

Investigating the Quantity and Quality of Corrective Feedback Adjectives: A Corpus-Based Study

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Abstract:

This study explores the role of corrective feedback adjectives in classroom instructions, focusing on both their quantity and quality. By providing an overview of relevant literature in the fields of corpus linguistics and corrective feedback, the paper establishes a theoretical foundation for understanding how teachers use adjectives in providing feedback. The data were collected from 5 English language teachers during a total of twenty online Grade 5 classroom sessions. Data were collected from a real classroom setting and analysed using AntConc, a corpus-based software tool. The compiled corpus consisted of 12,540 words and included 325 instances of corrective feedback. The findings revealed that teachers predominantly utilized adjectives that convey positive corrective feedback, as opposed to those that offer negative feedback. The study highlights the potential impact of corrective feedback adjectives on student motivation, urging educators to be mindful of their language choices in feedback to foster a more supportive learning environment.

Keywords: Corrective feedback, adjectives, motivation, classroom instructions, language corpora, English language teaching.

1. Introduction

Language instruction in the classroom is extremely influenced by the type and quality of feedback that teachers provide. Corrective feedback is one form of feedback that guides learners toward accurate language use. Although several studies have examined the role of corrective feedback from a pedagogical perspective, relatively few have investigated the linguistic characteristics—specifically the adjectives used in feedback—through a corpus linguistics approach. In corrective feedback, some adjectives such as "good," "incorrect," or "well," or " ", can convey evaluative, motivational, and instructional functions, thereby shaping learners' language performance. Yet, the quantity and quality of these adjectives in classroom contexts remain underexplored. While previous research has widely investigated feedback types, strategies, timing, and learner responses, there is still a notable gap concerning the specific lexical choices teachers make, particularly adjectives, which remain largely overlooked in corrective feedback literature. This lack of focus limits understanding how evaluative language shapes student perceptions and outcomes.

Corpus linguistics, on the other hand, is a system that studies real-life language use. Kennedy (2014) defines it as "a discipline that utilizes computer resources to analyse and understand the patterns and variations in language, leading to the development of new theories of language". This field has applications in various areas, including language learning, natural language processing, and understanding language acquisition.

Therefore, this study adopts Corpus linguistics to investigate how teachers and students interact in the classroom, with particular attention to adjectives teachers use to correct students. The main aim is to find patterns in how these words are used to give feedback; whether to correct, motivate, or criticize and to examine how variably these adjectives are employed across classroom settings. By addressing this gap, the study contributes to corpus-based research by focusing on a feature that has received minimal empirical attention.



2. Statement of the Problem

Despite the significance of corrective feedback in language acquisition, there is a substantial gap in research regarding the adjectives used by teachers when giving students feedback. This lack of empirical linguistic analysis restricts our understanding of how frequently these adjectives occur, what kinds are most common, and how they function in real classroom settings. Additionally, previous studies have not examined how the quality of these adjectives contributes to classroom interaction, especially in terms of their affective, pedagogical, and interactional roles. While adjectives can motivate, soften criticism, clarify expectations, such qualitative dimensions remain underexplored. Therefore, this study aims to fill this gap by investigating both the quantity and quality of corrective feedback adjectives using a corpus-based empirical approach.

2.1. Research Aim

The aim of this research is to investigate the quantity and quality of corrective feedback adjectives used by teachers in classroom. In this study, “quality” refers to the functional role of adjectives in feedback—whether they serve motivational, evaluative, corrective, or regulatory purposes within teacher–student interaction.

2.2. Research Objectives

- A- To identify the most common adjectives used by teachers to provide positive feedback for learners.
- B- To identify the most common adjectives used by teachers to provide negative feedback for learners.
- C- To analyse the functional quality of these adjectives in terms of their affective, pedagogical, and interactional contributions to corrective feedback.

2.3. Research Questions

- A- What are the most common adjectives used by teachers to provide positive feedback for learners?
- B- What are the most common adjectives used by teachers to provide negative feedback for learners?
- C- How do these adjectives function affectively, pedagogically, and interactionally within corrective feedback?

3. Related Work

3.1 An Overview and Definition of Corpus Linguistics

Corpus linguistics is the empirical study of logically occurring language through systematic compiled collections of texts—called “corpora”—. It analyses how authentic language is employed in a context using quantitative and qualitative methods. Lange & Leuckert, (2019).

