

Positive Feedback as an Affective Filter Reducer to Increase Intrinsic Motivation in L2 Learners at High School Level.

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The ideas and conclusions that are incorporated in the following degree work, belong at the sole responsibility of the author. Article 1 of Agreement No. 324 of October 11, 1966, emanating from the Honorable Directing Council of the University of Nariño

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Abstract

The project involved in this research paper was to explore how the implementation of positive feedback as a teacher's tool may affect students' intrinsic motivation and classroom environment. Several authors, studies, and theories on the topic were analyzed. The main focus was the oral English presentations students do at the high school level. It was possible to establish that FEEDBACK is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Positive feedback is considered as the best tool to improve classroom environment. The findings suggested that several factors need to be considered when using positive feedback in the secondary classroom. These finding also advise that teachers should assimilate the principal positive feedback characteristics for implementing them effectively, for example, when and how feedback should be used. The results of this study propose a classroom activity called Commandments to apply positive effective feedback in L2 speaking activities. These nine Commandments may ensure that the feedback will be effective. This paper is recommended for future researchers who want to improve and raise the learner's achievements, incorporating this strategy following it step by step.

Keywords: Feedback, Motivation, Teachers, Speaking, L2 learning

Resumen

El proyecto involucrado en este trabajo de investigación fue explorar cómo la implementación de comentarios positivos como una herramienta para el docente puede afectar la motivación intrínseca de los estudiantes y el entorno del aula. Varios autores, estudios y teorías sobre el tema fueron analizados. El enfoque principal fueron las presentaciones orales en inglés que los estudiantes hacen en el nivel secundario. Se pudo establecer que la retroalimentación es una de las influencias más poderosas en el aprendizaje, pero este impacto puede ser positivo o negativo. La retroalimentación positiva se considera la mejor herramienta para mejorar el ambiente de la clase. Los hallazgos sugirieron que se deben considerar varios factores cuando se usan comentarios positivos en el aula de secundaria. Estos hallazgos también aconsejan que los docentes deben asimilar las principales características de retroalimentación positiva para implementarlas de manera efectiva, por ejemplo, cuándo y cómo se deben usar los comentarios. Los resultados de este estudio proponen una actividad en el aula llamada Mandamientos para aplicar comentarios efectivos positivos en las actividades de adquisición de una segunda lengua. Estos nueve Mandamientos pueden asegurar que la retroalimentación sea efectiva. Este documento se recomienda para futuros investigadores que deseen mejorar y aumentar los logros del alumno, incorporando esta estrategia siguiéndolas paso a paso.

Palabras clave: retroalimentación, Motivación, Profesores, Hablando, Aprendizaje de la segunda lengua.

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Positive Feedback as an Affective Filter Reducer to Increase Intrinsic Motivation in L2 Learners at High School Level

Introduction

In most public and private institutions in Colombia, L2 learning has moved into the background, becoming a matter of passing the school year. Many Colombian institutions are stuck in a bad concept of English as a foreign language, that is, they take the English as one more subject that is taught from sixth grade, not even in elementary school. Teachers know how to speak the language, but do not know how to teach it (Watson, 2011 as cited in Linares, 2011). For this reason, students do not take English as a tool for progress and are forced to memorize contents.

In terms of L2, there are several abilities as listening, speaking, reading and writing that have to be developed by learners. Nevertheless, the most difficult ability is speaking. Regarding this, Hosni (2014) notes that English as a second language or foreign language in oral communication is one of the most complex abilities that need special attention when teaching the English language. When learners confront the speaking situation they feel nervous, insecure, anxious and afraid. The Affective Filter hypothesis (Krashen, 1985) reflects this problem which suggests that language learners might be distracted by emotional factors in the language learning process. Students may not be able to internalize what they need to learn because of several factors such as misunderstanding of the teacher to learners or classmates' aggressive and competitive attitudes. This Affective Filter needs to be reduced and one way to do this is by giving optimal conditions for students feel motivated.

1. Problem Statement

In learning a second language there are many factors that become barriers to learning, such as students' shyness, showing learning as monotonous and boring by teachers, and lack of interest in acquiring a foreign language by the institutions (Villarreal, Suarez, et al. 2016). These are generalized factors can become impediments to a successful performance in the English area, but this is where motivation takes an important place because with it students can regain interest in learning. This is a task that can be developed by teachers and have favorable consequences on students, especially in those areas where anxiety problems frequently occur.

Motivation is present in different ways on students, intrinsically or extrinsically, but despite the importance of the two types, the intrinsic motivation is more meaningful. It allows to the student to encourage autonomous learning and reinforce his learning skills (Hesek, 2004). If intrinsic motivation is neglected and not properly reinforced in classrooms as a consequence the successful development of the foreign language will be disrupted. Students will not realize how important this area of knowledge can be in their future as college students or professionals.

The possible solutions to this problem would be that teachers adopt alternative methods and techniques for speaking activities, as well as transmitting enthusiasm and commitment in what they do, generating to a positive atmosphere in the classroom; these factors are part of the intrinsic motivation and may enhance Student performance in the subject.

With that on mind, can positive feedback increase intrinsic motivation to facilitate oral development in l2 learners?

1.1.Objectives

1.1.1. General objective:

To determine if positive feedback, through good comments and suggestions, is an affective filter that may increase intrinsic motivation to facilitate L2 oral development.

1.1.2. Specific objectives:

- To contribute to the quality of the process of learning English.
- To provide evidence about the importance of positive feedback to enhance learners' intrinsic motivation.
- To suggest a teaching methodology to generate significant learning in students obtaining effective foreign language learning.

