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*Institute of Literature and Languages*

*Department of Foreign Languages*

*Branch: English*

Teacher's Negative Feedback in Speaking Classes:  
The Positive Side  
The Case Study of Second Year University Students

A Dissertation Submitted in Partial Fulfilment for the Higher Requirement of Master's  
Degree in  
Didactics of Foreign Languages

**Presented by:**

- 1) Safa ABDELAZIZ
- 2) Asma AYADI

**Supervisor:**

Dr. Rima HADEF

**Board of Examiners**

Chairwoman: Dr. Amina AGGOUNE

Supervisor: Dr. Rima HADEF

Examiner: Abderahim BOUDERBANE

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## **Dedication**

*In the name of Allah, the most gracious, the most merciful*

*I dedicate this work to “Safa”, myself, the most graceful strong young lady that I ever met*

*To the memory of my grandmother, who would have been very proud of who I am today*

*To my super heroes, the ones who always give love, strength and support, my beautiful mum  
and my great dad*

*To my beloved brothers and my sweet sister*

*To the little angels of the family, Tadge eddine and Tesnim may Allah protect them*

*To all my best friends*

*A special dedication to my lovely sweet partner of this work “Asma”, thank you for being  
patient, understanding and supportive along this journey*

**Safa**

## **Dedication**

*First and foremost, I would like to praise Allah for His blessing given to me during my journey. Furthermore, I dedicate my work to:*

*To the embodiment of tenderness and care, my beloved parents; my mother for her love, and my precious father for his support.*

*To my dear brothers.*

*To my long-standing friend who has been by my side since my adolescence.*

*To my lovely friends; those who labor in the shadows to light my path.*

*To the memory of my aunt; I owe my encouragement and inspiration to her*

*A special dedication to my dearest and kind partner of this work “Safa”, thank you for standing by me and for your constant support every step of the way.*

***Asma***

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### Abstract

Among the four language skills, speaking is considered the most important one. Nevertheless, English foreign language learners encounter many difficulties and commit a wide range of mistakes when learning this skill. These difficulties and mistakes can be reduced through certain strategies used by teachers. The core aim of the current study is to investigate the effect of teacher's negative feedback on minimizing learners' speaking difficulties and enhancing their speaking proficiency. In addition, it attempts to explore learners and teachers' perspectives toward the negative feedback provided to correct students' mistakes and the strategies that make it effective. Within the context of this work, research questions are raised:

- 1) What are the problems faced by second year learners in speaking the foreign language?
- 2) How do second-year learners perceive the negative feedback?
- 3) What are the factors that may influence students' reaction toward teacher's negative feedback?
- 4) How can teachers help students in effectively utilizing feedback to their advantage?

In response to these questions, two questionnaires are designed. The first questionnaire is administered to 17 Oral Expression teachers. The second questionnaire is delivered to 80 second-year English students in the Department of foreign languages at Mila University Centre. The findings reveal that learners face language system and metacognitive difficulties in speaking and demonstrate teachers' awareness toward the importance of negative feedback in developing learners' speaking skill. Additionally, both teachers and learners have a positive perception toward the use of negative feedback in speaking classes, however, this perception can be influenced by factors namely learners' personality, level of proficiency and the timing of feedback. Hence, Teachers offered efficient strategies to minimize learners' negative perceptions and help them overcome their problems.

**Key Words:** Speaking Skill, Teachers' Perceptions, Students' Perceptions, Negative Feedback, learners' difficulties, strategies.

### List of Abbreviations

**EFL:** English as a foreign Language

**FL:** Foreign Language

**OC:** Oral Classes

**OE:** Oral Expression

**OF:** Oral Feedback

**AL:** Audio Lingual

**CF:** Corrective Feedback

**L1:** First Language

**L2:** Second Language

**TL:** Target Language

**i.e.:** That is

**Q:** Question

**%:** Percentage

## List of Tables

Table 1: Teachers' academic degree.....	55
Table 2: Teachers' experiences in teaching oral expression.....	55
Table 3: Teachers' views on the difficulty of teaching speaking.....	56
Table 4: Teachers' opinions about students' level.....	57
Table 5: Learners' language difficulties in speaking.....	58
Table 6: Learners affective problems in learning speaking.....	59
Table 7: Teachers' perspectives towards the effectiveness of feedback.....	60
Table 8: Teachers' perceptions towards correcting students' spoken mistakes.....	60
Table 9: Teachers' points of view towards the effectiveness of feedback in improving speaking.....	61
Table 10: Teachers' preferable source of feedback.....	62
Table 11: Most practical strategy for providing feedback.....	62
Table 12: Teachers' perceptions toward the most valuable type of feedback.....	63
Table 13: Components that feedback should focus on .....	64
Table 14: Teachers' perceptions on the efficacy of negative feedback in improving speaking components.....	65
Table 15: Teacher' preferences on the type of negative feedback.....	67
Table 16: Students' reactions towards negative feedback.....	68
Table 17: Influence of negative feedback n students speaking proficiency.....	69
Table 18: Teachers' perceptions of the influence of negative feedback on the student-teacher relationship .....	70
Table 19: Students' English choice.....	75
Table 20: Students' English level.....	75



Table 21: Students' speaking level.....	76
Table 22: Students' speaking difficulties.....	77
Table 23: Learners' language difficulties in speaking.....	78
Table 24: Students' affective factors in speaking.....	79
Table 25: Students' opinions concerning the effectiveness of feedback on improving speaking.....	80
Table 26: Students' preferable source of feedback.....	80
Table 27: Students' opinions on the type of feedback type that affects their speaking skill positively.....	81
Table 28: Role of negative feedback in improving speaking components.....	82
Table 29: Students' reaction towards teacher's negative feedback.....	83
Table 30: Influence of teacher's negative feedback on teacher-student relationship.....	84
Table 31: Students' perceptions of the influence of negative feedback on the student-teacher relationship.....	84
Table 32: Influence of students' character on their perception of teacher's negative feedback.....	85
Table 33: Students' preferences for strategies of receiving teacher's negative feedback positively.....	86
Table 34: Students' Preferences concerning ways of receiving the negative feedback.....	87

## **Table of Contents**

Dedications.....	2
Acknowledgments.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Tables.....	7
Table of Contents.....	9

## **General Introduction**

1) Statement of the Problem.....	15
2) Aim of the Study.....	15
3) Research Questions.....	15
4) Research Methodology.....	16
5) Structure of the Study.....	16

## **Chapter One: Theoretical Part**

<b>Introduction.....</b>	<b>20</b>
--------------------------	-----------

### **1.1. Section One: Speaking Skill**

1.1.1. Definition of Speaking.....	20
1.1.2. Components of Speaking.....	21
1.1.2.1. Fluency.....	21
1.1.2.2. Accuracy.....	22
1. Grammar.....	22
2. Vocabulary.....	23
3. Pronunciation.....	23

	10
1.1.3. Approaches to Teaching Speaking.....	23
1.1.3.1. Speaking with an Environmentalist Approach.....	23
1.1.3.2. Speaking with an Innatist Approach.....	24
1.1.3.3. Speaking with an Interactionist Approach.....	24
1.1.4. Importance of Teaching Speaking in EFL Classes.....	25
1.1.5. Classroom Speaking Tasks.....	26
1.1.5.1. Discussion and Debates.....	26
1.1.5.2. Storytelling.....	27
1.1.5.3. Role Play.....	27
1.1.5.4. Presentation.....	28
1.1.5.5. Information-Gap Activities.....	28
1.1.5.6. Communicative Games.....	29
1.1.6. Strategies to Improve the Speaking Skill.....	29
1.1.6.1. Achievement Strategies.....	30
1. Guessing Strategies.....	30
2. Paraphrase Strategies.....	30
3. Co-operative Strategies.....	30
1.1.6.2. Reduction Strategies.....	30
1. Avoidance Strategies.....	30
1.1.7. Learners Speaking Difficulties.....	31
1.1.7.1. Language Problems.....	31

1. Lack of Vocabulary.....	31
2. Grammar Mistakes.....	31
3. Pronunciation Problems.....	32
4. Interference of the Mother Tongue.....	32
1.1.7.2. Affective Factors.....	32
1. Inhibition.....	33
2. Lack of Motivation.....	33
3. Introverted Personality Problems.....	33
<b>1.2. Section Two: Negative Feedback</b>	
1.2.1. Definitions of Feedback.....	34
1.2.1.1.Types of Feedback.....	35
1. Oral Feedback.....	35
2. Formal Feedback.....	36
3. Informal Feedback.....	36
4. Explicit Feedback.....	37
5. Implicit Feedback.....	37
6. Formative Feedback.....	38
7. Summative Feedback.....	39
1.2.1.2.Sources of Feedback.....	39
1. Teacher Feedback.....	39
2. Peer Feedback.....	39
3. Self-Feedback.....	40
1.2.2. Negative Feedback.....	41
1.2.2.1.Definitions of Negative Feedback.....	41
1.2.2.2.Types of Negative Feedback.....	41

	12
1. Explicit Correction.....	41
2. Recasts.....	42
3. Clarification Request.....	42
4. Elicitation.....	42
5. Metalinguistic Feedback.....	43
6. Repetition.....	43
1.2.2.3.Strategies of Giving Negative Feedback.....	43
✓ Concentrate on the Behaviour/Performance Not the Person.....	44
✓ Own the Feedback.....	44
✓ Adopt a Supportive Manner.....	44
✓ Follow Up your Student.....	45
1.2.2.4.The Importance of Negative Feedback.....	45
1.2.2.5. Focus on Form VS Focus on Content.....	46
1.2.2.6. Factors Influence Negative Feedback.....	47
1. Student’s Personality.....	47
2. Student’s Proficiency Level.....	48
3. Teacher-Student Relationship.....	48
4. The Timing of Feedback.....	49
1.2.2.7. The Effect of Teacher’s Negative Feedback on Learning Speaking.....	50
<b>Conclusion.....</b>	<b>51</b>

## **Chapter Two: Practical Part**

<b>Introduction.....</b>	<b>53</b>
--------------------------	-----------

### **2.1. Section One: Teachers’ Questionnaire**

	13
2.1.1. Administration of the Teachers' Questionnaire.....	53
2.1.2. Description of the Teachers' Questionnaire.....	54
1.2.3. Analysis and Interpretation of the Results.....	54
1.2.4. Discussion of the Results.....	72

## **2.2. Section Two: Students' Questionnaire**

2.2.1. Population and Sample.....	73
2.2.2. Description of the Students' Questionnaire.....	74
2.2.3. Analysis and Interpretation of the Results.....	75
2.2.4. Discussion of the Results.....	88
Conclusion.....	88
Recommendations and Suggestions.....	90
General Conclusion.....	92
References.....	93

Appendices

ملخص

Résumé

## **General Introduction**

- 1) Statement of the Problem
- 2) Aim of the Study
- 3) Research Questions
- 4) Research Methodology
- 5) Structure of the Study

## **General introduction**

### **1) Statement of the Problem**

English has become a medium of communication in all over the world. When learning English, it is highly important for English as foreign language (EFL) learners to acquire the four skills: speaking, writing, reading, and listening. However, the former is believed to be the most essential skill that students need to develop. Mastering the art of speaking enables one to be fluent and accurate; yet, learners still make errors when speaking.

Despite studying English for an extended period, students continue to commit mistakes when speaking. Bueno, Madrid and McLaren (2006) stated that the development of the speaking skill poses challenges when it comes to achieving oral proficiency. These challenges arise primarily from the inherent complexity associated with this skill. For that reason, teachers need to appropriately correct their learners' mistakes and assist students through the application of negative feedback to overcome those difficulties and develop their speaking proficiency.

### **2) Aim of the Study**

The present study seeks to explore the effects of teacher's negative feedback on hindering students' speaking difficulties and enhancing their proficiency level. It is set out to investigate teachers and learners' perspectives toward the negative feedback given in speaking classes to correct learners' mistakes and the strategies that make it effective.

### **3) Research Questions**

The present study attempts to answer the following questions:

- What are the problems faced by second year learners in speaking the FL?
- How do second-year learners perceive the negative feedback?



- What are the factors that may influence students' reaction towards teacher's negative feedback?
- How can teachers help students in effectively utilizing feedback to their advantage?

#### **4) Research Methodology**

To answer the research questions and reach the aim of the study, a descriptive method is adopted with two questionnaires: a teachers' questionnaire and a learners' questionnaire. The teachers' questionnaire is planned for second year Oral Expression teachers in the department of foreign languages at Mila University Centre. For the learners' questionnaire, it is designed for second year university learners in the Department of Foreign Languages, Mila University Centre to shed light on their perceptions toward the negative feedback and to explore its effect on enhancing learners' speaking proficiency.

#### **5) Structure of the Study**

The current study is made up of two chapters. The first one is dedicated to the theoretical part of the study and it is divided into two sections. The first section sheds light on the speaking skill: its definitions, features, approaches, the importance of teaching speaking, classroom speaking tasks and difficulties that face learners in learning speaking. The second section deals mainly with the feedback in general and the negative feedback specifically; it includes the definitions and types of both terms, sources of feedback, factors influencing the negative feedback, the importance of negative feedback and its effect on learning speaking.

The second chapter is about the practical part; it also consists of two sections namely: Teachers' Questionnaire and Students' Questionnaire. It provides a whole description of the research methodology, administration, analysis and discussion of the results of both questionnaire to answer the research questions and reach the aim of the work. The chapter concludes with recommendations addressed to both teachers and learners.

