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﴿ وَيَسْأَلُونَكَ عَنِ الرُّوحِ ^ط قُلِ الرُّوحُ مِنْ أَمْرِ رَبِّي وَمَا

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صدق الله العظيم

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هيئة التحرير

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المجلة علمية ثقافية محكمة نصف سنوية تصدر عن جامعة المرقب /كلية الآداب الخمس، وتنتشر بها البحوث والدراسات الأكاديمية المعنية بالمشكلات والقضايا المجتمعية المعاصرة في مختلف تخصصات العلوم الانسانية.

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صفحة المجلة على الفيس بوك:

قواعد ومعايير النشر

-تهتم المجلة بنشر الدراسات والبحوث الأصيلة التي تتسم بوضوح المنهجية ودقة التوثيق في حقول الدراسات المتخصصة في اللغة العربية والانجليزية والدراسات الاسلامية والشعر والأدب والتاريخ والجغرافيا والفلسفة وعلم الاجتماع والتربية وعلم النفس وما يتصل بها من حقول المعرفة.

-ترحب المجلة بنشر التقارير عن المؤتمرات والندوات العلمية المقامة داخل الجامعة على أن لا يزيد عدد الصفحات عن خمس صفحات مطبوعة.

-نشر البحوث والنصوص المحققة والمترجمة ومراجعات الكتب المتعلقة بالعلوم الإنسانية والاجتماعية ونشر البحوث والدراسات العلمية النقدية الهادفة إلى تقدم المعرفة العلمية والإنسانية.

-ترحب المجلة بعروض الكتب على ألا يتجاوز تاريخ إصدارها ثلاثة أعوام ولا يزيد حجم العرض عن صفحتين مطبوعتين وأن يذكر الباحث في عرضه المعلومات التالية (اسم المؤلف كاملاً- عنوان الكتاب- مكان وتاريخ النشر- عدد صفحات الكتاب- اسم الناشر- نبذة مختصرة عن مضمونه- تكتب البيانات السالفة الذكر بلغة الكتاب).

ضوابط عامة للمجلة

- يجب أن يتسم البحث بالأسلوب العلمي النزيه الهادف ويحتوى على مقومات ومعايير المنهجية العلمية في اعداد البحوث.

- يُشترط في البحوث المقدمة للمجلة أن تكون أصيلة ولم يسبق أن نشرت أو قدمت للنشر في مجلة أخرى أو أية جهة ناشرة اخرة. وأن يتعهد الباحث بذلك خطيا عند تقديم البحث، وتقديم إقراراً بأنه سيلتزم بكافة الشروط والضوابط المقررة

في المجلة، كما أنه لا يجوز يكون البحث فصلاً أو جزءاً من رسالة (ماجستير - دكتوراه) منشورة، أو كتاب منشور.

- لغة المجلة هي العربية ويمكن أن تقبل بحوثاً بالإنجليزية أو بأية لغة أخرى، بعد موافقة هيئة التحرير..

- تحتفظ هيئة التحرير بحقها في عدم نشر أي بحث وتُعدُّ قراراتها نهائية، وتبلغ الباحث باعتذارها فقط إذا لم يتقرر نشر البحث، ويصبح البحث بعد قبوله حقاً محفوظاً للمجلة ولا يجوز النقل منه إلا بإشارة إلى المجلة.

- لا يحق للباحث إعادة نشر بحثه في أية مجلة علمية أخرى بعد نشره في مجلة الكلية، كما لا يحق له طلب استرجاعه سواء قُبِلَ للنشر أم لم يقبل.

- تخضع جميع الدراسات والبحوث والمقالات الواردة إلى المجلة للفحص العلمي، بعرضها على مُحكِّمين مختصين (محكم واحد لكل بحث) تختارهم هيئة التحرير على نحو سري لتقدير مدى صلاحية البحث للنشر، ويمكن ان يرسل الى محكم اخر وذلك حسب تقدير هيئة التحرير.

- يبدي المقيم رأيه في مدى صلاحية البحث للنشر في تقرير مستقل مدعماً بالمبررات على أن لا تتأخر نتائج التقييم عن شهر من تاريخ إرسال البحث إليه، ويرسل قرار المحكمين النهائي للباحث ويكون القرار إما:

* قبول البحث دون تعديلات.

* قبول البحث بعد تعديلات وإعادة عرضه على المحكم.

