

An Analysis of Relationship among Feedback, Motivation & Achievement of Elementary Level Students in Language Learning

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ABSTRACT

Feedback, motivation and achievement are important variables in the field of learning. The same is true about language learning. The feedback given by the teacher to students have an impact on their learning and the same can be visible in their achievements later. This paper presents various studies taken in the field to understand how all the variables are related with one another. The studies included in the paper have indicated that there exist a positive relationship among all the variables. The studies also elaborate that positive feedback by the teacher plays a very significant role in motivating students to learn a language.

Keywords: Achievement, Feedback, Language learning, Motivation

1. INTRODUCTION

It is widely recognized that encouragement leads a person to perform better. The same is true in an educational setting. Teachers assess their students to draw inferences and also provide various kinds of feedback to students. Teacher's feedback can motivate students to perform better in achieving goals of the teaching learning process. Thus motivation is a significant factor that affects the learning process. Language learning is an area of learning where these two factors play a prominent role. For many students, teachers play an extremely important role, since they direct them in their language learning.

2. KEY TERMS

A. Feedback

Feedback, in general terms, means explanation of students' correct as well as incorrect behaviour by the teacher in a formal educational setting. The MacMillan Dictionary refers to it as comments about how well or how badly someone is doing something, which are intended to help them do it better. It is learnt from the definition though improvement or correction of the students' behaviour is the purpose of feedback, the focus of the same should be based essentially on what the students are doing right. Feedback has been generally categorized as positive and negative feedback. Positive feedback means encouraging students' about their accomplishments and strengths. Negative feedback lacks encouragement about students' accomplishments.

B. Motivation

The term motivation can be defined as a force or a factor that causes a given person behaves in a certain manner. It involves the basic psychological reasons explaining why people behave in a given way and what actions they perform. Influential researcher Gardner and Lambert believes that the motivation to learn the language of other community is primary force responsible for enhancing or hindering intercultural communication and affiliation. Motivation can be extrinsic and intrinsic. If a person's behavior is driven by some outward reward he/she is said to be extrinsically motivated. On the other hand, if a person is motivated to learn because he/she derives satisfaction out of it he or she is said to be intrinsically motivated.

C. Language Learning

Learning of any language involves four essential components; listening, speaking, reading and writing. Listening is one of the most important skills that need to be developed among students in the process of language learning. Teaching students to listen to other students and to adults will increase the opportunities to learn language as well as new ideas.

Speaking is another component which needs to be taken into account. Students must get enough opportunities to speak out their thoughts and ideas. Gradually students develop the skill of reading and writing.

D. Achievement

Achievement refers to what a person has acquired or achieved after the specific training or instruction has been imparted. It can include acquisition of knowledge and capabilities. Here we are concerned with the academic achievement of the students in language learning.

3. REVIEW OF LITERATURE

All the variables are significantly important for students as it give direction to their teaching and learning. Their strengths and weaknesses can be found out and also be worked on to help them learn better. Various studies have been made in these fields to gain a better understanding of the subject. Some of the studies made in the field of feedback, motivation and achievement play in the field of language learning has been discussed below.

Marlena (Grombezewska) (2011) [1] undertook a study to find out the relationship between teacher's feedback and students motivation. This paper aims to find out the relationship between teacher's feedback and students' motivation to learn language. The research was conducted at lower secondary school. The participants were the learners of two classes and their language teachers. The study involved non participant observation and is both qualitative and quantitative. The qualitative study involved the analysis of recorded lessons, on the basis of which the amount of feedback was measured. The quantitative study involved two components. One was the measure of feedback, in the sense of how much time a teacher devoted to positive comments, negative comments and correction. The second one was the analysis of the questionnaire concerning student's motivation. The study of the paper presented the dominance of intrinsic motivation over extrinsic motivation. Giving positive comments to learners is likely to encourage them to learn a language.

Süleyman (Basaran), Fatma (Hayta) (2013) [2], conducted a correlational study of Turkish university students' motivation to learn English. This paper aims to analyse a group of Turkish university students' motivation to learn English as a foreign language and types of motivation they have. A total of 81 students at the English Language Teaching Department of state university in Turkey took part in the study. A 20-item questionnaire was used to collected data. The results obtained from the study stated that though some students exhibited having intrinsic motivation to some extent but they were mostly extrinsically motivated. Results showed that there was a weak correlation between motivation and age, and between motivation and the other two variables: gender and grade. However, it is obvious that both types of motivation are at work in language learning and that the degree of their effectiveness depends on the context in which learning takes place.