## **Chapter One: Theoretical Part**

### **Introduction**

#### **1.1. Section One: Speaking Skill**

1.1.1. Definition of Speaking

1.1.2. Components of Speaking

1.1.2.1. Fluency

1.1.2.2. Accuracy

1. Grammar
2. Vocabulary
3. Pronunciation

1.1.3. Approaches to Teaching Speaking

1.1.3.1. Speaking with an Environmentalist Approach

1.1.3.2. Speaking with an Innatist Approach

1.1.3.3. Speaking with an Interactionist Approach

1.1.4. Importance of Teaching Speaking in EFL Classes

1.1.5. Classroom Speaking Tasks

1.1.5.1. Discussion and Debates

1.1.5.2. Storytelling

1.1.5.3. Role Play

1.1.5.4. Presentation

1.1.5.5. Information-Gap Activities

1.1.5.6. Communicative Games

1.1.6. Strategies to Improve the Speaking Skill

1.1.6.1. Achievement Strategies

1. Guessing Strategies
2. Perhaps Strategies
3. Co-operative Strategies

### 1.1.6.2.Reduction Strategies

#### 1. Avoidance Strategies

### 1.1.7. Learners Speaking Difficulties

#### 1.1.7.1.Language Problems

1. Lack of Vocabulary
2. Grammar Mistakes
3. Pronunciation Problems
4. Interference of the Mother Tongue

#### 1.1.7.2.Affective Factors

1. Inhibition.
2. Lack of Motivation
3. Introverted Personality Problems

## **1.2. Section Two: Negative Feedback**

### 1.2.1. Definitions of Feedback

#### 1.2.1.1.Types of Feedback

1. Oral Feedback
2. Formal Feedback
3. Informal Feedback
4. Explicit Feedback
5. Implicit Feedback
6. Formative Feedback
7. Summative Feedback

#### 1.2.1.2.Sources of Feedback

1. Teacher Feedback
2. Peer Feedback
3. Self-Feedback

### 1.2.2. Negative feedback

#### 1.2.2.1.Definitions of Negative Feedback

#### 1.2.2.2.Types of Negative Feedback

1. Explicit Correction
2. Recasts

3. Clarification Request
4. Elicitation
5. Metalinguistic Feedback
6. Repetition

#### 1.2.2.3.Strategies of Giving Negative Feedback

- ✓ Concentrate on the Behaviour/Performance Not the Person
- ✓ Own the Feedback
- ✓ Adopt a supportive Manner
- ✓ Follow up your Student

#### 1.2.2.4.The Importance of Negative Feedback

#### 1.2.2.5.Focus on Form VS Focus on Content

#### 1.2.2.6.Factors Influence Negative Feedback

1. Student's Personality
2. Student's Proficiency Level
3. Teacher-Student Relationship
4. The Timing of feedback

#### 1.2.2.7.The Effect of Teacher's Negative Feedback on Learning Speaking

### **Conclusion**

## **Chapter one: Theoretical Part**

### **Introduction**

The process of learning any language requires mastering the four skills: speaking, writing, listening and reading. However, the former is thought of to be a very difficult skill as it involves different aspects of language and requires learners to be fluent and accurate. Nevertheless, errors and mistakes are always present as a natural part of the learning process. To solve this problem, teachers are required to provide learners with negative feedback.

The present chapter is divided into two main sections. The first section underlies the main concepts of speaking, including the definition of the skill and its features. The section will also introduce approaches, strategies and tasks that promote learning to speak. Finally, it will demonstrate the main difficulties encountered by students when learning to speak. The second section is about teachers' negative feedback. It will present the concept of feedback in general and negative feedback in a more specific way, including the different definitions of both terms provided by many researchers. Furthermore, it will introduce the sources and the types of feedback as well as the types of negative feedback and examine the factors that influence it. The chapter will demonstrate the main strategy adopted by teachers to provide negative feedback in speaking classes and examines its effects on minimizing learners' speaking difficulties to develop their oral performance.

### **1.1. Section one: Speaking skill**

#### ***1.1.1. Definitions of Speaking***

Speaking is one of the basic skills (FL) learners ought to acquire and master. It is the construction of meanings that consist of producing, receiving, and processing information (Burns and Joyce, 1997). Maxom (2009, p. 183) stated that speaking is “the ability to

produce sounds or words to express, to state, and to show thoughts, ideas and feelings.” In addition, speaking is referred to as a pathway for individuals to engage with others to achieve specific purposes or to convey their perspectives. Yet, according to Chaney and Burke (1998, p. 13), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of the context”. To put it differently, speaking is a complicated procedure that requires not only language production but also non-verbal symbols which address paralinguistic features (intonation, stress, and pitch) and body language (facial expressions, and gestures).

As a whole, speaking is the process of expressing thoughts and emotions, conveying ideas, sharing opinions, and exchanging information which involves using verbal and non-verbal language.

### ***1.1.2. Components of Speaking***

Fluency and accuracy are the two parts of speaking that considered as the most crucial factors in achieving proficiency in speaking.

**1.1.2.1. Fluency.** Fluency is one of the key speaking aspects that students need to achieve. Thornbury stated “fluency is the capacity to string long runs together, with appropriately placed pausing” (2011, p. 64). Another possible definition, Hedge (2000, p. 54) pointed out that “fluency relates to the production, and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation”. Simply, fluency typically pertains to the act of speaking; it is the capability of connecting phonemes easily, rapidly, and without any pauses. Thornbury (2011) also reported that having the capacity to speak rapidly is not the only or even the most crucial factor in fluency; pauses are also necessary since speakers need to take a break in speaking. Fluency is expressed in two main aspects: the transmission speed and regularity, in other

words, a natural number and distribution of pauses (Bygate, 2009). In the same vein, regarding syntax, pronunciation, and discourse, fluency is described as the capacity to convey connected ideas smoothly and without excessive hesitation, pausing, or breakdown in communication (Koponen, 1995).

**1.1.2.2. Accuracy.** Accuracy is a fundamental aspect of language proficiency. It is defined by Baily (2004, p. 5) as "the ability to talk properly, that is, to choose the appropriate words and expressions to convey the desired idea, as well as using the grammatical patterns of English." According to Scrivener (2005), accuracy is the capability to speak correctly without making errors. Similarly, Phi Ho (2018) defined it as the use of correct forms in which the verbal expressions do not contain any errors that impair the language's phonological, syntactical, semantically, or discourse aspects. Therefore, in order to generate accurate verbal utterances, it is necessary to pay attention to its different elements: grammar, vocabulary, and pronunciation.

**1. Grammar:** Grammar is an essential component of language that learners should improve to develop their speaking skills. It is the system of rules that governs the structures and the relationships of words within a sentence; it is about the arrangement of sentences including word order, verbs and nouns system, phrases, and clauses (Brown, 2001).

Grammar plays a vital role in effective verbal communication. Therefore, it is essential to acknowledge that spoken grammar differs from written grammar. Thornbury (2005) listed the following features of spoken grammar:

- ✓ Clause is the basic unit of construction.
- ✓ Clauses are usually added (co-ordinate).
- ✓ Head+ body+ tail construction.

- ✓ Direct speech favoured.
- ✓ A lot of ellipsis.
- ✓ Many question tags.
- ✓ Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

2. **Vocabulary:** A significant component in language acquisition is vocabulary. It can be defined as “a list of words in a language including single items, phrases, or chunks which have a particular meaning. It can be expressive vocabulary in speaking or receptive vocabulary in listening” (Neuman & Dwyer, 2009, p. 385). Furthermore, Saville-troike declared that “the core vocabulary in every language includes function words and a limited set of terms that carry primarily grammatical information. It can be a single word or a complex word” (2012, p. 137)

3. **Pronunciation:** Pronunciation is one of the most required components that learners ought to improve. It is the production of clear words; as Redmond and Vrchota (2007) stated “pronunciation means to say words in ways that are generally accepted or understood” (p. 104). Additionally, pronunciation is restricted to specific aspects, including sounds, tone, breaks, volume, rhythm, stress, and intonation (Louma, 2003).

### ***1.1.3. Approaches to Teaching Speaking***

Approaches to teaching and learning languages have strongly influenced the way of teaching speaking. The environmentalist, innatist, and interactionist approaches are the main ones that guide the way of teaching speaking (Uso'-Juan and Martinez-Flor, 2006).

**1.1.3.1. Speaking Within an Environmentalist Approach.** The environmentalist approach was based on the idea that language learning is conditioned by external factors rather than human internal mental processes (Martinez-Flor, Uso-Juan, & Soler, 2006). Learning speaking within this approach follows a stimulus-response reinforcement pattern which leads to habit formation. Additionally, it was assumed from the environmentalist



perspective that speaking a language is promoted through repeating, imitating, and memorizing the input that speakers are exposed to. The assumptions of this approach gave rise to the Audio-Lingual (AL) approach. This latter emphasized the importance of teaching oral skills through the use of activities such as drills and substitution exercises to develop good pronunciation and correct grammar structures (Uso´-Juan & Martinez-Flor, 2006).

**1.1.3.2. Speaking Within an Innatist Approach.** The innatist approach appears with the emergence of Chomsky's cognitive theory of innate capacity, which is built upon the assumption that children are born with an instinctive ability to acquire languages. Subsequently, learning speaking with the innatist approach is based on learners' application of cognitive processes to generate an unlimited number of sentences (Uso´-Juan & Martinez-Flor, 2006). Henceforth, the assumption of the Audio-lingual (AL) approach was replaced by the claims of Burns and Joyce when they stated that “an interest in cognitive methods which would enable language learners to hypothesize about language structures and grammatical patterns” (1997, p. 43). In other words, it was a clear shift for learners from using drills and grammatical rules repetition to using the language more creatively and innovatively.

**1.1.3.3. Speaking Within an Interactionist Approach.** An important shift in the field of language learning took place from the influence of interactionist ideas that emphasized the role of the linguistic environment in interaction with the innate capacity for language development (Martinez-Flor, Uso-Juan, & Soler, 2006). The interactionist approach considers the functions that speaking serves and the social and environmental variables which influence the act of speaking. As a result, “speaking was viewed as an interactive, social, and contextualized communicative event” (Martinez-flor, Uso-Juan, & Soler, 2006, p. 145). From Levelt's (1989) point of view, speakers must go through four main processes to develop spoken language. The first stage is a conceptualization; speakers first select the content according to context. The second one is called formulation; at this stage, speakers choose and

sequence the appropriate words. Next is articulation, where they move to the articulators responsible for delivering the message; to end up correcting the existing mistakes; this stage is named monitoring.

#### ***1.1.4. The Importance of Speaking Skill in EFL Classes***

Speaking is a crucial skill in learning languages. For that reason, speaking sessions aim at enhancing learners' communicative skills to enable them expressing themselves and conveying their thoughts, ideas and emotions as well as comprehending others' intentions.

Rao (2019, p. 12) listed some advantages of learning speaking:

- To participate actively in pair or group activities in the classrooms.
- To give a maiden and impressive speech on different occasions.
- To participate actively in debates and group discussions.
- To develop critical thinking among the learners.
- To pursue higher studies in foreign countries.
- To interact with people all around the globe.
- To get better employment opportunities.
- To make use of the internet effectively.
- To perform well in job interviews.
- To acquire more knowledge.

Mastering the speaking skill enables learners to be free of all worries they had and allows them to participate in classroom discussions, debates, giving presentations, and producing brief talks (Rao, 2019). Consequently, learners will boost their self-confidence and develop decision making and problem-solving skills. To conclude, EFL learners consider speaking skill as the most used skill and they expect to use it in classes more than any other skill,

simply because it represents language in use and influences many parts of their real life communication and cognitions.

### ***1.1.5. Classroom Speaking Tasks***

In the classroom, teachers can use a variety of speaking tasks in order to get learners involved within the classroom interaction and to evoke them to speak using the target language (TL). Hence, there are a wide number of tasks that researchers have developed which focuses particularly on speaking mentioning discussions and debates, storytelling, presentation, role play, information gap activities and games.

**1.1.5.1. Discussion and Debates.** Discussions are considered as one among the most interesting tasks in EFL classes. Byrne (1986) declared that discussions refer to any exchange of thoughts and viewpoints that takes place in a group setting with students with each other, while the teacher acts as a mediator. As pointed out by Hegde (2000), discussion involves learners in talks to share their interests, thoughts, and experiences; it offers them chances to develop their speaking aspects, especially fluency.

In most cases, discussions are interrelated with debates as a subtype. According to Oxford Dictionary, debate refers to a formal discussion over an issue at a public meeting or in government where two or more speakers present opposing viewpoints, and the topic is frequently put into a vote. In a classroom context, Bambang (2006) defined debate as an “activity which is used for understanding of the topic. It can be done by two groups. Every group consists of three or five students. It is a ‘pro’ group and ‘contra’ group” (p. 125). That is to say, debates involve two opposing teams of students discussing a selected topic and it could be judged by the teacher or students who are not involved in the debate. In this type of tasks, learners need to have enough time to prepare and practice their arguments in their groups before performing in front of the class for the debate to be successful (Luoma, 2004).

It is worth highlighting the importance of discussion. According to Harmer (2001), discussion is the most interesting and useful speaking activity that creates opportunities for learners to share their experiences and views using the target language. By the same token, debates are viewed as a challenging task that aims to encourage students to participate in classroom interaction, enrich their vocabulary and develop oral fluency. In addition, debates offer learners the chance to work collaboratively and “strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation” (Leuser, 1999, para. 1). Therefore, developing discussions and debates in EFL classes is considered very important especially because both of them help to build a sense of participation and strengthen their confidence.

**1.1.5.2. Storytelling.** Storytelling has always been one of the main tasks of teaching and practicing speaking in classrooms. According to Thornbury (1998), this type of activity allows students to share their stories and experiences. It is viewed as a task where learners are required to retell stories using various word choices while engaging in conversation with the storyteller. (Zuhriyah, 2017).

Storytelling is considered a useful technique since it helps learners to visualize themselves in similar situation with the storyteller as well as developing a sense of curiosity, creativity and imagination. As stated by Kayi (2006), storytelling might help learners to think in a more creative way.

**1.1.5.3. Role Play.** Role play is another important speaking activity. According to Thornbury (2011), “role-play involves the adoption of another ‘persona’, as when students pretend to be an employer interviewing a job applicant or celebrities mingling at a party”(p. 89). From the pre-mentioned definition, role play can be considered as an activity that requires the learners to act according to a particular imaginary situation in a conversational

form. Moreover, Luoma (2004) asserted that role play requires learners to take it seriously and treat it as if it is "real acting". For that reason, teachers should draw students' attention to some speaking aspects such as intonation, stress and speed to give full meaning to what they are saying.

It is worth noting that role play has great importance. As stated by Livingstone (1983), it offers learners opportunities to use language and to practice the role behavior that they need inside and even outside classrooms. Besides that, Ladousse (1987) argued that role play enables learners to practice particular roles in particular situations. He added that the importance of role play lies in the motivating and funny atmosphere that it creates as well as developing oral fluency and classroom interaction.

**1.1.5.4. Presentation.** One popular kind of tasks in the majority of EFL classes is presentation. Luoma (2004) asserted that this task is not created for informal discussions. Instead, she regarded presentations as prepared talks since they are planned previously where students are required to prepare for a talk about a specific topic of their own choice.

