HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

LEARNER MOTIVATION IN PEER AND TEACHER CORRECTIVE FEEDBACK IN ENGLISH CLASSES

Elif GÜNAY

Master's Thesis

Ankara, 2024

With leadership, research, innovation, high quality education and change,

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İNGİLİZCE DERSLERİNDE AKRAN VE ÖĞRETMEN DÜZELTİCİ GERİ BİLDİRİMİNDE ÖĞRENEN MOTİVASYONU

ELİF GÜNAY

Master's Thesis

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,
This thesis / dissertation, prepared by **ELİF GÜNAY** and entitled "LEARNER MOTIVATON IN PEER AND TEACHER CORRECTIVE FEEDBACK IN ENGLISH CLASSES" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Teaching** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ
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Abstract

The efficacy of using corrective feedback in foreign language classrooms is of importance to have learners improve on the use of foreign language as a tool for communication. However, learners' emotional responses to the provider of the oral corrective feedback has not been given much attention. Thus, the effects of oral corrective feedback provided by teachers or peers on the motivation of learners to learn the language and take an active part in the classroom has remained to be explored. This study aims to show Turkish EFL learners', who study in an Anatolian high school of the Ministry of National Education, an emotional situation when they receive corrective feedback from both teachers and their own classmates. Mixed methods research has been adopted with explanatory sequence, and analysis has been drawn upon both qualitative and quantitative data in the study to gain broader insights to the perceptions of learners in the corrective feedback. Participants consisted of 119 9th grade students and after completing 30-items questionnaire they attended 3 weeks treatment sessions focusing on the provider of the feedback specifically. At the end of treatment sessions, a total of 7 volunteers of the participants took the semi-structured interviews. The data showed that learners at the 9th grade prefer teacher feedback as the source of the feedback is credible however, both individual differences and interpersonal relationships between the source and the receiver of the feedback plays a crucial role. This research provides significant insights for teachers, teacher educators and MoNE policies.

Keywords: oral corrective feedback, peer interaction, foreign language education, motivation, individual differences

Öz

Yabancı dil sınıflarında düzeltici geri bildirim kullanmanın etkinliği, öğrencilerin yabancı dili bir iletişim aracı olarak kullanma konusunda gelişmelerini sağlamak açısından önemlidir. Ancak öğrencilerin sözlü düzeltici geri bildirimi sağlayan kişiye karşı duygusal tepkilerine pek fazla önem verilmemiştir. Bu nedenle, öğretmenler veya akranlar tarafından sağlanan sözlü düzeltici geri bildirimin, öğrencilerin dili öğrenme ve sınıfta aktif rol alma motivasyonu üzerindeki etkileri araştırılmayı beklemektedir. Bu çalışma, Milli Eğitim Bakanlığına bağlı bir Anadolu lisesinde öğrenim gören yabancı dil öğrencilerinin, hem öğretmenlerinden hem de kendi sınıf arkadaşlarından düzeltici geri bildirim aldıklarında yaşadıkları duygusal durumu göstermeyi amaçlamaktadır. Karma yöntem araştırması açıklayıcı bir sıra ile benimsenmiş ve öğrencilerin düzeltici geri bildirimdeki algılarına ilişkin daha geniş bir anlayış elde etmek için çalışmada hem nitel hem de nicel verilerden yararlanılmıştır. Katılımcılar 119 9. sınıf öğrencisinden oluşmaktadır ve 30 maddelik anketi tamamladıktan sonra, özellikle geri bildirim sağlayıcıya odaklanan 3 haftalık uygulama oturumlarına katılmışlardır. Oturumların sonunda katılımcılardan toplam 7 gönüllü yarı yapılandırılmış görüşmelere katılmıştır. Veriler, 9. sınıftaki öğrencilerin, geribildirim kaynağının güvenilir olması nedeniyle öğretmen geribildirimini tercih ettiğini ancak hem bireysel farklılıkların hem de geribildirimin kaynağı ile alıcısı arasındaki ilişkilerin önemli bir rol oynadığını göstermiştir. Bu araştırma öğretmenlere, öğretmen eğitimcilerine ve MEB politikalarına önemli bilgiler sunmaktadır.

Anahtar Kelimeler: sözlü düzeltici geribildirim, akran etkileşimi, yabancı dil eğitimi, motivasyon, bireysel farklılıklar

Acknowledgements

generosity and support. I'll be there for you too. (Thank you for the accommodation you provided each week in Ankara with your sisters.)

My best friend since childhood Saliha Seyis, even when we are apart -I mean most of the times of our friendship – your support is undeniable.

I also want to thank to Pınar Sasa and Arda Kaval for being the greatest academic buddies and giving each other relief since we are at the same page all the time. We are boned to each other with every academic event.

My dear friends at the Air Force Academy, you are more than colleagues to me. You make the day beautiful.

I would like to thank TUBITAK for their financial support with the 2210-A scholarship.

I dedicate this thesis to the martyr teachers of Turkiye who dedicated their lives to their students and to this country.

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Symbols and Abbreviations

WTC: Willingness to communicate

SLA: Second language acquisition

ELT: English Language Teaching

L2: Second/Foreign language

MoNE: Ministry of National Education

OCF: Oral Corrective Feedback

PF: Peer feedback

TF: Teacher feedback

Chapter 1

Introduction

In recent years Corrective Feedback (CF) has been given much attention in foreign language classrooms. Corrective feedback has been implemented in different segments of foreign language teaching. Especially teacher feedback (Good&Brophy, 2000) have learners be motivated by allowing them find out where they stand and it should be provided whether the learner's response is correct and incorrect. Another definition of corrective feedback is given by Chaudron (1977) that it is teacher's any response whether it is positive or points out that learner's work need more improvement.

Corrective feedback (Sheen, 2011) can take place in any learning environment regardless of classroom with teachers and learners or naturalistic settings with native or non-native speakers. So far, research on the impact of corrective feedback in second language (L2) learning has mainly concentrated on improving grammatical accuracy (Takimoto, 2006). As a result, corrective feedback is often seen as a teacher's response aimed at guiding learners to focus on the grammatical correctness of their spoken or written output. This feedback can be given during a traditional grammar lesson or in response to student writing within a communicative activity or exchange.

While corrective feedback in grammar lessons is valuable, its application within communicative interactions has garnered significant interest among SLA theorists and researchers. Long (1991) introduced the term "focus-on-form" to describe efforts to prompt learners to pay attention to linguistic form while they are engaged in communication. Oral corrective feedback is a type of focus-on-form technique, especially when it addresses errors made by learners whose primary focus is on understanding messages during a communicative activity. According to Long, this is a crucial and necessary condition for any corrective feedback to effectively support learning. Focus-on-form allows learners not only to notice linguistic forms but also to link them with their meanings. In other words, corrective feedback helps learners grasp the connection between a specific linguistic form and its

meaning within a context. Long suggests that corrective feedback can facilitate language acquisition when learners encounter a communication issue, make an error, and then receive feedback that either clarifies the input or helps them adjust and correct their response.

For the last two decades from whom corrective feedback is given is a hot issue of debate. While both teacher and the peer corrective feedback is useful, peer corrective feedback surpasses the other because peer corrective feedback could be more useful for classroom interaction. Learners can get benefits from not only receiving but also providing it (Sippel&Jackson, 2013).

Many researchers agree that corrective feedback can facilitate learning but other possible results of corrective feedback should be taken into consideration. Not only the way corrective feedback is delivered is important to avoid the learners feeling humiliated but also quantity of the feedback must be regarded since overcorrection might cause damage on the motivation of learners (Ayedh & Khaled, 20111).

Havranek (2002) also stated that corrective feedback contributes to learning the foreign language while she believes learners' own contribution is the focal point.

Oral Corrective Feedback is a broad sense of work within itself. Different types of oral corrective feedback such as recasting, metalinguistic feedback etc. has been investigated in years. Moreover, the person who provides the oral corrective feedback is of importance because it has certain effects on the motivation of learners. In the classroom atmosphere, whether oral peer feedback correction boosts motivation of learners for improving speaking skill remains uninvestigated.

The increased focus on corrective feedback reflects a growing recognition of its role not just in error correction but also in scaffolding language acquisition. By pinpointing and addressing linguistic inaccuracies, CF helps learners refine their language skills and internalize grammatical structures. Moreover, the interactive nature of peer feedback

encourages learners to actively engage with language production, promoting a deeper understanding of language rules and conventions.

However, the effective implementation of CF hinges not only on its frequency and timing but also on its delivery style. Research underscores the importance of providing feedback in a constructive and supportive manner to maintain learners' motivation and confidence. Feedback that is overly corrective or delivered insensitively can lead to feelings of discouragement and reluctance to participate in language activities.

Havranek (2002) posits that while corrective feedback contributes to language acquisition, learners' active participation in the process remains pivotal. This underscores the notion that learners themselves play a central role in internalizing and applying corrective feedback to their language learning journey.

Within the realm of oral corrective feedback, various methodologies such as recasting (rephrasing a learner's erroneous utterance correctly) and metalinguistic feedback (providing explicit explanations of language rules) have been explored extensively. These different approaches not only influence the immediate linguistic accuracy of learners but also have implications for their long-term language development. For instance, metalinguistic feedback not only corrects errors but also enhances learners' awareness of language rules, potentially leading to more accurate self-monitoring and error correction in the future.

The source of corrective feedback—whether from teachers or peers—can significantly impact learners' motivation and engagement within the classroom setting. Peer corrective feedback holds promise due to its potential to create a collaborative learning environment where learners actively support each other's language development. This collaborative approach not only distributes the responsibility of error correction among peers but also fosters a sense of community and mutual respect within the classroom.

Despite these insights, the specific effects of peer feedback correction on learners' motivation to improve their speaking skills remain relatively under-investigated. Understanding how peer feedback influences learners' perceptions of their speaking abilities and their willingness to take linguistic risks is crucial for optimizing language learning environments.

Expanding on these themes requires delving deeper into the theoretical frameworks underpinning corrective feedback, examining empirical studies that elucidate its effectiveness across different educational contexts, and exploring practical implications for foreign language educators. By exploring these facets, a comprehensive understanding of how corrective feedback influences language learning outcomes can be developed, providing valuable insights for both theory and practice in foreign language education.

Statement of the Problem

Oral corrective feedback is a broad sense of work within itself. Different types of oral corrective feedback such as recasting, metalinguistic feedback etc. has been investigated in years. Moreover, the person who provides the oral corrective feedback is of importance because it has certain effects on the motivation of learners. In the classroom atmosphere, whether oral peer feedback correction boosts motivation of learners for improving speaking skill remains uninvestigated.

Aim and Significance of the Study

This study's significance lies in its comprehensive exploration of the impact of peer oral corrective feedback (OCF) on learners' motivation to use a foreign language for communication, particularly within the context of K-12 schools in Turkiye. The findings contribute valuable insights into the educational dynamics and instructional strategies that can enhance language learning outcomes in this specific cultural and educational setting. This study aims to investigate the effects of peer and teacher oral corrective feedback for raising the motivation of learners speaking the foreign language. Oral corrective feedback

is of significance for learning a foreign language and teacher correction is more accurate compared to peer interaction in most cases.

However, since peer interaction is the focal point of teaching foreign language, it is worth investigating the effects of peer corrective feedback in willingness to participate the foreign language in the classroom. Although there are many studies related to teacher corrective feedback, there is not much attention given to peer corrective feedback in Turkiye.

Research Questions

Research questions have been established to narrow down the purpose of the study (Creswell&Creswell, 2018) by pointing out the main and sub-themes. The following research questions lie at the center of this proposed study:

Main research question:

1. How does peer oral corrective feedback affect learners' motivation using foreign language as a tool for communication?

Sub Research Questions

a. How do learners emotionally respond to teacher corrective feedback and peer corrective feedback?

b. Do learners prefer peer correction or teacher correction when they speak in English?

c. Does teacher oral corrective feedback have a negative impact on their motivation to interact in the class?

d. Is there a statistically significant difference between giving peer corrective feedback and teacher corrective feedback on the willingness of speaking foreign language in the classroom?

Assumptions

This study consists of two main assumptions. The primary assumption in this study is that peer corrective feedback is superior to teacher corrective feedback in terms of usefulness of giving and receiving feedback (Sippel&Jackson, 2013). Then, Learner characteristics and individual differences play a crucial role in learner preferences of the source of the feedback (Lightbown & Spada, 2013).

Limitations

The research was conducted with 119 high school students of the Ministry of National Education. The initial sample of the consisted of 121 learners at first, however 6 of the students wanted to drop the study and 2 of them were excluded on purpose since their responses were not found credible. Also, participants study in the same school which is not an academically successful one based on the average score of Ministry of National Education's high-school entrance exam. Therefore, the homogeneity of the study might make it difficult to reach generalized results.

Definitions

Motivation: "Cognitive theories of motivation view motivation to be a function of a person's thoughts rather than of some instinct, need, drive, or state; information encoded and transformed into a belief is the source of action" (Dörnyei, 1994).

Corrective feedback: Ellis (2009) defines corrective feedback as a tool for increasing learner motivation and linguistic accuracy in both *behaviorist and communicative approaches* in language teaching.