1.1.3. Justification

Throughout time, some studies have determined that there are several factors that influence students learning. Ochwo (2013) reveals that “The quality of an education system depends on the performance of its individual pupils, teachers whose services promote the performance of that system and characteristics of the schools within the system” (p.4). Factors as teaching, environment, materials, instruction, the place of study, and several more conditions are overwhelming and make learning a laborious work. Consequently, all those factors might affect students’ motivation negatively. Considering that, Tileston (2004) holds that motivation relates to the urge to do something. Motivation drives us to study new things and encourages us to try again when we fail. This means that motivation is a very important issue to help a person to achieve learning. Motivation takes a very important place in learning, especially in second language acquisition because when there is no motivation in the classroom, the language learning does not develop successfully, and it will cause that the students will not have a significant learning. Also, motivation is an internal factor that impulses someone to do something that could be good or bad depending on the situation. That agent could be stimulated by internal or external issues. For that reason, there are two kinds of motivation called intrinsic and extrinsic. These work together but the difference between them is that while extrinsic motivation is given by external factors, the intrinsic motivation is produced inside the person and lasts longer. In this sense, Tileston (2004) points out that intrinsic motivation is the drive that comes from within. When students feel intrinsically motivated, “they do something for the sheer joy of doing it or because they want to discover something, answer a question, or experience the feeling of self-accomplishment” (Tileston, 2003, p.3).

There are several ways to increase motivation, such as feedback, awards, and changes of environment, among others. However, it is necessary to know that some of them are counterproductive for learning. They distinguish between rewards and celebrations. Working only for rewards can be detrimental to learning while celebrations can have a very positive effect on the learning (Tileston, 2004). A model of celebration is positive feedback. It is an extrinsic motivator that causes the enhanced learning. In this connection, Askew and Lodge (2000, as cited in Sprouls, 2011) suggested that “in order to be effective, positive feedback must aid in the improvement of learning by motivating students, increasing confidence, uncovering meaning,

and/or increasing understanding and connections to demonstrate an outcome”(p.34). Students should be intrinsically motivated to have more effective results in learning; otherwise, they might assume English only as a duty to approve the academic term. Consequently, the importance of this area will leave aside and students may not be aware of the great value that a foreign language could have in their lives as college students or professionals.

Teachers may search for effective activities that create an environment that allows students to achieve self-motivation. These factors are part of the intrinsic motivation and greatly encourage student performance in the learning field. Taking into account all the previous justifications, this research takes place holding that positive feedback as a teachers' tool is a possible factor that might increase intrinsic motivation to facilitate L2 development. As a result, this tool can generate good motivation in the process of learning allowing students to develop the activities for their own satisfaction or curiosity and, at the same time, have a significant learning.

The development of this research paper will be organized in five sections. The first section, the background will explain the Colombian learning context in which the requirements for L2, the norm that supports the L2 program, their quality, and the generalities in terms of methodology and theories will be analyzed. Then, the literature review will be presented, in this section, some important concepts related to L2 learning, importance of L2 learning, speaking, factors that affect speaking, motivation, types of motivation, factors that affect motivation, strategies to promote intrinsic motivation, feedback, affective filter hypothesis, types of feedback, Strategies to offer feedback and the effects of feedback will be presented in order to better understand the context of the thesis. The next section will review some studies related to motivation and oral production. This is in order to analyze and draw conclusions on the importance to use feedback as an affective filter reducer to increase intrinsic motivation. These studies will provide some evidence to verify what the theory says. Those will be focused on studies in the application of positive feedback. The fifth section will present the analysis of findings where there will be some conclusions about the information revised. Finally, a pedagogical suggestion will be presented in order to show a possible strategy about the implementation of feedback next to some suggestions for future researches. This document is going to finish with the conclusions of the study.

2. Theoretical framework

2.1. Background

This research will focus on the Colombian context, a country where there are several difficulties with English learning. The findings of Bilingualism in Colombia reveal that 75% of English teachers cannot speak the language in the European B2, or "Upper Intermediate" standard level and 14% struggle to pass the A1 or "Beginner" level. It is a depressing and worrying result. Unsurprisingly then, over 90% of Colombian student population fails to meet the goals of the "National Bilingual Program", which aims to ensure that Colombians have at least B1 English level (Howlett, 2013). Taking into account that the current government considers that English is a useful tool that contributes to economic development, it is even a more worrying problem (Howlett, 2013). Despite the importance that English has for Colombian economic growth, there is not sufficient attention and importance in Colombian English learners.

The educational, cultural and economic context that surrounds Colombia requires a better focus on education. To achieve this goal, it is important to improve communicative skills because nowadays, the social development regards English as one of the most important universal languages. Sánchez-Jabba (2012, as cited in Granados, 2013) carried out a study in the Colombian context which reveals that the proficiency of high school students in Colombia was relatively low and that the number of students who could be considered bilingual was about 1%. "Similarly, in the report of English Proficiency Index carried out by Education First, Colombia was ranked at 50th place indicating a very low level of proficiency" (p.257).

Those statistics show that there are some difficulties in Colombia with English learning. For this reason, it is crucial to find an alternative for students English learning problems. Today, learning a foreign language has become a field of great importance in education, both basic and superior because in most professional fields a second language is required for both personal and professional progress. Learning an L2 is a process which could contain different agents that become knowledge barriers, among them, there are emotional factors as shyness or anxiety by students, teaching and learning methodologies which can be considered boring for the students, and the institutions lack interest in the acquisition of a foreign language, among others. (Villarreal, Suarez, et al. 2016).