Meyer, (2023) states that Corpus linguistics involves collecting authentic language samples and organizing them “into searchable corpora for systematic study”. He further adds that although Corpus linguistics is not restricted to language, English has been a central factor in its development.

Lange & Leuckert, (2019) draw four main features that Corpus includes which are:

- Use of authentic, real-world language data.
- Evidence-based methods.
- Quantitative analysis of frequencies and collocations.
- Qualitative interpretation of contexts.

While these features establish a strong foundation for analyzing language patterns, in the context of classroom interaction, special attention is needed on how corpus tools can reveal evaluative language and feedback strategies, particularly adjectives that shape students responses.

3.2. Historical Background and Development

The roots of corpus-based studies emerged in the 1960s and was referred to as the first generation era, using manual text collections like diaries, early spelling frequency. Then, it was followed by the second generation

era (1970s–1990s): larger structured corpora such as the Survey of English Usage, British National Corpus and Bank of English. The third generation (2000s onward) where mega- and gigacorpora were built with advanced computing and NLP tools, e.g., Cambridge/Nottm CANCODE, Google Books, social media corpora, and diachronic historical corpora Qi, C. (2022). For classroom-focused research, modern corpora enable analysis of spoken teacher-student interactions, including the language of corrective feedback, which is significant for understanding evaluative and motivational functions of adjectives

3.3. Types of Corpora

Corpus linguistics utilizes various kinds of corpora, classified by mode, language, and purpose. Table 1 below classifies these types of corpora.

Table1: types of corpora

Type	Definition / Use
Monolingual	Single-language texts for lexical/grammatical insights (e.g., Brown, BNC).
Written	Text from books, articles, essays—helpful for stylistic and genre analysis.
Spoken	Transcripts of conversation, lectures, classroom talk.
Parallel/Bilingual	Texts with translations side-by-side—valuable for translation studies.
Diachronic/Historical	Texts spanning time periods to study language change (e.g., Helsinki Corpus, ancient corpora)
Learner corpora	Texts from language learners—essential for second language acquisition.
Specialized corpora	Domain-specific (legal, medical, pedagogical) and modern social media corpora.

3.4. Applications of Corpus Language

The field of language education has benefited significantly from corpus linguistics, particularly in the areas of vocabulary acquisition and grammar instruction. One of its most significant contributions is providing teachers and learners with access to authentic language use, which enables a more realistic understanding of how language functions in context.

Corpus linguistics enhances grammar instruction by transitioning from rule-based to usage-based methodologies, with a focus on variation and frequency, as discussed by Rizvić-Eminović & Hadžić (2022). Moreover, Biber, Conrad, and Reppen (1998) argue that inductive learning and deeper comprehension can be facilitated by teachers using concordance lines, which provide students with a variety of authentic examples.

Corpus linguistics also facilitates vocabulary acquisition by helping learners identify lexical patterns, word frequency, and collocations. O'Keeffe and McCarthy (2022) observe that corpus-informed instruction allows learners to differentiate between common and unique vocabulary, as well as formal and informal usage, which promotes more efficient language production.

Furthermore, the utilisation of learner corpora to analyse common language errors is growing, which allows teachers to modify their instruction to address the frequent grammatical and lexical challenges faced by learner groups (Rizvić-Eminović & Hadžić, 2022). In the context of this study, AntConc was employed to analyse corrective feedback adjectives in online speaking lessons, utilising corpus-based techniques to provide valuable insights into how teachers use language to support learner responses.

These applications highlight the potential of corpus linguistics to systematically identify evaluative adjectives and their functional roles in classroom feedback, linking frequency patterns with interactional and motivational effects.

3.5. Theoretical Debates and Criticisms

Even with its increasing influence, corpus linguistics is still subject to continuous theoretical critique. The balance and representativeness of corpora continue to be a central point in ongoing debates as even with their size, corpora may still fail to represent adequate data in terms of context-sensitive language or its frequency including pedagogical and affective subtleties reflected in classroom communication (Brezina, 2018).

Methodological reductionism points out a further area of concern in which quantitative occurrence is valued over deep interactional and functional relevance (Baker, 2014). Such observation is specifically related to the context of corrective feedback in which the communication purpose, tone, and delivery carry an equal importance as the lexical items used. Scholars have also raised concerns regarding the corpus drawn conclusion, which mainly rely on decontextualized language samples, and whether it can appropriately capture the classroom interaction analysis from its different aspects (multimodal/dynamic/etc...) (Friginal, 2018).

