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## Exploring the Effects of Teachers' Positive and Negative Oral Feedback on Students' Self-Confidence in Learning:

## Case study of First Year Master Students at the Department of English, University 8 Mai 1945, Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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# Dedication 1

**"Firstly, the greatest thank would be to Allah who gave me power and patience to complete my work".**

It is my genuine gratefulness and warmest regard that I dedicate this work to:

My beloved parents who lend me warm encouragement and endless support

May Allah bless them.

My precious sisters, **Yamina, Chaima, Ines.**

My lovely sister, **Linda** and her husband **Farouk.**

My brother, **Moustafa** and his wife **Kamilia**

To my nephews and mynieces**"Ilyas, Nasro, Yesr, Hachem, Rana, Sidra"**

I am so grateful for having you.

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To my childhood friend, **"Midou"**

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And to my darling sister and partner in the dissertation, **"Racha"** whom I shared

unforgettable memories together.

Thank you dear. May Allah gives you all the best in your life.

**Sara Aissaoui**

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First of all, thanks to Allah who gave me strength and patience to finish this work.

I would like to dedicate this work to :

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All my friends, who were asking for me all the time, to my best YARA

Special thanks to ME and to the beautiful, adorable, and the best partner SARA

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# Abstract

EFL students and teachers should be aware to what extent oral feedback is a fundamental and undeniable element in the learning process, which may strongly affect students' level of self-confidence. The present research aims at investigating the impact of teachers' positive and negative oral feedback on students' self-confidence. In order to achieve this goal, the study was conducted through using a quantitative descriptive method. Both teachers' and students' questionnaires were chosen as gathering tools : a questionnaire was administered to eighty-nine (89) first-year Master students, and sixteen (16) teachers, from different levels from the English Department of Guelma University, were given another questionnaire. The obtained results from the questionnaires revealed that teachers' positive oral feedback improves students' self-confidence more than negative one, and that the appropriate time to receiving feedback is after any kind of performance.Besides, teachers' positive oral feedback is used more than oral negative feedback. Consequently, it is recommended to avoid using frequently any type of negative oral feedback since it may decrease students' self-confidence, and it is recommended to maintain using all types of positiveoral feedback because it may keep students self-confident.This research hypothesized if teachers give the students NOF, this will decrease their S-C, and If they give POF, this will increase their S-C.

**Key words:** Negative Feedback, Oral Feedback, Positive Feedback, Self-confidence.

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# List of Abbreviations

**EFL**      **English as a Foreign Language**

**EM**      **Extrinsic Motivation**

**IM**      **Intrinsic Motivation**

**NF**      **Negative Feedback**

**NOF**      **Negative Oral Feedback**

**PF**      **Positive Feedback**

**POF**      **Positive Oral Feedback**

**S-C**      **Self-Confidence**

**TOF**      **Teachers' Oral Feedback**

# Content

**Chapter Three: Effect of Positive and Negative Oral Feedback On Students' Self-confidence**

# General Introduction

**General Introduction**

Behind any success of an individual in his/her life, there should be many factors that can help him/her to fulfill his/her objectives. In the learning process, self-confidence (S-C) considered from the major factors that can allow students succeed and accomplish their needs. It could be affected by their teachers' positive and negative oral feedback (POF and NOF). Therefore, students' level of S-C differs from one to another according to teachers' feedback. This is the focus of this study.

EFL students and teachers should be aware about the importance of S-C in the learning process. In the field of study, students receive huge amount of feedback from their teachers, this may affect them positively or negatively. In one hand, students with high level of S-C do not suffer from their TF and rather, they accept and use it as reinforcement in their academic journey. In the other hand, students with low S-C suffer from their TF when receiving it. The later may produce undesirable effects on the students' career, which may automatically hinder their progress to learn and gain enough S-C.

**1. Statement of the Problem**

Most of the students at the English department of 08 May 1945 (Guelma), lack animportant element during learning process which is S-C. The majority of themneed enough encouragement and motivation from their teachers inside the classroom, to make them able to participate and break the various obstacles that can affect them positively or negatively. The main problem that they face is the teacher's use of oral feedback to correct the learner's mistakes. They use either POF which can help students in a way of raising their S-C, or with providing them with NOF, which may affect them negatively and makes them: hesitating, afraid, shy, lost, and losing their S-C as well. Thus, it is of paramount importance that teachers know how to give POF and NOF appropriately.

## 2. Aims of the Study

Many students in EFL classroom receive both POF and NOF fromtheir teachers; which may influence their S-C through their learning process. Hence, the aims of this research are:

1. To investigate the influence of POF and NOF on student's S-C.

2. To compare the effects of POF and NOF.

3. To make teachers aware of how and when they should use POF and NOF.

4. To help the students develop their S-C in a way that they should take the teacher's feedback into their consideration.

## 3. Research Questions

In order to investigate the main problem, there should be some questions, which help the student to find answers for themselves. Thus, this research questions are as follows:

1. How can POF and NOF affect the student's S-C?
2. When should teachers give POF and NOF to students?
3. What kind of oral feedback can help students to improve their S-C?
4. Does NOF influence the learner's S-C positively or negatively?

## 4. Research Hypothesis

S-C is essential and effective to achieve better outcomes later on, so it can be hypothesized that:

(H1). If teachers give the students NOF, this will decrease their S-C.

(H0). If teachers give POF, this will increase their S-C.

**5. Research Methodology and Design**

**5.1. Research Method**

This research would be conducted through the quantitative descriptive method aiming at confirming the research hypothesis through administrating both students' and teachers' questionnaire. In which they will provide us with enough information to investigate the impact of teachers' POF and NOF on students' S-C.

**5.2. Population of the Study**

The population consists of first-year Master students and teachers representing different academic grades at the Department of English at Guelma University. Due to the nature of the study, we selected first-year Master students, since they are advanced learners and by reaching this level they are supposed to have. Besides this, they care a lot about how they will conduct their research, also they are qualified and already have an idea about the two concepts of S-C and TOF sufficient S-Cas well. As we selected some EFL teachers who have already experience of teaching first-year Master students. Hence, the population consists of eighty-nine (89) first-year Master students and sixteen (16) teachers from the same department.

**5.3. Data Gathering Tools**

In this study, we will use both students' and teachers' questionnaires as an effective data gathering tool. In order to prove the research hypothesis, two questionnaires are administered: one for teachers and the other for students. Teachers' questionnaire would provide their views and attitudes about what kind of feedback they tend to use more, and which one can influence students' S-Cmore than the other; whilestudents' questionnaire would provide valuable information about the effect ofteachers' POF and NOF. Besides, it focuses on which feedback influences the students' confidence more, and how the students develop their S-C in a waythat

they should take the teacher's feedback into consideration. After handing back the questionnaires, there would be some ideas about what kinds of oral feedback are frequently used by teachers toward their students.

## 6. Structure of the Dissertation

The present dissertation is divided into three main chapters and both general introduction and conclusion. The first two chapters are about the theoretical part while the third one is an analysis of the practical part.

The first chapter is entitled "Student's Self-Confidence" it includes the definition of S-C in general, to what extent it is important, relationship between S-C and other concepts, characteristics of high and low self-confident students, in addition to symptoms of students with low S-C,The effect of S-C on motivation and autonomy and other concepts during learning process. Besides teachers' role and strategies towards their students and also steps for building/ developing students' S-C. The second chapter is entitled "teachers' oral feedback", it is considered with the definition of feedback, its types, its importance, advantages and disadvantages, in addition to teachers' role when feed-backing orally, and students' reaction to teachers' feedback. The third chapter is entitled "field of investigation", which includes a description of both teachers' and students' questionnaire, it analyses and interprets the results according to research questions and hypothesis. To sum up, in the general conclusion, we state some pedagogical implications and recommendations as well as research limitations and suggestions for further studies.

# CHAPTER ONE: STUDENTS' SELF-CONFIDENCE

**Introduction**

EFL students in their level of study have several factors to take into consideration which can influence them during their learning process. S-Cis among those factors, in a way that through it students may acquire multiple advantages to accomplish their needed achievements in the classroom environment. In one hand, students' S-C has an important impact on their progress in the field of study; therefore, they should work on it in order to build high SC and seek to overcome difficulties which my hinder their process to learn. In the other hand, teachers have a noticeable role of caring and paying attention about student's level of confidence, by providing them with numerous guidelines to avoid lack of SC and gain high SC. Thus, S-C has an effective role during learning process and both students and teachers should be aware about its importance in enhancing students' learning.

This chapter provides some definitions of S-C from different perspectives and its importance on students in many tasks. Then, it examines the relationship between S-C and other concepts (self-esteem, self-efficacy). Besides this, it deals with teachers' role in developing students' S-C and characteristics of high and low self-confident students and also symptoms of low SC students. Moreover, it tackles the definition, types of anxiety and its influence on students S-C. In addition, this chapter highlights the effect of SC on (performance, participation, motivation, autonomy). Finally, it will mention some steps for building, developing students' SC and strategies that teachers use towards students with high S-C.

**1.1. Definition of Self-Confidence**

The term confidence tackles the meaning of trusting and believing something, including thebelief in person's own abilities and capacities. Lland (2013, p. 11) claimed that, "confidenceoriginated from the Latin word "confidentia" meaning "to trust" and "to have

faith". Specifically, S-C can be defined as the person's awareness about his/her own abilities, which can strongly reflect his/her personality. Ramdha (2019, p.17) stated that, "Self-confidence is a path where the students brave to try and having a belief that they are able to finish the task", in other words, students with high S-C are engaged without being frightened in any task given by their teachers and have enough courage to reach certain goals, and express their thoughts freely.

Moreover, according to Şar et al. (2010, p. 1205) "self-confidence is an individual's recognition of his own abilities, loving himself and being aware of his emotions". Hence, once a student knows what s/he can achieve, realize and keep growing without hesitation in his/her academic career, is deservedly a confident student. Furthermore, learners' positive energy and motivation certainly comes from enough S-C, which makes students feel comfortable, and able to accomplish specific skills, and provides them with the desire to learn more.

## 1.2. Importance of Self-Confidence

S-C considered as an important factor during learning process, especially for EFL students, as Ebata (2008) claimed "Self-confidence is the most significant in language-learning". It is also considered as a bridge to development, realizations and success, in terms of acquiring the needed skills to fulfill what the learner wants to achieve. In addition, the importance of S-C lies in many other areas including: engagement in different tasks and activities, making students motivated in a way that they will have the desire for competition, and inciting them to concentrate more on their studies as well. In a clearer picture, Kakepoto (2012, p, 71) declared that "Confidence is an essential aspect of any good presentation It provides impetus to speakers to communicate his or her ideas effectively", That is to say students should know to what extent S-C is an essential part, which can help them interact and share their ideas effectively.

### 1.3. Self-Confidence, Self-Esteem and Self-Efficacy

### 1.3.1. Concept of Self-Esteem

Self-esteem is considered as the principal element, which can raise the person's awareness of his/her own worth and the perception of his/her value as a human being. Moreover, it is the way by which people think, feel, act, reflect and determine their relations to others and to the world around them. Lane et al (2004, p. 249) declared that "self-esteem refers to an individual's sense of value or Self-worth, or the extent to which people value, appreciate or like themselves". It plays an effective role in the learning process, wherein it can make the students believe in themselves and their capacities, and also build successful relationships.

In other words, self-esteem is defined by Lland (2013, p. 6) as: "the capacity to respect and think well of you. It means that you appreciate yourself as a unique individual with your own set of skills, talents, and abilities". Thus, students with high self-esteem can easily determine to what extent they believe in their potential, and also, they keep doing their best for better results. While students with low self-esteem do not appreciate themselves and abilities, and this may cause worse outcomes, which hinder their academic journey.

### 1.3.2. Relationship between Self-confidence and Self-esteem

S-C and self-esteem are two related concepts, so that each of them is a part of the other or complete each other, for instance: a student with high S-C believes in and trusts his/her abilities, which means that the student has already elevated self-esteem level.

For further elaborations, Dörnyei (2010, p. 211) explains the relationship between the two concepts by confirming that: "self-esteem is closely related to the notion of self-confidence, which has a vigorous research tradition in applied linguistics and which, therefore, may have diverted scholars from the study of self-esteem". In other context, Dörnyei (2005, p.87) in his terms argued that: "self-esteem and self-confidence are like the foundations of a building: if

they are not secure enough, even the best technology will be insufficient to build solid walls over them".

Furthermore, the two notions are used interchangeably, as Lland (2013, p. 12) confirms that "Perhaps the word that is most commonly interchanged with self-confidence is self-esteem". From another side and for better illustration concerning the relation between the two concepts, Djebari (2013, p. 50) claims that: self-confidence and self-esteem are related but are not the same. In one hand, confidence is about the person's effective feeling of his abilities, his/her potential to get engaged in a specific situation he/she face. On the other hand, Self-esteem, refers to what extent the person like and evaluates himself and feel worthy enough. As a result, it is assured that S-C and self-esteem are related to each other but not really the same.

### 1.3.3. Concept of Self-Efficacy

According to Flammer (2001, p, 13812) Self-efficacy refers to the individual's capacity to produce important effects. Another definition is provided by (Bandura, 1997) in which he stated that self-efficacy refers to an individual's belief in his ability to do something. In the same context he mentioned that "Self-efficacy can be defined as the levels of confidence individuals have in their ability to execute certain courses of action, or achieve specific outcomes". In other words, Komarraju and Nadler (2013, p. 69) argued "Self-efficacy refers to motivational beliefs and confidence that fuel persistence when difficulties are encountered". Hence, students with high self-efficacy are able to achieve many goals due to believe in their capacities, and they could reach unexpected level of confidence which allow them to gain more opportunities in their studies.