* رفض البحث.

-تقوم هيئة تحرير المجلة بإخطار الباحثين بآراء المحكمين ومقترحاتهم إذ كان

المقال أو البحث في حال يسمح بالتعديل والتصحيح، وفي حالة وجود تعديلات طلبها المقيم وبعد موافقة الهيئة على قبول البحث للنشر قبولاً مشروطاً بإجراء التعديلات يطلب من الباحث الأخذ بالتعديلات في فترة لا تتجاوز أسبوعين من تاريخ استلامه للبحث، ويقدم تقريراً يبين فيه رده على المحكم، وكيفية الأخذ بالملاحظات والتعديلات المطلوبة.

- ترسل البحوث المقبولة للنشر إلى المدقق اللغوي ومن حق المدقق اللغوي أن يرفض البحث الذي تتجاوز أخطاؤه اللغوية الحد المقبول.

- تنشر البحوث وفق أسبقية وصولها إلى المجلة من المحكم، على أن تكون مستوفية الشروط السالفة الذكر.

- الباحث مسئول بالكامل عن صحة النقل من المراجع المستخدمة كما أن هيئة تحرير المجلة غير مسئولة عن أية سرقة علمية تتم في هذه البحوث.

- ترفق مع البحث السيرة العلمية (CV) مختصرة قدر الإمكان تتضمن الاسم الثلاثي للباحث ودرجته العلمية ونخصه الدقيق، وجامعته وكليته وقسمه، وأهم مؤلفاته، والبريد الإلكتروني والهاتف ليسهل الاتصال به.

- يخضع ترتيب البحوث في المجلة لمعايير فنية تراها هيئة التحرير.

- تقدم البحوث الى مكتب المجلة الكائن بمقر الكلية، او ترسل إلى بريد المجلة الإلكتروني.

- اذا تم ارسال البحث عن طريق البريد الإلكتروني او صندوق البريد يتم ابلاغ الباحث بوصول بحثه واستلامه.

- يترتب على الباحث، في حالة سحبه لبحثه او إبداء رغبته في عدم متابعة

إجراءات التحكيم والنشر، دفع الرسوم التي خصصت للمقيمين.

شروط تفصيلية للنشر في المجلة

- عنوان البحث: يكتب العنوان باللغتين العربية والإنجليزية. ويجب أن يكون العنوان مختصراً قدر الإمكان ويعبر عن هدف البحث بوضوح ويتبع المنهجية العلمية من حيث الإحاطة والاستقصاء وأسلوب البحث العلمي.

- يذكر الباحث على الصفحة الأولى من البحث اسمه ودرجته العلمية والجامعة او المؤسسة الأكاديمية التي يعمل بها.

- أن يكون البحث مصوغاً بإحدى الطريقتين الآتيتين: -

1: البحوث الميدانية: يورد الباحث مقدمة يبين فيها طبيعة البحث ومبرراته ومدى الحاجة إليه، ثم يحدد مشكلة البحث، ويجب أن يتضمن البحث الكلمات المفتاحية (مصطلحات البحث)، ثم يعرض طريقة البحث وأدواته، وكيفية تحليل بياناته، ثم يعرض نتائج البحث ومناقشتها والتوصيات المنبثقة عنها، وأخيراً قائمة المراجع.

2: البحوث النظرية التحليلية: يورد الباحث مقدمة يمهد فيها لمشكلة البحث مبيناً فيها أهميته وقيمه في الإضافة إلى العلوم والمعارف وإغنائها بالجديد، ثم يقسم العرض بعد ذلك إلى أقسام على درجة من الاستقلال فيما بينها، بحيث يعرض في كل منها فكرة مستقلة ضمن إطار الموضوع الكلي ترتبط بما سبقها وتمهد لما يليها، ثم يختم الموضوع بملخص شامل له، وأخيراً يثبت قائمة المراجع.

-يقدم الباحث ثلاث نسخ ورقية من البحث، وعلى وجه واحد من الورقة (A4) واحدة منها يكتب عليها اسم الباحث ودرجته العلمية، والنسخ الأخرى تقدم ويكتب عليها عنوان البحث فقط، ونسخة الكترونية على (Cd) باستخدام البرنامج الحاسوبي (MS Word).

