



香港教育大學

The Education University
of Hong Kong

A project entitled

The impact of teacher feedback on primary students' feedback orientation, motivation and achievement emotions of learning English

Submitted by

Lau Hei Man

submitted to The Education University of Hong Kong

for the degree of *Bachelor of Education (Honours) (English Language – Primary)*

in *May 2020*

Declaration

I, *Lau Hei Man*, declare that this research report represents my own work under the supervision of the *Assistant Professor of the Department of Curriculum and Instruction – Dr. Yang Lan*, and that it has not been submitted previously for examination to any tertiary institution.

Signed

Lau Hei Man

Content

Abstract	P. 4
1. Introduction	P. 4 - 6
2. Literature Review	P. 6 – 12
3. Research Design	P. 12 – 15
4. Results	P. 15 – 28
5. Discussion	P. 28 – 37
6. Conclusion	P. 37 – 38
7. Limitations and future implication	P. 38 – 40
Reference	P. 40 – 43
Appendices	P. 44 – 51

The impact of teacher feedback on primary students' feedback orientation, motivation and achievement emotions of learning English

Abstract

The current study examined how teacher feedback affects a total of 46 primary two students' feedback orientation, motivation and achievement emotions of learning English at a local primary school. With a mixed methods research design, quantitative and qualitative data were both gathered from the participants during pre-intervention and post-intervention stage to examine the effectiveness of teacher feedback. During the intervention stage, an evidence-based feedback practice was adopted from the feedback model suggested by Hattie & Timperley (2007) and implemented for twelve weeks. After this feedback practice, participants of Class 2B and 2C reported that the changes in feedback orientation, motivation and achievement emotions were quite significant. All the variables tested in this study were largely improved and positively correlated. Apart from the quantitative data, the qualitative data collected from interviews also justified the importance and effectiveness of teacher feedback from the perspectives of students and teachers. Collectively, the results provide pre- and in-service teachers with some fresh and unique insights into providing effective feedback to improve students' English learning from an integrative perspective of feedback orientation, positive emotion and intrinsic motivation.

1. Introduction

Within this globalised world, English is used widely as a lingua franca for communication. As a former British colony and now an international city, English has become one of the official languages and learnt as a second language (L2) in Hong Kong. Under the school

curriculum, the purpose of English Language Education is cultivating students' English proficiency (CDC, 2002). According to the EF English Proficiency Index, the proficiency of Hong Kong was at a moderate level and it had a ranking of 33rd and 4th in the world and Asia respectively in 2019 (EF, 2020). To improve the teaching of English and increase students' exposure to English, a native-speaking English teacher (NET) scheme has been implemented in Hong Kong public schools for nearly 20 years (CDC, 2002). However, students seem to be not very motivated or willing to learn and use English inside and outside the school, and this may be affected by the tradition of rote learning and examination-oriented culture. According to Tam (2018), pupils in Hong Kong are used to learning English with repetitive drills and they lack the authentic context to use English. The chance for students to practice English under a teacher-centred classroom is limited, so it leads to students being diffident about speaking in English and worried about making mistakes. Students also face tremendous pressure from tests and exams to get decent results. The above maybe the factors causing students to be unmotivated and unwilling to learn English.

There is an increasing number of researches which investigate the importance of motivation and achievement emotions in English learning. First, research conducted by Dörnyei (1998) suggested that motivation is a contributing factor in the success of L2 learning. Dörnyei (1998) stated that “motivation provides the primary impetus to initiate the learning of L2 and later the driving force to sustain the long and often tedious learning process”. Therefore, it appears that students with motivation can sustain their enthusiasm and interest in learning a language and have higher achievement. In addition, Pekrun (2007) addressed the effect of achievement emotions on students' academic engagement and performance, specifically on their motivation and self-regulation of learning. Pekrun, et al. (2007) also suggested that the appraisals of control and value are the proximal determinants of those achievement emotions.

More importantly, feedback is believed to be a powerful influence on students' learning and achievement, and it can affect the above variables.

This research aims to investigate the impact of teacher feedback on primary students' feedback orientation, motivation and achievement emotions of learning English. It is also hoped that this research could help the researcher, who is a pre-service English teacher, enhance her teaching effectiveness, and provide some constructive insights for local primary schools as reference for promoting effective feedback practice in English classroom.

2. Literature Review

2.1 Feedback

Feedback refers to “information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding” (Hattie & Timperley, 2007). Hattie and Timperley (2007) stated that the purpose of feedback is “to reduce the discrepancies between current understandings and performance and a goal”. An effective feedback should address the following three questions: Where am I going? (i.e. the goals), How am I going? (i.e. the progress toward the goal), and Where to next? (i.e. activities for making improvement) (ibid.). Feedback works at four levels – task level (FT), process level (FP), self-regulation level (FR) and self level (FS). FT focuses on how well a task is performed, FP aims at the process underlying the task, FR is about self-monitoring, directing and regulating of actions and FS emphasises the self as a person (ibid.). With over 100 factors influencing educational achievement, the overall effect size of feedback was 0.79, whereas the average effect of the whole was 0.4 (ibid.). Therefore, feedback is considered a powerful factor in facilitating students' learning. Pekrun, et al. (2007) believed that “feedback shapes the expectancies and

perceived values of future performance that determine students’ prospective emotions”. Wisniewski, et al. (2020) also suggested that “feedback helps students not only to understand what mistakes they made, but also why they made these mistakes and what they can do to avoid them the next time”.

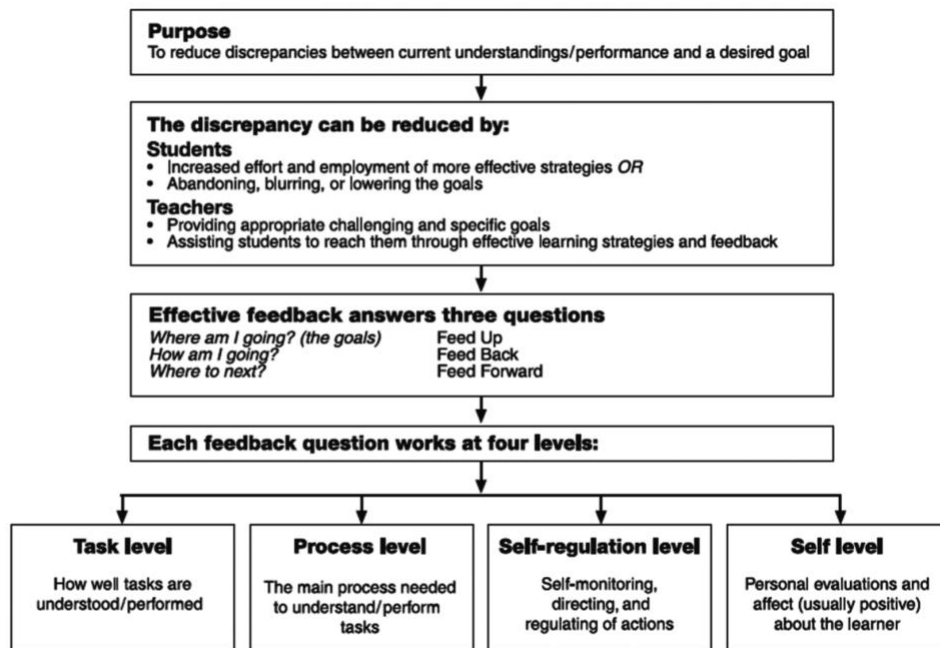


Figure 1: A model of feedback to enhance learning (source from Hattie & Timperley, 2007, p. 87)

2.2 Achievement emotions

Achievement emotions are defined as “emotions tied directly to achievement activities or achievement outcomes” (Pekrun, et al., 2007). There are both positive and negative emotions, including enjoyment, hope, pride, relief, anger, anxiety, hopelessness, shame, and boredom. There are three types of achievement emotions – prospective outcome emotions, retrospective outcome emotions and activity emotions. Prospective outcome emotions are experienced when positively valued success or negatively valued failure are to be expected (Pekrun, et al., 2007). For example, if a student believes she can prevent an anticipated

failure on a test because she has prepared well, relief is instigated. Retrospective outcome emotions are aroused when the success or failure has occurred (Pekrun, 2006). For instance, if a student gets good grade in exam because she has mastered all the knowledge, pride is instigated. Activity emotions depend on the perceived controllability of the activity and its value, for example, when a student is interested in and capable of dealing with an English learning material, enjoyment is instigated (Pekrun, et al., 2007).

2.3 Antecedents and consequences of achievement emotions

Appraisals of control and value are the antecedents of achievement emotions. Action-control expectancies and action-outcome expectancies are the two important types of control appraisal. According to Pekrun, et al. (2011), action-control expectancies (i.e. self-efficacy expectations) refer to an action that can be initiated and performed by the individual; while action-outcome expectancies (i.e. academic control) suggest that one's actions will produce desired outcomes. Regarding the value appraisal, there are intrinsic and extrinsic values. Intrinsic value refers to the appreciation of an activity or outcome per se, like interest in English; while extrinsic value pertains to the instrumental usefulness of actions for the attainment of other goals, for example to get good grades or job (Pekrun, 2006).