### 1.3.4. Self-Confidence and Self-Efficacy

Self-efficacy is a part from S-C, whereby a student with high self-efficacy possesses high S-C. According to Lland (2013) "self-confidence generally includes a lot of qualities which

can be described in two words belief and faith while self-efficacy is just one part of it". Whereas (Bandura, 1997) states that "Self-confidence differs from self-efficacy in that is a specific perception about one's ability to conduct a particular behavior". Thus, self-efficacy is a helpful factor for the students to accomplish certain attitudes and results by the combination with self confidence in order to develop it as well.

## 1.4. Teachers' Role in Developing Students' Self-Confidence

Teachers have a beneficial role in developing students' S-C; this role cannot stop only in delivering and transferring knowledge, or providing them by new skills, but also they should have an idea about what their students really want in order to reinforce his/her S-C during the learning process. Since the teacher acts as a guide and advisor in the classroom, they are responsible to make their students active and interact in a simple way. Furthermore, they should also create a strong relationship with their students, in order to allow them acquiring sufficient ability for themselves. Hence, teachers are the key element in building their students' S-C and they have many roles to do that.

### 1.4.1.Treat their Students Equally and Fairly

Teachers have to make balance between their students and do not differentiate one from another, because when students feel themselves ignored, they lose their confidence and to get involved in any task in the classroom activities. Stronge (2007, p. 25) mentioned that

"Students expect teachers to treat them equitably -when they behave as well as when they misbehave- and to avoid demonstrations of favoritism". Thus, teachers should give students equal opportunities and use the same methods if they commit mistakes. In the other hand, teachers' care about students has a huge importance in developing their SC, in terms of Strong (2007, p.100) who claims that:

The effective teachers seek to understand the challenges facing their students by inquiring as to their well-being –either that caring is evidenced in a simple phone call home when a child has missed a few days or a congratulatory note when a child has made an accomplishment.  That is why caring is considered as a kind of encouraging students to do their best. It also plays a central role in developing learners' S-C.

That is why caring is considered as a kind of encouraging students to do their best. It also plays a central role in developing learners' S-C.

## 1.4.2. Using praise

The use of praises and positive comments to students' work or performance may help the trust more in their capacities, and feel brave in different situations they face. Also, they keep always trying to do their best during the process of learning. According to Knight and Lee (2008, p. 38)  Praise words include all the constructive expressions, such as: "excellent, very good job …etc.". "Good", "nice job", and "thanks" are all examples of unlabeled praises that instructors may give to students". Indeed, praises will make students appreciate their works with a high level of S-C.

## 1.4.3. Giving Help and Care

Teachers' care about their students will help them to feel relaxed and express theirthoughts in a clear way, in addition to inspiring a strong relationship among students. It also decreases the degree of stress and anxiety while performing. That is why students are interested in their teachers' feedback and reactions, and take it into consideration. In the terms of Kyriacou, he states that: "In your interactions with pupils, the two areas that probably have the greatest effect are how you treat pupils' errors and the extent to which you take a personal interest in their progress" (1995, p. 73). This means that the way teachers treat their students may strongly affect them and t their S-C.

### 1.5. Characteristics of high Self-Confident Student

Behind Highly self-confident students in their academic career, there are plenty of features and characteristics which can prove that they trust in their capacities. In order to clarify these characteristics; Wright (2007, p.12) elaborates some of them by mentioning the followings:

**1.5.1. Attractive:** self-confident students usually try to let their confidence move on in a smart and smooth way, this can happen through attracting an unlimited number of good things and people around them including their teachers and classmates during an oral presentation, in a way that they can control themselves and doing attractive gestures to draw the others' attention.

**1.5.2. Open to others (Extrovert):** the most significant feature to gain high S-C is to be extrovert and to make friction with others as much as possible. This category of students is more successful in learning and performing, they are more focused on their progress and success.

**1.5.3. Ambitious:** The well-known habit of students with high S-C is that they have voluntaries and desire to discover new and exclusive things without any fear of its results, in order to access their drawn objectives and realize a successful career. In other words, they are curious and ambitious to get what they want and achieve their goals by having faith that they can accomplish them.

**1.5.4. Goal oriented:** highly self-confident students tend to determine specific goals in their studies and make their efforts to fulfill them; they always seek a challenge of setting new goals continuously and completing them for their own benefits for better outcomes.

**1.5.5. Visionary:** students with high S-C havea positive insight about their future and their life as a whole, they always optimistic and keep thinking positively towards learning even if

they fail in certain area, they exploit the available opportunities to succeed in their studies in particular and in their life in general.

## 1.6. Characteristics of Students with low Self-Confidence

Some Students do not have enough courage to engage in different tasks in the learning process, this is due to lack of S-C. low S-C students always hesitate and fear of negative outcomes in their performance and careers, this category of students have specific characteristics, as Wright (2009, p.11) pointed out them as follows:

**1.6.1**. **They are fearful of change:** low self-confident students' fear from trying new things as they prefer to escape and give up from the beginning without any other attempt, they are frightened about the future and anxious about anything they face.

**1.6.2.They are pessimisticand tend to see the glass as half empty:** they are students who see and expect only the negative side of things; they feel always insecure while presenting or speaking up during course production, and never set objectives or make efforts to achieve them successfully.

**1.6.3.They have difficulty communicating what they really want from life:** they have problems while communication with others; they do not express their ideas as they want, and makeslips of the tongue, hesitate, feel anxious, keep seeing everything impossible to realize.

**1.6.4.They want to please others more than be true to themselves:** students with low self-Confidence feels the others are stronger and better than them, so they start praising and try to make them satisfied instead of making efforts to discover their abilities and to change their behaviours.

**1.6.5.They are insecure and are drawn to others who also see themselves as**

**victims:** they fear from confrontations, they give up the first time when they fail in their learning and never try to be successful, (As cited in Hayrettin, 2015) Rubio (2007) states that low S-C may lead to some psychological conditions such as sense of insecurity, fear, and anxiety.

**1.7. Symptoms of Students with low Self-Confidence**

Low S-C has a huge impact on students during learning process; it may cause a lot of problems that prevent them from dealing with various activities, tasks with their teachers and classmates. Teachers can discover when their students are less S-C behind specific symptoms that appear on them. Among these symptoms:

**1.7.1. Anxiety**: it is consideredone of themajor reasons that may cause lack of S-C Listyaningrum Arifin, W (2017, p. 36) affirms that: "anxiety is a general term for the sense of fear that overtakes a student when he/she is called upon to speak or otherwise perform in front of the class".

**1.7.2. Shyness and stutter**: Listyaningrum Arifin, W (2017, p. 36) states that: "Most classrooms have one or more students who struggle with making themselves heard or participating in class discussions. These students are usually called "shy". In the same context, he claims that: "The major behavioral components of excessive shyness in student are as follows: difficulty talking, stammering, stuttering, blushing, shaking, sweating hands when around others". Hence, shyness and stutter are symptoms that teachers can notice on their students with low S-C.

## 1.8. Anxiety and self-confidence

According to (Sharma & Sharma, 2015) the word anxiety is derived from Latin word"angere," meaning to cause distress. Anxiety is like other factors which are not easy to define.

For Lazarus & Folkman (1984), it is uncomfortable feeling exacerbated by prolonged stressand presence of multiple Stressors. In another perspective, (As cited in Vitasari et al., 2010)Serason (in Haris and Coy, 2003) claims that "anxiety is a basic human emotion consisting of fear and uncertainty, which typically appears when an individual perceives an event as being a threat to the ego of self- esteem". Anxiety considered as the most negative factor that can affect student S-C and may hinder their process to learn, it can appear when teachers feedbacking their students negatively.

In addition, it could be from the first reasons which may lead to the lack of S-C. (Penile & Cosier, 2013) states that: "Lower levels of self- confidence tend to co-occur with higher levels of language anxiety. As a result, high self-confident students are usually with low level of anxiety and far from any stress or psychological pressure.

Anxiety has three main types: trait anxiety, state anxiety, and situation-specific anxiety.

- **Trait anxiety:** according to MacIntyre and Gardner (1991, p. 87) "an individual's likelihood of becoming anxious in any situation", it is a permanent feeling of anxiety, since, students with this type are more nervous in all situations they pass through.

- **State Anxiety:** by opposite to trait anxiety, it is a temporary feeling of anxiety. In the context of Horwitz (2001, p. 113) who says that: "it is a response to a particular anxiety-provoking stimulus such as an important test".

- **Situation-specific anxiety:** MacIntyre and Gardner (1991) claims that: "the term situation-specific anxiety has been used to emphasize the persistent and multi-faceted nature of some anxieties" (as cited in Horwitz, 2001, p. 113). In other words, this type focuses more on learners' experiences that provoke anxiety and fear.

## 1.8.1. Influence of anxiety on students' self-confidence

Anxiety influence and threatens students' S-C in which it could build a barrierin their way to progress and prevent them from success, so that, they become ignoring themabilities and have permanent feeling of failure. This may lead EFL learners less engaged and more anxious. Therefore, anxious students are likely to be non-self-confident, they misunderstand information given by their teachers, which may cause unsuccessful communication, while, those who are less anxious are highly self-confident students, and they can take all chances to engage in various areas in studying.

## 1.9. The effect of self-confidence on some concepts during learning process

S-C plays a crucial role in many fields in the learning process. EFL studentswith an advanced level of S-C can achieve any step successfully and without anyhesitation, besides engaging in various activities during course production. Moreover, self-confidence has an effective role in some other areas among them:

### 1.9.1. On performance

It is obvious that both good and effective performance is affected by the existence of high S-C, when a student delivers a well and dynamic performance, it is a clearindicator of his/her S-C. As Hale stated: "High self - confidence results in either abetter performance level or a more positive experience of the event" (2004). Thus, performerswith high S-C are always tending to realize better outcomes.

### 1.9.2. On participation

All students could be able to participate in different topics in the classroom thanks partially to their S-C, and trusting their mental abilities as well. As Kaya (1995, p. 4) said: "self-confidenceis a factor that influences students' participation in the classroom". In the same context, she argued that: "self-confidence emerged as the single most important predictor of class participation" (1995, p.46). This means that S-C has an effective role in making students participate and interact effectively without any barrier.

### 1.9.3. On motivation

Motivation is a term used to indicate to what extent the person is active, it is considered as an important factor in the learning process. Dornyei and Ushiod (2011, p. 3) states that "the word motivation derives from the Latin verb movere meaning 'to move' ". Furthermore, Macdonough (1991, p.148) argued that "Motivation is one of the most important factors influencing the success or failure in learning a language" (as cited in Kaya, 1995, p.2).

Motivation has two different types: Intrinsic motivation and Extrinsic motivation; the first one (IM) this type comes inside the student in which it is an internal feeling that makes them enjoying the learning and having the desire to achieve the best thing for them. As Brophy (2004, p. 15)indicated that "Intrinsic motivation refers primarily to affective experience – enjoyment of the processes involved in engaging in an activity" (as cited in Baggour, S, 2015, p.44). Actually,intrinsic motivation led students to success in everything they do, the second type (EM) according to (Legault, 2016, p. 2) it refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. Extrinsic motivation comes from external factors to let students achieve their needs and their goals, according to Richards and Schmidt (2010, p. 378) ".... Extrinsic

motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments".

So that and without any doubt, S-C strongly affect learners' motivation, because whenever a student builds his/her S-C, automatically s/he becomes more motivated, engaged and interacted with their teachers in different activities in the classroom. In addition, S-C and motivation related to each other. (As cited in Kanza, 2015, p. 30) Burton and Plattes (2006, p. 51) argues that: "if you can increase your motivation, you automatically increase your confidence".

### 1.9.4. On autonomy

Autonomy is a concept that refers to the independence and self-control without the pressure of others. Littlewood (1996, p. 427) defines it as "learners' ability and willingness to make choices independently" In other perspective, Thornbury (2005, p. 96) states that "Autonomy is the capacity to self – regulate performance as a consequence of gaining controlover skills that were formerly other – regulated". Autonomous learners' do everything in afreeway, since they have the ability to control and regulate themselves in a good manner.  Therefore, S-C has an essential role in which it increases the student's autonomy and makes him/her achieve better oral performance in the classroom. In this case, it could be said that confidence helps learners to develop their autonomy and lead them to make a good presentation.

### 1.10. Steps for building / developing students' self confidence

Many scholars and psychologists suggested steps for non-confident people to enhance theirS-C. Manoranjan Tripathy (2018). Give the following tips:

**a.** If you know your weaknesses, then try to develop yourself in that area.

**b.** Get a hobby. A person who develops a hobby can develop self confidence in any time s/he want just by knowing that s/he is good at something.

**c.** Take note of your achievements. You may think that you are nothing; but make a list of what you have achieved in the past no matter how little and take it from there.

**d.** Psyche yourself up! It means convincing yourself into believing that you are good and you can do anything if you put your mind into it.

**e.** Never focus on the negative. Learn from your mistakes; but do not focus on that. Instead focus your energies on improving.

In the same context, Carnegie (1963) suggests some other methods for students:

**a.** Start with a strong and persistent desire. a student with a progressive desire to learn, willnot face problems during his/her learning, instead it makes him/her feel more confidentinside the class.