- يجب ألا تقل صفحات البحث عن 20 صفحة ولا تزيد عن 30 صفحة بما في ذلك صفحات الرسوم والأشكال والجداول وقائمة المراجع .
-يرفق مع البحث ملخصان (باللغة العربية والانجليزية) في حدود (150) كلمة لكل منهما، وعلى ورقتين منفصلتين بحيث يكتب في أعلى الصفحة عنوان البحث ولا يتجاوز الصفحة الواحدة لكل ملخص.

-يُترك هامش مقداره 3 سم من جهة التجليد بينما تكون الهوامش الأخرى 2.5 سم، المسافة بين الأسطر مسافة ونصف، يكون نوع الخط المستخدم في المتن Times New Roman 12 للغة الانجليزية و مسافة و نصف بخط Simplified Arabic 14 للأبحاث باللغة العربية.

-في حالة وجود جداول وأشكال وصور في البحث يكتب رقم وعنوان الجدول أو الشكل والصورة في الأعلى بحيث يكون موجزاً للمحتوى وتكتب الحواشي في الأسفل بشكل مختصر كما يشترط لتنظيم الجداول اتباع نظام الجداول المعترف به في جهاز الحاسوب ويكون الخط بحجم 12.

-يجب أن ترقم الصفحات ترقيماً متسلسلاً بما في ذلك الجداول والأشكال والصور واللوحات وقائمة المراجع .

طريقة التوثيق:

-يُشار إلى المصادر والمراجع في متن البحث بأرقام متسلسلة توضع بين قوسين إلى الأعلى هكذا: (1)، (2)، (3)، ويكون ثبوتها في أسفل صفحات البحث، وتكون أرقام التوثيق متسلسلة موضوعة بين قوسين في أسفل كل صفحة، فإذا كانت أرقام التوثيق في الصفحة الأولى مثلاً قد انتهت عند الرقم (6) فإن الصفحة التالية ستبدأ بالرقم (1).

-ويكون توثيق المصادر والمراجع على النحو الآتي:

أولاً: الكتب المطبوعة: اسم المؤلف ثم لقبه، واسم الكتاب مكتوباً بالبنط الغامق، واسم المحقق أو المترجم، والطبعة، والناشر، ومكان النشر، وسنته، ورقم المجلد - إن تعددت المجلدات- والصفحة. مثال: أبو عثمان عمرو بن بحر الجاحظ، الحيوان. تحقيق وشرح: عبد السلام محمد هارون، ط2، مصطفى البابي الحلبي، القاهرة، 1965م، ج3، ص40. ويشار إلى المصدر عند وروده مرة ثانية على النحو الآتي: الجاحظ، الحيوان، ج، ص.

ثانياً: الكتب المخطوطة: اسم المؤلف ولقبه، واسم الكتاب مكتوباً بالبنط الغامق، واسم المخطوط مكتوباً بالبنط الغامق، ومكان المخطوط، ورقمه، ورقم اللوحة أو الصفحة. مثال: شافع بن علي الكناني، الفضل المأثور من سيرة السلطان الملك المنصور. مخطوط مكتبة البودليان باكسفورد، مجموعة مارش رقم (424)، ورقة 50.

ثالثاً: الدوريات: اسم كاتب المقالة، عنوان المقالة موضوعاً بين علامتي تنصيص " "، واسم الدورية مكتوباً بالبنط الغامق، رقم المجلد والعدد والسنة، ورقم الصفحة، مثال: جرار، صلاح: "عناية السيوطي بالتراث الأندلسي- مدخل"، مجلة جامعة القاهرة للبحوث والدراسات، المجلد العاشر، العدد الثاني، سنة 1415هـ/ 1995م، ص179.

رابعاً: الآيات القرآنية والاحاديث النبوية:- تكتب الآيات القرآنية بين قوسين مزهزين بالخط العثماني ﴿﴾ مع الإشارة إلى السورة ورقم الآية. وتثبت الأحاديث النبوية بين قوسين مزدوجين « » بعد تخريجها من مطانها.

ملاحظة: لا توافق هيئة التحرير على تكرار نفس الاسم (اسم الباحث) في عديدين متتاليين وذلك لفتح المجال امام جميع اعضاء هيئة التدريس للنشر.

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The Impact of Teachers' feedback on Students' Learning and Achievements

Prepared by:

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-Iman Mohammed AlQwidhy.