Achievement emotions can affect students' learning and performance, specifically students' motivation, strategy use and regulation of learning (Pekrun, et al., 2011). Enjoyment of learning, which is a kind of positive emotion, is thought to promote intrinsic motivation, facilitate creative and flexible learning strategies, and more importantly, enhance self-regulation (Pekrun, et al., 2007). Conversely, negative emotions like hopelessness and anxiety are assumed to reduce motivation and effort in learning, facilitate the use of rigid strategies (e.g. drillings, rehearsal), and promote reliance on external guidance (e.g. parents

and teachers) (ibid.). As a result, achievement emotions can influence students' academic achievement.

2.4 Motivation

Motivation is defined in a diverse way. Gardner (1985, p.10) defined motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. Motivation includes four components – goal, effortful behaviour, desire to attain the goal, and favourable attitudes towards the activity (Gardner, 1985). According to Dörnyei (1998, p.118), motivation is defined as “a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached”.

There are two types of motivation – intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to “doing something because it is inherently interesting or enjoyable” while extrinsic motivation is defined as “doing something because it leads to a separable outcome (e.g. getting a reward or good grade)” (Ryan & Deci, 2000). Studies suggested that both types of motivation may lead to success in English learning, but intrinsic motivation seems to play a more important role. A research conducted by Pae (2008) revealed that students with a high level of motivation generally have “greater motivated behaviour and persistence, higher self-efficacy, stronger intention to continue L2 study, less perceived anxiety, and enhanced academic achievement”.

2.5 Relevant research on feedback orientation, achievement emotions and motivation in Chinese students

Recent researches have investigated the impact of feedback, anxiety and motivation on students' English learning, yet very little focussed on the context of Hong Kong. It also appears that there is no research examining the impact of feedback practice on students' feedback orientation, motivation and emotions of learning English in Hong Kong primary school context. Therefore, this research is significant in bridging the gap.

Yang and Yang (2018) worked on a research study which aimed at testing the influence of teacher feedback on students' engagement and achievement. They adopted Feedback Orientation Scale¹ and School Engagement Scale² to measure students' feedback orientation and engagement (Yang & Yang, 2018). Two groups of participants were involved in this study, including a group of 316 vocational Year 1 students from Guizhou, and a group of 339 grade 7 – 9 mainstream secondary students from Guangzhou (ibid.). The results showed that all feedback orientations and facets of student engagement are positively correlated (ibid.). For future practical implications, the study suggested that it is important for teachers to promote students' competence and responsibility to use feedback to facilitate learning.

Xiao & Carless (2013) conducted a research about analysing students' opinions of their experiences of English language assessment. The sample of the study consisted of 29 students, who were all 16 to 17 years old studying in a senior high school in China. Draw-a-picture technique and interviews were adopted in this study (Xiao & Carless, 2013). Participants were required to draw pictures to illustrate their perceptions of assessment experiences. The findings revealed that students had more negative feelings of assessment than positive (ibid.). There were three aspects of negative feelings, including pressurized

¹ Four dimensions: feedback utility, feedback accountability, feedback social awareness, feedback self-efficacy
² Three facets: affective, behavioral, cognitive

school life, perceived negative emotions from unsatisfactory results, and discouraging conversations with teachers (ibid.). On the contrary, there were positive perceptions of assessment, like satisfaction with attainment, being encouraged by teachers, etc. This phenomenon may be influenced by some socio-cultural factors, such as competitive culture and societal emphasis on academic achievement as a measure of one's success (ibid.). It is necessary to have some follow-up actions in the future.

In China, Wang (2008) aimed at investigating the relationship between intrinsic motivation, extrinsic motivation and English achievement. The research also explored the factor(s) that constitute motivation of learning English in a group of Chinese university students (ibid.). There were approximately 500 participants, who were freshmen studying at a comprehensive university in China, ranged between the ages of 18 and 20 (ibid.). According to the questionnaire findings, participants generally had extrinsic motivation, and the main reasons for them to learn English were for teachers' praise, examination and graduation (ibid.). The researcher believed that future research is necessary to identify factors that facilitate intrinsic motivation and examine diverse learning strategies, which help teachers to enhance the learning of English as L2 (ibid.).

Based on the above evidence, this research examined the impact of teacher feedback on students' English learning. Under the feedback practice, it is posited that students will have feedback orientation, higher level of motivation and more positive emotions. The research questions were designed as below:

1. To what extent the twelve weeks' feedback practices affect students' feedback orientation?
2. To what extent the twelve weeks' feedback practices promote students' positive emotion while reducing anxiety in English learning?

3. To what extent the twelve weeks' feedback practices enhance students' motivation in English learning?
4. How do the twelve weeks' feedback practices affect students' feedback orientation, achievement emotions and motivation in English learning?

3 Research Design

A mixed research method consisting of both quantitative and qualitative approaches was adopted in this study. The study consisted of three stages – pre-intervention, intervention and post-intervention stage.

3.1 Participants of the study

Participants of this study were recruited with the convenience sampling method. They were from Yan Chai Hospital Choi Hin To Primary School, where the researcher conducted Field Experience from September to December 2019. There were in total 46 primary two students from two classes participated in the study. Among the two classes, Class 2B was taught by the researcher, while Class 2C was taught by a student teacher and an experienced teacher – Miss Mak, with 21 and 25 students participated respectively. Apart from students, five experienced English teachers were also invited to participate in the interview. Three teachers taught primary two and six, one taught primary one and six, and one taught primary five. All the participants were informed the details of the study through school notice and consent forms (*see Appendix 1*) were collected before the start of research.

3.2 The components of three stages

The study consisted of three stages which involved the collection of both quantitative and qualitative data. A pre-test and post-test (*see Appendix 2*) were conducted in both Class 2B

and 2C throughout the pre-intervention and post-intervention stage respectively to investigate the changes in participants' feedback orientation, motivation and achievement emotions of learning English with the use of teacher's feedback. During the intervention stage, different types (e.g. oral and written, or a combination of oral and written depending on the key features of learning tasks) and levels of feedback (FT, FP, FR and FS) were given to the participants in the researcher's English classroom for twelve weeks. At the end of the post-intervention stage, interviews were conducted with the participants – both students of Class 2B and teachers to further explore how the teacher's feedback practice affects students' feedback orientation, motivation and achievement emotions of learning English.

3.3 Data collection

3.3.1 The pre-test and post-test

The questionnaire used as the pre-test and post-test consists of 20 questions. Five variables were tested in this questionnaire. Questions 1-5 focus on feedback orientation (FO), questions 8-11 represent English self-concept (ESC), questions 12-13 refer to enjoyment, questions 14-15 and 19-20 relate to motivation, and questions 16-18 are about anxiety. The questionnaire was adapted from the Feedback Orientation Scale (FOS) and Achievement Emotions Questionnaire (AEQ) based on previous work (Pekrun et al., 2011; Yang, 2018; Yang, 2019, Yang et al., 2014; Yang & Yang, 2018). The original versions of FOS and AEQ were modified, including cutting down the number of statements, simplifying the words and translating the statements into Chinese to ensure that participants have better comprehension. Each statement consists of four responses from “strongly disagree” to “strongly agree”, and participants had to choose the most appropriate answer by ticking the boxes. The researcher read aloud and explained the statements to facilitate the participants' understanding while they were completing the questionnaire.

3.3.2 *The interviews*

Interviews were conducted with both students and teachers. Six students of Class 2B with different ability levels were selected to participate in the interview. During the interview, participants were asked questions related to their self-concept, emotions and motivation of learning English, and their perceived utility and self-efficacy to use teacher feedback when learning English. For teachers, the interview focussed on their feedback practice and their perspectives on the impact of teacher feedback on students' feedback orientation, emotions and motivation of learning English. The interviews were conducted in Chinese to ensure the participants' understanding and encourage them to speak comfortably and freely without language barrier.

3.3.3 *The feedback practice of the researcher*

Throughout the intervention stage, the researcher provided feedback in her English classroom for twelve weeks (i.e. six lessons per week, a total of 72 lessons). Hattie and Timperley's (2007) model of effective feedback practice was used as a guidance to help with the researcher's design of feedback types. The researcher also took the English teaching and learning objectives of her class and FE school into consideration when designing the feedback. All the four levels of feedback (i.e. FT, FP, FR and FS) were provided in both verbal and written forms during class and on participants' assignment (*see Appendix 4*).

3.4 *Data analysis*

The quantitative data collected from the pre-test and post-test were transcribed into Excel and assessed with "Paired Samples T-Test" in SPSS. First, the scores of the pre-test and post-test of Class 2B and Class 2C were compared respectively to evaluate how the use of teacher

feedback significantly changes participants' feedback orientation, motivation and achievement emotions of learning English in both classes. This comparison helps answer the first three research questions of this study. Also, as a pre-service teacher, the researcher wanted to self-reflect on the effectiveness of her FE from a micro perspective. Therefore, the results of Class 2B's pre-test and post-test were contrasted with Class 2C's to examine whether my purposefully use of good feedback practices advocated in previous research (e.g., Hattie & Timperley, 2007; Yang & Yang, 2018) differs greatly from the experienced teacher of Class 2C. For the qualitative analysis, each interview was recorded and coding process was used for transcription, so that the researcher can better identify similar information. Quotes of the participants were also extracted from the interview and included in the analysis as evidence to answer the last research question.

