The Affect-Heuristic Interplay and the Learning Outcome: Case Study Master One English Students Dr. Moulay Tahar University of Saida

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DEDICATIONS

This thesis is dedicated to my parents who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I want to achieve

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Abstract

Students' responsiveness has always been considered as an essential element in teaching and learning operations, in order to foster this responsiveness teachers should maintain a very good relationship with their students. This study aims to investigate the process of investing in teacher-student relationship as a key factor to improve English language teaching. A questionnaire is addressed for master one students at the level of English Department at Saida University in Algeria to explore and identify students' responses to the quality of the relationship with their teachers. An interview is administered to both teachers and students to discover the tools that may enhance learning English through the investment in the teacher-student relationship, and an observation of the population mentioned above in psycholinguistics classes to reinforce the findings. The data collected of the study shows that teachers do not invest effectively in student's affective domain which most often lead to a poor learning outcome.

Keywords: Students' responsiveness, Teacher-Student relationship, Affective domain, learning outcome

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List of Abbreviations

UCS: unconditioned stimulus

UCR: unconditioned response

NS: neutral stimulus

CS: conditioned stimulus

TEFL: Teaching English as a foreign Language

CCL: community language learning

TPR: Total Physical Response

L1: First Language

L2: Second Language

GENERAL INTRODUCTION

General Introduction

This paper introduces a theoretical framework that describes the importance of affect in guiding judgments and decisions in EFL context. The term "Affect" means the specific quality of "goodness'' or ''badness'' experienced as a feeling state with or without consciousness and demarcating a positive or negative quality of a stimulus, Affective responses occur rapidly and automatically; note how quickly you sense the feelings associated with the stimulus word ''love' 'or the word ''hate'', the reliance on such feelings can be characterized as ''the affect heuristic''. Slovic. European Journal of Operational Research 177 (2007) p. 1333–1352

Nowadays, schools and institutions provide all types of knowledge to the students however, the results remain below what is expected due to many factors, one of them is that there are some psychological barriers that prevent teachers from reaching satisfactory results in their classrooms. We can solve this problem by improving teachers' ways in dealing with students to enhance their motivation, participation and engagement in the learning process as well as maintaining a good relationship between teachers and their students can. And this, in turn, can foster other areas such as personal growth and self improvement.

Investing in Teacher-Student relationship can be very fruitful in order to promote learning, the effectiveness of this relationship can remove the psychological barriers that hinder learning inside classroom, to do this teachers should use different techniques and they should be very eclectic to choose the suitable techniques for each situation.

Thus, this research is an attempt to investigate whether teacher invest in learners' psychological side as a key to promote learning. First it aims to know the impact of students emotions, feelings, moods, on their learning performance. In addition it seeks to determine the educational psychology strategies that are used by teacher inside classroom and the effectiveness of their relationships with their students as well as their ways of giving feedback and if these ways improve the learning outcome.

This research is an attempt that is based on the following hypotheses:

- Triggering students' emotions will promote learning
- Positive feedback will enhance students responsiveness

The above mentioned hypotheses lead to formulate the following research questions:

- How do we stimulate students' emotions?
- How students' emotions effect learning?
- How do we praise students?
- How do we use feedback to increase students' responsiveness?

To support these hypotheses, a case study of master one EFL university students is undertaken. Quantitative and qualitative data are collected from different sources relying on three research instruments: a questionnaire for students, an interview for both students and teachers, and a classroom observation to the previously mentioned population.

The present work is divided into three chapters; the first chapter is a theoretical overview of the Affect-heuristic and its impact on students' responsiveness. Thus, it is inevitable to discuss also the principles of learning and how humans learn. In addition to that, the chapter deals with teacher feedback and its definition, types and role in promoting learning.

The second chapter consists of two parts: the first one deals with the methodology of the research more specifically the adopted triangulation, the research design, the sample population and the data collection instruments, while the second part deals with the analysis of the collected data then the discussion of the main results. Moreover, this chapter seeks also to answer the research questions by confirming or nullifying the hypotheses.

The third chapter provides some suggestions and recommendations that can help teachers invest more effectively in psychology as a key to promote learning in their classroom through the improvement of their relationship with the students. Thus, the chapter calls for the adoption of the humanistic approach in teaching as well as it encourages teachers to use new techniques and strategies of giving feedback to enhance the learning outcome.

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1.1. Introduction

Students affective domain plays an important role in the field of learning, through time several attempts were done by scholars and educators to investigate this mysterious world in order to provide some key answers about the tools that should be used to invest in learners psychological side as a key element to promote learning more specifically their affects emotions moods…etc.

1.2. The AFFECT HEURISTIC INTERPLAY

Affect has always a vital role in the study of human behaviour however, it has hardly been considered as an important component of human judgment and decision making. One of the most scholars who early reason for the significance of affect in decision making was Zajonc (1980), who argued that the actual reactions to stimuli are often the initial reactions, naturally happening and therefore guiding the process if information and judgment. According to Zajonc:

All perceptions contain some affect, We do not just see ``A house": We see a handsome house, an ugly house, or a pretentious house, We sometimes delude ourselves that we proceed in a rational manner and weigh all the pros and cons of the various alternatives, But this is probably seldom the actual case, Quite often I decided in favour of "X" is no more than I liked "X" . . . We buy the cars we like, choose the jobs and houses we find ``attractive", and then justify these choices by various reasons   (pp. 154-155)[1]

Affect is an emotional state that is expressed to others through facial expressions, hand gestures, voice tone, and other emotional signs such as laughter or tears, individuals' the individual's emotional state shape their responses to a certain stimuli, this emotional state is triggered through a process of incentives which subsequently to a particular response, affect is tightly linked with another element that is called heuristic as they are used interchangeably when it comes to the ability of taking decisions and solving problems.

Damasio's (1994) somatic marker hypothesis, is one of the most remarkable and extensive theoretical attempts that truly represent the role of affect. In aiming to determine what in the brain allows humans to behave rationally, he also argued that images are the main contributors in the creation of thoughts, broadly construed to include perceptual and symbolic

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[1] Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. American Psychologist 154,155.

representations. A long time of learning and experience leads to these images to be emotionally classified positively or negatively and linked directly or indirectly to somatic or bodily states. An alarm button is pressed when a negative somatic marker is associated with an image of future outcome. When a positive marker is linked with the outcome image, it becomes a beacon of incentive. Damasio hypothesised that the accuracy and efficiency of the decision process is increased by somatic markers and the absence of such markers, such the ones that are observed in people with certain types of brain damage, lower decision performance.(Descartes' error: Emotion, reason, and the human brain,para.1).[2]

1.3. Affect and Motivation

Theorists give affect a direct role in motivating behaviours, reasoning that we merge positive and negative feelings according to some sort of automatic, rapid "affective algebra", that we still do not know much about its rules and principles. Epstein's (1994) view on this is clear, though he gives no clue as to how feelings are integrated: The experience of affect is strongly related and associated with the experiential system, which refers to subtle feelings of which people are often unaware. When an individual responds to an emotional event, there is an automatic search at the level of the experiential system in his memory banks for related events, including their emotional accompaniments if the activated feelings are pleasant, in order to reproduce the feelings the anticipated actions and thoughts are motivated however they incentivise actions and thoughts to avoid the feelings if they are unpleasant. (p. 716).[3]

In the same line of thought and emphasising the motivational role of affect, Mowrer (1960) considered that conditioned emotional responses to images as prospective gains and losses that are directly responsible for guiding and control performance in a generally sensible adaptive manner (p. 30).[4] He criticised theorists who focused on the cognitive aspect such as expectancies as interplay between stimulus and response reiterating the concern of Guthrie (1952) that we must be aware of not letting the organism at the choice point "lost in thought".

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[2] Damasio, A. R. (1994). Descartes' error: Emotion, reason, and the human brain. New

York: Avon.

[3] Epstein, S. (1994). Integration of the cognitive and psychodynamic unconscious.

[4] Mowrer, O. H. (1960a). Learning theory and behavior. New York: Wiley.

(The Psychology of Learning, para.1).[5] Mowrer's solution is to view anticipations more livelily as conditioned emotions such as hope and fear; they play an incentive role that leads to action. Even with the increasing popularity of research about the affect mechanism and how it functions, not much has been achieved in developing a theory about the role of affect in judgment and decision making. Drawing on ideas about affect marking images (e.g. Damasio, 1994), which in turn motivates behaviour; we propose that affect is an essential component in many forms of judgment and decision making. Despite the infinite number of information that the world is full with yet the progress of the brain dealing with these information is very limited, If humans try to analyse every situation, no decision can be done and in order to cope with the tremendous amount of information we tend to speed up the decision-making process, there are some mental schemas and mental plans that the human brain use to simplify things in order not to take too much time analysing every detail, it is believed that hundreds or even thousands of decisions are daily made by humans. Fortunately, heuristics give you the ability to make such decisions with ease without a great deal of agonising, your heuristics enables you to think rapidly in the possible outcomes and arrive at a solution that is most effective for your unique problem.[6]

A heuristic is a mental operation that allows people to solve problems and make judgments quickly and efficiently. These smorgasbord strategies shorten decision-making time and enables people to function without constantly stopping to think about their next course of action. A heuristic is a strategy that ignores part of the information, with the goal of making decisions more quickly and accurately than more complex methods.

Heuristics play an important role in both problem solving and decision making, when we attempt to solve a problem or taking a decision we often turn to these mental shortcuts when we need a quick solution.

1.4. Types of Heuristics

 Two common heuristics include the availability heuristic and the representativeness heuristic.

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[5]Guthrie 1952, The psychology of Learning

[6]Mellisa.L.Funucane, Ali Alhakami, Paul Slovic, Stephan. M. Johnson. The Affect
 Heuristic in Risks and Benifit. Decision Research. Eugene, OR,USA Imam Mohamed Ibn
Saud Islamic University, Psychology Department, Saudi Arabia

- **The availability heuristic**: it is the ability of making decisions depending on how easy things can occur inside the human brain. During your attempt to make a decision, you tend to quickly remember a list of relevant examples. Since they are already exist in your memory, you will judge these outcomes as being more familiar or frequently occurring. For example, when you think in flying along with thinking in recent airline accidents, you might see that air travel is too dangerous and you decide to travel by car instead. Due to the fact that those examples of air disasters came to mind so easily, the availability heuristic leads you to think that plane crashes are more common than they really are.

- **The representativeness heuristic**: it is the ability of making decisions based on the comparison between the current situations to the most representative mental prototype. If you are trying to decide whether a person is trustworthy or not, you might compare aspects of that individual to other mental examples you hold. A nice old man might remind you of your grandfather, so you might immediately assume that he is kind, gentle and trustworthy. Because he matches up to your mental prototype of a nice person, the representativeness heuristic causes you to classify him as more likely to work in that profession (Kendra, 2018).[7]

1.5. Learning and learning outcomes

1.5.1. Definition of learning:

Learning is known as the change in behaviour due to a particular experience. However, it is preferable to distinguish learning from the final result of behaviour, learning is not always the reflection of the change in behaviour since it may remain constant while there is a change in the effectiveness of the stimuli. Learning is the process that occurs through the stimulus-response relationship as a result of the functional environmental interactions via senses.

Learning is a change in a person's ability to behave in certain ways. This change occurs due to two significant factors that are represented in past experience with the subject (e.g., in the field) and practice (e.g., training in the classroom). Learning can occur both

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[7] Kendra Cherry, Reviewed by Steven Gans, MD, Updated May 12, 2018 retrieved from: https://www.verywellmind.com/what-is-a-heuristic-2795235

formally (inside the classroom) and informally (around the dinner table) (Connick, 1997, para.1).[8] Formal learning is not random but it is the direct result of a program designed by an instructor (Butler & McManus, 1998, para.1).[9] Learners can learn by purposefully taking classes or through reading about the subject that they intend to learn. Furthermore they can also gather information through experiencing things. Informal learning occurs spontaneously and constantly changes learners' behaviours. Basically, learning is the integration of curiosity, reflection, and adaptation of individuals. (Stewart, 2003, para.1).[10]

1.5.2. The Laws and Principles of Learning

Scholars and educators, including Edward L. Thorndike and his contemporaries Edwin R. Gutherie, Clark L. Hull, and Neal E. Miller, have studied learning and sort out ideas that became the core principles of learning.

According to Thorndike, there are six laws of learning:

1. The law of readiness:

Learning can take place while the person is taking physical or mental instructions

2. The law of exercise:

Learning is an active process that covers both the body and the mind. Through this process, learners develop adequate responses to the learning situations and they can learn through repetition. For example, a student can master writing paragraphs by practicing writing paragraphs everyday for a month.

3. The law of effect:

Learning is efficient when it is associated with a feeling of satisfaction, pleasantness, or reward (internal or external) for the student, for example when the student receives an "A" in a test.

4. The law of association:

During the learning operation learners compare the recent knowledge with the pre-existing one. For example, suppose a new lesson about writing essays is presented by the teacher, learners will directly try to link the new way of writing essays with the one that they

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[8] Connick, G. 1997. Beyound a place called School. NMII Viewpoint, Fall Winter

[9] Butler, G, & McManus, F. Psychology. Oxford, UK: Oxford University Press

[10] Stewart, D, 2003 Computer and Technology Skills

are familiar with since they practice writing essays numerous times during their academic journey.

5. The law of recency:

Practice makes perfect, the more learners practice the better they are, and this is what it is meant by recency, the new piece of knowledge is being practiced until it became familiar.

6. The law of intensity:

Real life experiences are more likely to cause an effective and permanent change in behaviour. A student can hear a lecture on the importance of always citing quotations when writing to avoid plagiarism but this knowledge is not really taken into consideration by his side until he falls in the trap of plagiarism and the consequences of this act make him learn the lesson more effectively (Thorndike, 1932, The Fundamentals of Learning, para.1).[11]

1.5.3. Learning Domains

In 1956, Benjamin Bloom and his research team identified three types of learning domains categories in which learning takes place:

Cognitive domain: knowledge

Psychomotor domain: physical use of knowledge

Affective domain: attitudes, emotions, or values

Today, Bloom's classification system is widely known as Bloom's Taxonomy of the Domains of Learning.

Bloom's Taxonomy is considered as one of the main references when it comes to learning and learning aspects, scholars since then are using bloom's taxonomy principles along with some new additional strategies that they have added to strengthen this system. Bloom's system includes three main general domains and learning process is occurring in each one of these domains. In the same line of thoughts, within each of the domains, the levels of learning build one upon the other, the previously mentioned level serve as the building blocks of the learning process, moreover each level contains three basic sublevels: knowledge, application, and problem solving. Having the knowledge about these levels and Bloom's three original learning domains will help teachers to address the right type of learning, the right level of learning and the most suitable teaching strategies to each particular learning situation.