Peer Interaction: "Partner and small group discussions." (Sippel, 2020)

Chapter 2

Theoretical Basis of Research and Literature Review

Motivation in Second Language Acquisiton

Learning a foreign language is a multifaceted endeavor driven by complex internal and external factors (Gardner & Lambert, 2011). Understanding these motivations is critical to promoting successful language learning and creating effective learning environments (Dörnyei, 2009).

Figure 1 Components of Motivational Teaching Practice in the L2 Classroom (Dörnyei, 2001)
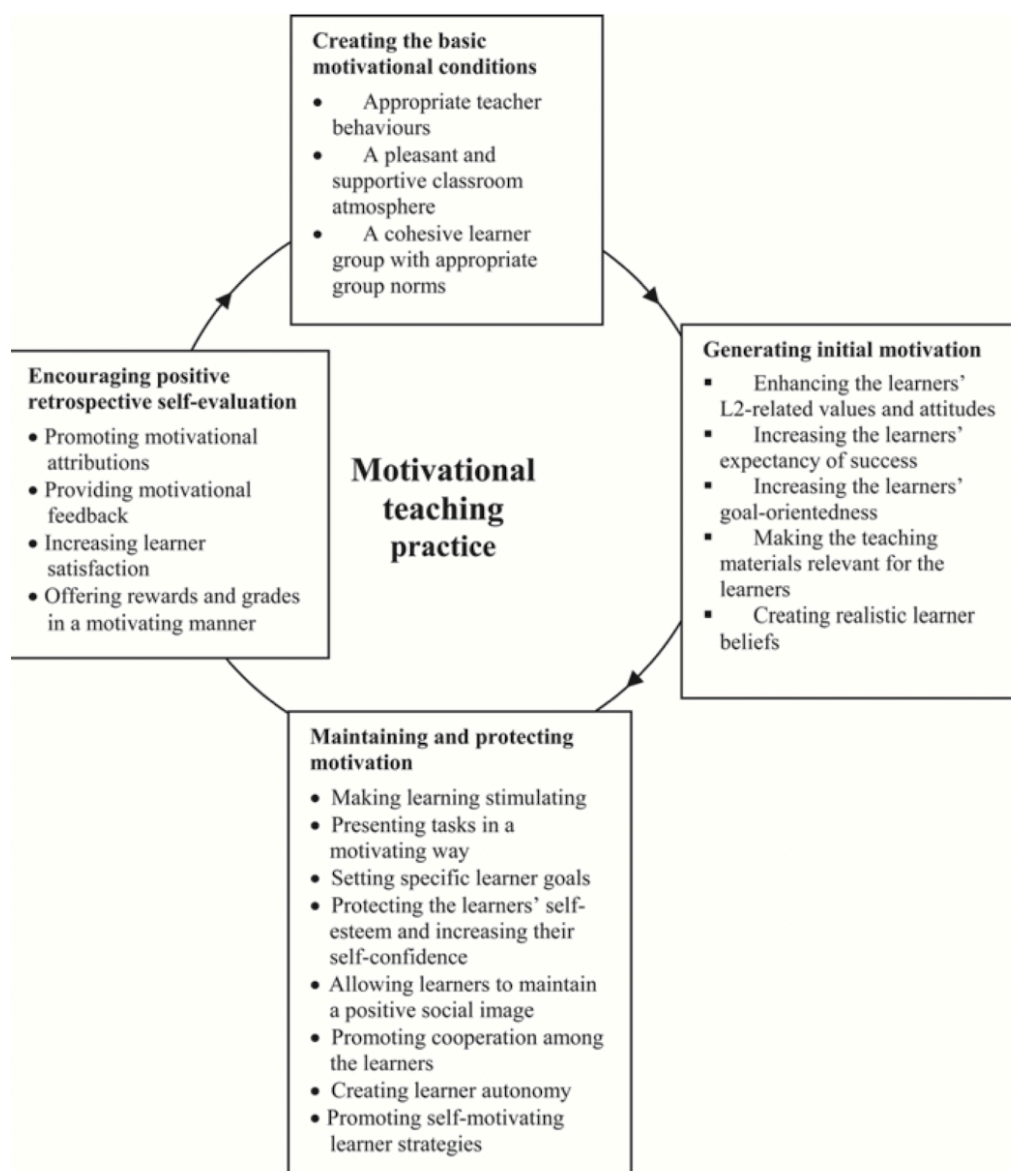
Building on theoretical frameworks and exploring the social and pragmatic dimensions that shape learners' aspirations and persistence, this paper delves into the world of foreign language learners' motivations.

Studying L2 learner motivation begins with the basic distinction between intrinsic and extrinsic motivation (Deci & Ryan, 2000). Intrinsic motivation is an inner effort to learn. It is fueled by internal drives such as curiosity, enjoyment of the language itself, and a desire for personal growth (Dörnyei, 2009). Language learning is likely to be stimulating and naturally rewarding for learners with strong intrinsic motivation. Extrinsic motivation is driven by external factors. Practical benefits like career development, travel opportunities, or academic requirements motivate students (Gardner & Lambert, 2011). While extrinsic motivation can be a strong initial factor, it may not be enough to sustain engagement over the long term. The ideal scenario is for the extrinsic motivations to be internalized and transformed into intrinsic motivations, which will lead to a more sustained commitment to language learning (Deci & Ryan, 2000).

Error Analysis

Error analysis in English language teaching and learning is a pivotal area of research that examines the errors learners make during their language acquisition process. This review explores the historical development of error analysis, types of errors encountered, various methodologies employed, approaches to error treatment and corrective feedback, applications in different learning contexts, and future directions in the field.

Early approaches to error analysis, influenced by behaviorist theories of language learning, viewed errors as obstacles to be eliminated in order to achieve native-like proficiency (Corder, 1981). However, this perspective evolved with the emergence of cognitive theories, which highlighted errors as valuable indicators of learners' developing language systems rather than mere hindrances (Ellis, 2008).

Types of errors identified in language learning include syntactic, morphological, and lexical errors, each offering insights into different aspects of learners' linguistic competence. Syntactic errors often stem from learners' attempts to apply grammatical rules from their native language to English, reflecting the influence of first language (L1) transfer (James, 1998). Morphological errors involve inaccuracies in word formation, such as errors in affixation or word endings, illustrating learners' ongoing mastery of word structure in English. Lexical errors, on the other hand, pertain to difficulties in vocabulary selection and usage, indicating challenges in acquiring and employing appropriate words in context (Ellis, 2009).

Methodologically, error analysis has employed various approaches to identify, classify, and analyze errors in learners' language production. Contrastive analysis, an early method, compares linguistic structures between learners' native language and the target language to predict and explain errors resulting from L1 transfer. Interlanguage analysis, on the other hand, focuses on learners' systematic errors and developmental stages within their evolving language systems, revealing patterns of language acquisition and progression (Selinker, 1972).

Corrective feedback plays a crucial role in error treatment strategies, aiming to address learners' errors effectively while promoting continued language development. Research indicates that the type and timing of corrective feedback significantly influence its effectiveness, with immediate, focused feedback often proving more beneficial than delayed or generalized feedback (Lyster & Ranta, 1997).

The application of error analysis extends across different learning contexts, including second language acquisition (SLA) and foreign language learning settings. In SLA, error analysis contributes to understanding learners' progression through different stages of interlanguage development, guiding instructional practices that cater to learners' evolving linguistic needs (Ellis, 2008). Similarly, in foreign language learning contexts, error analysis

informs curriculum design and instructional strategies aimed at addressing common linguistic challenges faced by learners (James, 1998).

Despite its contributions to language teaching and learning, error analysis faces challenges such as oversimplification of learners' linguistic development and the influence of contextual factors on error production (Tarone, 2006). Moreover, the rapid evolution of digital technologies and online learning environments presents new opportunities and challenges for error analysis research, necessitating innovative methodologies to analyze large datasets and digital interactions among learners.

Looking ahead, future research in error analysis is poised to explore emerging trends such as learner corpora analysis, which leverages large-scale databases to identify recurrent errors and patterns across diverse learner populations (Rodríguez González, 2020). Integrating insights from cognitive neuroscience and psycholinguistics may also offer new perspectives on how errors are processed and corrected in the brain, advancing our understanding of effective language teaching strategies that promote meaningful language acquisition and use (Ellis, 2009).

In conclusion, error analysis in English language teaching and learning represents a dynamic and evolving field that continues to shape our understanding of learners' language acquisition processes. By recognizing errors as valuable indicators of learners' evolving language competence and employing systematic analyses to inform instructional practices, educators can enhance language teaching effectiveness and foster more engaging and productive language learning experiences for learners worldwide.

Beyond the Dichotomy: Deci and Ryan's Self-Determination Theory (SDT)

Self-determination theory provides a detailed perspective on motivation and proposes a continuum of motivation types based on the degree of autonomy and self-determination (Deci & Ryan, 2000). At the least self-determined end is external regulation.

This is driven by external rewards or punishments. This type of motivation is often transient and can lead to feeling pressured or dissatisfied.

Internalized regulation involves the internalization of external pressures as we move along the continuum. Learners may internalize the value of learning because of parental expectations or societal pressures (Deci & Ryan, 2000). Identified regulation occurs when the learner recognizes the personal value of learning a language to achieve a personal goal, for example, to get a better job. This is where the motivation becomes more self-determined (Deci & Ryan, 2000). At the pinnacle of the framework of self-determination theory is the concept of integrated regulation. This is where language learning is fully aligned with the values, needs, and identity of the learner.

They see language learning as an integral part of their growth and their view of the world. This type of motivation is most enduring and leads to the highest engagement and persistence (Deci & Ryan, 2000). Self-Determination Theory (SDT) focuses on the quality of motivation rather than a quantitative measure. In this context, it considers types of motivation as a spectrum.

Figure 2 The Self-Determination Continuum Showing Types of Motivation with Their Regulatory Styles (Deci&Ryan, 2000)
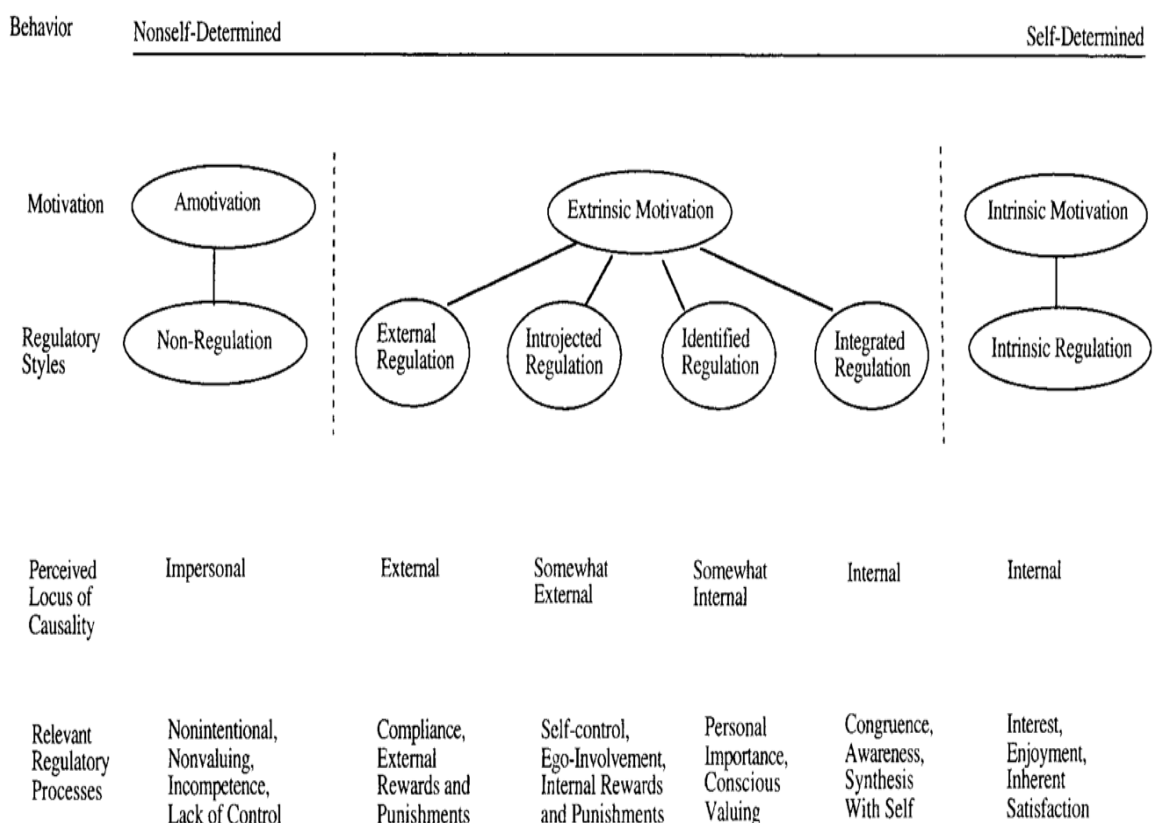
This theory provides important clues for understanding and positively developing learners' motivation when considered in the context of language learning. External regulation is the least self-determined type of motivation. It usually results in short-term changes in behavior. For example, a student may study a language in order to pass an exam or for the sake of positive feedback from a teacher.

However, this type of motivation can quickly dissipate when external rewards or punishments disappear. This does not provide an adequate basis for sustained learning. A situation in which the learner internalizes external pressure is called introjected regulation. At this stage, the learner may take on language learning in order to meet the expectations of the family or to conform to social norms. This can provide a longer-term motivation. However, it is still not fully linked to an intrinsic sense of fulfillment or self-worth.