Despite this, Adolphs & Carter (2013) highlighted that corpus linguistics is still a key empirical tool when combined with qualitative frameworks supporting a better understanding of linguistic use and behavior in classroom educational discourse. Critically, synthesizing these debates suggests that while quantitative data reveal patterns of adjective usage, integrating classroom interaction context is essential to understand how these adjectives influence learner perception, motivation, and engagement. This can conclude that a mixed frameworks would allow for a greater observation of the educational context.

3.6. Corrective feedback

Corrective feedback is one of the pedagogical terms which refers to the teacher response to learners' answers. "Corrective feedback (CF) refers to teacher and peer

responses to learners' erroneous second language (L2) production (Shaofeng, 2014)." Another definition is given by Sheen & Ellis (2011) which says: "Corrective feedback (CF) refers to the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language (L2)".

Oral corrective feedback (OCF) is one type of corrective feedback produced by teacher. Oral corrective feedback refers to the feedback given by teachers to learners orally, not in a written manner. Lyster and Ranta (1997) identify six corrective strategy types for the utterance "He has dog":

- Recast "A dog".
- Telling learner about the error and providing the correct form, (explicit correction): 'No, you should say "a dog".'
- Asking for clarification "Sorry!".
- Making a comment "You need to add an article".
- Eliciting the correct form.
- Repeating the wrong sentence.

While these strategies demonstrate feedback types, this study emphasizes the specific lexical items which are evaluative adjectives, that teachers use within these strategies to motivate, reinforce, or correct learners.

As this paper targets the adjectives used by teachers to provide corrective feedback, there is, unfortunately, very few research targeting the same aspect. The majority of the research in this area discuss oral corrective feedback in general. For example, Hadzic, S. (2016) aims in his paper to examine the different types of corrective feedback used by teachers for students. In this research, he mentions many adjectives used by teachers as corrective feedback like sorry, great, well done, and good.

Nakata (2015) conducts another research paper about the vocabulary of feedback. He introduces a systematic review of the terminology used key elements in the process of feedback produced by teachers.

In addition, Sheen & Ellis (2011) describe in their paper, under the title "corrective feedback in language teaching", both the written and oral corrective feedback used by teachers in classroom instructions. They also consider the key issues which surround the CF provision in language pedagogy.

Although the literature is rich in papers talking about corrective feedback in general and oral corrective feedback specifically, there is no research about the adjectives used as corrective feedback by teachers. Hence,

this research aims to investigate this area of corrective feedback adjectives used by teachers in classroom instructions by using AntConc.

4. Methodology

4.1. Research Design

This study employed a corpus-based descriptive research design to investigate the quantity and quality of corrective feedback adjectives provided by Omani teachers during classroom instructions. The research utilised corpus linguistics tools for analysis and naturally occurring data collected from real-time online classroom sessions. The pedagogical corpus was generated by compiling the instructional data. The AntConc software was then used to identify patterns in the adjectives teachers employed when providing feedback.

4.2. Participants

Five Omani English language teachers from Al-Azhar Preparatory School in Izki participated in the investigation. The online instruction for Grade Seven students was conducted by all participants, who were non-native English speakers. To ensure instructional consistency, the teachers were chosen through convenience sampling and had similar teaching loads and years of experience. The classroom discourse of each teacher was recorded during routine virtual sessions that were conducted via Google Meet. The sessions were chosen to ensure instructional authenticity and reflected the natural dynamics of the classroom.

4.3. Instruments

Instructional Sessions Recorded: A total of ten online classroom sessions were recorded, with two sessions per teacher, resulting in approximately five hours of teaching data.

Version 4.2.0 of AntConc: The software is a corpus analysis tool used to produce word frequency lists, concordance lines, and collocation patterns of adjectives in teacher feedback.

4.4. Procedure

The study was conducted over a period of two months during regular online speaking lessons. A total of 20 recorded lessons resulted from the four different teaching sessions contributed by each of the five participating teachers.

Session Recording: The classroom discourse of each teacher was recorded during naturally occurring online speaking classes with Grade Seven students. To maintain the integrity of the instructional language and feedback, the recordings were made without interruption.

