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INVESTIGATING TEACHERS' AND LEARNERS' PERCEPTIONS OF ORAL FEEDBACK ON EFL LEARNERS' SELF-CONFIDENCE IN SPEAKING CLASSES

**The Case of First-Year LMD Students of English Mohamed Khider
University of Biskra**

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Dedication

First and foremost, all praise and thanks are due to **Allah**, the Almighty, the Most Gracious and the Most Merciful, who granted me the strength, patience, and guidance to complete this work. Without His divine support, none of this would have been possible.

I lovingly dedicate this work to my dear **mother**, my source of endless love and compassion, and to my beloved **father**, whose strength and wisdom have always guided me. Your sacrifices and unconditional support mean everything to me.

To my **brothers**, **Khaled** and **Saber** thank you for always being there with your love, encouragement, and presence throughout my journey. I'm truly grateful to have you both in my life.

May Allah bless you all and reward you for everything you've done for me.

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Abstract

Oral feedback refers to the spoken responses, comments, or evaluations provided by teachers to guide learners' performance, while self-confidence is the learner's belief in their ability to perform successfully, particularly in speaking tasks. This study aims to investigate the role of oral feedback provided by speaking class teachers in influencing students' self-confidence. To achieve this, both a questionnaire and an interview were used as data collection tools. The study followed a mixed-methods approach, utilizing both quantitative and qualitative data collection tools namely the questionnaire and the interview and employed descriptive statistical analysis to interpret the results. The questionnaire was administered to thirty-three (33) first-year English students at Mohamed Khider University of Biskra, while the interview was conducted with speaking class teachers to gain deeper insights into their perspectives and practices. The data collected and analyzed revealed that students perceive oral feedback as a major contributor to enhancing their confidence in speaking classes . The majority of participants reported that positive, clear, and constructive feedback helps them overcome fear and hesitation when speaking. On the contrary, inappropriate or negative feedback was seen as discouraging and demotivating. Moreover, the results emphasized the importance of the timing, tone, and content of the teacher's feedback in either supporting or undermining students' self-confidence.

Keywords : Oral feedback, self-confidence, speaking classes, EFL learners, teacher feedback, mixed-methods, questionnaire, interview, descriptive analysis, positive feedback, negative feedback, learner perceptions, language learning.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

FL: Foreign Language

OE: Speaking classes

POF: Positive Oral Feedback

NOF: Negative Oral Feedback

CF: Corrective Feedback

S-C: Self-Confidence

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المخلص

General Introduction

Introduction

In the field of English as a Foreign Language teaching and learning, speaking classes are offered as a core course that aims to enhance students' oral fluency and ability to express themselves confidently in English. Among the many elements that shape students' classroom experience, oral feedback emerges as one of the key pedagogical practices teachers use to guide, assess, and support learners during spoken interaction. In speaking classes, where performance is immediate and public, the way a teacher responds to students' spoken output plays an important role in shaping the learning environment. At the same time, self-confidence, understood as the learner's belief in their ability to successfully perform tasks, is a crucial psychological factor closely linked to language learning. This study explores the intersection of these two concepts by examining the role of teacher-provided oral feedback in relation to students' self-confidence within speaking class contexts. By focusing on classroom interaction, teacher-learner communication, and the feedback process, the study aims to offer a clearer understanding of how oral feedback operates in EFL speaking classrooms.

1.Statement of The Problem

The impact of teachers' oral feedback on students' self-confidence has been widely explored in previous educational research, with studies highlighting its significant role in shaping learners' motivation, engagement, and academic performance (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006). However, much of this research has been conducted in older educational contexts and does not account for the unique characteristics and challenges of the new generation of learners. Today's students, who are often referred to as "digital natives" (Prensky, 2001), have grown up in a rapidly evolving technological and social environment, which may influence how they perceive and respond to oral feedback. This gap in the literature

raises the need for updated research that examines the relationship between teachers' oral feedback and students' self-confidence within the context of this new generation. By addressing this gap, the current study aims to provide fresh insights into how oral feedback impacts the self-confidence of contemporary students, contributing to a deeper understanding of this dynamic in modern educational settings.

2. Significance of The Study

This study will significantly enhance our understanding of language learning and teaching for both the field and for teachers. It will provide valuable insights for teachers, enabling them to improve their teaching methods and develop effective feedback strategies that foster student growth and confidence. Furthermore, the findings will contribute to the development of better language curricula and more effective teacher training programs for the field.

3. Aims of The Study

This study aims to investigate the role of oral feedback in influencing students' self-confidence in speaking classes, with a particular focus on identifying the most effective types of feedback. It explores EFL learners' perspectives on the impact of teachers' oral feedback on their self-confidence, and also investigates teachers' perspectives on how their feedback affects students' confidence in oral performance.

4. Research Questions

This research is based on the following questions:

1. How do first-year EFL students at Biskra University perceive the role of oral feedback in influencing their self-confidence during speaking classes?
2. How do speaking classes teachers at Biskra University perceive the role of oral feedback in influencing students' self-confidence during speaking classes?

5. Research Methodology

5.1. Research Design

This study adopts a mixed-methods research approach to explore the relationship between teachers' oral feedback and its impact on EFL students' self-confidence. The study employs a descriptive design that integrates both quantitative and qualitative methods to provide a comprehensive understanding of the topic. The independent variable, teachers' oral feedback, refers to the type, frequency, and manner of feedback delivered during oral expression sessions. The dependent variable, EFL students' self-confidence, reflects students' belief in their ability to perform successfully in English oral communication, including their sense of self-efficacy and willingness to participate. Quantitative data were collected through a questionnaire, while qualitative data were gathered via interviews. This combination allows for triangulation of findings and a deeper examination of how teachers' oral feedback may influence learners' self-confidence in the specific context of EFL oral expression classes.

5.2. Data Collection Tools

Two data collection tools will be utilized in this research: a questionnaire and an interview with teachers. The questionnaire will be administered to a randomly selected sample of 33 first-year LMD English students at the University of Biskra. This tool will aim to gather students' opinions regarding the oral feedback they receive from their teachers during speaking class sessions. Random selection was used to minimize selection bias and ensure that the sample reflects a diverse range of student experiences and perspectives. The choice of 33 students is based on practical constraints such as time, access, and availability, while still providing a sample size large enough to identify general trends and patterns relevant to the research objectives. In addition, a semi-structured interview will be conducted with four speaking class

teachers during the second semester of the 2024/2025 academic year. The inclusion of four teachers is considered sufficient, as they represent the instructors responsible for oral expression classes in the first-year program, thereby offering relevant and focused insights on the impact of oral feedback. This combination of participants is expected to yield meaningful and balanced findings from both student and teacher perspectives.

5.3.Population/Sample

The target population for this study will be first-year LMD English students at the University of Biskra. A sample of 33 students will be randomly selected to participate in the questionnaire. In addition, four speaking classes teachers will be interviewed during the second semester of the 2024/2025 academic year.

5.4.Data Analysis Procedures

Since this study adopts a mixed-methods research approach and follows a descriptive research design, it combines both quantitative and qualitative data collection tools namely, a questionnaire for students and interviews with oral expression teachers. The quantitative data gathered from the questionnaire will be analyzed using descriptive statistical techniques. This includes cleaning the raw data to eliminate inconsistencies, organizing it into a structured dataset using Microsoft Excel, and applying statistical measures such as frequencies, percentages, and mean scores to highlight patterns related to students' perceptions of oral feedback and their self-confidence. On the qualitative side, data from interviews with four teachers will undergo thematic analysis, which involves coding and identifying recurring themes that reflect teachers' perspectives on the role and impact of oral feedback. The results will be presented through both statistical tables and narrative explanations, allowing for the integration of numerical findings and qualitative insights. This structured and complementary analysis ensures a rigorous and

comprehensive understanding of the research problem, consistent with the study's mixed-methods approach and descriptive design.

6. Structure of The Study

This study is divided into three main chapters. The first and second chapters present the theoretical aspects, while the third and final chapter presents the field work conducted for this research.

The first chapter, titled "Student Self-Confidence," provides the reader with an overview of this concept by defining it, explaining its importance, exploring its relationship to other concepts, and differentiating between students with high and low self-confidence. It also examines how self-confidence affects other aspects of the learning process, while emphasizing the teacher's role in building and developing students' self-confidence.

The second chapter focuses on teacher's oral feedback, which is considered one of the most important elements of the learning process. It includes its definition, importance, and various types, in addition to the teacher's role when providing oral feedback. Furthermore, it addresses the distinction between positive and negative feedback, and concludes with an exploration of how students respond to the feedback given by their teachers.

The third and final chapter is dedicated to the practical aspect of this study. It describes, analyzes, and interprets the results obtained from the questionnaire and classroom observation, which serve as the research tools.

Chapter One

self-confidence

Introduction

EFL learners' success is closely tied to their psychological state, among which self-confidence plays a pivotal role in shaping academic achievement and oral language performance. This chapter provides an in-depth exploration of the concept of self-confidence within the learning process. It begins by offering several definitions and scholarly perspectives to clarify the meaning of self-confidence. Then, it outlines the importance of self-confidence in language learning and highlights its influence on key aspects such as performance, participation, and autonomy. Furthermore, the chapter distinguishes between self-confidence, self-esteem, and self-efficacy, emphasizing their interrelatedness. It also examines the characteristics of learners with high and low self-confidence and discusses the main factors that affect learners' confidence levels, including anxiety, risk-taking behavior, and personality traits. Finally, the chapter presents practical steps for developing self-confidence and underscores the significant role teachers play in fostering a supportive learning environment that enhances EFL students' belief in their abilities.

1.1. Definition of Self-Confidence

Lland (2013, p. 11) claimed that "confidence originated from the Latin word 'confidentia,' meaning 'to trust' and 'to have faith.'" Bandura (1977) defined self-confidence as the belief that one can succeed in a particular situation or accomplish a specific task. This definition of self-confidence as belief in one's abilities is further elaborated upon by Sharma (2015), who described self-confidence as a belief in one's own capabilities and a realistic acceptance of one's limitations, enabling individuals to acknowledge mistakes and shortcomings without fear, and empowering them to embrace challenges and new experiences, ultimately contributing to their success.

According to Şar et al. (2010), students who recognize their academic potential and actively pursue growth are considered confident learners. They also emphasize the role of self-confidence in fueling positive energy and motivation, which contributes to a comfortable learning environment conducive to skill development and a desire for continued learning.

1.2.The Importance of Self-Confidence in Learning

Self-confidence boosts drive, tenacity, and language acquisition challenge-taking. It serves as a foundation for growth, achievement, and success, enabling learners to acquire the necessary skills to reach their goals. Furthermore, the significance of self-confidence extends to various aspects, such as encouraging active participation in tasks and activities, fostering motivation that drives learners to compete and excel, and inspiring them to focus more intently on their studies. By building self-confidence, learners are better equipped to overcome challenges, persist through difficulties, and embrace opportunities for growth, especially in the context of language acquisition (Ghafar,2023).

1.3. The Effect of Self-Confidence on Some Concepts During Learning Process

Self-confidence significantly impacts multiple aspects of the learning process (Hale,2004,Kaya,1995,Littlewood,1996,Thornbury,2005).

1.3.1.On Performance

High self-confidence directly enhances the quality of a student's performance. For example, a dynamic and effective performance clearly reflects a learner's level of self-assurance.The individuals with strong self-confidence achieve better performance outcomes or perceive learning experiences more positively. As a result, confident learners consistently attain better results compared to their less confident peers (Hale,2004).

1.3.2.On Participation

Kaya (1995, pp. 4, 46) identifies self-confidence as a critical factor influencing classroom participation and emphasizes it as the strongest predictor of active engagement. This demonstrates that self-confidence enables students to interact and contribute effectively without barriers.

1.3.3. On Autonomy

Littlewood (1996) describes it as the learner's capacity to make independent decisions, while Thornbury (2005) defines it as the ability to shift from relying on external guidance to self-managing their skills. Autonomous learners act freely, as they effectively control and regulate their own learning processes. Self-confidence plays a vital role here, enhancing students' autonomy and enabling them to perform better orally in the classroom. Thus, confidence supports learners in developing autonomy, which in turn empowers them to deliver effective presentations.

1.4. Self- Confidence, Self- Esteem ,and Self- Efficacy

1.4.1. Concept of Self Efficacy

Self-efficacy is defined as an individual's capability to generate significant outcomes (Flammer, 2001). Bandura (1997) expands this definition, describing self-efficacy as a person's belief in their capacity to perform tasks and achieve goals, emphasizing confidence in executing actions to attain specific results. Similarly, Komarraju and Nadler (2013) characterize self-efficacy as motivational beliefs and confidence that drive persistence when encountering challenges. Consequently, students with heightened self-efficacy are more likely to accomplish objectives due to their strong belief in their abilities, often attaining exceptional confidence levels that enhance academic opportunities.

1.4.2. The Relationship Between Self Efficacy and Self- Confidence

Lland (2013) explains that self-confidence consists of multiple traits, such as belief and faith, he positions self-efficacy as only one aspect of it. In contrast, Bandura (1997) distinguishes the two by emphasizing that self-confidence reflects a general belief in oneself, whereas self-efficacy pertains specifically to a person's belief in their ability to perform a task. Despite these differing emphases, both perspectives agree that self-efficacy and self-confidence are interconnected: the former strengthens task-specific motivation, while the latter provides a foundation for broader resilience. This reciprocal relationship means combining self-efficacy with self-confidence helps students achieve specific goals and positive outcomes, as each trait reinforces the development of the other.