A study on the role of motivation in foreign language learning and teaching was undertaken by Abbas Pourhosein Gilakjani, Lai-Mei Leong, Narjes Banou Sabouri (2012) [3]. This paper analyses English language learners' motivation in learning a foreign language from a theoretical approach. Particular approaches for generating motivation by the teacher have also been discussed in detail. The paper elaborates on the difference between intrinsic and extrinsic motivation. Factors such as attitude and personality that influence motivation have also been explained by the author. The significant role of the teacher at all the stages of motivational process has also been discussed in the paper. The paper also throws light on various motivational teaching practice that a teacher can adopt to motivate students to learn better.

The paper presented by Mark R. Lepper, Jennifer Henderlong Corpus, Sheena S. Iyengar, (2005) [4], examines age differences in intrinsic and extrinsic motivation and the relationships of each to academic outcomes. A diverse sample of 797 3rd-grade through 8th-grade children from two public schools was chosen for the study. The sample chosen included students from urban and suburban areas with almost equal number of girls and boys. Harter's (1980, 1981) scale of intrinsic versus extrinsic orientation in the classroom provided the basis for reporting students' intrinsic and extrinsic motivation. The authors found intrinsic and extrinsic motivation to be only moderately correlated in school. Intrinsic motivation showed a significant linear decrease from 3rd grade through 8th grade and proved positively correlated with children's grades and standardized test scores at all grade levels. Extrinsic motivation showed few differences across grade levels and proved negatively correlated with academic outcomes. Few differences based on children's gender were found.

Bo (Wang) (2009) [5] in his paper elaborates the concepts discussed from a theoretical perspective. The author has divided this paper into four main sections in order to discuss the issue of motivation in foreign language learning. The first section of the paper presents a detailed background information of all the keywords used in the paper which includes background about motivation and different kinds of motivation. The second part of the paper discusses the issues of motivation in language learning in China. The third section of the paper is about some ways to the enhancement of students' motivation. The fourth and the last section includes conclusion which says that teachers should try their best to stimulate students' enthusiasm in learning English. Liping (Chen), (2009) [6], in his paper 'A Study of Policy for Providing Feedback to Students on College English', that providing feedback to students is one of the most important aspect of teaching and learning as it helps identifying and improving the weak areas. The purpose of providing feedback

has also been explained. Two different types of feedback has been discussed i.e. Formative feedback and Summative feedback. But more stress has been laid on Formative feedback. Summative feedback has also been elaborated to some extent. The author also opines that the teacher should provide positive and constructive feedback which can help students to correct their mistakes and perform better.

Paul C. Brunette and Valerie Mandel (2010) [7] conducted a study on 56 students from grade 1 to 6 from a single school in rural Australia to observe teachers' use of praise and feedback in the classroom. The sample was randomly selected. The sample included 30 boys and 26 girls and also five teachers which comprised one male and four females. Structured interviews and classroom observation were used as tools for the study. The findings of the study revealed that teachers should also be careful about the type of praise and feedback used by them in classrooms and when and how it should be used. The findings of the study showed that teachers should use more of effort and ability feedback in the classroom instead of general, non-targeted praise. It also suggested that teachers should use more of ability feedback (you are really good at English) to younger students (grade 1-4) and effort feedback (you are working hard on your writing) to older students (grade 5-7).

Teachers' Feedback and Students' Motivation in English for General and Specific Purposes Courses in Iran, a paper presented by Abbas Eslami-Rasekh, Hossein Barati, Sajad Davoudi-Mobarakeh (2014) [8] examines students' attitude towards learning English for general and specific purposes and their teachers' views concerning their classes. The literature collected for the study showed that most of the students and teachers were not satisfied with the students' progress in specific English courses. 18 university teachers were taken as participants for the study. The motivation and interest questionnaire comprising 37 items was used as an instrument for the study. Along with it a teacher feedback form was also used to collect data from the participants for the study. The results showed that the total motivation and interest of English for General Purpose (EGP) students were significantly higher than English for Specific Purpose (ESP) students participating in the study. The feedback forms show discrepancy between the views of EGP teachers and ESP teachers in some areas including the material effectiveness and students' interest.

This study, by Sheri Coates Broussard, M. E. Betsy Garrison (2004) [9], is to find out the relationship between classroom motivation and academic achievement in elementary-school-aged children. It was undertaken with a purpose to find out the relationship between classroom motivation and academic achievement in young elementary-school-aged children. The participants were 122 first-grade and 129 third-grade children from a mid-sized city in the southern United States. The analysis for the first grade students and the third grade students was done separately. The results of the present study states that intrinsic classroom motivation is positively related to academic achievement, particularly for third-grade children. These findings are consistent with previous studies indicating positive relationships between motivation and achievement in young children.