Usma (2009) explains that learning a foreign language may function for three sets of different purposes: a humanitarian, intellectual, or cultural goal; a cognitive and language development purpose; and a useful, contributory or practical objective. Those should be the focuses in which learning and teaching should be based to ensure an effective learning. However, the Colombian educational methodology may not accomplish those purposes completely. Possible causes of this problem could be that teachers in the area might not generate enough motivation in students, namely, they may not plan the right activities to facilitate learning in the classes. This leads to the process of teaching and learning is not effective or successful. It is important to say that intrinsic factors such as shyness and lack of interest in learning influence greatly this situation, too. These intrinsic factors can be tackled when students are given the attention and the reinforcement needed. When there is no intrinsic motivation in the classroom, the language learning may not develop work successfully, and the students might not have a significant learning. Consequently, the L2 acquisition might not have enough meaning for learners and it could become just a barrier to reach a course end.

2.2. Literature review

In this literature review, the authors that support the importance of feedback to increase motivation in the learning process will be cited. This content is presented to argue the relevance of this research through studies, quotes, and comments from different authors who have studied the field of motivation and its importance in learning. In the same way, some additional comments about the orientation of this research will be added.

Nowadays, English learning is one of the most useful skills for the human development as it is one of the most important universal languages. Consequently, it is important to focus on its learning and teaching processes. As was mentioned before, in Colombia, there are several programs that support English as a meaningful subject in schools. In terms of teaching and learning, English in Colombia has a high level of difficulty. In that way, it is essential to implement effective strategies for teaching and learning. Feng and Chen (2009) hold that learning strategies are an important part of second language acquisition due to the fact that they influence not only the rate of acquisition but also the ultimate level of language achievement. The strategies are useful to improve English learning, owing to the fact that they can be used in hundreds of skills, methodologies, and levels of learning.

Learning an L2 implies different skills to develop. Among the most important are listening, speaking, reading and writing (Rosenfeld, Leung & Oltman, 2001), besides, speaking has been considered one of the most difficult. Speaking is defined as the verbal use of language and a medium through which human beings communicate with each other (Fulcher, 2003 as cited in Nasser, 2014). It is the most demanding skill that people need to communicate in everyday situations. Speaking is the ability to express something in a spoken language. Putting ideas into words is a difficult situation when we talk about an L2 (Nasser, 2014). This situation becomes a very big problem for students and teachers due to that the important thing in learning is that students can produce comprehensive output. In the same line, Aleksandrak (2011) says: “In spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era, it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners” (p.38). For this reason, it is very crucial to motivate students to improve their speaking ability.

Motivation

Motivation can be defined as the force that drives an individual to perform an action or activity with the aim of obtaining a satisfaction or a material reward. In this sense, Woolfolk (2006, as cited in Fernández, 2013) argues that the motivation can also have the effect of reducing the urge to perform an action because it is a main factor to maintain behavior. Motivation is a tool on which several studies have focused owing to its influence in the learning process and, in the same way, classroom environment. In relation to that, Feng and Chen (2009) argue that recognizing that students' learning motivation is important, is the only way by which teachers can take applicable teaching methods and offer appropriate guidance or advice to students' learning strategy. In order to enhance students' learning, teachers have to understand students' needs and accompany the learning process. In the same line, Feng and Chen (2009) affirm that the use of different strategies may help to increase learning motivation. A mixture of motivation and strategy is a key factor to successful language learning while the ill-advised use of learning strategy will lead learning to failure. As mentioned earlier, motivation takes an important place in learning. It can make that students learn by themselves and they want to continue learning. Motivation can be fostered by the use of learning strategies.

One of the best definitions about motivation was given by Sexton (1977) when he states that "Motivation is the process of stimulating an individual to perform an action that satisfies some of their needs and reach a desired goal of the motivator." (p.162). Motivation has a big influence in learning it can make the desire of learning in students increase. According to Karaoglu (2008), motivation plays a significant role in the process of learning a language. A Language cannot be taught effectively if teachers do not understand the relationship between motivation and its effect on language acquisition. "The core of motivation is what might be called passion, it relates to a person's intrinsic goals and desires. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion" (Karaoglu, 2008, p.1).

As Karaoglu (2008) mentions, motivation is the desire to do something or achieve a goal. This desire can come from the inside the person or can be developed by external factors. There are two kinds of motivation, the intrinsic motivation that refers to the provision which an individual conducts an activity without a need of external incentives, it is done for purely

personal satisfaction. On the other hand, extrinsic motivation is the incentives or external stimulators that drive an individual to perform a certain activity. White (1959) defines “intrinsic motivation as the development of an activity for an internal satisfaction rather than external factors”. An intrinsically motivated person acts for the sheer fun or curiosity rather than because of external appearances as proud, pressures, or rewards.

On the other hand, Cherry (2015) explains that “Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, it is opposed to intrinsic motivation, which originates inside of the individual” (p.35).

Despite the big difference between intrinsic and extrinsic motivation, both are very important and have an internal relation with each other. Motivations, both intrinsic and extrinsic, are key factors in the success of learners at all stages of their education (Ng & Ng, 2015). These kinds of motivation play a role together, extrinsic motivation helps intrinsic motivation appears. In other words, intrinsic motivation needs to be stimulated to appear in a student and there are extrinsic motivators like feedback, rewards, and prizes that can help to stimulate intrinsic motivation.