1.4.3.The Relationship Between Self- Confidence and Self- Esteem

According to Lland (2013), self-esteem is the term most frequently interchanged with self-confidence . Self-esteem pertains to an individual's internal evaluation of their worth and value, while self-confidence relates to their belief in their capabilities and trust in their ability to succeed. Lland (2013) further clarifies that self-esteem reflects one's internal self-assessment, whereas self-confidence is the extent of faith individuals have in their own competence and judgment .

1.5.The Characteristics of High and Low Self-Confidence

Students can be divided into two distinct groups those with high self-confidence and those with low self-confidence (Wright,2008).

1.5.1.Characteristics of High Self-Confidence

Wright (2008) outlined distinct traits of high self-confidence learners:

Ambition: These students aspire beyond mere survival; foreign language (FL) learners, for instance, seek deeper linguistic mastery, set clear objectives, and trust in their ability to achieve them.

Goal Orientation: They actively pursue challenges by establishing and accomplishing new goals, systematically documenting and striving to fulfill them.

Visionary Mindset: They maintain a positive mental image of success, remain optimistic, and view setbacks as stepping stones rather than failures.

Strong Interpersonal Skills: With a healthy self-image, they foster supportive relationships, attract friends easily, and are often admired for their positivity.

Charismatic Performance: Their confidence radiates, drawing opportunities and people toward them. They skillfully engage audiences during presentations, ensuring sustained interest

1.5.2.Characteristics of Low Self-Confidence

Carnegie (1956) emphasized that developing self-confidence and maintaining clarity of thought during public speaking is far less daunting than commonly assumed. Despite this, many students avoid actively building their confidence, perceiving it as an insurmountable challenge. This lack of self-belief, recognized as a psychological obstacle, directly undermines academic success, particularly in tasks requiring verbal communication, such as classroom presentations. Students with low confidence frequently underperform in these areas, which can hinder both their immediate academic outcomes and long-term professional growth. Carnegie's work aimed to demystify the role of self-assurance in effective speech, highlighting how misconceptions about its difficulty perpetuate struggles. Ultimately, persistent low self-confidence consistently correlates with diminished performance and career prospects.

Wright (2008) in his book "Building Self-Confidence with Encouraging Words", outlined additional characteristics commonly observed in students who exhibit limited self-assurance:

Resistant to Change: Prone to anxiety and fixation on hypothetical negative outcomes (what if...), often reacting to situations rather than initiating action. Exhibit persistent negative thought patterns and struggle to manage self-doubt.

Pessimistic Outlook: Persistently interpret situations negatively (see the glass as half empty), rationalize shortcomings instead of seeking solutions, and avoid developing strategies for success. Invest minimal effort in goal achievement or preparation, while anticipating unfavorable outcomes.

Unclear Communication: Struggle to articulate needs or desires due to undefined personal objectives. Perceive tasks as unclear and unattainable, failing to establish concrete goals.

Chronic Insecurity: Fundamentally insecure individuals who perceive themselves as victims, externalizing responsibility for challenges. Maintain unwarranted self-assurance about their decisions while quickly abandoning efforts after setbacks.

Abdallah and Ahmed (2015) proposed that encouraging students to build confidence in using English could effectively address psychological barriers hindering EFL learning. Their findings highlight the necessity for teachers to recognize and address students' challenges in speaking during English classes. Academically, students with strong self-confidence consistently outperform their less confident peers. To bridge this gap, educators must actively support learners with low self-confidence, helping them overcome obstacles to become successful in their studies.

1.6.Factors Effecting Self-Confidence

1.6.1.Anxiety

Anxiety, defined as “a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (Cakıcı, 2016, p. 190). While earlier studies viewed anxiety as “a permanent feature of a learner’s personality” (Lightbown & Spada, 2006, p. 61), later research identified two distinct forms. The first, foreign language (FL) anxiety, relates to the unique challenges of language learning and encompasses self-perception, beliefs, feelings, and behaviors tied to classroom contexts (Aida, 1994, p. 128). The second, trait anxiety, reflects a persistent tendency to experience negative emotions across diverse situations (Brown, 2006).

Krashen (1981) established a connection between anxiety and self-confidence in language learning, noting that self-confident people have the advantage of not fearing rejection as much as those with high anxiety levels and are therefore more likely to put themselves in learning situations and do so repeatedly. This interplay suggests that anxiety and self-confidence either facilitate or obstruct learners’ ability to acquire a foreign language. Specifically, self-confidence correlates with anxiety levels, which critically shape the effectiveness of learning outcomes and task performance.

1.6.2.Risk Taking

Arnold and Brown (1999) and Oxford (1999) stress that learners must embrace uncertainty, experiment with new approaches, and engage in communicative tasks even when unsure of accuracy. This involves a readiness to participate voluntarily in classroom activities, such as guessing meanings or initiating speech. Proactive learners who take risks often contribute answers without prompting, engage in discussions without fear of errors, and outperform peers hindered by shyness or reluctance to speak publicly. Such students demonstrate greater adaptability and resilience compared to those hesitant to interact in group settings.

1.6.3.Extroversion Vs Introversion

According to Arnold and Brown (1999), extroversion is characterized by outgoingness and talkativeness, traits that enhance language learning through active participation and seeking practice opportunities. In contrast, introversion is described as reserved and self-restrained behavior, which may hinder language acquisition due to reluctance to engage openly. Confidence, defined as a blend of low anxiety and self-assurance, further distinguishes these personality traits: extroverts, with their risk-taking tendencies, often outperform introverts, who tend to be more conservative and self-conscious. Studies suggest that extroverted learners excel in communicative settings, while introverted learners prefer solitary reflection and may avoid public interaction.

1.7. Steps for Building / Developing Students' Self Confidence

Tripathy (2018) proposes the following steps to enhance self-confidence: identify personal weaknesses and actively work to strengthen them, develop a hobby, as mastery in a specific area fosters self-assurance, document past achievements, no matter how small, to recognize personal progress, use positive self-talk to reinforce self-belief and capability, and avoid dwelling on failures; instead, focus energy on improvement and learning.

1.8. Teachers' Role in Developing Students' Self-Confidence

Teachers play a vital role in enhancing students' self-confidence, which is critical for their success in EFL learning. Beyond merely transferring knowledge, educators must create a supportive and engaging atmosphere where learners feel comfortable participating in tasks. This connection, stating, confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skill. Rather than pressuring students to speak, teachers should employ diverse strategies to actively motivate participation and foster self-assurance. A key responsibility lies in designing techniques that nurture learners' belief in their

abilities, as self-confidence directly impacts their willingness to engage and grow linguistically. Educators must employ a variety of instructional approaches to cultivate and strengthen learners' self-confidence(Cole et al,2007,Strong,2007,knight and lee ,2008):

1.8.1.Using Praise:

According to Knight and Lee (2008), praise encompasses verbal affirmations or encouraging feedback, such as “Good,” “nice job,” or “thanks,” which acknowledge learners’ efforts or positive conduct to inspire them .This form of positive reinforcement validates students’ actions, encouraging them to persist in demonstrating desirable behaviors. Knight and Lee (2008) emphasize this dynamic, stating, “as such, you can use behaviors”, highlighting how recognition fosters continuity in students’ engagement. Furthermore, praise significantly impacts academic outcomes; for instance, when instructors commend students during presentations, it not only alleviates anxiety but also strengthens their confidence, thereby enhancing their overall performance. By valuing students’ contributions, praise cultivates a supportive learning environment that bolsters both participation and achievement.

1.8.2.Teaching Students with Care

Stronge (2007) define it as bringing out the best in students .He underscores that caring significantly influences learners, enhancing both their academic performance and self-confidence.He add Caring is an intangible characteristic which manifests itself in tangible ways, often through interaction among people

Stronge (2007) identifies attributes such as listening, gentleness, understanding, knowledge of students as individuals, nurturing, warmth, and encouragement as tangible expressions of care . Such behaviors signal to students that their efforts are valued, creating a supportive environment

that motivates active participation. Consequently, prioritizing care is essential for teachers aiming to elevate learners' confidence and engagement during instructional activities.

1.8.3.Treating

Stronge (2007) emphasizes that learners expect fairness consistently when they behave as well as when they misbehave and reject favoritism. Any perceived bias or disregard from educators can erode students' confidence and hinder academic growth. Scrivener (2012) underscores this principle, asserting that being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good rapport. Neglecting to acknowledge students' worth not only damages their motivation but also disrupts their engagement. To foster credibility, teachers must actively demonstrate fairness, ensuring all learners feel respected regardless of their actions. This approach reinforces a classroom environment where equity and dignity drive both behavior and academic success.

Conclusion

Through this chapter, it appeared that self-confidence plays a vital role in the teaching and learning process, especially in the context of EFL education. As discussed, various scholars and educators have emphasized the importance of fostering self-confidence among students to enhance their academic and oral performance. The chapter began by defining self-confidence and exploring its significance in learning, particularly in promoting participation, autonomy, and better performance. It then examined the relationships between self-confidence, self-esteem, and self-efficacy, highlighting how these concepts are interconnected yet distinct. Furthermore, the characteristics of both high and low self-confidence were discussed, along with the psychological and personal factors that affect learners' confidence, such as anxiety, risk-taking, and personality traits. Finally, the chapter outlined practical steps for building learners' self-

confidence and stressed the critical role of teachers in creating a supportive environment that motivates and empowers students in their language learning journey.

Chapter Two

Speaking Classes

Teachers' Feedback

Introduction

In the realm of language learning, feedback plays a pivotal role in shaping students' progress and confidence. Effective feedback, particularly in speaking classes, can significantly influence learners' development, guiding them to refine their language skills. The diverse types of feedback—oral, written, and peer—all contribute to enhancing the educational experience, with each type serving specific functions based on context and necessity.

This chapter will delve into the various aspects of teacher feedback, focusing primarily on oral feedback, which is the central theme of this study. First, it will define feedback and explore its significance in the language learning process. Then, it will examine the different types of feedback, including oral feedback, its impact on students' performance, and the best practices for delivering effective feedback. Moreover, this chapter will highlight the levels of feedback, ranging from task-related feedback to self-regulation feedback, emphasizing how each level affects the learner's ability to achieve learning objectives. In addition, criteria for effective feedback will be discussed, as well as the importance of feedback during oral work in promoting accuracy and fluency. The chapter will also compare positive and negative feedback and explore how students react to different forms of feedback. Finally, the role of feedback in the broader learning process will be considered, underlining its importance in fostering motivation, self-confidence, and overall language development.

2.1. Definition of Feedback

The Oxford Dictionary (2012) explains feedback as guidance, evaluation, or information about the quality or usefulness of someone's work. Similarly, Burt and Krashen (1982, p. 34) describe it broadly as "the listener or reader's response given to the learner's speech or writing." Wiggins (1993, p. 182) adds that feedback is "information that provides the performer with

direct, usable insights into current performance, based on tangible differences between current performance and hoped-for performance."

Hattie and Timperley (2007, p. 81) further define feedback as "information provided by an agent regarding some aspects of one's task performance." They highlight its role as a critical teaching tool, arguing that feedback helps learners assess their development by addressing three questions: "Where am I going?", "How am I going?", and "Where to next?" Answering these, students can enhance speaking skills and communication abilities (Hattie and Timperley, 2007). Frey and Fisher (2011, p. 78) explain: "Oral feedback offers an immediacy that written feedback cannot. It also offers the chance to accompany feedback with nonverbal behaviors that can strengthen communication."

In summary, feedback in education involves teachers sharing information such as advice, corrections, comments, or critiques about students' oral or written work. Providing this feedback in a supportive environment ensures it is effective and actionable, helping learners improve their oral performance.

2.2.Types of Feedback

Teacher's feedback can take various forms. The most common types are oral feedback, written feedback, and peer feedback. (Frey and Fisher, 2011).

2.2.1.Oral Feedback

This type, which is the primary focus of this study involves oral comments from the teacher on a student's performance. However, delivering effective oral feedback requires careful consideration of principles and strategies to ensure it positively influences students' speaking skills (Sárosdy et al., 2006). For instance, Frey and Fisher (2011) emphasize that teachers must consider setting, structure, and tone when giving feedback to learners.

Choose an Appropriate Setting

Frey and Fisher (2011, p. 77) state: “select a place in the classroom that is physically removed from the larger group. This gives students a place to focus on what is being said and to determine the tone in which it is delivered.” They believe that teachers should pick a spot close to the learner, especially for brief feedback, to ensure clarity and focus (Frey and Fisher, 2011).

Structure the Response

Jeff Zwiers (2008) states that teachers should deliver feedback in a clear, specific way, helping learners understand what they did well and what needs improvement. He outlines three parts of effective feedback:

- Describe the outcomes of the learner's performance.
- Guide the learner toward what is correct and what to adjust.
- Encourage the learner to continue improving.

Use a Supportive Tone

It is extremely important for teachers to use a positive, respectful tone during oral feedback. A harsh or sarcastic tone can discourage learners, while a supportive tone motivates them to participate. Tone greatly impacts students' reactions, so teachers should prioritize kindness and encouragement (Frey and Fisher, 2011).

Frey and Fisher (2011, p. 78) explain: “Oral feedback offers an immediacy that written feedback cannot. It also offers the chance to accompany feedback with nonverbal behaviors that can strengthen communication.”