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[11] Thorndike, 1932, The Fundamentals of Learning

1.5.4. Cognitive Learning

The cognitive domain is the most known and understandable domain. According to bloom's taxonomy there are six levels of understanding:

Knowledge: Remembering knowledge acquired in the past

Comprehension: Understanding the meaning of the information

Application: Using the information

Analysis: Breaking the information into parts to help understand all of the information

Synthesis: Integrating the information as a whole

Evaluation: Using standards and criteria to judge the value of the information

All the levels work in a combination from the level of knowledge to the level of evaluation, all the levels share the responsibility in the understanding process. Knowing about these cognitive processes will allow teachers to plan an effective lesson tying to reach the most advanced levels of understanding.

1.5.5. Psychomotor Learning

The term "Psychomotor" refers to the use of the brain and senses (psycho) to tell the body what to do and the use of the muscles (motors) to tell the body how to move. The psychomotor learning is simply represented in the ability of moving the body to accomplish a certain task .This kind of learning is also referred to as kinaesthetic learning. Similarly to the cognitive domain levels these levels hold one another.

According to Bloom's Taxonomy, there are six levels:

Observation: Watching the skill or activity being performed

Imitation: Copying the skill or activity in a step by step manner

Manipulation: Performing the skill based on instruction

Precision: Performing the skill or activity until it becomes habit

Articulation: Combining multiple skills together

Naturalization: Performing multiple skills correctly

Each level is based upon the previous level:

Observation →imitation →manipulation →precision →articulation →naturalization.

Through this we can understand that body movements are the basic in students' learning, thus, teachers will be able to develop a lesson plan that involves demonstrating the skill to students, who will practice daily the skills provided by the teacher until they reach the mastery of this skill.

1.5.6. Affective Learning

Affective learning is represented in the attitudes that make each person unique than the others, this uniqueness lies in each single individual's preferences, perceptions, and values. The introduction of new concepts does not change the attitude immediately rather learning in this domain starts from simple awareness, to acceptance, to internalization and eventually acting out the attitude.

Bloom's Taxonomy identifies five learning levels within the affective domain:

Receiving: The awareness about the skill or the concept

Responding: Acknowledging the implications of the skill or concept and altering behaviour accordingly.

Valuing: Internalizing the skill and integrating it in daily life routine.

Organizing: Comparing and contrasting skills or concepts

Characterising: Modifying and adopting the skill or the concept.

It is the same like the two previous domains, levels are build up on each other

Receiving →responding →valuing →organizing →characterizing

Since this type of learning is hard to analyse, students' behaviours should be carefully observed to confirm that affective learning is occurring.

Here are some examples of affective learning:

Acquisition of new values: the learner is willing to learn the information and attends classes regularly.

Acknowledgment of the concept: the learner study for tests and participates in class activities.

Internalization of values: the learner volunteers to participate in an extra-credit activity.

Internalization of the organization of information: The learner decides to pursue continuing education because the additional training can keep him or her abreast of new developments and technologies.

Full adoption of the new values: the learner decides to pursue a degree in the subject matter he is studying. The teacher must be very attentive to determine students' changes in behaviour and values system since the affective domain is very sophisticated in terms of mishearing its aspects.[12]

1.6. Learning outcomes

What are the learning outcomes, their definition, nature and potential? Learning outcomes have been commonly defined as follows:

"A statement of what a learner is expected to know, understand and/or be able to Demonstrate at the end of a period of learning."[13]

"Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning."[14]

"Statements of what a learner can be expected to know, understand and/or do as a result of a learning experience."[15]

"Student learning outcomes are properly defined in terms of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences".[16]

"Learning outcomes are statements that specify what a learner will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes."[17]

"Learning outcomes are specific measurable achievements"[18]

The definitions mentioned above shows that there is a kind of agreement between theorists about the concept that is known as learning outcome. A learning outcome is a

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[12] Bloom, Benjamin S. (1984). Taxonomy of Educational Objectives Allyn & Bacon, Boston, MA: Pearson Education.

[13] The definition used by the SEEC, NICCAT, NICCAT, Credit and Qualification, Credit Guidelines for Qualification in England Wales and Northem Ireland, November 2001.

[14] Final Report of the Socrates Project (Phase 1), Tuning Educational Structures, glossary. This is also the definition used by ECTS in the new 2004 ECTS Users' Guide.

[15] Credit and Qualifications Framework for Wales, working document, June 2003, page 8.

[16] US, Council for Higher Education Accreditation (CHEA)

[17] American Association of Law Libraries: http://www.aallnet.org.

[18] University of Hertfordshire: http://www.herts.ac.uk/tli/locguide_main.html.

statement that represents the result that is achieved by the learner at the end of the module, a semester, a class etc. The significance of the previously mentioned definitions is the aim of preciseness concerning the nature of learning outcomes; the focus is more on learners' accomplishment rather than the teacher intentions in a particular class or module. It is noticed that; there is no clear cut when creating learning outcomes, they can have various categories such as subject specific outcomes that are tightly linked to one discipline and its skills and generic (sometimes called key transferable skills) outcomes that could be related to one or numerous disciplines e.g. written, oral, problem solving, information technology, and team working skills,.... etc.

Learning outcome statements commonly begin as follow; the successful student will be able to assess the relative merits and implications of the adoption of learning outcomes. Usually this statement starts with measurable action verb, for example six categories of learning were identified by Bloom as: knowledge, comprehension, application, analysis, synthesis and evaluation. Examples of verbs used are as follows: for knowledge - duplicate, state, relate; for comprehension - classify, describe, recognise, review; for application - apply, demonstrate, solve; for analysis - calculate, analyse, appraise, criticise; for Synthesis - assemble, construct, plan, formulate; for evaluation - appraise, argue, predict evaluate,.... etc

All in all, learning outcomes can be measured through teaching, learning and assessment. Since these are the pillars of each curriculum. After the determination of the desired learning outcomes, a bunch of methods should be identified and used in order to achieve them. The final stage is that teachers, educators and curriculum designers should make sure that all the previously mentioned aspects are linked together in order to have an effective implication of the curriculum.

1.7. The behaviourists' perspective about learning

1.7.1. Learning through associating events (classical conditioning)

Behaviourism is a psychological theory that is emerged in 1913 along with the publication of John Watson's article "Psychology as the behaviourist views it". John Watson believed that classical conditioning is a process that can explain most of the human behaviours, the stimuli-response relationship is the responsible for creating all kind of responses. He believed that the difference that is noticed between individuals'

behaviours is shaped by the individuals' exposure to different learning situations. He famously said:

> Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and the race of his ancestors   (p.104)[19]

1.7.2. Classical Conditioning Examples

Learning through associating events is known as classical conditioning; simply it is the interplay of stimuli and response that create a new learned behaviour in a person or an animal. There are three stages of classical conditioning. At each stage the stimuli and responses are given special scientific terms:

Stage 1: Before Conditioning

In this stage, the **unconditioned stimulus (UCS)** produces **unconditioned response (UCR)** in an organism. In basic terms, this means that a stimulus in the environment has produced a behaviour / response which is unlearned (i.e. unconditioned) and therefore it is a natural response which has not been taught. In this respect no new behaviour has been learned yet.

For example, a stomach virus (UCS) would produce a response of nausea (UCR). In another example a perfume (UCS) could create a response of happiness or desire (UCR).

This stage also involves another stimulus which has no effect on a person and it is called the **neutral stimulus (NS)**. The NS could be a person, object, place, etc. The neutral stimulus in classical conditioning does not produce a response until it is paired with the unconditioned stimulus.

Stage 2: During Conditioning:

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[19] Watson, J. B. (1913).psychology as the behaviourist views it. Psychological Review, 20

During this stage a stimulus which produces no response (i.e. neutral) is associated with the unconditioned stimulus at which point it now becomes known as the **conditioned stimulus (CS)**. For example a stomach virus (UCS) might be associated with eating a certain food such as chocolate (CS). Also perfume (UCS) might be **associated** with a specific person (CS).

Often during this stage the UCS must be associated with the CS on a number of occasions, or trials, for learning to take place. However, one trail learning can happen on certain occasions when it is not necessary for an association to be strengthened over time (such as being sick after food poisoning or drinking too much alcohol).

Stage 3: After Conditioning:

Now the conditioned stimulus (CS) has been associated with the unconditioned stimulus (UCS) to create a new conditioned response (CR). For example a person (CS) who has been associated with nice perfume (UCS) is now found attractive (CR). Also chocolate (CS) which was eaten before a person was sick with a virus (UCS) is now produces a response of nausea (CR).

1.7.3. Little Albert Experiment (Phobias)

Ivan Pavlov has already tested classical conditioning on animals but can this principle work with humans! Ivan shows that it did.

Little Albert was a 9-month-old infant who was tested on his reactions to various stimuli. He was shown a white rat, a rabbit, a monkey and various masks. Albert described as "on the whole stolid and unemotional" showed no fear of any of these stimuli. However, what did startle him and cause him to be afraid was if a hammer was struck against a steel bar behind his head.

 This causes Little Albert to burst into tears. When Little Albert was just over 11 months old the white rat was presented and seconds later the hammer was struck against the steel bar. This was done 7 times over the next 7 weeks and each time Little Albert burst into tears. By now little Albert only had to see the rat and he immediately showed every sign of fear. He would cry (whether or not the hammer was hit against the steel bar) and he would attempt to crawl away.   (pp. 1897-1902)[20]

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[20] Pavlov, I. P. (1897/1902). The work of the digestive glands. London: Griffin.

This shows that a new behaviour can be learned when associating events and it can be reinforced through repetition.

1.7.4. Classical Conditioning in the Classroom

Classical conditioning should be applied in classroom, teachers should encourage students to associate positive emotions with learning, because creating negative feelings that are linked with classroom can have a bad results on students' performance and grades, these types of issues are represented in some psychological problems such as creating a school phobia For example, students tend to fail in a certain module when there is a fear from the teacher and usually this is the result of humiliation or wrong punishment by the teacher.

Instructors should always pay attention to this side that influence learning especially when dealing with young learners who do not have enough strength to bear the psychological pressure.

1.7.5.Pavlov's Classical Conditioning Theory & Educational Implications

The Followings are some of the educational implications of Pavlov's classical conditioning theory:

1. Conditioning is responsible for creating love, hate or fear towards a particular subject. For example a an English teacher that is too severe with learners can make learners dislike English due to his behaviours.

2. Teacher flexibility, comprehensiveness and kind treatment may lead students to like his module even if it is difficult and sophisticated like math and physics.

3. Audio Visual Aids can help in the implication of conditioning in teaching, for example when a teacher is teaching learners about a dog. He or she shows the picture of the dog along with the spellings. After a while students will be able to spell the word dog with only seeing its picture.[21]

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[21] Pavlov,The work of the digestive glands. London: Griffin. McLeod, S. A. (2014). Classical Conditioning. Retrieved from www.simplypsychology.org/classical-conditioning.html.

1.8. The Effectiveness of the Teacher Feedback

Teaching without feedback is just like flowers without colours, it is unimaginable, in education. Feedback is represented in the information that are given to the learner based on his or her performance in a particular task, it could be about quality, quantity or adequacy (Tower, 1999, *Reactions to negative feedback*, para.1).[22] Feedback reflects the correctness or the falsehood of human behaviours as well as well as it allows teachers to enhance their teaching performance and correct errors.(Paccapaniccia, 200, *Making the most of Assessment Feedback*, para.1).[23] Based on the previously mentioned information, feedback is a mean for both students and teachers to see their mistakes by their own eyes and by the eyes of the others in order to correct them, through feedback individuals can make adjustments on their behaviour to reach satisfactory results.

1.8.1. The Meaning of Feedback

Feedback is a kind of statement that is provided by an agent (e.g., teacher, peer, book, parent, self, experience) concerning a certain behaviour. There are multiples types of feedbacks such as informative, alternative,... etc that can be provided by teacher or parents for the sake of enhancing performance, Feedback thus is a "consequence" of performance. Kulhavy, (1977) stated that:

To assist in understanding the purpose, effects, and types of feedback, it is useful to consider a continuum of instruction and feedback. At one end of the continuum is a clear distinction between providing instruction and providing feedback. However, when feedback is combined with more a correctional review, the feed-back and instruction become intertwined until "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness.   (p. 212)[24]

Based on what is mentioned above, in feedback we should identify and distinguish between what is understood and what is aimed to be understood, this can be achieved through motivation and encouragement. The gap might be reduced through some mental processes

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[22] Tower, S. L. (1999). Reactions to negative feedback: The influence of goal orientation, self-efficacy and public or private feedback delivery on task choice and changes in self-efficacy. Dissertation. Michigan State University, USA.

[23] Paccapaniccia, D. (2002). Making the most of assessment feedback. Healthcare Executive
[24] Kulhavy, R. W. (1977). Feedback in written instruction. Review of Educational Research, 47(1), 211–232.

that by which understanding is restructured referring to the existence of more information and confirming what is correct, indicating what incorrect, providing directions for students along with effective understanding strategies. Winne and Butler (1994) stated that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies"(p. 5740).[25] In order for feedback to be more effective and powerful it should follow a learning context, feedback occurs as a second step after the learner responds to the primary instructions concerning his performance in a certain task. It is most powerful when it addresses faulty interpretations, not a total lack of understanding. Under the latter circumstance, it may even be threatening to a student: "If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known" (Kulhavy, 1977, p. 220).[26]

1.8.2. A Model of Feedback:

Figure 1 presents the criteria in which feedback is given. Feedback is usually aims to reduce the gap between the current understanding the desired one.
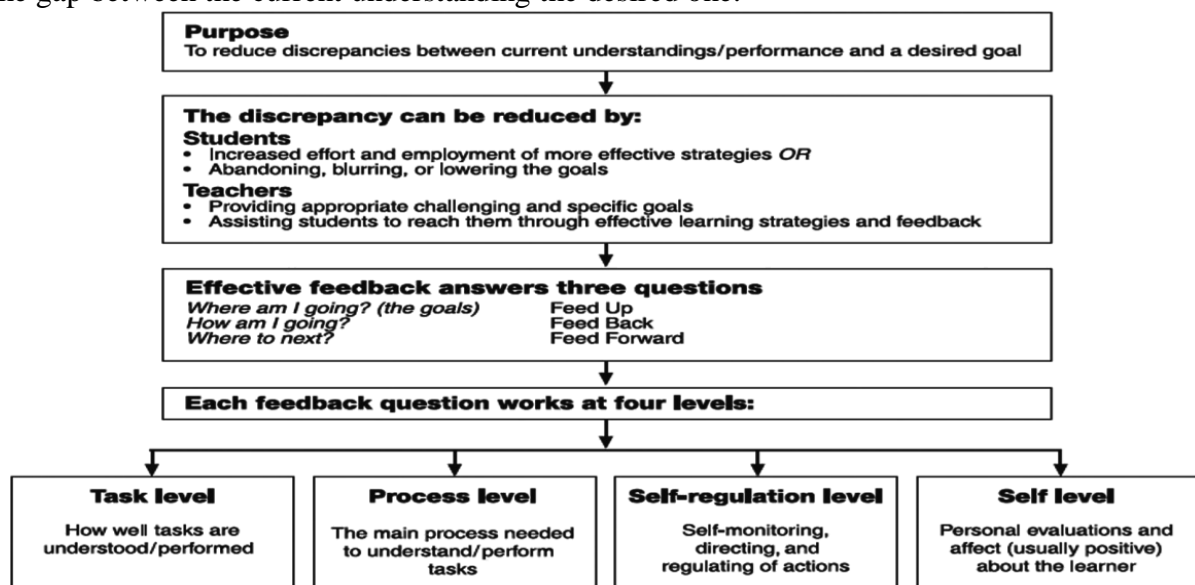
Figure1.1.Model of effective feedback

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[25]Winne, P. H., & Butler, D. L. (1994). Student cognition in learning from teaching. In T. Husen & T. Postlewaite (Eds.), International encyclopaedia of education (2nd ed., pp. 5738–5745). Oxford, UK: Pergamon.