**b.** To know thoroughly what you are going to talk about. Students should prepare their ideas before they say it before people.

**c.** Act confident. Even if the students feel anxious and shy before other people, they should overcome their fears and act confidently.

**d.** Practice, practice and practice. The more students' practice, the more confident they win.

**1.11. Teachers strategies towards students with high self confidence**

Some students in their academic career have high S-C thanks to some teachers who use a large number of strategies with their students, in order to boost and raise their S-C in different activities during the learning process. Therefore, they find themselves competent and highly self-confident in all tasks given to them. Some simple strategies which are used by teachers towards learners are listed as follows:

**1.11.1. Listening to students' goal:** it is very important to feel the students and listen totheirgoals attentively, and help them as much as possible to realize their needs, and settheir goals in the right way. Also, monitoring their goals can strongly encourage them to do their best in order to obtain the goal that they set in mind. Once students reach their wanted aims and purposes, they may easily have full S-C.

**1.11.2. Positive feedback:** another simple and most significant strategy used by teacherstowards their students is to provide them with PF. When students receive a large number of positive comments and encouragements from their teachers, they may reallyincrease their S-C, and can overcome obstacles that come in their way. In other words, positivity pushes them to do their best.

**1.11.3. Creating collaborative groups:** when teachers use the strategy of pairing students up in collaborative groups frequently, they can let their students exchange and express their thoughts and ideas freely together. This will help them to build positive and successful relationships in their studies. Briefly, they can control their fears and become more self-confident as well.

**Conclusion**

As a conclusion, S-C should take part in the learning process, since; both teachers and students have to be aware of its role and its outcomes later. In this chapter, we have tried to cover all the basic elements of students' S-C, in addition to some other steps and strategies are given by their teachers to build it as well.

# CHAPTER TWO: TEACHERS' ORAL POSITIVE AND NEGATIVE FEEDBACK

**Introduction**

During the learning process, the teacher plays a crucial role in teaching a foreign language in order to increase the learners' knowledge. Thus, the teacher holds different positions; s/he acts as a motivator, controller, guider, and more. To achieve his/her objective, the teacher has to provide students with insightful feedback, which will help them learn effectively. Feedback is a kind of learning assessment that falls in the favor of both teacher and learners.

This chapter casts light on the definition of Feedback by mentioning some prominent figures' definitions. Second, it shifts focus to the types of feedback. Later, it moves to explain the role of the teachers while orally feed backing. After that, it analyzes the student reaction to the teacher's feedback. Finally, the chapter will be concluded by highlighting the importance of PF and NF.

**2.1. Definition of Feedback**

Feedback is regarded as one of the strongest and most influential aspects during the learning process: it can build the students confidence and self-esteem as it can destroy them. Hattie and Timperley define it as, "A teacher or a parent can provide corrective information, a peer can provide an alternative strategy, a book can provide an information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of response" (2007, p. 81). Thus, according to them, feedback is considered as 'a consequence' of a performance. However, Dekyeser puts it simply as "a mechanism that provides the learner with information of success or failure of a given process" (2007, p. 112). which means that the teacher gives the students feedback that allow them to know their strengths and weaknesses in a given subject.

Koay suggests, "Feedback is a response. It can be from teachers, fellow students, learners themselves or automated computer programs. Feedback can and should focus on both

learners' strengths and weaknesses … Teacher's feedback can also promote critical thinking skills by challenging the learners' ideas" (2017, p. 1). That is to say, feedback is a way to assess learners, on one hand it makes them aware of their deficiencies and improve them. On the other hand, it allows them to believe in their abilities and strengths.

## 2.2. Types of Feedback

Feedback has many types, some of them are going to be mentioned and listed as follows:

### 2.2.1. Written Feedback

Written feedback is most likely to be given after the task, which enable the learners of knowing their weaknesses. Mack defines written feedback as, "Any comments, questions or error correction that are written on students' assignments" (2009, p, 36). According to Mack, this type of feedback can be introduced in a form of a comment, that is to say; a direct sentence that highlights the learners' errors, or it can be given in a form of a question to challenge the students' thought and enable them to think about their mistakes.

Park introduced three kinds of written feedback: 'Form-Focused Feedback', 'Content-Based Feedback', and 'Integrate Feedback'. The first type 'Form-Focused Feedback' is stressed because of its consideration of only correcting the form, that is to say, grammar correction. Numerous scholars such as Truscott claimed that the grammar correction is no longer effective, and teacher should abandon this type of feedback. However, another scholar Ferris, argue further researches must be conducted in this field to conclude whether it is effective or not (2014, p. 64). The second type 'Content-Based Feedback' that is mainly about the quality of the learners' compositions. Here, tutors' comment and highlights only the parts that have no valid meaning without correcting the grammar. The third type is 'Integrate Feedback, which is the result of combining grammar and content correction (2014, p. 65).

### 2.2.2. Evaluative Feedback

This type of feedback is essential because it monitors and evaluates the learners' performance rather than corrects them. Hence, this aids the learners to realize to what extent their performance is acceptable. However, Evaluative Feedback does not allow the student to improve and develop their learning capacities, because it lacks the instructions they need to correct, as it increases their performance. The teacher's main objective in utilizing the Evaluative Feedback is to create a positive atmosphere in the classroom, as well as to encourage the learners to perform (NSW Government, 2021).

### 2.2.3. Formative Feedback

Formative feedback is introduced as the set of information directed to learners with an intention to modify and re-shape their thoughts and actions, in order to increase learning (2009, p. 154). It takes place in the classroom during the learning process for achieving permanent development. The learner, here, is expected to acquire from the provided feedback (2008, p, 149). According to Valerie Shute, there are several 'cognitive mechanisms' that allow the learners to utilize the formative feedback. The latter may motivate the students by resolving the gap between the current level of the students and the level they want to achieve. Furthermore, it can help the new student in their learning process by highlighting their mistakes directly. Moreover, it can be used to correct misconceptions, misused task strategies, and 'procedural error' (2009, p, 157).

### 2.2.4. Structured Feedback

Structured feedback is a mid-semester evaluation aid, which is directed to both students and teachers for enhancing the learning process during the semester. In this type of feedback, learners encounter their level of confidence and see whether they acquire the subjects tackled in the semester or not. The teacher provides the learners with a structured feedback form to

stress their 'perceived level of confidence' on the topics presented in the classroom. The form is sectioned in two; the first section has the course, title, date, a space to write the learners' names, and topics discussed in the class, and the second section contains two boxes, where the students pen down the topics, they master in one box, upper box, and the topics they cannot master, the lower box (2010, p, 57).

### 2.2.5. Corrective feedback

Students in the learning process commit a lot of mistakes, this makes their teachers provides them with corrective feedback. In one hand, Lightbown (2000) defines corrective feedback as: "an indication for the students that their use of the target language is incorrect in using it". In the other hand, (Ammar & Spada, 2006) states that: "corrective feedback refers to any feedback provided to student that contains evidence of learner's error in any language form including oral or written, implicit or explicit". Hence, corrective feedback is the teacher's response or reaction to their student's errors.

### 2.2.6 Oral Feedback

As its name indicates, OF is provided in a spoken form, that is to say, the instructorobserves and comments on the learners' performance. The teachers must regard numerous principles and considerations before offering an oral feedback, so that their feedback carries more constructive and beneficial (Sarosdy et al. 2006, p. 125). According to Frey and Fisher, the instructor must take into account while providing a feedback: 'Setting', 'Structure', and 'Tone' (2011, p. 77).

Considering the setting it means that the teacher should choose the right place for offering a feedback. Frey and Fisher (2011, p. 78) states that "Select a place in the classroom that is physically removed from the larger group. This gives students a place to focus on what is being said and to determine the tone in which it is delivered". This indicates that the teacher

must be near the student when giving him/her feedback, because this allows the student to focus and understand more what s/he failed or succeeded on.

The instructor has to be aware of the structure of the feedback, the latter has to be as brief and precise as possible; so, the learner will be able to get a clear vision of his/her oral production's weaknesses or strengths. In 2008, Jeff Zwiers constructs three parts of the teacher's feedback; he insists on giving a clear description about the learners' performance. In addition, he stressed the importance of directing the students to what is correct and what is not. Finally, he stated that the teacher must encourage the students to keep their spirits up and keep working hard (Cited in Frey and Fisher, 2011. 78).

It is vital to use a supportive tone when giving an oral feedback, that is to say, the teacher should avoid the humiliating and sarcastic tone when correcting the students' mistakes, because the tone of the feedback has an enormous impact on learners' S-C. Thus, the instructor's tone has to be soft and encouraging, so the students will be motivated to learn and participate (Frey and Fisher, 2011, p. 78).

OF is regarded one of the most essential and effective feedbacks, Frey and Fisher, (2011, p. 78) state that: "Oral feedback offers immediacy [...] It also offers the chance to accompany feedback with nonverbal behaviors that can strengthen communication". This indicates to what extent the OF is important. Thus, it is necessary to mention that there are two types of Oral Feedback: POF and NOF.

### 2.2.6.1. Positive Oral Feedback (POF)

POF mainly consists of positive comments; the teacher here tries to provide his/her students with PF such as 'good', 'yes', 'well done', 'excellent', or using gestures, such as: 'nodding', 'clapping', 'thumps up' which signify a correct answer, as well as motivate and encourage students to learn (Ellis, 2009). Hattie and Temperley refer to this feedback strategy as 'Praise'

(2007, p. 98). Hyland & Hyland (2001, p. 186) define praise as "an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback".

According to Petchprasert, praise is considered as motivation tool that provides learners with the needed confidence to keep learning and achieving more academically (2012, p. 1114). POF increases learners' S-C and self-esteem, that is to say, when the teacher praises the students, they will be eager to repeat their participation, so they will guarantee successive validation. Thus, they will be satisfied about their capacities and eventually their S-C will increase. Accordingly, students will perform more effectively and successfully (Petchprasert, 2012, p. 1115).

**2.2.6.2 Negative Oral Feedback (NOF)**

NOF is a technique used by the instructor in order to draw the learners' attention to the errors they made, as well as to correct them. In other words, the teacher produces negative comments, when the student's performance has inaccurate information. Precisely, in EFL teaching and learning, when the learner makes grammatical, phonological, or spelling mistakes, the teacher tries to correct these mistakes and make them as accurate as possible. In this light, Mackey explains that: "giving a negative feedback in the students' language production, aids them to pay attention to the 'linguistic problems', and to observe the gaps between features of their 'inter-language' and the target language" (2012, p, 584). That is to say, students should receive NOF from their teachers in order to learn the language production correctly and do-good works in other times.

Learning a language without making errors is impossible; errors reveal that learners tend to overgeneralize the rules of their inter-language due to their ignorance to the exciting differences in the target language (Alice, 2012, p. 582). Patsy &Spada say that: "Errors reflect

the patterns of learners' developing inter-language systems…showing where they have over generalized a second language rule or where they have appropriately transferred a first language pattern to the second language" (2006, p. 43). Accordingly, EFL teachers consider giving their students' NF for the purpose that it pushes them to work hard, and enable them to avoid the occurred mistakes in the future. Thus, their level in learning the English language will increase. Pasty and Spada suggests that: the instructor should provide a NF when the student keeps making the same error over and over, or when the majority of the class makes the same error. In this case, the teacher should stress these errors and correct them (2006, p.44).

It is crucial to highlight that an excessive NF may have a negative impact on the EFL students' motivation and S-C. Hence, the teacher must pay attention to the students' reactions to this kind of feedback. Moreover, the instructor must regard the learners' differences, personality and characteristics before providing a NF as well as when to provide it. If the teacher chooses to give a NF during the oral communication, it may cause the students to lack of interest and keep silent instead of learning and enjoying the class. However, there other students that prefer receiving the NF at that moment in order to avoid making the same mistakes later on (Pasty and Spada, 2006, p. 50).

## 2.3. Teachers Role When Feed-Backing Orally

The main objective behind the teacher's oral activity is to improve the communicativeskills of the learners. Thus, they can learn how to express their opinion, ideas, as well as to appropriately respect the cultural and social rules in any situation inside or outside the classroom. The crucial role of the teacher during the learning process cannot be denied, it is believed that the teachers' provided feedback on the students' oral performance

can highly improve their communication skills. According to Hedge (2000, p. 26) the teacher has numerous roles:

- As controller in eliciting nationality words; as assessor of accuracy

- as students try to pronounce the words; as corrector of pronunciation;

- as an organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback;

- as promoter while students are working together and as resource if students need help with words and structures during the pair work.

However, during the speaking activities, the teacher must adopt only some roles that will helpstudents improve their level of proficiency. Promoter, tutor, participant, observer, and Feedback provider are the five roles (Harmer, 1998) suggests.

## 2.3.1. Promoter

When the learners are performing a speaking activity, they may face some issues such as: missing an idea, losing a word, lacking fluency. These obstacles may prevent the students from carrying on their performance. Here, the teacher must intervene and help the students by giving suggestions from time to time, and correcting the massive mistakes the students make. Although, the intervention of the teacher is essential to enable the learners proceed the performance smoothly, it is preferable to let the students struggle a bit and discover the solution by themselves so they can rely only on their skills. Moreover, the teacher must not intervene for many times in order not to disturb the oral performance; in fact, he/she must only intervene to correct when it is so necessary (Harmer, 2000, p, 257).