Abstract

This study investigates the reactions of students in AlKhums city to their teachers' feedback .It attempts to explore the effectiveness of teachers' feedback on students' learning and achievements, and how it influences their performance inside the classroom focusing particularly on the factors that might have influenced their reactions.

Students' data from interviews, with teachers' data from a questionnaire, lead us to a clear results that say teachers' feedback has a great impact on students' learning and achievements; positively, and negatively. Students who had been provided with positive feedback like praise, or a reward feel more confident and happy about their performance, and that motivates them to achieve more, while those who had been provided with negative feedback as a punishment, feel upset and become less confident that affects their performance inside the classroom negatively.

The study concludes that feedback has a huge impact on students' learning and achievements. Throughout this study, we recognized the importance of the suitable way for supplying both kinds of feedback; "positive and negative" by the teachers who must be aware of the effect of their feedback on their students' expectations and attitudes, as well as its effect on their achievements in general.

1 Introduction

1.1 Background:

Feedback can be defined as any form of response by a teacher to a student's performance, attitude or behavior. It is important to realize that feedback is not only an outcome of students' performance, but an essential part of the learning process.

Feedback can be written or spoken and may even be gestural, indicating approval, encouragement or criticism demonstrates flaws in performance. 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 feedback and instruction become intertwined until "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness" (Kulhavy, 1977, p.212). To take on this instructional purpose, feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Sadler, 1989), and it can do this in a number of different ways. These may be through affective processes, such as increased effort, motivation, or engagement. Alternatively, the gap may be reduced through a number of different cognitive processes, including restructuring understandings, confirming to students that they are correct or incorrect, indicating that more information is available or needed, pointing to directions students could pursue, and/or indicating alternative strategies to understand particular information.

Winne and Butler (1994) provided an excellent summary in their claim 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).

1.2 The Significance of the Study:

Feedback is not simply the correction of errors, awarding a

mark/grade or the writing of a single word comment, or a negative equivalent, neither is it editorial or grammatical corrections. So because of this integral effect of the feedback on the learners' performance this study is conducted as a try to:

1-Investigate the impact of teachers' feedback on the students' learning and performance.

2-Reduce the gap between the teachers' feedback and the students' performance in the classroom.

3-Emphasize the instructional aspects of feedback and not only the correctional dimensions.

4-Enhance students learning through effective formative feedback that can be used by teachers to motivate learning and achievements

1.3 The Statement of the Problem:

It is widely recognized that feedback is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to the conduct of the feedback process. Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralizing. Additionally, students sometimes report that they are not given guidance as to how to use feedback to improve subsequent performance. Even worse, students sometimes note that the feedback is provided too late to be of any use or relevance at all. For their part, teachers frequently comment that students are not interested in feedback comments and are only concerned with the mark. Furthermore, teachers express frustration that students do not incorporate feedback advice into subsequent tasks. In this study, we examine some of the issues associated with the correct use of feedback from both students and teachers, and provide some guidelines for effective practice that will affect the learners' learning and achievements.

1.4 The Research Questions:

This study tries to solve the following questions:

- 1-What is the effect of teachers' feedback on students' learning and achievements?
- 2-How do students react to the feedback that is provided by their teachers?
- 3-What are the factors that might influence the students' reactions to the teachers' feedback?

1.5 The Theoretical Framework:

This study is based on a number of theories of second learning and language pedagogy about feedback and its important role in the learning process in general. In both behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. Furthermore, in structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. This study was conducted in the field of second language acquisition and language pedagogy in order to examine a number of issues related to the impact of feedback on the learners and their performance.

2 Literature Review:

2.1 History of Feedback:

The first studies and theories about feedback are almost 100 years old and arose out of the psychological perspective called behaviorism (Thorndike 1913).

Positive feedback was considered “positive reinforcement,” and negative feedback was considered “punishment.” Both reinforcement and punishment affect learning; thus, feedback was theorized to be effective.

2.2 Feedback Purposes:

The main aim of feedback is to increase students' knowledge, skills, and understanding in some content area or general skill (e.g., Problem solving).

According to Black and William (1998), there are two main functions of feedback: directive and facilitative. Directive feedback tells the student what needs to be fixed or revised. Such feedback tends to be more specific than facilitative feedback, which provides comments and suggestions to help guide students in their own revision and conceptualization.

In the process of learning a language, feedback of all kinds whether it is corrective, informative, spoken or written it is so important for the students in order to get positive improvement in the students' level.