4 Results

4.1 Overall change of pre-test and post-test

After comparing the pre-test and post-test, there was a significant change in the variables tested in this study. Tables 1a and 1b show the paired samples statistics of the five variables in pre-test and post-test of Class 2B and 2C respectively. From the two tables, it is clear that after the post-test, the mean scores of the four variables – feedback orientation, English self-concept, enjoyment and motivation were higher while the mean score of anxiety was lower. Among the five variables, the change in anxiety is the most significant for both classes (2B: 2.58 → 2.01; 2C: 2.49 → 2.01). In addition, the difference in the scores of the five variables between Class 2B and 2C is not big. For example, the mean scores of FO and ESC of 2B are a bit higher than 2C (i.e. FO: 3.38 – 3.36; ESC: 3.34 – 3.14) while the mean scores of enjoyment and motivation are slightly lower than 2C (i.e. Enjoyment: 3.45 – 3.46; Motivation: 3.44 – 3.46).

Paired Samples Statistics (Class 2B)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreFO	3.0667	21	.70805	.15451
	PostFO	3.3810	21	.54002	.11784
Pair 2	PreESC	3.0833	21	.87082	.19003
	PostESC	3.3452	21	.67304	.14687
Pair 3	PreEnjoyment	3.1429	21	.80844	.17642
	PostEnjoyment	3.4524	21	.70542	.15394
Pair 4	PreMotivation	3.1667	21	.63901	.13944
	PostMotivation	3.4405	21	.59637	.13014
Pair 5	PreAnxiety	2.5873	21	1.13971	.24871
	PostAnxiety	2.0159	21	.90355	.19717

Table 1a: Paired Samples Statistics of Class 2B

Paired Samples Statistics (Class 2C)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreFO	3.1280	25	.82033	.16407
	PostFO	3.3680	25	.67002	.13400
Pair 2	PreESC	2.9400	25	.81420	.16284
	PostESC	3.1400	25	.68496	.13699
Pair 3	PreEnjoyment	3.2400	25	.87939	.17588
	PostEnjoyment	3.4600	25	.67577	.13515
Pair 4	PreMotivation	3.2200	25	.72284	.14457
	PostMotivation	3.4600	25	.58041	.11608
Pair 5	PreAnxiety	2.4933	25	1.01890	.20378

	PostAnxiety	2.0133	25	.88965	.17793
--	--------------------	---------------	----	--------	--------

Table 1b: Paired Samples Statistics of Class 2C

Tables 2a and 2b reveal the paired samples test of Class 2B and 2C. The results of the Sig. (2-tailed) p-value indicate whether the variables tested in this study are positively correlated.

When the Sig. (2-tailed) p-value is less than 0.05, it indicates that there is a significant correlation between the variables. From Table 2a, it is obvious that the p-value of all the five variables is lower than 0.05, which suggests that all variables tested in Class 2B are significantly correlated. However, for Class 2C, only the p-value of FO (0.000), motivation (0.025) and anxiety (0.012) are less than 0.05, so not every variable tested in this study is positively correlated.

Paired Samples Test (Class 2B)									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreFO - PostFO	-.31429	.34969	.07631	-.47346	-.15511	-4.119	20	.001
Pair 2	PreESC - PostESC	-.26190	.34889	.07613	-.42072	-.10309	-3.440	20	.003
Pair 3	PreEnjoyment - PostEnjoyment	-.30952	.40237	.08781	-.49268	-.12637	-3.525	20	.002
Pair 4	PreMotivation - PostMotivation	-.27381	.43232	.09434	-.47060	-.07702	-2.902	20	.009

Pair 5	PreAnxiety - PostAnxiety	.57143	.60684	.13242	.29520	.84766	4.315	20	.000
---------------	-------------------------------------	--------	--------	--------	--------	--------	-------	----	-------------

Table 2a: Paired Samples Test of Class 2B

Paired Samples Test (Class 2C)									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair	Pre - Post				Lower	Upper			
Pair 1	PreFO - PostFO	-.24000	.28284	.05657	-.35675	-.12325	-4.243	24	.000
Pair 2	PreESC - PostESC	-.20000	.55434	.11087	-.42882	.02882	-1.804	24	.084
Pair 3	PreEnjoyment - PostEnjoyment	-.22000	.57879	.11576	-.45891	.01891	-1.901	24	.069
Pair 4	PreMotivation - PostMotivation	-.24000	.50249	.10050	-.44742	-.03258	-2.388	24	.025
Pair 5	PreAnxiety - PostAnxiety	.48000	.87707	.17541	.11796	.84204	2.736	24	.012

Table 2b: Paired Samples Test of Class 2C

4.2 Frequency of feedback

Regarding the frequency of receiving feedback, it appears that there is a big improvement for both 2B and 2C. Tables 3a and 3b illustrate the frequency and preference of feedback of the two classes respectively. For 2B, table 3a reveals that before the feedback practice, students received more verbal feedback than written feedback. Four of them received both forms of feedback while four received none. However, after the feedback practice, half of the participants received both forms of feedback and there was a sharp decline on the frequency

of just receiving verbal feedback. For 2C, table 3b shows that the change in the frequency of students receiving either verbal or written feedback is not significant at all. Nonetheless, after the twelve weeks, five more students responded that they received both forms of feedback, and only two received neither of them. From the results of 2C, it is clear that the English teacher of 2C also adopted feedback practice in her English lessons throughout the twelve weeks.

In addition to the frequency of receiving feedback, the type of feedback students prefer is also included in the questionnaire. Table 3a suggests that students of 2B preferred receiving both forms of feedback in both pre-test and post-test. There is also a slight drop in the number of students choosing verbal feedback as their preference. On the other hand, after the twelve weeks, nearly half of the 2C's students preferred written feedback to verbal, and students' preference for both forms of feedback remained unchanged.

PreQ6 I often receive _____ feedback from my English teacher.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	9	42.9	42.9	42.9
	Written	4	19.0	19.0	61.9
	Both forms	4	19.0	19.0	81.0
	Neither	4	19.0	19.0	100.0
	Total	21	100.0	100.0	
PreQ7 Which type of feedback do I prefer?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	6	28.6	28.6	28.6
	Written	5	23.8	23.8	52.4
	Both forms	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

PostQ6 I often receive _____ feedback from my English teacher.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	1	42.9	42.9	42.9
	Written	6	19.0	19.0	61.9
	Both forms	11	19.0	19.0	81.0
	Neither	3	19.0	19.0	100.0
	Total	21	100.0	100.0	
PostQ7 Which type of feedback do I prefer?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	3	28.6	28.6	28.6
	Written	6	23.8	23.8	52.4
	Both forms	12	47.6	47.6	100.0
	Total	21	100.0	100.0	

Table 3a: Frequency and preference of feedback of Class 2B

PreQ6 I often receive _____ feedback from my English teacher.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	9	36.0	36.0	36.0
	Written	9	36.0	36.0	72.0
	Both forms	3	12.0	12.0	84.0
	Neither	4	16.0	16.0	100.0
	Total	25	100.0	100.0	
PreQ7 Which type of feedback do I prefer?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	8	32.0	32.0	32.0
	Written	8	32.0	32.0	64.0
	Both forms	9	36.0	36.0	100.0
	Total	25	100.0	100.0	
PostQ6 I often receive _____ feedback from my English teacher.					

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	7	28.0	28.0	28.0
	Written	8	32.0	32.0	60.0
	Both forms	8	32.0	32.0	92.0
	Neither	2	8.0	8.0	100.0
	Total	25	100.0	100.0	
PostQ7 Which type of feedback do I prefer?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Verbal	5	20.0	20.0	20.0
	Written	11	44.0	44.0	64.0
	Both forms	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

Table 3b: Frequency and preference of feedback of Class 2C

4.3 Impact of teacher feedback on students' feedback orientation

Feedback orientation refers to students' perceived utility and self-efficacy to use teacher feedback in English learning. Tables 4a and 4b record the descriptive statistics of Class 2B and 2C in terms of feedback orientation. Within the twelve weeks of feedback practice, it appears that students of both classes became more aware of what feedback is and its importance as the mean scores of Q1 – 5 were higher than the pre-test. For 2B, table 4a shows that the students' perception of the importance of feedback is the biggest change after the feedback practice. More students agreed that teacher's feedback is crucial to improving their English proficiency. For 2C, table 4b reveals that the major difference after twelve weeks is students' ability to deal with feedback. Students of 2C appear to be more confident in using feedback to improve their learning. By comparing the scores of both classes, it is clear that students of 2B were more aware of the use and importance of feedback – to

improve their English proficiency, while students of 2C were more responsible and capable of using teacher feedback to change their ways of learning English.