This type of motivation can create a constant feeling of pressure on the learner. It can make the learning process a compulsory task rather than an enjoyable one. For example, learning a language can increase the learner's motivation and make the learning process more meaningful in order to gain better career opportunities or to study abroad. A situation in which language learning is fully integrated with the learner's personal values, needs and identity is the highest level of integrated regulation. At this stage, learning becomes not only a means but also an indispensable part of the learner's self-realization and expanding his or her worldview.

This type of motivation is the most enduring and satisfying. The learner sees the language learning process not as a burden but as a natural part of his or her personal development. This leads to continued engagement and commitment. In the context of language learning, these stages of self-determination provide teachers and educators with important insights into how to support learners' motivation. Making learners' motivation more autonomous and intrinsic will enable them to be more active and willing participants in the language learning process and will help them to be more successful in the long term.

Individual Differences in SLA

Understanding individual differences among language learners and considering different learning strategies is pivotal for effective language instructions. Language learners show differences considering cognitive abilities, personality traits, learning styles and motivational orientations. These individual differences may influence the quality of learning and teaching in terms of way and speed of language acquisition. Therefore, teachers should adjust their teaching phylosophy by exploiting various instructionals strategies and teaching materials. Taking into considerations the differences of learners, teachers better meet the needs of learners, thereby maximizing the learning outcomes. Individual differences of learners have been examined by various fields of work and can be divided into cognitive, affective and conative dimensions.

Cognitive abilities play a significant role in acqutions of the language. Baddeley (2003) has shown that learners with high cognitive skills such as working memory capacity tend to acquire the language more effectively. Use of working memory is essential in language learning process for managing tasks as parcing sentences, understanding sytax, and retaining vocabulary. Learners with high cognitive skills can benefit from corrective feedback more efficiently by integrating it to the already existing linguistic knowledge. Likewise, short term memory is pivotal for advancing lexical knowledge and developing phonological awareness (Miyake&Friedman, 1998). In light of the cognitive differences, teachers need to design appropriate tasks and corrective feedback should be delivered in a way that enhance cognitive processing.

Affective differences includes especially emotional and motivational aspects of learning. Learner motivation is vital for language learning and learning engagement, also the focal point of this study. Deci and Ryan's (2000) Self-Determination Theory as mentioned earlier encompass intrinsic and extrinsic motivation while emphasizing learners who are intrinsically motivated tend to exhibit higher learning engagement and outcomes.

Conative differences comprises both goal- setting and self-regulation of learners. As Zimmerman (2002) stated self-regulated learners set their own goals, monitor their own progress and adjust their learning strategies which are best for them. Adapting self-regulation skills pave the way for academic success and efficient use of learning strategies (Pintrich, 2000).

Learning styles focus on the preferred ways of learners' information's process. Fleming and Mills (1992) developed the acronym The VARK model representing visual auditory, reading/writing, and kinesthetic to identify learning preferences.

Figure 3 VARK Learning Style Proposed Model (Fleming&Mills, 1992)
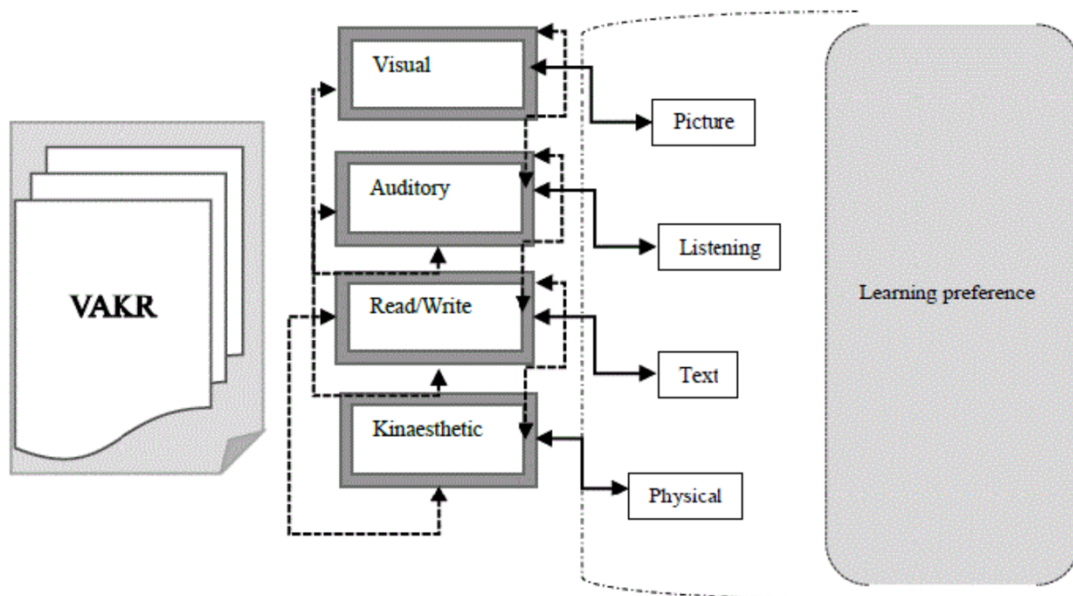
While auditory learners inclined to receive oral corrective feedback especially on spoken mistakes during communicative interaction; learners who tend to learn better with visual aids such as graphs and charts, also may benefit from written corrective feedback as it helps seeing the mistakes clearly and allows for making corresponding corrections. Furthermore, both kinesthetic and tactile learners who enjoy taking active role in engaging with the language may respond well to the corrective feedback. In this sense, adjusting the

the way of providing corrective feedback to meet the needs of learners different learning styles, teachers can enhance comprehension and retention, making the feedback more effective.

Corrective Feedback in Second Language Acquisition

Effective language learning and teaching is continuously developing process for both learners and teachers. While being exposed to the target language is essential part of learning journey, noticing and identifying the errors is also crucial to learn the language accurately. In this case, corrective feedback is of importance for developing accuracy. Since it is necessary for development, it can also affect learner's motivations depending on the way of delivering the feedback. For language teachers and researchers, it is vital to examine the corrective feedback in terms of its benefits and drawbacks, and ultimately seeking a balanced way of teaching which optimizes learning outcomes.

Lyster (1994) stated that learners who received the corrective feedback with correct timing tend to make fewer mistakes. This clarification of mistakes helps learners develop better linguistic knowledge and allows them to internalize morphological and grammatical features (Long, 2016). Moreover, well-delivered feedback help learners gain awareness of their errors and work on them (VanPatten,2007). The awareness learners gained can lead them to find out effective learning strategies for their own learning and avoid the errors for future.

Besides improving accuracy of the target language, corrective feedback both enhances learner autonomy and foster self-initiated learning. Studies (Mackey&Leeman,1997) suggests that self-correction can improve learners' take the ownership of their learning process. By providing prompts or clues that guide learners towards identifying and rectifying errors themselves, educators can equip them with the skills to become more independent language learners. While corrective feedback offers undeniable benefits, it is essential to acknowledge potential drawbacks.

One concern is the potential for feedback to demotivate learners, particularly if it is delivered frequently or in a harsh or critical manner (Mackey, 1993). Negative feedback can create anxiety and discourage learners from taking risks in their communication, ultimately hindering participation and overall motivation. Another potential drawback lies in the risk of an overemphasis on accuracy at the expense of fluency. A classroom culture that prioritizes error-free communication over natural speech patterns can impede learners' ability to develop fluency and confidence in using the language for everyday purposes (Ellis, 2009). Focusing solely on grammatical structures may also detract from the overall message or meaning being conveyed.

Furthermore, research suggests that the way feedback is delivered can significantly impact its effectiveness (Skehan, 1989). Feedback that focuses solely on correcting errors, without offering guidance or explanation, might leave learners confused or frustrated. Additionally, delivering feedback in front of a larger group can lead to embarrassment and lower self-esteem, particularly for learners already struggling with confidence (Mackey, 1993). The effectiveness of corrective feedback hinges on a well-considered approach that balances the need for accuracy with fostering a positive learning environment. Several strategies can optimize the use of corrective feedback such as at lower proficiency levels, prioritizing feedback that clarifies meaning and communication over minor grammatical errors can help learners grasp the overall message and context.

This approach ensures that the focus remains on successful communication rather than getting hung up on minor details (Long, 2016). Delivering feedback promptly after the error occurs, but without interrupting the flow of communication, is crucial (Lyster, 1994). This immediacy allows learners to connect the feedback directly to the mistake and fosters better understanding. For more complex errors, providing delayed feedback after the speaking activity can allow for focused attention and explanation.

Employing a range of corrective feedback techniques tailored to the learner's needs and learning style is vital (Mackey & Leeman, 1997). This could involve:

Recasting: Reformulating the utterance with the correct grammar or vocabulary without explicitly pointing out the error.

Elicitation: Providing prompts or clues to guide learners towards self-correction.

Explicit Error Correction: Directly highlighting the error and providing an explanation, especially for more advanced learners.

Positive Reinforcement: Balancing corrective feedback with positive reinforcement for correct language usage and progress is essential (Lyster, 1994). Acknowledging positive aspects of a learner's performance can motivate them to continue their efforts and build confidence in their abilities. A simple "good job" or recognizing their use of a new vocabulary word can go a long way in fostering a positive learning environment.

Corrective feedback plays a crucial role in language learning, but its effectiveness hinges on careful implementation. By focusing on meaning and communication alongside accuracy, employing a variety of feedback techniques, and prioritizing positive reinforcement, educators can create a balanced and supportive learning environment. Furthermore, ongoing research exploring the evolving landscape of corrective feedback, including the impact of technology, learner preferences, and the role of emotions, is essential for informing best practices and optimizing language learning outcomes for all learners. This exploration has only scratched the surface of the intricate world of corrective feedback in English classes. A commitment to understanding the diverse needs and learning styles of learners, coupled with continuous research and development of effective feedback strategies, will pave the way for a more engaging and successful language learning journey for all.

Provider of the Feedback

Effective language learning hinges on receiving feedback on mistakes. However, the source of that feedback can have a significant impact on the learning process. This discussion explores the roles of peer correction and teacher correction in language learning

environments, examining their unique advantages and potential drawbacks. Ultimately, we will advocate for a balanced approach that leverages the strengths of both methods to optimize learning outcomes for all students.

Peer Correction: Fostering Collaboration and Learner Autonomy

Peer correction involves students providing feedback on each other's work. This approach offers several potential benefits. First, it fosters a collaborative learning environment where students actively participate in each other's learning journey. Explaining mistakes to a peer can solidify the learner's own understanding, while receiving feedback from others can offer fresh perspectives and encourage critical thinking. Second, peer correction contributes to the development of self-assessment skills. Engaging in peer correction requires students to analyze their peers' work and identify errors. This process strengthens their own ability to identify similar mistakes in their own writing or speaking.

Finally, peer correction can increase student confidence. Providing constructive feedback to peers can boost a student's confidence in their own language abilities. The act of explaining grammatical structures or vocabulary reinforces the learner's understanding. However, peer correction also comes with some limitations. First, peers, particularly at lower proficiency levels, might not possess sufficient knowledge of grammar or vocabulary to provide accurate or comprehensive feedback. This can lead to confusion or the reinforcement of incorrect information. Second, delivery challenges can arise. Peers might struggle to offer constructive criticism without being overly critical or judgmental. This can potentially damage the self-esteem of the receiving student.

Teacher Correction: Ensuring Accuracy and Providing Guidance

Teacher correction plays a vital role in ensuring accuracy and providing comprehensive feedback on language use. Here's how teacher correction benefits language learning. First, teachers offer expert guidance. They possess a deep understanding of grammar, vocabulary, and communication strategies. They can provide accurate explanations for errors and offer guidance on how to avoid them in the future.

Second, teachers are equipped to address complex errors. Teachers can handle complex grammatical errors or pronunciation mistakes that might be beyond the grasp of peers. Finally, effective teachers can tailor feedback to suit individual student needs and learning styles. This can involve offering different levels of detail or employing various feedback techniques depending on the learner.

Despite its advantages, teacher correction also has some drawbacks to consider. Overreliance on teacher correction can hinder the development of learner autonomy. Students might become passive receivers of feedback instead of taking responsibility for their own learning. Additionally, excessive teacher correction can create a power dynamic where students feel hesitant to participate or make mistakes for fear of being corrected. Finally, with large class sizes, teachers might not have enough time to provide individualized and timely feedback to all students. To maximize the benefits of feedback, it is crucial to employ a balanced approach that combines peer correction and teacher correction. Here are some strategies to achieve this balance. First, teachers can design structured peer correction activities that provide clear guidelines and rubrics for feedback. This can help ensure that peers offer constructive and accurate feedback. Second, teachers can utilize scaffolding for feedback.

They can initially model effective feedback delivery to students, then gradually transition to peer correction activities with scaffolding and support. Finally, following peer correction activities, teachers can hold individual conferences with students to address any remaining questions or complex errors beyond the scope of peer feedback.

The journey of language learning is best undertaken collaboratively. By leveraging the strengths of both peer correction and teacher correction, educators can create a dynamic learning environment that fosters peer interaction, self-assessment skills, and confidence alongside expert guidance, accurate error correction, and personalized support. Ultimately, the optimal balance between these approaches will depend on factors such as the learner's proficiency level, learning style, and the specific learning activity. Through

thoughtful planning and a commitment to providing effective feedback, educators can empower students to take ownership of their learning and achieve their language learning goals.