2.3 Why Feedback is Important?

Feedback is equally vital in schooling and performs a variety of functions including recognizing, correcting, encouraging, challenging and improving student performance. Feedback also keeps students 'on track' and is an aid to classroom management. Students know which teachers never check homework, mark books or monitor and assess their work in other ways. They also know those teachers who use empty praise to win favor and compliance.

It should be noted that there is the potential for feedback to be negative, in that it can discourage student effort and achievement (Hattie & Timperley, 2007). The right balance needs to be struck between not wanting to hurt someone's feelings and destroying their confidence. While some people can be pushed to perform at a higher level, others need more encouragement and sympathetic handling.

2.4 The Timing of Feedback:

There has been much research on the timing of feedback, particularly contrasting immediate and delayed feedback. Most of this research has been accomplished without recognition of the various feedback levels. For example, immediate error correction during task acquisition can result in faster rates of acquisition, whereas immediate error correction during fluency building 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 (0.36), but at

the process level (i.e., engaging in processing classroom activities).

Difficult items are more likely to involve 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.

2.5 Manageable:

One further consideration for the academic is how to keep the feedback process manageable. It takes time to mark and provide quality feedback. The balance between efficiency and effectiveness in marking and providing feedback is challenging. Race (2010) discussed balancing learning payoff and efficiency and his work in this area is well worth looking at. First review the assessments themselves to determine if they could be approached differently whilst still achieving the same purpose.

2.6 The Effects of Positive and Negative Feedback:

Feedback can be positive or negative. Positive feedback affirms that a learner response to an activity is correct. Negative feedback signals, in one way or another, that the learner's utterance lacks veracity or is linguistically deviant. In other words, it is corrective in intent.

Feedback by nature must be negative to an extent if it is to be helpful in improving performance. Much of the feedback that instructors give on assignments is to specifically point out the shortcomings of a student's work and motivate the student toward improvement. Such feedback is intended to be received as 'constructive criticism.' However, although students may say they value feedback in general, when it is about their own performance and by extension themselves, the impact on self-esteem may provoke a negative reaction.

Positive feedback tells you what you are doing right or what works. If you know that, you can do more of it. It is true that you won't improve as much if you only get positive feedback. You also need to know what isn't working or could be done more effectively.

Positive feedback, however, can increase the likelihood that students will return to or persist in an activity and self-report higher interest in the activity, (Deci et al, 1999).

For the low self-efficacious students, positive feedback about initial success may confirm that they have deficiencies that need to be remedied, which can lead to a variety of reactions. One reaction may be further engagement to remedy these “deficiencies” to reach a passable level of performance, which would afford protection against failure. Alternatively, these students may avoid tasks and feedback following initial success, because such success signifies that they have already reached an adequate level of performance, and further tests merely run the risk of disconfirming the (sometimes hard gained) favorable outcome.

3. Research Methodology:

This part introduces the quantitative and qualitative methods that were used in order to collect data to find the appropriate answers for the research problems. It includes the subjects, instruments and data collection procedures used for that purpose.

3.1 The Subjects:

The participants of this study were 10 teachers and 20 students in English department at Al-Mergib University. The teachers were 4 males and 6 females with different level of experience according to their age. The students' age was between 18 and 20 from second year. They were 12 females and 8 males

3.2 Instruments:

1. *Questionnaire*: The teachers were asked to answer questionnaire questions, these questions determined the important role of teachers' feedback, how it can help their students to be more active in their learning, and how they can learn from their mistakes to achieve better understanding of their subjects.

2. *Interviews*: there were personal interviews that involved different types of questions. It was conducted with the 20 students.

The interviews in collecting data helped to gain deeper insights since it allowed for adaptability in questioning as it reflected the personal side of the participants. So they were asked about their teachers' feedback in general, its effect on them, and how they react to it, and so many questions. Furthermore, the interview data complemented and expanded

on the questionnaire data as it enabled the researchers to get follow-up information in the case of ambiguous and incomplete responses in the questionnaire.

3.3 Data collection procedures:

The questionnaire included both open-ended question; including essay questions where the teachers can answer freely in expressing their opinions, also closed-ended questions were there to investigate the degree of agreement of the teachers' about certain conceptions regarding feedback in general.