### 2.3.2. Observer

Playing the role of an observer, the teacher must be aware of the very tiny details in the students' performance. However, s/he must not criticize every utterance the learner says. It is believed to be useful to observe what is wrong and what is correct in the students' performance, so the teacher can correct and praise at the same time. Teachers' observation of learners' success allows them to be aware to how great the learners are doing (Harmer, 2000, p. 257).

### 2.3.3. Participant

In certain classroom tasks, teacher's participation is regarded highly essential for the learners. In order to create a great atmosphere for learning, the teacher asks students to do speaking activities, and sometimes he/she get involved with the students in their tasks. This makes the learners motivated and participate more in order to get the teacher's attention. The participation of the teacher ensures the accomplishment of the tasks' objectives as well as, it provides students with new fruitful information. Even though, the role of participant is vital, the teacher must not get involved numerous times in the students' tasks, so the teacher does not take all the attention and credit. Besides, there is a massive difference between the teacher's level, who can master the speaking skill easily, and the students' level, who struggle sometimes in some basics (Harmer, 2000, p. 276).

### 2.3.4. Tutor

Playing the role of a tutor requires the teacher to assist the students, while they are working on longer assignments, such as: preparing a piece of writings or getting ready for an oral presentation. The teacher, here, can assist individuals or small groups by guiding and showing them new techniques and new information and pushing them to work hard. In this

situation, the roles of prompter and resource are combined forming the role of tutor (Harmer, 2000, p. 268).

### 2.3.5. Feedback Provider

The teacher's feedback is a combination between the teachers' reaction and correction. Teachers must provide the learner with the appropriate feedback in the right situation. In this regard, (Harmer, 2000) states that: "Over correction may inhibit them and take the communicativeness out of the activity". This indicates that teachers' excessive correction may result in a NF reception; hence, the learner may lose interest in keeping the communication going. On the contrary, if the feedback is provided in gentle and helpful way, the students may learn better, and get encouraged to achieve more (Harmer, 2000, p. 270).

### 2.4. Advantages and Disadvantages of Teachers' Feedback

Teachers provide their students frequently with feedback during the learning process to benefit them and enhancing their level of learning, it is undeniable that TF has such a crucial importance with all its kinds. (Geyskens et al., 2012, p. 137) indicates that: "There are a number of advantages in giving feedback with reference to pre-determined criteria".

### 2.4.1. Advantages

According to (Sarvestani & Pishkar, 2015) in which they indicate that: "writtenfeedback type assists students to accurately use the English language" (p. 2046). In other words, it can help them studying the rules of grammar in the right way, and being aware about how to make a structured and accurate language. Another perspective from (Hyland & Hyland, 2001) who affirms that: the use of praise, criticism and suggestions by teachers could be a beneficial and helpful element, whereby praise was often used to soften criticisms and suggestions rather

than simply responding to good work; it may motivate students and build a strong student-teacher relationship (p. 185).

Furthermore, (Iseni, 2011, p.65) argues that in some cases of giving feedback by teachers' to their students and correcting their written works, this could be a contribution in improving teachers' themselves in their teaching process, to make them focus attention on accuracy and content, to help both teacher and students together correct written work and oral work, it can also help teachers not only correct spelling, grammar, lexical and other mistakes but also these corrections might be accompanied by certain comments on the content of the written work, showing the student where the work was effective and where it was not.

## 2.4.2. Disadvantages

According to Hyland and Hyland (2001, p. 187) who indicates that when the teachers use indirect feedback, it can lead to misunderstanding and miscommunication between both teachers and students. Yet, (Bitchener, Young and Cameron, 2005, 193) affirms that teachers written comments on students work and content are considered to be students' problem-maker and confusing them through living them without a clear and suitable answer, this may hinder their self-improvement in their writing assignment.

## 2.5. Students Reaction to Teachers' Feedback

It is essential to question the way students respond to the feedback, before even providing it. Generally, any learner reacts to his/her teacher's feedback in two ways; either positively or negatively. Reacting positively to a feedback means that the student fully understands his/her teacher's comment, and he/she is considering using the feedback to improve his/her level and academic achievements. According to Frey and Fisher, in order to the feedback to be beneficial and useful, it must have certain criteria: the feedback must be clear, direct,

understandable, timely, and actionable, so that the learner will be able to use it to develop their learning (2011, p. 88).

However, students may react negatively to the teacher's feedback. Dana Ferries claims thatthe students' negative reaction to their teacher's comment on their performance may occur because of the emotional impact of the teacher's feedback, which can damage the student-teacher relationship. That is to say, student may receive the feedback as an offensive act, or he/she may interpret it as a kind of rudeness or hatred. When this occurs, the student certainly will never take the feedback into account, and will never use it into his/her future assignments. As a result, the student will not be able to learn anything (1997, p. 323).

Moreover, the teacher's way of providing feedback has a crucial role on the students' response. Sometimes, teacher's feedback is explicitly critical. In this regard, Irons states that: "Being overly critical serves no constructive purposes and can be very demotivating for students" (2008, p. 84). This indicates that the teacher's critical feedback can demotivate the students, as well as, destroys their S-C, which prevents them from participating and engaging in the classroom activities, in order to avoid negative comments and judgements from their teacher and classmates.

Frey and Fisher state some reasons behind the students' negative reaction; and think that some feedbacks do not serve any purpose as they are just bad and invalid. These reasons are presented as follows:

- Sometimes the teacher provides the student with a feedback that is not timely and specific enough, as a result, the student will not be able to improve.
- Moreover, in some cases, the learner will find a difficulty understanding his/her teacher's feedback; this is why he/she will react negatively to the feedback.

- Furthermore, the student may not know what action he/she should take according to the feedback (2011, p. 90).

To conclude, students' reaction fully depends on the way their teacher provides them with feedback.

## 2.6. Importance of Positive and Negative Feedback During the Learning Process

No one could deny the massive importance of feedback on the learning process. Feedbacks correct the wrong information the learners have, as well as help them to build stronger academic skills. Moreover, it is believed that oral feedback has the ability to increase the learners' communication skills. For these reasons, feedback is regarded as the main element in the learning process. In this regard Dornyei, Z. (2001, p. 123) states, "feedback is not just a decoration on the cake or an additional asset that's worth having. It is an essential ingredient of learning".

Furthermore, Hattie and Timperley Claim, "Effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating the students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students. This "second part" is the feedback part" (2007, p. 96). Hence, the teacher's feedback is not just a comment that serves no purpose; rather it is an essential and powerful tool that aims at improving the learners' academic skills.

Juwah et al. (2004) states some advantages that could be conducted from the teachers' feedback. First, teacher's feedback helps students develop their self-assessment in learning. Second, it encourages the teacher-student and student-student communications about learning. Besides, it provides the learners with clear and detailed information about their performance.

In addition, Feedback motivates the students and boosts their self-esteem. Lastly, teacher's feedback ensures continuity by providing the learners with supporting information that help to make the learning process fruitful (As cited in Ormshaw, 2007, p. 38).

Both PF and NF play a crucial role during the learning process. Although some students may face discomfort when receiving a NF such as: demotivation.NF may be considered helpful in some cases to some students, since it corrects the mistakes and ensures to provide the learners with the most fruitful and correct information. Furthermore, NF enables the learner to monitor their performance and reflect about their weakness, as well as, try to find a way to overcome them. However, teachers must be cautious when providing a NF, because it can literally destroy the student S-C and will to learn more. Teachers should follow their NF with a praise to the student hard work, in order to boost his/her S-C and awareness to the mistakes he/she made (Hattie and Timperley, 2007, p. 132).

**Conclusion**

To conclude, feedback is a vital tool in the learning process. It provides the students with all what they need to improve and develop their level of proficiency. With the use of feedback in learning, teacher will have the ability to guide their students well, and enlighten their knowledge by indicating their deficiencies and strengths. However, it is important for the teacher to know when, where, and how he/she provides learners with feedback, or the latter will be useless and will not fulfill its aim.

This chapter recounted the vital role the feedback plays in the learning process. It starts with the main aspects the chapter tackled. Then, it sheds light to the definition of feedback taking into account some definition of few scholars. Later, it shifts focus to the different types of teacher's feedback in the classroom teaching. Moreover, it tackles the different roles the teachers encounter during teaching. Furthermore, it highlights the students' response to

teachers' feedback and how the feedback can motivate or demotivate students. Finally, the chapter takes into account the importance of both PF and NF on the learning process.

# CHAPTER THREE: EFFECT OF POSITIVE AND NEGATIVE ORAL FEEDBACK ON STUDENTS' SELF-CONFIDENCE

**Introduction**

This chapter is designed as the practical part of the study. It sets out the employed methodology to test the research hypotheses, in which data are gathered through quantitative procedures that would enable extracting valid results and answering the research questions. These tools seek to highlight and examine to what extent teachers' oral positive and negative feedback influence students' S-C. Hence, the current part provides a detailed description and analysis of data collection devices, which involve: the two instruments (students' and teachers' questionnaires), summary of the findings, and a final conclusion.

**3.1. Methodological Approach**

The present research was conducted by adopting the quantitative research approach and the descriptive method as a suitable tool to test the hypothesis. It relies on two questionnaires for both EFL teachers and EFL first year Master students at the English Department of Guelma University. Students were selected randomly with teachers of first year students are from different grades in order to analyze and take their attitudes and opinions about the impact of POF and NOF on students' self –confidence, since it aims to give a general description of teachers' POF and NOF and its impact on students' S-C, especially in their academic achievements.

Apuke (2017) states that, a quantitative research method deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistics to answer questions. From the definition the quantitative research involves reliable and authentic results for the research. Leedy & Ormrod 2001; Williams, 2011 (as mentioned in Apuke, 2017) declare that Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims.

**3.2. Description of the Students' Questionnaire**

The questionnaire is a group of questions designed for the purpose of collecting information from the data. As defined by Roopa and Rani (2012), a questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion. In the same context, they mention that a questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. Hence, it allows collecting data on a large population; it is a valuable, reliable and flexible tool for this research to confirm the hypothesis.

**3.2.1. Aims of the Students' Questionnaire**

Students' questionnaires are used for the purpose of collecting students' knowledge about the impact of teachers' POF and NOF on their S-C. It aims:

    a.  To depict their general background about the two concepts of S-C and feedback.

    b.  To explore how they react towards their teachers' feedback.

    c.  To come to an awareness of the appropriate time for giving feedback.

    d.  To know which type of feedback improves their S-C more.

    e.  To figure out how teachers' feedback affects their S-C.

    f.  To find solutions for non-confident students to overcome their lack of S-C.

**3.2.2. Students' Questionnaire Administration**

This questionnaire was administered to master one student on May 23rd, 2021. Students' questionnaire is distributed randomly for 89 master one students of English at the University of Guelma relying on survey monkey sample calculator (https://www.surveymonkey.com/mp/sample-size-calculator/). The students took about 15 minutes to answer the questionnaire. Data were collected anonymously to win the participants confidence for truthful and fair answers, and to keep their own privacy. It includes 24 questions.

The questionnaire contains only two open-ended questions for students to give their own opinions, and 22 close-ended questions to make the answers easy for the students' and they do not take too much time to answer. It is divided into four parts; the first one included student's general information. The second part is about students' S-C, and the third is about teachers' oral feedback (TOF). The last part is for both TOF and students' S-C

**Part One: Students General Information**

The first part contains a general introduction of students; it is composed of four questions. The first and the second question is about learners' gender, and age. (Q3) is if they choose to study English by themselves. The last question is for their level in English.

**Part Two: Students' Self-Confidence**

This section consists of seven questions, with a simple definition of the key words to simplify the answers for students. (Q5) is how he/she could evaluate his/her S-C. (Q6) about if S-C has a role in their performance, and they are to justify their answers if they choose yes. (Q8) is about their agreement about the relation between S-C and self-esteem. (Q9) designed to ask about which type of feedback improves their S-C. (Q10) is about symptoms of students with low S-C. (Q11) is for the characteristics of high self-confident students. (Q12) is for the reasons that lead EFL learners to hesitate during the course production.

**Part Three: Teachers' Oral Feedback**

This section consists of five questions about TOF, (Q13) if their teachers provide them with feedback or not. (Q14) for which oral feedback their teachers' use more. (Q15) is how often teachers provide them with oral feedback during the learning process. (Q16) for the importance of TOF on their performance. The last question is for the appropriate time they prefer to receive TOF.

**Part Four: Teachers' Oral Feedback and Students' Self-confidence**

The last part of the students' questionnaire consists of seven questions; this part aims forcollecting some solutions for the present study. (Q18) is if they feel unconfident when their teachers provide them with oral NF. (Q19) is if they feel confident when they receive teachers' oral PF. (Q20) is if TOF improves their S-C. Then, they were asked about which type of oral feedback would enhance their S-C more in the next question. (Q22) and (Q23) are for the students' reaction to teachers' POF and NOF. (Q24) is for further information if the students' have something to add.

**3.2.3. Population and Sampling**

The present study deals with 89 first year master students at the Department of English atGuelma University, who were selected randomly from 115 students. In addition to 16 teachers from the same department, who teach students of the needed level. This sample was chosen because of two reasons, firstly students care a lot about how they will conduct their research, so they will answer and deal with the questionnaire honestly. The second reason is that they are qualified and they already have an idea about the two concepts of S-C and feedback.

**3.2.4. Findings**

The next part includes the data gathered, and the analysis illustrated in tables and texts, to clarify the reliability of the results.