Regardless this relation, intrinsic motivation tends to be more significant than extrinsic motivation due to the fact that it endures more. In the context of education, Deci and Ryan (2000) consider intrinsic motivation as an innate tendency that search for challenges and new things, to expand and to exercise its own abilities, to explore and to learn.

This kind of motivation impulses students to develop activities by themselves in order to feel proud of their own work. When carrying out an activity or conduct any project, motivation plays a very meaningful role in the individual as it is a major factor in initiating any action. This importance is based on the fact that motivation is an inner drive, which allows the individual to perform an action or reach an objective itself, with the intention of achieving self-satisfaction. In this sense, in any area in which the individual has to play in some way, it is important to have a high degree of motivation, as well projects to be carried out or carry out will be successful thus giving rise to complacency.

In relation to motivation and learning, Dörnyei (2001) emphasizes that the teacher's role is crucial to motivate students intrinsically. They must be able to design strategies based on the needs and interests of their students which may lead to an environment with low affective filter strategies. To do this, teachers must organize these strategies into separate issues.

When learners confront a speaking task they tend to feel nervous, insecure, anxious and afraid. Krashen's affective filter hypothesis (1985) reflects this problem suggesting that “language learners might be distracted by emotional factors in the language learning process. It is possible that students would not be able to absorb what they should learn in class, due to their teacher’s uncongenial manners or the aggressive and competitive attitudes of their classmates” (p.19). This affective filter needs to be reduced and one way to do this is by making students feel motivated.

There are hundreds of strategies that can be used in teaching to increase intrinsic motivation. One of them is the feedback. Gipps (1997, as cited in members of the group Assessment, Guidance, and Effective Learning, 2000) argues that feedback is a crucial feature of teaching and learning processes and one important element that has to be part of the repertoire of connected strategies to support learning. Feedback consists of a process with which teachers can support the students’ activities. The feedback could be positive or negative.

Sprouts (2011) holds that positive feedback is defined as verbal, nonverbal, or tangible feedback, which could include praise, behavior points, awards, and/or positive acknowledgment of a desired or appropriate behavior. On the other hand, negative feedback is defined as verbal or nonverbal delivering reprimand, consequence, ultimatum, and/or leave request to indicate the need to terminate a behavior. In other words, negative feedback indicates that a behavior or task was not performed correctly. Thus, pointing out that a change of behavior is needed to demonstrate successive behaviors toward a goal.

For students, Positive feedback is more meaningful than negative feedback. It makes that students feel proud of themselves. It can lead to that the stress, the anxiety and the shyness among other feelings be reduced. Askew and Lodge (2000, as cited in Sprouls, 2011) suggested that “in order to be effective, positive feedback must aid in the improvement of learning by motivating students, increasing confidence, uncovering meaning, and/or increasing understanding and connections to demonstrate an outcome” (p.34).

Weinstein (1989, as cited in Feng & Chen, 2009) notes that the form and quantity of feedback that was supplied by the teacher had a direct influence on the learner's learning motivation, self-awareness and sense of achievement in study, which, furthermore, influenced the learners' learning disposition. In practical teaching, feedback indicates information on the accomplishment of a learning task in order to improve and raise the learners' achievement. With the help provided by the teacher's feedback, the learner can realize and internalize the result of his learning motivation and behavior level to reach a greater progress in the study (Feng & Chen, 2009).

In relation to all the above said, this research holds that positive feedback as a teacher strategy is a possible factor that may reduce affective filter through good comments and suggestions increasing intrinsic motivation to facilitate learning. It is a useful strategy that can be used by teachers who want to make a more effective classroom environment for their students.

2.3. Reference framework

In order to verify what this research indicates, some studies to the application of feedback as a positive factor that helps enhance student skills are presented.

Swanson (2010) carried out a research about language speaking proficiency via interactional feedback. This study explored the use of systematic explicit feedback to demonstrate that it was associated with foreign/second language learning. The population of this research was the Students and instructors enrolled in introductory-level Spanish courses during the 2008-2009 academic year in Georgia State. Swanson (2010) describes the process of this research that was developed by different steps arguing that the learners were studied throughout one semester by the use of digital voice recording technology for oral assessments. They were asked to record the responses from different tasks in an internet voice recorder. The students were also shown the standards that would be used to evaluate their speaking proficiency as a guide for maximum performance. Also, they were allowed to record the responses as many times until they felt satisfied with the recording. Then, the instructors listened and evaluated the student recordings individually using the same standards. The researchers asked the instructors to give as much written feedback as possible to help the students improve their speaking proficiency. In addition, the researchers requested that the instructors notice common errors

made by students and discuss those in class the following day. Moreover, the instructors recommended to students that they listened to their recordings once feedback was given to practice and improve their speaking. Additional formative feedback from instructors was given to students during class meetings. Finally, the researchers examined the qualitative data from the focus group meeting with the instructors. The researchers calculated the progress in pronunciation, task completion, fluidity of response, linguistic structure, Content, and the total for each observation. For all of the variables, the average score increased from the first through the last observation. They particularly found the detailed notes on the standards were helpful and many noticed that the instructors had integrated the feedback into their lessons. It was concluded that feedback had a positive impact on the students' perceptions of the oral language assessment process used for this study. The findings of this research suggest that the pronunciation, the linguistic structure, and the content of the speaking assessment task can be improved by the use of formative feedback in the classroom. The results from this study provide evidence that technology and quality feedback plays an important role in L2 learning.