2.2.2. Written Feedback

The second type of feedback is written feedback. It refers to teachers' comments on students' written work. It is crucial for helping students progress in their learning. While oral feedback is

often more effective, teachers cannot rely solely on it due to time constraints, particularly in large classes (Frey & Fisher, 2011). Konold et al. (2004, p. 68) explain: "Written feedback can be used for any type of work product and is an especially efficient method to give individualized feedback when large class size or lack of time prevents one-to-one conferences with students."

However, Li Waishing (2000) argues that effective written feedback must follow these principles:

- Feedback must be integrated within the process of writing.
- It must be presented as an input and impetus for revision of writing.
- It must be formative (detailing the writer's strengths and weaknesses as well), not summative (taking the form of grades, marks, or global comments such as good, bad, etc...).
- It must be appropriate: corresponding to the student-writer's background knowledge, level of learning, and abilities.

2.2.3. Peer Feedback

The final type of feedback is peer feedback. According to Hyland (2003), peer feedback involves students receiving input on their performance from classmates, serving as a key "alternative" to teacher feedback. Harmer (2007) emphasizes its positive impact on group unity, explaining that peer feedback allows students to participate in the evaluation process, fostering collaboration and shared thinking.

Some students prefer teacher feedback over peer feedback where the reasons beyond this preference is that peers are not trained teachers and their comments may be vague and unhelpful, or even overly critical and sarcastic. (Leki, 1990).

2.3. Levels of Feedback

Frey and Fisher (2011) define four levels of speaking classes teacher's feedback: feedback about the task, feedback about the processing of the task, feedback about self-regulation, and feedback about the self as a person. These four levels are regarded as having a direct effect on the feedback's effectiveness.

2.3.1.Feedback About the Task

Hattie and Timperley (2007, p. 91) state that "This level includes feedback about how well a task is being accomplished or performed, such as distinguishing correct from incorrect answers, acquiring more or different information, and building more surface knowledge," they denote that this level aims at providing students with feedback on their performance whether it was right or wrong, good or bad, and so on. Both researchers also indicate that this type of feedback is primarily linked to "faulty interpretation" rather than "lack of information" (i.e., it applies when students misinterpret task instructions, not when they lack understanding of the information itself).

Frey and Fisher (2011) emphasized that this feedback type is regarded as the most common, often called corrective feedback (CF), which includes three forms: "direct corrective feedback", where the teacher explicitly provides the correct answer to the learner; "indirect corrective feedback", where the teacher identifies the error without giving the solution, allowing learners to self-correct; and "metalinguistic CF", where the teacher offers clues about the error, guiding the learner to identify it independently.

Examples of corrective feedback:

- Your solution to number 12 is exactly right.
- You should reread Section 3 of the text since you've got this question wrong.
- You're pointing to the right one. (Frey and Fisher, 2011).

2.3.2.Feedback About the Processing of the Task

Balzer et al. (1989,p.93) state: “Feedback about the processing of the task is more specific to the processes underlying tasks or relating and extending tasks. Such feedback concerns information about relations in the environment, relations perceived by a person, and relations between the environment and the person’s perceptions.” Frey and Fisher (2011) emphasize that this feedback relates to the methods learners use during task performance. They also stress that teachers must first analyze the strategies students to ensure their feedback apply is effective and supportive .

Earley et al. (1990, p. 103) stated that “using process feedback with goal setting appears to be a direct and powerful way of shaping an individual’s task strategy, and using outcome feedback is a much less efficient way of shaping strategy.”

examples of feedback about the processing of the task:

- I see that you’re estimating and that’s working for you.
- It seems like a prediction might help here, right?
- Did you use the first, outside, inside, last procedure to solve that equation? (Frey and Fisher 2011)

2.3.3.Feedback About Self-Regulation

“Self-regulation involves an interplay between commitment, control, and confidence. It addresses the way students monitor, direct, and regulate actions toward the learning goal. It implies autonomy, self-control, self-direction, and self discipline” (Hattie and Timperley, 2007, p. 93). They explain that this level emphasizes students’ self-management and initiative in reaching defined objectives specifically, feedback here centers on

how learners govern their behaviors, feelings, and cognitive processes to accomplish intended outcomes.

Frey and Fisher (2011, p. 66) similarly assert: “Students must learn to assess their ability, knowledge, cognitive strategies, and achievement. In doing so, they must regulate their behavior and actions, working toward the goal that has been established”. They highlight that foreign or second language learners must be capable of managing, controlling, and evaluating their progress to meet learning objectives.

Examples of feedback about self-regulation:

- Your contributions to the group really seemed to result in everyone understanding.
- When you put your head down, you stopped paying attention to the things your group members said think you accomplished what you set out to achieve, right? (Frey and Fisher , 2011) .

2.3.4.Feedback About the Self as a Person

At this level, OE teachers provide feedback like ‘very good’ or ‘excellent accent’ to show approval of students’ performance. However, unlike the other three levels, feedback at the self as a person level does not connect to learning objectives, making it less effective. In this context, praise directed at students often lacks effectiveness, as it offers minimal insight into the three critical questions (where am I going, how am I going, and where to next) and frequently shifts focus away from the task. This means praise-based feedback fails to give learners adequate details about their performance or progress, rendering it weaker compared to other forms (Hattie and Timperley, 2007).

Still, it is crucial to distinguish between two types of praise: one targeting the student as an individual and the other addressing the methods and processes used to complete the task. The

latter aligns with learning goals rather than focusing on the student's personal traits (Hattie and Timperley, 2007).

Examples of feedback (teacher's praise linked to the task):

- You demonstrate strong stamina, as I've observed you working on this for several minutes.
 - You excel as a student due to your focus on group dynamics and strategies for task completion.
 - You should feel proud for applying the strategy we discussed, which proved successful.
- (Frey and Fisher 2011)

2.4.Criteria For an Effective Feedback

The OE teachers must consider specific principles before providing feedback to students to ensure its effectiveness. There are four main criteria for an effective feedback timely, specific, understandable, and actionable (Frey and Fisher ,2011, Brookhart,2008;Iron,2008).

2.4.1.Timely Feedback

Brookhart, S. (2008) emphasizes that teachers should provide feedback while students remain engaged with the learning goal, enabling them to apply it to future tasks and enhance their skills progressively. Iron, A. (2008, p. 23) asserts: "If students do not receive feedback promptly, it becomes less likely to be viewed as beneficial for their ongoing studies."

2.4.2.Specific Feedback

Brookhart (2008, p. 33) observed that "Deciding how specific to make your feedback is a matter of the Goldilocks principle: not too narrow, not too broad, but just right." He stresses that effective feedback must be accurate and detailed, allowing students to clearly assess their performance and identify next steps.

Additionally, Frey and Fisher (2011) contend that grades or scores assigned to a performance should not be classified as feedback, as they fail to clarify exactly where students succeeded or fell short, nor do they outline actionable steps for improvement.

2.4.3. Understandable Feedback

Frey and Fisher (2011, p. 73) emphasize that feedback holds no value if it is not comprehensible, stating: "Feedback doesn't do much good if students can't understand it. Imagine receiving feedback from a teacher in a language you don't comprehend—it would yield little benefit." Similarly, Iron, A. (2008, p. 23) argues that "Feedback should be clear and delivered in a way that empowers students to apply it toward meeting learning objectives or standards." In essence, feedback remains ineffective if students cannot interpret it.

2.4.4. Actionable Feedback

A key role of teacher feedback is to enable students to act on the information provided meaning they should revise, review, practice, retry, and implement the feedback. However, teacher feedback can positively or negatively influence student achievement. For example, negative impacts occur when teachers simply state whether an answer is correct or incorrect. Conversely, when teachers offer explanations and clarifications about students' oral performance, feedback becomes positively impactful. Thus, OE teachers should prioritize feedback that fosters positive outcomes. (Frey and Fisher 2011) .

2.5. Feedback During the Oral Work

Harmer, J. (2007) asserts that teachers should respond to students' spoken contributions in varied ways, as feedback approaches depend not on a single factor but on multiple considerations: the lesson's context, the type of error, the activity's purpose, and the individual

student involved. These factors collectively influence how feedback is delivered. Consequently, he distinguishes between two primary feedback scenarios during oral activities.

2.5.1.Feedback During Accuracy Work

During speaking classes sessions where teachers design activities targeting accuracy improvement such as grammar exercises, pronunciation drills, or vocabulary tasks they utilize two feedback techniques. The first involves highlighting mistakes, which applies to minor errors termed “language slips.” When indicating errors, teachers aim for student self-correction. If students cannot resolve the error independently, the teacher then employs the second technique: getting it right (Harmer, J. 2007).

Showing Correctness

In this technique, the teacher highlights errors students have made, which can be achieved through several methods:

- Repeating: The teacher asks students to repeat their statement using a tone that signals an error.
- Echoing: The teacher repeats the student's incorrect phrase, emphasizing the incorrect portion to draw attention to it.
- Statement and question: The teacher directly identifies the mistake by framing feedback as a question (e.g., “Is that the correct tense?”).
- Expression: The teacher uses facial cues (e.g., a raised eyebrow) to indicate a mistake, though this requires familiarity with students to prevent confusion.
- Hinting: Applied when students know a rule but forget it momentarily; the teacher offers clues to prompt recall.

- Reformulation: The teacher restates the student's utterance correctly. This method applies to both accuracy and fluency-focused activities (Harmer, J. 2007).

Getting it Right

This technique serves as a final approach when prior methods under the first technique fail. If students cannot self-correct, the teacher provides the correct answer directly. This can be done in multiple ways: the teacher might emphasize the correct form by repeating the sentence with focus, or they might explain the correction and ask the student to repeat the revised version (Harmer, J. 2007).

Harmer, J. (1998, p. 63) cautions: "we have to ensure the student who erred isn't humiliated (e.g., wondering, Why do they all know the answer? I must be stupid.)"

2.5.2.Feedback During Fluency Work

Ur, P. (1996) highlights that there are instances where correcting learners' errors during fluency activities may be counterproductive, such as when a learner is actively speaking, as interruptions could disrupt their flow and diminish confidence. Unlike accuracy-focused tasks, feedback in fluency work is more effective when provided after the learner finishes speaking, avoiding disruptions and preserving their train of thought.

Harmer, J. (2007) notes that teachers can address learners' spoken contributions through varied approaches.

Gentle Correction

During fluency activities, teachers may step in to assist students only when communication breaks down entirely. However, it is crucial that any corrective feedback provided by the teacher must be delivered gently. This approach to correction should avoid interrupting the natural flow

of the activity. Gentle correction can take various forms, such as reformulating a student's statement or offering a subtle suggestion for adjustment (Harmer, J., 2007).

Recording Mistakes

During oral activities, the teacher takes on the role of an observer, meaning they should observe, listen, and document student performance while learners are actively participating. This allows the teacher to provide targeted and constructive feedback afterward. A challenge with delayed feedback, however, is the difficulty of recalling students' exact utterances. To address this, solutions have been proposed: for instance, the teacher might create a simple chart to track frequently recurring errors or use audio or video recordings for later review. Additionally, the teacher could divide students into small groups, each focusing on a specific language element (e.g., grammar, vocabulary, pronunciation). This method ensures the teacher gathers comprehensive data while involving students actively in the feedback process (Harmer, J. 2007).

2.5.3. After the Event

After the oral performance is recorded, feedback can be delivered in several ways. For example, instructors might offer general remarks on the quality of the performance (e.g., strengths or weaknesses). Alternatively, they could note errors on the board and ask students to correct them, or present both correct and incorrect versions for learners to identify the accurate one. However, it is advisable for teachers to focus primarily on recurring errors, as excessive correction may hinder student progress (Harmer. 2007).

2.6.Positive Vs Negative Feedback

When discussing feedback as a teaching strategy, a common classification made is between positive and negative feedback. According to numerous researchers and academics, positive feedback is viewed as more beneficial for improving students' learning compared to negative

feedback. It is defined as the praise teachers offer when students perform correctly. This kind of feedback serves two main roles: firstly, it informs students that their response was accurate, and secondly, it boosts their self-confidence through praise. Conversely, negative feedback is given when students' responses are incorrect or inadequate; in such situations, teachers might criticize, penalize, or directly correct the errors. This type of feedback is widely considered to have a detrimental effect on student development (Nunan, D. 1991). However, some researchers oppose the notion that positive feedback is more effective and that negative feedback has adverse effects on learning. These researchers claim that praise, as a form of positive feedback, is less impactful because it offers minimal information about the task performance (Hattie, J. & Timperley, H. 2007). Additionally, Harmer, J. (2007) explains that excessive praise from teachers is not very beneficial and might turn students into "praise junkies," meaning they focus more on gaining attention from peers than on their actual learning progress. Regarding negative feedback, Ackerman, D. S., & Gross, B. L. (2010, p. 174) explain: "Feedback by nature must be negative to an extent if it is to be helpful in improving performance. Much of the feedback that instructors give on assignments is to specifically point out the shortcomings of a student's work and motivate the student toward improvement. Such feedback is intended to be received as 'constructive criticism.' However, although students may say they value feedback in general, when it is about their own performance and by extension themselves, the impact on self-esteem may provoke a negative reaction." Harmer, J. (2007) advises, when offering negative feedback, teachers should first recognize the students' efforts before indicating the error. In summary, the most effective feedback approach appears to be a balanced combination of both positive and negative feedback, since excessive praise or criticism alone is not conducive to student growth.