**Part One: Students General Information**

The sample of students consists of 80.90% of females and 19.10% of males. The majority of them 59.55% are aged between 20-23 years old, 34.83% are aged between 24-27 years. While only 5.62% of them are more than 27. A high percentage of students 92.13% choose to study English by themselves, which shows students' desire and motivation to study English. Whether 7.87% did not choose it, this means that they were obliged to study it. The majority

of first year master students 56.18% are good in English language, 19.10% are very good, while 20% of the students are in the average level, and only 2.25% less than average.

**Part two: Students' Self-Confidence**

**Question. 05:**How could you evaluate your self-confidence?

a. High ☐

b. Medium ☐

c. Low ☐

Based on Table 3.1, only 32.59% have high S-C, so they already worked on it and improved it. While the majority of them 57.30% declared that they have a medium level of S-C, this means that they do not find the appropriate methods to boost it. The minority of students 10.11% have low S-C. So that they should ameliorate and work on it.

**Table 3.1**

*Students Evaluation of their Self-Confidence*

| Option | Number | Percentage% |
|--------|--------|-------------|
| High | 29 | 32,59 % |
| Medium | 51 | 57,30 % |
| Low | 09 | 10.11% |
| Total | 89 | 100% |

**Question.06:** Does self-confidence play a big role in your performance?

a. Yes ☐

b. No ☐

Table 3. 2indicates that the majority of students 96.63% agree that S-C plays a big role in their performance, usually they perform well when their S-C is high, and the opposite happens with low S-C

**Table 3. 2**

*Role of Self-Confidence on Students' Performance*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Yes | 15 | 93.75% |
| No | 01 | 6.25% |
| **Total** | 16 | |

**Question. 07 :**If yes, explain:

Students justified their answers as follows: the majority of them 39.53% declared that S-C improves their performance, that implies that students who perform well during the course have a good S-C. 25.58% justified that their bad performance is due to their lack of S-C. 19.77% stated that good S-C allows the students to accept both PF and NF, and that it makes them relaxed during performance, this implies that they do not feed afraid or shy of their answers, and they perform with no hesitation. 15.12% of the participants did not justify their answers. All of the aforementioned reasons prove with no doubt and corroborate the overwhelming approval of Q06 and pinpoint SC at the core of any performance.

**Table 3.3**

*Justifying S-C' Role in Students' Performance*

| Option | Number | Percentage% |
|---|---|---|
| S-C improves the students' ability to perform better. | 34 | 39.53% |
| Lack of S-C reflects a bad performance | 22 | 25.58% |
| Good S-C allows the students to accept both PF and NF, so students feel relaxed during performance. | 17 | 19.77% |
| Did not justify their answers | 13 | 15.12% |
| Total | 86 | 100% |

**Question. 08:** Do you agree that self-confidence is related to self-esteem?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Table 3.4 shows that a high percentage of students agree about the relationship between S-C

and self-esteem. This implies that they understand the definitions provided and they already

have an idea about the two concepts. Only 08 students disagree and indicate that there is no

relation between the two concepts. So, they see them as independent from each other. This is utterly consistent with what Lland (2013, p. 6), who states that self-esteem is "the capacity to respect and think well of you. It means that you appreciate yourself as a unique individual with your own set of skills, talents, and abilities", and with Dörnyei (2005, p.87), who believes that**:** "self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them".

**Table 3.4**

*Students Agreement about the Relation between Self-Confidence and Self-Esteem*

| Option | Number | Percentage |
| --- | --- | --- |
| Strongly agree | 34 | 38,20 % |
| Agree | 47 | 52,81 % |
| Disagree | 08 | 8,99 % |
| Strongly disagree | 00 | 00 % |
| Total | 89 | 100 % |

**Question. 9:** Which of the following could improve your self-confidence?

a. Positive feedback ☐

b. Negative feedback ☐

Table 3. 5indicates that the majority of students improve their S-C by PF rather than NF. This implies that the teachers' praise boosts S-C more than NF. Students' who prefer to improve their S-C by NF shows that they prefer to be reminded and compared to others in order to be motivated, maybe PF makes them lazier.

These findings are in harmony with Petchprasert's concept of PF, which provides learners with the required confidence to maintain learning and to perform more effectively and successfully (Petchprasert, 2012, p. 1114, 1115)

**Table 3. 5**

*Feedback that Improves Self-Confidence*

| Option | Number | Percentage% |
|---|---|---|
| Positive feedback | 84 | 94.38% |
| Negative feedback | 05 | 5.62% |
| **Total** | 89 | 100% |

**Question. 10:** What are the symptoms of low self-confident students?

a. Anxiety ☐

b. Hesitation ☐

c. Shyness ☐

d. Shutter ☐

e. Introverts ☐

In this multiple-choice question, which represent five symptoms that appear on students with low S-C. The first symptom (anxiety) was selected 71 times, it is represented by32.71%.

so, students see that anxiety is the symptom which appears more on students with low S-C. Hesitation is the next symptom, it was selected 59 times (27.19%), so according to them, hesitators are classified as the seconds on symptoms. shyness (15.67%) and shutter (15.67%) are closed in the percentage. while the minor percentage is for introverts with 9.68%. That implies that not all symptoms may appear on students with low S-C, there are students who are introverts by nature, they can speak with no hesitation nor make any trip over the tongue.

**Table 3.6**

*Symptoms of Students with low Self-Confidence*

| Option | Number | Percentage % |
|--------|--------|--------------|
| Anxiety | 71 | 32,71 % |
| Hesitation | 59 | 27,19% |
| Shyness | 34 | 15,67 % |
| Shutter | 32 | 14,75 % |
| Introversion | 21 | 09,68 % |
| **Total** | 217 | 100 % |

**Question. 11:** What are the characteristics of students with high S-C?

a. Attractive ☐
b. Fluent ☐

c. Relaxed ☐

d. Autonomous ☐

e. Extroverts ☐

Table 3.7 shows five characteristics of students with high S-C. Relaxed students are the highly classified characteristic in the table with the percentage of 33.67%, this implies that they do not show any fear or hesitation, as they are always ready for anything. Fluent students come in the second percentage 24.12%. So, students who have a good S-C speak fluently without caring about mistakes or judgment. 19.60% is the percentage of answers which support that students with high SC are attractive to their interlocutors. Extroverts come next with a percentage of 12.56%, which means that students who are sociable and flexible in classes have a good S-C. The last symptom was selected only for 20 times, it is for autonomy, this implies that this characteristic does not appear too much as the previous characteristics and that it does not really constitute a major trait of people with high SC.

**Table 3. 7**

*Characteristics of highly Self-Confident Students'*

| Option | Number | Percentage% |
|---|---|---|
| Attractive | 39 | 19,60 % |
| Fluent | 48 | 24,12 % |
| Relaxed | 67 | 33,67 % |
| Autonomous | 20 | 10,05 % |
| Extroverts | 25 | 12,56 % |
| **Total** | **199** | **100 %** |

**Question. 12:** Why do some EFL learners hesitate to participate during course production? (you may tick more than one)

a. Students' Low self-confidence ☐

b. Afraid of negative feedback ☐

c. Afraid of making errors ☐

Table 3.8 shows that the main reason behind the hesitation of EFL learners to participate during the course production, is the fear of receiving NF, this choice was selected most and it represents a percentage of 36.18%, so that students prefer to keep silent rather than participating. The second reason is students' low level of S-C, this reason was selected 49 times (32.24%). This means that this reason affected their performance, in a way that they fear and feel uncomfortable to participate in the course, which is well-matched with Wright (2009, p.11) who affirms that they have difficulty communicating what they really want. The last reason is the fear of making errors. 31.58% students hesitate to participate even if they have the right answer, this may be because of lack of S-C. The last option selected is in agreement with Rubio (2007, As cited in Hayrettin, 2015) who declares that low SC may lead to some sense of insecurity, fear, and anxiety.

**Table 3. 8**

*Why EFL Learners Hesitate During the Course*

| Option | Number | Percentage% |
|---|---|---|
| Students' low S-C | 49 | 32,24% |
| Afraid of Negative feedback | 55 | 36,18% |
| Afraid of making errors | 48 | 31,58% |
| Total | 152 | 100 % |

**Part Three: Teachers' Oral Feedback**

**Question 13 :** Do your teachers provide you with oral feedback ?

a.  Yes ☐

b.  No ☐

The majority of the population indicate that their teachers provide them with oral feedback. While a small percentage (5.62%) declared that they do not provide them with oral feedback, this may be because of the module, the teacher' personality, the time of delivering the lesson, or the classroom atmosphere.

**Table 3.9**

*Students'Stance about Receiving Teachers' Oral*

| Option | Number | Total |
|--------|--------|-------|
| Yes | 84 | 94.38% |
| No | 05 | 5.62% |
| **Total** | 89 | 100% |

**Question. 14 :**Which oral feedback do your teachers use more ?

a.  Positive Oral feedback ☐

b.  Negative Oral feedback ☐

The table indicates 79.78% of teachers use POF rather than negative, so they prefer to motivate their students positively. 20.22% of teachers use oral NF. This means that they find this type more effective to enhance the students' performance.

**Table 3. 10**

*Most Used Type of Oral Feedback*

| Option | Number | Percentage% |
|---|---|---|
| Positive Oral feedback | 76 | 79,78 % |
| negative Oral feedback | 18 | 20,22 % |
| **Total** | **89** | **100 %** |

**Question. 15:** How often do your teachers provide you with oral feedback during the

learning process?

|  | Positive | Negative |
|---|---|---|
| Always | ▢▢ | |
| Usually | ▢▢ | |
| Often | ▢▢ | |
| Sometimes | ▢▢ | |
| Rarely | ▢▢ | |
| Never | ▢▢ | |

The obtained data (table 3.9) indicates that oral PF is frequently used more than oral NF.

This implies that most of the teachers prefer to motivate their students with P-F more than N-

F. Again, the findings of this question are completely consistent with the findings of Q 14.

**Table 3. 11**

*Frequency of Providing Oral Feedback*

| Option | Positive | | Negative | |
|---|---|---|---|---|
| frequency | Number | Percentage | Number | Percentage |
| Always | 18 | 20,23 % | 07 | 7.87% |
| Usually | 33 | 37,08 % | 12 | 13.48% |
| Often | 15 | 16,85 % | 09 | 10.11% |
| Sometimes | 19 | 21,35 % | 24 | 26.97% |
| Rarely | 04 | 4,49 % | 29 | 32.58% |
| Never | 00 | 00 % | 08 | 8.99% |
| **Total** | **89** | **100%** | **89** | **100%** |

**Question. 16:** How important do you consider teachers' feedback on students' performance?

a. Not at all ☐

b. Very little ☐

c. Little ☐

d. A lot ☐

e. Very important ☐

According to the table 76.41% of students indicate that teachers' feedback plays a very important role on students' performance. 16.85% of them claimed that it is important. This means that teachers' speeches during the course have an importance in attracting the students'

attention and affecting their performance. Only 6.74% see that it is a little important. So, this shows that teachers' feedback does not affect them. The findings of this question highlight the significant role of teachers' feedback – be it positive or negative- and corroborate the results deduced from the answers of the previous questions.

**Table 3. 12**

*Importance of Teachers' Feedback on Students' Performance*

| Option | Number | Percentage |
|--------|--------|------------|
| Not at all | 00 | 0 % |
| Very little | 00 | 0 % |
| Little | 06 | 6,74 % |
| Important | 15 | 16,85 % |
| Very important | 68 | 76,41 % |
| **Total** | **89** | **100 %** |

**Question.17:** According to you, what is the appropriate time you prefer to receive teachers' oral feedback?

a. Before performance ☐

b. During performance ☐

c. After performance ☐

The table shows that the majority of students prefer to receive feedback after performance, which implies that they fear if the teacher provides NF, they will lose their S-C to continue, and they seem rational as well because it would be worthwhile receiving any kind of feedback right after the end rather than in any other period. 23.60% prefer to receive feedback during

performance, this shows that students' need it to correct their information and alter their future explanations or actions. 12.36% select that appropriate time is before performance, this may imply that they see the teachers as a guide for their performance.

**Table 3. 13**

*Appropriate time to Receive Teachers' Feedback*

| Option | Number | Percentage |
|---|---|---|
| Before performance | 11 | 12,36 % |
| During performance | 21 | 23,60 % |
| After performance | 57 | 64,04 % |
| **Total** | **89** | **100 %** |

**Part Four: Teachers' Oral Feedback and Students' S-C**

**Question 18:** Do you feel unconfident when your teachers provide you with oral negative feedback?

a. Yes ☐ b. No ☐

Table 3. 14 shows that most of the participants 58.43% feel unconfident when their teachers provide them with ONF, whichentails that their level of S-C becomes lower. 41% of the participants stated that their S-C are not affected by the NF, this means that they already have an indifferent S-C to such type of feedback. Consequently, these results display the major repercussion of NFB on student's SC and eventually their academic achievements.

**Table 3. 14**

*Students' Feeling when Receiving Teachers' OFB*

| Unconfident | Number | Percentage |
|---|---|---|
| Yes | 52 | 58.43% |
| No | 37 | 41.57% |
| Total | 89 | 100% |

**Question 19:** Do you feel confident when teachers provide you with oral positive

feedback?

    a.  Yes ☐

    b.  No ☐

All the participants feel confident with their teachers' PF, and this means that it

motivates them to perform well, and raise their SC. Trying to match the findings of this

question with Q 18, it is clear that ONF might lead or not to low level of SC, yet OPF

inevitability would maintainthe level student's SC.