Shan (2008) presented a study called the role of feedback from teachers and peers following School Based Assessment (SBA) tasks in improving students' presentation performance. The purpose of this case study was to provide teachers and researchers an understanding of the role of teacher and peers feedback in the speaking learning process of students of different speaking proficiency. The participants of this research were nine students all Hong Kong Cantonese speakers. The research was conducted over a period of 10 weeks. The students were divided into three groups considering different speaking abilities in order to create a similar condition for each group. The assessment criteria were established based on the teacher's handbook. These criteria was given to the students in a handout with a more detailed description of the assessment in order to raise their awareness of the things that they should prepare for a good presentation. Some strategies like questionnaires, video recordings of feedback sessions, peer and teacher assessment forms, interviews and journal entries were used in order to conduct this research. The scores in the teacher assessments revealed that all of the students have made improvement in their speaking with the provision of teacher and peer feedback. Students of lower speaking abilities made a great improvement in the performance of the course activities. The improvement in students' speaking performance is related to the teacher and peer feedback given after each assessment task. Positive feedback can tell students

their level of attainment and the expected skills respectively, while suggestions are essential to provide students the strategies they can employ to achieve the expected goals. In other words, it has to include positive and formative or descriptive feedback to function effectively. The results of the study suggest that students' understanding of feedback may be more important than the amount of feedback they receive in their learning process. However, the study provides implications for the essential role of suggestions in feedback to learning. The influence of individual, social, cultural, and contextual factors are shown to be relevant in this regard. These findings have useful implications for pedagogical practice when feedback is involved. Feedback as the key component in this assessment method has become more common in the context of Hong Kong secondary school education. At the same time, peer assessment and feedback have also been introduced to many classrooms.

Sprouls (2011) developed a study called *Teachers' Use of Positive and Negative Feedback with Students Who Are High-Risk for Emotional Behavioral Disorders*. The proposal of this study has explored the teachers' differential use of feedback toward students identified as high-risk and low-risk students with emotional and behavioral disorders (EBD). The data were collected in 56 teachers' classrooms by measuring rates of feedback delivered to 1 high-risk and 1 low-risk student per classroom (112 students' total) from Arizona. The strategies that teachers use with students at risk for EBD rarely include increasing the use of positive feedback. Positive and negative feedback was measured using an adaptation of a student and teacher event sequence observation system created by Nelson and Roberts (2000). The system was originally designed to record ongoing reciprocal behaviors between a teacher and a student in classroom settings. The descriptors selected for data collection were reprimands, ultimatums, consequences, leave requests, and approvals. Feedback was merely one aspect of the issues that contribute to the behavior of EBD students. A teacher affects eternity; he can never tell where his influence stops, thus it is vital to highlight the power that teachers' words and actions have on the lives and development of children (Sprouls, 2011). The most powerful lesson learned from this study is that teachers should be conscious that some actions and words can make long-lasting impressions in students' minds. The Results revealed that teachers used positive strategies infrequently with the students high-risk for EBD. It was indicated that teachers rely just on negative feedback with high-risk students. Descriptive variables within the study were explored such as school-wide and teachers' self-evaluations of positive classroom strategies, and schools'

special education population. This study suggests that positive feedback has a very important effect in students. But it is necessary to make that the students improve their abilities by guiding them in the process through comments and suggestions. Students should know what they have to improve in their work and descriptive feedback can help them on it.

2.3.1. Analysis of findings

After having reviewed several studies in different conditions and situations, they demonstrate that feedback can be a helpful tool in the process of language learning, the oral proficiency and the increase of motivation (Shan, 2008; Sprouls, 2011; Swanson, 2010).

The last studies were different situations where feedback was used as a strategy to improve learning in students. Regardless the different conditions where they were applied, these studies reveal that feedback has a very important paper in the improvement of learning. First of all, because it allows for students to understand which activity was developed at right and which were wrong. Then, due to the fact that feedback helps students to acquire their skills, they will try again with fewer mistakes. And finally and most importantly, Feedback can take effect in the motivation of students when they have to develop a classroom task like oral presentations.

Those studies suggest that there are some conditions that are needed to make feedback works. First, teachers need to know that feedback is a strategy with which teachers can support the students' activities (Gipps, 1997). Second, teachers need to take into account that the goal of feedback is to improve and raise the learners' achievement (Weinstein, 1989). Third, teachers should learn that feedback needs to be applying positively and descriptively. The task of the teacher is to choose the correct way to use them in a way where the affective filter can be reduced not increased. For this there are several strategies that can accompanied feedback to be effective such as suggestions which are essential to provide students the strategies they can implement to achieve the expected goals, descriptive feedback that can help students to know their weaknesses and skills and formative feedback to improve students' abilities, among others (Shan, 2008). Finally, know that feedback needs to be applied as soon as possible is very important because if it is given time later the effect of feedback will be lost (Swanson, 2010). When teachers know the important issues about feedback and its functions, it will be easier to use it in a classroom.

Students can receive feedback orally, in written form, in grades or in comments. All of them can be effective for learning but it is important that teachers select well how these ways of feedback are implemented in students. Those studies reveal that when a teacher uses oral feedback, it suggests the use of positive feedback. It is because when students confront the results of their work, they feel nervous and anxious. So the task of the teacher is to implement strategies that make students feel comfortable and proud of their work. Positive feedback is more effective than negative feedback because positive feedback increases the motivation in students.

But despite the good results using positive feedback, the implementation of descriptive feedback is necessary. It is owing to students needs to know what the mistakes that they made are. If there is no descriptive feedback the student will think that all their work are perfect, consequently, the students will not correct their mistakes. This situation will cause that positive feedback becomes a problem for teachers. A positive solution to this problem may be that teacher made use of deceptive feedback. Teachers can point out the mistakes of their students describing the whole situation in a positive way. When a student finishes an activity, the teacher could give to the student a paper which contains the mistakes that were found in the development of the task and some suggestions to improve them. The vocabulary used in this paper needs to be positive and descriptive, not offensive in order to students feel motivated to improve themselves.