Transcription: The audio recordings were manually transcribed to ensure accuracy following each session, with a focus on the exact placement of corrective feedback adjectives.

Corpus Compilation: To facilitate systematic analysis, all transcripts were collected and organised into a teaching corpus.

Corpus Analysis: The AntConc software was employed to analyse the compiled corpus to investigate the frequency, collocation, and context of adjectives utilised in teacher corrective feedback.

4.5. Ethical Considerations

All participants were informed about the study's purpose and were given a consent form to sign, allowing teachers to record their sessions. Both teachers and students were guaranteed anonymity and confidentiality throughout the research procedure. Data were maintained in an encrypted format and utilised only for research purposes.

4.6. Action Plan

A. Type of Corpus: The aim of this research is to develop a pedagogical corpus that targets a specific type of genre: teacher discourse.

B. Balance: It is the range of texts categories. They represent language instruction:

1. Genre

Teaching (instruction-based) genre as the aim of this research tends to investigate a discourse produced by teachers in classroom instructions. Hence, Academic scripts are included as they are the most common way to get instruction language.

2. Domain

Spoken-academic domain. Specifically, classroom instructions recordings and then it will be transcribed and put in AntConc. The texts will be taken from recorded instructions in classroom for Grade Seven students. The features of selecting these spoken data are as follows:

- Demographic: The teachers are Omani non-native speakers working at Al-Azhar preparatory school in Izki.
- Text-governed: The texts are taken from five formal and natural classroom instructions. The instruction are online, and they are conducted via google meet. The recordings of the instruction are collected, transcribed and then put in AntConc.
- Instruction Type: It is an instruction given by teachers, and there is a dialogue between the teacher and the learners in the instruction.

3. Type of Text

Texts related to several scripted classroom instructions dialogues between the teacher and the learners of grade. The texts are taken from instructions given by one teacher to different sections of Grade Seven students.

C. Sampling

The register is the analysis of the quantity and quality of corrective feedback adjectives used by teachers on learners. Hence, the research aims to investigate the most frequent adjectives used by teachers to provide positive or negative corrective feedback

D. Time

Data is collected during this semester. The teaching is online according to the extraordinary situation. The virtual classes are recorded; each instruction is transcribed and then put in AntConc to analyse the data.

4.7. Data Analysis Tools

Using AntConc Software, the data were analysed through the following tools:

- Words List: To identify the most common corrective feedback adjectives used by teachers in classroom instructions (Quantity). Then, to examine their quality based on a particular framework. (Quality)
- Collocates: To identify how these adjectives interact with their collocates
- Concordance: To check whether the identified adjective meanings match the meaning in context or not.

4.8. Hypothesis

The research hypothesis is that the teachers use more adjectives that provide positive corrective feedback than adjectives that provide negative corrective feedback.

5. Data Analysis

5.1. Word List: An identification of the corrective feedback adjectives frequency is conducted using the word list tool, which is used to identify the general frequency. The results are retrieved as shown in figure 1 and Table 2.