Oral Corrective Feedback

Foreign language acquisition is a dynamic journey, marked by a continuous interplay between production and comprehension. While exposure to the target language lays the foundation, spoken communication serves as a vital tool for integrating and solidifying linguistic knowledge. However, the path to fluency is rarely linear, and learners inevitably encounter moments where their spoken output deviates from native-like accuracy. This is where the concept of oral corrective feedback (OCF) takes center stage, emerging as a pedagogical tool to guide learners towards proficiency in spoken communication.

The history of OCF is intricately linked to the evolution of second language acquisition (SLA) theories. Early approaches, influenced by behaviorism, emphasized the importance of error correction for habit formation. Structuralist and audiolingual methods, prominent in the mid-20th century, advocated for immediate and explicit correction of errors to achieve mastery in grammar and pronunciation. However, as understanding of the learning process deepened, theorists began to question the effectiveness of such a rigid approach. Krashen's (1982) influential "acquisition-learning hypothesis" differentiated between implicit acquisition through comprehensible input and explicit learning through focused instruction. This shift in thinking paved the way for more nuanced perspectives on OCF, acknowledging the importance of both fluency development and grammatical accuracy.

Within the classroom, OCF manifests in a range of forms. **Recasts**, where the teacher reformulates the learner's utterance with the correct grammatical structure, offer implicit guidance without interrupting fluency. **Elicitation** techniques, where the teacher prompts learners to self-correct through questions or prompts, foster learner autonomy and metacognitive awareness. **Explicit correction**, while still present, may be delivered in a

delayed and more sensitive manner, allowing learners to continue their thought without undue disruption.

Despite the emergence of these varied OCF strategies, the role and effectiveness of corrective feedback remain a topic of ongoing debate. Some researchers argue that a focus on error correction can create anxiety and hinder fluency development. They advocate for prioritizing communication and comprehensibility in the early stages of language acquisition, suggesting that providing immediate correction might interrupt the natural flow of conversation and discourage learners from taking communicative risks.

However, this perspective is not without its counterpoints. Proponents of OCF highlight its potential to raise learners' awareness of their errors, leading to long-term internalization of grammatical structures. Studies by Lyster (1983) and Long (1996) suggest that well-timed and targeted OCF can be beneficial for learning, particularly when it focuses on recurring errors or addresses misunderstandings that impede communication. Moreover, research by Shwartz (1998) indicates that learners often value corrective feedback, perceiving it as a demonstration of the teacher's investment in their progress.

The debate surrounding OCF underscores the complexity of the language learning process. It is not a matter of choosing between a purely fluency-oriented or an entirely accuracy-focused approach. Rather, it is about striking a delicate balance that fosters both communicative confidence and grammatical development. This nuanced perspective forms the foundation of our investigation into OCF in foreign language classrooms. We will explore various typologies of OCF, examining their theoretical underpinnings and practical applications in the classroom. The concept of oral corrective feedback (OCF) has not been without its detractors. Opponents of OCF raise concerns about its potential to hinder the development of fluency, create anxiety in learners, and disrupt the natural flow of conversation in the classroom. Opponents of OCF argue that frequent corrections can create anxiety in learners, leading them to shy away from speaking and taking risks for fear of making mistakes (MacIntyre, 1999). This can potentially hinder the development of

fluency, which thrives on a willingness to experiment and communicate even with imperfections.

Critics suggest that an overemphasis on error correction can shift the focus from communication of ideas to grammatical accuracy. This, they argue, can lead learners to prioritize "sounding correct" over getting their message across, diminishing the confidence and spontaneity needed for fluent communication (Ellis, 2001). Immediate and explicit corrections during a conversation can disrupt the flow of speech, both for the learner and their peers. This can be particularly detrimental in activities that emphasize fluency, such as discussions or role-plays (Long, 2016).

Research by Swain (1985) on immersion programs highlights the importance of comprehensible input and creating opportunities for learners to use the language in a meaningful way. These findings support a fluency-oriented approach, suggesting that exposure to rich language and the freedom to practice communication are crucial for language acquisition. Similarly, Krashen's (1982) "acquisition-learning hypothesis" emphasizes the role of comprehensible input in facilitating language acquisition through a subconscious process.

Studies by Skehan (1998) underscore the importance of creating a low anxiety learning environment where learners feel comfortable taking risks with the language. This aligns nicely with the fluency-oriented approach, which prioritizes creating opportunities for learners to speak freely without the fear of immediate correction. While the arguments against OCF present valid concerns, research also highlights its potential benefits when implemented effectively. Here's how OCF can complement a fluency-oriented approach: Well-timed OCF can raise learners' awareness of their errors, particularly when they hinder communication (Long, 1996). This awareness can be a springboard for self-correction and gradual internalization of grammatical structures.

Focusing OCF on recurring errors or misunderstandings that impede communication allows teachers to address specific learning needs without overwhelming learners with a

constant barrage of corrections (Lyster, 1983). This targeted approach can be particularly helpful at higher proficiency levels.

Research by Schmidt (1994) on noticing suggests that learners need to be aware of a language feature before they can begin to acquire it. OCF, when implemented strategically, can bring errors to learners' attention, facilitating the noticing process and promoting long-term retention. While some learners might feel anxious about frequent corrections, research by Shwartz (1998) suggests that many learners value OCF, perceiving it as a demonstration of the teacher's investment in their progress.

Effective OCF practices can address learner preferences by providing opportunities for self-correction and incorporating feedback mechanisms that empower learners. The key to harnessing the benefits of OCF while maintaining a fluency-oriented approach lies in creating a balanced and learner-centered environment. Instead of interrupting the flow of speech, teachers can postpone corrections until a natural pause or later in the conversation (Lyster & Ranta, 1997). This allows learners to finish their thought and minimizes disruption. Even when providing correction, the emphasis should be on maintaining clarity and ensuring the learner's message is understood (Long & Crookes, 1992). Employing a range of OCF strategies, such as recasts, elicitation, and clarification requests, allows teachers to tailor their feedback to the specific error and learning needs (Lyster, 2007). Providing opportunities for self-correction and peer feedback empowers learners and fosters metacognitive.

Chapter 3
Methodology

Type of Research

Explanatory Mixed Methods Approach

A mixed methods study using an explanatory approach is crucial in research as it reveals the strengths of both qualitative and quantitative methods, providing a comprehensive understanding of complex phenomena (Creswell & Clark, 2018). This approach involves initially collecting and analyzing quantitative data, followed by qualitative data to further interpret the initial results (Creswell & Clark, 2018; Teddlie & Tashakkori, 2009).

The use of this explanatory sequence is valuable because it addresses different types of research questions within a single study, thereby deepening the overall understanding (Clark et al., 2015). As Mertens, 2014 stated while quantitative data can reveal relationships, qualitative data offers insights into the contextual or underlying factors that explain those relationships. This method is also beneficial for validating findings, enhancing the credibility and reliability of the results (Johnson et al., 2007; Creswell & Creswell, 2017).

Furthermore, this approach is particularly useful in fields where contextual factors are critical, such as education and social sciences (Tashakkori & Creswell, 2007). By integrating both quantitative and qualitative data, the study can achieve a more holistic understanding of the research problem (Clark & Ivankova, 2016).

Considering those aspects, to be able to gain broader insights of learner's perceptions, this study adopts sequential mixed methods approach using questionnaire with 30 items (Hulse, Orr, & Paradise, 2006) and semi-structured interviews (Sippel, 2020).

Participants

The initial sample of this study included 127 students. After data screening, it was determined that 6 students did not complete the study despite initially agreeing to participate. Furthermore, two students were excluded from the analysis because they rated all items as 1, indicating potential response bias or lack of engagement with the survey content. Consequently, the final sample consisted of 119 students. The age of the participants ranged from 13 to 16 years, with an average age of 14.65 years (SD = .58). The gender distribution of the sample was 68 females (57.1%) and 51 males (42.9%).

Data Collection

After gathering all the necessary approval from both the Ethical Committee of Hacettepe University and Ministry of National Education together, consent forms were distributed to the parents and learners themselves. Upon mutual voluntariness of learners and parents, data has been collected adopting sequential explanatory mixed methods analysis using questionnaire (Hulse, Orr, & Paradise, 2006) and semi-structured interviews (Sippel, 2020). Since this study conducted three weeks treatment session consisting of 12 class hours in total, revealing the pre-reactions and post-reactions of was important. Treatment sessions' focus was on the effect of provider of the feedback on learner's motivational therefore, classrooms were divided into 3 groups as the one merely receiving teacher feedback and the other receiving solely peer feedback and lastly neutral/control groups. Considering the fact, 30- items questionnare (Hulse, Orr, & Paradise, 2006) was used as a pre-test of sessions for the quantitative part of the study, later on semi-structured interviews (Sippel, 2020) were conducted for the qualitative part of the study.

Instruments

The Corrective Feedback. Corrective feedback dynamics were assessed using the 30-item Corrective Feedback Instrument-Revised (Hulse, Orr, & Paradise, 2006) a

validated scale designed to measure interactions related to giving, receiving, and clarifying feedback within group settings.

Individuals reported the extent to which they agreed or disagreed with the items on a scale ranging from 1 (Strongly disagree) to 6 (Strongly agree). This measure includes six sub-dimensions. *Leader* sub-dimension includes seven items, for example: "When the norms of the group support the exchange of corrective feedback, I will be open to receiving corrective feedback", Cronbach's alpha was .75. *Feeling* sub-dimension includes five items, for example: "Telling someone I have a different view is scary to me", Cronbach's alpha was .65. *Evaluative* sub-dimension includes four items, for example: "I feel criticized when I receive corrective feedback", Cronbach's alpha was .76. *Childhood memories* sub-dimension includes seven items, for example: "I remember corrective feedback delivered as a child to be critical", Cronbach's alpha was .72. *Written feedback* sub-dimension includes four items, for example: "Giving written corrective feedback is easier for me to do than speaking directly to the person", Cronbach's alpha was .65. *Clarifying* sub-dimension includes three items, for example: "It is too scary for me to ask other group members to clarify their corrective feedback if it is unclear to me", Cronbach's alpha was .45. Overall scale reliability was .85.

Table 1 *Data Collection Instruments*

Procedure	Data Collection Instrument
1	30-items questionnaire
2	3 weeks treatment sessions
3	Semi-structured interviews

Data Analysis

This section presents the analysis of data collected to explore the effect of oral corrective feedback (OCF) on the motivation of 9th-grade K-12 English language learners. The

research employed an adapted mixed methods approach, combining quantitative and qualitative data.

Quantitative Data Analysis

The pre-test questionnaires, consisting of 30 items, measured the students' motivation towards English language learning before the intervention. The questionnaire utilized a Likert scale format, allowing for statistical analysis to assess pre-existing motivation levels. Descriptive statistics (means and standard deviations) were calculated for each group to understand their initial motivational standing. Subsequently, an independent samples t-test was conducted using SPSS 20 to compare the pre-test scores across the five groups (teacher feedback, peer feedback, neutral). This analysis aimed to establish baseline equivalence in motivation levels before the intervention began.

Following the three-week treatment sessions, a post-test via semi-structured interviews was administered to individuals from all groups on the basis of voluntariness.

Qualitative Data Analysis

Thematic analysis was employed using Nvivo to analyze the data collected from the semi-structured interviews conducted with eight students, two from each feedback group (teacher, peer, neutral). The interviews focused on exploring how the provider of the feedback such as the teacher or peers affected the students' motivation to learn English and their participation in classroom interactions.

The interview transcripts were reviewed line by line, and initial codes were assigned to capture key concepts related to motivation and classroom interaction. These codes were then grouped into broader themes to identify recurring patterns across the interviews. Thematic saturation was achieved when no new themes emerged from further analysis.

Integration of Quantitative and Qualitative Data

The quantitative data analysis provided insights into motivation levels across the different groups. The qualitative data, gathered from the interviews, offered deeper understanding of the students' individual experiences and perceptions (Mertens, 2014) regarding the impact of feedback providers on their motivation and classroom engagement.

An important aspect of the mixed methods approach involved data integration. This involved seeking convergence and divergence between the quantitative and qualitative findings and helps gain broader insights of views of participants (Creswell & Clark, 2018; Teddlie & Tashakkori, 2009). For instance, if the quantitative data showed a significant increase in motivation for the peer feedback group, the qualitative analysis could explore the specific aspects of peer feedback that students found motivating. Conversely, if the quantitative data revealed no significant difference in motivation across groups, the qualitative data could provide explanations for this unexpected finding, perhaps uncovering specific student perspectives on feedback that may not have been captured by the questionnaire.

By combining the findings from both quantitative and qualitative analyses, a more comprehensive understanding (Clark & Ivankova, 2016) of the relationship between OCF providers and learners' motivation could be established. The results will be presented in detail in the following sections, outlining the statistical tests employed, key findings, and the integration of these findings with the qualitative data.

Chapter 4
Findings, Comments and Discussion

In this chapter quantitative and qualitative data of the study is analyzed and further developed. While descriptive statistics is to show quantitative data, themes which emerged from the most frequent words of participants have been utilized to explain qualitative data.