For the presentation to be successful, students need enough time to prepare their talks, and the teacher himself can interfere and help them when necessary. On the other hand, the audience should not be passive learners while a student is presenting. They ought to be given work to accomplish as they listen, such as taking notes, coming up with questions for the presenter, awarding grades, or providing feedback (Luoma, 2004). Hence, presentations play an enormous role in EFL classes certainly because they encourage active listening through giving and receiving feedback from both teacher and students. Also, they enhance oral fluency and speaking proficiency.

**1.1.5.5. Information-Gap Activities.** Another type of classroom speaking tasks is information-gap activities. It is an activity "where two speakers have different parts of information making up a whole, because they have different information, there is a gap

between them" (Harmer, 2002, p. 88). According to O'Malley and Pierce (1996), this kind of tasks refers to the ability to exchange information between two people in which one of them has information that is kept from the other one and they should share and supply that information through a request to complete the activity.

Information gap activity is believed a worthy learning experience for students in foreign language learning. As reported by Hedge (2000), information gap activities are advantageous since they assist students in language learning. From the same viewpoint, Richards (2006) affirmed that information-gap activities play a big part in developing learners' oral accuracy and communication. Thus, it aims to improve learners' communicative knowledge and speaking accuracy.

**1.1.5.6. Communicative Games.** Communication games are defined as a set of creative entertaining activities that may promote learners involvement in the classes (Dewi, Kultsum, & Armada, 2017). These activities aim to increase students' interaction in classrooms through communicating with each other to solve certain game (Harmer, 2001). According to Wright et al (2006), games make learners more motivated and interested in learning. Therefore, communicative games are the kind of classroom tasks that offer students the opportunity to interact using the target language and help them be more motivated, interested, and involved in the learning process.

#### ***1.1.6. Strategies to Improve Speaking Skill***

In order to improve the speaking skill, learners can use communicative strategies. Researchers in the field of language and pedagogy proposed two main types of communicative strategies: achievement strategies and reduction Strategies.

**1.1.6.1. Achievement Strategies.** Achievement strategies are strategies in which students try to look for substituting words in order to fill their language gap or missing words. Such strategies may be used to transmit the message to the listener in real meaning without changing it (Bygate, 1987). Bygate (1987) mentioned that this sort of strategies includes the following:

1. **Guessing Strategies:** Strategies for guessing involve learners substituting words they lack but think their listeners can understand and recognize. Borrowing words from mother tongue without any change and coining are examples of guessing strategies.
2. **Paraphrase Strategies:** Strategies for paraphrasing encompasses learners rephrasing or rewording a text or a statement while retaining the same meaning. Circumlocution where the speaker explains a word by describing or exemplifying the target object of action in order to convey his intended message is an example of those strategies.
3. **Co-operative Strategies:** these strategies involve learners asking for aid from each other or the interlocutor either directly or indirectly. Work in groups to complete a task or project is an example of co-operative strategies. It is also known as appeal for assistance.

**1.1.6.2. Reduction Strategies.** Reduction strategies are strategies in which learners make adjustments to the complexities of language in order to overcome communication difficulties. Such strategies may be used to reduce the communication objectives and simplify the speech to the listener by changing the message where it can be successfully produced (Bygate, 1987). They involves:

1. **Avoidance Strategies:** Strategies for avoiding involve learners prevent certain complications or topic areas that pose language difficulties such as lack of vocabulary,

grammatical structures or lack of pronunciation. For example: some English students avoid using some sounds like “th”, “tr” or repeated “r”.

### ***1.1.7. Learners Speaking Difficulties***

Speaking is regarded as a very complex skill in foreign language learning. For that reason, language students encounter two kinds of issues: one pertains to the language system itself, while the other relates to metacognition.

**1.1.7.1. Language Problems.** In a foreign language learning context, having excessive set of vocabulary, correct grammar and structures, and accurate pronunciation are regarded highly important to promote speaking level. However, learners face many language problems.

1. ***Lack of Vocabulary:*** The majority of EFL students seek to speak fluently; however, they may face problems in some situations in which they fail to express themselves and their thoughts due to the lack of appropriate words. As reported by Milton (2007), “learners with small or poorly developed vocabularies could not be proficient nor as fluent in performing through the foreign language” (p. 74). That is to say, students who have a limited repertoire of vocabulary will find communication to be incredibly challenging.
2. ***Grammar Mistakes:*** Grammar has a considerable importance in language learning since it contributes to speaking proficiency. Nevertheless, many EFL learners suffer from difficulties in grammar that prevent them to perform correctly in oral classes. Davies and Pears (2000) claimed that “many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.”(p. 82). Hence, EFL students have always worries to make mistakes or produce ungrammatical utterances in front of the class, so they prefer to remain silent in order



not to be ridiculed and save face and that would undoubtedly influence their speaking development.

3. ***Pronunciation Problems:*** In attempting to speak a foreign language, learners may face some problems in producing some words. Humaera (2015) stated that students find difficulties in pronunciation when they do not know how to articulate words in English in the correct way. According to O'Connor (1980), the primary issue of English pronunciation is to create a new collection of sounds that match up with English sounds and to break down the sound arrangement that our first language (L1) habits and systems have. Eventually, almost all learners commit mistakes when pronouncing some words in the TL.
4. ***Interference of the Mother Tongue:*** The use of the mother tongue in foreign language classes is a very famous issue because learners feel more comfortable when using their L1 rather than the second language (L2). Bazerman and Paradis (1991) claimed that "EFL learners commit errors because they think in their native language and that they translate their thoughts into L2 or foreign language" (p. 3). Depending on the previous quote, it seems that learners' use of their mother tongue can be related to lack of TL knowledge, so they remain forced to use their L1 to cover their weaknesses. Friedlander (1997) claimed that the interference of the mother tongue occurs when the speakers transmit their abilities from the native language to English. As a result, it can be noticed from mere pronunciation, grammar and even structure of the language produced that learners are influenced by their first language on the target language.

**1.1.7.2. Affective Factors.** In speaking classes, factors confront EFL learners speaking performances including inhibition, introverted personality problems and the lack of motivation.

1. ***Inhibition:*** Inhibition occurs in foreign language classes when learners find themselves unable to speak due to psychological barriers such as high levels of anxiety and shyness. In this seek, Ur (1996) claimed that “learners are worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts” (p. 121). From this quote, it is far clear that students are often inhibited while speaking in a foreign language at some stage in learning because they fear approximately of making errors, mispronouncing words, or being criticized, or it may be related to students’ shyness to attract peoples’ attention while talking. Littlewood (1999) asserted that inhibition and anxiety occur easily in foreign language classrooms and that will consequently affect learners’ accuracy and fluency.

To sum up, there are some frequent reasons that lead inhibition to occur in EFL classes. On one side, it can result from learners’ feelings of ignorance in front of their teacher and classmates. On the other side, it can be related to students’ shyness and anxiety about speaking openly in front of classmates who may criticize them, which leads them to avoid speaking.

2. ***Lack of Motivation:*** With regard to the issue of the lack of motivation, Zua (2008) described motivation as an inner energy that learners have to enhance their interest in studying. It is a golden key in the learning process. Littlewood (1984) argued that motivation is a vital force that enables us to determine learners’ engagement within a task and the devoted energy to it. Nonetheless, students frequently are discouraged to speak in class due to the lack of motivation. Similarly, Al Nakhala (2016) reported that students who are highly motivated execute orally with greater outcomes than those who are unmotivated.

3. ***Introverted Personality Problems:*** Introverted personality students are defined as “students whom seemed passively involved, they rarely asked a question and speak

only when the lecture demands them to answer the question or to participate in the class discussion” (Lestari et al, 2013 p. 11). This kind of students mainly suffers from high levels of anxiety, shyness and a lack of confidence. These factors affect directly the process of learning especially speaking. As Schwartz (2005) and Thornbury (2005) asserted that “psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking” (as cited in Juhana, 2012, p. 100). To sum up, students with introverted personality suffers from certain problems which prevent them to communicate accurately. As a result, they fail in completing classroom tasks.

## **1.2. Section Two: Negative Feedback**

### ***1.2.1. Definitions of Feedback***

The term feedback is first coined as a compound noun feed and back which means to provide back. Duly et al. (1982, p. 34) stated that “feedback generally refers to the listeners or readers' response given to the learners' speech or writing". Also, Kerr (2017) presented feedback as any information learners receive about their performance, such as corrective feedback, praise, or encouragement. Feedback is used most of the time in the classroom no matter what type of learner's answer, as Sheen (2011) declared that feedback should be provided regardless of whether the learner's response is correct or incorrect. Therefore, feedback takes multiple forms; the most familiar ones are called positive and negative feedback. The former is the positive reinforcement of correct utterances, while the latter is the correction of learners' written or spoken errors (Ellis, 1988). Hattie and Timperley (2007) stated that “feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parents, self-experience) regarding aspects of one's performance or understanding” (p. 81).

To sum up, feedback is any information, positive or negative, provided on one's work that is given by different sources such as parents, peers, and teachers.

**1.2.1.1.Types of Feedback.** Feedback can take many forms: oral, written, informal, formal, explicit, implicit, formative, or summative.

- 1. Oral Feedback.** Oral feedback (OF) is the type of feedback that mainly conveyed through spoken form (Frey & Fisher, 2011). To put it differently, OF is delivered orally. It is the verbal communication that takes place between teacher and student or student and student (Harmer, 2007). Consequently, OF presents valuable opportunities for students to engage in substantive communication and promotes a constructive discourse with their instructors as Cohen et al (2004) pointed out “this enables them to enter into a dialogue with their teachers” (p. 362). It also significantly improves speaking skills and accuracy levels in EFL; it helps students communicate more clearly and accurately. Tomczyk (2013) asserted that all speaking errors should be addressed regardless of the potential disruption to communication flow as students prioritize accuracy over fluency. Therefore, educators should employ a range of OF strategies to aid students in identifying their spoken errors, hence, helping them to generate an accurate version of the language.

In order to provide an effective OF, teachers should take into consideration many points. Brookhart (2008) and Moss and Brookhart (2009) proposed seven issues that teachers should take into consideration while supplying oral feedback. These include the importance of providing timely feedback, ensuring clarity and specificity, maintaining a balance between praise and criticism, aligning feedback with learning goals, individualizing feedback for students, promoting a dialogue during feedback exchanges, and fostering self-regulation skills.

2. **Formal Feedback.** Formal feedback is an integral component of the instructional process; it serves as a valuable resource for students' progress and development; Scott and Webbe (2015) stated that formal feedback is "a formal formative assessment activity that enables teachers to step back at certain points during instruction, allows them to check student understanding and plan on the next steps that must be taken to move their students learning acting" (p. 180). To put it differently, formal feedback is the process of gathering data on any part of a course from students to examine their knowledge, skills, and level, and decide on what should be done next to help them develop their language.

Formal feedback holds the potential to enhance learning outcomes; it offers many advantages. First, it is quick and simple to use, allows teachers and students to gather data at any time during class. Second, formal feedback assists learners to become more reflective about their learning. Third, it promotes a positive teacher-student relationship by demonstrating that teachers are concerned about their student's education and value their opinions.

3. **Informal Feedback.** Informal feedback, as an essential part of the instructional process, serves as a valuable resource for students' development. Yorke (2003) defined informal feedback as "assessments that take place in the course of events, but which are not specifically stipulated in the curriculum designed" (p. 479). In the same vein, Owen et al. (2001) stated that "informal formative assessment takes place as an integral, unplanned part of everyday teaching" (p. 137). To put it simply, informal feedback is defined as in-the-moment, ongoing development advice given to students. To summarize, informal feedback is the spontaneous and casual exchange of information, opinions, or suggestions in an educational setting.

Informal feedback fosters meaningful learning experiences; it brings several advantages. First, it facilitates timely and immediate input, allowing quick adjustments and improvements (Black & William, 1998). Second, it promotes a comfortable and open communication environment, encouraging dialogue and collaboration (Hattie & Timperley, 2007). Third, informal feedback promotes personalized guidance and mentorship, catering to individual needs and promoting ongoing development (Hattie, 2009). Overall, informal feedback offers flexibility, responsiveness, and a supportive atmosphere for continuous growth.

4. ***Explicit Feedback.*** Explicit feedback, or so called the direct feedback, is a strategy used by teachers to correct learner mistakes. This type of feedback refers to clear indication by the teacher that an error has been committed in learner's utterances in order to focus his/her attention to it. According to Carroll and Swain (1993), explicit feedback is "any feedback that overtly states that a learner's output was not part of the language to be learned" (p. 361). Explicit feedback tends to be more specific and it is used interchangeably with the term direct feedback which tells the learners what they need to fix (Black & William, 1998).

The use of direct feedback in classes is of great importance. Budianto et al (2020) noted that when employed in classrooms with varying students' levels in English; direct feedback is proven to be efficient as it allows learners to get a deep insight to notice their deficiencies and see what they can change to improve their level and reinforce their knowledge.

5. ***Implicit Feedback.*** The implicit feedback, or so-called indirect feedback, refers to teachers' indirect declaration that the learner made an error by restructuring what he/she said in the correct form. According to Long (2006), teacher's implicit feedback refers to:

Reformulation of all of a learner's immediately preceding utterance in which one or more non-target (lexical, grammatical etc.) items are replaced by the corresponding target language form (s), and where, throughout the exchange, the focus of the interlocutors is on meaning not language as an object. (as cited in Ellis et al, 2006, p. 341)

From the same perspective, Ellis et al (2006) declared that in the case of implicit feedback, there is no obvious sign that an error has been made.

**6. *Formative Feedback.*** Formative feedback is a strategy that the teacher uses to provide learners with comments that help them adjust their thinking, performance or behaviour. According to Popham (2008), formative assessment is a systematic procedure wherein instructors or students modify their present practices depending on data from assessments. Similarly, Sadler (1989, p. 21) stated that “formative assessment is concerned with how judgements about the quality of student responses (performance, pieces, or works) can be used to shape and improve students’ competences by short circuiting the randomness and inefficiency of trial and error learning” (as cited in Irons, 2008).

Formative feedback can be incredibly potent if it given properly. Brookhart (2008) claimed that formative feedback is dual-barrelled strategy, which simultaneously addresses both cognitive and motivational factors; The cognitive factor is addressed when students are informed about their learning and what to do next, while the motivational factor occurs when they believe that they are completely aware of what to do and why. To sum up, this type of feedback is proven to be of great importance and efficiency in classrooms since it aims to increase learners’ knowledge, awareness and competence.