This research tries to suggest a strategy through feedback to hence intrinsic motivation in speaking skill and oral development. One of the most common tasks to develop speaking is the oral presentation. When teachers ask students for oral presentations or defend any idea in front of the classroom, they need to take into account that students are not only confronting the audience, they are confronting their own fears. So, teachers need to provide a supportive environment in which learners can leave aside all their internal issues and start to feel motivated to speak. Feedback can be used as a tool for reducing these feelings called the affective filter. Feedback enhances students' motivation through good comments accompanied by very specific descriptive comments which help students to recognize their mistakes. Feedback is not only used for pointing out the errors in the performance of a student but also feedback should be used to create an environment of confidence in the classroom. This environment will allow to students to understand that feedback is a useful tool which can help to improve and raise their knowledge.

3. PEDAGOGICAL IMPLICATIONS: A SUGGESTED PROCEDURE TO DELIVER FEEDBACK

Some possible solutions to the students' lack of speaking would be that teachers have greater assistance in the process of learning to students, as well as convey enthusiasm and commitment in what they do, creating a positive environment in the classroom. The teacher should go into the interests of students, carrying out engaging activities to make students get interested in learning a foreign language, reaching a significant learning because without proper motivation there is no learning. Positive feedback is a very useful tool that can be used as a strategy to reduce the anxiety and shyness in students.

After the literature review and analysis of some related studies on the subject of this research, some failures, successes, and the answer questions could be observed, according to recommendations and observations of the authors. In order to complement the results of this research, a useful pedagogical strategy based on the studies that have been analyzed will be suggested for people who are interested in the topic of this research.

The implementation of feedback is needed in our context because Colombia is a country where there are several difficulties in education, especially when it is to talk about SLA (Granados, 2013). Consequently, it is necessary to look for possible solutions with the purpose of enhancing learners' skills and knowledge. One of the language learners skills in which students have difficulties to develop is speaking. It is one of the most important skills of language learning because it is where the learners show their knowledge in front of others (Fulcher, 2003 as cited in Nasser, 2014). Therefore it could become a difficult situation for a student, thus, the task of the teacher is implementing, adopt and adapt useful strategies that can help to solve students' learning difficulties. This study suggests that the implementation of feedback can be used in second language classrooms. Feedback, as could be concluded from the analysis of the literature review and practical studies, is a useful tool that allows students to improve and raise their achievements and in the same way, feedback helps to reduce the affective filter that is present in students when they confront the oral tasks. Besides, feedback is a tool that may help to increase the intrinsic motivation in learners. Therefore, this study suggests that feedback should be implemented in the second language classrooms.

There are some activities that can be used in the classroom in order to stimulate the speaking ability in students. In the development of them, positive feedback can be used by teachers to enhance the intrinsic motivation moreover, reduce the affective filter feelings in students. This research suggests a special activity called The Nine Commandments to apply positive effective feedback in L2 speaking activities. This is a pedagogical suggestion that was born from the analysis of the theories and studies cited in this research paper. It is special because of the two main participants of this process, teacher, and student, know that the main purpose to apply feedback effectively is not graded the students but support their learning process to make them improve in the oral development as much as possible. Consequently, the teacher has to explain to the students the procedure that will be used in this process before to start; it intended to be for speaking activities and it is the product of analysis and studies about feedback.

Before giving to know the steps distinguished as the Nine Commandment, it is important to mention the difference between activity and principle in relation with academic situations: Gathering different concepts (from the ones applied in different universities, to the general concept found in Wikipedia), ACTIVITY in a classroom, is an action that happens inside the classroom in the teaching-learning process, which main purpose is to reinforce skills and knowledge. In this case, the skill to be reinforced is speaking through a series of steps that will allow students to express in English without the pressure of a grade and will allow the teacher to facilitate the communication of students giving them the confidence to articulate sentences and dialogues in English due to the whole perception of the intention of the activity, which is explained in the nine points below, known as the Nine Commandments. This activity will be carried out every month, and students will know in advance the specific dates for doing it. The other English sessions will continue to be the regular sessions that include grammar, vocabulary, writing, reading, listening and the preparation for the State Test known as ICFES, which is an important issue in most of the Colombian schools.

On the other hand, Principles are norms, rules that should be followed in a strict way. They commonly try to regulate human behavior and are usually related to Ethics. Therefore, the following steps are not Principles because their intention is not to regulate the students' behavior, but to offer them a possibility to use English in a class free of academic impositions.

The Nine Commandments contain different steps that a teacher needs to know to use feedback in the classroom effectively.

1. The first step to implement feedback in the classroom is that the teacher knows well: what is feedback? What is the main goal of feedback? How to apply feedback? And when to use feedback?

When a teacher encourages the use of feedback, he needs to know its functionality. To make feedback work first, teachers need to know that feedback is a process with which teachers can support the students' activities (Gipps, 1997). Second, teachers need to take into account that the goal of feedback is improved and raise the learners' achievement (Weinstein, 1989). Third, teachers should learn that feedback needs to be applied positively and descriptively. The task of the teacher is to choose the correct way to use them in a manner where the affective filter can be reduced not increased. For that, there are several strategies that may accompany feedback to be effective such as suggestions which are essential to provide students with the tools that they can implement to achieve the expected goals, descriptive feedback that can help students to know their weaknesses and skills and formative feedback to improve students' abilities, among others (Shan, 2008). Finally, knowing that feedback needs to be applied as soon as possible is very important because if it is given time later the effect of feedback will be lost (Swanson, 2010). When teachers know the important issues about feedback and its functions, it will be easier to use it in a classroom.