The Findings of Quantitative Analysis

Table 1 shows means, medians, standard deviations, and minimum and maximum values for the CFI-R. On the leader subscale, the mean of 3.55 is closer to 'slightly agree', suggesting that participants generally perceive leadership behaviors as somewhat effective in encouraging corrective feedback, although not strongly. On the feeling subscale, the mean of 2.88, which is closer to 'strongly disagree', means that participants generally do not feel the negative emotions associated with giving and receiving corrective feedback described in the items. Regarding the evaluative subscale, the mean of 3.09, closer to 'slightly disagree', indicates that participants do not strongly perceive corrective feedback as a personal criticism or as an indication of failure.

For the childhood memories subscale, the mean of 2.92 indicates that participants slightly disagree that their childhood feedback experiences were negative. For the written subscale, the mean of 3.07 indicates that participants are closer to 'slightly disagree'. This suggests that participants are slightly disinclined to receive feedback in written form. Finally, the mean of the clarification subscale (2.67) is closer to 'strongly disagree'.

This suggests that participants generally feel comfortable asking for clarification when feedback is unclear.

Table 2 *Descriptive Statistics for the Corrective Feedback Instrument-Revised Subscales and Overall Scale*

Variable	Mean	Median	SD	Minimum	Maximum

Leader Subscale	3.55	3.43	0.93	1.57	5.71
Feeling Subscale	2.88	2.80	0.94	1.00	5.20
Evaluative Subscale	3.09	3.25	1.07	1.00	6.00
Childhood Subscale	2.92	2.86	0.95	1.00	5.71
Written Subscale	3.07	3.00	1.06	1.25	6.00
Clarifying Subscale	2.67	2.67	0.84	1.00	5.33
Overall Scale	3.08	3.00	0.63	1.43	4.70

Note: N = 119. The scale is a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree)

Table 2 shows the distribution of responses across three defined ranges for each subscale of the Corrective Feedback Instrument-Revised (CFI-R). The 6-point Likert scale used in this instrument, ranging from 1 (strongly disagree) to 6 (strongly agree), lacks a neutral option. To address this and provide a clearer picture of participant attitudes, responses were categorized into three ranges: 1 to 3 representing disagreement (slight to strong). It is important to note that a mean score of exactly 3 falls into this group. 3 to 4 crafted as a mid-range to represent neutral attitudes, capturing transitional or ambivalent responses; and 4 to 6 representing agreements (slight to strong). It is important to note that a mean score of exactly 4 falls into this group.

Table 3 *Distribution of Participant Responses Across Subscales of the Corrective Feedback Instrument-Revised (CFI-R)*

Variable	Mean from 1 to 3	Mean from 3 to 4	Mean from 4 to 6
Leader Subscale	37.8%	31.7%	30.3%
Feeling Subscale	62.2%	22.7%	15.1%
Evaluative Subscale	49.6%	31.9%	18.5%
Childhood Subscale	58.8%	26.1%	15.1%
Written Subscale	58.8%	19.4%	21.8%
Clarifying Subscale	76.5%	13.4%	10.1%

| Overall Scale | %52.1 | 37% | 10.9% |

Note: N = 119. The scale is a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree)

For the leader subscale which is related to leader behaviors that can encourage feedback process, a substantial 37.8% of participants express negative views (strongly disagree to slightly disagree) concerning their leaders' behaviors in promoting a corrective feedback environment. 31.7% of participants falls within the slight disagreement to slight agreement range. This indicates ambivalence about leadership's role in feedback processes. Only 30.3% of respondents view leadership positively regarding feedback encouragement. This signals a minority of participants who are satisfied with how their leaders promote and handle feedback dynamics.

Table 4 *Leadership Subscale Frequency*

Frequency	Percent	Valid Percent	Cumulative Percent
1	.8	.8	.8
2	1.7	1.7	2.5
2	1.7	1.7	4.2
2	1.7	1.7	5.9
2	1.7	1.7	7.6
5	4.2	4.2	11.8
3	2.5	2.5	14.3
6	5.0	5.0	19.3
11	9.2	9.2	28.6
11	9.2	9.2	37.8
2	1.7	1.7	39.5
9	7.6	7.6	47.1
6	5.0	5.0	52.1
7	5.9	5.9	58.0

7	5.9	5.9	63.9
7	5.9	5.9	69.7
5	4.2	4.2	73.9
4	3.4	3.4	77.3
5	4.2	4.2	81.5
3	2.5	2.5	84.0
1	.8	.8	84.9
3	2.5	2.5	87.4
2	1.7	1.7	89.1
3	2.5	2.5	94.1
2	1.7	1.7	95.8
4	3.4	3.4	99.2
1	.8	.8	100.0
119	100.0	100.0	

Regarding the feeling subscale as focusing on negative emotional reactions to giving and receiving corrective feedback, 62.2% of participants disagree to varying degrees (strongly disagree to slightly disagree) with feeling comfortable when involved in corrective feedback. 22.7% of respondents fall within the slight disagreement to slight agreement range, indicating ambivalence or occasional discomfort. Only 15.1% of respondents express a level of agreement (slightly agree to strongly agree) with agreeing on feeling negatively about giving and receiving feedback.

Table 5 *Feeling Subscale Frequency*

Frequency	Percent	Valid Percent	Cumulative Percent
3	2.5	2.5	2.5
1	.8	.8	3.4
3	2.5	2.5	5.9
4	3.4	3.4	9.2

9	7.6	7.6	16.8
9	7.6	7.6	24.4
6	5.0	5.0	29.4
8	6.7	6.7	36.1
6	5.0	5.0	41.2
14	11.8	11.8	52.9
11	9.2	9.2	62.2
9	7.6	7.6	69.7
4	3.4	3.4	73.1
6	5.0	5.0	78.2
8	6.7	6.7	84.9
4	3.4	3.4	88.2
4	3.4	3.4	91.6
5	4.2	4.2	95.8
2	1.7	1.7	97.5
1	.8	.8	98.3
1	.8	.8	99.2
1	.8	.8	100.0
119	100.0	100.0	

Regarding the evaluative subscale as focusing on thinking of being negatively evaluated and the perceived criticism of personal competence through corrective feedback, 49.6% of participants score between 1 to 3, indicating a majority slightly disagree, disagree, or strongly disagree with the notion that receiving corrective feedback equates to personal criticism or indicates failure. This suggests that a significant portion of the students do not consistently interpret feedback as a direct critique of their competence or an indication of failure. 31.9% fall within the slight disagreement to slight agreement range (3 to 4).

This indicates an ambivalence or uncertainty about whether corrective feedback is constructive or critical. 18.5% agree to varying extents (4 to 6) with the idea that corrective

feedback is a negative evaluation of their personal abilities. This smaller group likely views

constructive feedback as more criticism.

Table 6 *Evaluative Subscale Frequency*

Frequency	Percent	Valid Percent	Cumulative Percent
3	2.5	2.5	2.5
3	2.5	2.5	5.0
1	.8	.8	5.9
6	5.0	5.0	10.9
12	10.1	10.1	21.0
8	6.7	6.7	27.7
10	8.4	8.4	36.1
9	7.6	7.6	43.7
7	5.9	5.9	49.6
12	10.1	10.1	59.7
16	13.4	13.4	73.1
10	8.4	8.4	36.1
9	7.6	7.6	43.7
7	5.9	5.9	49.6
12	10.1	10.1	59.7
16	13.4	13.4	73.1
10	8.4	8.4	81.5
6	5.0	5.0	86.6
2	1.7	1.7	91.6

4	3.4	3.4	89.9
1	.8	.8	92.4
1	.8	.8	93.3
4	3.4	3.4	96.6
2	1.7	1.7	98.3
2	1.7	1.7	100.0
119	100.0	100.0	

Childhood memories subscale focuses on negative experiences and memories associated with receiving corrective feedback during childhood. 58.8% of participants scored between 1 and 3, suggesting that a significant majority of respondents do not agree with the idea that their childhood experiences of corrective feedback were painful or overly critical. 26.1% in the slight disagreement to slight agreement range (3 to 4) indicates a significant group of people who may have had mixed experiences. This may suggest that their memories may include both positive and negative aspects. 15.1% agreeing (4 to 6) reflects a smaller proportion of the sample who affirm that receiving corrective feedback in childhood was attached to negative experiences.

Table 7 *Childhood Memories Subscale Frequency*

Frequency	Percent	Valid Percent	Cumulative Percent
3	2.5	2.5	2.5
1	.8	.8	3.4
4	3.4	3.4	6.7
3	2.5	2.5	9.2
6	5.0	5.0	14.3
8	6.7	6.7	21.0

3	2.5	2.5	23.5
4	3.4	3.4	26.9
7	5.9	5.9	32.8
10	8.4	8.4	41.2
8	6.7	6.7	47.9
7	5.9	5.9	64.7
5	4.2	4.2	68.9
9	7.6	7.6	76.5
6	5.0	5.0	81.5
1	.8	.8	82.4
3	2.5	2.5	84.9
2	1.7	1.7	86.6
4	3.4	3.4	89.9
3	2.5	2.5	92.4
2	1.7	1.7	94.1
1	.8	.8	95.0
1	.8	.8	95.8
3	2.5	2.5	98.3
1	.8	.8	99.2
119	100.0	100.0	

Written feedback subscale focuses on the preference for receiving corrective feedback in written rather than spoken form. 58.8% of participants scoring between 1 and 3 suggests that more than half of the participants do not find written feedback more beneficial or preferable. 19.4% in the slight disagreement to slight agreement range (3 to 4) reflects a significant proportion of participants who are ambivalent about their preference. 21.8% agreeing (4 to 6) with the statements related to preferring written feedback shows a considerable minority who find written feedback especially helpful. 76.5% of participants scoring between 1 and 3 reveals that a large majority of participant do not feel substantial

discomfort in asking for clarifications. 13.4% in the slight disagreement to slight agreement range (3 to 4) indicates a smaller segment of the population who are somewhat ambivalent about asking for clarifications. Only 10.1% agreeing (4 to 6) with the statements indicating that they feel uncomfortable asking for clarifications.

Table 8 *Written Subscale Frequency*

Frequency	Percent	Valid Percent	Cumulative Percent
4	3.4	3.4	3.4
4	3.4	3.4	6.7
5	4.2	4.2	10.9
10	8.4	8.4	19.3
9	7.6	7.6	26.9
13	10.9	10.9	37.8
12	10.1	10.1	47.9
13	10.9	3.4	26.9
9	7.6	7.6	66.4
8	6.7	6.7	73.1
6	5.0	5.0	78.2
4	3.4	3.4	81.5
6	5.0	5.0	86.6
5	4.2	4.2	90.8
3	2.5	2.5	93.3
3	2.5	2.5	95.8
3	2.5	2.5	98.3
2	1.7	1.7	100.0
119	100.0	100.0	

Negative views suggest that a significant portion of respondents hold negative perceptions of leadership. It could indicate that experiences with poor leadership or general skepticism about learners' abilities or intentions. Also, when it comes to feeling discomfort with feedback shows that majority finds it uncomfortable to receive corrective feedback, which could be due to negative experiences. Furthermore, when it comes to evaluative scale, almost half of the respondents do not agree with personal criticism which could imply e defensive stance or perception that criticism is often couldn't be found.

The Findings of Qualitative Analysis

This study employs a qualitative approach using thematic analysis. Semi-structured interviews were conducted with 7 learners to explore their experiences with OCF and motivation levels.

Table 9 *Gender Distribution of the Interview Participants*

Participants	Gender
Participant 1	Female
Participant 2	Female
Participant 3	Female
Participant 4	Male
Participant 5	Female
Participant 6	Female
Participant 7	Female

Interview questions focused on the learner's preferred delivery style, source of feedback whether it is from teacher or peers, and without any specific focus area such as pronunciation, grammar, vocabulary. The interview recordings were transcribed, and thematic analysis was conducted using an inductive approach. Themes were identified, refined, and categorized through a coding process. The analysis identifies five main themes.

Table 10 *Main Themes of the Qualitative Study*

Main Themes
Comfort Level with Corrective Feedback
Source of Corrective Feedback
Learning from Oral Corrective Feedback
Interpersonal Relationships

Main themes can be listed as *comfort level with corrective feedback, source of corrective feedback, focus of oral corrective feedback, learning from oral corrective feedback, interpersonal.*

Table 11 *Sub-Themes of the Qualitative Study*

Sub-Themes
Importance of Delivery Style
Anxiety and Public Correction
Preference for Teacher as Corrector
Learning from Peer Feedback
Preference for Targeted OCF
Reciprocity in Peer OCF

Sub-themes can be listed as follows: *importance of delivery style, anxiety and public correction, preference for teacher as corrector, learning from peer feedback, preference for targeted ocf, reciprocity in peer ocf.* The themes that illuminate the learner's perceptions and responses to OCF in the English language classroom are discussed below.

1. Comfort Level with Corrective Feedback

1.1 Importance of Delivery Style :

The learner emphasizes the importance of respectful and positive delivery in OCF. They are open to receive constructive feedback which is delivered in a positive manner and appreciate corrections which are done nicely . Conversely, harsh or judgmental feedback creates discomfort engaging in classroom.

"How you are corrected is actually very important. If you correct someone harshly, they will not have the motivation to do that thing anymore. So I prefer to correct them more calmly."