**7. *Summative Feedback.*** This type of feedback refers simply to the assessment that the teacher makes at the end of a course or unit towards students' performance. Azevedo and Azevedo (2016) defined it as "the final assessment or evaluation of a student's performance, which is used to make judgments and decisions about the overall knowledge and skills of an individual" (p. 7). From the same point of view, Brown (2003) claimed that the main purpose of summative feedback is to obtain measurement or summary about what learners have understood. In conclusion, summative feedback aims to criticize the overall performance of the students.

**1.2.1.3. Sources of Feedback.** Feedback can be delivered by three main sources namely: teacher, peer, and self.

1. ***Teacher Feedback.*** The process of providing feedback is one of the teacher's roles in the classroom setting. Accordingly, teacher's provision of feedback should include critics, suggestions and, in some cases, answers for students (Maarek, 2009). The teacher as a feedback provider is proven to be the best source of feedback for the majority of students among the other sources. Swain (2008) noted that "the student's perception of being 'pushed' is 'highest' when the feedback comes from the teacher and that it is 'least' when it comes from a non-native speaking peer". (p. 473). Furthermore, it is evident that learners appreciate teacher's feedback and correction because they deeply believe that the teacher is the most reliable source to provide feedback (Ellis & Shintani, 2013; Lyster et al, 2013; Zhang & Rahimi, 2014). As a result, teacher feedback is considered a fundamental strategy in the process of learning and assessment.
2. ***Peer Feedback.*** The feedback that is delivered by peers is called peer feedback, peer review or peer assessment. According to Bostok (n. d), "peer assessment is assessment of students by other students, both formative reviews to provide feedback and



summative grading” (p. 1). In fact, many students declared that they benefit from peer feedback since it is not directed to them personally (Havranek, 2002). Peer assessment is considered an effective strategy in EFL classrooms as it offers opportunities for discussion and exchanging knowledge. As stated by Chelli (2012), “encouraging students to assess each other’s contribution to discussion and discourse is further exposing them to the skills of critical reflection and analysis” (p. 155). Furthermore, this kind of feedback discharges the teacher from being the only source of feedback about the quality of the work and moves students to be more autonomous and independent to assess each other’s learning (McConnell, 2002).

3. ***Self-Feedback.*** In the light of the development of approaches and methods to language teaching and learning, students become more independent and responsible for their own learning. Accordingly, teachers involve learners in the process of assessment by assessing their own works. In some studies, the term self-feedback is used interchangeably with other related notions such as self-assessment, self-evaluation, self-rating and self-appraisal. It is the process of involving students to criticize and evaluate their own learning (Bolxham & Boyd 2007 as cited in Weisi & Karimi, 2012). In EFL classes, Willis (1993) defined self-assessment as notifying EFL students of their strengths and weaknesses related to their oral performance in order to enhance their speaking skills. It occurs when learners evaluate their own performance depending on certain standard (Ur, 1999).

Self-feedback plays significant roles in the learning process. It affects learners positively and increases motivation and goal orientation (Todd, 2002). In addition, Brookhart (2012) declared that “self-assessment increases students’ interest in feedback because it’s ‘theirs’; it answers their own questions and helps them to develop the self-regulation skills necessary for using any feedback” (p. 60). It is

important to note that self-assessment is one of the most essential strategies that learners are required to develop in order to increase motivation, self-autonomy and for enhancing their learning.

### ***1.2.2. Negative Feedback***

**1.2.2.1. Definitions of Negative Feedback.** Research about negative feedback goes back to the 70s, where some researchers such as Chaudron (1977) mentioned that negative feedback is “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of, the learner’s utterance” (p. 31). In recent years, the term negative feedback has been used interchangeably with error correction, corrective feedback, and negative evidence in the fields of language teaching and language acquisition to describe teacher’s comments that students receive as a result of producing inaccurate speech or writing (Schachter, 1991). From the same perspective, Ellis (2009) considered negative feedback as a signal of learners’ failure in performing and an indication of students’ deviation or aversion from the target language rules.

**1.2.2.2. Types of Negative Feedback.** Numerous forms of negative feedback exist. Explicit correction, recasts, clarification request, elicitation, repetition and metalinguistic feedback are the main ones.

1. ***Explicit Correction.*** This type of negative feedback refers to teacher’s direct and explicit correction, as the name suggests, to learners’ errors. According to Lyster and Ranta (2013), explicit correction refers to teacher’s clear declaration that what the student has said is wrong and provides him/her explicitly with the correct answer. For example when a student says: ‘He leave the country yesterday’, the teacher would say: ‘He LEFT the country yesterday, you should conjugate the verb in the past tense when talking about something that happened in the past’.

2. **Recasts.** Recast refers to “an implicit CF move that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way” (Panova & Lyster, 2002, p. 582). In other words, it is about correcting learners’ erroneous sentences discreetly by restating them but saving the central meaning. For example, one student may say: “I buy a new book to read on holiday”, and then the teacher replies: “Oh, you bought a new book to read in the holidays! What was its title?” In this way, the teacher has corrected the student’s error implicitly without introducing it by expressions like “you mean” or “this is wrong, you should say.”
3. **Clarification Request.** Clarification request is a technique used by the teacher to correct students' mistakes. It occurs usually when the teacher asks the student for clarification when s/he said something wrong. According to Lyster and Ranta (1997), clarification request informs students that their utterances are ill-formed or misunderstood, so the teacher requests a repetition or a reformulation for the utterances. In this type of correction, teachers use some phrases like “What?”, “I beg a pardon?”, “What do you mean”, “Sorry” or “Excuse me?” to indicate that the utterance contains an error or there is something unclear about it (Pawlak, 2012, p. 137). Pawlak (2012) added that clarification request has some conditions to be effective such as the student’s familiarity with the vocabulary, tenses, structures and rules of the target language. Nevertheless, this type of negative feedback is less frequently used in comparison to other types.
4. **Elicitation.** This strategy refers to the teacher’s attempt to directly elicit the correct form from the learner himself to promote self-correction. Lyster and Ranta (1997) stated that elicitation occurs when “teachers elicit completion of their own utterance by strategically pausing to allow students to fill in the blank as it were” (p. 48). This technique can be done in many ways, such as asking questions to elicit the correct

answer. For example when the teacher asks: “how do we say X in English?”, or by repeating the learner’s utterance but taking a pause just before the error to signal to the student that s/he should complete it and fill in the blank, or by asking the student simply to rephrase what s/he just said by saying: “Can you try to say this in a different way?” or “Once again” (Pawlak, 2012, pp. 136-137).

5. ***Metalinguistic feedback.*** Metalinguistic feedback occurs when the teacher affirms the learners with their errors without correcting them. Lyster and Ranta (1997) stated that “metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form” (p. 47). In this type of feedback, the correction can take different forms, such as general comments as in “L: ‘He believe that he get a job’— T: ‘There are two problems with this sentence, can you see them?’”, or providing the necessary rule or explanation or words definition as in “L: ‘I will lend some money from my brother if I have to’—T: ‘What is the difference between lend and borrow? Do you remember?’” (Pawlak, 2012, p. 137).
6. ***Repetition.*** In this kind of correction, the teacher repeats the incorrect utterance of the student by raising the intonation to indicate the location of the error in the utterance (Pavnova & Lyster, 2002). For example, when the learner says: ‘we goed to the zoo last week’, the teacher would say: ‘we GOED to the zoo last week!’ and the learner would respond: ‘we went to the zoo last week’. Here, the teacher repeated the utterance adding an emphasis on the verb by rising intonation to attract the learner’s attention to the error. The learner, in turn, noticed the error and corrected himself.

**1.2.2.3. Strategies of Giving Negative Feedback.** Providing negative feedback to learners is thought of as a difficult process because learners are not responsive to it. In order

to be perceived positively, teachers are required to use some strategies. Recent researches presented the following:

- ✓ ***Concentrate on the Behaviour/Performance Not the Person.*** When giving negative feedback, “feedback should always be personal, and never directed at the person’s personality” (Ayedh & Khaled, 2011, p. 216). In other words, feedback should focus on specific behaviors, actions, or performance rather than attacking an individual's character or personal qualities which may provoke an immediate defensive reaction. This approach aims to separate the feedback from personal judgments or attacks, fostering a more constructive and growth-oriented environment.
- ✓ ***Own the Feedback.*** This strategy refers to the teacher’s way of delivering the feedback in which s/he starts the comment with “I” instead of using “You” (University of Waterloo, n. d). Instead of saying “Your pronunciation is terrible”, the teacher may say, “I have observed that you are facing some difficulties with your pronunciation. I believe with a little extra practice and some targeted support, you can make significant improvements. Would you be open to discuss some strategies we can use to enhance your pronunciation?” By saying that, the focus is less blaming on the learner and helps to avoid the accusatory tone.
- ✓ ***Adopt a Supportive Manner.*** Anxiety and stress resulted from learners’ fears of being judged are common problems that limit their participation in speaking classes. According to Kerr (2017), to solve this problem, teachers are required to intervene during or after tasks in a polite, encouraging and companionate way when correcting learners’ mistakes in order to reduce their stress. In addition, explaining the aim of negative feedback to students would assist them to grasp it more effectively (Zhang & Rahimi, 2014).

- ✓ ***Follow up Your Student.*** The feedback process should be an ongoing process and not a one-off event. After providing feedback, the teacher should make a deliberate effort to follow up the student and keep in touch since it is insufficient to just point out to them what they need to work on (University of Waterloo, n. d). Consequently, teachers should offer students some plans or suggestions to follow and provide them with guidance. Moreover, to keep learners on track in their progress, teachers need to check on them frequently and offer them opportunities to ask questions or even for more feedback (University of Waterloo, n. d).

**1.2.2.4. The Importance of Negative Feedback.** Though disputed theories and research articles collide with each other, the importance of the role performed by corrective feedback in the process of second language acquisition appears to be the subject of a rising consensus among researchers and language practitioners (Zhang, Zhang & Ma, 2010). Gass (1977) declared that negative feedback acts as an attention getting strategy that allows learners to detect the variance between their current level and the required level of the target language.

Many researchers discussed the effectiveness of negative feedback in developing learners' awareness of their mistakes and enhancing goal commitment. Brockner et al. (1979, cited in Hattie & Timperly, 2007) stated that negative feedback or 'disconfirmation' can be more potential than the positive feedback at self level. Moreover, Padsakof and Farh (1989, p. 62) argued about the effect of negative feedback on learners' commitment to their goals by stating that "upon receiving negative feedback, individuals become more dissatisfied with their previous performance level, set higher performance goals for their future performance, and perform at a higher level than those who receive positive feedback or no feedback at all (as cited in Hattie & Timperley, 2007, p. 99). To state in another way, students receiving negative feedback about their performance make them displeased with it. Consequently, they become more ambitious and ardent to achieve better results and establish more challenging

objectives for their next performances. Moreover, corrective feedback may increase possibilities for meaning and form negotiation, which might speed up classroom dynamics by enhancing learner and teacher teaching opportunities (Ellis, Loewen, & Erlam, 2006; Sheen & Ellis, 2011).

To sum up, negative feedback is a standpoint in the process of teaching and learning which is used to enhance students' proficiency level and alert them to be more aware of their mistakes when using the target language. Besides, it helps them mightily to be more motivated and set higher goals to be achieved.

**1.2.2.5. Focus on Form VS Focus on Content.** Feedback can be provided on the form or content. Form-focused feedback is a type of feedback that directs learners' attention to specific aspects of language use, such as grammar, vocabulary, or pronunciation. Spada (1997) claimed that form-focused instruction encompasses "any pedagogical effort to draw learners' attention to language either implicitly or explicitly" (p. 73). Long (1991) characterized focus on form instruction as an interactive technique used to address learners' errors. He divided it into a focus on formS and a focus on form. The former is defined as instruction in which syllabi and lessons are based on linguistic items, with the primary goal being to teach those items (Long, 1991). The latter is defined as it "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, pp. 45-46).

Content-based classrooms tend to prioritize fluency over accuracy, which contrasts with the idea of drawing learners' attention to linguistic structures. Willis and Willis (2007) stated that "focus on meaning is an option in which participants are concerned with communication" (p. 5). To simplify, it is the transmission of concepts and meaningful communication where the focus should be on meaning. Additionally, meaning-focused instruction involves tasks and

activities in which participants are primarily concerned with message exchange (Richards & Rodgers, 2001). Truscott (1996) criticized form-focus feedback by reporting that form-focused feedback is time-consuming, ineffective, discourages learners, and destructive since it diverts attention far from the organization and the logical advancement of ideas.

There has been an ongoing debate regarding the focus of feedback, and whether it should prioritize form or content. Gue (2007) claimed that there is no corrective feedback recipe, but the success of corrective feedback provision depends on classroom situations, the kinds of errors produced by students, levels of proficiency, and other variables. Similarly, Ferris (1997) declared that the focus of feedback should go beyond form or content. Ferris (1997) further stated that there should be concern regarding the timing of feedback; which means when to deliver form-focused feedback and when to provide it on content.

To sum up, combining a focus on form and a focus on content feedback in language learning helps learners develop accuracy, fluency, and well-rounded language proficiency.

**1.2.2.6. Factors Influence Negative Feedback.** Various factors contribute to the occurrence of negative feedback in different contexts including students' personality, teacher-student relationship, the timing of corrective feedback, and students' proficiency level.

1. ***Student's Personality.*** Knowing students' personalities helps teachers in providing the effective feedback. Each person has a different personality that distinguishes him/her from others and enables him/her to conduct things in different ways and manners. Therefore, it appears that there are multiple perceptions and preferences among people in their reactions to feedback and their learning style. There are two common types of personalities: introvert and extrovert. According to Carl and Jung (1921, 1971), introverts' people are in charge of their internal world. On the contrary, extroverts' people are influenced by their surroundings. As a result, introverted learners are more



likely to reflect on and process negative, while extroverted learners can be influenced by teachers' negative feedback.

The degree of confidence that students have in the correctness of responses can affect receptivity to and seeking of negative feedback, as Kulhavy and Stock (1989) stated that "high confidence errors are the point at which feedback should play its greatest corrective role, simply because the person studies the item longer in an attempt to correct the misconception" (p. 225). Additionally, Kernis et al (1989) argued that individuals with low self-efficacy are likely to respond negatively to negative feedback, show less motivation, and associate the feedback less with effort and more with ability.