Descriptive Statistics (Class 2B)					
	N	Minimum	Maximum	Mean	SD
PreQ1 The teacher's feedback helps improve my English proficiency.	21	1	4	3.00	0.89
PreQ2 The teacher's feedback is crucial to improving my English proficiency.	21	1	4	3.05	0.86
PreQ3 I think I have the responsibility to change my way of learning English according to the teacher's feedback.	21	1	4	3.14	0.85
PreQ4 I am confident that I can use the teacher's feedback effectively to change my way of learning English.	21	2	4	3.19	0.68
PreQ5 Compared to other students, I am more capable of dealing with the feedback from my English teacher.	21	1	4	2.95	0.86
PostQ1 The teacher's feedback helps improve my English proficiency.	21	2	4	3.33	.730
PostQ2 The teacher's feedback is crucial to improving my English proficiency.	21	3	4	3.43	.507
PostQ3 I think I have the responsibility to change my way of learning English according to the teacher's feedback.	21	2	4	3.48	.602
PostQ4 I am confident that I can use the teacher's feedback effectively to change my way of learning English.	21	3	4	3.52	.512
PostQ5 Compared to other students, I am more capable of dealing with the feedback from my English teacher.	21	1	4	3.14	.854

Table 4a: Descriptive statistics of Class 2B (Feedback orientation)

Descriptive Statistics (Class 2C)					
	N	Minimum	Maximum	Mean	SD
PreQ1 The teacher's feedback helps improve my English proficiency.	25	1	4	2.92	.95
PreQ2 The teacher's feedback is crucial to improving my English proficiency.	25	1	4	2.92	.91
PreQ3 I think I have the responsibility to change my way of learning English according to the teacher's feedback.	25	1	4	3.40	.82
PreQ4 I am confident that I can use the teacher's feedback effectively to change my way of learning English.	25	1	4	3.32	.90

PreQ5 Compared to other students, I am more capable of dealing with the feedback from my English teacher.	25	1	4	3.08	.86
PostQ1 The teacher's feedback helps improve my English proficiency.	25	1	4	3.20	.816
PostQ2 The teacher's feedback is crucial to improving my English proficiency.	25	1	4	3.12	.833
PostQ3 I think I have the responsibility to change my way of learning English according to the teacher's feedback.	25	2	4	3.64	.569
PostQ4 I am confident that I can use the teacher's feedback effectively to change my way of learning English.	25	2	4	3.64	.700
PostQ5 Compared to other students, I am more capable of dealing with the feedback from my English teacher.	25	1	4	3.24	.779

Table 4b: Descriptive statistics of Class 2C (Feedback orientation)

4.4 Impact of teacher feedback on students' achievement emotions

Achievement emotions which include enjoyment (Q12 – 13) and anxiety (Q16 – 18) were tested in this research. Tables 5a and 5b display the descriptive statistics of Class 2B and 2C in terms of achievement emotions. After comparing the pre-test and post-test, it is obvious that the mean scores of enjoyment were improved while the scores of anxiety were reduced. This suggests that participants of both classes became more positive towards English learning after twelve weeks. The tables reveal that more students enjoyed learning new English knowledge (2B: 3.05 → 3.33; 2C: 3.20 → 3.44) and they were more determined to keep up learning (2B: 3.24 → 3.57; 2C: 3.28 → 3.52). In addition, according to the two tables, there is a significant change in students' anxiety in both classes. For example, participants of 2B and 2C who were weary of learning English dropped from 2.71 to 2.1, and 2.56 to 2.00 respectively. Also, students of both classes became less nervous when they had to learn English (2B: 2.38 → 1.9; 2C: 2.44 → 2.04). The improvement in students' anxiety may be related to the type of feedback teachers prefer giving. From the qualitative data, it is clear that teachers like providing praises and encouragement for students.

“I give them a lot of positive praises and encouragement.” – Miss Xing

“I will give them some positive praises, like fantastic, excellent, you’re right.” – Miss Mak

“For verbal feedback, I often give positive encouragement to them.” – Miss Chan

Descriptive Statistics (Class 2B)					
	N	Minimum	Maximum	Mean	SD
PreQ12 I enjoy learning new English knowledge.	21	1	4	3.05	0.92
PreQ13 I am satisfied with my current learning progress, and I will keep up learning English.	21	1	4	3.24	0.83
PreQ16 I feel tired at the table because I am weary of learning English.	21	1	4	2.71	1.27
PreQ17 I feel anxious when I have to read some English books.	21	1	4	2.67	1.20
PreQ18 When I have to learn English, I begin to feel nervous, and I don't even want to start learning English.	21	1	4	2.38	1.24
PostQ12 I enjoy learning new English knowledge.	21	1	4	3.33	.796
PostQ13 I am satisfied with my current learning progress, and I will keep up learning English.	21	1	4	3.57	.746
PostQ16 I feel tired at the table because I am weary of learning English.	21	1	4	2.10	.995
PostQ17 I feel anxious when I have to read some English books.	21	1	4	2.05	1.024
PostQ18 When I have to learn English, I begin to feel nervous, and I don't even want to start learning English.	21	1	4	1.90	.995

Table 5a: Descriptive statistics of Class 2B (Achievement emotions)

Descriptive Statistics (Class 2C)					
	N	Minimum	Maximum	Mean	SD
PreQ12 I enjoy learning new English knowledge.	25	1	4	3.20	.96
PreQ13 I am satisfied with my current learning progress, and I will keep up learning English.	25	1	4	3.28	.94
PreQ16 I feel tired at the table because I am weary of learning English.	25	1	4	2.56	1.08
PreQ17 I feel anxious when I have to read some English books.	25	1	4	2.48	1.16
PreQ18 When I have to learn English, I begin to feel nervous, and I don't even want to start learning English.	25	1	4	2.44	1.08
PostQ12 I enjoy learning new English knowledge.	25	1	4	3.40	.764

PostQ13 I am satisfied with my current learning progress, and I will keep up learning English.	25	1	4	3.52	.714
PostQ16 I feel tired at the table because I am weary of learning English.	25	1	4	2.00	.913
PostQ17 I feel anxious when I have to read some English books.	25	1	4	2.00	.957
PostQ18 When I have to learn English, I begin to feel nervous, and I don't even want to start learning English.	25	1	4	2.04	.935

Table 5b: Descriptive statistics of Class 2C (Achievement emotions)

4.5 Impact of teacher feedback on students' motivation

Motivation is believed to be a crucial factor contributing to the success of learning, so it was tested in this study. Table 6a and 6b represent the descriptive statistics of Class 2B and 2C in terms of motivation. The increase of mean scores shown in the tables concludes that students of both classes were more motivated to learn English after the twelve weeks of feedback practice. The tables show that students had more motivation for getting better achievement by setting short- and long-term goals to learn (2B: 3.19 → 3.43; 2C: 3.08 → 3.36). Students were also more capable of solving difficult problems (2B: 3.05 → 3.29; 2C: 3.28 → 3.40). By comparing the results of the two classes, it is obvious that there is a considerable change in students' awareness of seeking help. In comparison with students of 2C, students of 2B had bigger improvement in actively seeking help from teachers or classmates when they encountered difficulties (2B: 3.14 → 3.57; 2C: 3.40 → 3.72).

Descriptive Statistics (Class 2B)					
	N	Minimum	Maximum	Mean	SD
PreQ14 I am very motivated to learn because I want to be proud of my achievements in English learning.	21	1	4	3.29	0.90
PreQ15 I am proud of my ability to solve difficult problems while learning English.	21	1	4	3.05	1.07
PreQ19 I will set short- and long-term goals for my English learning, and I try to arrange the same time every day or week to learn English.	21	1	4	3.19	0.93

PreQ20 When I encounter difficulties in learning English, I will actively seek help from teachers and classmates.	21	1	4	3.14	0.91
PostQ14 I am very motivated to learn because I want to be proud of my achievements in English learning.	21	2	4	3.48	.750
PostQ15 I am proud of my ability to solve difficult problems while learning English.	21	1	4	3.29	.845
PostQ19 I will set short- and long-term goals for my English learning, and I try to arrange the same time every day or week to learn English.	21	1	4	3.43	.811
PostQ20 When I encounter difficulties in learning English, I will actively seek help from teachers and classmates.	21	2	4	3.57	.598

Table 6a: Descriptive statistics of Class 2B (Motivation)

Descriptive Statistics (Class 2C)					
	N	Minimum	Maximum	Mean	SD
PreQ14 I am very motivated to learn because I want to be proud of my achievements in English learning.	25	1	4	3.12	.88
PreQ15 I am proud of my ability to solve difficult problems while learning English.	25	1	4	3.28	.84
PreQ19 I will set short- and long-term goals for my English learning, and I try to arrange the same time every day or week to learn English.	25	1	4	3.08	1.00
PreQ20 When I encounter difficulties in learning English, I will actively seek help from teachers and classmates.	25	1	4	3.40	.82
PostQ14 I am very motivated to learn because I want to be proud of my achievements in English learning.	25	2	4	3.36	.700
PostQ15 I am proud of my ability to solve difficult problems while learning English.	25	2	4	3.40	.645
PostQ19 I will set short- and long-term goals for my English learning, and I try to arrange the same time every day or week to learn English.	25	1	4	3.36	.810
PostQ20 When I encounter difficulties in learning English, I will actively seek help from teachers and classmates.	25	3	4	3.72	.458

Table 6b: Descriptive statistics of Class 2C (Motivation)

English self-concept refers to students' perceived competence and interest in learning English. It is believed that students' self-concept can not only affect students' choice of activities, but also have an influence on the amount of effort and the level of persistence they have for learning (Du, 2012). Therefore, this variable was also tested in this research, and tables 7a and 7b represent the descriptive statistics of both classes in terms of ESC. Both tables suggest that students considered themselves having higher competence and interest in learning after the feedback practice. The tables also reflect that students of 2B and 2C had more intrinsic motivation after twelve weeks because they became more interested in learning English (2B: 3.24 → 3.52; 2C: 3.00 → 3.16) and they wanted to learn English well so as to have better communication with the natives (2B: 3.43 → 3.57; 2C: 3.24 → 3.36).