Participant 5

"I've been corrected by classmates, and some do it nicely, while others don't. Like, let's say I make a mistake, and some people make fun of me, while others kindly explain "it's written like this, this is how it's spelled."

Participant 1

"Actually, it depends on how the teacher corrects me. If it's done orally and nicely, of course I'll try to correct my mistake the next time. But if it's said in a very rude way and in a way that puts me down, I won't be very happy about it. I'll be very embarrassed and very upset, and I won't have the strength to stand up for the next question. I'll be ashamed."

Participant 4

1.2 Anxiety and Public Correction: Some learners exhibits fear around being singled out for correction in front of the entire class. They seem to prefer corrections delivered privately by the teacher or written on the board.

"It doesn't bother me if everyone is corrected when I am, but I get a little embarrassed if only mine is corrected. I can be corrected when I make a mistake. That... I mean... I don't know. It can be a bit uncomfortable. It can be a bit embarrassing when my work is corrected when everyone else's isn't."

Participant 6

"I would be a little embarrassed if my teacher had the whole class correct my mistakes in front of me. It doesn't happen very often, but sometimes I feel like I've failed. Also, I usually come to class prepared, so I feel even worse when I make mistakes in that class."

Participant 3

2. Source of Corrective Feedback

2.1 Preference for Teacher as Corrector: The learner consistently expresses a preference for the teacher as the primary source of OCF. They perceive the teacher as a credible source and feel more comfortable receiving feedback from a trusted authority figure. Also considering relationships among the learners in the class, they prefer receiving the feedback from a neutral person.

"My classmates can be kind of harsh sometimes, you know, saying things or whatever. So, I'd rather have the teacher correct me. That way, the teacher wouldn't get mad at my classmates for saying bad things. It would just make me feel more comfortable."

Participant 2

"My friends' corrections feel a bit like criticism, so I would prefer my teacher to make verbal corrections."

Participant 3

"I think it's better for teachers in my class to correct the mistakes rather than me. As I mentioned before, a teacher's opinion is very important to me, that's why I would prefer the teacher to do the correction. However, if I have very close friends in class whom I feel very comfortable with, I would ask them to do it in a polite way. But again, in my opinion, it's better for the teacher to do it."

Participant 4

"I think the teacher should be the one to give feedback. If a friend corrects me for a mistake, I think I would have to do a little research on the accuracy of the feedback they

gave. Because we are students, we may not know everything completely, so we need to do a little more research on it and learn the right thing."

Participant 6

2.2 Learning from Peer Feedback: The learner acknowledges the potential benefit of learning from peer OCF, but depending on some conditions. They are open to offer and receive corrections among close friends whom they trust in a positive manner. However, they express discomfort with corrections from unfamiliar classmates or those delivered harshly.

"If my friends warned me nicely, of course they would be happy, but I would be even more polite from person to person. If she's a sensitive girl, I'll warn her more gently. But if I have a friend who I can be more open with and feel closer to, I'll approach her more in my own language. It varies depending on their personality. For example, I've observed the girl sitting next to me a lot. She is aware of her own mistakes and is working on them. But another girl in our class ignores these mistakes and focuses only on the things she is good at. I try not to warn my friend who is going in the right direction in that area, because I know she is more sensitive."

Participant 4

"For example, let's say that last week, in speaking class, I think it was Tuesday, when we were reading a text, a friend in front of me said that a word wasn't pronounced that way, that it was pronounced this way, and I never forgot how that word was pronounced again. So, frankly, when a peer tells us this way, when they tell us what's incorrect and what's correct, it sticks in our minds more. Like, we get this feeling that, 'Hey, our friend is doing it, and if they know it, why shouldn't I know it?' and I think we learn it better that way."

Participant 7

"Correcting each other's mistakes with our friends helps us learn English. Because when we laugh it off, we learn it more and it sticks in our heads when we learn it right. It's more permanent when a friend corrects you because we're laughing and having fun."

Participant 6

3. Focus of OCF

3.1 Preference for Targeted OCF : The learner expresses a preference for OCF that targets specific areas for improvement rather than constant correction. They are more receptive to corrections on grammar, sentence structure, and recently learned vocabulary with pronunciation issues.

"I wouldn't want every single mistake corrected. I think it would just stress me out more, and I might feel kind of offended. But for a few words I don't know, that's fine. Like, with those fill-in-the-blank questions, I'd like to be corrected and have the meaning explained to me."

Participant 2

"In English class, I actually would prefer my mistakes to be corrected. It helps me learn how to express myself orally and also gain new knowledge. So, I think being corrected helps with my learning. However, I don't want every single mistake corrected. I think it would be enough for them to translate some words I don't know and explain them to me."

Participant 1

4. Learning from OCF

4.1 Reciprocity in Peer OCF : The learner mentioned several times about a desire for reciprocity in peer corrective feedback. They believe that explaining concepts to each other reinforces their own learning. They stated that learning from each other and teaching to others makes learning permanent.

"Let's say there's me and a friend, and when I correct him on something, I'll remember that word the next time I see it, like, 'I corrected that, it's not pronounced that

way, it's pronounced this way.' I think it will stick in my mind, like maybe it wouldn't if someone else did it, but it sticks in my mind because of my personality, or maybe it wouldn't stick in my mind if the teacher corrected it, but it sticks in my mind more if a peer corrects it."

<div align="right">*Participant 7*</div>

"The other day, a friend gave the correct answer to something I didn't even know, like the second form of a verb the teacher asked about. But my friend corrected my answer, and that was okay because they're a close friend. Otherwise, it would have felt bad. When classmates correct my mistakes, it actually helps me learn English. I usually ask questions about things I don't know anyway, so it does help."

<div align="right">*Participant 2*</div>

5. Interpersonal Relationships

Every participant stated how they prefer receiving corrective feedback and how it affects their motivation level in English classes in terms of willingness to participate, self-confidence development. The theme whis is interpersonal relations is the one that every participant has presented their view. Therefore, Excerpts from each participant is presented below to indicate the importance level of interpersonal relations in corrective feedback concept. Data shows that learners when they receive peer corrective feedback prefer feedback from peers whom they have good relationships with. When others provide CF, they become suspicious of the provider of the feedback whether they have good intentions or just intend to humiliate.

"Some people usually laugh, and that's how I know they're teasing. I don't really care because everyone makes mistakes and wants them corrected."

<div align="right">*Participant 1*</div>

"It would be okay if a close friend corrected my mistakes, but I don't get along with everyone. And with those classmates,it would make me feel bad."

Participant 2

"My friends' corrective feedback feels a bit like criticism, so I don't like it very much when they do it."

Participant 3

"My classmates know that I am more sensitive and approach me more gently in this regard. But of course, there are a few people who tell me in a bad way and I warn them. If they do it again the second time, I warned them harshly. The third time I warn them, I feel very embarrassed, upset and angry because they continue to do it even though I have warned them."

Participant 4

"In a family setting, when I make a mistake, they bring it up by yelling, which doesn't affect me anymore. My family does this, and it seems normal to me for my friends to act this way."

Participant 5

"If they were my close friends, we would probably laugh it off like I said, but I wouldn't interfere with or correct those who aren't that close to me, because the teacher can correct them, but I would like to help my close friends. I would also like to help the other people in the class, but they might be uncomfortable with it because we're not that close."

Participant 6

"I want the teacher to correct my mistakes because my friends sometimes get carried away and make it funny and make fun of me, and I think that's humiliating for a person."

Participant 7

The integration of quantitative and qualitative data in this study provides a nuanced understanding of learners' experiences and perceptions regarding oral corrective feedback (OCF) in educational settings. The findings reveal significant insights into how leadership behaviours, emotional responses, evaluative thoughts, childhood memories, and preferences for written feedback influence learners' attitudes toward OCF. These insights are crucial for educators and educational leaders aiming to improve feedback mechanisms and create a supportive learning environment.

The statistical data indicates a considerable ambivalence among learners regarding leadership behaviours in promoting a corrective feedback environment. With 37.8% of participants expressing negative views and 31.7% showing ambivalence, it is evident that a large portion of learners do not feel adequately supported by their leaders in the feedback process. This finding aligns with the qualitative data, where participants emphasize the importance of respectful and positive delivery of feedback. For instance, Participant 5 highlights the necessity of correcting someone calmly, as harsh feedback can demotivate learners. This correlation suggests that leaders and educators need to adopt a more empathetic and supportive approach when providing feedback to enhance learners' motivation and engagement.

Emotional responses to corrective feedback are another critical aspect highlighted in the findings. The feeling subscale shows that 62.2% of participants feel uncomfortable with corrective feedback, indicating a significant emotional barrier to receiving feedback. This discomfort is further elaborated in the qualitative data, where learners express anxiety about public correction. Participant 6 mentions the embarrassment associated with being singled out for correction in front of peers, reflecting the broader discomfort reported in the statistical data. This finding suggests that educators should consider the emotional well-being of learners when delivering feedback. Private or written corrections, as preferred by many participants, can mitigate the anxiety associated with public correction and make the feedback process less intimidating.

The evaluative subscale reveals that 49.6% of participants do not interpret corrective feedback as a critique of personal competence. This finding is consistent with the qualitative data, where learners express a preference for teacher-led corrections over peer corrections. Participants like Participant 2 and Participant 3 emphasize the credibility and neutrality of teachers, which makes them more comfortable receiving feedback from them. This preference underscores the importance of the source of feedback in learners' acceptance and perception of its value. Teachers, being seen as knowledgeable and unbiased, can provide feedback that is perceived as constructive rather than critical. This highlights the need for educators to build trust and establish themselves as reliable sources of feedback.

Childhood experiences with corrective feedback also play a significant role in shaping current perceptions. The data shows that 58.8% of participants do not associate childhood feedback with negative experiences, suggesting that most learners have had relatively positive or neutral experiences with feedback in their formative years. However, the qualitative data reveals variability in these experiences. Participant 4 reflects on how past experiences influence current reactions to feedback, indicating that early feedback experiences can have a lasting impact on learners' attitudes. This finding suggests that creating positive feedback experiences from an early age can contribute to more receptive attitudes towards feedback in later educational stages.

The preference for written feedback is another interesting aspect of the findings. While 58.8% of participants do not find written feedback more beneficial, the qualitative data highlights the importance of how feedback is delivered. Learners express that respectful, clear, and constructive feedback—whether written or oral—is crucial for effective learning. This indicates that the mode of feedback delivery is less important than the way it is conveyed. Educators should focus on ensuring that feedback is respectful and constructive, regardless of whether it is delivered orally or in writing.

Interpersonal relationships also play a crucial role in learners' perceptions of feedback. The qualitative data underscores that feedback from trusted peers or teachers is

more positively received, while feedback from less familiar peers can be perceived as critical or humiliating. Participants express a preference for receiving feedback from those with whom they have good relationships, as they are more likely to interpret the feedback as constructive rather than critical. This finding highlights the importance of fostering positive interpersonal relationships within the classroom to create a supportive environment for feedback. Educators should encourage a classroom culture where peers support each other's learning in a respectful and constructive manner.

The preference for targeted feedback is another key theme that emerged from the findings. Learners express a desire for feedback that focuses on specific areas for improvement rather than constant correction. Participants like Participant 2 and Participant 1 prefer corrections on grammar, sentence structure, and recently learned vocabulary, as opposed to every single mistake being highlighted. This preference indicates that learners are more receptive to feedback that is specific and relevant to their current learning goals. Educators should aim to provide targeted feedback that helps learners improve in specific areas without overwhelming them with constant corrections.

Reciprocity in peer feedback is another important aspect highlighted in the qualitative data. Learners believe that explaining concepts to each other reinforces their own learning. Participant 7 mentions that correcting a peer helps them remember the correct information, indicating that the act of providing feedback can also be a valuable learning experience. This finding suggests that educators should encourage a reciprocal feedback culture where learners actively engage in providing and receiving feedback. This can enhance peer learning and create a more collaborative classroom environment.

In summary, the integration of statistical and qualitative data reveals a complex interplay between learners' experiences, preferences, and perceptions of corrective feedback. The findings suggest that effective OCF should be delivered respectfully and positively, considering individual emotional responses and interpersonal dynamics. Teachers are preferred as the primary source of feedback due to their perceived credibility

and neutrality. Moreover, targeted feedback focusing on specific areas for improvement is more effective than constant correction. Understanding these nuances can help educators create more supportive and effective feedback environments, ultimately enhancing learner motivation and performance.

The findings of this study have important implications for educational practice. Firstly, educators and educational leaders should be aware of the significant impact that their behavior and delivery style can have on learners' receptiveness to feedback. Adopting a respectful and empathetic approach can mitigate the negative emotional responses associated with corrective feedback and enhance learners' motivation to engage in the feedback process. Secondly, the preference for teacher-led feedback underscores the importance of establishing teachers as credible and trustworthy sources of feedback. Teachers should strive to build positive relationships with their learners and provide feedback that is perceived as constructive and supportive.

Additionally, the preference for targeted feedback highlights the need for educators to focus on specific areas for improvement rather than overwhelming learners with constant corrections. Providing feedback that is relevant to learners' current learning goals can help them improve more effectively and maintain their motivation. Furthermore, the importance of interpersonal relationships in the feedback process suggests that educators should foster a positive classroom culture where learners feel comfortable providing and receiving feedback from their peers. Encouraging a reciprocal feedback culture can enhance peer learning and create a more collaborative and supportive learning environment.