2.7.Students' Reaction to Teacher's Feedback

A critical question to address after delivering feedback to students is how they will react. Students may respond in two distinct manners: positively or negatively. A positive reaction indicates that the student reflects on the feedback and shows readiness to incorporate it into subsequent tasks. To ensure students apply the feedback they are given, it must fulfill particular standards. Specifically, teachers' feedback should be timely, specific, understandable, and actionable, enabling learners to use it to enhance their learning (Frey & Fisher, 2011).

On the other hand, Ferries (1997) noted that students might exhibit a negative response to teacher feedback, which could stem from the emotional effect of such feedback and the harm it might inflict on the teacher-student dynamic. For example, a learner might perceive their teacher's feedback as a personal criticism. When this occurs, the student is likely to disregard the feedback entirely, refusing to engage with or benefit from it.

Moreover, the manner in which teachers deliver feedback significantly influences students' responses. At times, teacher feedback can be excessively harsh. Excessive criticism lacks constructive intent and risks demoralizing students, suggesting that teachers' unhelpful critiques may dishearten learners and erode their self-assurance. This, consequently, deters students from engaging in class activities to evade unfavorable evaluations from both instructors and peers (Irons.A (2008)).

Frey and Fisher (2011) reiterate several factors contributing to students' negative responses to feedback. These include instances where the feedback itself is inherently poor in quality, lacks timeliness or specificity, or is presented in a way the learner cannot grasp. Additionally, students may be unsure how to implement the feedback effectively. Ultimately, students' perceptions of feedback are heavily shaped by how it is communicated.

Consequently, OE instructors must consistently apply core principles to ensure their feedback remains constructive and impactful.

2.8.The Importance of Teachers' Feedback For the Learning Process

Dornyei, Z. (2010, p. 123) states that “feedback is not just a decoration on the cake or an additional asset that's worth having. It is an essential ingredient of learning”. Juwah et al. (2004) add that teachers' feedback is more than brief traditional remarks on learners' performances. Instead, it is a critical component and a significant pedagogical tool aimed at developing learners' communicative abilities. They outline the following advantages of teachers' feedback :

Promoting self-assessment (reflection) in learning.

- Encouraging dialogue between teachers, peers, and learners about the learning process.
- Clarifying expectations for good performance (goals, criteria, current standards).
- Offering detailed, actionable insights to learners about their progress reating opportunities to reduce the gap between desired and performance .
- Enhancing learners' motivation, confidence, and self-esteem Informing teachers' instructional adjustments and improvements.

In summary, teachers' feedback is indispensable in the teaching-learning process. It benefits both teachers and learners by refining their skills, but misuse of this tool can lead to negative outcomes. Teachers must prioritize delivering effective, constructive feedback that motivates learners and drives academic growth.

Conclusion

Feedback is one of the most influential tools in the teaching and learning process, especially in language acquisition. In this chapter, we have explored the various types of feedback, including oral, written, and peer feedback, and discussed how each can impact students' language learning and confidence. We have also examined the levels of feedback, from task-related feedback to self-regulation, and highlighted the importance of providing feedback that is both constructive and supportive. Furthermore, the chapter emphasized the critical role of teachers in delivering feedback that nurtures student growth and development, fostering an environment where learners feel encouraged and motivated.

Ultimately, feedback, when provided effectively, enhances the learning process, helping students improve their performance, understand their strengths and weaknesses, and build greater self-confidence. To conclude, teachers should be mindful of the feedback they give, ensuring it is purposeful, timely, and delivered in a way that empowers students to continue progressing in their language learning journey.

Chapter Three

The Field Work

Introduction

This chapter is dedicated to the practical aspect of this study and represents a key component in understanding the actual impact of oral feedback on EFL students' self-confidence in speaking classes. It aims to provide a detailed account of the research process by describing, analyzing, and interpreting the data collected through the questionnaire and the interview. The chapter seeks to offer a comprehensive view of participants' responses, highlight significant patterns and trends, and critically examine the findings in line with the research questions posed. In doing so, it not only assesses the effectiveness of oral feedback provided by teachers but also offers insights into students' perceptions, reactions, and the overall influence of feedback on their oral performance and self-confidence. Ultimately, this chapter bridges the gap between theoretical assumptions and practical outcomes, contributing to a deeper understanding of the role oral feedback plays in the language learning process.

3.1.Students' Questionnaire

3.1.1.Description of the Students' Questionnaire

This questionnaire comprises 17 questions divided into four main sections. The first section collects personal information to gather general demographic data about participants. The second section assesses learners' self-confidence, while the third section examines speaking classes teachers' feedback practices. The final section explores the relationship between teachers and students.

Additionally, this tool is a semi-structured questionnaire, including close-ended questions which require “yes” or “no” answer. It also consists of open-ended questions such as “explain”, “justify”, which are designed in order to get deeper insights and more details about the conducted study.

3.1.2.Aim of the Students' Questionnaire

This questionnaire has been conducted for the sake of investigating the target problem and collecting the needed data for the research, as well as to obtain students' views and perception about the role of oral feedback in influencing EFL students' self-confidence in speaking classes classes.

3.1.3.Administration of the Students' Questionnaire

The questionnaire was distributed to first-year English department students at Biskra University. A random sample of 33 students was chosen. The rationale for selecting this group lies in their ongoing enrollment in speaking classes courses, increasing the likelihood of gathering adequate responses to support the research objectives.

3.2Analysis of the Students' Questionnaire

Section One: Students General Information

Item.1. What is your gender?

Table 3.1

Students' Gender

Gender	RESPONDENTS	PERCENTAGES
female	26	78.8 %
male	7	21.2%
total	33	100%

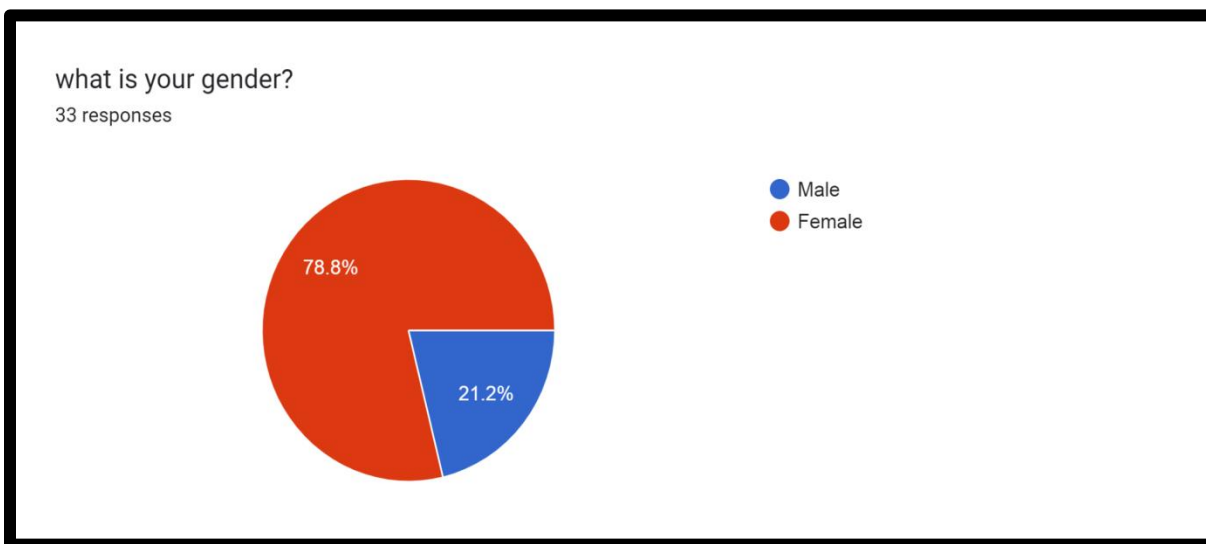


Figure 3.1: Students' Gender

As shown in the table, most participants are female (78.8%), while males account for just 21.2% of the sample. This could suggest females are more interested in learning languages, and males may prefer studying scientific branches.

Item.02. How old are you?

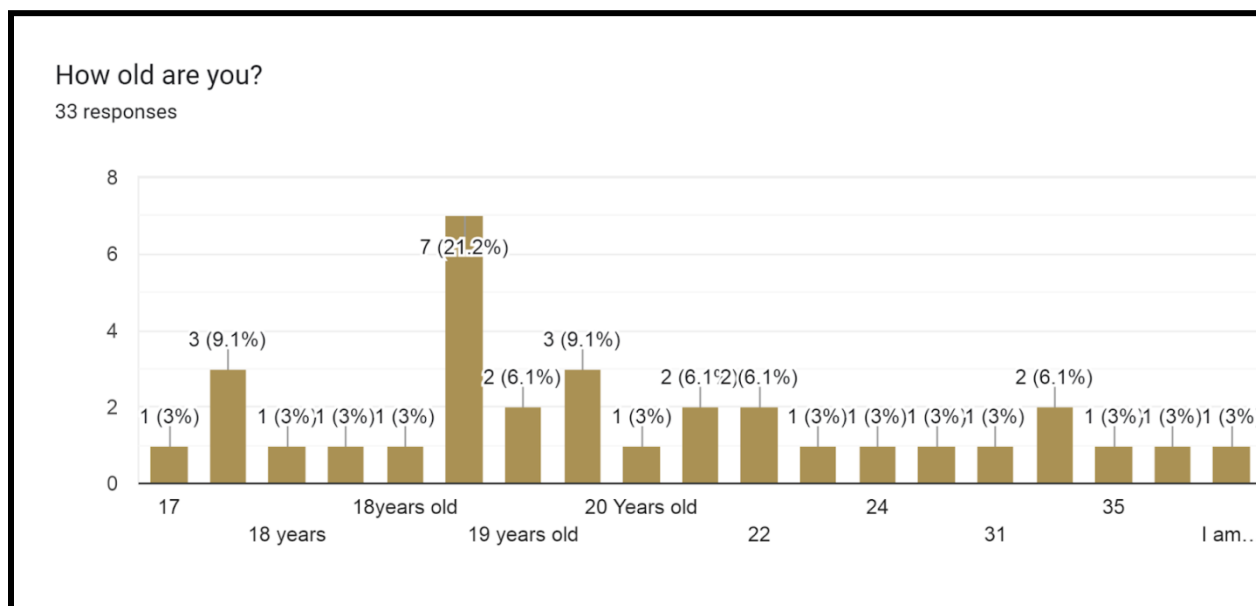


Figure 3.2: Students' Age

As shown in the chart, most participants are 19 years old (63.6%), while the remaining 36.4% are distributed among ages 18 (18.2%), 20 (6.1%), 21 (3%), 22 (3%), 24 (3%), and 26 (3%) with lower representation.

Item.03. Is it your choice to study English?

Table 3.3

Students' Choice of Learning English

OPTIONS	RESPONDENTS	PERCENTAGES
Yes	31	93.9%
No	2	6.1%
Total	33	100%

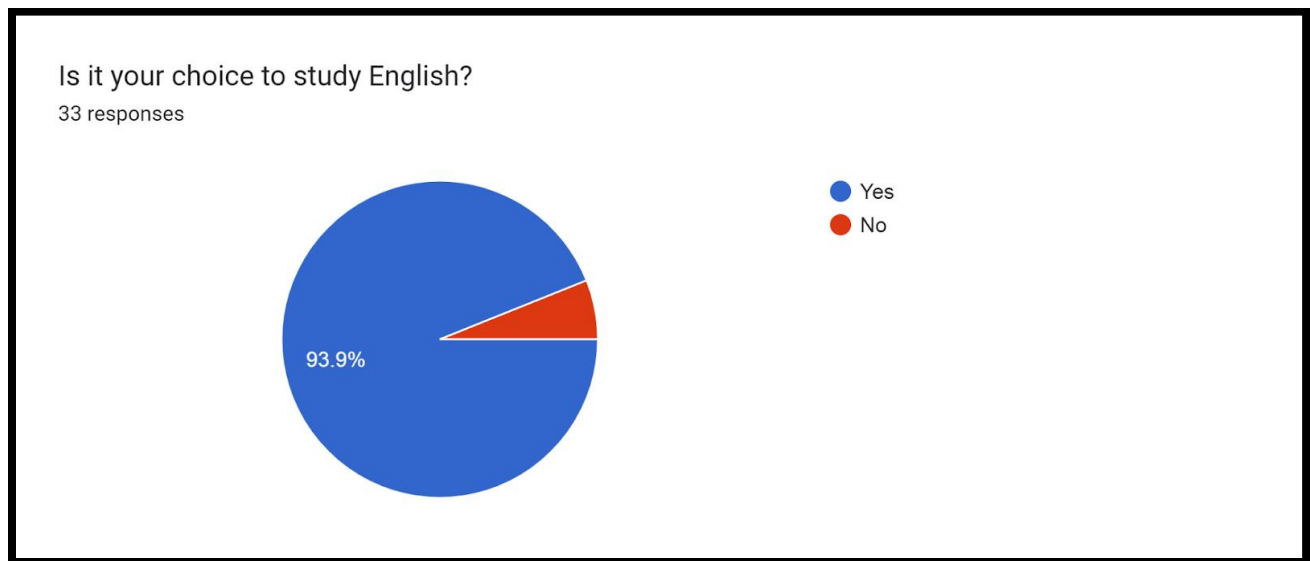


Figure 3.3 : Students' Choice of Learning English

The results shown in the chart illustrate the participants' responses to whether studying English was their own decision. All participants selected one of the two available options, "yes"

or “no”. The number of those who confirmed that studying English was their own choice represents 93.9% of the sample, whereas only 6.1% stated it was not their choice.