2. ***Student's Proficiency Level.*** Students' proficiency level is one of the factors that can shape how they perceive and respond to negative feedback. Understanding the significance of students' proficiency level is crucial in recognizing how it influences the impact and effectiveness of negative feedback provided to them. Brookhart (2008) pointed out that "it is important to match feedback to the students' proficiency level as much as possible. Feedback can be more valuable if it is understandable for students" (p. 103). Furthermore, if the teacher could determine student's level, he would provide the appropriate feedback to him (Brookhart, 2008).
3. ***Teacher-Student Relationship.*** Good teacher-student relationship can positively impact students' behaviors in the classroom, as Maulana et al. (2013) showed that positive relationships can help maintain student interest and active engagement in learning. Many researches in the domain of language learning and pedagogy support this idea by stating that student-teacher relationships might promote students' feelings of safety, security, and belongingness and may eventually lead to higher academic achievements (Hershkovitz, 2018). On the opposite, students will resist rules and

procedures, and they will neither trust teachers nor listen to what they have to say if they sense teachers do not value or respect them (Boynton & Boynton, 2005). Hence, students will refuse and ignore teacher's negative feedback and take it as a personal action. As a conclusion, teacher-student relationship plays a major role in learners' achievements and one of the reasons behind accepting or rejecting the negative feedback.

4. ***The Timing of Corrective Feedback.*** When to give feedback and how often will it be given are so important in oral corrective feedback; concerning the question of when to correct, it appears that there are conflicts about whether to provide feedback later or immediately, i.e. delayed feedback or immediate feedback.

Immediate feedback is to use speaking error correction strategies at the same moment as making the error during the interaction. Doughty (2001) argued that effective feedback is immediate feedback as it offers several advantages in the learning process. Firstly, it provides learners with instant awareness of their performance, allowing them to promptly correct any errors or misconceptions. Secondly, immediate feedback maintains learners' engagement and motivation as they receive timely confirmation of their progress and achievements. This boosts their confidence and encourages active participation in the learning activities. Lastly, immediate feedback facilitates real-time interaction between teachers and students, enabling targeted interventions and personalized guidance to address specific learning needs.

Delayed feedback takes place after the oral activity. Li (2013) stated that it "pertains to the feedback provided after completing a task." Harmer (2008) proposed a strategy in which the teacher takes down details about the learners' performance and notes down their errors. After that and before providing the feedback, he asks for

learners' points of view about the discussion. In the end, all learners' errors are either written on the board, discussed with the whole class, or handed to the specific student who made them individually. Kulhavy and Anderson (1971) stated that delayed feedback is better than immediate feedback for many reasons. Firstly, it allows learners to reflect on their performance independently, promoting self-evaluation and critical thinking. It also provides an opportunity for learners to consolidate their understanding and knowledge through additional practice and reduces the dependency on immediate correction and encourages learners to take more ownership of their learning journey. Lastly, delayed feedback is valued because it promotes students to communicate effectively without any interference or disturbance in their thoughts, as well as, Constant interruption from the teacher will destroy the purpose of the speaking activity.

**1.2.2.7. The Effect of Teacher's Negative Feedback on Learning Speaking.** Despite the fact that speaking is a vital part of learning a second or foreign language, it is considered as the most complex skill for most EFL learners. As Nunan (1991) stated, mastering the art of speaking is the priority of most second or foreign language learners. However, the process of learning this skill is very complex in its nature; as a result, learners commit numerous errors and mistakes which should be carefully treated and corrected by the teacher by providing them with corrective feedback. In this vein, Lightbown and Spada (1990, 1993) concluded that students exhibit significant progress in communication tasks based on accuracy when they are provided with negative feedback. According to Chu (2011), receiving corrective feedback has positive evidence in enhancing students' oral English, especially accuracy and speeds up the acquisition of new acknowledgments which improve different skills including pronunciation (Radgowski et al, 1978) and spelling (McNeich et al, 1992, Vargac et al, 1997). However, this effectiveness varies from one student to another depending on their level. For

low and medium level students, the effect is greater because there is more space for improvement. While the high level learners already have better oral accuracy, so they should focus more on improving fluency (Chu, 2011).

All in all, Negative feedback contributes to enhance learners' speaking skill and allows them to recognize and understand their mistakes. In addition, it offers students opportunities to set higher goals and work harder in order to ameliorate their oral performance.

To conclude, speaking is a highly-demanding and complex skill for both native and non-native speakers of English. It is a basic skill that requires learners not only to be aware of grammar rules and vocabulary but also to be accurate and produce error-free utterances. To reach this result, a surge in interest among researchers in how to best use feedback is progressively developing. The chapter shows how negative feedback helps FL learners in developing the speaking skills.

## **Conclusion**

To conclude, speaking is a highly-demanding and complex skill for both native and non-native speakers of English. It is a basic skill that requires learners not only to be aware of grammar rules and vocabulary but also to be accurate and produce error-free utterances. To reach this result, a surge in interest among researchers in how to best use feedback is progressively developing. The chapter shows how negative feedback helps FL learners to identify their areas of growth and develop their speaking skills.

## **Chapter Two: Practical Part**

### **Introduction**

#### **2.1. Section One: Teachers' Questionnaire**

2.1.1. Administration of the Teachers' Questionnaire

2.1.2. Description of the Teachers' Questionnaire

1.2.3. Analysis and Interpretation of the Results

1.2.4. Discussion of the Results

#### **2.2. Section Two: Students' Questionnaire**

2.2.1. Population and Sample

2.2.2. Description of the Students' Questionnaire

2.2.3. Analysis and Interpretation of the Results.

2.2.4. Discussion of the Results

### **Conclusion**

## **Chapter Two: Practical Part**

### **Introduction**

Unlike the previous chapter which introduces an in-depth look into the main theoretical concepts of the topic of the present issue, the current chapter represents the practical part of the research. The present study employs two questionnaires as a data collection method directed to second-year students and oral expression teachers to investigate the effect of teachers' negative feedback on learners' oral performance and to answer the research questions.

This chapter includes the administration and population, description, analysis, and discussion of the results of both the students and teacher's questionnaires. Finally, an account is made for additional recommendations for teachers, students and for further research based on the analysis and interpretation of the obtained results.

### **2.1. Teachers' Questionnaire**

#### ***2.1.1. Administration of the Teachers' Questionnaire***

This questionnaire is designed for second year oral expression teachers of English in the department of foreign language at Abdelhafid Boussouf Mila University Centre to investigate their perspectives toward the use of negative feedback in improving learners' speaking proficiency. It attempts to determine teachers' views toward the main difficulties that confront learners in speaking and whether negative feedback can help them overcome these problems. It is delivered to 17 teachers using hard copies, Google forms, and emails on a span of nearly one month. The selection of the teachers is based on the consideration that second year OE

teachers are more knowledgeable about second year learners speaking difficulties and how to deal with them.

### ***2.1.2. Description of the Teachers' Questionnaire***

The questionnaire is composed of 20 questions containing close ended and open ended questions grouped into four main sections:

#### **Section One: Participants General Information (Q1-Q2).**

The aim of this section is to gather general information about teachers' academic degree and experience in teaching oral expression at University.

#### **Section Two: Speaking Skill (Q3-Q7).**

Section two aims at investigating teachers' perspectives toward teaching speaking and its importance. Also, it is raised to figure out learners' difficulties in this skill.

#### **Section Three: Teacher's Negative Feedback (Q8-Q19).**

This section tackles teachers' views concerning the use of negative feedback to correct students' spoken errors and its importance in the teaching-learning process.

#### **Section Four: Suggestions (Q20).**

This section offers the opportunity for teachers to provide extra suggestions about the topic.

### ***2.1.3. Analysis and Interpretation of the Results***

#### **Section One: Background Information**

**Question One:** Which degree do you hold?

- a) Bachelor

- b) Master
- c) Magister
- d) Doctorate

**Table 1***Teachers' Academic degree*

Options	Number	Percentage
a	0	0%
b	9	52.9%
c	1	5.9%
d	7	41.2%
<b>Total</b>	<b>17</b>	<b>100%</b>

The aim behind this question is to figure out teachers' academic degree. As shown in table 1, 52.9% of the respondents declared that they have a master degree. 41.2% have a doctorate degree. While 5.9% stated that they hold a magister degree and no one opted for a bachelor degree. According to the results, the questioned sample is a variation of teachers holding master degree and doctorate degree which means that they are qualified to give reliable and valid information to reach the aim of the research.

**Question Two:** How long have you been teaching oral expression?

**Table 2***Teachers' experiences in teaching oral expression*

Options	Number	Percentage
1-5 years	13	76.4%



<b>5-10 years</b>	<b>2</b>	<b>11.8%</b>
<b>More than 10 years</b>	<b>2</b>	<b>11.8%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

This question seeks to investigate teachers' years of experience. The results presented in table 2 show that 76.4% of the participants have been teaching oral expression for less than five years. In addition, 11.8% of them informed that they have a teaching experience between five and ten years, while the others (11.8%) have an experience of more than 10 years. The results denote that the teaching experience of the respondents enable them to detect learners' difficulties.

## **Section Two: Speaking Skill**

**Question Three:** How do you rate teaching speaking?

**Table 3**

*Teachers' views on the difficulty of teaching speaking*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Difficult</b>	<b>12</b>	<b>70.6%</b>
<b>Easy</b>	<b>5</b>	<b>29.4%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

Question 3 aims to examine teachers' opinions about teaching speaking. The findings in table 3 show that the majority of teachers (70.6%) demonstrated that teaching speaking is a difficult process. Whereas the minority (29.4%) claimed that speaking is an easy skill to be taught. Drawing on the results, speaking skill is regarded as a difficult and complex skill in the teaching process that requires enough effort from the teacher to fulfil learners' needs.

**Question Four:** How do you describe second year students' level in speaking?

- a) High
- b) Average
- c) Low

**Table 4**

*Teachers' opinions about students' level in speaking*

Options	Number	Percentage
a	0	0%
b	13	76.5%
c	4	23.5%
<b>Total</b>	<b>16</b>	<b>100%</b>

The purpose of this question is to reveal second-year learners' level of speaking. As evident from findings in table 4, 76.5% of the informants described students' level of speaking as average. 23.5% of them regarded students' level as low. However, no one opted for good level in speaking. This implies that second-year students still face difficulties in speaking and they need the teacher's help to overcome them.

**Question Five:** What are language difficulties that second year students' face in speaking English? (You may select more than one option)

- a) Lack of vocabulary
- b) Grammar mistakes
- c) Pronunciation problems
- d) Interference of the mother tongue

**Table 5***Learners' language difficulties in speaking*

Option	Number	Percentage
a	1	5.9%
b	0	0%
c	0	0%
d	0	0%
a+b	2	11.8%
a+c+d	1	5.9%
a+b+c	2	11.8%
a+b+c+d	11	64.7%
<b>Total</b>	<b>17</b>	<b>100%</b>

Question five seeks to investigate language difficulties faced by second year students in speaking. According to teachers' responses, the overwhelming majority of teachers opted for more than one option. All the informants (100%) reported that second-year students struggle with lack of vocabulary. 88.2% of them stated that learners have difficulties in grammar followed by 82.4% of the teachers claimed that learners face difficulties in pronunciation. 70.6% opted for mother language interference. The findings imply that second-year students encounter a wide range of language problems which requires teachers to find suitable solutions to help learners overcome them and develop their speaking skill.

**Question six:** What are the affective factors that disturb second year students' speaking?

(You may select more than one option)

- a) Inhibition
- b) lack of motivation
- c) Introverted personality problems

**Table 6**

*Learners' affective problems in learning speaking*

Option	Number	Percentage
a	0	0%
b	1	5.9%
c	1	5.9%
a+b	3	17.6%
a+c	5	29.4%
b+c	2	11.8%
a+b+c	5	29.4%
<b>Total</b>	<b>17</b>	<b>100%</b>

The question aims to figure out the main affective factors that influence second year learners in learning speaking. Most teachers selected two options; they stated that the major factors that affect learners' speaking are inhibition (76.5%) and introverted personality problems (76.5%). In addition, 64.7% of the teachers opted for the lack of motivation. In the light of what has been said, learners struggle with many metacognitive problems which implies the need for teachers to create the appropriate atmosphere for learning and support their learners to get over those problems

**Question Seven:** From your perspective, completing tasks without providing learners with feedback is:

- a) Effective

- b) Ineffective

**Table 7**

*Teachers' perspectives towards the effectiveness of feedback*

Options	Number	Percentage
Effective	0	0%
Ineffective	17	100%
Total	17	100%

The purpose of this question is to find out teachers' perspectives on the effectiveness of providing feedback after completing the tasks. It is evident from table 7 that all the questioned teachers (100%) consider the completion of tasks without providing feedback as an ineffective. Upon the analysed data, it is clear that teachers are aware of the importance of feedback in the teaching-learning process.

## **Section Two: Teacher's Negative Feedback**

**Question Eight:** How do deal with students' spoken mistakes?

- a) Neglected
- b) Corrected
- c) Treated depending on the mistake

**Table 8**

*Teacher's perceptions toward correcting students' spoken mistakes*

Options	Number	Percentage
a	0	0%
b	8	47.1%

<b>c</b>	<b>9</b>	<b>52.5%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

This question aims to figure out teachers' standpoints towards how to deal with the mistakes committed by learners in speaking. The data mentioned in table 8 reveal that 52.5% of the respondents handle the situation depending on the mistake; that is, they may correct it or ignore it. However 47.1% chose to correct all students' spoken mistakes. No one opted for neglecting the mistakes completely. The results show that teachers pay great attention while correcting learners' mistakes and treat them appropriately.

**Question Nine:** Is feedback effective for second year learners to improve their speaking?

**Table 9**

*Teachers' points of view towards the effectiveness of feedback in improving speaking*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>17</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

Question 9 attempts to shed light on teachers' perceptions about the effectiveness of feedback in developing the speaking skill. As it can be highly noticed in table 9, all tutors (100%) agreed on the effectiveness of feedback in enhancing learners' speaking skill. Based on the aforementioned findings, it is clear that feedback is regarded by teachers as an important potent strategy to enhance learners' speaking level.

**Question Ten:** In your opinion, which source of feedback is the most effective?

**Table 10***Teachers' preferable source of feedback*

Options	Number	Percentage
Teacher feedback	12	70.6%
Peer feedback	3	17.6%
Self-feedback	2	11.8%
<b>Total</b>	<b>17</b>	<b>100%</b>

This question aims to explore teachers' preferences concerning sources of feedback. As noted in table 10, the majority of the instructors (70.6%) reported that they prefer their own feedback. 17.6% opted for peer feedback while 11.8% claimed that they prefer and encourage self-feedback. This demonstrates that teachers believe that students' perception will be positive and the language development would be high when the feedback comes from teachers more than any other source of feedback.