Descriptive Statistics (Class 2B)					
	N	Minimum	Maximum	Mean	SD
PreQ8 I am good at English, and I can easily grasp new English knowledge.	21	1	4	2.76	1.14
PreQ9 I get good grades in English.	21	1	4	2.90	1.09
PreQ10 I am interested in learning English.	21	1	4	3.24	1.04
PreQ11 Learning English is important because I can communicate with the native more easily.	21	1	4	3.43	0.81
PostQ8 I am good at English, and I can easily grasp new English knowledge.	21	1	4	3.10	.944
PostQ9 I get good grades in English.	21	1	4	3.19	.981
PostQ10 I am interested in learning English.	21	1	4	3.52	.814
PostQ11 Learning English is important because I can communicate with the native more easily.	21	2	4	3.57	.598

Table 7a: Descriptive statistics of Class 2B (English self-concept)

Descriptive Statistics (Class 2C)					
	N	Minimum	Maximum	Mean	SD
PreQ8 I am good at English, and I can easily grasp new English knowledge.	25	1	4	2.92	.95
PreQ9 I get good grades in English.	25	1	4	2.60	1.12

PreQ10 I am interested in learning English.	25	1	4	3.00	.91
PreQ11 Learning English is important because I can communicate with the native more easily.	25	1	4	3.24	.83
PostQ8 I am good at English, and I can easily grasp new English knowledge.	25	2	4	3.20	.764
PostQ9 I get good grades in English.	25	1	4	2.84	.987
PostQ10 I am interested in learning English.	25	1	4	3.16	.800
PostQ11 Learning English is important because I can communicate with the native more easily.	25	2	4	3.36	.638

Table 7b: Descriptive statistics of Class 2C (English self-concept)

5 Discussion

An evidence-based feedback practice suggested by Hattie & Timperley (2007) was adopted in the researcher's English classroom (i.e. Class 2B) for twelve weeks to investigate the influence of teacher feedback on a group of primary two students' feedback orientation, motivation and achievement emotions of learning English. Findings revealed that students of 2B reported that the use of teacher feedback positively improved all the variables tested in this study and the variables were significantly correlated. Besides Class 2B, results of 2C also recorded a big improvement on students' feedback orientation, achievement emotions and motivation after twelve weeks. This suggested that the English teacher of 2C also applied feedback practice in her English classroom and it was successful. The following section provides a detailed discussion about the above findings.

5.1 Background of Class 2B

Students of class 2B was rather diverse in terms of English proficiency and levels of motivation, and approximately one-third of the class was less capable and not very motivated. At the beginning of the Field Experience, students were rather anxious about learning English and they did not participate in class actively. They were also not aware of the usefulness and importance of feedback. Therefore, the feedback model suggested by Hattie & Timperley

was adopted within the twelve weeks to improve students' emotions, motivation and feedback orientation. According to the feedback model by Hattie & Timperley (2007), there are four levels of feedback, including task level, process level, self-regulation level and self level feedback. Self level feedback was the most frequent type given by the researcher while self-regulation level feedback was the least.

5.2 Impact of teacher feedback on students' achievement emotions

Results of this study revealed that the change in anxiety was the most significant in terms of achievement emotions. This can be explained with the frequent use of self level feedback within the twelve weeks of feedback practice. Although Hattie and & Timperley (2007) believed that this type of feedback is the least effective because it contains little task-related information, the researcher discovered that self level feedback is crucial to providing emotional support for students, no matter they are strong, weak, diffident or not motivated. According to Horwitz, et al. (1986), there are three types of language anxieties, including communication apprehension (i.e. the fear of communicating with other people), test anxiety (i.e. the fear of exams, quizzes and other assignments used to evaluate students' performance), and fear of negative evaluation (i.e. apprehension about other's evaluation). Although some believed that anxiety can be seen as a drive to improve performance, some studies also revealed that language anxiety can negatively influence students' academic achievement, and high-anxious learners often expect or receive lower grades than less-anxious peers (Wu, 2010). Therefore, self level feedback (i.e. praise and encouragement) were provided in class and negative comments were prevented.

Throughout the twelve weeks, self level feedback were given to focus mainly on students' effort rather than their ability, and they were given in three aspects. First, feedback was used

to praise for students' good performance of a classroom-based task, for example, "You tried really hard on this question!", "I can see that you know the topic well". Second, feedback like "I am happy to see you raise your hand!" or "I like that you are being active today." were given as a praise for students' active behavioural engagement in a classroom-based task. Third, in order to reduce students' fear of making mistakes, the researcher welcomed errors by giving feedback like "It's ok you answer wrongly. What I like most is that you are brave to try!" or "Remember you can always learn from mistakes, so no worries!". Other than the researcher, the teacher of 2C also often provided praises and encouragement for students to promote their positive emotions, like proud and successful, and reduce their anxiety.

"I will give them some **positive praises, like fantastic, excellent, you're right.** For **wrong answers,** I will say '**good try!**', '**try again.**', etc. For young learners, if you praise them 'very good, excellent', they will **feel proud and successful,** hence **answer more questions.**

Feedback helps provide emotional support for students." – Miss Mak

The research conducted by Di Loreto & McDonough (2013) has revealed that "positive, encouraging feedback can help prevent students from being demotivated or anxious, and play an important role in helping them to persist in their efforts to improve". At the end of the Field Experience, the researcher noticed that her students, particularly those who were less capable, became less anxious when learning English. Instead, they became more confident and active in class, and they could sense that the researcher cared for them and truly wanted to help them learn better.

*"I become **less afraid of answering questions.** When I answer questions wrongly, Miss Lau **won't say negative things** like "No, you're wrong." or "It's so easy. Why don't you know?"*

*Instead, she will encourage you by saying “I like how you try to answer the question!” or “Remember it’s ok to make mistakes.”. She **encourages me to try more in class.**” – Andy*

*“My teacher **always encourages me by praising me in both verbal and written form.** She **doesn’t mind us answering the questions wrongly** because she always says **this is a part of learning process.**” – Nicole*

*“Miss Lau **always encourages us to try** by saying “Thank you for being brave to try.”, “I am happy to see that you’re very active today.”, etc. I can feel that **she cares for us.**” – Angel*

*“My English teacher **gives me a lot of feedback which provides emotional support for me.** With the praises or encouragement given in verbal or written form, she **motivates me to become more active in class.** I’m more willing to answer questions despite the fact that I make a lot of mistakes.” – Joanna*

5.3 Impact of teacher feedback on students’ motivation

Findings showed that students became more motivated to improve their English learning and were more capable of solving problems after the twelve weeks of feedback practice.

Throughout the intervention stage, task level and process level feedback were provided for students to motivate them to learn. First, task level feedback was given to ensure students well understand the task. According to Ekiz & Kulmetov (2016), lack of belief in one’s abilities and lack of knowledge are the reasons students become less motivated. As mentioned earlier, students of class 2B were generally not very confident and capable, so it is important to ensure that students well understand what the task is about and how to do it to ease their worry and increase their motivation. The researcher often asked students questions

like “What does the question ask you to do?”, “What key words are you looking for?”, etc., when she went through the homework or exercise with the class. This type of feedback allows students to get the gist and expectation of the task which help them perform better. Moreover, to help students perform better in the tasks (writing in particular), the researcher provided students feedback on two aspects: 1. What did she / he do well? (e.g. Good use of target words, good structure...); 2. What other information is needed to meet the criteria? (e.g. You write about people, place and actions. How about the feeling?). Tuan (2012) suggested that “Teachers’ feedback mostly affects students’ learning motivation especially when they are aware of their students’ own progress”. Therefore, when students know how well they did and how much further they need to do to achieve the goal, they will become more motivated to improve.

“She always writes down some feedback on my homework. Sometimes the feedback is praising me, sometimes it tells me what I did wrong in my homework and how I can correct it. The feedback is useful because I can know what I do well or not well, and further improve my English.” – Dawn

“I can use the feedback to improve myself. For example, if the teacher notices that I have some problems with spelling or pronunciation, I will practice the correct form a few times.”

– Andy

“I like receiving feedback because I can know what I’m good at or weak at, and further improve myself.” – Nicole

*“I think reading comprehension is difficult because I don’t understand the words in the passage. But Miss Lau encourages me by saying “You don’t have to know all the words to answer the questions.” She teaches me to first **find out the key words from the questions, to know what answer I have to look for. Then, she guides me to find the answers by highlighting relevant information or keywords from the passage.**” – Angel*

*“I remember there was one writing which is about ourselves. I just simply wrote about my family and me. Miss Lau first **praised me that I have included all the elements needed in my writing, but she also encouraged me to add more information, like what food or sports I like, using more adjectives to describe the detail, etc. I now understand that a good writing requires more information and detail.**” – Joanna*

In addition to task level feedback, the researcher provided students process level feedback which focuses on cognitive process and error detection. Whenever a question was asked, instead of just telling students whether their answer is correct or wrong, the researcher would ask students to elaborate on their answers. For the correct answers, she asked students to elaborate on how they know the answer by saying feedback like “Can you tell me how you get this answer?” to check whether students really have the knowledge needed for that question. On the contrary, for the wrong answers, instead of telling the correct answers immediately to students, the researcher gave students time to think about what was wrong with their answer and why. For example, when doing reading comprehension, she asked students to discuss why this answer was correct and the other options were wrong. By guiding students through giving them process level feedback, students were able to use their cognitive thinking to rethink the process of completing the task and detect errors on their own. This process encourages students to be confident and motivated in learning English

because students learn that it is totally fine to make mistakes as long as you can find out the reason(s) behind and learn from it.