2. The teacher has to have the willingness and the right attitude to cause a good effect on his students.

The good attitude and willingness are required because what "a teacher transmits affects to students eternity. He can never tell where his influence stops. Thus, it is vital to highlight the power that teachers' words and actions have on the lives and development of students. A teacher needs to be aware that his different actions and words can make long-lasting impressions in students and these could be the most powerful lesson learned from this practice" (Sprouls, 2011, p,13)

3. Teachers have to keep in mind that the purpose of feedback is not to evaluate learners.

Teachers have to use feedback positively in order to be effective, positive feedback must aid in the improvement of learning by motivating students, increasing confidence, uncovering meaning, and/or increasing understanding and connections to demonstrate a result (Askew & Lodge, 2000 as cited in Sprouls, 2011). It does not mean that teacher will only say good things to students all the time, it means that the teacher has to highlight the good things that perform the student and make some suggestions to improve student's mistakes.

4. The teacher needs to Create a Positive Climate for Learning (Everstone and Emmer, 1982 as cited in Yi, n.d.) with a low level of anxiety, This is a task which belongs merely to classroom management

The positive climate for learning is a task which may contribute for an effective classroom environment and to a relaxed atmosphere which allows learners encourage their fears and make them get involved by themselves in the classroom activities (Yi, n.d.). To attain this learning environment the teacher should follow these elements (Yi, n.d.): Motivation, update materials, Involvement, challenging, relaxed atmosphere, Being less over-critical and tolerance. The activities proposed in the classroom should catch the students' attention by being challenging and innovative. In this way, students may feel the desire to complete these new tasks and at the same time acquire the new knowledge. Keep in mind that everybody makes mistakes is a good way to be tolerant and do not be over critical. Asking students too much it's a situation that generates anxiety and stress, so it is recommended to point out the advantages that the students show and suggest them in a constructive way the possible solution to improve their weaknesses as a result the students will feel motivate to keep learning. For this reason, the teacher has to enhance student's motivation providing a comfortable environment and makes them feel able to develop the activity. The way to implement feedback supplied by the teacher has a direct influence on the learner's learning motivation, self-awareness, and sense of achievement in study, which, furthermore, influenced the learners' learning effect. It is because when students confront the results of their work, they feel nervous and anxious and this activity suggests by this research paper is not graded what makes a low anxiety classroom environment. So the task of the teacher is to implement strategies that make students feel comfortable and proud of their work (Weinstein 1989, cited in Feng & Chen, 2009).

5. It is important to supply positive and descriptive feedback to students. Both have to be given in the activity.

One of the most important teacher's tasks is to implement strategies that make students feel comfortable and proud of their work. And positive feedback is a useful tool that can generate great support in the process of learning. Positive feedback has a positive effect in learners (Sprouts, 2011), but despite this students need to know what are the mistakes that they made. A positive solution to this problem may be that teacher use descriptive feedback. Brown and Aldridge (2004), define descriptive feedback like "Specific information in the form of written comments or conversations that help the learner understand what she or he needs to do in order to improve" (p.2). If there is no descriptive feedback the student will think that all their work were perfect, consequently, the students will not correct their mistakes. This situation will cause that positive feedback becomes a problem for teachers. The studies mentioned before reveal that when a teacher uses oral feedback, it suggests the use of positive feedback. It is because students might feel nervous and anxious when they confront the results of their work. On the other hand, teachers can point out the mistakes of their students in a written way. When a student finishes an activity, the teacher could give to the student a paper which contains the mistakes that were found in the development of the task and some suggestions to improve them. The vocabulary uses in this paper needs to be positive and descriptive, not offensive, in a way that students feel motivated to improve themselves. Teachers should not forget that positive feedback has a better effect than negative feedback because, this can help to raise the motivation in students (Askew and Lodge, 2000).

6. Students have to know the assessment criteria of the activity very clearly.

The students need to know the standards that would be used to evaluate their speaking proficiency as a guide for maximum performance (Swanson, 2010). It is a strategy that makes part of feedback because students will know the criteria for their presentation and will take into account all the process of the presentation. With this strategy, students might improve their skills for developing the activity and may have the confidence in their performance allowing that the motivation for speaking increases.

7. When a teacher decides to provide feedback, it has to be permanent meeting all the standards showed before.

Formative feedback can be suggested for all the students in the classroom in the development of the activity. It will help to students to improve their performance for future activities.

8. The quality of feedback is more important than the quantity.

It is more meaningful when teachers supply feedback in quality than in quantity. The form and quality of feedback that were supplied by the teacher have a direct influence on the learner's learning motivation, self-awareness and sense of achievement in study, which, furthermore, influenced the learners' learning effect (Weinstein, 1989, as cited in Feng & Chen, 2009).

9. Positive feedback needs to be accompanied by descriptive feedback to be effective.

Feedback consists of a strategy with which teachers can support the students' activities (Gipps, 1997, as cited in members of the group Assessment, Guidance, and Effective, 2000). So, in order for a student to achieve the desired outcome, the teacher has to describe very specifically the evolution of the activity develop.

These nine Commandments may ensure that the feedback will be effective. Those are based on different studies which have implemented these strategies. These strategies obtained positive results in learners' development. For this reason, it is suggested that people or for future researchers who want to improve and raise the learner's achievements, incorporating this strategy following step by step.