[26] Kulhavy, R. W. (1977). Feedback in written instruction. *Review of Educational Research*, *47*(1), 211–232.

The techniques that are already used by instructors and educators are less effective in learning; that is why it is important to understand the various aspects that lead to different outcomes. Effective feedback must reply to three main questions, **where am I going? (What are the goals?), how am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?).** These questions correspond to notions of feed up, feedback, and feed forward.   Answering effectively these questions help in reducing the gap that is partly dependent on the level at which the feedback operates. These include the level of task performance, the level of process of understanding how to do a task, the regulatory or meta cognitive process level, and/or the self or personal level (unrelated to the specifics of the task).the effects of feedback varies according to each level.

It is vital that feedback should be provided to student at the appropriate level, because some feedbacks are effective in reducing the discrepancy between current understandings and what is desired, and some are ineffective. These issues are explored in greater depth as each aspect of the model is further explored.[27]

1.8.3. The Timing of Feedback

There are a lot of studies about the timing of feedback whether it should be at the beginning or at the end of the task, most of these studies were accomplished with paying attention to feedback levels. For example, during an acquisition task immediate error correction can lead to a faster rate of acquisition, however during fluency building task immediate error correction can detract from the learning of automaticity and the associated strategies of learning. Similarly, in their meta-analysis of 53 studies, Kulik and Kulik (1988) reported that at the task level (i.e., testing situations), some delay is beneficial but at the process level (i.e., engaging in processing classroom activities), immediate feedback is beneficial (Kulik, 1988).[28] In the same line of thoughts, Clariana, Wagner, and Roher Murphy (2000), found that the effectiveness of delayed compared with immediate feedback varied as a function of the difficulty of items in their test of information taught in a series of lessons. The effect sizes from delayed feedback were –0.06 for easy items, 0.35 for midrange items, and 1.17 for difficult items. These authors suggested that difficult items are more likely to involve

[27] The Power of FeedbackJohn Hattie and Helen Timperley Review of Educational Research 2007 77: 81 DOI: 10.3102/003465430298487

[28] Kulik, J. A., & Kulik, C. C. (1988). Timing of feedback and verbal learning. Review of Educational Research, 58(1), 79–97.

greater degrees of processing about the task, and delayed feedback provides the opportunity to do this, whereas easy items do not require this processing and so delay is both unnecessary and undesirable (C.Wanger & R. Murphy, 2000).[29]

1.8.4. Feedback and Classroom

In order to give affective feedback teachers should pay attention to the three feedback angles they need to make appropriate judgments about these angels are: when, how, and at what level to provide appropriate feedback and to which of the three questions it should be addressed.

Feedback is not only differentially given but also differentially received. Even culture has an effect in giving feedbacks, De Luque and Sommer (2000) found that students from collectivist cultures (e.g., Confucian-based Asia, South Pacific nations) are more comfortable with implicit or indirect feedback, more group-focused feedback, and no self-level feedback. Students from individualist cultures (e.g., the United States) preferred more direct feedback particularly related to effort, were more likely to use direct inquiry to seek feedback, and preferred more individual focused self-related feedback (De Luque 2000).[30]

Classroom climate should be very comfortable for feedback to be warmly welcomed and used by students and teachers. Errors and disconfirmation are most powerful in climates in which they are seen as leading to future learning. Students involvement in the learning process is usually limited due to the fear of failing in front of others. Too often, the level of risk is determined by the likelihood that a student can supply an answer and by the accountability climate set up by the teacher and other students (Alton-Lee & Nuthall, 1990, 1998; Doyle, 1983).[31] Typically, students usually respond when they are sure that they have the right answer with this mentality, it is difficult for them to learn and experience new things because this means making mistakes. Teachers can use feedbacks to change that type of

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[29]Clariana, R. B., Wagner, D., & Roher Murphy, L. C. (2000). Applying a connectionist description of feedback timing. Educational Technology Research and Development, 48(3), 5–21.

[30] De Luque, M. F., & Sommer, S. M. (2000). The impact of culture on feed-back-seeking behavior: An integrated model and propositions. Academy of Management Review, 25(4), 829–849.

[31] Alton-Lee, A., & Nuthall, G. (1990). Research on teaching and learning: Thirty years of change. Elementary School Journal, 90(5), 547–570.

thinking by being more proactive and supportive when giving a feedback, thus, this will boost students' confidence and it will encourage them to go out their comfort zone and try new things which make learning more effective.[32]

1.8.5 Types of feedback

There are two types of feedback, the oral and the written feedback

1.8.5.1. The Oral Feedback

Feedback is given during the learning process although it is considered less important compared to the written feedback however, it can be very effective when it is provided at the right time and in the right situation. Addressing questions like "what do you see in this situation?" or "How does this boost the performance?" help stimulating students thinking abilities.

1.8.5.2. The Written feedback

Usually it occurs after a task. The Written feedback provides students with answers about what things are going well, things that need to be enhanced and even suggestions for better improvement, this type of feedback is more powerful than the first one and it can be very effective when it is given properly.

Written feedback needs to be:

Timely: it should be close to the event that needs giving a feedback

Simple and clear to student to understand

Actionable so students can take reactions based on the given feedback

Written feedback needs to include:

Student's success criteria, where student is doing well and where things need to improve

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[32] John Hattie, & Helen Timperley. (2003) The Power of Feedback, Faculty of Education, Auckland, New Zealand. Retrieved from: http://journals.sagepub.com/doi/abs/ 10.3102/003465430298487

1.8.6. Feedback during and after learning

1.8.6.1. Feedback during learning

Feedback during learning is called "formative feedback", it enables students to make adjustments and modification while learning, this is more effective since it is not too late for making adjustments unlike the summative feedback where things are completely ended and there is no time to modify or change.

1.8.6.2. Feedback after learning

This type of feedback is known as summative feedback, it is usually given at the end of the task , students should remember it and take it as an advice to appropriately deal with future situations that may have the same context as the one they took the feedback in generally, while strong students can often do this, struggling students find it more difficult.

1.8.7. Evaluative feedback and descriptive feedback

1.8.7.1. Evaluative feedback

This type of feedback is represented in grades or general comments, (e.g. "well done"), it can provide some guidance but it is not sufficient in terms of learning guidance and giving information. It can be helpful to good students but for less capable students it can be frustrating since they will get the feeling that they will never be good enough to succeed.

During their attempts to create a positive learning environment, teachers use a lot of praise in their classroom, this praise is represented in the various types of feedbacks, however studies show that praise needs to be realistic if the feedback is to be more valid, constant excessive praise can be harmful since it cause delusion and even frustration among students who were used to receive positive comments in all cases. Focusing only on praise, reward and punishment lessen the effectiveness of the feedback (Hattie & Timperley, 2007).[33]

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[33] Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.

1.8.7.2. The Descriptive feedback

The descriptive feedback has several characteristics. It goes hand in hand with the learning that is expected **(where I am going).** It refers to the luck of understanding and the existing misconceptions **(How am I going?)**

It gives a clear explanation about what is the next step that they should do as well as it provides them with a model about the task that they are trying to accomplish and how it should be done so that they can begin to take on the responsibility of self-assessing and self-correcting(Earl, 2003).[34] (What area needs to improve and how it can be improved?)
An example of descriptive feedback:

It is a good point that you have risen, now how we can elaborate these points?

1.8.8. Informal feedback and formal feedback

1.8.8.1. Informal feedback

'Check ins' can be a very effective way of giving feedback. 'Check ins' occur when the teacher rectify the path of learning of students while they are involved in the task. 'Check ins' can easily provide direction and guidance to students which make learning more effective.

'Check ins' can also found when the students ask the teacher for feedbacks about a long project as they can provide students with the right starting point and the right learning path that he should follow from the start of the project.

1.8.8.2. Formal feedback

Formal feedback is more narrow than the other types of feedback it is more direct and more precise. Teacher can give this feedback concerning a specific project or for certain student with specific needs. We should note that it is very important that this type of feedback should be structured in order to focus on individual goals for both the teacher and the student.

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[34] Earl, L. (2003). Assessment as Learning: Using Classroom Assessment to Maximise Student Learning. Thousand Oaks, CA: Corwin Press.

1.8.9. Hints for student-teacher conferences:

1/Check student work beforehand

2/Provide a list of feedbacks that can be used as a reference by the student

3/Limit the focus only on the most important point and show how they can be improved

4/Provide student with sufficient time to ask questions and to receive the answers

5/Peer feedback and self-feedback (reflection/evaluation)

1.8.10. Peer feedback

This type of feedback allows student to receive feedback in a very effective way especially if the evaluation system is about improvement and not grading. One of the main positive point about this type of feedback is that student will see other students working which lead to better understanding of the subject matter and deepen learning.

1.8.11. Self-feedback (reflection/evaluation)

This is the ultimate goal of feedback for learning. Through feedback teachers will not only provide direction and guidance to learners but they can also teach them through explicit modelling and clear instruction how to practice self-assessment and self-regulation which transform them to become autonomous learners.

To help students reach autonomy teachers can:

Explain explicitly the learning goals and success criteria

Modelling the task using examples and role plays

Provide the opportunity for self feedback and Allow time for self-feedback/reflection.[35]

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[35] State of New South Wales, Department of Education and Communities, 2015

Chapter two: Research Methodology and Data Analysis

2.1. Introduction

2.2. The adopted triangulation

3.3. The research design

3.4. Sample Population

3.5. Students' Profile

3.6. Teachers' Profile

3.7. Data collection instruments

3.8. Students' Questionnaire

3.9. Design of the Questionnaire

3.10. Questionnaire analysis

3.11. Observation of the target population

3.12. The Interview

3.12.1. Personal interview

3.12.2. The design of the interview

3.12.3. Students' interviews

3.12.4. Teachers' interviews

3.12.5. Interview analysis

3.12.6. Discussion of the main results

3.13. Conclusion

2.1. Introduction

This chapter is devoted to the methodologies adopted through the research as well as the analysis of the collected data. It provides also a description to the tools and the instruments utilised during the process of collecting data, the research design, sampling and population. Both qualitative and quantitative methods are used interchangeably to gather data in a process that is known as triangulation which is the use of more than one method to provide broader description to the problem. Furthermore it gives more credibility to the results of the study.

2.2. The adopted triangulation

In this study three different research tools are used to gather information about the problem, these tools are represented in students' questionnaires, teacher-student interviews and an observation to target population. The effectiveness of triangulation lies in the fact that It uses more than one tool to explore the research problem, thus, the phenomenon will be investigated from various angles which provides deeper understanding to the problem than the use of one research method (mono research) to collect data. The combination between the qualitative and the quantitative methods enhance the analytical work of the researcher by providing him with various data characteristics which makes the study more valid, reliable and credible. Many experts reason that Mixed Method research or triangulation provides far richer findings than reliance on a single method research.

2.3. The research design

The present research work is a case study that involves 30 master one students specialised in didactics and three teachers of didactics in the English department of Saida University. In this research, the researcher opted for the use of the case study to gain a deep understanding about the relationship between students and teachers and its effect on students' emotional side and the impact of this relationship on their learning performance.

2.4. Sample Population

The process of selecting the targeted population is taken randomly; the population is represented in Master one didactics' students as well as three teachers of didactics to respond to the research tools that are utilised in the study.

The research is carried out with Master one English students in psycholinguistics sessions focusing on the aspects that govern the relationship between learners and teachers inside the classroom, and the impact of this relationship on students' learning performance. The choice of these particular sessions is based on the freedom that learners have in expressing their feelings and emotions in the session. In addition the psycholinguistics class deals with different psychological facts that are relevant to the study. Furthermore, it demonstrates learners' awareness about psychology and their feelings toward their teachers' attitudes during the learning process.

2.5. Students' Profile

Participants in this study are master one students specialised in didactics. They have been studying in the Department of English at Saida University during the academic year 2017-2018.The thirty selected students in this research work are between 23 and 25 years old.

2.6. Teachers' Profile

This study includes three teachers of didactics at the English Department of Saida University. Their degrees vary between 'Magister' and 'Doctorate'. These teachers are specialised in TEFL and Applied Linguistics and they teach various levels: first, second and third year plus master students.

2.7. Data collection instruments

Data collection instruments are the different tools that are used in the process of collecting data, they are critical in the field of social and scientific research. Data collection includes; questionnaires, interviews, observation,..Etc, these three instruments are used to tackle the problem from different angles, and it might provide an accurate description to the problem.

2.8. Students' Questionnaire

A questionnaire is a data collection instrument, it consists of a series of questions and other prompts for the purpose of gathering information from respondents. Through questionnaires data can be collected quickly and easily even from a large population.

2.9. Design of the Questionnaire

For the aim of investigating student-teacher relationship, the researcher administered thirty questionnaires to master one didactics students; the questionnaire consists of 20 questions provided with explanations to avoid any students' misunderstanding when they answer these questions, the questions objectives are as follow:

Question 1 and 2: Investigate the perception of students and their feelings toward their teachers.

Question 3 and 4: Find out the way that teachers present the lesson as well as if teachers are sensitive to the students during the learning process.

Question 5 and 6: Investigate the teacher role in fostering students' feel of importance inside classroom as well as if they are motivated by the teacher to learn.

Question 7 and 8: Investigate students' feeling toward their teachers and if they have a role to play in their personal growth.

Question 9 and 10: Find out whether teachers are open to hear students' opinions and if the students feel that their effort inside classroom is appreciated by their teachers when they are learning.

Question 11 and 12: Investigate whether students are encouraged by their teachers to take risks and if they feel that they have a role to play in making decisions about learning.

Question 13 and 14: examine the role of teachers in motivating students through the use of new and innovative methods and if they successfully engage them through real life examples.

Question 15 and 16: find out whether students have a positive view about their teachers and whether they can express their opinions freely or not even if their opinions are different than the teacher ones.

Question 17 and 18: examine whether students can participate without feeling embarrassed and whether coming to their teachers' classrooms is something they enjoy.