“If I answer the question incorrectly, instead of telling me the correct answer immediately, my teacher will repeat my answer with a question tone to let me think what’s wrong with the answer. I feel successful when I can find what’s wrong with my answer.” – Frank

“I used to be afraid of doing reading comprehension, because I don’t understand the passage. I usually just guess the answers if I don’t know. But by comparing the correct option with the incorrect ones, I realise that it’s not very difficult. I can find evidence from the passage to prove why it’s correct or wrong.” – Nicole

“My teacher likes asking questions to check whether we can use the knowledge correctly. For the correct answers, she sometimes asks us how we know this is the correct answer. This means we cannot just guess the answer, instead, we have to rethink the process of how we know the answer, to find some evidence. When we don’t know how to answer, instead of giving the answers, she gives us some guidance or hints. If we answer wrongly, she always asks us to look at the answer again to see what’s wrong.” – Angel

5.4 Impact of teacher feedback on students’ feedback orientation

Self-regulation feedback encourages students to become self-directed and autonomous learners (Hattie & Timperley, 2007). It is crucial that students have the ability to enhance their future learning through self-regulation. First, self-regulation feedback was provided to increase students’ confidence in the correctness of response. For example, feedback like “If you finish your work, don’t just sit here. Try to check if your work is correct. Check your

spelling, punctuation, etc.” was given to students. In addition, self-regulation feedback was used to encourage students to be capable of creating internal feedback and self-assessing. Take writing as an example. Students were asked to do both self- and peer-evaluation. The researcher would first remind students the expectation and criteria of the writing, and ask students to evaluate their own and peer’s writing by following the criteria. For example, the researcher would say “In this writing, you should be able to describe the picture. When you check your work, remember to answer the four questions: 1. Who are they? 2. Where are they? 3. What are they doing? 4. How do they feel? You should also check the spelling, tense and capitalisation.” By evaluating their own writing and peer’s writing, students will be able to compare each other’s work and learn from it. For the feedback the researcher provided for students, students were often encouraged to use it to improve their English proficiency by saying “Try to remember or read the feedback Miss Lau gives you. It helps you to improve. If you don’t understand, always find me for help.”

“My teacher always encourages us to check our work after finishing it. I will check my spelling with the textbook. I sometimes exchange my work with my neighbour to see whether there’s any difference. I particularly like reading other’s writing to learn from them. I used to find this process useless and annoying. However, being able to find the mistakes by myself makes me feel proud and successful.” – Dawn

“I will ask my English teacher for help during the self-study lessons if I don’t know how to do the homework. If no one can help me, I may read the textbook again to see if I can find the answers... With the feedback given by my teacher, I will spend some time to remember the knowledge that I am not familiar with, so as to ensure that I will get the correct answer next time.” – Frank

*“I often encounter difficulties when doing homework. **The quickest way to solve these problems is to ask teacher.** Especially the self-study lessons on Mondays allow me to have more time to ask teacher... She sometimes **gives feedback on punctuation and capitalisation.** I didn’t care about these before, but now, I will check carefully if I make these mistakes after doing the homework.”* – Nicole

*“Miss Lau always asks us to **be a small teacher to find out whether we make any mistakes.** I like being small teacher because when I find that my answers are wrong, it means that **I am not very familiar with the topic.** It helps me to **know which part I’m weak at, and I can further improve.**”* – Angel

*“I often mix up the target words of each chapter. I cannot remember the meaning of the words. Miss Lau asked me **to try a method – make word cards with both drawing and vocabulary on the card.** I think **this method is good because I can always read the word card and remember the words.**”* – Joanna

At the end of the Field Experience, there was quite a big improvement on 2B students’ emotions and motivation for learning English. According to Pekrun, et al. (2007), positive emotions like enjoyment of learning are assumed to increase interest and strengthen motivation. With the use of various resources in class, the lessons became more interesting and interactive, so my students enjoyed the class more than before. With the increased enjoyment of learning, students became more motivated and active in class participation. Despite knowing that they may make mistakes, students became less anxious when answering questions or doing a task because of the self-level feedback which has given them

emotional support. As students' motivation has strengthened, some of them put more effort to learn by using the feedback the researcher has given them. However, not all students were aware of the need to use the feedback and some did not really care about the feedback.

Therefore, it is important for teachers to teach students how to use feedback effectively. It is possible for teachers to integrate advances in feedback research which focus on designing and providing their feedback to primary students, like Hattie's four-levels feedback model which suggests that process and self-regulation level feedback matter. It might be challenging, but meaningful to try, as training students to be self-regulated or self-directed learners is one of these important teaching goals in secondary school curriculum in HK.

6 Conclusion

To conclude, the study investigated how teacher feedback affects a total of 46 primary two pupils at a local primary school in terms of feedback orientation, achievement emotions and motivation of learning English. Throughout the twelve weeks of feedback practice, participants reported a big improvement on all the variables tested in this study. These results were revealed by the general increase of the score in the post-test, and explained with the use of feedback model suggested by Hattie & Timperley (2007). Although students' awareness of using and seeking feedback needs to be strengthened, it is clear that feedback is indeed an effective tool to facilitate students' learning.

7 Limitations and future implication

Despite valuable contributions of this study, there are two limitations to be notified. The first limitation is about data collection difficulties we met in real situations that prevented us from comparing Primary 2 students' pre- and post- test scores with those Primary 3, and Primary 6 students. Originally, we aimed to test whether there are potential significant effects by

different grade levels (P2, P3, and P6) on students' feedback orientation, motivation and achievement emotions of learning English. Pre-test was actually given to all four classes (2 P2, 1P3, 1P6) at the beginning. Because of the school restraint, post-test could not be conducted in Primary 3 and 6. The questionnaire for Primary 6 also differed slightly from the one for Primary 2. As the results collected from Primary 3 and 6 were not sufficient and comparable, the researcher decided to narrow the focus of this research to just concentrate on the two classes of Primary 2. In addition, the research could not thoroughly reveal the effectiveness of teacher feedback because of the restraint on the research period and sample size. As the Field Experience Semester only lasted for four months and the researcher taught only one class, the data collected was not sufficient enough to show a thorough picture of the feedback practice used by different teachers in different primary levels. Therefore, more research should be done in the future through extending the duration of this pilot invention, increasing sample sizes and extending to other primary levels to identify effective feedback practices and to promote them in English classes to improve students learning in terms not only their achievement, but also their feedback orientation, positive emotion and intrinsic motivation.

After conducting this research, I fully aware of the importance and effectiveness of feedback. However, the school culture can affect the implementation of feedback practice, like examination-oriented culture, tight teaching schedule, etc. Instead of just providing grades for students as feedback, it is more encouraging if teachers can also provide formative feedback for students, so that they know what they did well and how to improve. Throughout the twelve weeks of intensive feedback practice, the researcher purposefully trained her students to be aware of the usefulness of feedback and increase their self-efficacy of using feedback, so the result of the feedback practice was remarkable. In the future, it is important for

teachers to ensure that students know what feedback is, why it is important and when to seek for feedback. At last, it is also crucial for teachers to decide which type(s) of feedback is suitable to be provided for catering students' needs. Although all the teachers who participated in the interview preferred giving verbal feedback, some students on the other hand prefer receiving both types of feedback. Therefore, teachers have to consider students' individual differences and improve the quality of verbal and written feedback with their colleagues in the future.

For school principals, it is meaningful and significant to consider 1) providing assessment literacy workshops based on evidence-based research on effective language assessment (Lam, 2015, 2019) and feedback practices (Lee, 2017; Yang & Yang, 2018) and 2) supporting teachers to attend such kind of training workshops or seminars in Education institutions may play an important role of promoting school culture and students' feedback literacy (Yang, 2019; Yang et al., 2014) to harness the power of feedback and formative assessment in promoting teaching effectiveness and students' learning outcomes.

Word Count: 9990

References

- Curriculum Development Council. (2002). *English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1 – Primary 6)*. Curriculum Development Council.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The modern language journal*, 78(3), 273-284.

- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom* (Cambridge language teaching library). Cambridge ; New York: Cambridge University Press.
- Du, M. (2012). A study of the relationship between English self-concept and language learning strategies. *Journal of Language Teaching and Research*, 3(3), 508.
- EF. (2020). EF EPI 2019 - EF English Proficiency Index. Retrieved April 26, 2020, from <https://www.ef.com/ca/epi/>
- Ekiz, S., & Kulmetov, Z. (2016). The factors affecting learners' motivation in English language education. *Journal of Foreign Language Education and Technology*, 1(1).
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Arnold.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model* (Vol. 10). Peter Lang.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), 291.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Lee, I. (2017). *Classroom writing assessment and feedback in L2 school contexts*. Springer Singapore.
- Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, 32(2), 169-197.