The interviews were audio recorded, each interview involved a list of open-ended questions addressing issues that were related to feedback, and how it affects their learning and performance. The interviewer asked additional questions from her side when further information was emerged in the course of the interview, since the subjects had the complete right to participate.

4 Data Analysis & Discussions:

Through two methodologies; a questionnaire for the teachers, as well as a number of interviews with many students, a suitable answers for the research questions were found.

Research questions answers:

1-What is the effectiveness of teachers' feedback on students' learning and achievements?

About **90%** of the teachers agreed that positive feedback has a great influence, it improves students' performance inside classroom since it motivates them to learn and achieve more .In addition to that positive feedback increases the rate of reactions of the students in the class, because students will be more confident, and try to get the best feedback since its compete effect among the students when they will work harder in order to get the praise from their teachers.

Moreover, they agreed bout the concept that says negative feedback has both negative and positive impact on student learning and achievement. Positively, negative feedback identifies the students'

mistakes ,errors, and misbehaviors which will help them to avoid repeating the same mistakes over and over again. Negatively, it frustrates students and makes them become less confident about their performance, therefore students will be passive and afraid to interact inside the classroom.

One the other hand, about **10%** of the teachers disagreed with that as they think some students do not need the guidance of the teachers that is because if feedback is provided wrongly, it makes the students upset, frustrated, and unsatisfied about their performance. Negative feedback destroys the confidence of the students which influences negatively on their reflections.

From what was mentioned above, we can conclude that feedback has the integral role in the process of learning.

2-How do students react to the feedback that provided by their teachers?

60% of the students in Al Mergib University react positively for feedback when it is a kind of praise, they become happy and proud, especially if that happens in front of the whole class where they are competing with each other. **10%** of the students find that negative feedback is really helpful, they accept it positively and try to improve their level and be better by working harder and trying to develop themselves, while **30 %** of them find negative feedback as not helpful and effects their learning and achievement negatively, as they will not try to interact in the class in order to avoid the criticism from their teachers in front of their colleagues in the class. So, students react to the feedback differently according to the type of feedback itself

3-What are the factors that might influence the students' reactions to teachers' feedback?

The main factor is the teacher who delivers the feedback, since some students welcome praise and do not welcome constructive criticism. The teacher must be able enough to learn the students how to make use of his feedback, by clarifying the real nature of it as a kind of encouragements for good students, and correcting errors for the weak

ones, who must consider teachers' feedback as a starting point for trying over and over again.

In addition to the teacher factor, the kind of feedback is another factor that might affect the learners' reactions to their teachers' feedback, because whether feedback is oral or written is different, since students find oral feedback is more powerful than the written one which will in turn affects their reactions, performance and achievements a lot.

Moreover, time and how feedback is provided are very important, especially in correcting errors. Teachers must be able to know the suitable time for giving the required feedback, as well as the suitable techniques that can be used, as it has a great effect on the students' learning positively or negatively.

In addition to that, there are other factors that appear to have influenced student reactions to teacher feedback include the instructional context, such as the personality of the teacher , pedagogical approach, and activities, and student factors, such as student expectations, proficiency, and motivation. These factors are seen to be in an intricate relationship with one another, as it is hard to single out one factor as the main source of influence.

5 The Findings of the Study:

After collecting data from its subjects, we obtained the following findings and conclusions about feedback and its vital impact on the learners and on the learning process in general.

Good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Students can't hear something that's beyond their comprehension; nor can they hear something if they are not listening or are feeling like it would be useless to listen. Because students' feelings of control and self-efficacy are involved, even well-intentioned feedback can be very destructive. Not all studies about feedback show positive effects. The nature of feedback and the context in which it is given matter a great deal.

This study proves the following findings:

1-Feedback has a great impact on students' performance inside classroom,

it:

