

## عنوان مقاله:

The Effect of Regulatory Focus and Reference of Comparison Feedback on EFL Learners' Achievement Emotions and Achievement Goals

## محل انتشار:

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## خلاصه مقاله:

This study aimed at examining the effects of the feedback types designed based on the regulatory focus theory (i.e., prevention vs. promotion) and reference of comparison (i.e., normative vs. self-referential) on achievement emotions and achievement goals. One hundred intermediate English language learners were assigned to four experimental groups, promotion, prevention, self-referential, normative, and one control group (N= ۲۰ for each). The participants in the experimental groups received feedback based on their assignment for ۱۶ sessions, and their achievement emotions and achievement goals were assessed before and after the intervention. ANCOVA analyses revealed that significant differences existed between the four experimental groups and the control group regarding achievement emotions and achievement goals. Self-referential feedback and promotion feedback increased positive emotions and led students to mastery-approach and mastery-avoidance goal adoption, while normative feedback and prevention feedback increased negative emotions. Furthermore, normative feedback positively affected performance-approach and performance-avoidance goals. Prevention-focused feedback had a positive effect on mastery-avoidance goals. The researchers recommended that teachers use feedback emphasizing learners' growth and improvement as a means for progress check.

## کلمات کلیدی:

feedback, achievement emotion, achievement goal, regulatory focus, reference of comparison

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