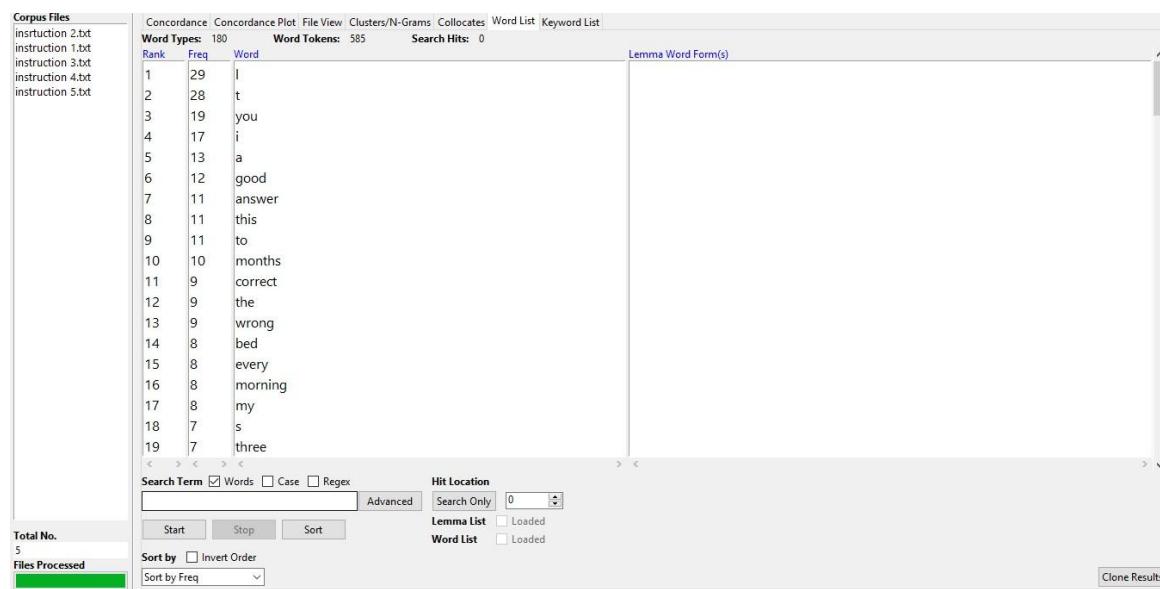

Figure 1: Word list tool

Table2: The table shows the corrective feedback adjectives frequency

	Adjective	Frequency
1	Good	30
2	Correct	20
3	Wrong	9
4	Excellent	6
5	Great	5
6	Super	5
7	Acceptable	4
8	Magnificent	4
9	Nice	4
10	Beautiful	3
11	Incorrect	3
12	Lovely	3
13	Superb	3
14	True	3
15	Fantastic	2
16	Poor	2
17	Unacceptable	1
18	Wonderful	1

The results show that teachers tend to use corrective feedback adjectives frequently. Eighteen different adjectives are used by teachers to provide both positive and negative feedback. The results found in word list tool show that the most frequent adjective is 'good' as it is mentioned 30 times. It is followed by 'correct', 20

times. The least adjectives used are 'unacceptable' and 'wonderful', one time only. The results show that the majority of adjectives were used to provide positive feedback, such as 'good', 'correct', 'great' and 'acceptable'. In contrast, adjectives like 'incorrect', 'poor' and 'wrong' are used to provide negative feedback.

5.2. Concordance line tool: To investigate the way of using each adjective and to identify what is the possible intended meaning which might be delivered, the concordance line tool is used to identify the context of the lemma and reveal its position in the sentence. In addition, its aim is to give an inductive understanding of the word/structure and its use in the text. (See Figure 2 and Table 3).