Overall, the integration of quantitative and qualitative data in this study provides a comprehensive understanding of learners' experiences and perceptions of corrective feedback. The findings highlight the importance of respectful and positive delivery, the preference for teacher-led feedback, the need for targeted feedback, and the role of interpersonal relationships in the feedback process. By considering these factors, educators

can create more effective and supportive feedback environments that enhance learner motivation and performance.

Chapter 5

Conclusion and Suggestions

Combining statistical and qualitative data show**ed** that how students feel about corrective feedback is complicated. The results suggest tha**t efficient** feedback should be given kindly and positively, taking into account how students feel and how they interact with others. Teachers are seen as the best **source** to **receive** feedback because they are trusted and **unbiased. Also**, feedback that focuses on specific things that need improvement is better than constantly correcting mistakes**. In this chapter, it is aimed that based on the data analysis provided earlier, main research questions and sub research questions will be discussed respectively.**

RQ1: How does peer oral corrective feedback affect learners' motivation using a foreign language as a tool for communication?

The qualitative data reveals that learners' motivation is significantly influenced by the delivery and source of oral corrective feedback (OCF). Participants emphasize that respectful and positive feedback enhances their motivation, while harsh or judgmental feedback can be demotivating. Participant 5 notes the importance of calm and constructive correction, indicating that positive feedback encourages learners to continue engaging in the language learning process. Additionally, the preference for teacher-led feedback suggests that learners feel more comfortable and motivated when corrections come from a credible source. However, peer feedback, when delivered nicely and among trusted peers, can also be beneficial. Participant 7 mentions that corrections from peers can make learning more memorable and engaging, especially when done in a friendly manner. Therefore, while peer OCF has the potential to positively impact learners' motivation, its effectiveness depends on the delivery method and the relationship between the feedback giver and receiver.

S-R1: How do learners emotionally respond to teacher corrective feedback and peer corrective feedback?

Learners' emotional responses to corrective feedback vary based on the source and delivery of the feedback. The feeling subscale shows that a significant portion of learners (62.2%) feel uncomfortable with corrective feedback, indicating that emotional responses are generally negative. Qualitative data provides more context, with participants expressing anxiety about public correction and a preference for private or less conspicuous feedback. Participant 6 mentions embarrassment when singled out for correction, reflecting the discomfort associated with being corrected in front of peers. Participant 2 prefers feedback from teachers due to their perceived credibility, suggesting that teacher feedback, when delivered respectfully, is more emotionally acceptable than peer feedback.

S-RQ2: Do learners prefer peer correction or teacher correction when they speak in English?

Learners generally prefer teacher correction over peer correction when speaking English. This preference is rooted in the perception that teachers are more knowledgeable and neutral, thus providing more reliable and constructive feedback. Participants like Participant 2 and Participant 3 express a clear preference for teacher feedback, as they trust the teacher's expertise and feel more comfortable receiving corrections from them. The statistical data supports this, showing that a significant portion of learners view teacher feedback more positively compared to peer feedback.

S-RQ3: Does teacher oral corrective feedback have a negative impact on their motivation to interact in the class?

Teacher oral corrective feedback does not necessarily have a negative impact on learners' motivation to interact in the class, provided it is delivered respectfully and constructively. The qualitative data indicates that learners are receptive to teacher feedback

and often find it helpful for their learning process. Participant 1 mentions that constructive feedback from teachers helps improve their language skills, suggesting that such feedback can be motivating. However, if the feedback is delivered harshly or in a manner that embarrasses the learner, it can negatively impact their motivation. Overall, the impact of teacher feedback on motivation depends largely on the delivery style.

S-R4:. Is there a statistically significant difference between giving peer corrective feedback and teacher corrective feedback on the willingness of speaking a foreign language in the classroom?

The statistical data does not provide direct information on the significance of the difference between peer and teacher corrective feedback on learners' willingness to speak a foreign language in the classroom. However, qualitative data suggests that learners are generally more willing to accept and act on teacher feedback than peer feedback. Participants express a preference for teacher feedback due to its perceived credibility and neutrality, which can positively influence their willingness to speak and participate in class. Conversely, peer feedback, especially if delivered harshly or by less familiar classmates, can be perceived as criticism and negatively affect learners' willingness to engage. Thus, while there is a clear preference for teacher feedback, the qualitative data suggests that the impact of peer feedback on willingness to speak is more variable and dependent on the nature of interpersonal relationships and the manner of feedback delivery. Further statistical analysis would be needed to quantify this difference accurately.

The theoretical framework of Dörnyei's (2001) motivational self-system which emphasize ideal L2 self and ought-to-self, provide valuable insights into how motivational self-system of learners impact their learning foreign language. Corrective feedback that aligns with learners' perceptions of their L2 self may help boosting their motivation of learning by showing the links between the effect of corrective feedback on their learning and their future goals. Positive reinforcement that highlights their progress and the potential

can lead learners to lean over their language learning process. This approach helps learners perceive feedback as constructive and encouraging rather than critical. Creating a supportive classroom environment that encourages risk-taking, and values effort can also help reduce anxiety and increase learners' willingness to accept and learn from corrective feedback. This is particularly important for learners with high levels of low self-esteem.

Motivation is another critical individual difference that affects language learning success and how learners respond to corrective feedback. Motivation in second language acquisition can be categorized into intrinsic and extrinsic motivation (Deci & Ryan, 1985). Intrinsically motivated learners engage in language learning out of genuine interest and enjoyment. They are likely to view corrective feedback as an opportunity for growth and self-improvement. Research has shown that intrinsic motivation correlates positively with language learning success, as these learners are more likely to persist in their efforts and engage deeply with the learning material (Noels, Pelletier, Clément, & Vallerand, 2000). Extrinsically motivated learners, on the other hand, are driven by external rewards or pressures, such as grades, career advancement, or social approval.

Their response to corrective feedback may depend on how it aligns with their external goals. If feedback is perceived as a means to achieve better grades or recognition, it may enhance their motivation. However, if feedback is seen as a barrier to achieving these goals, it may have a demotivating effect.

Individual differences among language learners significantly influence how they perceive and respond to corrective feedback. Cognitive abilities, personality traits, learning styles, and motivation all play crucial roles in shaping learners' experiences and outcomes in language learning. By understanding these differences, educators can tailor their feedback strategies to better meet the needs of their students, thereby enhancing motivation and promoting more effective language acquisition. This understanding is particularly relevant to the broader context of this thesis, which explores the impact of corrective feedback on the motivation of language learners. By considering individual

differences, we can develop more nuanced and effective approaches to using corrective feedback as a tool for motivating and improving the language learning process.

Overall, the study suggests that corrective feedback with low proficiency level of learners could be preferred mostly from teachers. Data suggests that, considering interpersonal relationships, peer feedback is not the best way for learners to receive feedback. However, creating the positive learning atmosphere in the classroom can make peer feedback also a valuable and trustable source.

Pedagogical Implications

The pedagogical implications drawn from this study emphasize the importance of respectful and targeted feedback practices, the value of peer interactions in learning, and the significance of creating supportive classroom environments. By implementing these strategies, educators in K-12 schools in Turkey can optimize language learning experiences, enhance students' motivation, and foster a collaborative and inclusive learning community conducive to language proficiency development.

Teaching based on individual differences

Educators can adopt personalized feedback strategies to address learners' unique needs. For instance, tailoring feedback to match learners' cognitive abilities, personality traits, and learning styles can make it more effective and less intimidating

Goal Setting

Helping learners set specific, achievable goals can enhance their motivation and make corrective feedback more meaningful. When feedback is linked to clear objectives, learners can see their progress and remain motivated to improve.

Considering Individual Differences

Individual differences and learners' characteristics significantly influence the selection and effectiveness of learning strategies. Recognizing and addressing these differences during the language teaching process with individualized corrective feedback can enhance the motivation of learners.

Positive Reinforcement

Emphasizing positive aspects of learner' performance alongside corrective feedback can boost motivation. This approach helps learners perceive feedback as constructive rather than humiliating.

Supportive Environment

Creating a classroom environment that encourages help amon learners and valuable efforts can help reduce anxiety and increase learners' willingness to accept and learn from corrective feedback regardless of who deliver the corrective feedback.

Balancing Teacher and Peer Feedback

While students generally prefer teacher-led feedback due to its perceived credibility and neutrality, there is also value in promoting peer feedback within a supportive environment. Teachers can facilitate peer feedback sessions where students learn to give and receive corrections respectfully. This approach not only reinforces language skills but also fosters collaborative learning and peer relationships, which are integral to the Turkish educational context.

Professional Development for Educators

Given the importance of feedback delivery in shaping learners' motivation and engagement, professional development programs should focus on enhancing teachers' feedback strategies. Workshops and training sessions can provide educators with practical techniques for delivering effective feedback, managing classroom dynamics, and fostering positive student-teacher relationships.

Promoting Reflective Practice

Encouraging students to reflect on and respond to feedback can deepen their understanding of language concepts and improve their language skills over time. Teachers can incorporate reflective activities where students analyze their own language use, identify areas for improvement based on feedback, and set goals for language development. This

reflective practice empowers students to take ownership of their learning and encourages a growth mindset towards language proficiency.

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APPENDIX A: Instrument 1- CFI-R Questionnare (Hulse&Killacky,2004)

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

1 2 3 4 5 6   1.   I feel criticized when I receive corrective feedback.

1 2 3 4 5 6   2.   I am usually too uncomfortable to ask someone to clarify corrective

      feedback delivered to me.

1 2 3 4 5 6   3.   I remember corrective feedback delivered as a child to be critical.

1 2 3 4 5 6   4. Giving written corrective feedback is easier for me to do than

      speaking directly to the person.

1 2 3 4 5 6   5. When I need to give corrective feedback, I prefer to write it out.

1 2 3 4 5 6   6. Because my childhood memories of corrective feedback are negative

      ones, I am very sensitive about receiving corrective feedback now.

1 2 3 4 5 6   7. Receiving corrective feedback as a child was painful for me.

1 2 3 4 5 6   8. I fear conflict because of my negative experiences with corrective

      feedback as a child.

1 2 3 4 5 6   9. I think negative thoughts about myself when I receive corrective

      feedback.

1 2 3 4 5 6   10. It is hard for me not to interpret corrective feedback as a criticism of

          my personal competence.

1 2 3 4 5 6   11. When I receive corrective feedback, I think I have failed in some way.

1 2 3 4 5 6   12. When the norms of the group support the exchange of corrective

feedback , I will be open to receiving corrective feedback.

1 2 3 4 5 6   13. I like to hear the leader clearly state his or her support for corrective

feedback.

1 2 3 4 5 6   14. Telling someone I have a different view is scary to me.

1 2 3 4 5 6   15. When I reflect on the corrective feedback I received as a child, I

hesitate to give others corrective feedback.

1 2 3 4 5 6   16. Verbalizing corrective feedback is awkward for me.

1 2 3 4 5 6   17. I prefer to receive corrective feedback in written form.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

1 2 3 4 5 6   18. If I am in a group setting where corrective feedback exchange has

been established as a norm, I will be receptive to corrective feedback.

1 2 3 4 5 6   19. If I observed the leader reinforcing the giving of corrective feedback

in the group, I would be willing to give corrective feedback more

frequently.

1 2 3 4 5 6   20. When I am not sure about the corrective feedback message delivered

to me I do not ask for clarification.

1 2 3 4 5 6   21. If I have a part in helping set norms for receiving corrective feedback,

then I will probably be open to receiving corrective feedback.

1 2 3 4 5 6   22. I always felt criticized whenever I received corrective feedback as a

child.

1 2 3 4 5 6   23. I try to avoid being in conflict with others whenever possible.

1 2 3 4 5 6   24. It is easier for me to write down my corrective feedback than to speak

it.

1 2 3 4 5 6   25. Most of the time I am too uncomfortable to say what I really mean to

someone else.

1 2 3 4 5 6   26. When I am given corrective feedback, I think my skills are being

questioned.

1 2 3 4 5 6   27. I believe that positive experiences with corrective feedback can occur in a

group when the leader takes an active role in setting the stage.

1 2 3 4 5 6   28. If I can take part in helping to set norms for giving corrective feedback, I

will probably be more open to giving corrective feedback.

1 2 3 4 5 6   29. It is too scary for me to ask other group members to clarify their corrective

feedback if it is unclear to me.

1 2 3 4 5 6   30. I worry too much about upsetting others when I have to give corrective

feedback.

APPENDIX B: Semi-Structured Interviews Questionnare (Sippel, 2020)

1. Do you want your oral mistakes to be corrected in the language classroom?

2. Do you want all your oral mistakes to be corrected in the language classroom?

3. If your teacher corrected your mistake in front of the whole class, would you feel embarrassed?

4. In the past couple of days in class, have you noticed mistakes in your peers' speech during pair/group work? Do you remember what kinds of mistakes you noticed?

5. In the past couple of days in class, have you corrected mistakes in your peers' speech during pair/group work?

6. In the past couple of days in class, have you been corrected by a peer during pair/ group work?

7. Do you think it is beneficial for your language learning if your peers correct your mistakes?

8. Do you think correcting your peers' mistakes could benefit your own language learning as well?

9. When/if your teacher instructed you to correct your peers' mistakes during pair/ group work, did/would that make you feel uncomfortable?