Item.04. How would you evaluate your level in English?

Table 3.4

Learners' answers' distribution of the question 04

OPTIONS	RESPONDENTS	PERCENTAGES
Very good	5	15.2%
good	20	60.6%
average	5	15.2%
Less than average	3	9.1%
total	33	100%

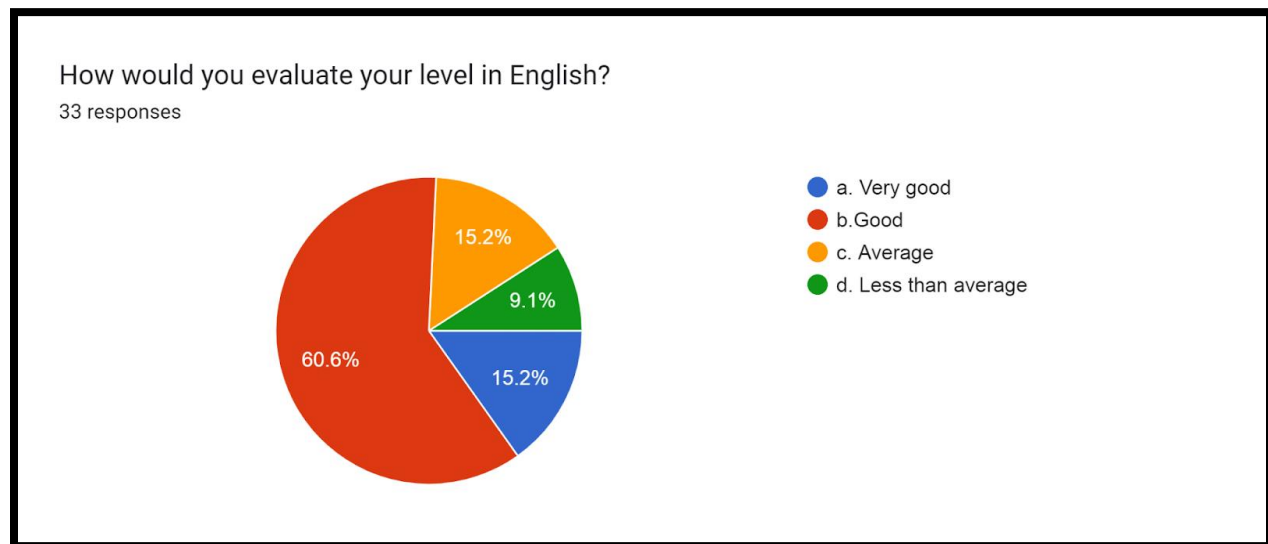


Figure 3.4: Learners' answers' distribution of the question 04

The chart unfolds that more than the half of the total sample (60.6%) consider their level in the English language is good. Next, (15.2%) of the participants claim that their level in English is average, however, students who declare that they have a very good level represent also (15.2%)

of the sample. Whereas, only (9.1%) report that they have a less than average level. The results obtained above reveal that the majority of the participants have a good level in English. This result is considered very logical since some students may have already been exposed to the English language before joining the university.

Section Two: Students' Self Confidence

Item .05. How do you evaluate your self-confidence? (**Self-confidence means believing in one's own abilities**)

Table 3.5:

Evaluation Of Self-Confidence Level

OPTIONS	RESPONDENTS	PERCENTAGES
high	11	33.3%
medium	20	60.6%
low	2	6.1%
total	33	100%

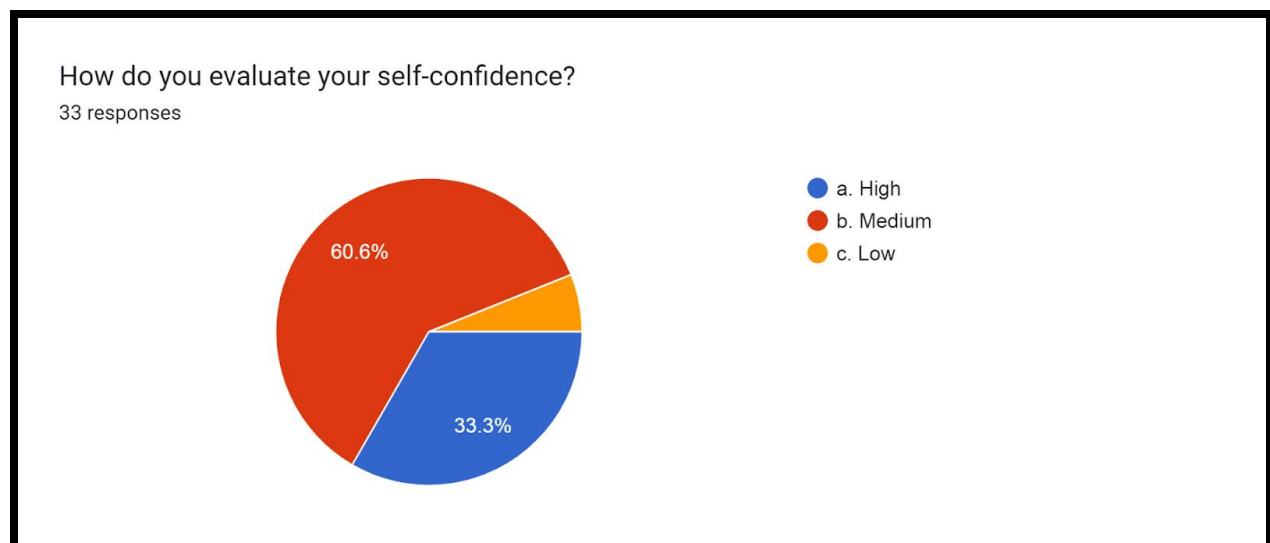


Figure 3.5 : Evaluation of Self-Confidence Levels

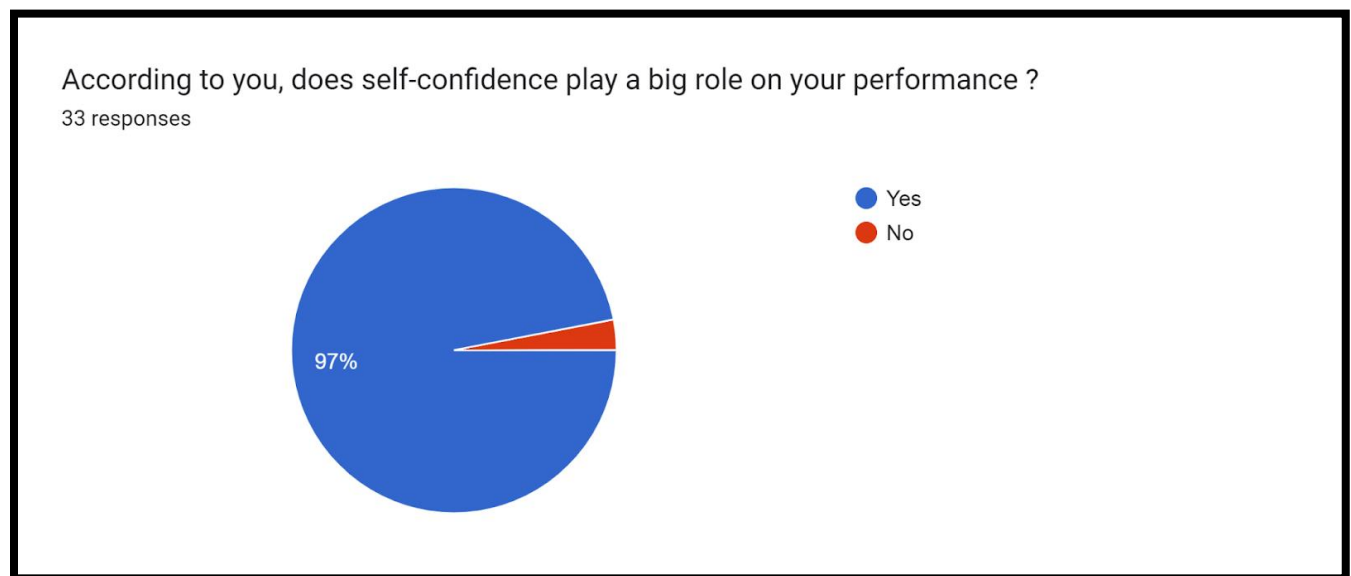
The displayed results reveal the degree of self-confidence among the participants. The majority of respondents (52%) rated their self-confidence as medium, indicating a balanced self-view. This is followed by 36% who reported having high self-confidence. A smaller portion of the participants (12%) evaluated their self-confidence as low, suggesting that only a few experience a lack of confidence.

Item.06. According to you, does self-confidence play a big role on your performance?

Table 3.6

The Role Of Self-Confidence In Performance

OPTIONS	RESPONDENTS	PERCENTAGES
yes	32	97%
no	1	3%
Total	33	100%

**Figure 3.6 :** The Role Of Self-Confidence In Performance

The displayed results reveal participants' views on the role of self-confidence in their performance. The overwhelming majority (97%) believe that self-confidence plays a big role in their performance, reflecting a strong awareness of its importance. In contrast, only a small portion of respondents (3%) do not think self-confidence significantly affects their performance.

- **If Yes, Explain?**

The students' responses clearly highlight the significant role that self-confidence plays in their oral performance. Many students emphasized that self-confidence enhances their ability to express ideas clearly, speak without fear or hesitation, and engage more actively in classroom discussions. They noted that self-confidence helps reduce anxiety and stress, allowing them to focus better and perform smoothly during oral tasks. Some mentioned that being self-confident makes them more comfortable speaking, more motivated, and less concerned about others' opinions, which leads to better participation and creativity. Moreover, students acknowledged that self-confidence gives them the courage to face challenges, accept mistakes as part of learning, and trust their own abilities. Overall, the majority of students strongly believe that self-confidence positively influences their oral performance by increasing their willingness to participate, their fluency, and their overall effectiveness in communication.

Item.07. Do you agree that self-confidence is related to self-esteem? (**Self-esteem** appreciating and loving one

Table 3.7:

Participants' Agreement on the Relationship Between Self-Confidence and Self-Esteem

OPTIONS	RESPONDENTS	PERCENTAGES
Strongly Agree	22	66.7%
Agree	8	24.2%
Disagree	3	9.1%
Strongly Disagree	00	00%
total	33	100%

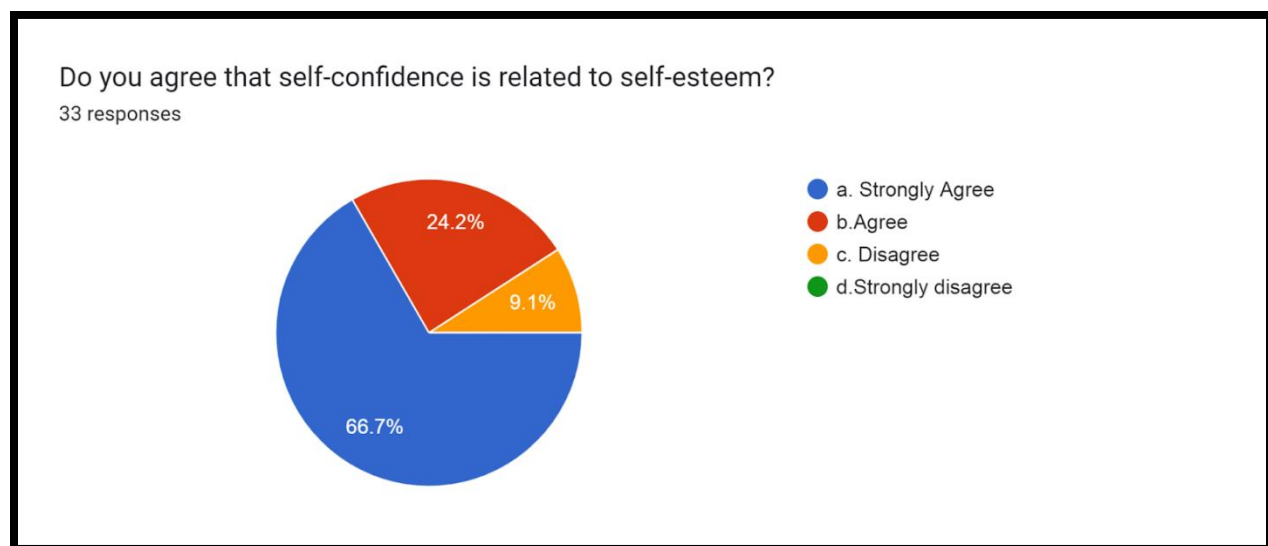


Figure 3.7: Participants' Agreement on the Relationship Between Self-Confidence and Self-Esteem