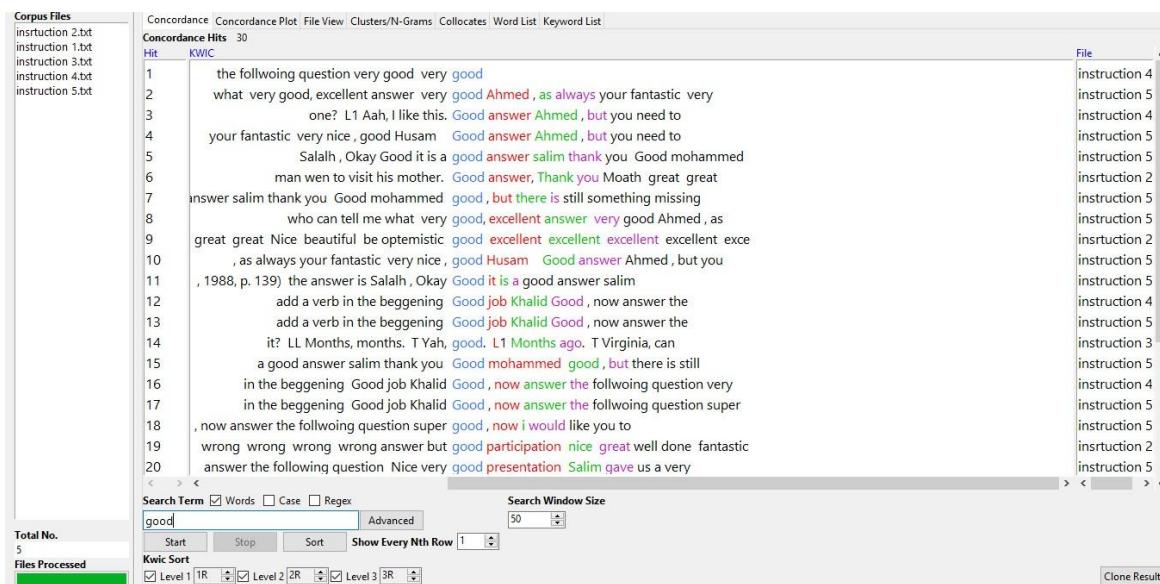


Figure 1: Concordance line tool

Table 3: The table shows what word/phrase might interact with each adjective

Adjective	Collocation (after the lemma)
1 Good	Answer
2 Correct	Answer
3 Wrong	Answer
4 Excellent	Answer
5 Great	,thank you Ali
6 Super	Participation
7 Acceptable	Answer
8 Magnificent	, very good
9 Nice	You are great
10 Beautiful	And great
11 Incorrect	Answer, you need to focus
12 Lovely	This means you got the point
13 Superb	Try
14 True	, good , very good
15 Fantastic	Participation

16	Poor	And uncompleted
17	Unacceptable	Answer
18	Wonderful	Answer

The findings of collocation along with concordance lines.

The results show that the majority of adjectives are used to provide positive feedback such as 'good', 'correct', 'great' and 'acceptable'. On the other hand, the results show three adjectives used to provide negative corrective feedback which are 'incorrect', 'poor' and 'wrong'.

In addition, the results reveal that all the eighteen adjectives are in a context where they are used as corrective feedback as the adjectives are frequently followed by the words 'answer, try, participation'. This indicates that the teacher is providing corrective feedback after the student has answered a question.

Here are some examples from the data:

A- Positive feedback

1- Good

Student: The answer is Oman.

Teacher: Fantastic Ali, good answer.

2- Correct

Student: Ahmed sent the email to Khalid

Teacher: Correct answer, thank you Mohammed.

3- Excellent

Student: We should use is with singular and are with plural.

Teacher: Excellent answer Ahmed, thank you very much, good answer.

The examples illustrate how the teacher gives positive feedback after the student gave the answer. The teacher starts the corrective feedback with adjectives that indicate that the answer is correct.

B- Negative feedback

1- Incorrect

Student: The answer is B

Teacher: Incorrect answer, the answer is A

2- Wrong

Student: I go to home yesterday

Teacher: Wrong answer, please try again.

The examples demonstrate how teachers provide negative feedback by using adjectives after the student gave a wrong answer.

6. Discussion and Findings

The findings have addressed the two research questions. They show that the most common adjectives used by teachers to provide positive corrective feedback in classroom instructions are Good, Correct, and Excellent. On the other hand, the most common adjectives used by teachers to provide negative corrective feedback are Wrong, Poor, and Unacceptable.

These results align with the study's hypothesis that teachers tend to use more positive corrective feedback adjectives than negative ones. The frequency data supports this, as adjectives like Good (30 times) and Correct (20 times) significantly outnumber negative adjectives like Wrong (9 times) or Poor (2 times). This preference

for positive feedback could be explained by the pedagogical emphasis on maintaining student motivation and creating a supportive learning environment (Erlam, Ellis & Batstone, 2013; Sheen & Ellis, 2011).

Moreover, the qualitative data from the concordance lines reinforce this interpretation. Adjectives such as Good, Correct, Excellent, and Great were often followed by terms like “answer,” “job,” or the student’s name, indicating that these words were used in a personalized, affirming context. This suggests that teachers are not only aiming to correct but also to motivate and reinforce desirable behavior. For instance, expressions like “Good answer,” or “Excellent work, Ahmed” contribute to positive reinforcement strategies that enhance learner confidence and engagement (Lyster, Saito, & Sato, 2013).

In contrast, the less frequent negative adjectives (Wrong, Poor, Unacceptable) were also clearly used in feedback contexts, but their placement often came with an immediate correction or a directive to try again. For example, “Wrong answer, try again” or “That’s unacceptable, revise your answer.” This shows that while negative feedback is present, it is often mitigated or softened with suggestions for improvement, aligning with best practices in formative assessment (Brown, 2016).

The choice of adjectives may also reflect broader sociolinguistic norms and teacher training practices in Omani schools. Teachers may be culturally inclined to avoid strong negative terms in favor of constructive or motivational alternatives. This cultural sensitivity in corrective feedback usage deserves further exploration in future studies.

Overall, the findings support the view that adjectives in corrective feedback are not neutral; they carry evaluative weight and contribute significantly to classroom discourse. They play a dual role, indicating correctness and shaping the affective climate of learning. Therefore, teachers' choice of adjectives in oral feedback is a critical aspect of classroom interaction that warrants more awareness and strategic use.

