



In The Name of God



**SHEIKHBAHAE UNIVERSITY**

SCHOOL OF FOREIGN LANGUAGES

**THE ROLE OF TEACHERS' EXPLICIT CORRECTIVE  
FEEDBACK IN GRAMMAR LEARNING OF THE  
INTRINSICALLY AND THE EXTRINSICALLY  
MOTIVATED ADVANCED ENGLISH FEMALE  
LEARNERS**

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER  
OF ARTS IN TEACHING ENGLISH AS A FOREIGN  
LANGUAGE

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THIS IS TO CERTIFY THAT, FORMAT AND QUALITY OF PRESENTATION OF  
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I declare that this thesis was composed by me, that the work contained herein is my own except where explicitly stated otherwise in the text. This work has not been submitted for any other degree or professional qualification except as specified.

The present work is dedicated to my parents who were patient during my education and helped me to do this project and played a major role in finishing it by providing an appropriate situation for me at home.

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## **Abstract**

The present study attempted to examine the relation between teachers' explicit corrections of learners' errors and their grammar learning, on the one hand, and tried to specify if these explicit corrections showed any relationship with the motivation of learners, on the other hand. To this end, 45 English female learners at the advanced level of language proficiency were assigned to two experimental groups of 20 intrinsically and 15 extrinsically motivated learners, 10 participants also formed the control group of this study. All the three groups received the same grammatical instruction on simple and mixed-time frames conditional sentences from the book Summit 2B (Saslow & Ascher, 2006). During a week (three sessions), the two experimental groups received explicit feedbacks- as the treatment- from the teacher on their grammatical errors, and the control group did not receive any explicit correction and followed the usual process of learning grammar. The data collected through a pre-posttest assessment analyzed by Kruskal-Wallis and Mann-Whitney tests using SPSS demonstrated that teachers' explicit corrections had a positive relation with grammar learning of the two experimental groups especially with grammar learning of the extrinsically motivated group.



## **Abbreviations**

ALM	The Audio-Lingual Method
AMTB	Attitude Motivation Test Battery
CA	The Communicative Approach
CF	Corrective Feedback
CLT	Communicative Language Teaching Approach
DF	Degree of Freedom
DM	The Direct Method
E	The Extrinsically Motivated Learners
EFL	English as a Foreign Language
ESL	English as a Second Language
GTM	The Grammar Translation Method
H0	The Null Hypothesis
H1	The Alternative Hypothesis
I	The Intrinsically Motivated Learners
L2	A Learner's Second Language
Sig. Level	The Significance Level

TBLT	The Task Based Language Teaching
TEFL	Teaching English as a Foreign Language
TPR	The Total Physical Response Method
ZPD	Zone of Proximal Development

# Chapter One

## Introduction

### 1.1. Preliminaries

In the context of education, learning, and classroom, teachers are constantly facing unending occurrence of the errors by the learners. To correct the errors and to prevent the fossilization of the errors, in the mind of the learners, the teachers are always looking for the most appropriate corrective feedbacks. There are many different kinds of corrective feedbacks, and the explicit feedback is one of those which are applied by many teachers in classrooms and other contexts in order to correct the students' errors, also is one of the main concerns of the present study (Lyster & Ranta, 1997).

According to Ellis (2009), explicit corrective feedback takes place when the corrector indicates an error has been committed, identifies the error and provides the correction. Another concept that is important here and has been under study for many years is motivation (Deci & Ryan, 1985; Dornyei, 1998; Collin, 2008). Many learners of English language in Iran- like other countries- may be intrinsically or extrinsically motivated toward learning. So, two new terms here are intrinsic motivation that according to Leonard, Beauvais, and Scholl, (1999) can be defined as the situation in which individuals are motivated by intrinsic processes and only engage in activities which they consider fun. These individuals are often diverted from tasks that are relevant to goal attainment in order to pursue tasks which are intrinsically more enjoyable (Leonard, Beauvais, & Scholl, 1999).

Another term is extrinsic motivation that is defined again by the above mentioned psychologists as a situation in which instrumental rewards are part of motivating source when individuals and organizations constitute an exchange relationship. The question that here remains unanswered, what is the object of the present work, is whether these two kinds of motivation can have any relation with grammar learning of advanced learners of English language or not. Since each of intrinsically and extrinsically motivated language learners achieves different views toward learning languages, here specially toward learning English grammar, this study used these two views of students and investigated their amount of grammar learning in the case that the errors which they make on the grammar will be corrected by their teachers' explicit feedbacks.

In the process of learning another language, when learners are learning in different contexts, they make different errors and mistakes. These mistakes are seen as a natural phenomena in many approaches of teaching like the communicative approach that tries to correct students errors indirectly (Bowen, 2005) and some teachers also prefer to choose an explicit manner in some methods like the audio lingual method (Nunan, 2000). When teachers choose the first option, they usually try to correct learners' errors in an indirect way and in the case that they follow an explicit manner, they prefer to correct their learners errors straightforward and in a direct way.

From past to the present, teachers have made use of many different methods and approaches for teaching languages to their learners. Each of these methods also takes a different view toward applying corrective feedbacks. Some of these methods make the teacher to correct students' errors implicitly or even not paying attention to the errors but