**Question Eleven:** what is the practical strategy of providing feedback?

**Table 11***Most practical strategy for providing feedback*

Option	Number	Percentage
Directly	11	64.7%
Indirectly	6	35.3%
<b>Total</b>	<b>17</b>	<b>100%</b>

This question aims to examine the most practical strategy for providing feedback for teachers of OE. The outcomes in table 11 indicate that 64.7% of OE teachers prefer to provide their students with feedback directly, while six of them (35.3%) declared that the practical way of providing students with feedback is indirect. The findings show that direct feedback is an efficient strategy as it allows learners to get a deep insight to notice their deficiencies and see what they can change to improve their speaking level.

**Question Twelve:** In your opinion, which kind of feedback is more valuable for second-year students to develop their speaking?

**Table 12**

*Teachers' perceptions toward the most valuable type of feedback*

Option	Number	Percentage
Positive Feedback	9	53%
Negative Feedback	8	47%
Total	17	100%

This question seeks to find out teachers' perceptions toward the most valuable type of feedback for second-year students to develop speaking skill. As reported in table 12, 53% of the questioned teachers consider positive feedback as an efficient strategy; however, 47% assumed that negative feedback is more valuable for learners to enhance their oral abilities. Based on obtained results, teachers' choice of positive feedback reflect their beliefs about the effectiveness of reinforcing students' strengths and successes in enhancing their proficiency level.

**Question Thirteen:** When giving feedback, the focus should be more on



**Table 13***Components that feedback should focus on*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Accuracy</b>	<b>12</b>	<b>70.6%</b>
<b>Fluency</b>	<b>5</b>	<b>29.4%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

This item highlights the components that feedback should focus on. The results shown in table 13 state that 70.6% of the questioned teachers focus on accuracy when providing negative feedback, whereas, 29.4% of the informants asserted that negative feedback should prioritize language fluency enhancement. It is clear from the highest percentage that most of second year teachers of OE realize that second-year students face difficulties in accuracy more than fluency. For that, they focus on accuracy in delivering their negative feedback.

**Question Fourteen:** Do you think that negative feedback helps students to improve: (you may select more than one option

- a) Pronunciation
- b) Grammar
- c) Vocabulary
- d) Fluency

**Table 14**

*Teachers' perceptions on the efficacy of negative feedback in improving speaking components*

Option	Number	Percentage
A	1	5.9%
B	1	5.9%
C	1	5.9%
D	0	0%
a+b	4	23.5%
b+c	1	5.9%
c+d	1	5.9%
a+b+c	2	11.8%
a+b+c+d	6	35.2%
<b>Total</b>	<b>17</b>	<b>100%</b>

The purpose of this question is to discover teachers' perceptions on the efficacy of negative feedback in improving speaking components. The results suggest that some teachers selected only one option, while others chose two, three, or four options. 88.2% opted for grammar, 76.5% declared that negative feedback help students to improve their pronunciation, and 58.8% chose vocabulary. Lastly, 41.2% opted for fluency. According to the upper mentioned outcomes, negative feedback offers corrections that help individuals refine their skills. Hence, teachers are encouraged to deliver learners with negative feedback that emphasizes accuracy without neglecting fluency to minimize their students' difficulties.

**Question Fifteen:** How can negative feedback be used to improve students' speaking skill?

The aim of this question is to collect information about teachers' beliefs on how negative feedback can be utilized to enhance students' speaking skill. 16 out of 17 teachers answered this question and provided precious information which are summarized in the follow points:

- Providing students with negative feedback raises their awareness of their mistakes and the necessity to exceed the boundaries of having them.
- Negative feedback fills the gaps that learners have in their speaking level by pushing them to think about their weaknesses and to work harder to develop their speaking level.
- Negative feedback motivates students to correct themselves and look for solutions.
- Negative feedback can be a valuable strategy to enhance students' level by being constructive, specific, clear and supportive rather than criticizing them.

According to instructors' responses, the overwhelming majority of teachers are aware of the efficiency of negative feedback to develop learners' speaking proficiency.

**Question Sixteen:** Which type of negative feedback do you prefer to use? (You may select more than one option)

- a) Recasts
- b) Elicitation
- c) Explicit feedback
- d) Repetition
- e) Metalinguistic feedback
- f) Clarification request

**Table 15***Teacher' preferences on the type of negative feedback*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>0</b>	<b>0%</b>
<b>B</b>	<b>0</b>	<b>0%</b>
<b>C</b>	<b>0</b>	<b>0%</b>
<b>D</b>	<b>1</b>	<b>5.9%</b>
<b>a+d</b>	<b>2</b>	<b>11.8%</b>
<b>c+d</b>	<b>3</b>	<b>17.6%</b>
<b>c+e</b>	<b>2</b>	<b>11.8%</b>
<b>d+e</b>	<b>2</b>	<b>11.8%</b>
<b>a+c+d</b>	<b>3</b>	<b>17.6%</b>
<b>c+d+e</b>	<b>1</b>	<b>5.9%</b>
<b>b+c+d</b>	<b>2</b>	<b>11.8%</b>
<b>a+b+c+d+e+f</b>	<b>1</b>	<b>5.9%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

The question points up teachers' preferable type of corrective feedback. The data from table 15 reveal that one teacher decided on one option, while others chose two, three, and six options. The overwhelming majority of teachers (88.2%) claimed that repetition is more efficient for students to improve their level, while 70.6% proclaimed that explicit correction is advantageous for learners, 41.2% opted for metalinguistic feedback, and 35.3% selected recasts. The rest of them (11.8%) picked elicitation. Based on the aforementioned findings,

students differ in their character, feedback preferences, and learning style; therefore, teachers use different types of negative feedback to meet all students' needs and help them foster their speaking skill development.

**Question Seventeen:** What is second-year students' reaction toward negative feedback?

**Table 16**

*Students' reactions towards negative feedback*

Option	Number	Percentage
Disappointment	5	29.4%
Acceptance	9	52.9%
Careless	3	17.6%
Total	17	100%

The objective of this question is to reveal learners' reactions toward teacher's negative feedback. Table 16 states that nine instructors (52.9%) clarified that they do not face any obstacles with their students while providing them with negative feedback; they accept it. Additionally, 29.4% of them opted for disappointment. Finally, three teachers (17.6%) claimed that their students do not care or work with the negative feedback. According to the above findings, teachers are required to ensure the importance of negative feedback to change learners' negative perception toward it and employ various strategies to diminish the potential shock of negative feedback for students, help them cope with and process it effectively, and motivate those who initially disregard negative feedback.

**Question Eighteen:** Does negative feedback influence second-year students' English speaking proficiency?

**Table 17**

*Influence of negative feedback on students' speaking proficiency*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Positively</b>	<b>14</b>	<b>82.4%</b>
<b>Negatively</b>	<b>3</b>	<b>17.6%</b>
<b>Total</b>	<b>17</b>	<b>100%</b>

The aim of this question is to investigate the effect of negative feedback on students' speaking skill. As the data in table 17 denote, fourteen instructors (82.4%) affirmed that negative feedback influence students' oral abilities positively. Conversely, a small number of teachers (17.6%) asserted that the effect of negative feedback on students is negative. Based on the upper mentioned results, negative feedback is a valuable strategy that promotes aid for students to enhance their verbal language.

**18.1.** If the influence was negative, what strategies would be used to minimize students' negative perceptions toward the negative feedback?

The present question aims to explore strategies used by teachers to minimize students' negative perceptions toward negative feedback. 15 out 17 provided valuable strategies which are summarized as follow:

- Teachers should focus on addressing the problem or the mistake rather than addressing the level of students or their capacities and help them understand that negative feedbacks are meant to enhance language proficiency, not to demotivate students nor to criticise their abilities.

- Teachers should aim to balance negative and positive feedback. While it is critical to identify areas for growth, it is also critical to recognize and support students' strengths. Positive feedback can serve to balance out negative feedback and push students to develop their speaking skills.
- Feedback should contain all the necessary details. This will assist students realize what they need to change and will make them feel less disheartened.
- Negative feedback should be given in a constructive and supportive manner.
- Teachers are required to use different types of negative feedback such as recast, repetition, and clarification request.
- Motivate students and give them opportunities to correct each other, i.e. peer feedback.
- Select the appropriate words in giving feedback and take their personalities into consideration.

**Question Nineteen:** Does negative feedback affect the teacher-student relationship:

**Table 18**

*Teachers' perceptions of the influence of negative feedback on the student-teacher relationship*

Option	Number	Percentage
Positively	9	52.9%
Negatively	8	47.1%
Total	17	100%

Question 19 is asked to investigate the influence of teacher's negative feedback on teacher-student relationship. As noted in table 18, 52.9% of the questioned instructors assumed that negative feedback has a positive impact on teacher-students relationship.

However, 47.1% of them confirmed that negative feedback affects their relationship with their students negatively. This indicates that the effect of the negative feedback on the teacher-students relationship depends on teachers' strategies used when providing learners with negative feedback. Thus, teachers should actively pursue suitable solutions to address this problem and draws attention to the importance of negative feedback.

**19.1. If the effect was negative, how would you solve this problem?**

The aim behind this question is to collect solutions to make negative feedback impact teacher-student relationship positively. 16 out of 17of the informants proposed several solutions which are summarized as follow:

- Teachers are recommended to choose the appropriate strategy for providing negative feedback taking into consideration students' character, proficiency level, and their learning style.
- Motivate students to participate and correct themselves, i.e. self-feedback,
- Teachers may suggest extra information, resources, and website to show students that the teacher is willing to help them overcome any challenges they may be facing.
- Teachers may explain the nature of the negative feedback and offer a sincere apology for any harm caused by the feedback. This can help to rebuild trust and demonstrate my commitment to the student's success.

**Section Four: Suggestions**

**Question Twenty:** Do you have any other suggestion you would like to add?

The last part of the questionnaire aims to elicit teachers' further suggestions that may help us to obtain more adequate information concerning the issue treated in this study. Nine teachers out of 17 offered extra suggestions which are summarized as follow:



- Teachers should track their students' progress over time and assist them to identify areas for improvement.
- Teachers are advised to get students in the habit of using negative feedback in classes, rather than when something goes wrong.
- Learners should understand and be completely aware of the nature of the feedback and its importance in improving their oral production.
- Negative feedback can have a positive effect only if it is given in the correct way. As a result, teacher-learner relationship would not be affected negatively.

### **2.1.3. Discussion of The Results**

The teachers' questionnaire is designed for OE teachers of English in the department of foreign language at Abdelhafid Boussouf Mila University Centre to investigate their perceptions toward the effectiveness of negative feedback in speaking classes and the strategies used to minimize second year students' negative reaction towards it. The majority of the questioned teachers are qualified and have experience in teaching oral expression which indicate their ability to provide more reliable answers.

The speaking skill is regarded as a difficult and complex skill both for teachers and second year learners of English. They reported that most of second-year students have an average level in speaking which explains the language system obstacles that students encounter namely lack of vocabulary and grammar mistakes; besides, metacognition problems including inhibition and introverted personality problems.

The results indicate that OE teachers are aware of the importance of feedback and its efficacy in improving learners' speaking proficiency. Since teachers are experts, they believe that they are considered as the most reliable source for giving feedback and expected to detect students' difficulties by employing the appropriate type of feedback taking into consideration learners' differences and preferences.

The analysis demonstrates that negative feedback is a valuable strategy that promotes aid for students to enhance their accuracy. However, students differ in terms of character, feedback preferences, proficiency level, and learning style; therefore, teachers are required to use different types of negative feedback to meet all students' needs and help them foster their speaking skill development namely repetition and explicit correction. Additionally, they offered strategies for providing negative feedback in more efficacious manner and minimizing students' negative perceptions toward negative feedback namely .Providing negative feedback in a constructive, specific, clear, and supportive manner, balancing negative and positive feedback, providing detailed actionable feedback, and explaining the purpose behind negative feedback and its importance are the main strategies suggested by teachers.

Overall, the outcomes gained from the teachers' questionnaire uncover teachers' awareness of the negative feedback. Most of them believe in the crucial role of negative feedback as a strategy in the teaching-learning process and its positive effect in ameliorating learners' speaking proficiency. Lastly, results demonstrate that there are multiple strategies used for different purposes: changing students' perceptions toward negative feedback, how it can be used to improve speaking, and how to fix the misunderstanding of students toward their teachers' negative feedback.

## **2.2. Section Two: Students' Questionnaire**

### ***2.2.1. Population and Sample***

In this research work, the students' questionnaire is designed for second-year students of English in the department of foreign languages at Abdelhafid Boussouf, Mila University Centre for the academic year 2022/2023. The sample under investigation consists of 80 students from an overall population of 203 students. The selection of this population was based on the fact that second-year learners still have problems in speaking and commit

mistakes; therefore, they receive negative feedback from teachers. In addition, the research sample has been studying the English language for over a year, which implies that they are more likely to respond to teachers' critics and corrections.

The questionnaire was administered using different means. The data was collected using hard copies to 50 students, and digital copies to 30 learners.

### ***2.2.2. Description of the Students' Questionnaire***

The questionnaire is composed of 16 questions which includes close ended and open ended questions. The question are grouped into four main sections:

#### **Section One: Participants General Information (Q1-Q2).**

The aim of this section is to gather general information about the sample being studied. It includes their choice of learning English and their levels.

#### **Section Two: Speaking Skill (Q3-Q6).**

Section two aims at investigating issues relevant to speaking. It is raised to explore learner's complexities, how they manage to overcome them, and strategies used to improve their oral performance.

#### **Section Three: Teacher's Negative Feedback (Q7-Q15).**

The aim behind this section is to find out learners' perceptions toward negative feedback in developing the speaking skill and their awareness about its importance. Additionally, it emphasizes the role of negative feedback in minimizing learners' problems.

#### **Section Four: Suggestions (Q16).**

This section offers the opportunity for extra suggestions that students may add.

### 2.2.3 Analysis and Interpretation of the Results

#### Section One: Participants' General Information

**Question One:** Was English your first choice?

**Table 19**

*Students' English Choice*

Option	Number	Percentage
Yes	66	82.5%
No	14	17.5%
<b>Total</b>	<b>80</b>	<b>100%</b>

This introductory question aims at investigating whether English was learners' first choice. The outcome in table 19 indicates that 82.5% of the participants chose to study English at University, while 17.5% assumed that English was not their first choice. The findings show that most of the questioned students are interested and motivated to learn English and search for solutions to their difficulties.