Question 19 and 20: find out how students see their teachers' role in fostering unity and collaboration between them and if they are closed to them emotionally.

2.10. Questionnaire analysis

Question 1 and 2: Investigate students' feelings toward their teachers.

From the result obtained approximately 70% of students state that their teachers make them feel that they care about them and they have positive attitudes on a daily basis while the 30% remaining state that they do not feel that teachers care about them.

Do teachers make you feel that they care about you and do they have positive attitudes on a daily basis?
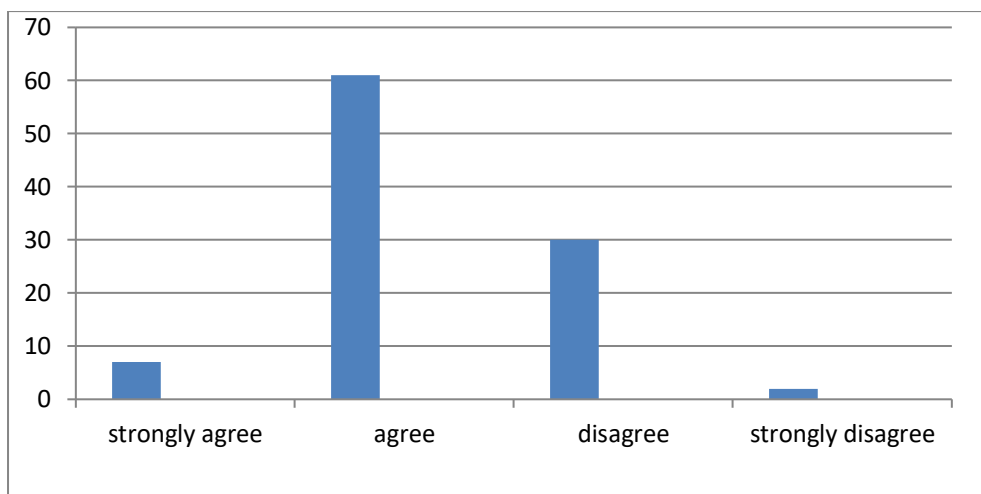
Barchart1.2 Students' feeling of value and worth inside classroom

Question3: Investigates Teachers' ways in presenting the lesson

The results show that more than 57% of students think that the lessons are presented in an easy way by their teachers while 37% of students disagree with what is mentioned previously. Does your teacher present the lesson in an easy way?
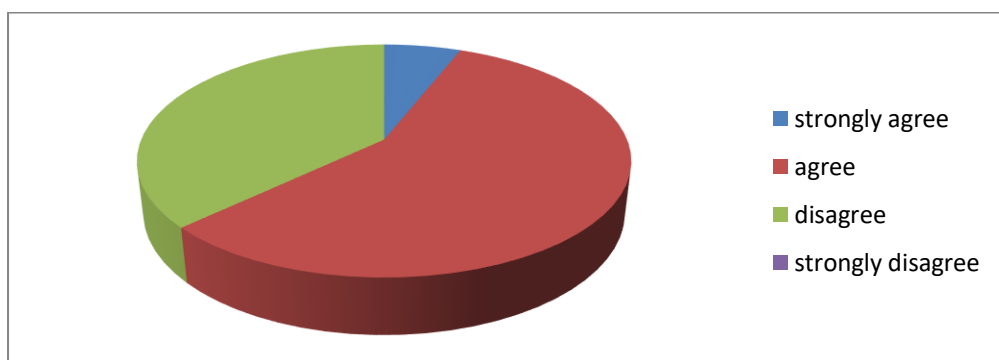
Piechart1.2 students' opinions about how easy the lessons are represented by their teachers

Question 4: Find out whether students feel that their teachers are sensitive to their needs

The data collected reveal that 70% of students believe that teachers are not close and sensitive to them while the remaining 30% state that they are close and sensitive to all students

Do you think that your teacher is sensitive to all students?
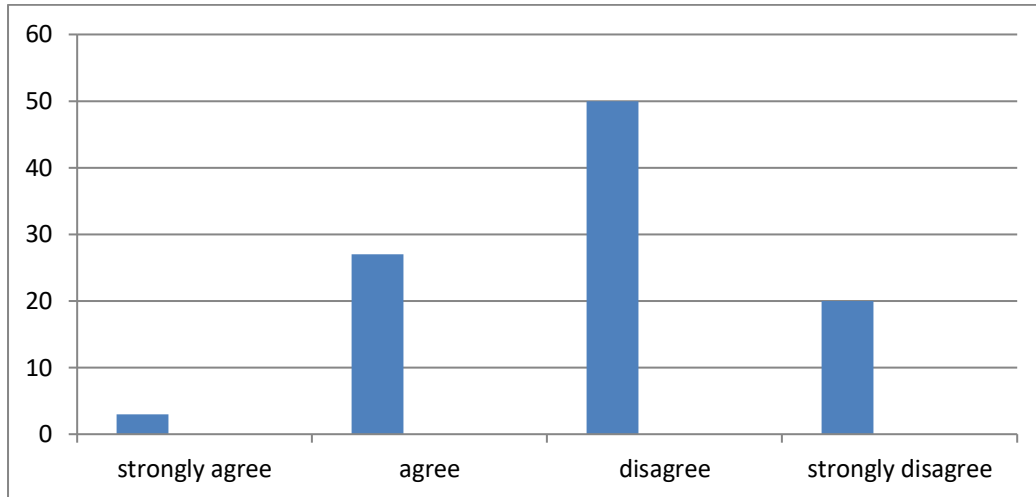
Bar chart2.2.Teachers' sensitivity toward students

Question 5: Examines whether teachers foster students' feeling of importance inside the classroom

Does your teacher sees you as an important member of the class?

Comments	Strongly agree	Agree	Disagree	Strongly disagree
Percentage %	16%	33%	43%	8%

Table1.2. Students' feeling of importance inside classroom

The results show that there is a split between students half of the population (50%) agree on the statement while the remaining 50% disagree with the previously mentioned statement.

Question 6: Investigates the teacher role in motivating students to learn.

Do your teachers motivate you to learn?

Comments	Strongly agree	Agree	Disagree	Strongly disagree
Percentage %	13%	53%	27%	7%

Table2.2. Teachers role in motivating their students

The results show that more than the half of the population (60%) state that their teachers are motivating them to learn while the remaining 40% said that teachers are not contributing in raising their learning motivation.

Question7: Do you admire your teacher?

In order to know whether students appreciate their teachers or not, this question is formulated and the result is represented in the bar graph below.
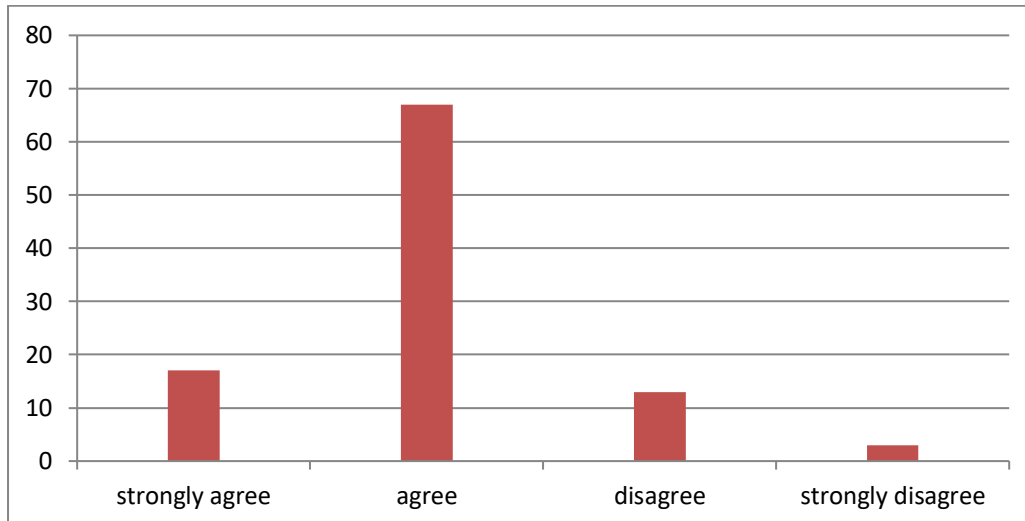
Barchart2.2. the degree of students appreciation toward their teachers

The largest number of the population 67% associated with 17% indicate that they love and appreciate their teachers while there are only few students (19%) who have negative feelings toward their teachers.

 Question8: Do your teachers guide you toward growth, success and improvement?

The data collected show that the majority of students 67% believe that their teachers guide them toward personal growth and development while the remaining 33% claim that it is not the case with most of the teachers.
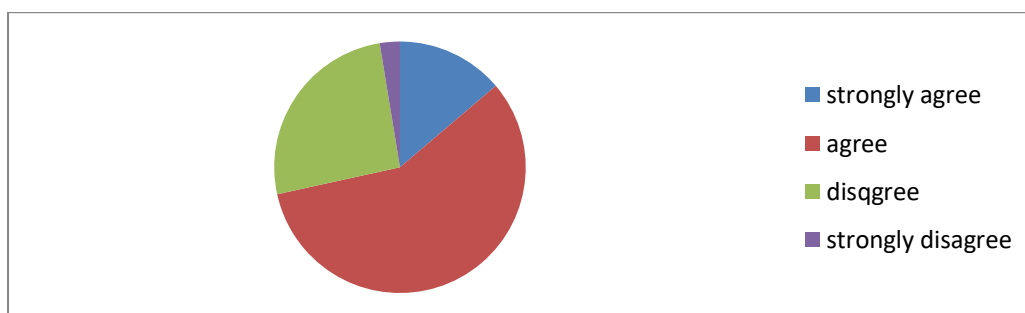
Piechart3.2. Teachers' contribution in students' improvement and growth

Question 9: Do your teachers listen to students' suggestions about the way they feel that they can learn best?
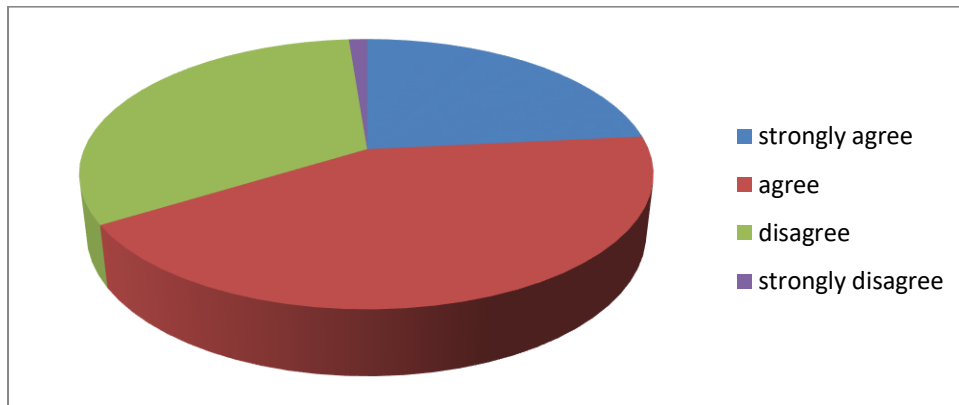
Piechart4.2. Teachers' acceptance to students' opinions about their ways of learning

The results reveal that the large number of the population 65% are with the idea that teachers are very open to hear what students think concerning the learning method that they feel it suits them best while the other part of the population 35% state that teachers are not open to hear their suggestions about their preferable learning methods.

Question10: Do your teachers appreciate students' effort through recognition and praise?

Comments	Strongly agree	Agree	Disagree	Strongly disagree
Percentage %	7%	40%	50%	3%

Table3.2. Teachers' appreciation of students' efforts

The results show that most of the students 53% feel that their efforts are not appreciated by their teachers while the remaining 47% claim that they get the right amount of praise and recognition by their teachers.

Question 11and Question 16 are gathered together since they have the same objective which is seeking to what extent students feel that their opinions are appreciated by their teachers.

The question is: Do your teachers appreciate and accept students' opinions when making decisions about learning?

Comments	Strongly agree	Agree	Disagree	Strongly disagree
Percentage%	10%	47%	40%	3%

Table4.2. Teachers degree of appreciation to students' opinions

The results show that the idea of whether teachers take students' opinions into consideration is controversial since the results are closed to each other, 57% of students state that their opinions are welcomed by their teachers while the remaining 43% state that their opinions are not important for their teachers.

Question 12 and Question 17 are gathered together since they both share the same aim that is; to investigate whether students feel that they are encouraged by their teachers to learn and take risks inside classroom without feeling embarrassed.

The question is: Do your teachers encourage students to speak and to take risks inside classroom?
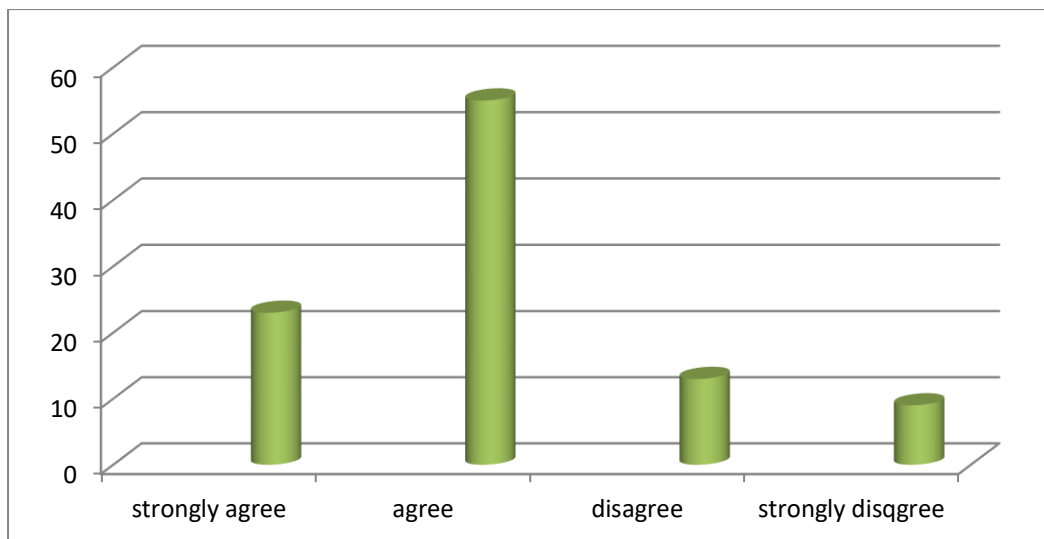
Barchart5.2. Teachers' degree of encouragement to their students

The data collected reveals that most of the students 78% feel that they are encouraged by their teachers to speak and take risks inside classroom while the remaining part of students 22% feel that they are not getting enough encouragement to learn by their teachers.