10. Are you willing to correct your peers' mistakes? Or do you think that is the teacher's job?

11. When/if a peer corrected your mistake during pair/group work, did/would you feel uncomfortable/embarrassed?

12. When/if a peer corrected your mistake during pair or group work, did/would you believe him/her?

APPENDIX C: Parental Consent Form

Sayın Veli,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Bölümü tarafından yürütülen bu araştırma projesinde, öğrencilerin İngilizce dilini öğrenmedeki motivasyonunu incelemek amaçlanmaktadır. Bu amaçla, çocuğunuz okul idaresinin uygun gördüğü saatlerde, sınıf ortamında bir anket uygulamasına katılacaktır.

Bu araştırmada, çocuğunuzdan bir defaya mahsus olmak üzere ders öğretmeni gözetiminde 30 maddelik bir çevrimiçi anket doldurması istenecektir. Söz konusu anket formu İngilizce dersi içerisinde çocuğunuzun duygusal tepkilerini ölçmek amacıyla oluşturulmuş sorulardan oluşmaktadır. Anketin ardından izniniz dahilinde gönüllü öğrenciler arasından kura yöntemi ile belirlenenler ile on beş dakikalık kısa görüşme gerçekleştirilecek ve görüşme esnasında alınan ses kaydı, görüşme metne çevrildikten sonra imha edilecektir. Öğrencilerin kişisel bilgileri 3. Kişilerle paylaşılmayacak ve kimliği anonim kalacaktır. Bu uygulama için Hacettepe üniversitesi Etik Kurulu'ndan ve Milli Eğitim Bakanlığı'ndan onay alınmıştır.

Çocuklarınız kendilerine verilecek formdaki soruları eksiksiz olarak yanıtlarken, değerlendirmelerini gerçek duygu ve düşüncelerini yansıtacak şekilde dürüstçe ve titizlikle yaparsa bilimsel verilerin sağlanmasına büyük katkıda bulunmuş olacaktır. Dolduracakları anketteki soruların doğru ya da yanlış cevapları yoktur. Çalışma, sadece bilimsel amaçla yürütülmektedir ve çocuğunuzun dolduracağı anketlere isim yazılmayacak, sorulara verdikleri cevaplar tamamen gizli tutulacak ve sonuçlar toplu olarak değerlendirilecektir.

Sizlerden çocuğunuzun bu araştırmaya katılmasını onaylamanızı öneriyoruz. Ancak, hemen belirtelim ki bu araştırmaya katılıp katılmamakta serbestsiniz. Araştırmaya katılım gönüllülük esasına dayalıdır. Bu çalışmaya katılmayı reddedebilirsiniz. Çalışmanın herhangi bir aşamasında onayınızı çekme hakkına da sahipsiniz. Onayınızı çekmeniz durumunda herhangi bir yaptırımla karşılaşmanız söz konusu değildir. Araştırma sırasında ve sonrasında

araştırma ile ilgili aklınıza gelen her türlü soruyu araştırmacıya iletebilirsiniz. İletişim adresini ve irtibat telefonu numarasını aşağıda bulabilirsiniz.

Bu bilgileri okuyup anladıktan sonra araştırmaya katılmayı kabul ederseniz, lütfen formu imzalayınız. Bizim için çok önemli olan katkı ve işbirliğiniz için şimdiden çok teşekkür ederiz.

Saygılarımla,

Elif GÜNAY

Araştırma yürütücüsü

Tel:

E-posta:

(*Katılımcının Beyanı*)

Araştırmacının yürüttüğü araştırma projesi kapsamında, İngilizce dersinde anket çalışması yapılacağı belirtilerek, bu araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bu bilgilerden sonra bu araştırmaya çocuğum "katılımcı" olarak davet edildi.

Bu araştırmaya çocuğumun katılmasını onayladığım takdirde, uygulanacak olan veri toplama araçlarıyla çocuğumdan toplanacak bilgilerin gizliliğine büyük özen ve saygı ile yaklaşılacağına inanıyorum. Araştırma sonuçlarının bilimsel amaçlarla kullanımı sırasında kişisel bilgilerimin özenle korunacağı konusunda bana yeterli güven verildi.

Bu araştırmaya katılmak zorunda değilim ve katılmayabilirim. Araştırmaya katılmam konusunda zorlayıcı bir davranışla karşılaşmış değilim. Eğer katılmayı reddedersem, bu kararımın gerek benim gerekse çocuğum için hiçbir olumsuz sonucu olmayacağını biliyorum. Ayrıca, başta kabul ettiğim halde, araştırmanın yürütülmesi sırasında herhangi bir neden göstermeksizin araştırmadan çekilebileceğim ve bu davranışımın bana hiçbir sakınca doğurmayacağı konusunda teminat aldım.

Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Kendi başıma, belli bir düşünme süresi sonucunda, bu araştırmada çocuğumun "katılımcı" olması onayını verdim. Bu konuda yapılan daveti büyük bir memnuniyet ve gönüllülük içerisinde kabul ediyorum.

İmzalı bu formun bir kopyası bana verilecektir.

Vasis ;

Adı, Soyadı	:

Aderes		:

Telefon No.	:

İmza   :

Açıklamaları detaylı bir şekilde tarafıma sunulmuş olan bu araştırmaya çocuğumun katılmasını gönüllük içerisinde kabul ediyorum.

☐Evet   ☐Hayır

İmza:_____

Çocuğunuzun okul adı: _____

Sınıf ve şubesi: _____

Okul numarası: _____

Doğum tarihi: __/__/____ (gün/ay/yıl)

Cinsiyeti: Kız ☐   Erkek ☐

APPENDIX D: Child/Adolescent Consent Form

ÇOCUK RIZA FORMU

Sevgili Öğrencim,

Benim adım Elif Günay. İngilizce derslerinde öğretmenlerinizden ve sınıf arkadaşlarınızdan aldığınız dönütlerin İngilizce'yi öğrenme motivastonunuza olan etkisini araştırıyoruz. Araştırma ile yeni bilgiler öğreneceğiz. Bu araştırmaya katılmanı öneriyoruz.

Araştırmayı ben ve Dr. Öğretim Üyesi Hatice Ergül birlikte yapıyoruz. Bu araştırmaya katılacak olursan senden 30 soruluk çevrimiçi anketi derste öğretmeninin gözetiminde cevaplamanı isteyeceğiz. Ankette kişisel bilgilerin yer almıyor, ismin gizli kalacak ve yanıtların kimseyle paylaşılmayacak. Eğer kabul edersen, cevapladıktan sonra seni on beş dakikalık kısa bir görüşmeye davet ediyoruz. Görüşme sırasında ses kaydı alacağız ancak kayıtları yazıya döktükten sonra sileceğiz. Kimliğin gizli kalacak.

Bu araştırmanın sonuçları senin gibi lisede yabancı dil dersi alan öğrencilerin duyguları hakkında yararlı bilgiler sağlayacaktır. Bu araştırmanın sonuçlarını tüm öğrencilerin yanıtlarıyla beraber toplu değerlendirip bilimsel amaçlarla paylaşabiliriz ama ismini gizli tutacağız.

Bu araştırmaya katılıp katılmamak için karar vermeden önce ebeveynlerin ile konuşup onlara danışmalısın. Onlara da bu araştırmadan bahsedip onaylarını/izinlerini alacağız. Ebeveynlerin tamam deseler bile sen kabul etmeyebilirsin. Bu araştırmaya katılmak senin isteğine bağlı ve istemezsen katılmazsın. Bu nedenle hiç kimse sana kızmaz ya da küsmez. Önce katılmayı kabul etsen bile sonradan vazgeçebilirsin, bu tamamen sana bağlı. Kabul etmediğin durumda da öğretmenlerin önceden olduğu gibi sana iyi davranır, önceye göre farklılık olmaz.

Aklına şimdi gelen veya daha sonra gelecek olan soruları istediğin zaman bana sorabilirsin. Telefon numaram ve adresim bu kâğıtta yazıyor. Bu araştırmaya katılmayı kabul ediyorsan aşağıya lütfen adını ve soyadını yaz ve imzanı at. İmzaladıktan sonra sana ve ailene bu formun bir kopyası verilecektir.

KATILIMCI				
Adı Soyadı	Doğum Tarihi	Adres	GSM	İmza
	../../..		05…	

VELİ/VASİ				
Adı Soyadı	Doğum Tarihi	Adres	GSM	İmza
	../../..		05…	

Araştırma Yürütücüsü			
Adı Soyadı	E-posta	GSM	İmza
		05…	

Görüşme Tarihi ve Saati: : . . / . . / 2024

APPENDIX-E: Instrument Use Consent Form

Hi Elif,

Yes, absolutely. Please feel free to use the interview questions. Let me know if you have any questions about them.

Good luck for your thesis.

Best,
Liese

Lieselotte Sippel
Yale University
Senior Lector II
Associate Research Scholar

APPENDIX-F: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulu

Sayı   : E-51944218-050-00003559716   28/05/2024
Konu   : Etik Kurul İzni (Hatice ERGÜL ve Elif GÜNAY)

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞINA

İlgi   : 13.05.2024 tarihli ve E-48490341-300-00003533150 sayılı yazı.

Anabilim Dalınız İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Elif GÜNAY'ın**, **Dr. Öğr. Üyesi Hatice ERGÜL** danışmanlığında yürüttüğü *"İngilizce Dersinde Akran ve Öğretmen Geribildiriminde Öğrenen Motivasyonu"* başlıklı tez çalışması Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulunun **17.05.2024** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. İsmail Hakkı MİRİCİ
Kurul Başkanı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 3853EB46-0D70-455C-A33D-9BCBC4DEE61B	Belge Doğrulama Adresi: https://www.turkiye.gov.tr/hu-ebys
Adres: Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü 06800 Beytepe-ANKARA	Bilgi için: Gülgün İLKDOĞAN (EBE ARAŞTIRMA ETİK KURUL ÜYESİ) QRKOD
E-posta: Elektronik Ağ: www.hacettepe.edu.tr	Kurul Üyesi
Telefon: Faks:	Telefon: 2978571
Kep:	

APPENDIX-G: MoNE Committee Approval

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-59090411-20-104468303   13/06/2024
Konu : Anket ve Araştırma İzni (Elif GÜNAY)

VALİLİK MAKAMINA

İlgi : a) Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi.
       b) Elif GÜNAY'ın 12.06.2024 tarihli ve 104323665 sayılı dilekçesi.
       c) Müdürlüğümüz Araştırma ve Anket Komisyonunun 12.06.2024 tarihli tutanağı.

Araştırma Konusu	: İngilizce Dersinde Akran ve Öğretmen Geribildiriminde Öğrenen Motivasyonu
Araştırma Türü	: Anket
Araştırma Yeri	: Bağcılar Nurettin Topçu Anadolu Lisesi
Araştırma Yapılacak Kişiler	: Lise Öğrencileri
Araştırmanın Süresi	: 2023 - 2024 Eğitim - Öğretim Yılı

Yukarıda bilgileri verilen araştırmanın; 6698 sayılı Kişisel Verilerin Korunması Kanununa aykırı olarak kişisel veri istenmemesi, öğrenci velilerinden açık rıza onayı alınması, bilimsel amaç dışında kullanılmaması, bir örneği Müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun kamuoyuyla paylaşılmaması ve araştırma bittikten sonra 2 (iki) hafta içerisinde Müdürlüğümüze gönderilmesi, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim ve öğretimi aksatmayacak şekilde, ilgi (a) genelge esasları dâhilinde uygulanması kaydıyla Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Murat Mücahit YENTÜR
İl Millî Eğitim Müdürü

OLUR
Mustafa KAYA
Vali a.
Vali Yardımcısı

Ek:
1- İlgi (b) Yazı ve Ekleri (11 Sayfa)
2- İlgi (c) Tutanak (1 Sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres	: Binbirdirek Mah. İmran Öktem Cad. No: 1 Sultanahmet Fatih İstanbul	Belge Doğrulama	: https://www.turkiye.gov.tr/meb-ebys
Telefon	: 0212 384 36 32	Bilgi İçin	: Aykut ÇELİK
E-posta	: stratejigelistirme34@meb.gov.tr	Unvanı	: Büro Hizmetleri
Kep Adresi	: meb@hs01.kep.tr	İnternet Adresi	: http://istanbul.meb.gov.tr/

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 11a0-0e14-35dd-83b4-6827 kodu ile teyit edilebilir.

APPENDIX-H: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the

  Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(27) /(06)/(2024)

(Signature)
ELİF GÜNAY

APPENDIX-I: Thesis/Dissertation Originality Report

28/08/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of English Language Teaching

Thesis Title: LEARNER MOTIVATON IN PEER AND TEACHER CORRECTIVE FEEDBACK IN ENGLISH CLASSES

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
02/09/2024	92	111429	28/06/2024	%14	2443033348

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	ELİF GÜNAY	
Student No.:	N21130170	Signature
Department:	FOREIGN LANGUAGE EDUCATION	
Program:	ENGLISH LANGUAGE TEACHING	
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.	

ADVISOR APPROVAL

APPROVED
(Asst. Prof. Dr. Hatice ERGÜL)

APPENDIX-J: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

28 /08 /2024

(imza)

Elif GÜNAY

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

[1] Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

[2] Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

[3] Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniverste yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir
*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar

verilir.