After the development of the whole document, it was found that the thesis that this research tries to justify, takes place. The literature review shows there is a relationship between positive feedback, intrinsic motivation, speaking ability and the affective filter. When learners confront the speaking situation they feel nervous, insecure, anxious and afraid. The theory The Affective Filter by Krashen reflected this problem:

Language learners might be distracted by emotional factors in the language learning process. It is possible that students would not be able to absorb what they should learn in classes because of their teacher's uncongenial manners or classmates' aggressive and competitive attitudes (Krashen, 1985, p.19).

This situation is called the affective filter hypothesis (Krashen, 1985) and it needs an alternative that can help to reduce the entire factors that affect the learning environment and in this way make students feel intrinsically motivated. Through the time there has been proposed several teaching strategies that may help to increase intrinsic motivation in the students. Gipps (1997, as cited in members of the group Assessment, Guidance and Effective Learning, 2000) argues that feedback is a crucial feature of teaching and learning processes and one important element that has to be part of the repertoire of connected strategies to support learning. Feedback is a strategy with which teachers can support the students' activities and in the same line hence the intrinsic motivation to learning.

The analysis of the studies reveals that positive feedback is more productive than negative feedback. This one has a better effect than the negative one because it increases the motivation in students. Everything depends on the conditions that feedback is providing as form and quantity. The teacher could stimulate directly the learner's motivation self-awareness and sense of success in the study by the proper use of positive feedback. One of the most important roles of feedback in teaching increases, improve and raise the learners' achievement by indicating information on the accomplishment of a learning task. Due to this important role, the task of the teacher through feedback has to implement strategies that make students feel comfortable and proud of their work (Weinstein, 1989, as cited in Feng & Chen, 2009).

The studies that were presented previously were different situations where the feedback was used as a strategy to improve learning in students. These studies reveal that feedback has a very important role in learning. First of all, because it allows for students to understand which activity was developing right and which were wrong. At that point, it is necessary that teachers implement very specific descriptive feedback which allows students understand their mistakes and improve them. Second of all, feedback helps students to hone their skills and try again with fewer mistakes. It is due to the fact that when a teacher present positive feedback accompanied with descriptive feedback then some suggestions will be present with the objective to students

apply them to improve their skills. And finally and most important, feedback can take effect in the motivation of student when they have to develop a classroom task like oral presentations. In the process of the implementation of feedback, the student: first, will be proud of the things that he did well because of the positive feedback; then he will feel that the mistakes that he made can be correct, so he will feel motivated to try to correct them; finally the suggestions presented by the teacher will be a good reason to the student feel the desire to apply them in order to improve his skills. In other words, the intrinsic motivation is obtained as a result of the whole feedback process.

In relation to all the above said, this research paper holds that positive feedback is a possible factor that may reduce affective filter through good comments accompanied by descriptive feedback and suggestions increasing intrinsic motivation to facilitate learning. It is a useful strategy that can be used by a teacher who wants to make a better classroom environment for their Students.

Conclusions

This study tried to find a useful strategy for teachers who want to improve their methodologies to develop a better learning in their students. For this reason, this study was developed based on a literature review and some studies related to the implementation of feedback in L2 classrooms. As a satisfactory result, this research could find that feedback can be used applied as a strategy that may reduce the affective filter in L2 learners and at the same time increases their intrinsic motivation to facilitate their oral development.

The teacher should go into the interests of students, carrying out positive feedback that makes the student get interested in learning a foreign language, reaching a significant learning because without proper motivation there is no learning. Motivation has a big influence in learning. It can make that the desire of learning increase in students. Regarding this, Karaoglu (2008) says that motivation plays a significant role in the process of learning a language. A Language cannot be taught effectively if teachers do not understand the relationship between motivation and its effect on language acquisition.

Positive feedback is a very useful tool that can be used as a strategy for reducing feelings as the anxiety, shyness, among others in students. Askew and Lodge (2000, as cited in Sprouls, 2011) suggested that “in order to be effective, positive feedback must aid in the improvement of learning by motivating students, increasing confidence, uncovering meaning, and/or increasing understanding and connections to demonstrate an outcome” (p.34). As a result, this tool can generate a good motivation in the process of learning. The teacher should look for useful tools that create an environment that allows students to achieve self-motivation. These factors are part of the intrinsic motivation and greatly encourage student performance in the learning field.

When the intrinsic motivation is left aside and is not taken into account in the classroom, the successful development of the foreign language will be interrupted; students will not have a significant learning and English will become for students just a duty to pass the year. This is a big problem that is present in most public and private institutions in Colombia. For this reason, students do not take English as a tool for progress and are forced to memorize contents. Resulting in that they will not realize how important it can be this area of knowledge in their future as college students or professionals. But when intrinsic motivation is taking into account

for learning, students become autonomous able to performance their own work for self-satisfaction. This situation will be an advantage for teachers because they will not need to push students to learn. If a teacher maintains students' intrinsic motivation, his work will be more satisfying and at the same time, the teacher will feel comfortable teaching.

It is hoped that the results of this research paper will help teachers in the area as they see their weaknesses and improve their teaching strategies for teaching-learning process becomes successful. This research did not intend to provide solutions but it aims to show how feedback as an affective filter reducer may increase intrinsic motivation in L2 learners to improve oral development. In this way, it is hoped that the suggestions include in this research paper may contribute to teachers to develop a more effectively provide feedback in order to facilitate the oral development of learners.

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