Question13: Do your teachers motivate students through inspiring teaching?

comments	Strongly agree	Agree	Disagree	Strongly disagree
Percentage %	17%	43%	33%	7%

Table5.2. Teachers' role in motivating students through inspiring teaching

The data collected show that the majority of the students 60% believe that they are motivated to learn by their teachers while the remaining population 40% think that teachers are not contributing in their motivation inside the classroom.

Question14: Do your teachers use real life example when explaining the lesson?
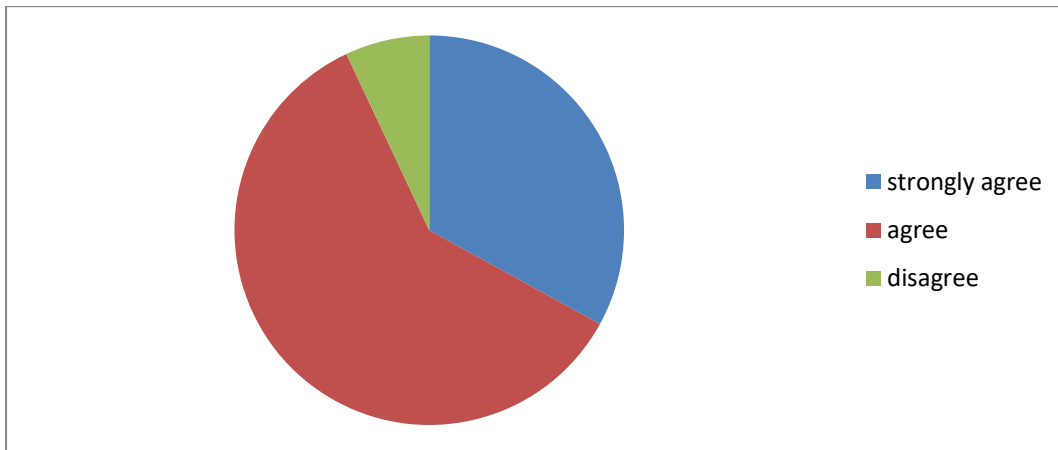
Piechart6.2. Teachers' use of real life examples

The results show that the majority of students (93%) believe that their teachers use real life examples while the remaining 7% state that it is not the case when it come the use of real example by their teacher when they are teaching.

Question15: Do you have a positive view about your teachers?
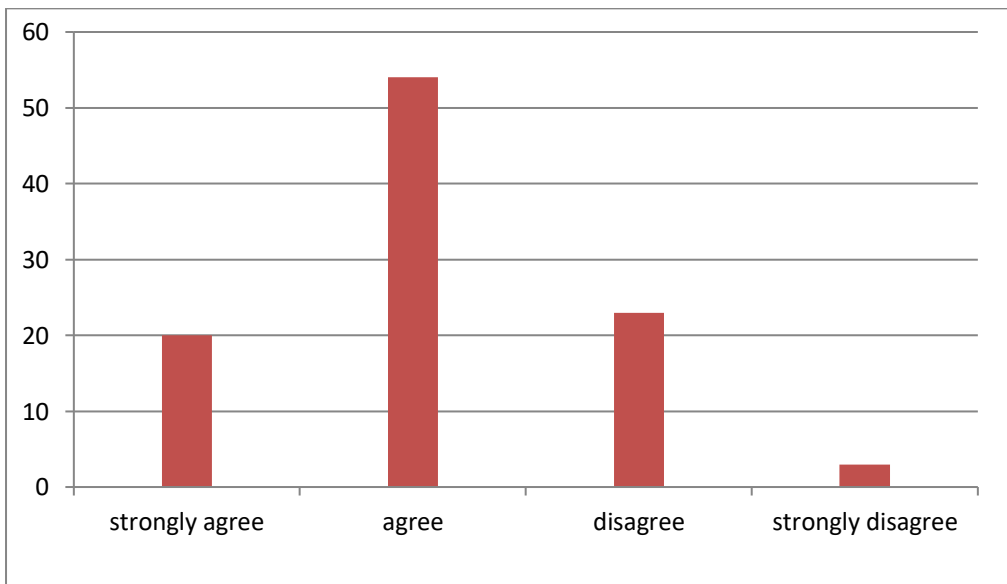
Barchart7.2. Student's views of their teachers

The collected data reveal that more than 60% of students have a good view about their teachers while the other part of students, less than 30% state that it is not the case for them.

Question 18: Do you enjoy coming to your teacher's classroom?

Comments	Strongly agree	Agree	Disagree	Strongly disagree
Percentage %	13%	57%	23%	7%

Table6.2. students' enjoyment inside classroom

The results show that the majority of the students 70% enjoy coming to their teachers classrooms while the remaining 30% do not have that feeling of joy when they come to the classroom.

Question 19: Do your Teachers use multiple strategies to promote unity, order, satisfaction and less conflict inside classroom?
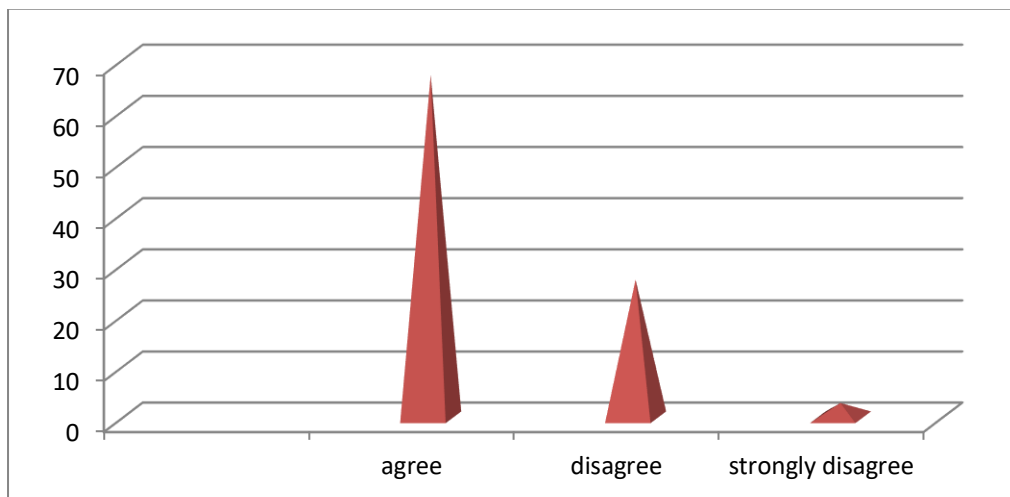
Barchart8.2. Teachers' role in providing unity and order in classroom

The data collected revealed that the majority 67% of students agree with the idea that teachers use strategies to provide satisfaction and unity inside classroom while the other part of students disagree with the previously mentioned statement.

Question20: Do your teachers connect emotionally with all students?
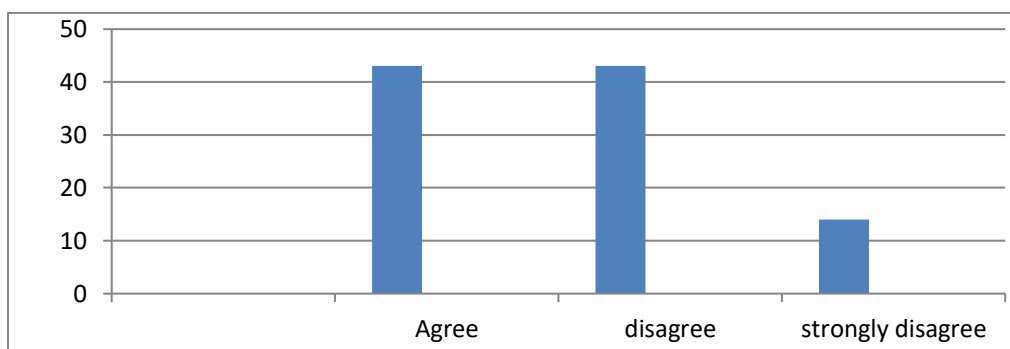
Barchart9.2. Teachers' emotional connection with their students

The collected data show that the majority of students 57% feel that teachers luck emotional connection with students while the remaining 43% feel that teacher connect successfully with students.

2.11. Observation of the target population

An observation represented in 6 sessions of attendance with master one students in the psycholinguistics class to observe both teachers and students attitudes and to what extent teachers' attitude influence the general mood of the classroom (appendix C).

2.12. The Interview

The interview is a conversation between the interviewer and the participant in order to collect data; according to According to McNamara (1999).[36] Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents (*General guidelines for Conducting Interviews*, 1999, para.1).

The main types of interview are: Personal Interview, Telephone Interview, Focus Group Interview, Depth Interview and Projective Techniques

The adopted type of the interview

In order to collect relevant data, structured or personal interview is followed in order to collect data more effectively

2.12.1. Personal interview

Personal Interview: it is a face to face communication between the interviewer and the respondent. Mostly the personal interview is carried out in a planned manner and is referred to as 'structured interview' this can be done in various forms e.g. door to door or as a planned formal executive meeting.

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[36] McNamara, C. (1999) General Guidelines for Conducting Interviews. From: http://www.mapnp.org/library/evaluatn/intrview.htm

Methods of conducting a Personal Interview:

A personal interview needs a lot of preparation. Generally it followed five steps:

1/Rapport Building Interviewer: it should increase the receptiveness of the respondent, by making him believe that his opinions are very useful to the research, and is going to be a pleasure rather than an ordeal.

2/Introduction: An introduction involves the interviewer identifying himself by giving him his name, purpose and sponsorship if any. An introductory letter goes a long way in conveying the study's legitimacy.

3/Probing: Probing is the technique of encouraging the respondents to answer completely, freely relevantly.

4/Recording: The interviewer can either write the response at the time of interview or after the interview. In certain cases, where the respondent allows for it, audio or visual aids can be used to record answers.

 5/Closing: After the interview, interviewer should thank the respondent and once again assure him about the worth of his answers and also the confidentiality of the same.

2.12.2. The design of the interview

A structured interview is addressed to both teachers and students aimed at knowing students feeling and attitudes towards their teachers, in addition This instrument of research attempted also to display the teachers' views concerning the implementation of educational psychology strategies and their importance in promoting learning .The last part of the interview provided a room for teachers to suggest new types of feedbacks and how it should be used.

2.12.3. Students' interviews

A face to face interview consists of five questions is addressed to 10 students of master one didactics at the University of Dr. Moulay Taher at Saida to see what are their perceptions and feelings toward their teachers.

Interviewer: What do you feel when you are learning inside classroom?

Students1: Sometimes happy sometimes bored

Interviewer: Do teachers contribute in that feeling?

Student1: Yes, they contribute by saying things like you are not good enough ...etc.

Interviewer: Are you taking enough credit for your effort inside classroom?

Student1: No actually I believe it is not fair, many times I do a lot of efforts but I take just like the others who did not do any efforts at all.

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student1: Yes but sometimes they say some bad words, and this discourage us

Interviewer: What do you feel when you are learning inside classroom?

Student2: Always sad

Interviewer: Do teachers contribute in that feeling?

Student2: Yes, they do because they are too severe, they make us feel that we will be bad teachers; we can feel that they do not trust us.

Interviewer: Are you taking enough credit for your effort inside classroom?

Student2: Few of them gave us fair credit, the majority do not.

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student2: No, it is the case just with some teachers, not the majority

Interviewer: How do you feel when you are learning inside classroom?

Student3: I'm enjoying my time

Interviewer: Do teachers contribute in that feeling?

Yes of course but not all the teachers, some are very negative.

Interviewer: Are you taking enough credit for your effort during the session?

Student3: I do not think that, not with all teachers

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student3: It depends on the teacher but in general yes I think all the teachers are good, their behaviours are good but some are not like that, and this makes me and students not interested in the session.

Interviewer: What do you feel when you are learning inside classroom?

Student4: I feel good, it depends on the teacher if he is in a bad mood he will affect me

Interviewer: Do teachers contribute in that feeling?

Student4: Yes their mood will be reflected on me, if they I felt they are not happy or motivated probably I will feel the same.

Interviewer: Are you taking enough credit for your effort during the session?

Student 4: 80% of marks are fair, but in classroom "formative assessment" is not fair, because they do not give you the time to speak.

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student4: No, it is not suitable, sometimes they do not tell you what to do and what do you need exactly.

Interviewer: What do you feel when you are learning inside classroom?

Student5: Mixed feelings, I'm 40% happy and 60% sad.

Interviewer: Do teachers contribute in that feeling?

 Student5: Yes, when teachers are gloomy, even if you are coming with a good mood but if you find him in a gloomy mood this will be reflected on you, in addition, when he shouts and even if you answering with a good answer they overlooked them and this makes me sad

 Interviewer: Are you taking enough credit for your effort during the session?

 Student5: No, I can give you a percentage about that, 65% no it is not the fair credit I think I should take and this feeling prevent me from contributing and participating in classroom.

 Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

 Student5: Yes for example when I answer them they award me with comments like excellent good ...etc, if teachers frustrate their students even if they are good, they will stop working.

Interviewer: what do you feel inside classroom when you are learning inside classroom?

Student6: Sometimes I'm excited to learn, sometimes I'm not , sometimes I'm happy sometimes I'm not , if I liked the teacher and the subject matter I will be happy and vice versa, but most of the time , I'm happy

Interviewer: Do teachers contribute in that feeling?

Student6: No, if I took the teachers as a perspective I'm not going to be happy, they are contributing in a negative way, I will give you an example, last year I was struggling with the teacher, when I rise my hand to participate she was all the time ignoring me

Interviewer: Are you taking enough credit for your effort during the session?

Student6: Yes, I think that but not all the time, sometimes I feel that I'm not awarded enough.

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student6: No, not all of them The majority do not, you know these teacher of today, they still want to prove that I'm the teacher , we know that it should be more about us not them

Interviewer: what do you feel when you are learning inside classroom?

Student7: I'm not motivated most of the time, because of subject matters and teachers.

Interviewer: do teachers contribute in that feeling?

Student7: Yes, they are responsible because they do not ask the right questions to me I feel I'm not concerned about these questions.

Interviewer: Do you think that you are taking enough credit for your effort inside classroom?

Student7: Sometimes yes but most of the time, no

Interviewer: are you taking enough credit for your effort during the session?

Student7: In general it is not fair, it is not my mark and I'm not taking my real marks.

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student7: I think it is not necessary in addition to that sometimes they told us we are weak,...etc, but I'm adult enough I do not care about that.

Interviewer: What do you feel when you are learning inside classroom?

Student8: It depends on the teacher but in general I'm bored

Interviewer: Do teachers contribute in that feeling?

Student8: Yes, I think they play a big role in that, some teachers make you engaged in the lesson but the majority they do not encourage you, sometimes they do not care about all students but only the minority who sits upfront and they neglect the ones who sit at the

back of the class and this is bad on the psychological side of the students and some teachers say bad words, like I will kick you out..Etc.

Interviewer: Are you taking enough credit for your effort inside classroom?

Student8: No I'm not evaluated fairly

Interviewer: Do you think the teacher's feedbacks encourage you to work more during the session?