**Question Two:** How do you evaluate your level in English?

**Table 20**

*Students' English Level*

Option	Number	Percentage
Good	39	48.8%
Average	40	50%
Below average	1	1.2%
<b>Total</b>	<b>80</b>	<b>100%</b>

This question aims to examine learners' proficiency level in English. The results shown in table 20 states that 50% of the participants considered their level as average, while 48.8% declared that they have a good level of English in general. 1.2 % described their level as poor. It is clear from the highest percentage that second-year students have an acceptable level in English indicating that they face complexities in the language.

## **Section Two: Speaking Skill**

**Question Three:** How do you evaluate your speaking level?

**Table 21**

*Students' Speaking Level*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Good</b>	<b>29</b>	<b>36.25%</b>
<b>Average</b>	<b>50</b>	<b>62.5%</b>
<b>Below average</b>	<b>1</b>	<b>1.25%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

Question three is designed to assess students' speaking levels. As reported in table 21, a percentage of 62.5% stated that their speaking level is average, and a combined 36.3% affirmed that they have a good level of speaking English. Only 1.2% of the informants declared that their level is below average. This is a clear indication that most of second-year university learners face problems in speaking and commit many mistakes which requires effective strategies to minimize them.

**Question Four:** Do you find difficulties in speaking?

**Table 22***Students' Speaking Difficulties*

Option	Number	Percentage
Yes	74	92.5%
No	6	7.5%
<b>Total</b>	<b>80</b>	<b>100%</b>

This question seeks to find whether second-year students have difficulties in speaking. As it is presented in table 22, most of the participants (92.5%) asserted that they have difficulties in speaking. Contrariwise, a minority of respondents (7.5%) opted for no. The results indicate that second year university students find problems in learning the speaking skill. Therefore, teachers are required to find appropriate solutions to overcome them.

**Question Five:** What are the language difficulties that you usually face in speaking?

- a) Luck of vocabulary
- b) Grammar mistakes
- c) Pronunciation problems
- d) Interference of the mother tongue
- e) None

**Table 23***Learners' Language Difficulties in Speaking*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>21</b>	<b>26.25%</b>
<b>B</b>	<b>13</b>	<b>16.25%</b>
<b>C</b>	<b>3</b>	<b>3.75%</b>
<b>D</b>	<b>2</b>	<b>2.5%</b>
<b>E</b>	<b>1</b>	<b>1.25%</b>
<b>a+b</b>	<b>10</b>	<b>12.25%</b>
<b>a+c</b>	<b>10</b>	<b>12.25%</b>
<b>b+c</b>	<b>6</b>	<b>7.5%</b>
<b>a+b+c</b>	<b>4</b>	<b>5%</b>
<b>a+b+d</b>	<b>4</b>	<b>5%</b>
<b>a+b+c+d</b>	<b>6</b>	<b>7.5%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

The question points up language difficulties learners face in speaking. Table 23 indicates that half of the students have only one problem, while the other half encounter more than one challenge, two, three, and four. 68.8% struggle with lack of vocabulary, 48.8% commits grammatical mistakes, while 31.3% maintain pronunciation problems. In addition, twelve out of eighty respondents (15%) selected interference of the mother tongue. Eventually, only one student (1.25%) mentioned that s/he does not experience any of these difficulties in speaking. According to the upper mentioned outcomes, the whole sample of second-year learners face many difficulties in speaking English. Therefore, students require receiving negative feedback in order to minimize those problems.

**Question Six:** What are the affective factors you face in speaking sessions?

- a) Inhibition
- b) Lack of motivation
- c) Introverted personality problem
- d) None

**Table 24***Students' Affective Factors in Speaking*

Option	Number	Percentage
<b>A</b>	<b>23</b>	<b>28.75%</b>
<b>B</b>	<b>26</b>	<b>32.5%</b>
<b>C</b>	<b>10</b>	<b>12.5%</b>
<b>D</b>	<b>1</b>	<b>1.25%</b>
<b>a+b</b>	<b>7</b>	<b>8.75%</b>
<b>a+c</b>	<b>4</b>	<b>5%</b>
<b>b+c</b>	<b>3</b>	<b>3.75%</b>
<b>a+b+c</b>	<b>6</b>	<b>7.5%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

The purpose of this question is to explore the main factors that influence second year university learners' speaking. As declared in table 24, some learners picked one option, while others chose two options, and the last group opted for three options. 52.5% of the informants selected lack of motivation. In addition, 50% of them claimed that they feel stressed, anxious, and shy in speaking classes, i.e., inhibition. 28.7% confessed that they have an introverted personality problem, and only one person (1.25%) proclaimed that s/he does not face these kinds of obstacles in speaking. Based on the aforementioned findings, it is important to understand that classroom's environment and learners' character have a crucial role in the teaching-learning process. For this reason, teachers need to know how to provide learners with negative feedback to motivate them to improve their speaking.



## Section Two: Negative Feedback

**Question Seven:** Do you see feedback as an effective strategy to improve speaking?

**Table 25**

*Students' opinions concerning the effectiveness of feedback in improving speaking*

Option	Number	Percentage
Yes	73	91.3%
No	7	8.8%
Total	80	100%

This question aims to investigate learners' opinions about the effectiveness of feedback as a strategy to improve speaking. As shown in table 25, the overwhelming majority of the informants (91.3%) consider feedback as an efficient strategy to enhance their speaking; however, the rest (8.8%) were against the idea that promotes the effectiveness of feedback. Based on the findings, it is clear that second-year university students are aware of the importance of feedback and have a good impression toward it.

**Question Eight:** Which source do you prefer to receive feedback from?

**Table 26**

*Students' preferable source of feedback*

Option	Number	Percentage
Teacher feedback	51	63.7%
Peer feedback	6	7.5%
Self-feedback	23	28.7%
Total	80	100%

This question seeks to examine learners' preferences concerning sources of feedback. The results in table 26 unveil that 63.7% of the participants prefer teacher feedback. 28.7% of them declared that they prefer self-feedback. The rest (7.5%) desire to receive feedback from their peer. In the light of what has been said, most of the students prefer to receive feedback from the teacher since they consider him/her as the most reliable and knowledgeable source.

**Question Nine:** Which of these types of feedback affects your speaking skill positively?

**Table 27**

*Students' opinions on the type of feedback that affects their speaking skill positively*

Option	Number	Percentage
Positive feedback	39	48.4%
Negative feedback	41	51.6%
Total	80	100%

The purpose of this question is to determine which type of feedback increases second year learners' speaking proficiency. The data from table 27 reveal that 51.6% of the informants claimed that negative feedback affects their speaking positively. On the contrary, 48.4% of the informants consider positive feedback as one that has a positive effect on their speaking. Drawing on the results, learners are different which requires teachers who provide negative feedback to take into account their preferences during the teaching-learning process to fulfil learners' needs.

**Question Ten:** Do you think that negative feedback helps you improve:

- a) Pronunciation
- b) Grammar
- c) Vocabulary

## d) Fluency

**Table 28***Role of negative feedback in improving speaking components*

Option	Number	Percentage
a	8	10%
b	11	13.75%
c	10	12.5%
d	4	5%
a+b	10	12.5%
a+b	11	13.75%
a+b+c	8	10%
a+b+c+d	18	22.5%
<b>Total</b>	<b>80</b>	<b>100%</b>

The mentioned question seeks to find out the role of negative feedback in improving speaking aspects. According to the findings presented in table 28, some students selected only one option, while others chose two, three, or four options. 57.5% picked pronunciation. 39% chose to grammar, while 51% of the informants proclaimed that the negative feedback helps them improve their vocabulary. Finally, 28% of them opted for improving their fluency level. The upper mentioned results reveal that negative feedback has a great effect on developing students' level of accuracy more than fluency. Hence, teachers are required to provide learners with negative feedback on accuracy since they consider it efficient, and on fluency in form of advices.

**Question Eleven:** What is your reaction towards teacher's negative feedback?

**Table 29**

*Students' reaction towards teacher's negative feedback*

Option	Number	Percentage
<b>I got disappointed and never participate again</b>	<b>18</b>	<b>22.5%</b>
<b>I do not care about the feedback at all</b>	<b>12</b>	<b>15%</b>
<b>I take it into consideration and work harder</b>	<b>50</b>	<b>62.5%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

The objective of this question is to reveal learners' reactions toward teacher's negative feedback. As it is shown in table 29, 62.5% of the respondents clarified that they take teacher's negative feedback into consideration and work harder on their weaknesses depending on those corrections. 22.5% of them stated that teacher's negative feedback affects them negatively and makes them disappointed and fearful of participation. Eventually, only 15% of the informants proclaimed that they are careless about the negative feedback. It is worthy to know that a considerable number of learners accept and appreciate teacher's negative feedback while others do not. For that reason, teachers should develop the appropriate strategies to minimize learners' negative perception toward the negative feedback by drawing their attention to its efficiency in developing their speaking proficiency and motivate the ones who disregard negative feedback.

**Question Twelve:** Do you think that teacher's negative feedback influences your relationship with him/her?

**Table 30**

*Influence of teacher's negative feedback on teacher-student relationship*

Option	Number	Percentage
Yes	41	51.3%
No	39	48.7%
<b>Total</b>	<b>80</b>	<b>100%</b>

Question 13 is asked to figure out the influence of teacher's negative feedback on teacher-student relationship. As noted in table 30, the results differ between supporters and opponents. 51.3% of the questioned learners stated that teacher's negative feedback influences their relationships with their teachers. However, 48.7% of them claimed that the negative feedback from their teachers has an impact on their rapport with them. This indicates that the effect of the negative feedback on the teacher-students relationship relies mainly on learners' personality and the way they perceive the negative feedback provided by teachers. Hence, teachers should be aware about the factors that reduce the efficiency of negative feedback and the strategies that can increase its effectiveness.

**12.1.** If yes, how do you describe this influence?

**Table 31**

*Students' perceptions of the influence of negative feedback on the student-teacher relationship*

Option	Number	Percentage
Positively	34	82.92%
Negatively	7	17.07%
<b>Total</b>	<b>41</b>	<b>100%</b>

The present question is devised for the participants who stated previously that the negative feedback influences the relationship between them and their teacher. Based on the data of table 32, 83.75% of the students said that the influence of the negative feedback is positive on the teacher-student relationship. The remaining respondents (16.25%) stated that the negative feedback influences their relationship with teachers negatively. According to the above outcomes, it is clear that the negative feedback has a positive effect on teacher-student relationship which would create the appropriate motivational atmosphere for learning.

**Question Thirteen:** Do you think that your character may influence your perception towards teacher's negative feedback?

**Table 32**

*Influence of students' character on their perception of teacher's negative feedback*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>51</b>	<b>63.7%</b>
<b>No</b>	<b>29</b>	<b>36.3%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

The present question seeks to probe whether learners' characters influence their perception of the teachers' negative feedback. The results in table 32 show that 63.7% of the participants' characters impact the way how they react to their teachers' negative feedback depending on their type of character; the extroverts who are open to the negative feedback, and the introverts who reject the provided feedback. On the contrary, 36.3% of them reported that their perception of the teacher's negative feedback is not influenced by their characters. Drawing on the findings, learners' character is a factor that may affect the way students perceive teachers' negative feedback either positively or negatively. Therefore, teachers

should actively pursue suitable solutions to address the problems appear from the introvert personality of learners and leverage the advantages of incorporating negative feedback.

**Question Fourteen:** Which strategy helps you receive teacher's negative feedback positively?

**Table 33**

*Students' preferences for strategies of receiving teacher's negative feedback positively*

Option	Number	Percentage
In front of the whole class	21	26.3%
In small groups with classmates	32	40%
Only with the teacher	27	33.8%
Total	80	100%

The question stated above investigates students' preferable strategies for receiving negative feedback positively. As the data in table 33 denote, 40% of the informants prefer to be provided with negative feedback in small groups. 33.8% of them stated that they like to receive negative feedback when they are alone with the teacher. While 26.3% of the learners do not mind to receive the teacher's negative feedback in front of the whole class. Based on the results, learners have various preferences concerning strategies of receiving the negative feedback. Therefore, teachers should respect learners' preferences and know their personalities very well in order to know how to deliver the negative feedback appropriately.

**Question Fifteen:** How do you prefer to receive negative feedback?

**Table 34**

*Students' preferences concerning ways of receiving the negative feedback*

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Directly (explicitly)</b>	<b>50</b>	<b>62.5%</b>
<b>Indirectly (implicitly)</b>	<b>30</b>	<b>37.5%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

The aim of this question is to demonstrate learners' opinions regarding their favourite way of receiving negative feedback. The results of table 34 denote that 62.5% of the questioned students prefer to receive negative feedback directly. However, 37.5% of them opted to receive indirect negative feedback. The results gained demonstrate that learners' differ in terms of preferences. Consequently, teachers are recommended to take into regard students' choices when providing them with negative feedback in order to seek better results in their learning as well as to strengthen their relationship.

#### **Section Four: Suggestions**

**Question Seventeen:** Do you have any other suggestions you would like to add?

Only 10 of 80 students offered suggestions which are summarized in the following point:

- Teachers should develop the appropriate strategies of treating their students in giving feedback and know how to draw their attention to it. For example, select appropriate and gentle words, take into consideration their different characters, and respect their opinions and preferences.



#### *2.2.4. Discussion of the Results*

The analysis of the students' questionnaire serves in drawing a set of conclusions concerning learners' perceptions toward the negative feedback and the effects of teachers' negative feedback on minimizing their difficulties to enhance their oral abilities.

The overwhelming majority of the questioned students chose English to be their branch regardless of their average level. Speaking seems to be a challenging skill for second year EFL learners since they encounter language system problems such as lack of vocabulary, grammar mistakes; besides, metacognitive problems including lack of motivation and inhibition. Moreover, nearly all respondents are willing to develop their English level and enhance their speaking skill.

The data demonstrate that most of second-year learners of English are aware of the importance of feedback and prefer to receive it from teacher since s/he is the most reliable and knowledgeable source. Also, the findings show that teachers' negative feedback has a great impact on developing students' accuracy level. Accordingly, they should promote the suitable strategies to minimize learners' negative perception toward the negative feedback like giving it explicitly, gently, in small groups and to draw their attention to its efficiency in developing their verbal language. Still, this process and teacher-student relationship can be influenced by students' personality and interfere with the way they perceive the negative feedback. As a result, they suggested efficient solutions like to develop suitable strategies by the teachers to treat them when providing the negative feedback namely: giving the feedback in a constructive, supportive manner and address the problem itself rather than the students' level or personality to help them realize the purpose of the negative feedback.