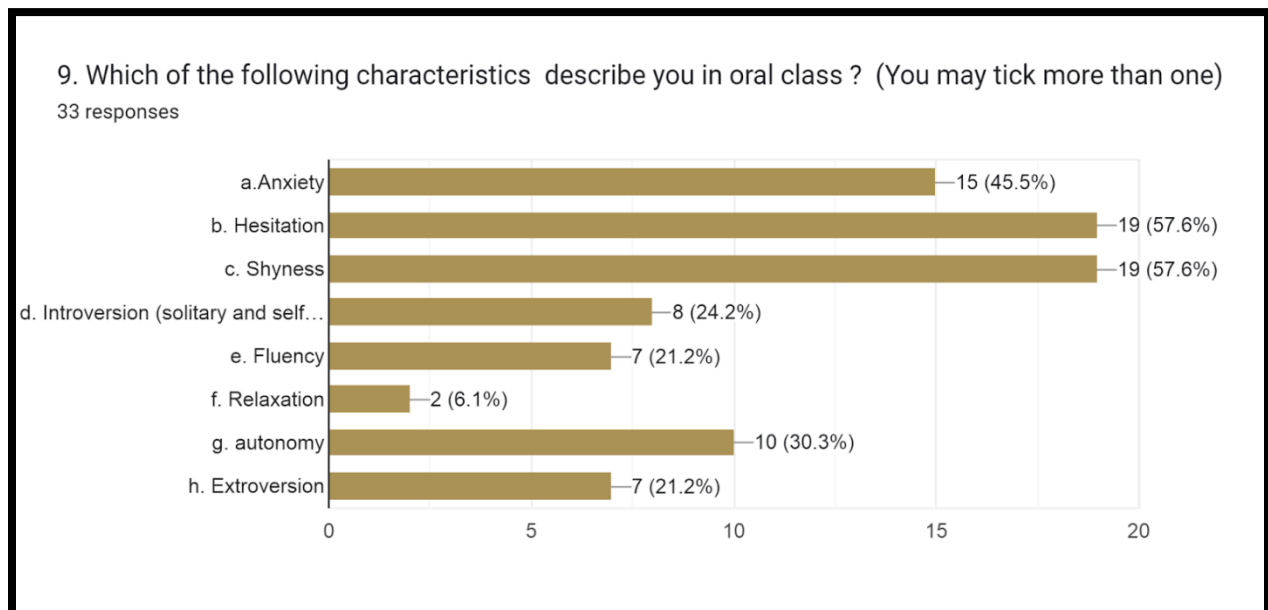
This part measures participants' views on the relationship between self-confidence and self-esteem. 66.7% of respondents *strongly agree* that the two are related, while 24.2% *agree*, and 9.1% disagree. These results indicate that 100% of participants expressed a clear opinion, with a significant majority (90.9%) affirming the connection between self-confidence and self-esteem, suggesting a widely shared perception of their interdependence.

Item.08. Which of the following characteristics describe you in oral class?

Table 3.8

Participants' Self-Described Characteristics in Oral Class

OPTIONS	RESPONDENTS	PERCENTAGES
Anxiety	15	45.5%
Hesitation	19	57.6%
Shyness	19	57.6%
Introversion	8	24%
fluency	7	21.2%
Relaxation	2	6.1%
Autonomy	10	30.3%
Extroversion	7	21.2%
Total	33	100%

**Figure 3.8 :** Participants' Self-Described Characteristics in Oral Class

This question was asked in order to investigate students' characteristics in oral classes. The data shows that the traits associated with a lack of self-confidence outweigh those linked to self-confidence. Specifically, hesitation and shyness—both linked to low self-confidence—were observed in 57.6% of the participants each, while anxiety, which can also relate to self-doubt, was reported by 45.5%. In contrast, the traits that indicate higher self-confidence, such as extroversion and fluency, were noted by only 21.2% of the participants each. Additionally, autonomy was noted by 30.3%. This quantitative comparison clearly suggests that in oral classes, the number of students exhibiting characteristics indicative of a lack of self-confidence significantly surpasses those with strong self-confidence.

Item.09. 10. According to you, why do some EFL learners hesitate to participate during course production?

Table 3.9

Factors Causing Hesitation Among EFL Learners During Classroom Participation

OPTIONS	RESPONDENTS	PERCENTAGES
Students' low self confidence	12	36.4%
Afraid of negative feedback	20	60.6%
Afraid of making errors	25	75.8%
Total	33	100%

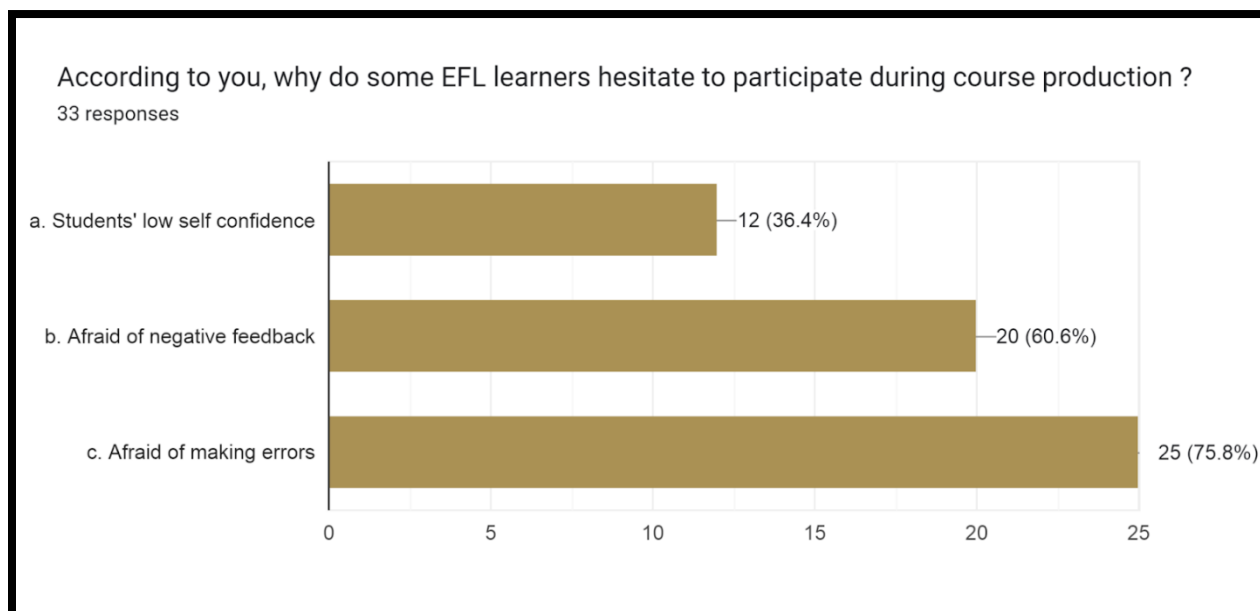


Figure 3.9 : Factors Causing Hesitation Among EFL Learners During Classroom Participation

This chart represents student participation hesitation factors, displayed as a bar graph with three main barriers. The data shows that 25.0% of students are afraid of making errors, which is the highest percentage, followed by 20.8% who fear negative feedback, and 12.4% who experience low self-confidence. The results clearly indicate that the fear of making mistakes is the most significant factor preventing student participation in class.

Section Three: Teachers' Oral Feedback (speaking classes teachers)

Item.10. Do your teachers provide you with oral feedback?

Table 3.10

EFL Learners' Perceptions of Teachers' Oral Feedback Practices

OPTIONS	RESPONDENTS	PERCENTAGES
yes	31	93.9%
no	2	6.1%
Total	33	100%

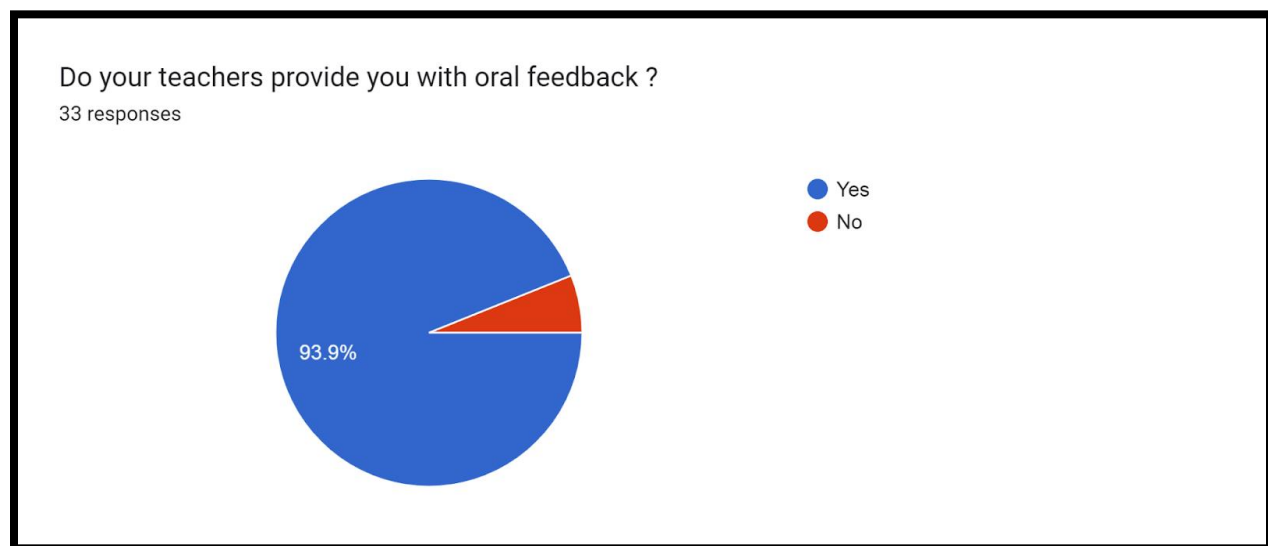


Figure 3.10 : EFL Learners' Perceptions of Teachers' Oral Feedback Practices

The chart clearly illustrates that an overwhelming majority of 93.5% answered "Yes," indicating that nearly all teachers are actively engaging in giving oral feedback. In contrast, only 6.5% responded "No," resulting in a very small segment that did not receive such feedback.

Item.11. Which oral feedback do your teachers use more?

Table 3.11

Types of Oral Feedback Most Commonly Used by Teachers

OPTIONS	RESPONDENTS	PERCENTAGES
Positive oral feedback	23	69.7%
Negative oral feedback	10	30.3%
Total	33	100%

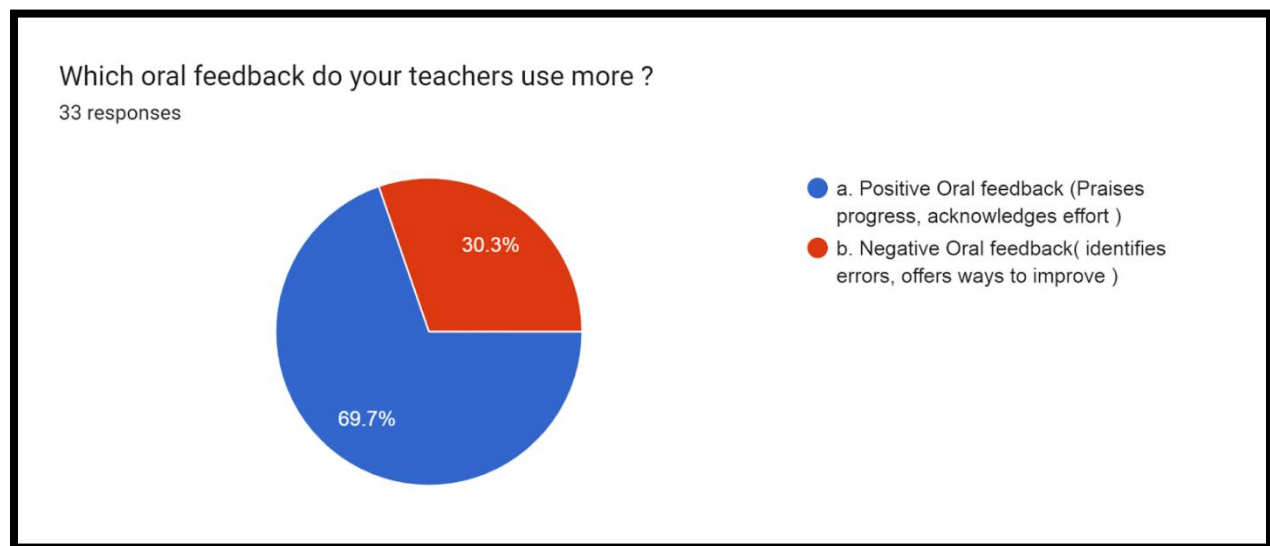


Figure 3.11 : Types of Oral Feedback Most Commonly Used by Teachers

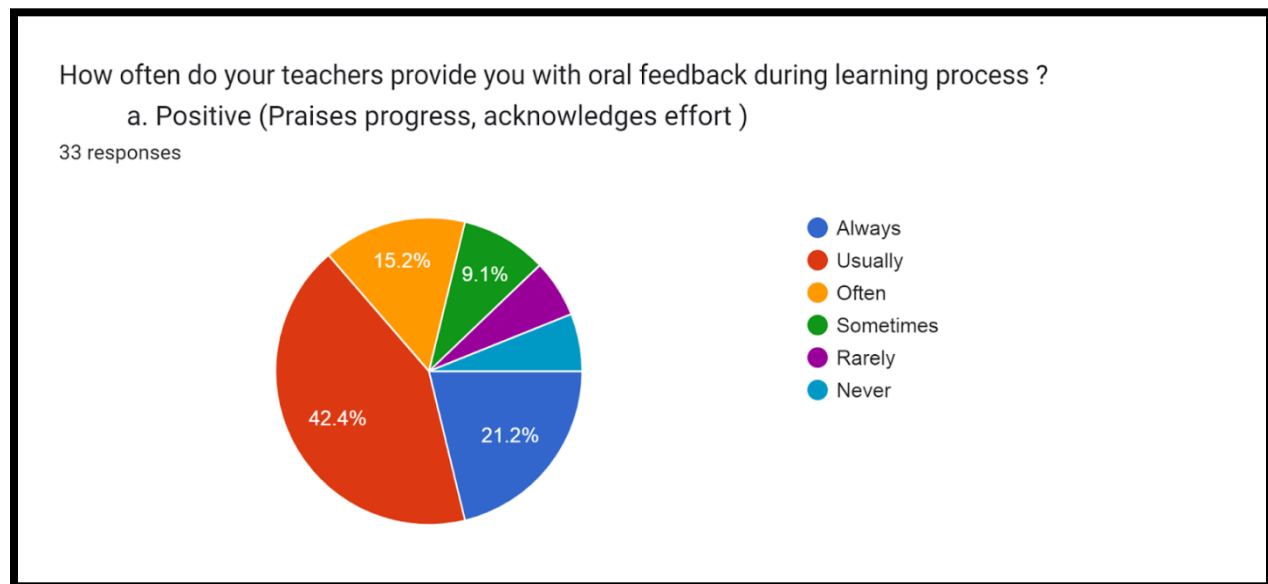
This chart shows teachers' oral feedback usage based on 33 responses. The data is split into two categories: Positive Oral Feedback (Praise, encouragement, affirmation) at 69.7% shown in blue, and Negative Oral Feedback (pointing out errors, offering ways to improve) at 30.3% shown in red. This indicates that teachers predominantly use positive reinforcement in their oral feedback methods.