Student8: Sometimes according to each teacher but in general they are not, I think teachers need to be sensitive and be patient and dynamic in dealing with students

Interviewer: What do you feel when you are learning inside classroom?

Student 9: It depends if I'm happy or bored, but most of the time when I am inside classroom I feel unmotivated.

Interviewer: Do teachers contribute in that feeling?

Students9: Yes most of the time, they misbehave they do not care about the mental state of students they think we are just learners but not humans, they say bad words, they are ignoring you when you are participating, and there is a kind of impulsive policy and prejudgment, you can see from their faces they look at you as if you will kill them, they do not accept the opinions of students they see that only the things they said are the correct ones.

Interviewer: Are you taking enough credit for your effort inside classroom?

Student9: No, not really , I stopped participating because there is no difference, most of the teachers are not fair, just a small example, they will give you 8 or 9 i like your work but the mark is it is not logical.

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

Student9: It is not about the feedback itself but the way they use the feedback as soon as you do a mistake they will start telling you that you are master one and this is not the level of master one...etc, the same song

In my case I'm very sensitive, I cannot neglect things easily, some teachers take things personal.

Interviewer: How do you feel when you are learning inside classroom?

Student10: Yes I'm happy because I do not care about the teacher, my objective is learning.

Interviewer: Do teachers contribute in that feeling?

Student10: Yes of course, in general there are students who are very sensitive, small mistakes can affect them

Interviewer: Are you taking enough credit for your effort inside classroom?

Student10: Yes but in exams and tests, the standards are not clear how they are evaluating the papers and this will be reflected on my performance in classroom

Interviewer: Do you think that the teacher's feedbacks encourage you to work more during the session?

In general no, they are not using it effectively, they use bad words and expressions like "you are not ready to teach"...etc, they discourage us, and a teacher told us ones that he will not trust us to teach her son and this is a big thing to say.

2.12.4. Teachers' interviews

Interviewer: Do you think learning can be improved by using psychology?

Teacher1: Yes, why not psychology is a part of educational psychology

It is not pure psychology but the psychology of teaching and learning, and of course yes it could be helpful.

Interviewer: Do you think that teachers are investing enough in learners' psychological side to promote learning?

Teacher1: Well I do not have the right to judge teachers, as far as I'm concerned before dealing with the module of educational psychology I dealt with affect in my magister dissertation and I discovered that we as teachers we need to study this field and we can not go to the classroom without knowing how effective teaching should be? I discovered that the psychological side is neglected even though it is a very important factor.

 Interviewer: How do you see the practice of educational psychology strategies inside our university?

Teacher1: According to the things I know, at the university and outside university in other educational settings like primary or secondary school, let us take primary school because my daughter goes there, I have some ideas how things are going on in primary school, I

think they are not following effectively educational psychology strategies according to what I have noticed and according to what I have heard, I do not think that they are paying attention to this field.

Interviewer: Do you think that the emotional state of the teacher is reflected on his learners?

Teacher1: Yes and to a large extent , that is why we say that the teacher and when they enter to the classroom they need to put everything at the threshold of the door, they need to forget the problem that they had outside the classroom, as an example the motivation of the teacher ,we think that motivation is for learners , yes it is about the learners but believe me the motivation of the learners will be influenced and to a large extent by the motivation of the teacher , if the teacher is not motivated , the learners will be negatively influenced.

 Interviewer: Do you think that teacher feedback is important in engaging students?

Teacher1: Yes of course especially when it comes to praise, especially positive praise, when your learners participate or solve a problem you need to give a feedback and one of the feedback is that you need to praise student intervention, yes it helps a lot.

Interviewer: The last question, what are the characteristics of a good feedback?

Everything that instance to be formative, everything that has intention to improve the learners motivation and involvement , everything that is done appropriately like positive praise and there are ways how to praise a learner , yes feedback is very important is a kind of a reward , and it should be precise and accurate.

Interviewer: Do you think learning can be improved by using Psychology?

Teacher2: yes psychology is very important in improving learning.

Interviewer: Do you think that teachers are investing enough in learners' psychological side to promote learning?

Teacher2: generally we can , now they are aware of this, I can say that about myself but the other teachers I do not know, but it is neglected Algeria not only in our university, because of the luck of awareness.

Interviewer: Do you think that the emotional state of the teacher is reflected on his learners?

Teacher2: I think yes, this will be reflected on students' performance

Interviewer: Do you think that teacher feedback is important in engaging students?

Teacher2: Yes and we should be real and accurate in feedback, I think we need to adjust our evaluation ways in the university.

Interviewer: What are characteristic for a good feedback?

Teacher2: It should be precise and concise, we have to show both the negative and the positive side, by this we will be frank with them and in general they need to know both sides.

Interviewer: Do you think learning can be improved by using Psychology?

Teacher3: In my opinion learning can be enhanced by using psychological knowledge, for a different reasons, because sometimes as a teachers I need to have the psychological knowledge such as the personality and students attitudes, if I do not have this knowledge I will have problems dealing with them, in my experience I had a student who has some family problems, and I did not know that until I asked him why he is not participating in class, he said that he has family problems

I tried to help him and I suggested that he should read self motivating books

Interviewer: Do you think that teachers are investing enough in learners' psychological side to promote learning?

Teacher3: No, the majority of teachers see students like robots, they don't deal with them as humans, sometimes we need to see other factors like the self esteem, maybe the dignity, respect...Etc, these have weight in improving learning.

Interviewer: How do you see the practice of educational psychology strategies inside our university?

Teacher3: in this case I see that even the teacher needs psychological strategies to teach.

Interviewer: Do you think that the emotional state of the teacher is reflected on his learners?

Teacher3: Yes sure, I think the emotional state of the teachers is directly reflected on their students and I will support that by the Newton's law for every action there is an equal and opposite reaction.

Interviewer: Do you think that teacher feedback is important in engaging students?

Teacher3: Yes I strongly believe that and it is one of the most important factors in teaching and learning

Interviewer: What are the characteristics for a good feedback?

Teacher3: Yes, an effective feedback should be positive, precise and concise; I think these are the most important factors in a feedback.

2.12.5. Interview analysis

From the Interview that is addressed to students we can see that most of them have unpleasant feelings when they are in the classroom (see question 1 in students' interview) and they relate that directly to the teacher as one of the main reasons for that feeling that they have see (question 2 in student's interview) due to the inappropriate attitudes that they do sometimes in classroom. In addition almost the majority of participants in the interview state that teachers feedbacks are important in making them engaged in the lesson however they feel that the feedbacks are not used appropriately (see question 3 and 4 in students' interview).This is backed by teachers point of view, they state that feedback is very important in teaching see (question 4 in teachers interview), however they also believe that a lot of work needs to be done to improve this criteria as well as the practice of other educational psychology strategies at the level of our university (see question 2,3, and 4 in teachers' interview).

2.12.6. Discussion of the main results

In the beginning of this research, it was suggested as a first hypothesis that triggering student's emotions will promote learning. After the collection of data through three research instruments, the research work reveals that the previously mentioned hypothesis is correct (see question 8, 11 and 16 in students' questionnaire and question 3 in teachers' interview). These results approve the first hypothesis.

In the second hypothesis, the researcher suggests that positive feedback will foster students' responsiveness toward learning. That is to say, the praise and recognition are key factors to promote learning, however, through the analysis of the collected date it is found that a lot of teachers are not investing enough in this area. Moreover students feel that they are not getting enough praise and credit on their learning efforts, in addition the analysis of the collected data shows that most of the students are very sensitive to the words of their teachers, however, teachers tend to be far from understanding the psychology of their students which lead to a big gap between the most important pillars of the process that is called education

2.13. Conclusion

This chapter focused on the analysis of the collected data both qualitatively and quantitatively. The main findings related to the research hypotheses are also discussed. The results reveal that both teachers and student believe that feedbacks are vital in learning and teaching however, teachers are not using them appropriately. At another level, the results show that there are some psychological barriers that hinder students from reaching their maximum learning outcome. This chapter also involves a collection of suggestions given by both teachers and students. The participants believe that these suggested techniques can be beneficial in improving the emotional connection between learners and teachers and therefore improve learning. The third chapter will be devoted to the researcher own suggestions and techniques in the field of educational psychology.

Chapter three: suggestions and recommendations

3.1. Introduction

3.2. The importance of Teacher-Student Relationship in improving Learning

3.3. The implementation of The Humanistic Approach in language teaching

3.4.1. Suggestopedia

3.4.2. Community Language Learning

3.4.3. The Silent Way

3.4.4. Total Physical Response (TPR)

3.4.5. Five Emphases of Humanism

3.5 Techniques and Strategies for Teachers in order to Give an Effective Feedback

3.6 The Use of Praise To Foster The Growth Mindset In Student

3.6.1. Fixed or Malleable?

3.6.2. The Two Faces of Effort

3.6.3. The Effects of Praise

3.7.   Conclusion

3.1. Introduction

The present chapter aims at providing some suggestions and recommendations to improve Teacher-Student Relationship. First, it discusses the importance of this relationship in enhancing learning. Then, it explains the necessity of using the humanistic approach in teaching. Finally it provides some innovative strategies for teachers in order to give an effective and constructive feedback.

3.2. The importance of Teacher-Student Relationship in improving Learning

A good and supportive relationship is essential to create a safe and comfortable environment where students feel confident and motivated to learn, specifically, when students are exposed to positive emotional stimuli, they are more capable to recall newly learned information (Nielson & Lorber, 2009, p.1).[37] Students feel excited and motivated to learn when the classroom environment is safe and supportive. Thus, the teacher's role is vital to the effect of the language learning. The relationship between teachers and students affects the quality of students' motivation to learn and their classroom learning experiences. According to Davis (2003):

Operating as socializing agents, teachers can influence students' social and intellectual experiences via their abilities to install values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioural, and academic skills.   (p. 207)[38]

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[37] Nielson, K. A., & Lorber, W. (2009). Enhanced post-learning memory consolidation is influenced by arousal predisposition and emotion regulation but not by stimulus valence or arousal (pp. 70-79). N.p.: Neurobiology of Learning & Memory, 92. Retrieved March 1, 2015

[38] Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development (pp. 207-234). N.p.: Educational Psychologist.

It is very important for teachers to care about their students' needs and interests, and they should also hold a supportive relationship with them, giving them the same chances and opportunities to participate in the learning process. These opportunities help students feel comfortable and interact freely with the teacher as well as participating in the lesson which will improve their academic skills. A teacher who cares about his students transmits knowledge affectively and maintains a good interaction with them. In addition he or she also provides the students the opportunity to create an emotional link, Allen, Gregory, Mikami, Lun, Hamre, & Pianta (2013) suggest that "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (p. 77).[39] Eccles & Allen (2013) also note that Hamre and Pianta developed an assessment approach that organises features of teacher-student interactions into three major domains: emotional supports, classroom organization, and instructional supports (p. 77).[40] The emotional link provides comfort for students in front of their teachers and the rest of the class. Classroom organization represents the teacher way of organising classroom aspects to achieve a certain goal, first of all classroom goals, which encompasses the way that teachers physically arrange the classroom for learning. Instructional supports are vital, they help teachers to provide the best strategies and support that will allow them to differentiate instructions and meet most of students' needs and promote their engagement in the learning process.

Normally, teachers have a great effect on students. Students' achievements and failures can be directly related to the teacher's effectiveness and how he or she leads and manages his or her classroom and how he or she communicates and motivates students to learn. When there is a supportive relationship between the teacher and the students, students will be engaged in the learning process and they tend to contribute in it. A good classroom environment is the one who students will respond to, and in which they will be more able to learn.

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[39] Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system secondary. School Psychology Review, 42(1), 76-98.

[40] Allen, (2013). Observations of effective teacher-student interactions in secondary school classrooms, School Psychology Review, 42(1), 76-98.

According to Krapp, Hidi, & Renninger (1992) "Interest is often triggered in the moment by certain environmental factors (e.g., teacher behaviour) and can be characterized from the perspective of the cause (the conditions that induce interest) or from the standpoint of the person who is interested" (as cited by Mazer, 2013, p. 256).[41]

Mazer (2012) also notes that "Students who experience heightened emotional interest are pulled toward a content area because they are energised, excited, and emotionally engaged by the material" (p. 99).[42] It is crucial for teachers to create a safe environment where students can feel engaged and motivated to learn, share their experiences, and demonstrate their competence. Teachers' actions, beliefs, and attitudes also affect teacher-student relationship. It is noticeable that teachers who hold high expectations about their students' level and academic achievement boost students' motivation and engagement. Teachers should maintain a good classroom structure to prevent students' misbehaviour, thus, it is important to create a good environment capable of enhancing students' learning process, Murray & Pianta (2009) state that:

> Such structures can also promote positive relationships within classrooms. A well-managed classroom environment provides students with a consistent, safe setting where expectations for appropriate behaviours are clearly stated and consistently reinforced. Such settings allow students to develop a sense of trust and comfort with all members of the classroom community. Such environments also provide teachers with an increased number of opportunities to develop and sustain meaningful relationships with individual members of the classroom because teachers in such settings have the freedom to engage in more positive interactions with students rather than constant disciplinary duties. Although most teachers recognize the importance of establishing clear rules and routines in the classroom, the methods through which these rules and routines are conveyed to students can vary radically.   (p. 108)[43]

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[41] Mazer, J. P. (2013, March 21). Student Emotional and Cognitive Interest as Mediators of

[42] Mazer, J. P. (2012). Development and validation of the student interest and engagement scales. Communication Methods and Measures, 6, 99_125.

[43] Murray, Christopher, and Robert C. Pianta. (2009) The importance of teacher student relationships for adolescents with high incidence disabilities. 46th ed. Vol.2. N.p. : Theory Into Practice, n.d. 105-12.

Teachers can adopt several techniques and strategies to maintain order and discipline in classroom .To set up rules in the classroom, it is important to have a good classroom management and have small numbers of students inside the classroom. This overpowers the teacher control on the classroom as well as it helps him to manage classroom activities more effectively in order to achieve satisfactory results. Classroom management represents the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students.

Classroom management is the teacher's ability to successfully manage several aspects such as time, space, materials, student roles and student behaviours to provide a climate that fosters learning. In building an effective classroom environment we should take into account some elements such as the institutional culture, the level of instruction, the physical and social climate of the classroom, and the nature of the classroom as well which undoubtedly affect whether and how students are motivated to communicate with their instructors. A good and efficient classroom management is important to set up the rules, manage time and space in order to provide students with all the suitable conditions and support. A good classroom management allows the students to behave well and to be motivated and focused, it also contributes in enhancing their interaction with the whole class.