- Facilitates the development of self-assessment (reflection) in learning.
 - Encourages teacher and peer dialogue around learning.
 - Helps clarify what good performance is.
 - Provides opportunities to close the gap between current and desired performance.
 - Encourages positive motivational beliefs, and self-esteem.
 - Effects on the students' interactions whether in increasing their confident which is positive feedback, or in decreasing confident which is negative feedback.
- 2-This study affirms that students do need teacher guidance which points out for revision their strengths and weaknesses.
- 3-Feedback allows for a level of individualized attention and one to one communication that is rarely possible in the day-to-day operations of a class, and it plays an important role in motivating and encouraging students.
- 4-Feedback type is quite useful. This may be best used in conjunction with other types of feedback to provide learners with information about what is well done (praise), what needs to be done (criticism) and how it can be done (advice).
- 5-Positive feedback makes the students happy, satisfy about their performance, and it encourages the students to interact more, being more active. Also positive feedback motivates them to do their best in order to get the best feedback, since the students find positive feedback is competed among each other.
- 6-Negative feedback makes the students upset, frustrated, and unsatisfied about their performance. In addition it decreases their motivation to interact inside classroom and become passive, because they get afraid of the provided corrective feedback by the teachers. Negative feedback destroys the confident of the students which influences negatively on their reflections.

As a result, students appreciate teachers' feedback and attempt to make use of it for revising and improving themselves.

6 Recommendations:

On the basis of the findings that were obtained from this research many recommendations can be given for the educational system, the teachers, and the students who play the main role in learning processes.

-Educational system in Libya should raise the awareness of feedback among the teachers by doing training courses about feedback, because most of the teachers do not have an educational qualification.

-Teachers should be aware that learners at that age are too sensitive that any word may has a great influence on their learning and achievement, also it can whether to improve or disprove their performance inside classroom, So teachers should be careful while they are providing feedback, and they should balance the provided feedback, teachers should know when they praise and encourage the students, in contrast they should also know when they correct errors and punish them

-Learners also should be helpful with their students to achieve their aims in learning, and they have to accept negative feedback positively in order to learn from their mistakes because without mistakes they will never learn.

7 Summary and Conclusion:

Feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. If part of the classroom culture is to always “get things right,” then if something needs improvement, it’s “wrong.” If, instead, the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and in the long run reach further than they could if they were stuck with assignments on which they could already get an A without any new learning. It is not fair to students to present them with feedback and no opportunities to use it. It is not fair to students to present them with what seems like constructive criticism and then use it against them in a grade or final evaluation.

Feedback is an essential part of education and training programs that helps learners to be involved in all areas of their training, points out

areas for improvement and actions to be taken to improve the performance.

It is clear by this study that feedback has a great impact on students learning and achievement in its both kinds positive and negative. Also this study showed that students face difficulties with accepting negative feedback and they do not comprehend it well. The data was collected by two methods which are teachers' questionnaire, students' interviews, and through these methods the researchers gained the required data to be analyzed in detail on the light of the answers of the subjects.

Further research could investigate the reasons behind the unaccepting of corrective feedback by the students, and how teachers can vary their feedback according to students needs to maximize the benefits of feedback.

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Appendix A

Teachers' Questionnaire

Teachers' Questionnaire about the effect of feedback on the learners

Q1-What is the role of feedback in teaching whether it is positive or negative?
.....
.....

Q2-How your students react with / to your feedback?
.....
.....

3-What are the strategies that you use in correcting errors taking in consideration the effect of your feedback on your students?
.....
.....

4-What kind of improvement in the students' learning that you noticed after providing them with your feedback?
.....
.....

Q5: What do you think about the following:

1-Teacher's feedback is helpful to students in their learning and achievements.

1-Agree 2-Disagree

2-Positive feedback has a great effect on students.

1-Agree 2-Disagree

3-Students get very upset to negative feedback that effect on their learning.

1-Agree 2-Disagree

4-Most of teachers don't use feedback properly.

1-Agree 2-Disagree

5-Students make use of the teachers' feedback.

1-Agree 2-Disagree

6-Students find feedback very useful and compete with each other on getting the best feedback.

1-Agree 2-Disagree

7-Students do not comprehend feedback well.

1-Agree 2-Disagree

8-Teachers need to learn more about feedback and how to give it properly.

1-Agree 2-Disagree

9-Students learn over time to adjust their attitude and take feedbacks more positively.

1-Agree 2-Disagree

10-Feedback is related to clear, specific and challenging goals for the students.

1-Agree 2-Disagree

Appendix B

Students' Interview

Here are the interview questions:

1-What do you know about feedback?

2-What was your first impression about your teacher's feedback? How did you react to it?

3-Do you think that feedback has an important role in your learning process? (Yes-No).

4. Do you give interest or attention to your teachers' feedback? (Yes-No).

5. How can you make use of your teachers' feedback weather it is positive or negative?

6. How feedback helps you in your learning?