Item.12. How often do your teachers provide you with oral feedback during learning process?

Table 3.12.1 :

Frequency of Positive Oral Feedback During the Learning Process

OPTIONS	RESPONDENTS	PERCENTAGES
Always	7	21.2%
Usually	14	42.4%
Often	5	15.2%
Sometimes	3	9.1%
Rarely	2	6.5%
Never	2	6.5%
Total	33	100%

**Figure 3.12.1:** Frequency of Positive Oral Feedback During the Learning Process**Table 3.12.2 :**

Frequency of Negative Oral Feedback During the Learning Process

OPTIONS	RESPONDENTS	PERCENTAGES
Always	1	3%
Usually	5	15.2%
Often	6	18.2%
Sometimes	12	36.4%
Rarely	8	24.2%
Never	1	3%
Total	33	100%

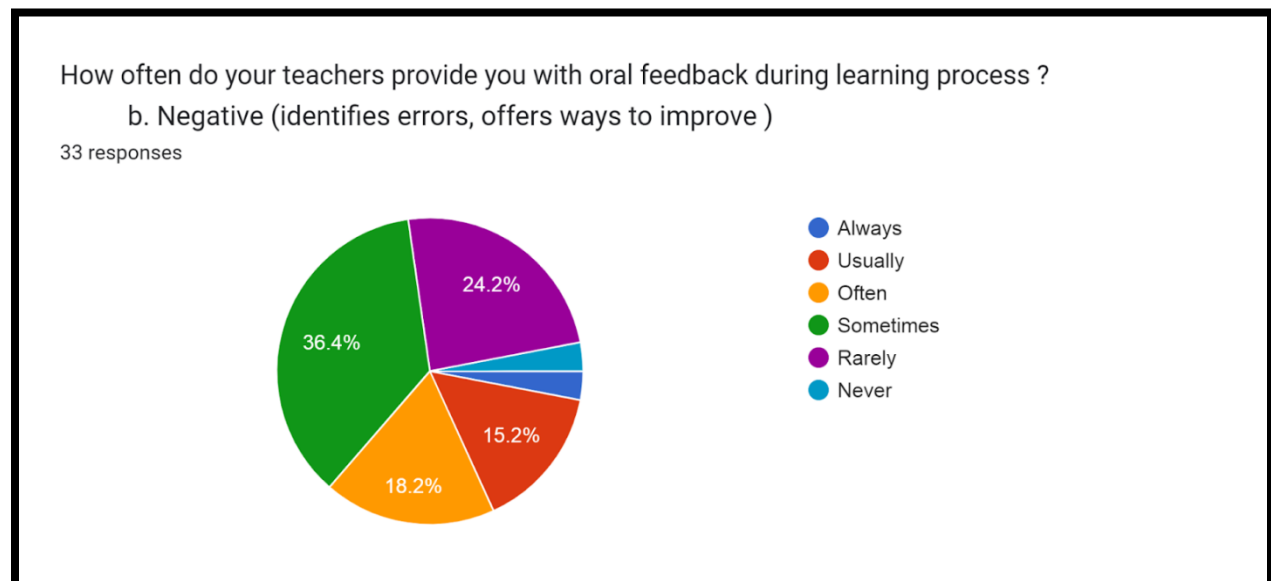


Figure 3.12.2 : Frequency of Negative Oral Feedback During the Learning Process

The first pie chart shows how often students receive positive oral feedback (praise for progress or effort) from their teachers during learning. Out of 33 responses, 21% said “always,” 42% “usually,” 15% “often,” 9% “sometimes,” and 6% each for “rarely” and “never.” By contrast, the second chart records negative oral feedback (pointing out errors or suggesting improvements): only 12% said “always,” 15% “usually,” 30% “often,” 24% “sometimes,” and

18% “rarely.” This indicates that positive feedback is both more frequent and more consistent than negative feedback in the classroom settings surveyed.

Section Four: Teachers' Oral Feedback and Students' Self Confidence

Item.13. How important do you consider teachers' feedback on students' self confidence ?

Table 3.13

Importance of Teachers' Feedback on Students' Self-Confidence

OPTIONS	RESPONDENTS	PERCENTAGES
Not at all	00	00%
Very little	1	3.1%
Little	8	24.2%
A lot	8	24.2%
Very important	16	48.5%
Total	33	100%

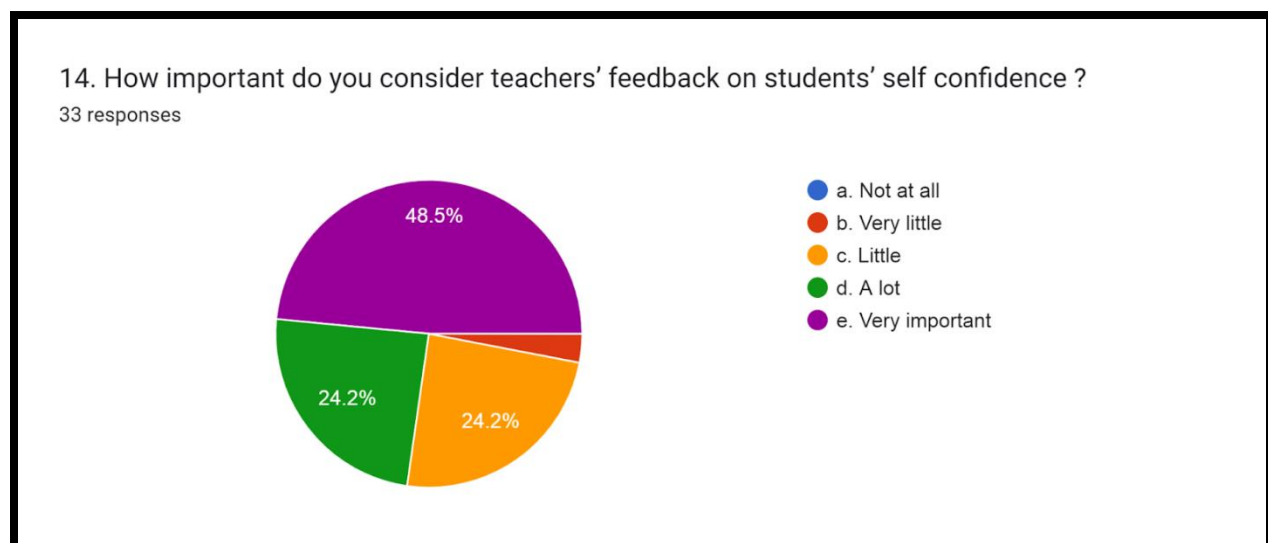


Figure 3. 13 : Importance of Teachers' Feedback on Students' Self-Confidence

The pie chart represents responses regarding the importance of teachers' oral feedback on students' self-confidence. Nearly half of the respondents (48.5%) consider it "Very Important," while 24.2% rated it as "A lot" and another 24.2% as "Little." Notably, none of the participants selected "Very little" or "Not at all," indicating a general consensus on the value of oral feedback in supporting students' self-confidence.

Item.14. Which type of oral feedback would enhance your self-confidence?

Table 3.14

Types of Oral Feedback That Enhance Students' Self-Confidence

OPTIONS	RESPONDENTS	PERCENTAGES
Positive	28	84.8%
Negative	5	15.2%
Total	33	100%

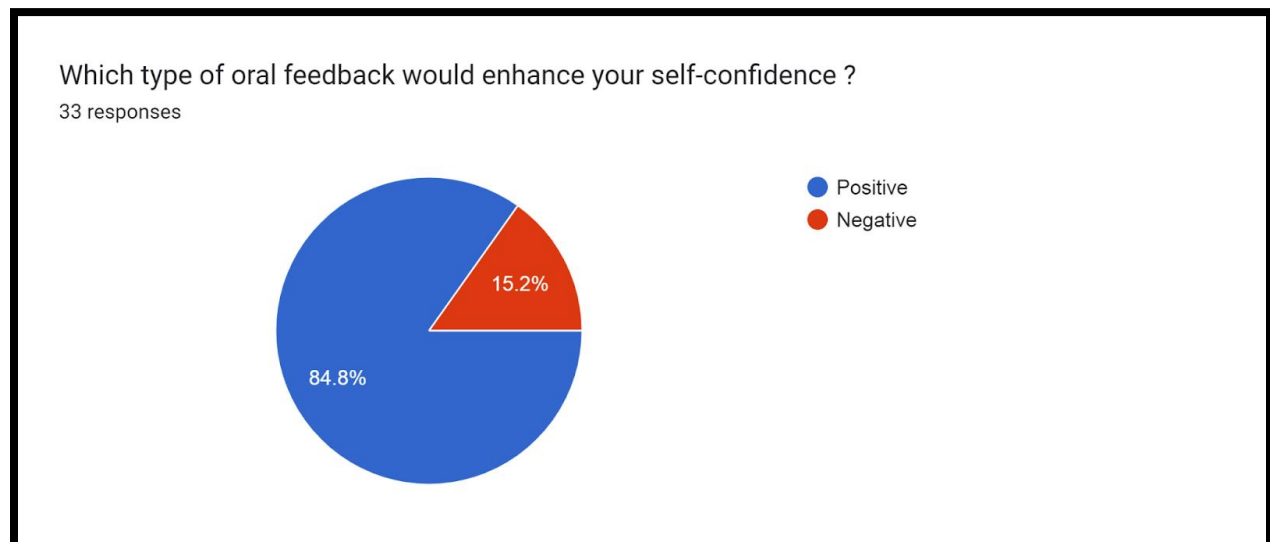


Figure 3.14 : Types of Oral Feedback That Enhance Students' Self-Confidence

The chart illustrates student perceptions regarding which type of oral feedback enhances their self-confidence. A significant 84.8% of students identify positive feedback as the most effective in boosting their self-confidence, while only 15.2% indicate that negative feedback would have this effect. The data clearly demonstrates that fostering a positive and supportive environment is essential for enhancing students' self-confidence.

- **Explain?**

Most students expressed that positive oral feedback significantly enhances their self-confidence. They explained that such feedback makes them feel proud of their efforts, encourages continued learning, and reinforces their motivation to improve. One student mentioned that “when I hear positive feedback about my effort or progress, I feel that my hard work has paid off,” while another stated, “it motivates me to do more.” Positive feedback was also seen as a stress-reducer and a way to build confidence in abilities. Several responses highlighted how it encouraged classroom participation, even when students were unsure of their answers, and made them feel recognized and valued. For instance, one respondent said, “it encourages me more and makes me feel like I am able to do better and get new compliments from my teacher.” Another emphasized that “encouragement makes you more confident that you are doing great and that you can perform better.” These reflections consistently underscore the constructive role of praise, encouragement, and recognition in fostering a safe and motivating learning environment.

On the other hand, a small minority of students felt that negative feedback could be more beneficial. One student noted that it helped them “identify where I went wrong, my errors... so that I can improve them for next time.” However, this respondent also acknowledged that the effectiveness of negative feedback depends on the student's personality. They explained that for

some, being corrected in front of others could cause embarrassment and discourage participation, stating that “negative feedback would only make things worse for such types of students.” This nuanced perspective highlights that while critical feedback may support self-improvement for a few, it must be delivered sensitively to avoid harming students’ confidence.

Item.15. Which type of oral feedback lowers your self confidence?