**Table 3.15**

*Students' Confidence when receiving Oral Positive Feedback*

| Confident | Number | Percentage% |
|---|---|---|
| Yes | 89 | 100% |
| No | 00 | 00% |
| Total | 89 | 100% |

**Question 20:** Do you think that teachers' oral feedback improves your self-confidence?

a. Yes ☐

b. No ☐

The majority of the participants 97.75% believe that TOD improves their S-C. This shows that their S-C is already improved by their teachers' feedback. only 2.25% of the students think that TOF does not improve their S-C. This implies that they improved their S-C without the TOF.

**Table 3. 16**

*Students Agreement if Teachers' OF Improve their Self-Confidence*

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 87 | 97.75% |
| No | 2 | 2.25% |
| **Total** | 89 | 100% |

**Question 21:** If yes, then which type of oral feedback would enhance your self-confidence?

a. Positive ☐

b. Negative ☐

All the participants stated that the oral PF enhances their S-C. This implies that teachers' praise motivates, and boosts students' S-C more than NF. Once more, the findings of Q20 and Q21 go with the results of Q18 and Q19, which exhibit that OPF certainly would not only preserve the level student's SC but rather augment it.

**Table 3. 17**

*Type of Feedback that Enhances the Students' S-C*

| Option | Number | Percentage |
|---|---|---|
| Positive | 89 | 100 % |
| Negative | 00 | 00 % |
| **Total** | **89** | **100 %** |

**Question 22:** How do you react when your teacher provides you with an oral positive

feedback? (you can choose more than one)

a. I participate more ☐

b. I keep quiet ☐

c. I adore attending the class ☐

d. I keep smiling ☐

e. I feel confident ☐

Table 3.18 shows that the majority of the population feels confident when receiving

teachers' PF and this is regular with the answers of the previous questions (Q18, Q19, Q20

and Q21). 26.37% of the participants participate more, 23.88% of them keep smiling while

19.40% adore attending the class. This implies that PF has an important role in enhancing

Students' S-C, and motivates them to participate during the course.

**Table 3.18**

*Students' Reactions towards Teachers' Positive Feedback*

| Option | Number | Percentage % |
|---|---|---|
| I participate more | 53 | 26.37% |
| I adore attending the class | 39 | 19.40% |
| I keep smiling | 48 | 23.88% |
| I feel confident | 61 | 30.35% |
| **Total** | 201 | 100% |

**Question 23:** How do you react when your teacher provides you with an oral negative

feedback? (you can choose more than one)

a. I keep quiet ☐

b. I hate even attending the class ☐

c. I become anxious ☐

d. I feel unconfident ☐

Table 3.19 the majority of the students' 30.81% feel unconfident when receiving oral

NFand this is regular with the answers of the previous questions Q18, 27.57% become

anxious, they may appear nervous, fearful, shy, etc and this is expected with regards to the

answers of Q10. 22.16% choose to keep quiet, this may appear on introverts. While 19.46%

hate to attend the class. This implies that oral NF reduces the students' S-C.

**Table 3. 19**

*Students' Reactions towards Teachers' Oral Negative Feedback*

| Option | Number | Percentage % |
|---|---|---|
| I keep quiet | 41 | 22.16% |
| I hate even attending the class | 36 | 19.46% |
| I become anxious | 51 | 27.57% |
| I feel unconfident | 57 | 30.81% |
| Total | 185 | 100% |

**Question 24**: Any further information, you are welcome

The majority of the population (84 students) did not add information in this part. But, some of them (5 students) add that feedback is very important in improving the students' S-C, as it can demolish it, and others added that PFleads them to do their best in the next time.

**3.2.5. Students' Questionnaire Summary of Results**

The analysis of students' questionnaire revealed major facts, and they are summed up as follows:

The sample of this investigation consists of 89 students of master one at the department of English, at the University of Guelma, for the academic year 2020-2021.

The first part of the questionnaire aims at collecting general information about the population of this study. the majority of them are females (80.90%) of females and 19.10% of them are males. Which implies that females are more interested in learning EFL more than males. The majority of them are under the age of 24. As most of them (92.13%) declare that it

was their choice. Only 32.59% of them have high S-C, while the rest are between medium and low S-C. this means that they need to work on improving it. These results reveal that the population chosen fits well for the study.

The results of the second part about students' S-C clarified that, a good number of students' do not have a good level of S-C, as the majority of them agree that S-C plays a big role on their performance, they explain that S-C improves their performance, this show that high S-C lead to good performance, while low S-C reflects bad performance. Students' with high S-C are relaxed and motivated during the learning process. A high percentage claims that S-C and self-esteem are related to each other, while a low percentage declare that there is no relation between the two concepts. This implies that they are not always related to each other. PF can improve the students' S-C more than NF as it is shown in table 3.5. There are several symptoms that appear on students with low S-C, these symptoms appear on students differently according to the students' personality, feelings... etc. As there are symptoms which characterize students with low S-C, such as anxiety, hesitation, shyness…etc. while students with high S-C are attractive, relaxed, and autonomous. EFL learners hesitate to participate during course production due to three main reasons. 36.18% of them hesitate because they are afraid of NF. 32.24% of them hesitate because of their low of S-C, while 31.58% of them are afraid of making errors.

The results of the third part (teachers' oral feedback) show that, oral feedback is used from teachers in which they use oral PF more than oral NF. 76.43% of students consider the teachers' feedback important for their performance, this shows the big role of teachers' feedback during learning process. According to the majority of participants the appropriate time for receiving feedback is after performance for the purpose of not confusing students during their performance which can lead to decrease their beliefs on themselves, thus, their S-C.

The results of the fourth part indicate that All students' feel confident when receiving POF as it enhances their S-C more than NF make more than 58% of the students' feel unconfident when receiving feedback, this implies that POF affects the students' S-C positively, so they can perform better. While NOF can affect negatively and reduce the student performance. Teachers' POF led the students to participate more, feel confident, and adore attending the class. Whether NOF led them to become anxious, hate attending the class, and keep silent.

**3.3 Teachers Questionnaire Analysis**

The Teachers' Questionnaire consists of twenty-six questions. It is divided into four parts; the first one included teacher's general information. The second is about students' S-C. The third is about students' S-C. And the last one for the impact of TOF on students' S-C.

**3.3.1. Description of the Questionnaire**

The questionnaire is handed to 16 teachers of master one at the university of Guelma at English department.

**Part One: General information**

The first part of the questionnaire is for teachers' general information, it consists of three questions. The first question is for teachers' experience in teaching. The second question is teachers' specialty whether Linguistics, Civilization, Literature, or Translation. The third question is for about subjects that the teacher usually teaches in Master degree.

**Part two: Students' Self-confidence**

This part contains seven questions. In the fourth question teachers are asked to define S-C according to their experience in teaching. the fifth question for the importance of S-C in enhancing students' performance. The sixth question is how S-C is important in enhancing students' performance. In the seventh question teachers are given symptoms of low S-C and

asked to choose from them, the ones that appear on their students'. The eighth question is about choosing symptoms of high S-C. The ninth question they asked if S-C is related to self-esteem. In the next question teachers are asked if they call their students' attention to the importance of S-C in their learning process. The last question is how students feel about their abilities to participate in the classroom whether highly confident, anxious, afraid, demotivated or add other choices.

### Part three: Teachers' Feedback

This part contains eight questions. (Q12) is about what teachers focus on during teaching. (Q13) what kind of feedback they use while teaching. (Q14) is for which oral feedback is used more, either positive or negative. In (Q15) teachers are asked about which feedback affects the students more. In (Q16) they are asked how often oral feedback is used. (Q17) is for the appropriate time for giving feedback. The last two questions are if the absence of TOFmakes any difference in the students' level, and explaining their answer.

### Part Four: Impact of Teachers' Oral Feedback on Students' Self-Confidence

The last part consists of only five questions. The first one is which oral feedback improves the students' S-C more, and they justify their answer in the following question. In the twenty third question teachers are asked about what kind of oral feedback makes students more anxious and causes low S-C. The following question is how can the teacher help non-confident students to overcome lack of confidence. The last question is if any teacher could add something to the questionnaire.

## 3.3.2. Aims of the Teachers' Questionnaire

Teachers' Questionnaire is used in order to collect information from teachers about the effect of their oral PF on their students' S-C. It is aimed to

 a. To know the appropriate time giving feedback

 b. To realize which type of feedback improve the students' S-C

c. To pick out some methods that can help non-confident students'

### 3.3.3. Teachers' Questionnaire Administration

The teachers' questionnaire was administered by Master one teachers, at the department of English, at University of 8 Mai 1945, Guelma. The population was chosen because the first questionnaire was with Master one students, so teachers are already dealt with them. As they have a good experience with them. They take 10 minutes to answer the questionnaire.

### 3.3.4. Findings

This section represents the data gathered, and analysis in order to ascertain the reliability and the credibility of the results.

**Part One: General Information**

Our sample of teachers consists of male and female, the majority of them have a good experience (6-20 years), while only 12.5% of them have a small experience in teaching (1-5years). They taught different courses such as, applied linguistics, Research methodology, discourse analysis, Literature...etc. 50% of them are specialized in Linguistics, while the other 50% is divided for Literature, Civilization, and Translation

**Part Two: Students' Self-Confidence**

**Question 4:** According to your experience in teaching, how could you define student's self-confidence?

In this open-ended question teachers define students' S-C as having trust in his/her own abilities and capacities in the learning process. Students' who have S-C answer and participate in different class tasks without being afraid of making mistakes or errors. They are always ready to adopt new situations and challenges. Some of them add that S- is linked to extroversion whereby a student is able to react easily, quickly and without hesitation.This result is connected to what Ramdha (2019, p.17) claims in her words "Self-confidence is a path where the students brave to try and having a belief that they are able to finish the task".

**Question 5:** Do you think that self-confidence has an important role in enhancing students' performance?

    a.  Yes  ☐

    b.  No   ☐

    All the teachers agree that S-C has an important role in enhancing students' performance, this means that students who have a good S-C perform well. In favor to this result, Kakepoto (2012, p. 71) states that: "Confidence is an essential aspect of any good presentation it provides impetus to speakers to communicate his or her ideas effectively". In comparison with students' findings in their answer of Q6, it is too found that S-C is considered as a central part of any performance.

**Table 3. 20**

*Importance of S-C in Enhancing Students' Performance*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Yes | 16 | 100% |
| No | 0 | 0% |
| Total | 16 | 100% |

**Question 6:** If yes, How?

    Some of the teachers' claims that TOF is important since is serves as a guidance to student. Others explain that feedback locates students' level and advancement, without feedback, a student cannot distinguish his/her strong points from weak points, as it makes the student unsure of his/her performance and of their level, so they will hesitate and degrade.In which this finding confirms to what extent TOF is important in helping students fix their needs in the right way. The latter, is highly consistent with students answer.

**Question 7:** Do you think that self-confidence is related to self-esteem?

    a.  Yes ☐

    b.  No    ☐

15 teachers (93.75%) from our sample think that S-C is related to self-esteem. 6.25% think that there is no relation between the two concepts. This implies that S-C and self-esteem are not always related to each other.On one hand, the findings of this question highlight the relation between the two concepts, as in the terms of Dörnyei (2010, p. 211) who illustrates that: self-esteem is strongly related to self-confidence concept, which has a vigorous research tradition in applied linguistics and which, therefore, may have diverted scholars from the study of self-esteem. On the other hand, Djebari (2013, p. 50) in her opinion says that: the two notions are related but they are not the same.Whereby these results go in parallel with students' answers.

**Table 3. 21**

*Relation between Self-Confidence and Self-Esteem*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Yes | 15 | 93.75% |
| No | 01 | 6.25% |
| **Total** | 16 | 100% |

**Question 8:** In your opinion, what are the symptoms of students with low self-confidence?

(you can tick more than one)

    a.  Shyness    ☐
    b.  Hesitation    ☐
    c.  Stutter (trip over the tongue)    ☐
    d.  Anxiety    ☐
    e.  Introverts (solitary and self-centered persons)    ☐

The table shows symptoms that appear on students' during the course production, teachers' notice that the symptom appears more is hesitation, Shyness and anxiety have the same percentage (21.82%). While the minority percentage is for shutter symptom. This implies that symptoms appear differently from one student to another.This result goes in concord with Listyaningrum Arifin, W (2017, p. 36) who affirms that: "anxiety is a general term for the sense of fear that overtakes a student when he/she is called upon to speak or otherwise perform in front of the class", and adds that "Most classrooms have one or more students who struggle with making themselves heard or participating in class discussions. These students are usually called "shy"". Both teachers and students result highlight same answers about these symptoms.

**Table 3.22**

*Symptoms of Students' with low Self-Confidence*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Shyness | 12 | 21.82% |
| Hesitation | 16 | 29.09% |
| Stutter | 07 | 12.73% |
| Anxiety | 12 | 21.82% |
| Introverts | 08 | 14.54% |
| **Total** | 55 | 100% |

**Question 9:** What are the symptoms you usually notice on students with high self-confidence? (you may tick more than one)

    a. Attractive ☐

    b. Relaxed ☐

    c. Autonomous ☐

    d. Extroverts (social and risk-taking persons) ☐

    e. Fluent ☐

The majority of teachers note that the symptoms that appear most on students on students who are highly confident are, relaxed (26.53%), autonomous and extroverts (22.45%). While the symptoms that appear less are attractive and fluent.This result is complementarywithWright (2007, p.12) elaboration in which he affirms that this category of students is more successful in learning and performing, and are more focused on their progress and success. The results of students' and teachers' answers are strongly related to each other.

