This study investigates how uptake and the available input (feedback from teachers) to the EFL learners affect their individual differences, i.e., motivation, learning strategies, and attitudes, which in turn lead them to be successful or unsuccessful EFL learners. A Meta-analysis is applied in this particular study to search for previous research findings on similar topics with different objects. It is meant to collect as much information as possible and later on to be linked with the result of study done at several universities in Eastern part of Indonesia.

Using descriptive qualitative method in analyzing the data, the study confirmed that teachers’ feedback and input availability both inside and outside the class play important roles in shaping the individual differences of EFL learners which in turn affect their achievement in their productive EFL skills.