3.3. The implementation of The Humanistic Approach in language teaching

The Humanistic language teaching is an approach that pays attention to the psychological and the social factors of the learning operation and not only the cognitive ones, it is a teaching philosophy that suggests solutions to the problems and obstacles that teachers face during the teaching practice, it focuses strongly on the choice of individual so that the individual may enjoy a well-developed being and ultimately contribute towards a well-constructed value oriented society. Humanistic teaching engages emotions, empathy, encouragement, and learners' involvement. Many educators reason for the humanism tendency of teaching while opponents say learning a language has nothing to do with these affects. However, these claims could not stop the growing awareness of Humanistic approaches in language teaching.

3.4. Language Teaching Methods based on 'Humanistic' Theory

The humanistic approach emerged in the early 1970s; it includes several teaching methods that are The Suggestopedia, The Silent Way, The Community Language Learning (CLL), and The Total physical response (TPR). They are humanistic in the sense that they depend on creating an effective emotional connection to remove the psychological barriers that hinder learning. Praising the affective factors in humanistic theory Nunan (1991) says, if they are followed properly, they will surely result in a 'successful learning', and its absence in practice will fail any latest theory (p. 239).[44]

3.4.1. Suggestopedia

In 1980s a Bulgarian psychologist, Lozanov, was very interested in learners' anxiety and negative feelings that prevent learning from being successful. Lozanov (2005) believes that the human brain has infinite learning capability, but performance apprehension and fear of failure stand as a psychological barrier to this potentiality. To stimulate the brain through learning, he came up with this revolutionary teaching technique called suggestopedia, which associates classical music and art, relaxation, meditation, flower, colourful environment, imagination, fantasy, dramatic voice, humour and laughter, role play, mother tongue, new names, and new biographies, these are not practiced in isolation but they take time during the learning process, the aim of these practices is to create the right state of mind in order to learn and acquire information. Lozanov presents these in forms of 'suggestions' thus the suggestopedic teaching and learning session offers four stages: introduction, concert sessions, elaborations and performance from the students. The underlying principle of these techniques is to create joyful concentrative calmness, dynamic, structured and hierchial globality', freeing the capacity of the brain and mind (*Suggestopaedia: Desuggestive teaching*,2005, Para. 1).[45]

Larsen-Freeman (1986) observes some suggestopedic classes of certain teachers named Dan Dugas and Lyn Dhority. The students with their eyes closed were sitting relaxed in cushioned chair, in a semi circle position facing the front wall where lots of travelling posters containing grammatical forms were hung, in the background there was music going on; in dim lightening room the teacher lead them through in-out breathing meditation to their

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[44] Nunan David Language Teaching Methodology.Herts: prentice, Hall, 1991

[45] Lozanov, Georgi. Suggestopaedia – Desuggestive Teaching Communicative Method on the Level of the Hidden Reserve of the Human Mind. 2005. 6 March 2007

imaginary land where only English is spoken. Emphasizing a stress free learning environment, the teachers used children songs, mother tongue to instruct, and some phrases like "do not worry", "enjoy yourself", "just enjoy" etc. They carried out a series of activities full of fun that included games, role play (adopting sometimes child like role), skits, aimed at learning pronunciation, grammar, dialogue for immediate application (*Techniques and principles in language teaching*, 1986, para. 1).[46]

Errors and mistakes are neglected in suggestopedic classes, they are considered as part of learning. Teacher interventions are welcomed only in extreme cases when providing a correction is inevitable for learning. Harbord (1992) suggests that the use of the mother tongue is very effective since it will help delivering the exact language item but it should rarely used by the teacher (*The use of mother tongue in the classroom*, 1989, Para.1).[47] Using the suggestopedic strategies in classroom will make learners more activated in the learning process However, Lozanov (2005) suggests that a teacher should not practice suggestopedia unless he or she has the required skills, the sufficient training and the right state of mind.

Some opponents say this method is costly in terms of the expenses it involves. Nonetheless, decoration, flowers, harmonious environment, and meditation all these aspects do not really have cultural or economic barrier. I believe, even a school in the extreme corner of a poor country can have the access to these resources easily. What is important is the philosophy and implementation of the approaches or the techniques themselves.

3.4.2. Community Language Learning

The community language learning method was developed by counsellor and educator Charles Curran During the 70s, the characteristics of the community language learning classroom environment should be as follow: non-defensive, where security, attention, reflection, freedom of expression are encouraged since the classroom members are considered as one community.

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[46] Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. NY: Oxford University Press, 1986.

[47] Harbord, John. "The Use of Mother Tongue in the Classroom." ELT Journal 46.4(1992): 350-355. 10 February 2007

In a typical CLL class, learners sit in a circle or in a "u" shape, the teacher states the purpose of the lesson and students decide what they want to learn. Each utterance is taped and transcribed. The students listen to the tape, read the transcript and then discuss the content freely with their teachers or the other members of the class.

In CLL the teacher is the bilingual knower, who acts as a therapist and initiates the monolingual students to determine their own learning goal. Critics say that this method has no specific learning objective or syllabus; moreover, it focuses only on introvert students. On the other hand, this method is also viewed as a wonderful treatment to develop individuals in group situation (Lindsay, 2001, 249).[48]

Concerning the second language learning, it is found that using the mother tongue in teaching the target language allows the students to express exactly what they want to say. The philosophy adopted here is that the students should have more independence, autonomy, and responsibility in learning and developing their inner criteria towards a self-correction and use the target language to express their thoughts, perceptions, and feelings thus liberating the self (Larsen-Freeman, 1986, p. 62).[49] Teachers encourage the learners to produce without the fear of making errors as it is considered a natural component of the learning process.

Typically, the teacher points out to the rod or charts and the students utter or pronounce the alphabet or word. If a learner makes any mistake his or her peer is allowed to provide the correction to that mistake, or it will be provided by the teacher if it is needed. Students' self-correction or peer involvement in the process is initiated. From small alphabets, phrase, chunks, it moves forward to longer phrases or sentences, and finally producing them in a written form.

3.4.3. The Silent Way

The Silent Way was invented by the educational designer Gategno in the early 70s, it is a very interesting approach to teaching language, it involves colours, fidel charts (colour coded pronunciation chart), Larsen-Freeman (1986) believes The key words in the process are "silence", "awareness", "inner criteria", and involvement, in addition she reasons that

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[48] Lindsay, Paul. Teaching English Worldwide. CA: Alta Book Center Publishers, 2001.

[49] Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. NY: Oxford University Press, 1986.

learners use their first language (L1) knowledge to develop their second language (L2) skill, which is considered as a humanistic way in teaching since using the mother tongue allows the students to express exactly what they want to say. In The Silent Way lesson, the teacher should remain silent as much as possible, he is allowed to interfere only if it is needed by providing some verbal clues to direct learners toward the learning goals, according to Gattegno (1972) "the teacher works with the student; the student works on the language" (*Teaching the foreign language in schools: The silent way,* 1972, para. 1).[50] The philosophy adopted here is that the students should have more independence, autonomy, freedom and responsibility in learning and developing their inner criteria towards a self-correction and use the target language to express their thoughts, perceptions, and feelings thus liberating the self (Larsen-Freeman,1986, p. 62).[51] Teachers encourage learner to perform during the session without the fear of making mistakes as it is considered as a part of the learning process.

3.4.4. Total Physical Response (TPR)

It is invented by Asher (1997), the name of the approach reflect its principle, total physical response involves speech and physical action in combination of rote repetition involving right brain hemisphere in learning. TPR follows structure based syllabus, giving stress to both 'form' and 'forms'. In order for students to learn a drill action is used. For example, to introduce verb, teacher says, "Pick up the triangle from the table and give it to me" or "walk quickly to the door" or "sit down quickly and laugh". In this case humour is used as stimulation to the situation.

Similar to the enfant he listen watch and observe before he can introduce the language items students do not say anything in the beginning because it is believed that speaking is build after the understanding of the target language while the mother tongue could be used

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[50] Gattegno, Caleb. Teaching Foreign Languages in Schools: The Silent way. NY: Educational Solutions Incorporations, 1972.

[51] Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. NY: Oxford University Press, 1986.

only in the beginning and it decreases gradually through the advancement of the learning process (Richards & Rogers, 2001, pp. 73-4).[52]

Total Physical Response (TPR) is a less discussed humanistic approach, but its origin suggests its humanistic concern, Asher (1997) (cited in Douglas 1994, p. 98), observing too much anxiety in the language classes, wanted to bring about a stress free method that rejected over consciousness and defensiveness in learning. Thus, there is no doubt that TPR is true a member of the humanistic family of methods.[53]

3.4.5. Five Emphases of Humanism

Language teacher and researcher Stevick (1976, 1980, & 1990) emphasises on the humanistic tendency of teaching and learning, he state that there are five characteristics for teaching to be humanistic, He characterises feelings (H1), social relations (H2), responsibility (H3), intellect (H4), and self-actualisation (H6) as the five emphases within humanism (Burden & Williams, 1997, p. 37; Sinclair, 2006, Tudor, 1996, p. 4).[54] The aim is to develop emotional, aesthetic appreciation, discard resentment and create friendship and cooperation as it is the key in social interaction, the humanistic approach aims also to create a culture of acceptance of the public opinions whether is it criticism or correction since it is considered as a part of learning, moreover the humanistic approach fosters the freedom of mind towards knowledge, reason, understanding, and testing intellectuality. These are the keys to creating awareness of one's uniqueness and ability towards the liberty of mind, these factors are considered as the basic components or guidelines to the humanistic teachers.

In order to move for theory to practice Moskowitz (1978) suggests low risk activities to develop interpersonal skills. Her activities ideally would follow four steps: (1) preparation, (2) direction, (3) processing, and (4) summarisation. First, the student should be aware about the purpose of the lesson, second the student should be given an example that is represented

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[52] Richards, C. Jack. "Beyond Methods.*"* In: Mercer, N.ed. English Language Teaching in Social Context: A Reader. KY: 2000. 4

[53] Brown, H. Douglas. Principles of Language Learning and Teaching. 3rd ed. NJ: Prentice Hall Regents, 1994.

[54] Williams, Marion and Robert L. Burden. Psychology for Language Teachers. Cambridge: Cambridge University Press, 1997.

by a model on what he needs to do exactly, third, the student evaluate the learning outcome and express their feeling toward the learning activity, finally, the teacher gives a rationale of the purpose and objective of the activity (*Caring and sharing in the foreign language classroom*, 1978, para. 1).[55]

Personally, I strongly believe that stimulating activities with the affective involvement lead the students not only towards learning for the immediate purpose but also activate their mind for future learning.

3.5 Techniques and Strategies for Teachers in order to Give an Effective Feedback

Although several studies emphasises on the importance of feedback in promoting learning however, different student surveys across the world also emphases that students are dissatisfied with the feedback they receive on their course works (Nicol, 2010, pp. 501-507). Students claim that teachers' feedback is inadequate, and their teachers claim that students fail to apply the advice given (Orrella, 2006, para. 1).[56]

It is also the case in our university based on the data collected of this study. It is high time for teachers to revise their ways of giving feedback; they should go beyond the traditional way of providing feedback for students. Keeping this aforementioned problem in mind, I have collected some steps and procedures to make the feedback more effective and valuable in terms of student learning and these steps are as follow:

 ☐ **Make students understand what good performance or goal means:**

It will be easy for the students to achieve learning goals if they understand them clearly. They need also to feel responsible during learning. In higher education, student's goals should be compatible with the ones that are set by the teacher. This is rationally vital

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[55] Maskowitz, Gertrude. Caring and Sharing in the Foreign Language Classroom. MA: Newbury House, 1978.

[56] Nicol, D. (2010). From monologue to dialogue: improving written feedback processes in mass higher education. Assessment & Evaluation in Higher Education, 35(5), 501-517.

noting that it is the students' goals that serve as the criteria for self- regulation. Nonetheless, there is substantial research evidence showing significant mismatches between tutors' and students' conceptions of goals and of assessment criteria and standards (Nichol & Dick, 2006, pp. 199-218).[57]

& **Simplifies the improvement process of self-assessment or reflections in learning:**

Self-assessment in learning is the ability of the learner to assess himself by his own without the intervention of the teacher, in order for students to develop self-regulation ability the teacher needs to give them the opportunity to practice regulating characteristics of their own learning and to reflect on that process. (Nichol & Dick, 2006).[58] Developing self-assessment can make feedback more effective.

☐ **Providing quality information to students about their learning:**

The teachers have a great contribution in learners' understanding of the assessment criteria. They are also an essential source of external feedback. Usually, students can measure their progress through the feedback of the teacher due the fact teachers are usually more effective in detecting mistakes in students' work rather than themselves, consequently providing quality information to students is very important to ensure students' learning.

☐ **Allowing peer dialogue in understanding the feedback:**

An innovative approach to increase the value and the effectiveness of the feedback as well as its ability of being understood by the students is to conceptualise the feedback

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[57] James, R., K.-L. Krause, and C. Jennings (2010). The First Year Experience in Australian Universities: Findingsfrom 1994–2009. Melbourne: Centre for Higher Education Studies: University of Melbourne.

[58] Nicol, D. J., & Macfarlane - Dick, D. (2006). Formative assessment and self - regulated

A model and seven principles of good feedback practice. Studies in higher education, 31(2),

199-218

more as dialogue rather than as information transmission (Nichol & Dick, 2006).[59] Feedback as dialogue means that in addition to the given feedback, students have the ability to discuss that feedback. This will make the feedback more valuable and meaningful to students.

☐ **Inspiring positive motivational beliefs:**

Motivation is a key element in learning and assessment. Studies on motivation and self-esteem are significant as they provide answers to where motivation and self-regulation fail, in teaching it is recommended that motivation and self-esteem are probable to be improved when a course has many low-stakes assessment tasks. While feedback provides evidence about progress and achievement, rather than high stakes summative assessment tasks where evidence is only about success or failure or about how students compare with their peers (Nichol & Dick, 2006).[60]

☐ **Effective feedback can provide information to teachers that can be used to help shape teaching:**

An effective feedback will not only provide information for students to measure their progress but also to teachers to improve the whole learning experience, Yorke (2003) argues that issue "The act of assessing has an effect on the assessor as well as the student assessors learn about the extent to which they have developed expertise and can tailor their teaching accordingly" (p. 482).[61]

While producing relevant and informative feedback in meeting the students' demand, the teachers need to have a clear idea about students' progress in order to reflect to their contestant development by designing learning challenges that are adequate to the new needs.

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[59] Nicol, D. J., & Macfarlane - Dick, D. (2006). Seven Principles of Good Feedback Practice.

[60] Nicol (2006). Seven Principles of Good Feedback

[61] Yorke, M (2003) Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice, Higher Education, 45(4), 477-501.

□   **Choosing the right moment**

Sometimes it has been observed that teachers overburden students with feedback. One important point is that teachers do not understand that they should limit the amount of the feedback in their classrooms (Brinko, 1993; Ende, 1983).[62] Sometimes the students are not interested in teachers feedback thus, teachers should not set up too many criteria, they should limit the number of criteria to the most important aspects of a coursework and giving feedback on them (Sadler, 1985).[63]

□   **Adopting various E-Feedback techniques:**

Now-a-days a number of E-Feedback techniques have been developed to improve the students learning process. These E-Feedback techniques can be adopted by the teachers to improve the feedback for the students.