- Lam, R. (2019). Teacher assessment literacy: Surveying knowledge, conceptions and practices of classroom-based writing assessment in Hong Kong. *System*, 81, 78-89.
- Long, C., Ming, Z., & Chen, L. (2013). The Study of Student Motivation on English Learning in Junior Middle School--A Case Study of No. 5 Middle School in Gejiu. *English language teaching*, 6(9), 136-145.
- Munn, P., & Drever, E. (1990). *Using Questionnaires in Small-Scale Research. A Teachers' Guide*. Scottish Council for Research in Education, 15 St. John Street, Edinburgh, EH8 8JR, Scotland, United Kingdom.
- Pae, T. I. (2008). Second language orientation and self-determination theory: A structural analysis of the factors affecting second language achievement. *Journal of language and social psychology*, 27(1), 5-27.
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational psychology review*, 18(4), 315-341.
- Pekrun, R., Frenzel, A. C., Goetz, T., & Perry, R. P. (2007). The control-value theory of achievement emotions: An integrative approach to emotions in education. In *Emotion in education* (pp. 13-36). Academic Press.
- Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). *Contemporary educational psychology*, 36(1), 36-48.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Tam, L. (2018). Why are Hongkongers so afraid to speak English? Retrieved April 23, 2019, from <https://www.scmp.com/news/hong-kong/community/article/2135741/what-it-makes-hongkongers-so-afraid-speak-english>

- Tuan, L. T. (2012). An Empirical Research into EFL Learners' Motivation. *Theory & Practice in Language Studies*, 2(3).
- Wang, F. (2008). Motivation and English achievement: An exploratory and confirmatory factor analysis of a new measure for Chinese students of English learning. *North American journal of psychology*, 10(3), 633-646.
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: a meta-analysis of educational feedback research. *Frontiers in Psychology*, 10, 3087.
- Xiao, Y., & Carless, D. R. (2013). Illustrating students' perceptions of English language assessment: Voices from China. *RELC Journal*, 44(3), 319-340.
- Yang, L. (2018, June). *Developing a 24 items' short-form of learning-related achievement emotions questionnaire (SF-L-AEQ) in Chinese students*. Poster presented at the 9th European Conference on Positive Psychology (ECP), Budapest, Hungary.
- Yang, L. (2019, June). *Inside out: The importance and necessity of assessing students' self-perceptions of teacher feedback for harnessing the power of feedback*. Keynote Speech delivered at The 7th International Psychology and Health Conference (PHC 2019), Kunming, China.
- Yang, L., & Yang, M. (2018). Exploring the power of teacher feedback in Chinese students: Testing the relationships between students' feedback beliefs and student engagement. In *Asian education miracles: In search of sociocultural and psychological explanations* (pp. 155-173). Routledge.
- Yang, L., Sin, K. F., Li, X. Y., Guo, J. S. & Lui, M. (2014). Understanding the power of feedback in education: A validation study of the Feedback Orientation Scale (FOS) in Classrooms. *The International Journal of Psychological and Educational Assessment*, 16 (2), 21-46.

Appendix 1 – The consent form for participants

香港教育大學

課程與教學學系

參與研究同意書

教師反饋對小學生學習動機、學業情緒和英語自主學習的影響

茲同意敝子弟_____參加由楊蘭博士負責監督,劉晞文執行的研究項目。她/他們是香港教育大學課程與教學學系的教員以及英語教育學系的學生。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護敝子弟的隱私,其個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願讓敝子弟參與這項研究。

本人理解本人及敝子弟皆有權在研究過程中提出問題,並在任何時候決定退出研究,更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名:

參加者簽名:

父母姓名或監護人姓名:

父母或監護人簽名:

日期:

有關資料

教師反饋對小學生學習動機、學業情緒和英語自主學習的影響

誠邀閣下及

貴子女參加楊蘭博士負責監督,劉晞文負責執行的研究計劃。她/他們是香港教育大學課程與教學學系的教員以及英語教育學系的學生。

作為一名實習教師,我想了解學生對學習英語的看法(例如:動機、情緒、方法、自主學習等)。我亦想向這所學校的英語老師學習如何加強學生的英語學習(例如:使用反饋)。是次研究並不為閣下提供個人利益,亦不會有任何風險或不適。數據(問卷和訪談數據)僅用於本研究,並將在研究後銷毀。

1) 研究目的:

- 探討控制價值的評價、學業情緒和其效果(即學習動機、自主學習)對英語學習的關係(基於控制價值理論)
- 調查反饋的使用是否會對上述關係產生重大影響,並進一步影響學習和成就

2) 研究方法

- 問卷
 - 於十月初向 3D 和 6C 班派發問卷,學生會於課堂上完成問卷
- 行動研究
 - 向 2B 班進行一項行動研究,會將 2B 結果與 2C 班作比較
 - 十月初會向 2B 和 2C 班派發問卷作前測;十月至十二月會在 2B 的英語課堂中使用不同類型的反饋;十二月中會再次將問卷分發給 2B 和 2C 作後測
- 訪問
 - 從 2B 和 2C 班中隨機選出六位學生和五名英語教師於十二月進行訪問

研究計劃結束後,所搜集之數據將由本人的導師楊蘭博士查閱,並以學術研究的方式發佈。

如閣下想獲得更多有關這項研究的資料,請以電郵與本人聯絡(本人電郵地址)或與本人的導師楊蘭博士聯絡(導師電郵地址)。

如閣下或貴子弟對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵: ;地址:香港教育大學研究與發展事務處)。

謝謝閣下參與這項研究。

劉晞文

Appendix 2 – Questionnaire for pre-test and post-test

以下是一份有關英語學習經歷的問卷，答案無對錯之分，請在最符合您英語學習經歷的選項上☑。

性別： 男 女 年級： 小一 小二 小三 小四 小五 小六

如果以滿分100分來計算英文成績，通常您的英語成績在以下哪一區間：

90 分以上 80 - 90 分 70 - 79 分 60 - 69 分 60 分以下

老師的意見主要是指老師提供給學生關於如何改善學習的信息。這些信息可能是口頭傳達或是通過書面方式給予，目的是幫助學生改善學習以實現學習目標。請根據您在英語學科中經歷老師提供反饋的實際體驗來選擇符合您情況的選項。

1. 老師的意見有助我提高英語學習水平。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

2. 老師的意見對於提高我的英語表現至關重要。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

3. 我覺得我有責任根據老師的意見改變自己的英語學習。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

4. 我有信心能有效地使用老師給我的意見來改進我的英語學習。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

5. 與其他同學相比，我更有能力處理英語老師給我的意見。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

6. 我經常收到英語老師給我的_____意見。

<input type="checkbox"/> 口頭	<input type="checkbox"/> 書面	<input type="checkbox"/> 兩者皆有	<input type="checkbox"/> 兩者皆無
-----------------------------	-----------------------------	-------------------------------	-------------------------------

7. 我喜歡收到英語老師給我的意見方式是？（單選）

<input type="checkbox"/> 口頭	<input type="checkbox"/> 書面	<input type="checkbox"/> 口頭和書面
-----------------------------	-----------------------------	--------------------------------

8. 我擅長英語，而且容易掌握新的英語知識。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

9. 我在英語方面能取得好成績。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

10. 我有興趣並喜歡學習英語。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

11. 學習英語很重要，因為我能夠更容易地與說英語的人的人交流。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

12. 我享受學習新的英語知識。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

13. 我對於現時的學習進展感到高興，並會繼續努力學習英語。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

14. 因為我想為我學習英語的成就感到驕傲，所以非常有動力學習。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

15. 當我在學習英語時能解決難題，我為自己感到自豪。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

16. 因為我厭倦了學習英語，所以我在桌前感到很累。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

17. 當我看一些我必須閱讀的英文書時，我感到焦慮。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

18. 當我必須學習英語時，我開始感到不安，甚至不想開始學習英語。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

19. 我會為我的英語學習制定短期和長期目標，並嘗試每天或每週安排同一時間進行英語學習。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

20. 當我在學習英文時遇到困難，我會積極找老師和同學幫忙。

<input type="checkbox"/> 非常不同意	<input type="checkbox"/> 不同意	<input type="checkbox"/> 同意	<input type="checkbox"/> 非常同意
--------------------------------	------------------------------	-----------------------------	-------------------------------