**Table 3.23**

*Symptoms of Highly Self-Confident Students'*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Attractive | 06 | 12.24% |
| Fluent | 08 | 16.33% |
| Relaxed | 13 | 26.53% |
| Autonomous | 11 | 22.45% |
| Extroverts | 11 | 22.45% |
| **Total** | 49 | 100% |

**Question 10:** Did you raise your students' attention to the importance of self-confidence in their learning process?

    a.  Yes  ☐

    b.  No   ☐

The majority of teachers' (93.75%) raise their students' attention to the importance of S-C. This implies that they consider S-C as an important aspect in the learning process. Only 6.25% of them do not raise the students' attention to the importance of S-C. This shows that the students' already aware of it.

**Table 3.24**

*Teachers' call for the Importance of Self-Confidence in Learning Process*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Yes    | 15     | 93,75%      |
| No     | 01     | 06,25%      |
| Total  | 16     | 100%        |

**Question 11:** How do your students feel about their abilities to participate in the classroom? (you may tick more than one)

    a.  Highly confident  ☐

    b.  Anxious  ☐

    c.  Afraid  ☐

    d.  Demotivated  ☐

    e.  Others  ☐

The obtained data from table 3.24 shows that students' feelings during participation in the classroom differ from highly confident, anxious, afraid, demotivated; teachers add that it differs from one student to another depending on their personality type, language abilities, etc.

**Table 3.25**

*Students' Feeling during Participation in Classroom*

| Option | Number | Total |
|---|---|---|
| Highly confident | 07 | 28% |
| Anxious | 05 | 20% |
| Afraid | 06 | 24% |
| Demotivated | 04 | 16% |
| Others | 03 | 12% |
| **Total** | 25 | 100% |

**Part Three: Teachers' Feedback**

**Question 12:** When teaching, do you focus more on:

a. Learners' psychological status (affective and attitude in all factors) ☐

b. Learners' linguistic competence ☐

c. Appropriate and effective teaching methodology (speaking tasks and activities) ☐

d. Necessary materials ☐

e. All of the above ☐

The results from the table below indicates that the teachers' focus more on learners'

psychological status, learners' linguistic competence, and the effective teaching methodology. So that teachers are looking for their students' benefit more than anything else.

**Table 3.26**

*Teachers Focus While Teaching*

| Option | Number | Percentage% |
|---|---|---|
| Learners' psychological status | 08 | 27.59% |
| Learners' linguistic competence | 07 | 24.14% |
| Appropriate and effective teaching methodology | 06 | 20.69% |
| Necessary materials | 05 | 17.24% |
| All of the above | 03 | 10.34% |
| Total | 29 | 100% |

**Question 13:** What kind of feedback do you use for your students' during the learning process? (you can select more than one)

a. Oral feedback ☐

b. Written feedback ☐

c. Nonverbal feedback (gestures, facial expressions…) ☐

d. All of the above ☐

All types of feedback are used by our teachers' the type used most is oral feedback (33.33%). Then nonverbal feedback with a percentage of 22.22%. as there are teachers' who prefer to use all the types of feedback, this may imply that they are looking for better results

to their students'. These answersgo withSarosdy et al.'s claim(2006, p. 125), which asserts that teachers must consider numerous principles and considerations before offering an oral feedback.

**Table 3.27**

*Type of Feedback Used by Teachers*

| Option | Number | Percentage |
|---|---|---|
| Oral feedback | 09 | 33.33 % |
| Written feedback | 03 | 11.11 % |
| Nonverbal feedback | 06 | 22.22 % |
| All of the above | 09 | 33.33 % |
| Total | 27 | 100 % |

**Question 14:**If it is oral, which feedback do you use more?

    a. Positive ☐
    b. Negative ☐

All teachers indicate that they use Oral PF more than NF. This result matches the same findings of students' answer of Q14.

**Table 3. 28**

*Most Used Type of Oral Feedback*

| Option | Number | Percentage% |
|---|---|---|
| Yes | 16 | 100% |
| No | 0 | 0% |
| Total | 16 | 100% |

**Question 15:** According to your experience in teaching, which oral feedback affects the students more?

    a.  Positive feedback ☐

    b.  Negative feedback ☐

According to our teachers' PF is more effective than NF, this show that is has better results for students' performance. Which is compatible with Hattie and Temperley (2007, p. 98) who refer to PF strategy as 'Praise', and with the terms of Petchprasert (2012, p. 1114) who affirms that "praise is considered as motivation tool that provides learners with the needed confidence to keep learning and achieving more academically". Again these findings illustrate the same answers of students.

**Table 3. 29**

*Most Effective Oral Feedback*

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 16 | 100% |
| No | 0 | 0% |
| **Total** | 16 | 100% |

**Question 16:** How often do you use oral feedback towards your students?

               Positive                    Negative

Always

Usually

Often

Sometimes

Rarely

Never

The table 3.21 shows that oral PF is used more than oral NF. This may mean that PF is more affective. Whereby, this result goes in parallel with the students' answer of Q15.

**Table 3.30**

*Frequency of Teachers' Use of POF and NOF*

| Option | Positive | | Negative | |
|---|---|---|---|---|
| frequency | Number | Percentage | Number | Percentage |
| Always | 10 | 62.5% | 01 | 06.25 % |
| Usually | 04 | 16 % | 01 | 06.25% |
| Often | 01 | 06.25% | 00 | 00 % |
| Sometimes | 01 | 06.25% | 03 | 18.75 % |
| Rarely | 00 | 00 % | 07 | 43.75 % |
| Never | 00 | 00 % | 05 | 31.25 % |
| **Total** | **16** | **100%** | **16** | **100%** |

**Question 17:** In your opinion, which is the appropriate time for giving oral feedback? (you may tick more than one)

a. Before performance

b. During performance

c. After performance

In this multiple answer question, teachers select the choice after performance more than the other choices, this shows that the appropriate time for giving oral feedback is after the performance, in order to not block the students' ideas. The choice during performance is choose 7 times this indicates that there are teachers who prefer to correct and guide the students when they are performing for better results. Only 3 times is selected for the choice

before performance. This may imply that teachers prefer to guide the students' before performing for the purpose of not making mistakes. This is consistent with students' answer in Q17, the results are close to each other.

**Table 3.31**

*Appropriate Time for Giving Oral Feedback*

| Option | Number | Percentage% |
|---|---|---|
| Before performance | 03 | 13.64% |
| During performance | 07 | 31.82% |
| After performance | 12 | 54.54% |
| **Total** | 22 | 100% |

**Question 18:** In your opinion, would the absence of TOF make any

difference for the students' level?

a. Yes ☐

b. No ☐

All teachers agree that the absence of TOF make a difference for the student's level.

**Table 3. 32**

*Teachers' Opinion about the Absence of their Feedback on Students' Level*

| Option | Number | Percentage% |
|---|---|---|
| Yes | 16 | 100% |
| No | 0 | 0% |
| **Total** | 16 | 100% |

**Question 19:**Explain how?

According to our teachers the absence of TOF makes the students unsure of their performance and their level, without feedback they cannot know whether they are correct or incorrect. Students' need a guide to distinguish their strong points from weak points.

**Part Four: Impact of Teachers' Oral Feedback on Students' Self-Confidence**

**Question 20**: Which oral feedback improves the students' self-confidence more?

    a. Positive ☐

    b. Negative ☐

The table shows that all teachers agree that PF improves the students' S-C more than NF. This result goes with students results of (Q9) and (Q21) and (Q16) in teachers' Questionnaire. Thisimplies thatPF enhances students' S-C more than NF

**Table 3.33**

*Type of Oral Feedback that Improves Students' Self-Confidence*

| Option | Number | Percentage |
|--------|--------|------------|
| Positive | 16 | 100% |
| Negative | 00 | 00% |
| **Total** | 16 | 100% |

**Question 21:**Why?

Teachers' justified that oral PF provides reinforcement and, encourages the learners to carry on participation, however, NF may block the learning process as they lose interest in the

subject matter. Positivity always comes with positive effects. They add that PF gives students'

more positive self-image, that help them to trust their capacities so it enhances their S-C.The

results are related to the same justification of (Q17), this implies that POF helps to enhance

students S-C more than NOF.

**Question 22:** What kind of feedback have you found to be anxiety-provoking and

confidence lowering for the students?

   a.  Positive ☐
   b.  Negative ☐

All teachers claim that the type of feedback which provokes the students' anxiety is NF.

This result is stated by Penile and Cosier (2013) who state that: "Lower levels of self-

confidence tend to co-occur with higher levels of language anxiety",which means that NF

leads to low S-C, and thus to a high level of anxiety.

**Table 3.34**

*Feedback that Leads to Anxiety and Low of Confidence*

| Option | Number | Percentage% |
|--------|--------|-------------|
| Positive | 00 | 00 % |
| Negative | 16 | 100% |
| **Total** | 16 | 100% |

**Question 23:** How can you help non-confident students to overcome their lack of self-
confidence? (you can choose more than one)

    a.  Provide positive feedback   ☐
    b.  Teach them to cope with mistakes and failure  ☐
    c.  Do not compare one student to another   ☐
    d.  Create a suitable atmosphere inside the class  ☐

e. If others, please add them ☐

26.09% of teachers provide PF in order to help non-confident students, the same percentage prefer to create a suitable atmosphere inside the class. Other teachers (21.74%) teach them to cope with mistakes and failure. 19.56% of them do not compare students to each other. 6.52% add that students need to learn that errors are part of learning so teachers should be patient, provide them with tasks that can help them to engage with others. And strengthening their belief that they can develop their abilities.

**Table 3. 35**

*Waysfor Helping Non-Confident Students*

| Option | Number | Percentage% |
|---|---|---|
| Provide positive feedback | 12 | 26.09% |
| Teach them to cope with mistakes and failure | 10 | 21.74% |
| Do not compare one student to another | 09 | 19.56% |
| Create a suitable atmosphere inside the class | 12 | 26.09% |
| Others | 03 | 6,52 % |
| **Total** | 46 | 100% |

**Question 24:** If you would like to add something, please write it bellow

Only five teachers (31.25%) answer this question in which they add that S-C is central to the students' learning, it can make a difference in students learning outcomes, the teacher should handle this issue and provide the students with the appropriate guidance.

### 3.3.5. Teachers' Questionnaire Summary of Results

The first part of teachers' questionnaire collects general information about the sample of teachers in which the results show that the majority of them has a good experience in teaching English, as they taught different modules, which implies that the population chosen fits this research.

The second part of results teachers defines S-C as the students' belief in their own abilities, in which all teachers agree that it has an important role in enhancing students' performance, in a way that helps them to break the obstacle of fear and anxiety, as it is considered as an important part in any performance. 93.75% of teachers agree that S-C is related to self-esteem, while 6.25% claims that there is no relation between the two concepts, this indicates that the two concepts are not always related to each other. Based on the teachers' experience, there are different symptoms that appear on students with low S-C such as shyness, hesitation, anxiety, etc. As there are characteristics that appear on students with high S-C such as attractive, relaxed, autonomous, etc; and 93.75% of teachers' raise the student's attention to the importance of S-C in their learning process.

In the third part of the questionnaire, the results show that POF is used more than NOF, where all teachers declare that oral PF improves the S-C more than oral NF, because it motivates and stimulates the learner to engage in the learning process. 54.54% declare that the appropriate time for giving feedback is after performance, to not block the students' performance, 31.82% claims that the appropriate time for giving feedback is during the learning process. The absence of TOF may cause difference in the students' level because it is an essential part in the learning process that can help, guide, and correct the students.

In the last part of the questionnaire, all teachers declared that POF improves the students S-C more than NOF which can provoke their confidence during learning process, and may inhibit them from continuing their learning, in other words anxiety leads to low level of

S-C. So teachers use many strategies and methods to help non-confident students to overcome their lack of S-C, such as: providing PF, create a suitable atmosphere inside the class, etc.

**Conclusion**

The results are confirmed from both students' and teachers' questionnaire, in which the results of teachers' questionnaire go in parallel with the results of students' questionnaire. Teachers' feedback has an important role during the learning process, it guides, correct, and sometimes motivates or demotivates the students. the teachers should take care of the appropriate time to provide feedback for students. Oral PF improves the students' S-C more than oral NF, that is to say that teachers can raise the students' S-C by providing oral PF, as they can cause lack of S-C by providing oral NF.

**Limitations of the study**

This research has considered points of disadvantages that should be taken into account:

- Time constraints which did not allow the researcher to make a deep analysis of the questionnaires.

- Students' unwillingness to cooperate and answer the questionnaire.

- Pandemic which prohibited the meetings between the supervisor and candidates for further instructions and recommendations.

- Lack of sources about students' S-C.

**Recommendations to teachers and students**

There are some suggested recommendations concerning the significance of both TOF and S-C:

- S-C should be tackled by students in order to accomplish their learning objectives.

- Students should take their TOF into consideration; therefore, they acquire high level of S-C

- Teachers are responsible to create an appropriate atmosphere in the classroom through using methods that can enhance student's S-C.

- Teachers' should be aware about the appropriate time to deliver oral feedback.

