback ( $r = -.67, n = 150, p < .01$ ) followed by anger ( $r = -.63, n = 150, p < .01$ ), hopelessness ( $r = -.49, n = 150, p < .01$ ), and boredom ( $r = -.47, n = 150, p < .01$ ). Shy was the only negative emotion which was positively associated with interpersonal feedback ( $r = .55, n = 150, p < .01$ ). Moreover, the result of the coefficient of determination shows that the learners' anxiety, anger,

hopelessness, boredom, and shy share 44%, 39%, 24%, 22%, 30% of the variance with interpersonal feedback, respectively.

Taking negative feedback into account, the results revealed that there was a negative association between conceptions of negative feedback and positive emotions with higher levels of enjoyment, hope, and pride being negatively related to negative feedback (Table 4.3). In this respect, there was a significant negative relationship between pride and negative feedback ( $r = -.76, n = 150, p < .01$ ) followed by enjoyment ( $r = -.68, n = 150, p < .01$ ), and hope ( $r = -.65, n = 150, p < .01$ ). Additionally, the result of the coefficient of determination shows that the learners' pride, enjoyment, and hope share 57%, 46%, and 42% of the variance with negative feedback, respectively.

Finally, the analysis of negative emotions revealed that they were positively correlated with negative feedback with higher levels of anxiety, anger, hopelessness, and boredom being associated with higher conceptions of negative feedback (Table 4.3). As a result, there was a significant positive relationship between anxiety and negative feedback ( $r = .82, n = 150, p < .01$ ) followed by anger ( $r = .70, n = 150, p < .01$ ), hopelessness ( $r = .59, n = 150, p < .01$ ), and boredom ( $r = .49, n = 150, p < .01$ ). Shy was the only negative emotion which had a negative relation with negative feedback ( $r = -.53, n = 150, p < .01$ ). Further, the result of the coefficient of determination shows that the learners' anxiety, anger, hopelessness, boredom, and shy share 67%, 49%, 34%, 24%, and 28% of the variance with negative feedback, respectively.

**Table 4.3.**

*Conceptions of Feedback and Emotions*

									boredom
		enjoyment	Hope	pride	anger	anxiety	shy	hopelessness	
Comments	Pearson								
for improvement	Correlation	.559**	.661**	.605**	-.625**	-.678**	.473**	-.836**	-.469**

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
Interpersonal feedback	Pearson Correlation	.554**	.533**	.501**	-.637**	-.678**	.559**	-.498**	-.475**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
Negative feedback	Pearson Correlation	-.680**	-.653**	-.764**	.701**	.822**	-.534**	.590**	.494**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000

To answer the third research question on the relationship between EFL learners' conceptions of feedback and L2 achievement, Pearson product-moment correlation coefficient was conducted to measure the strength of a linear association between the two variables (Table 4.4). Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. The findings show that there was a positive correlation between comments for improvement, interpersonal feedback, and L2 achievement with higher levels of conceptions of comments for improvement and interpersonal feedback being associated with better performance in L2 learning (Table 4.4). To be more specific, there was a significant positive relationship between comments for improvement and L2 achievement ( $r = .56, n = 150, p < .01$ ) followed by interpersonal feedback ( $r = .37, n = 150, p < .01$ ). However, negative feedback revealed to have a negative association with L2 achievement ( $r = -.38, n = 150, p < .01$ ). Besides, the result of the coefficient of determination shows that comments for improvement, interpersonal feedback, and negative feedback share 31%, 13%, 14% of the variance with L2 achievement, respectively.

**Table 4.4***Conceptions of Feedback and L2 Achievement*

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		achievement
Comments for improvement	Pearson Correlation	.569*
	Sig. (2-tailed)	.000
Interpersonal feedback	Pearson Correlation	.373*
	Sig. (2-tailed)	.000
Negative feedback	Pearson Correlation	-.385*
	Sig. (2-tailed)	.000

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The following chapter will discuss the results of the present study as well as the implications of the findings.

## 5. Discussion

### Restatement of the Problem

Although emotions have been recognized as having a crucial role in foreign language learning (Arnold & Brown, 1999; Ellis, 1994), the investigation of emotions has not yet been considered seriously in the research domain in language learning area (Dewaele, 2005; Garret & Young, 2009). Thus, there is an overall dearth of research into language learners' emotions in their actual experience of classroom learning (Méndez López, 2011). Similarly, though the concept of feedback has received special attention within the past decade, it has been less explored in combination with learners' emotions within the language learning context.

The above-mentioned gap resides in education in general and more specifically in the language learning domain. A typical context is EFL learning in Iraq, a developing country,

where for many years education in general and language learning in particular have been studied less comprehensively.

Influenced by the overall attraction of the topic (i.e. exploring the association between learner perceived feedback, emotions, & language proficiency) and the existing gap in the literature, the present research aimed to investigate the interrelationships among three variables including learners' perceived feedback, emotions (negative and positive), and language proficiency (achievement). The results of this research can reveal valuable facts about the affective involvement of L2 learners in the language learning process and their conceptualization of feedback along with the role it plays in class. More importantly, how these two variables are associated with learners' language proficiency was explored was investigated which can elucidate how feedback and learners' emotions mutually affect each other and how they both can play a role in language learners' academic achievement.

## **6. Conclusion**

In light of the present findings, there are several conclusive remarks that can be made with an aim to contribute to the overall EFL learning and teaching domain. Firstly, EFL learners' emotions need close investigations in the language learning process. To elucidate, in developing countries, where people are under much more life pressure (for different governmental or political reasons), students' emotions can be much more shaky and need cautious care in class. Probably, teacher education programs or in-service programs need to take this matter into account and prepare teachers to care more about learners' emotions. Teachers are advised to help promote language learners' positive emotions and lower the negative emotions such as boredom, and anxiety.

Secondly, the value of caring about and investigating learners' emotions lies in the links they have with learning outcomes. As the present findings revealed, EFL learners' positive and negative emotions were accompanied by desirable and undesirable academic achievement. Thus, it seems to be obligatory to raise teachers' and curriculum designers' awareness of this association. Teachers can indirectly, through motivating learners and changing the class environment into a more enjoyable one, affect language learners' academic performance. It appears that teaching is beyond the mere content knowledge of



the teacher and requires more practical terms such as pedagogical knowledge. Involving EFL learners' emotions can be followed by better language learning outcomes. Yet, the direct or indirect effects need further empirical data.

Thirdly, positive and negative feedback, if applied appropriately in class and if the value is perceived by the students, can predict better language learning outcomes. Again teacher preparation and teacher training courses are advised to incorporate different techniques for positive and negative feedback to pre-service teachers. Teachers need to also learn how to improve their students' perception of feedback in class, especially the negative (corrective) feedback, which has been more touched upon in the existing literature, yet less fully understood in the actual EFL class.

Fourthly, the potentially interactive effect of feedback and emotions in class needs special attention as well. Teachers can help EFL learners receive the required correct form of feedback when needed without hurting feelings through an enjoyable and comfortable manner.

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