Appendix 3 – Interview questions

Part 1 – Interview with students

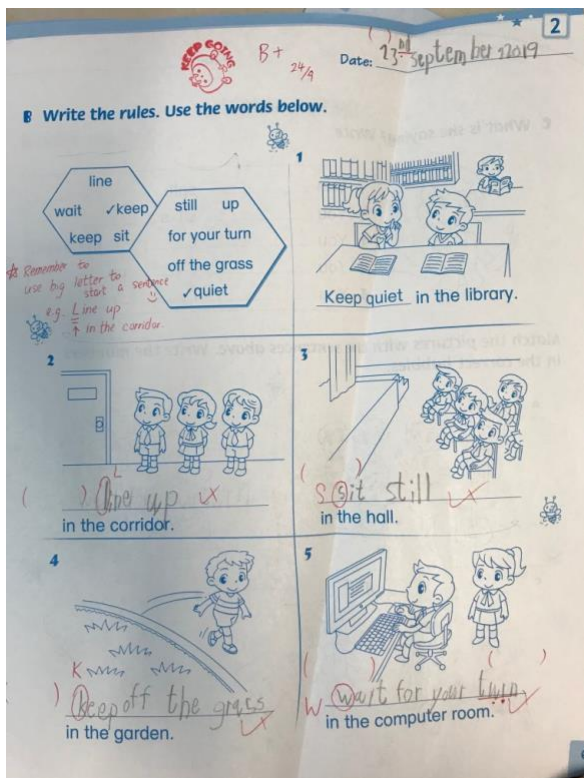
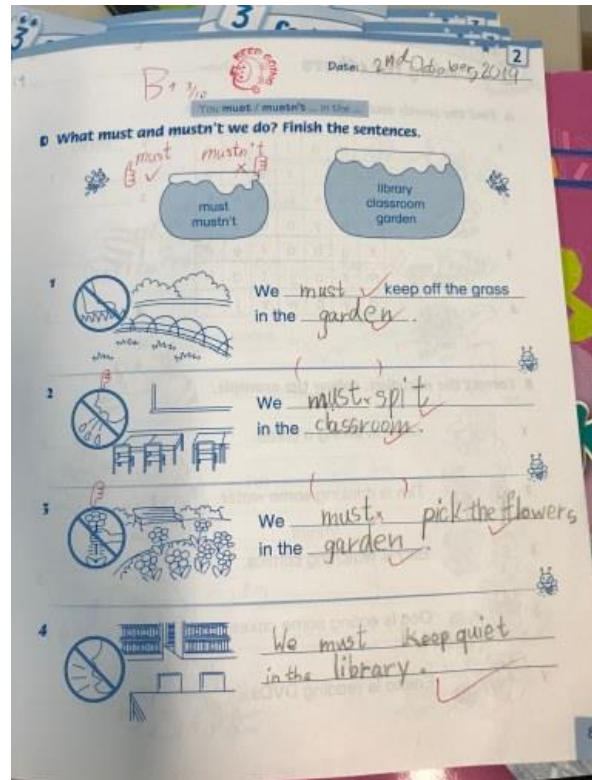
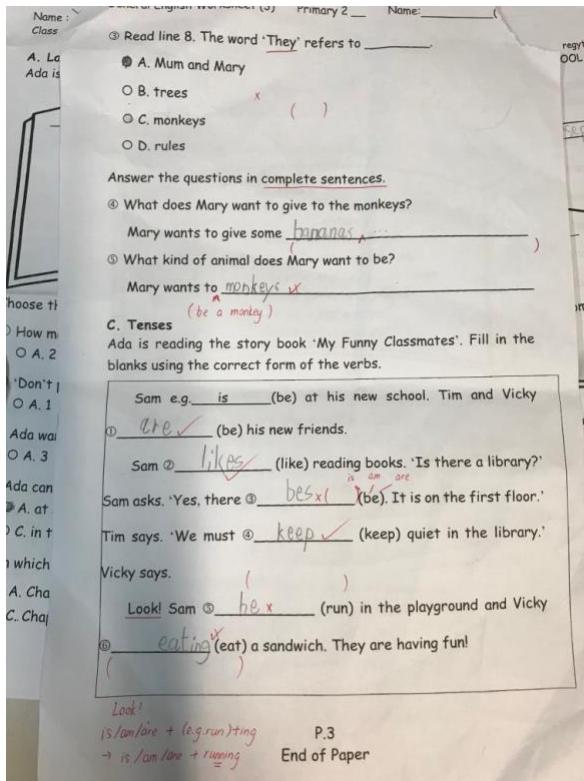
1. 你喜歡學習英語嗎？為什麼？
2. 你學習英語時曾遇到困難嗎？
 - a. 如有，你會如何解決？
3. 你覺得你的英語課和老師的關係如何？
 - a. 為什麼你會有這個想法？
4. 你怎樣學習英語？（e.g. 學習方法、環境、時間）
5. 你的英語老師會經常給你反饋嗎？
 - a. 如會，你會如何使用回饋？
 - b. 你認為老師的反饋對你的英語學習的幫助有多重要？

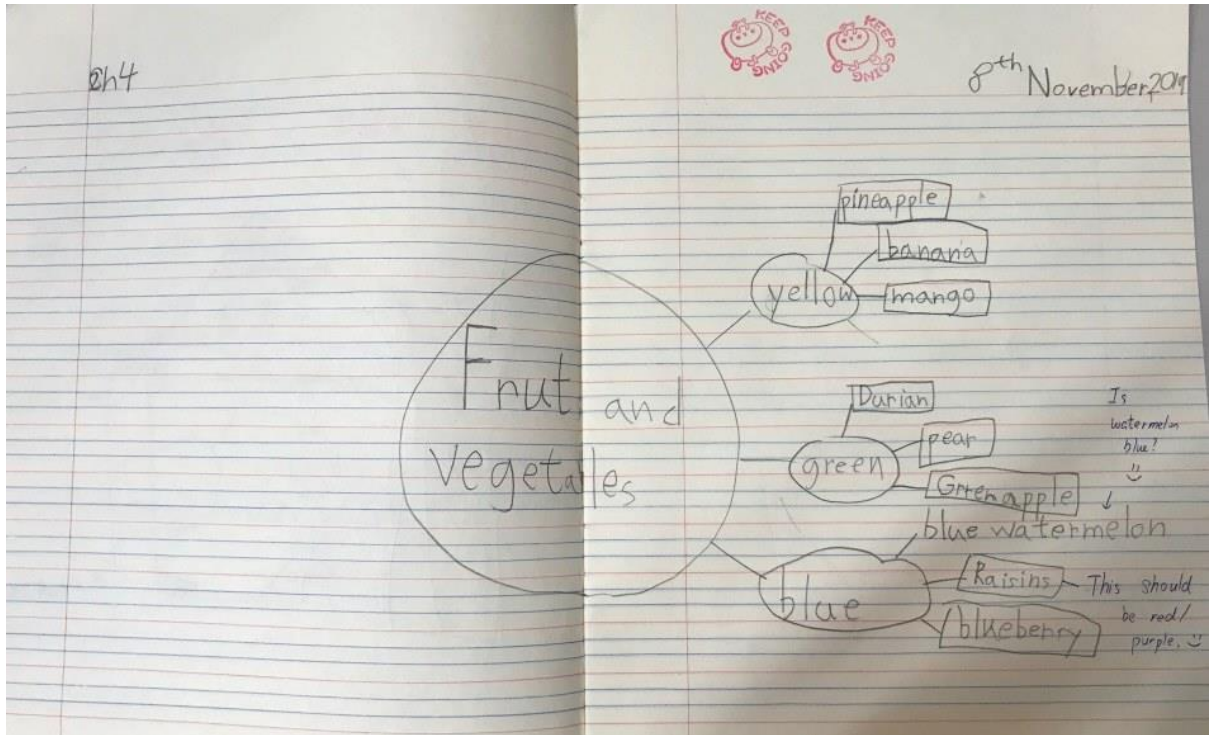
Part 2 – Interview with teachers

1. 從整體上看，你認為你的學生有學習英語的動機嗎？為什麼？
 - a. 如果有，學習動機有多高？
2. 你認為你的學生學習英語時會遇到什麼困難？
 - a. 如果他們遇到問題，你會如何幫助他們？
3. 你怎樣教英語？（e.g. 教學模式、學習材料、評估）
4. 你認為動機對學生學習英語有多重要？
5. 你認為學習情緒會如何影響學生的英語學習動機？
6. 你認為向學生提供反饋對他們學習英語有什麼幫助？
7. 作為一位英語老師，你會如何提升學生的學習動力？

Appendix 4 – Feedback on participants' assignment

Task-level feedback





Self-level feedback

2019 - 2020 First Term
General English Worksheet (3)

Grade: B+ 2/4
Date: 21 September 2019

Good work
I'm impressed with your work, Mark!
Well done!

A. Language Use
Ada is reading the contents page of a book.

Rules	
Chapter	Contents
1	Rules in the Art Room
2	Rules in the English Room
3	Rules in the Computer Room
4	Rules in the playground
5	Rules in the garden
6	Rules in the library

Choose the best answer by blackening the circle.

- How many chapters are there in this book?
 A. 2 B. 4 C. 6 D. 8
- 'Don't pick the flowers.' Which chapter is this sentence from?
 A. 1 B. 2 C. 3 D. 5
- Ada wants to borrow a book. Which chapter can she read?
 A. 3 B. 4 C. 5 D. 6
- Ada can see these rules _____.
 A. at school B. in the zoo
 C. in the museum D. in the supermarket
- In which chapter can Ada see this sign ?
 A. Chapter 3 B. Chapter 1
 C. Chapter 5 D. Chapter 6

P. 1

2019 - 2020 First Term
General English Worksheet (3)

Grade: B 2/4
Date: 21th September 2019

Good work
Joanna, show faith in your goal! Keep trying, don't be afraid!

A. Language Use
Ada is reading the contents page of a book.

Rules	
Chapter	Contents
1	Rules in the Art Room
2	Rules in the English Room
3	Rules in the Computer Room
4	Rules in the playground
5	Rules in the garden
6	Rules in the library

Choose the best answer by blackening the circle.

- How many chapters are there in this book?
 A. 2 B. 4 C. 6 D. 8
- 'Don't pick the flowers.' Which chapter is this sentence from?
 A. 1 B. 2 C. 3 D. 5
- Ada wants to borrow a book. Which chapter can she read?
 A. 3 B. 4 C. 5 D. 6
- Ada can see these rules _____.
 A. at school B. in the zoo
 C. in the museum D. in the supermarket
- In which chapter can Ada see this sign ?
 A. Chapter 3 B. Chapter 1
 C. Chapter 5 D. Chapter 6

P. 1

Note: Over 20 pages' of Interview transcripts (Teachers) are excluded from listing as an appendix. For interested readers, please contact the researcher at _____ and her supervisor at _____