Email Feedback:

Email is a simple but effective way of providing students the feedback. There can be different kind of email feedback. Some emails can basically provide generic comments to a whole group of students especially when one lecturer is teaching large group. On the other hand, other form of e-mail feedback is sending electronic versions of the feedback forms of individual feedback to a particular student.

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[62] Brinko, K.T. (1993) The practice of giving feedback: What is effective? The Journal of Higher Education, 64 (5), 574-593.

[63] Sadler, R. D. (1985) The origins and functions of evaluative criteria. Educational Theory, 35 (3), 285-297.

Audio & Video Feedback:

MP3 players have been widely-used for few years. Recently, that has been exploited in providing feedback to students. It is widely known as podcast inn academic arena. Often this is used in amalgamation with other types of feedback. The lecturers who use podcasts to provide feedback find them an easy technique. It helps to provide a good quality feedback very quickly, rather as they would in a physical meeting with a student

Screen casts:

Screen casting is a new grown technology which leads teachers to exhibit to students how things should be done. A screen cast records the activities on a computer screen, so it is predominantly beneficial for demonstrating, for example, how to write or use software, or steps in a calculation, as it demonstrates the process by which something is done. It can also deliver a model answer for a particular kind of problem. Several students can access a screen cast at a time as a result it can be used in providing useful feedback on common problems which students encounter in course works.

Recycling written comments:

Individualised written feedback can be important in helping students to learn. However, it is a time-consuming process. If the numbers of students are very high, it puts more stress on teachers' time in producing these comments. This section describes methods of "recycling" comments that lecturers find themselves repeatedly making on common matters in student course works. In some cases comments can be recycled using specialised soft-wares, and in others standard word-processing packages.

3.6 The Use of Praise To Foster The Growth Mindset In Student

Teachers of this time most often create generations that seek for praise; they expect success because they think that they are special not because they work hard to achieve their goals. Nowadays, teachers and educators hold two beliefs; the first is that praising students' intelligence fosters their motivation to learn, the second one is that students' inherent intelligence is the major reason for their academic achievement, recent studies shows that the first one is wrong and the second one can be very harmful even with the most competent students (Dweck, 2007).[64]

3.6.1. Fixed or Malleable?

Praise is directly linked to how students see their intelligence, some of them believe that their intellectual ability is fixed either you born intelligent or not and those we call students with fixed mindset. Students with this fixed mindset become excessively concerned with how smart they are, seeking tasks that will prove their intelligence and avoiding ones that might not (Dweck, 1999, 2006).[65] Other students believe that their intelligence can be improved through hard work and effort. They do not necessarily believe that anyone can become an Einstein or a Mozart, but they do understand that even Einstein and Mozart had to put in years of effort to become who they were. Students with the growth mindset tend to put more efforts and take more risks when they are learning (Dweck, 1999, 2006).[66]

More and more research in psychology and neuroscience supports the growth mindset. We are discovering that the brain has more plasticity over time than we ever imagined thus fundamental aspects of intelligence can be enhanced through learning (Sternberg, 2005)[67] and

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[64] Carol Dweck, the perils and promises of praise, October 2007, volume 65, number 2, pp. 34-39

[65] Dweck, C. S. (1999). Self-theories: Their role in motivation, personality and development. Philadelphia: Taylor and Francis/Psychology Press. Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.

[66] Dweck, C. S. (1999). Self-theories: Their role in motivation, personality and development. Philadelphia

[67] Sternberg, R. (2005). Intelligence, competence, and expertise. In A. Elliot & C. S. Dweck (Eds.), The handbook of competence and motivation (pp. 15–30). New York: Guilford Press.

that dedication and persistence in the face of obstacles are key ingredients in outstanding achievement (Ericsson et al., 2006).[68]

3.6.2. The Two Faces of Effort

The fixed mindset and the growth mindset create two different worlds; students with fixed mindset are concerned about how they will be judged when they are engaged in activities, if they are considered smart or not smart. Repeatedly, students with this mindset reject opportunities to learn if they might make mistakes (Hong, Chiu, Dweck, Lin, & Wan, 1999; Mueller & Dweck, 1998).[69] When they do make mistakes or reveal deficiencies, rather than engaging in a correction process, they try to hide them in addition to that, they are also afraid of effort because effort makes them feel dumb. They believe that if you have the ability, you should not need effort (Blackwell, Trzesniewski, & Dweck, 2007, pp. 246-263),[70] that ability should bring success all by itself. This is one of the worst beliefs that students can hold. It can cause many bright students to stop working in school when the curriculum becomes challenging.

Finally, students with the fixed mindset do not recover well from setbacks. When they face problems in school such as low grades in a certain test or exam, they decrease their efforts and consider cheating as a solution. The idea of fixed intelligence does not offer them viable ways to improve since they believe that their intelligence is fixed, whether they will put more effort or not the result will stay the same. By contrast, in the growth mindset, students care about learning. When they make a mistake or exhibit a deficiency, they correct it (Blackwell et al., 2007; Nussbaum & Dweck, 2007)[71]. For them, effort is a positive thing: It

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[68]Ericsson, K. A., Charness, N., Feltovich, P. J., & Hoffman, R. R. (Eds.). (2006). The Cambridge handbook of expertise and expert performance. New York: Cambridge University Press.

[69] Hong, Y. Y., Chiu, C., Dweck, C. S., Lin, D., & Wan, W. (1999). Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology, 77*, 588–599.

[70] Blackwell, L., Trzesniewski, K., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78, 246–263.

[71] Blackwell, Implicit theories of intelligence predict achievement across an adolescent transition

ignites their intelligence and causes it to grow. In the face of failure, these students escalate their efforts and look for new learning strategies.

It is not surprising, then, that when we have followed students over challenging school transitions or courses; we find that those with growth mindsets outperform their classmates with fixed mindsets even when they entered with equal skills and knowledge. A growth mindset fosters the growth of ability over time (Blackwell et al., 2007; Mangels, Butterfield, Lamb, Good, & Dweck, 2006; Grant & Dweck, 2003).[72]

3.6.3. The Effects of Praise

Many educators have hoped to maximise students' confidence in their abilities, their enjoyment of learning, and their ability to thrive in school by praising their intelligence. We've studied the effects of this kind of praise in children as young as 4 years old and as old as adolescence, in students in inner city and rural settings, and in students of different ethnicities and we have consistently found the same thing; Praising students' intelligence gives them a short burst of pride, followed by a long string of negative consequences (Cimpian, Arce, Markman, & Dweck, 2007; Kamins & Dweck, 1999; Mueller & Dweck, 1998).[73]

Mueller & Dweck (1998) state that in many of our studies, 5th grade students worked on a task, and after the first set of problems, the teacher praised some of them for their intelligence ("You must be smart at these problems") and others for their effort ("You must have worked hard at these problems"). We then assessed the students' mindsets. In one study, we asked students to agree or disagree with mindset statements, such as, "Your intelligence is something basic about you that you can't really change." Students praised for intelligence agreed with statements like these more than students praised for effort did. In another study, we asked students to define intelligence. Students praised for intelligence made significantly more references to innate, fixed capacity, whereas the students praised

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[72] Blackwell, Implicit theories of intelligence predict achievement across an adolescent transition

[73] Cimpian, A., Arce, H., Markman, E. M., & Dweck, C. S. (2007). Subtle linguistic cues impact children's motivation. *Psychological Science, 18*, 314–316.

for effort made more references to skills, knowledge, and areas they could change through effort and learning. Thus, we found that praise for intelligence tended to put students in a fixed mind-set (intelligence is fixed, and you have it), whereas praise for effort tended to put them in a growth mind-set (you're developing these skills because you're working hard).We then offered students a chance to work on either a challenging task that they could learn from or an easy one that ensured error-free performance. Most of those praised for intelligence wanted the easy task, whereas most of those praised for effort wanted the challenging task and the opportunity to learn.

Next, the students worked on some challenging problems. As a group, students who had been praised for their intelligence *lost* their confidence in their ability and their enjoyment of the task as soon as they began to struggle with the problem. If success meant they were smart, then struggling meant they were not. The whole point of intelligence praise is to boost confidence and motivation, but both were gone in a flash. Only the effort-praised kids remained, on the whole, confident and eager. When the problems were made somewhat easier again, students praised for intelligence did poorly, having lost their confidence and motivation. As a group, they did worse than they had done initially on these same types of problems. The students praised for effort showed excellent performance and continued to improve.

Finally, when asked to report their scores (anonymously), almost 40 percent of the intelligence-praised students lied. Apparently, their egos were so wrapped up in their performance that they could not admit mistakes. Only about 10 percent of the effort praised students saw fit to falsify their results.

Praising students for their intelligence then hands them not motivation and resilience but a fixed mindset with all its vulnerability. In contrast, effort or "process" praise (praise for engagement, perseverance, strategies, improvement, and the like) fosters hardy motivation. It tells students what they have done to be successful and what they need to do to be successful again in the future. The Process of praise sounds like this:

- You really studied for your English test, and your improvement shows it. You read the material over several times, outlined it, and tested yourself on it. That really worked!

● I like the way you tried all kinds of strategies on that math problem until you finally got it.

● It was a long, hard assignment, but you stuck to it and got it done. You stayed at your desk, kept up your concentration, and kept working. That's great!

● I like that you took on that challenging project for your science class. It will take a lot of work doing the research, designing the machine, buying the parts, and building it. You're going to learn a lot of great things (Mueller & Dweck, 1998, pp. 33-52).[74]

3.7 Conclusion

The current chapter has provided some suggestions and recommendations that help improving teachers' investment in learners' affective domain to enhance learning in their classrooms. In addition the chapter emphases on the importance of praise in improving learning as well as it provides new techniques of praise based on the latest studies in the field of psychology and education.

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[74] Mueller, C. M., & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. *Journal of Personality and Social Psychology, 75*, 33–52.

General Conclusion

General conclusion

The knowledge of educational psychology and its implementation in classroom is vital in the success of any lesson, teachers should know how to use the strategies and the techniques that are provided by the previously mentioned discipline to overcome all the obstacles that hinder learning, these obstacles most of the time are related to the psychology of learners rather than their cognition.

The main objective of this research is to find out whether teachers have the psychological awareness that allows them to invest in learners' affective domain or not. In addition, it is an attempt to explore how we can stimulate learners' emotions, moods, feelings and responsiveness to serve the learning process. It also explores the psychological techniques and methods that are utilised by teachers when they are in classroom dealing with their students. To answer this problematic, these research questions are put forward:

- How do we stimulate students' emotions?
- How students' emotion effect learning?
- How do we praise students?
- How do we use feedback to increase students' responsiveness?

The investigation started dealing with a theoretical overview to see the previous attempt about the subject matter. It is also important to avoid any possible repetition to the point that scholars have already dealt with. In the second chapter, the followed methodology is described in details. Furthermore, the chapter deals with data collection and analysis as well as the discussion of the main results, the last chapter provides some suggestions and recommendations based on the found results.

In the same line of thoughts, the qualitative and the quantitative analysis of the data collection instruments represented in students' questionnaire, students and teachers interviews and classroom observation to the target population reveal that most of the teachers luck the required skills to invest effectively in learners' affective domain. Moreover their ways of providing feedback are still limited to stimulate students' emotions positively and make them contributing in the learning process. Thus, the researcher concluded the study by providing some useful strategies to improve teachers' ways in dealing with their students as well as he offered some new strategies for teachers to help them give feedbacks that are more effective and constructive.

The study was marked by some limitation like the luck of previous attempt on the Affect- heuristics of humans and its implementation in and EFL context, also the luck of the sufficient time therefore; this research could not tackle all the aspects of learners' affect and finally the luck of the technological tools to strengthen the study with some scientific evidence that allow us to observe the electrical activity of the brain as a reaction to the teachers application the suggested solutions of the problem.

As mentioned above, this research does not deal with all the aspects concerning learners affective domain and teachers feedback however it can be the door for other researcher to help in the process of understanding more the human mind and its mechanism of learning as well as the need for creating new types and techniques of giving feedbacks to learners, techniques that help in the engagement of learners in order to boost the learning performance through the use of psychology.

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Appendices

Appendix A: Students' Questionnaire

Dear student: the researcher aims to do a study entitled (Affect-Heuristic Interplay and the learning outcomes).being a member of the sample I am offering you the following questionnaire requesting answers to all items by putting a tick (√) in front of the alternative that you find suitable. Needless to mention your name with many thanks.

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
My teacher makes me feel that he/she cares about me				
My teacher has a positive attitude on a daily basis				
My teacher presents the lesson in a very easy way				
My teacher is sensitive to all students				
My teacher sees me as an important member of the class				
My teacher motivates me to learn				
I admire my teacher				
My teacher guides students in a positive direction for their personal growth				
My teacher is very open to hear students' suggestions about how they learn best				

My teacher connect emotionally with **students** effort				
through recognition and praise				
My teacher takes students' opinions when making decisions about learning				
My teacher encourages students to speak and to take risks in learning				
My teacher motivates students through inspiring teaching				
My teacher uses real life examples when explaining the lesson				
I have a positive view about my teacher				
My teacher accepts all students opinions				
I am able to take risks in my classroom without feeling embarrassed				
I enjoy coming to my teacher's classroom				
My teacher use multiple strategies to promote unity ,order, satisfaction and less conflict in classroom				

Appendix B: Interviews

Students' Interview

The interview consists of four questions in order to investigate students' feelings toward their teachers

Question1: what do you feel when you are learning inside classroom?

Question2: do teachers contribute in that feeling of yours?

Question3: are you taking enough credit for your effort during the session?

Question4: Do you think that the teacher's feedbacks encourage you to work more during the session?

Teachers' Interview

The interview consists of five questions to seek teachers' opinion about the importance of teacher-student relationship in promoting learning

Question1: Do you think learning can be improved by using psychology?

Question2: Do you think that teachers are investing enough in learners' psychological side to promote learning?

Question3: How do you see the practice of educational psychology strategies inside our university?

Question4: Do you think that the emotional state of the teacher is reflected on his learners?

Question5: Do you think that teacher feedback is important in engaging students?

Appendix C: Classroom Observation sessions

An observation to the target population in psycholinguistics class to observe closely the relationship between the teachers and their students

<div align="right">19/11/2017</div>

- ➢ Negative energy
- ➢ Low participation
- ➢ Luck of materials reduces students' motivation,

<div align="right">03/10/2018</div>

- ➢ Low motivation
- ➢ Low participation in the session
- ➢ Learning atmosphere is not suitable

<div align="right">12/10/2018</div>

- ➢ Low motivation
- ➢ Audience fear; student's fear from presentations
- ➢ Anxiety, stress, low self-esteem
- ➢ Weak student-Teacher interaction