REFERENCES

- Akinsanya, A., & Bach, C. (2014). Narrative analysis: The Personal Experience Narrative approach. In ASEE 2014 Zone I Conference.
- Blance, B. & Carpenter, L. (2007). Teaching Internships and the Learning Community. *Griffith University Australia*.
- Brookhart, S. M., & Freeman, D. J. (1992). Characteristics of entering teacher candidates. *Review of Educational Research*, 62, 37-60.
- Clandinin, D.J. and Connelly, F.M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. *Jossey-Bass, San Francisco*.
- Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). *New York, NY: Longman*.
- Ellis, R. (2009). Corrective feedback and teacher development. *Shanghai International Studies and University of Auckland*, 2-15.
- Hadzic, S. (2016). Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden.
- Hall, E.T. (1990) The Silent Language. New York, NY: Anchor Books.
- Han & Yin. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.
- Helen M.G. Watt & Paul W. Richardson (2012). An introduction to teaching motivations in different countries: comparisons using the FIT-Choice scale, *Asia-Pacific Journal of Teacher Education*, 40, 185-197.
- Hyland, F., & Hyland, K. (2001). Sugaring the pill: Praise and criticism in written feedback. *Journal of Second Language Writing*, 10, 185-212.

- Kung, S., Giles, D., & Rogers, B. (2018). Phenomenologically unpacking teachers perceptions of their best teaching experiences. *Teachers and Curriculum*.
- Martin, A.J. (2003). The student motivation scale: Further testing of an instrument that measures school students' motivation. *Australian Journal of Teacher Education*, 47, 88–106.
- Petchprasert. A. (2012). Feedback in second language teaching and learning. *US-China Foreign Language*.
- Petek, E. (2013). Teacher's Beliefs about Classroom Interaction and their Actual Practices: A Qualitative Case Study of a Native and a Nonnative English Teacher's In-class Applications. *Procedia Social and Behavioral Sciences*, 70, 1195–1199.
- Richardson, P.W. & Watt, H.M.G. (2012). Motivations for choosing teaching as a career: an international comparison using the FIT-Choice scale', Teaching and Teacher Education, *6*, 791–805.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, *36*, 79-104.
- Tinto, V. (2005, January). Taking student success seriously: Rethinking the first year of college. *In Ninth Annual Intersession Academic Affairs Forum, California State University*, 05-01.
- Veliz C. L. (2013). Corrective Feedback in Second Language Classrooms. *Lit. lingüíst*. 2008, *19*, 283-292.
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. *Health Education & Behavior*, 24, 369–387.
- Williams, M., R. Burden and U. Lanvers. (2002). French is the language of love and stuff': student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal* 28, 4, 503–28.
- Yang, M., Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a chinese EFL writing class. *Journal of Second Language Writing*, 15, 179-2.