7. Conclusion

In conclusion, this study aimed to investigate the quantity and quality of corrective feedback adjectives used by teachers in classroom instructions. The corrective feedback adjectives were identified and analysed using AntConc. The findings of the research show that the teachers tend to use adjectives that provide positive feedback more than the adjectives that provide negative feedback, which meets with the research hypothesis. Teachers are encouraged to be mindful when using these types of adjectives as they may influence student motivation. They are also recommended to use adjectives that provide positive feedback and avoid using adjectives that provide negative feedback. Finally, the area of oral corrective feedback needs to be studied, investigated in depth, as it is essential in the pedagogical system.

8. Recommendations

Based on the research findings and discussion, several recommendations are highlighted. First, teachers should prioritize adjectives that convey encouragement (e.g., Good, Excellent, Great) to ensure having a supportive and motivating classroom atmosphere. Second, teachers should ensure that adjectives are used with clear instructional intent—so students understand whether a response is right, wrong, or needs improvement. Third, schools should conduct specific training in teacher development programs about the impact of language—especially adjectives—in corrective feedback. Moreover, supervisors should encourage teachers to review recordings or transcripts of their lessons to reflect on and improve their feedback language choices. Finally, institutions can develop checklists or banks of effective adjectives for both positive and corrective feedback to support consistent practice, they should also Promote the use of simple corpus tools (like AntConc) in teacher education so that teachers can analyse their own classroom language.

9. Future Studies

Several directions emerge from this study to be implemented in future studies. First, this investigation can be implemented wider to discover whether the same feedback adjective patterns appear in secondary or higher education classrooms. In addition, other fields can also benefit from this area like analyzing feedback adjectives used in other disciplines (e.g., math, science, humanities) to explore differences in language style and feedback tone. Moreover, corpus linguistics can be connected to motivation by, for example, conducting mixed-method studies to explore how different feedback adjectives affect learners' motivation, confidence, and academic outcomes. Furthermore, a cross-cultural comparison can be made by comparing corrective feedback adjectives used by teachers in Oman with those used in other cultural or linguistic contexts. Also, a

qualitative study might be conducted in which students are interviewed about how they perceive and react to different adjectives used in corrective feedback. Finally, gender is an essential factor that might play a huge role in giving different results, so it might be useful to investigate whether male/female teachers or novice/experienced teachers differ in their use of feedback adjectives.

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استقصاء وتحليل الصفات التصحيحية المستخدمة في التغذية الراجعة في تعليم اللغة الإنجليزية: دراسة معتمدة على المدونات اللغوية

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الملخص:

تهدف هذه الدراسة إلى استقصاء دور صفات التغذية الراجعة التصحيحية في التعليم الصفي، مع التركيز على بعديها الكمي والنوعي، واستناداً إلى مراجعة منهجية للأدبيات ذات الصلة في مجالى اللسانيات القائمة على المدونات اللغوية والتغذية الراجعة التصحيحية، تسعى الدراسة إلى بناء إطار نظري يوضح كيفية توظيف المعلمين للصفات عند تقديم التغذية الراجعة. جُمعت بيانات الدراسة من خمسة معلمي لغة إنجليزية خلال عشرين حصة صفية إلكترونية للصف الخامس، في سياق تعليمي واقعي. وقد خضعت البيانات للتحليل باستخدام برنامج AntConc، بوصفه أداة تحليل معتمدة على المدونات اللغوية. وتكونت المدونة من 12,540 كلمة، متضمنة 325 حالة من التغذية الراجعة التصحيحية. وكشفت نتائج الدراسة أن المعلمين يميلون في الغالب إلى استخدام صفات تعبر عن تغذية راجعة تصحيحية إيجابية أكثر من تلك التي تعبر عن تغذية راجعة سلبية. وتبين الدراسة الأثر المحتمل لصفات التغذية الراجعة التصحيحية في تعزيز دافعية المتعلمين، مؤكدةً أهمية وعي المعلمين باختيارهم للغوية عند تقديم التغذية الراجعة بما يسهم في خلق بيئة تعلم داعمة ومحفزة..

الكلمات المفتاحية: التغذية الراجعة التصحيحية، الدافعية، التعليمات الصافية، المدونات اللغوية، تعليم اللغة الانجليزية