The paper, "Using Teacher Feedback to Foster Student Motivation in Teaching English as a Foreign Language", by Anita Muho and Emilda Roseni (2012) [10] focuses on the effectiveness of feedback in the process of teaching and learning process. It explores how teachers can use their feedback to foster student motivation in teaching English as a second language. The literature review for the paper gives the background to the importance of using feedback to help student motivation. This paper presents the literature review and various types of feedback in the first section. The participants of the study were teachers and students from a public school in Albania. Interviews, questionnaires, teacher reflections and feedback-giving episodes were different tools for collection of data from the sample. Interviews were one of the important source of data collection. When preparing for the data collection, an interview guide was prepared which made the interviewing process a little more structured. Questionnaire contained questions about the feedback-giving practice of teachers as well as how students perceived teachers' attitudes when receiving the feedback. The collected data were analysed in three different stages. In the first stage the collected data were analysed to explore students' perceptions of motivational feedback. In the second stage the feedback-giving episodes conducted were analysed. In the third stage of data analysis suggestions from students were drawn as to how teachers can make their feedback more motivating. The findings of the study reveals that teacher's relationship with students and their feedback play a significant role in motivating students. It also suggested the ways in which teacher can make use of motivating tools to make the teaching learning process more effective.

A study was carried out by Amynta O. Heyenga and Jennifer Henderlong Corpus (2010) [11] in the field of motivation and achievement. The present study was undertaken to identify and evaluate naturally-occurring combinations of intrinsic and extrinsic motivations. It assessed the motivational orientations of middle school students using the scales of intrinsic and extrinsic motivations. Sample for the study was collected which included 388 students from 6th, 7th and 8th grade (60% female) from a public middle school in Portland, Oregon. Parents' consent too was sought. Forty five participants were subsequently dropped from the study due to unavoidable reasons. So the final sample included 343 students from different background. Both the motivational constructs were assessed using two scales from Lepper et al.. Students responded by using five-point Likert scales. Intrinsic motivation was assessed with 17 items whereas extrinsic motivation was assessed with 16 items. Grades were collected from school records to correspond to the constructs measured. Sample size decreased a bit as not all the parents gave the permission to access records. The survey was administered once in the fall and once in the spring. It was administered at students with two to three research assistants. The clustering procedure

followed Bergman and El-Khoury's (1999) guidelines for I-States as Objects Analysis (ISOA), a technique that, following dynamic systems models, treats an individual's data from a single time point as a discrete unit—an i-state. Analysis of the data elaborates four distinct properties: those with high levels of both intrinsic and extrinsic motivations (high quantity), low levels of both types of motivation (low quantity), high intrinsic coupled with low extrinsic motivation (good quality) and low intrinsic coupled with high extrinsic motivation (poor quality). Students in the good quality cluster received higher grades than their peers in other clusters with poorer quality motivation, even if that motivation was present in high quantities.

V.R. Rajesh, Dr. V. Chandrasekaran, (2015) [12], presented a paper titled "Intrinsic and Extrinsic Motivational Orientations: A Study among the College Students". The research study was made to find out the motivational orientations of college students in relation to certain background variables such as gender, degree studying and stream of the study. The detailed description motivation and its different types has been given by the researcher in the introduction. The sample of the study were 300 college students (both male and female) from different government, government aided and private colleges from Chennai city by stratified random sampling. The Work Preference Inventory developed by Amabile et al., (1994) was administered to collect data. The collected data were analyzed and presented in tables. The findings of the study exhibits significant difference in college students' motivational orientations with respect to their gender, degree studying and stream of the study. The results of the study also states that there is also a significant difference in type of motivational orientations between male and female students'. It further states that male students had more of extrinsic motivation whereas female students showed having more of intrinsic motivational orientation.

CONCLUSION

Finally, Feedback is closely connected with motivation which leads to a better achievement by students. The purpose of the present study is to find out the effect of feedback has on motivation of students with regard to language learning. An assessment of the achievement will be made in order to know how much learning has taken place. It is assumed that feedback is closely connected with motivation which leads to a better achievement. The results are likely to show to what extent the manner in which the teacher provides students with feedback is correlated with their motivation. It is assumed that students are encouraged to learn language when it gives them pleasure and satisfaction. To get such an effect, they should be encouraged by teachers, with the help of their positive attitude. The present study is an attempt by the investigator to assess the role feedback plays in motivating the students to learn a language. The impact of these two variables on the achievement of the students will also be taken into account.

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