#### **Conclusion**

The main concern of this study is to shed light on learners; and teachers' perceptions toward the effect of the negative feedback provided in speaking classes on learners' speaking

skill. In addition, it aims to explore the strategies employed by teachers to reduce learners' speaking difficulties and to make the negative feedback effective.

To reach the aims of the study, two questionnaires are used. One questionnaire is administered to OE teachers of English at Mila University Centre. The other questionnaire is delivered to second year students of English in the Department of Foreign Languages, Mila University Centre to investigate their perceptions toward the negative feedback and to explore its effect on enhancing learners' speaking proficiency.

The research is made up of two chapters. The first is devoted to the theoretical part; it contains two sections: speaking skill and negative feedback, besides a practical part in which, we carried out a descriptive research study. It consists of two sections namely: Teachers' Questionnaire and Students' Questionnaire. It provides a detailed description of the research methodology, administration, analysis and discussion of the results of both questionnaires to answer the research questions and achieve the aim of the study.

As regards to the main attainable results through the analysis of the questionnaires, the overwhelming majority of EFL learners face difficulties in learning speaking. The findings assert that teachers are aware of the importance of the negative feedback in speaking classes and that both teachers and learners have positive perceptions toward it. In addition, the results reveal that the process of providing and receiving negative feedback can be affected by learners' personality, level of proficiency and the timing of feedback. At the end, it is proved that the negative feedback is an effective strategy to develop speaking skill, also to reduce learners' speaking difficulties and help them to recognize their errors and avoid them.

## Recommendations and Suggestions

In the light of the research findings, several recommendations and suggestions are presented for EFL teachers, learners, and future researchers:

- **For EFL Teachers.** Teachers are required to:
  - help their learners determine their speaking difficulties and how to overcome them.
  - explain to their learners the real meaning of negative feedback and its importance in learning.
  - apply negative feedback more often during speaking classes and in a clear, gentle, and supportive manner.
  - provide negative feedback on the basis of learners' needs, weaknesses, personality, and level of proficiency.
  - provide their students with the appropriate assistance to minimize those difficulties and motivate them to improve their speaking level based on the fact that classroom's environment and learners' psychology have a crucial role in the teaching-learning process.
- **For EFL Learners.** Learners are recommended to:
  - be conscious of their speaking deficiencies
  - spend extra time and effort working on their weaknesses.
  - be aware of the meaning of negative feedback and its importance in the learning process.
  - be careful of making the same mistake once again after receiving negative feedback on their performance.
  - see their teacher's correction from a positive perspective. They should work harder and follow it to achieve the goal of developing their speaking proficiency and remedying their errors.

- **For Future Researchers**

- This study focuses on speaking skill. Hence, further research is needed to investigate the effect of negative feedback on other skills (writing, reading, and listening).
- For further research, it is suggested to conduct the current study using different research methodologies (observation and experiment).

## General Conclusion

The main concern of this study is to shed light on learners' and teachers' perceptions toward the effect of the negative feedback provided in speaking classes on learners' speaking skill. In addition, it aims to explore the strategies employed by teachers to reduce learners' speaking difficulties and to make the negative feedback effective.

To reach the aim of the study, two questionnaires are used. One questionnaire is administered to OE teachers of English at Mila University Centre. The other questionnaire is delivered to second year students of English in the Department of Foreign Languages, Mila University Centre to investigate their perceptions toward the negative feedback and to explore its effect on enhancing learners' speaking proficiency.

The research consists of a theoretical part containing two sections: speaking skill and negative feedback, besides a practical part in which we carried out a descriptive research study. In search of achieving the indicated aim of the study, two questionnaires were conducted, one for second-year English teachers of Oral Expression and the other one for second-year English students at Mila University Centre.

As regards to the main attainable results through the analysis of the questionnaires, the overwhelming majority of EFL learners face difficulties in learning speaking. The findings assert that teachers are aware of the importance of the negative feedback in speaking classes and that both teachers and learners have positive perceptions toward it. In addition, the results reveal that the process of providing and receiving negative feedback can be affected by learners' personality, level, timing of feedback and teacher-student relationship. At the end, it is proved that the negative feedback is an effective strategy to develop speaking skill, also to reduce learners' speaking difficulties and help them to recognize their errors and avoid them.

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## **Appendices**

**Appendix 01: Teachers' Questionnaire**

**Appendix 02: Students' Questionnaire**

## Appendix 01: Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a research work. The aim of this study is to shed light on your perceptions toward negative feedback and its effect on improving speaking proficiency.

You are kindly requested to answer the following questions by ticking (✓) the appropriate box(es) or by making a full statement when necessary.

Thank you in advance for your cooperation

### Section One: Background Information

1. Which degree do you hold?

- a. Bachelor
- b. Master
- c. Magister
- d. Doctorate

2. How long have you been teaching oral expression?

- a. 1- 5 years
- b. 5- 10 years
- c. More than 10

### Section Two: Speaking skill

3. How do you rate teaching speaking?

- a. Difficult
- b. Easy

4. How do you describe second year students' level in speaking?

- a. High
- b. Average

c. Low

5. What are language difficulties that second year students' face in speaking English? (You may select more than one option)

a. Lack of vocabulary

b. Difficulties in grammar

c. Lack of pronunciation

d. Interference of the mother tongue

6. What are the affective factors that disturb second year students' speaking? (You may select more than one option)

a. Inhibition

b. lack of motivation

c. Introverted personality problems

7. From your perspective, completing tasks without providing learners with feedback is:

a. Effective

b. Ineffective

### **Section Three: Negative Feedback**

8. Do you think that students' spoken mistakes should be:

- a. Neglected
- b. corrected
- c. Treated depending on the mistake

9. Is feedback effective for second year learners to improve their speaking?

- a. Yes
- b. No

10. In your opinion, which source of feedback is the most effective?

- a. Teacher's feedback
- b. Peer feedback
- c. Auto-feedback

11. What is the practical strategy of providing feedback?

- a. Directly (explicitly)
- b. Indirectly (implicitly)

12. In your opinion, which kind of feedback is more valuable for second year students to develop their speaking?

- a. Positive feedback
- b. Negative feedback

13. When giving negative feedback, the focus should be more on:

- a. Accuracy
- b. Fluency

14. Do you think that negative feedback helps students to improve:

(You can choose more than one option)

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency

15. How can negative feedback be used to improve students speaking skill?

.....  
.....

16. When correcting students' spoken mistakes, what do prefer most?

- a. Recasts
- b. Prompts
- c. Explicit correction
- d. Repetition
- e. Metalinguistic feedback

17. What is second year students' reaction towards negative feedback?

- a. Disappointment
- b. Acceptance
- c. Careless

18. Does negative feedback influence second year students' English speaking proficiency?

- a. positively
- b. Negatively

18.1. If the influence was negative, what strategies would be used to minimize students' negative perceptions toward the negative feedback?

.....  
.....  
.....

19. Does the negative feedback affect teacher–student relationship?

- a. Yes
- b. No

19.1. If the effect was negative, how would you solve this problem?

.....  
.....

**Section four: Suggestions**

20. Do you have any other suggestions you would like to add.?

.....  
.....  
.....  
.....

**Thank you**

## Appendix 02: Students' Questionnaire

Dear student,

This questionnaire is part of a research work. The aim of this study is to shed light on learners' perceptions towards negative feedback and its effect on improving speaking proficiency. You are kindly requested to answer the following questions by ticking (✓) the appropriate box (es) or by making a full statement when necessary.

Thank you in advance for your cooperation.

### Section one : Participants' General Information

1. Was English your first choice?
  - a. Yes
  - b. No
2. How do you evaluate your level in English?
  - a. Good
  - b. Average
  - c. Below average

### Section two: Speaking Skill

3. How do you evaluate your speaking level?
  - a. Good
  - b. Average
  - c. Below average
4. Do you find difficulties in speaking?
  - a. Yes
  - b. No
5. What are the language difficulties that you usually face in speaking? (You may select more than one option?)

- a. Lack of vocabulary
  - b. Grammar mistakes
  - c. Pronunciation problems
  - d. Interference of the mother tongue
6. What are the affective factors you faced in speaking (you may select more than one option)
- a. Inhibition
  - b. Lack of motivation
  - c. Introverted personality problem

### Section 3: Negative Feedback

7. Do you see feedback as an effective strategy to improve speaking?
- a. Yes
  - b. No
8. Which source would you prefer to receive feedback from?
- a. Teacher feedback
  - b. Peer feedback
  - c. Self feedback
9. Which of these types of feedback affects your speaking skill positively?
- a. Positive Feedback
  - b. Negative feedback
10. Do you think that negative feedback helps you improve: ( you may select more than one option)
- a. Pronunciation
  - b. Grammar
  - c. vocabulary
  - d. Fluency



11. What is your reaction towards teacher's negative feedback?

a. I got disappointed and never participate again

b. I don't care about the feedback at all

c. I take it into consideration and work harder

12. Do you find that teacher's negative feedback affects your relationship with him/her?

a. Yes

b. No

13. Do you think that your character may influence your perception towards teacher's negative feedback?

a. Yes

b. No

14. Which strategy helps you perceive teacher's negative feedback positively?

a. In front of the whole class

b. In small groups with classmates

c. Only with the teacher

15. How would you prefer to receive negative feedback?

a. Directly (explicitly)

b. Indirectly (implicitly)

**Section four: Suggestions**

16. Do you have any other suggestions you would like to add.

.....

.....

.....

**Thank you**

## المخلص

من بين المهارات اللغوية الأربع, تعتبر مهارة التحدث الأهم. رغم ذلك يواجه طلاب اللغة الإنجليزية كلغة أجنبية العديد من الصعوبات و يقعون في عدة أخطاء عند تعلم هذه المهارة. يمكن التقليل من هذه الصعوبات و الأخطاء عن طريق إستعمال إستراتيجيات معينة من قبل الأساتذة. الهدف الأساسي لهذا البحث هو التحقق في مدى تأثير التعليق السلبي من الأستاذ على التقليل في صعوبات الطلبة و تعزيز كفاءاتهم في مهارة التحدث. كما تسعى لإكتشاف وجهة نظرهم تجاه التعليق السلبي المقدمة لتصحيح أخطاء الطلاب و كذا الإستراتيجيات التي تجعلها فعالة. ضمن سياق هذا العمل, تم طرح اسئلة البحث: (1) ما هي المشاكل التي تواجه طلبة السنة الثانية في التحدث باللغة الأجنبية؟ (2) كيف يتصور طلبة السنة الثانية التعليق السلبي؟ (3) ما هي العوامل التي قد تؤثر على ردة فعل الطلبة تجاه التعليق السلبي؟ (4) كيف يمكن للأساتذة مساعدة الطلاب في إستعمال التعليق السلبي بفعالية مصلحتهم؟ كإجابة على هذه الأسئلة, تم تصميم إستبيانين، الأول تم توزيعه على 17 أستاذا للتعبير الشفوي, و تم توزيع الإستبيان الثاني على 80 طالبا في السنة الثانية من قسم اللغات الأجنبية في المركز الجامعي ميلة. تُظهر النتائج أنَّ الطلاب يواجهون صعوبات في نظام اللغة والمهارات الذاتية الإدراكية في التحدث، وتُظهر وعي الأساتذة تجاه أهمية التعليقات السلبية في تطوير مهارة التحدث لدى الطلاب. بالإضافة إلى ذلك، يتمتع كل من الأساتذة والطلبة بتصور إيجابي تجاه استخدام التعليقات السلبية في فصول التحدث. ومع ذلك، يمكن أن يتأثر هذا التصور بعوامل مثل شخصية الطلبة ومستوى الاجتياز وتوقيت التعليقات. وبالتالي، قدم الأساتذة استراتيجيات فعالة للحد من التصورات السلبية لدى المتعلمين ومساعدتهم على التغلب على مشاكلهم.

**الكلمات المفتاحية:** مهارة التحدث, تصورات الأساتذة, تصورات الطلاب, التعليق السلبي.

## Résumé

Parmi les quatre compétences linguistiques, la parole est considérée comme la plus importante. Néanmoins, les apprenants en langue étrangère anglaise rencontrent de nombreuses difficultés et commettent une large gamme d'erreurs lors de l'apprentissage de cette compétence. Ces difficultés et erreurs peuvent être réduites grâce à certaines stratégies utilisées par les enseignants. L'objectif principal de l'étude actuelle est d'étudier l'effet des rétroactions négatives des enseignants sur la réduction des difficultés des apprenants en matière de parole et sur l'amélioration de leur compétence orale, ainsi que d'explorer leurs perspectives sur les rétroactions négatives fournies pour corriger les erreurs des étudiants et les stratégies qui les rendent efficaces. Dans le cadre de ce travail, des questions de recherche sont posées : 1) Quels sont les problèmes auxquels sont confrontés les apprenants de deuxième année lorsqu'ils s'expriment dans la langue étrangère ? 2) Comment les apprenants de deuxième année perçoivent-ils les rétroactions négatives ? 3) Quels sont les facteurs qui peuvent influencer la réaction des étudiants aux rétroactions négatives des enseignants ? 4) Comment les enseignants peuvent-ils aider les étudiants à utiliser efficacement les rétroactions à leur avantage ? En réponse à ces questions, deux questionnaires ont été conçus. Le premier questionnaire est administré à 17 enseignants d'expression orale. Le deuxième questionnaire est distribué à 80 étudiants de deuxième année en anglais au département des langues étrangères du Centre universitaire de Mila. Les résultats révèlent que les apprenants font face à des difficultés liées au système linguistique et aux compétences métacognitives en matière d'expression orale, et mettent en évidence la prise de conscience des enseignants quant à l'importance des rétroactions négatives dans le développement des compétences en expression orale des apprenants. De plus, tant les enseignants que les apprenants ont une perception positive de l'utilisation des rétroactions négatives dans les cours d'expression orale.

Cependant, cette perception peut être influencée par des facteurs tels que la personnalité des apprenants, leur niveau de compétence et le moment où la rétroaction est donnée. Par conséquent, les enseignants ont proposé des stratégies efficaces pour minimiser les perceptions négatives des apprenants et les aider à surmonter leurs problèmes.

**Mots clé :** Compétence de communication orale, Perceptions des enseignants, Perceptions des étudiants, Rétroaction négative.