- Teachers ought to encourage all students to participate in order to motivate students in the classroom.

# General Conclusion

**General Conclusion**

This research is aimed at investigating the impact of teachers' POF and NOF on students' S-C. As a suitable data collection tools for collecting views and opinions; both students' and teachers' questionnaires administrated to first-year Master EFL students, and to EFL teachers from the department of Letters and English Language at the University of Guelma.

Actually, it is important to be aware about the crucial role that Students' S-C plays during learning process. The later may allow both teachers and students to achieve better outcomes in the course progress. In one hand, Students' S-C level differs from one student to another according to numerous factors. TOF on the other hand, is among these factors, it can be either positive or negative, which can influence students' S-C in different manners, some with gaining high S-C and others with low S-C. Furthermore, S-C help students for, being engaged, participating in any task in the classroom, better performers, and can help them also to break the obstacles that may hinder their way to develop in their studies.

From the obtained results, it was confirmed that the level of students' S-C highly affected by teachers' POF. In addition, it was deduced that teachers use POF more than NOF, which help student to improve their S-C. Besides proving that most EFL students prefer to receive oral feedback after performance. Moreover, it was revealed that S-C related to self-esteem, since, both are about self-worth and abilities, furthermore, it was deduced also that: symptoms of students with low S-C are: hesitation, anxiety, shyness and they differ from one student to another.

Data that was gathered from both EFL teachers' and students' questionnaires confirm the research hypothesis. Which is pretended that EFL students are positively affected by teachers'

POF while, teachers' NOF affected negatively during learning process. This later led to students' lack of S-C and bad performance.

To sum up, all the research questions this study aimed to answer have successfully been answered based on the results driven from the analysis of students' and teachers' questionnaires.

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# Appendices

**Appendix A**

**Students' Questionnaire**

Dear students,

This questionnaire is a part of a research work on learners' self-confidence. It aims at gathering data on your self-confidence in regard to your teachers' oral positive and negative feedback. The results will be used to help confirm or deny the research hypothesis. You are kindly requested to read carefully all the statements in each section and give your response to each item by putting a tick (√) in the box that most suits your opinion: strongly agree, agree, neither agree nor disagree, disagree or strongly disagree, or fill in with further information when necessary. There are no right or wrong answers. It will take less than 15 minutes and note that your responses will be dealt with confidentially and used only for research purposes. We appreciate your honesty and seriousness. Thank you in advance for your precious collaboration.

**Part One: Students General Information**

1. What is your gender:

   a) Male    ☐

   b) Female  ☐

2. How old are you?

   …………………...years.

3. Is it your choice to study English?

a) Yes ☐

b) No ☐

4. How could you evaluate your level in English?

a) Very good ☐

b) Good ☐

c) Average ☐

d) Less than average ☐

**Part Two: Students' Self Confidence**

5. How could you evaluate your self-confidence? (**Self-confidence** trusting in his/her own abilities)

a) High ☐

b) Medium ☐

c) Low ☐

6. According to you, does self-confidence play a big role on your performance?

a) Yes ☐

b) No ☐

7. If yes, explain…………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

8. Do you agree that self-confidence is related to self-esteem? (**Self-esteem** appreciating and loving oneself).

a) Strongly agree ☐

☐

b) Agree

c) Disagree ☐

d) Strongly disagree ☐

9. Which of the following could improve your self-confidence?

a) Positive feedback ☐

b) Negative feedback ☐

**Feedback:** (it is the reaction or return about a given work, eg: a teacher gives a feedback about a student's performance).

10. What are the symptoms of low self-confident student? (You may tick more than one)

☐

a) Anxiety

☐

b) Hesitation

☐

c) Shyness

d) Stutter (trip over your tongue) ☐

e) Introversion (solitary and self-centered persons) ☐

11. What are the characteristics of High self-confident student? (You may tick more than one)

a) Attractive ☐

b) Fluent ☐

c) Relaxed ☐

d) autonomous ☐

e) Extroverts ☐

12. According to you, why do some EFL learners hesitate to participate during course production? (You may tick more than once)

a. Students' low self confidence ☐

b. Afraid of negative feedback ☐

c. Afraid of making errors ☐

**Part Three: Teachers' Oral Feedback**

13. Do your teachers provide you with oral feedback?

   a. Yes ☐

   b. No ☐

14. Which oral feedback do your teachers use more?

   a) Positive Oral feedback ☐

   b) Negative Oral feedback ☐

15. How often do your teachers provide you with oral feedback during learning process?

|           | Positive | Negative |
|-----------|----------|----------|
| Always    |          |          |
| Usually   |          |          |
| Often     |          |          |
| Sometimes |          |          |
| Rarely    |          |          |
| Never     |          |          |

16. How important do you consider teachers' feedback on students' performance?

   a) Not at all ☐

   b) Very little ☐

c) Little ☐

d) A lot ☐

e) Very important ☐

17. According to you, what is the appropriate time you prefer to receive teachers' oral feedback? (You may tick more than one)

a) Before performance ☐

b) During performance ☐

c) After performance ☐

**Part Four: Teachers' Oral Feedback and Students' Self Confidence.**

18. Do you feel unconfident when teachers provide you with oral negative feedback?

a) Yes ☐

b) No ☐

19. Do you feel confident when teachers provide you with oral positive feedback?

a) Yes ☐

b) No ☐

20. Do you think that teachers' oral feedback improves your self-confidence?

a) Yes ☐

b) No ☐

21. If yes, then which type of oral feedback would enhance your self-confidence?

a) positive ☐

b) negative ☐

22. How do you react when your teacher provides you with an oral positive feedback? (You may tick more than one)

a) I participate more ☐

b) I keep quiet ☐

c) I adore attending the class ☐

d) I keep smiling ☐

e) I feel confident ☐

23**:** How do you react when your teacher provides you with an oral negative feedback? (you can choose more than one)

a. I keep quiet ☐

b. I hate even attending the class ☐

c. I become anxious ☐

d. I feel unconfident ☐

24. Any further information, you are welcome

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**Thank you for your contribution!**

**Appendix B**

**Teachers' questionnaire**

Dear teacher,

This questionnaire is a part of a research work on learners' self-confidence, it attempts to collect information about the impact of teachers' oral positive and negative feedback on students' self-confidence Thus You are kindly requested to read carefully all the statements in each section and give your response to each item by putting a tick (√) in the box that most suits your opinion.Your responses will be dealt with confidentially and used only for research purposes. (it will not take more than 15 minutes).

Thank you for your collaboration!

**Part One: General Information**

1. How long have you been teachingEnglish?..............................................................

2. What is your specialty

| | |
|---|---|
| linguistics | |
| literature | |
| civilization | |

3. What are the subjects you usually teach in Master degree?

…………………………………………………………………………………………

………………………………………………………………………….

**Part Two: Students' Self-Confidence**

4. According to your experience in teaching, how could you define a student self-confidence?

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……………………………………………………………………………………..

5. Do you think that self-confidence has an important role in enhancing students' performance?

    a.  Yes

    b.  No

6. If yes, how?

……………………………………………………………………………………………………………

……………………………………………………………………………………………………….

7. Do you think that self-confidence is related to self-esteem?

    a.  Yes  ☐

    b.  No  ☐

8. In your opinion what are the symptoms of students with low self-confidence? (You may tick more than one)

    a.  Shyness

    b.  hesitation

    c.  Stutter (trip over the tongue)

    d.  Anxiety

    e.  Introversion (solitary and self-centered persons)

9. What are the symptoms you usually notice on students with high self- confidence? (You may tick more than one)

    a.  attractive

    b.  Fluent

    c.  Relaxed

d. Autonomous

e. Extroverts (sociable and risk-taking persons)

10. Did you raise your students' attention to the importance of self-confidence in their

learning process?

a. Yes

b. No

11. How do your students feel about their abilities to participate in the classroom? (You

may tick more than one)

a. Highly confident

b. Anxious

c. afraid

d. Demotivated

e. Others …………………………………………………………….

……………………………………………………………..

**Part Three: Teachers' Feedback**

**12.** When teaching, do you focus more on:

a. Learners' psychological status (affective and attitudinal factors)

b. Learners' linguistic competence

c. Appropriate and effective teaching methodology (speaking tasksand activities)

d. Necessary material

e. All of the above

13. What kind of feedback do you use for your students during the learning process? (you

can select more than one)

a. Oral feedback

b. Written feedback

c. Non-verbal feedback (gestures, facial expressions...) ☐

d. All of the above ☐

14. If it is oral which feedback do you use more?

a. Positive ☐

b. Negative ☐

15. According to your experience in teaching, which oral feedback affects the students

more?

a. Positive feedback ☐

b. Negative feedback ☐

16. How often do you use oral feedback towards your students?

| | Positive | Negative |
|---|---|---|
| Always | | |
| Usually | | |
| often | | |
| sometimes | | |
| rarely | | |
| Never | | |

17. In your opinion, which is the appropriate time for giving oral feedback? (You may tick

more than one)

a. Before performance ☐

b. During performance ☐

c. After performance ☐

18. In your opinion, would the absence of teachers' oral feedback make any difference for

the students' level?

a.  Yes [____]

b.  No  [____]

19. Explain how?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………

**Part Four: Impact of Teachers' Oral Feedback on Students' Self-Confidence**

20. Which oral feedback improves the students' self-confidence more?

a.  Positive [____]

b.  Negative [____]

21. Why?

…………………………………………………………………………………………………

………………………………………………………………………………………

22. What kind of oral feedback have you found to be anxiety-provoking and confidence

lowering for the students?

a.  Positive                                             [____]

b.  Negative                                            [____]

23. How can you help non-confident students to overcome their lack of self-confidence?

(you can tick more than one)

a.  Provide positive feedback                              [____]

b.  Teach them to cope with mistakes and failure           [____]

c.  Do not compare one student to another                  [____]

d.  Create a suitable atmosphere inside the class          [____]

e.  If others, please add them

……………………………………………………………………………………………

……………………………………………………………………………………

24. If you would like to add something, please write it bellow

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………….

Thank you for your collaboration!

**Résumé**

Les étudiants et les enseignants EFL doivent être conscients à quel point le feedback oral est un élément fondamental et indéniable dans le processus d'apprentissage, qui peut fortement affecter le niveau de confiance en soi des étudiants. La présente recherche vise à étudier l'impact de la rétroaction orale positive et négative des enseignants sur la confiance en soi des élèves. Afin d'atteindre cet objectif, l'étude a été menée en utilisant une méthode descriptive quantitative. Les questionnaires des enseignants et des étudiants ont été choisis comme outils de collecte : un questionnaire a été administré à quatre-vingt-neuf (89) étudiants de première année de Master, et seize (16) enseignants, de différents niveaux du département d'anglais de l'Université de Guelma, ont reçu un autre questionnaire. Les résultats obtenus à partir des questionnaires ont révélé que la rétroaction orale positive des enseignants améliore la confiance en soi des élèves plus que la rétroaction orale négative, et que le moment approprié pour recevoir un la rétroaction est après tout type de performance. En outre, les commentaires positifs oraux des enseignants sont davantage utilisés plus que les commentaires négatifs oraux. Par conséquent, il est recommandé d'éviter d'utiliser fréquemment tout type de rétroaction orale négative car cela peut diminuer la confiance en soi des étudiants, et il est recommandé de continuer à utiliser tous les types de rétroaction orale positive car cela peut garder les étudiants confiants.

**Mots clés :** confiance en soi, rétroaction positive et négative, rétroaction orale.

# الملخص

يجب أن يدرك طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية إلى أي مدى تعتبر التعليقات الشفوية عنصرًا أساسيًا لا يمكن إنكاره في عملية التعلم، مما قد يؤثر بشدة على مستوى ثقة الطلاب بأنفسهم. يهدف البحث الحالي إلى التحقق من تأثير التغذية الرجعية الإيجابية والسلبية الشفوية للمعلمين على ثقة الطلاب بأنفسهم. ولتحقيق هذا الهدف أجريت الدراسة باستخدام المنهج الوصفي الكمي. تم اختيار استبيانات كل من المعلمين والطلاب كأدوات تجميع: تم تقديم الاستبيان إلى تسعة وثمانين (89) طالب ماستر في السنة الأولى وستة عشر (16) معلمًا من مستويات مختلفة من قسم اللغة الإنجليزية بجامعة قالمة تحصلوا على استبياناخر. كشفت النتائج التي تم الحصول عليها من الاستبيانات أن التغذية الرجعيةالإيجابية الشفوية للمعلمين تعمل على تحسين ثقة الطلاب بأنفسهم أكثر من تلك السلبية، وأن الوقت المناسب لتلقي التغذية الرجعيةهو بعد أي نوع من الأداء. بالإضافة إلى ذلك، يتم استخدام التغذية الرجعيةالإيجابية الشفوية للمعلمين أكثر من التغذية الرجعية السلبية الشفهية. وبالتالي، يوصى بتجنب الاستخدام المتكرر لأي نوع من التغذية الرجعيةالسلبية الشفوية لأنها قد تقلل من ثقة الطلاب بأنفسهم، ويوصى بالاستمرار في استخدام جميع أنواع التغذية الرجعيةالإيجابية الشفوية لأنها قد تحافظ على ثقة الطلاب بأنفسهم.

**الكلمات المفتاحية:** الثقة بالنفس، التغذية الرجعية الإيجابية والسلبية، التغذية الرجعية الشفوية.