Table 3.15

Types of Oral Feedback That Lower Students’ Self-Confidence

OPTIONS	RESPONDENTS	PERCENTAGES
Positive	3	9.1%
Negative	30	90.9%
Total	33	100%

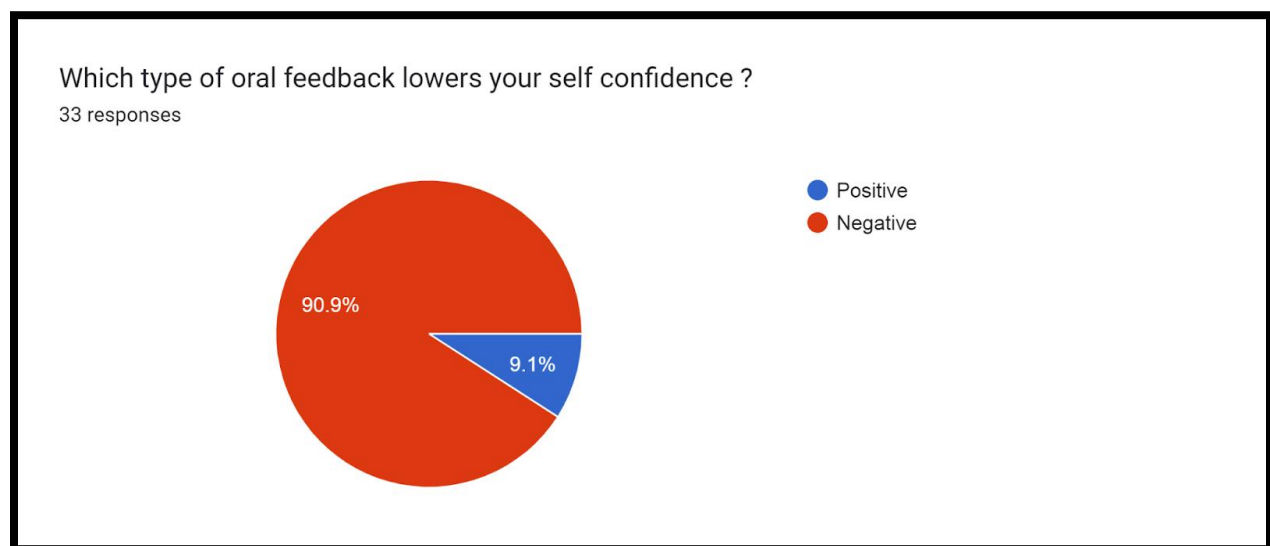


Figure 3.15: Types of Oral Feedback That Lower Students’ Self-Confidence

The chart visually demonstrates that the vast majority of participants, over 90% identified negative feedback as the primary factor that lowers their self-confidence, while a small minority

attributed this effect to positive feedback. This strong bias toward negative feedback highlights the significant influence that critical or unfavorable comments can have on individuals' self-confidence.

- **Explain?**

Many students reported that negative oral feedback significantly lowers their self-confidence. Their justifications centered around feelings of embarrassment, discouragement, and self-doubt. Several mentioned that being criticized, especially in front of classmates, made them feel humiliated or "like a joke," which in turn led to stress and a drop in self-worth. One student stated, "When the feedback only points out mistakes without suggesting how to improve, it makes me feel discouraged and starts to make me question my abilities." Others added that such feedback "makes me feel like I'm not good enough" or "destroys our abilities," indicating the emotional and psychological toll of poorly delivered criticism. Repetitive negative comments were also seen to influence self-esteem and reduce motivation, as one response explained: "The repetitive negative feedback may influence self-esteem." Additionally, students expressed that criticism without support or explanation can become a barrier to participation and learning. These views clearly suggest that, when delivered harshly or without constructive guidance, negative feedback can harm students' confidence and willingness to engage.

However, a small number of students offered a more balanced perspective, suggesting that both positive and negative feedback have value when used appropriately. One student explained, "My answer is neither of them, because I see that both of them help the student the positive one helps build confidence, while the negative one helps identify mistakes to correct them for next time." This view recognizes the developmental purpose of feedback but also implies that tone, context, and delivery are critical. Another student acknowledged feeling challenged by negative

comments and motivated to prove the teacher wrong, suggesting that for some learners, criticism can serve as a motivating factor if it doesn't cross into discouragement.

Item.16 How do you react when your teacher provides you with an oral positive feedback?

When students receive oral positive feedback from their teacher, they typically react with visible emotional expressions and internal motivation. Many reported that they smile, showing an immediate, positive emotional response. Others said they feel happy, proud, or pleased, reflecting a sense of achievement. Several students mentioned they feel motivated and encouraged to work harder, which shows that the feedback not only boosts their mood but also influences their academic behavior. Some expressed that they feel more confident and satisfied, while a few said they remember the feedback and use it as a source of ongoing encouragement. Overall, their reactions include smiling, feeling happy and confident, and being motivated to continue making progress, proving that oral positive feedback is both emotionally rewarding and behaviorally inspiring.

Item.17. How do you react when your teacher provides you with an oral negative feedback?

Students' reactions to oral negative feedback from their teacher vary, but many shared honest and emotionally grounded responses. A significant portion reported feeling sad, shy, or discouraged, especially when the feedback is perceived as harsh or embarrassing. For example, several students mentioned that they felt anxious, less willing to participate, or even considered not speaking in class again. However, some students responded more constructively. They said that while negative feedback can hurt at first, it often motivates them to work harder, reflect, and improve. One student noted, "I feel discouraged at first, but if it's constructive, I try to learn from it and improve," while another said, "I listen, I take notes, and I keep in mind the mistakes I made so that I correct them for the future." A few acknowledged that it makes them realize their

weaknesses and pushes them to double their efforts to succeed. Overall, students' reactions ranged from emotional withdrawal to self-driven improvement, showing that the tone, delivery, and intent of negative feedback are critical in shaping how students respond to it.

3.3. Discussion of The Results

The primary aim of this research is to examine the role of oral feedback provided by speaking classes teachers in influencing EFL students' self-confidence during oral classes. The analysis of the students' questionnaire has provided valuable insights into how different types, frequencies, and delivery methods of oral feedback affect learners' perceptions of their own abilities and confidence in speaking English.

From the general information section, it is evident that most participants are female, suggesting that female students may be more represented or more interested in language studies in this context. Additionally, the majority of students expressed that studying English was their personal choice, motivated by its global importance and future opportunities, which sets a foundation for intrinsic motivation a factor closely tied to how feedback is received and internalized.

A significant portion of students rated their English proficiency as "good," and this self-assessment likely plays a role in how feedback impacts their confidence. Those who believe in their abilities may be more open to both positive and constructive criticism, while less confident students may be more vulnerable to negative forms of feedback.

In terms of self-confidence, the results show that over half of the students rated their confidence as "medium," while only a small percentage reported low self-confidence. Importantly, almost all participants agreed that self-confidence plays a major role in their oral performance, and many

linked this directly to how they are treated and evaluated by their teachers especially through oral feedback.

The core of the discussion lies in the responses concerning oral feedback. The overwhelming majority of students (93.5%) reported that their teachers do provide oral feedback, with 69.7% indicating that it is mostly positive (praise, encouragement, affirmation). This widespread use of positive feedback correlates with higher reported levels of confidence and willingness to participate. On the other hand, while negative feedback was less common, it was often associated with a drop in self-confidence, especially when it lacked constructive intent or was delivered in a public or discouraging manner.

The data strongly suggests that positive oral feedback significantly enhances students' self-confidence. Students reported that being praised, encouraged, or recognized for their efforts made them feel motivated, appreciated, and more confident in expressing themselves. This feedback encouraged participation, reduced anxiety, and created a supportive learning environment.

Conversely, negative oral feedback, particularly when it was not accompanied by support or guidance, was cited by most students as the main factor that lowered their confidence. Feelings of shame, embarrassment, and self-doubt were frequently mentioned. However, a small group of students acknowledged that constructive negative feedback if given sensitively could help them improve and become more confident over time.

Students' emotional responses to feedback further confirmed its impact. Positive feedback generated happiness, pride, and motivation, while negative feedback often resulted in discouragement and withdrawal, especially if delivered harshly. These findings underscore that

not only the type but also the tone and context of oral feedback are crucial in shaping students' confidence levels.

To sum up, the findings of this study confirm that : Oral feedback from teachers, especially when it is positive and constructive, plays a critical role in shaping and enhancing EFL students' self-confidence in speaking classes classes. The results emphasize the importance of training teachers to use effective feedback strategies that foster confidence, reduce anxiety, and promote active oral participation.

As a comparison with previous findings, it is evident that positive feedback significantly boosts EFL learners' self-confidence by affirming their strengths, encouraging participation, and creating a supportive classroom atmosphere where students feel valued and capable. In contrast, negative feedback can lower learners' confidence, especially when it is harsh, vague, or focused on personal traits rather than specific performance. However, when delivered constructively and with clear guidance, it can still promote growth. Overall, positive feedback is generally more effective in improving learners' confidence, as it reinforces success and motivates continued effort, though balanced and constructive negative feedback also plays a role in helping students recognize and correct their mistakes without damaging their self-confidence.

3.4.The Teachers' Interview

3.4.1. Description of The Teachers' Interview

This interview is designed to gather in-depth qualitative data from speaking classes teachers regarding their experiences and perspectives on the use of feedback in EFL classrooms. It consists of 11 open-ended questions that explore four main themes: teachers' professional background, their evaluation of students' self-confidence, their feedback practices, and the perceived impact of feedback on student development.

The interview begins by collecting contextual information about the teachers' experience and training in teaching speaking classes . It then delves into their observations and practices related to giving feedback both positive and negative and how it influences learners' self-confidence. Additionally, it investigates their perception on the reactions to feedback and the behavioral, academic, or emotional changes that may result from it.

This tool is a semi-structured interview, allowing for flexibility in responses and enabling follow-up questions when necessary. The open-ended format encourages detailed, reflective answers that provide rich insights into the nuanced role of feedback in shaping EFL students' confidence during speaking classes classes.

3.4.2. Aim of The Teachers' Interview

This interview has been conducted for the purpose of investigating the target issue and gathering relevant qualitative data for the research. It aims to obtain speaking classes teachers' views and perspectives regarding the role of oral feedback in influencing EFL students' self-confidence during speaking classes classes.

3.4.3. Administration of The Teachers' Interview

The interview was conducted with four speaking classes teachers from the English department at Biskra University. A purposive sampling method was used to select participants who are currently involved in teaching speaking classes modules. This selection was based on their direct experience with providing oral feedback to EFL students, making them suitable participants for offering valuable insights into the impact of such feedback on students' self-confidence. The interviews were carried out in a flexible and semi-structured manner to allow for open discussion and in-depth responses relevant to the research objectives.

3.5. Analysis of The Teachers' Interview

Section 1: Background Information

1. How many years of experience do you have in teaching English?

The teachers' answers show that their experience in teaching English ranges between 5 and 8 years. Two teachers reported having 7 years of experience, one indicated 5 years, and one mentioned 8 years of teaching English.

2. How long have you been teaching speaking classes ?

The teachers' answers show that their experience in teaching speaking classes ranges from 2 to 6 years. Two teachers reported having 3 years of experience, one indicated 2 years, and one mentioned 6 years of teaching speaking classes .

3. Have you ever received any kind of training of teaching speaking classes ?

The teachers' answers indicate that none of them have received formal or specific training in teaching speaking classes . Two teachers stated that they did not receive such training, while the others mentioned having only general training related to teaching English, not focused on speaking classes in particular.

Section 2: Teachers' Evaluation of Students' Self-Confidence

4 .How do you evaluate students' self confidence levels in speaking classes ?

The teachers indicated that evaluating students' self-confidence in speaking classes is not always easy, but it can be observed through certain behaviors and performance aspects. These include speaking naturally without relying on notes, maintaining eye contact with the audience, and articulating clearly. They also mentioned that while not all students are confident, those who are more fluent tend to show higher levels of self-confidence.

5. Does your feedback influence students' self-confidence?

The teachers stated that their feedback does influence students' self-confidence. Most of them agreed that the impact is generally positive, while one teacher mentioned that the effect may vary depending on the situation.

Section 3: Feedback Practices

6. Which types of feedback most significantly impact students' self-confidence?

The teachers indicated that positive feedback has the strongest influence on students' self-confidence. While most emphasized the importance of encouraging remarks, one teacher also acknowledged that constructive criticism can sometimes be helpful for student improvement (the negative one).

7. Which type of feedback do you utilize most frequently?

All the teachers reported that they most frequently use formative positive feedback. They highlighted this approach as their primary method for supporting and guiding students during speaking classes tasks.

8. What strategies do you employ when delivering positive feedback?

The teachers stated that they use a variety of strategies when delivering positive feedback. These include turning feedback into a group discussion to allow collective learning from mistakes, clearly pointing out the strengths in students' performance, emphasizing the efforts and progress made, and personalizing the feedback to match each student's needs. They also mentioned using both verbal and non-verbal forms of feedback depending on the situation.

9. What techniques or strategies do you apply when providing negative feedback?

The teachers stated that they apply various techniques and strategies when providing negative feedback. These include being specific about the weaknesses or errors, focusing on the issue rather than the student, and offering corrective input along with guidance and encouragement.

One teacher noted the strategy of framing feedback as part of the learning process without blaming students, while another mentioned using negative feedback only rarely.

Section 4: Students' Reactions to Feedback

10. How do students typically respond after receiving feedback?

The teachers noted that students generally react positively to feedback. They described students as open and accepting, often reacting immediately and showing a willingness to receive and engage with the feedback provided.

11. What specific changes (e.g., behavioral, academic, emotional) have you observed in students following feedback?

The teachers indicated that they have observed a range of changes in students following feedback, including academic, emotional, and behavioral improvements. They mentioned progress in areas such as pronunciation and articulation, as well as more confident and structured presentations. Some students showed increased determination to participate, even those who were shy or faced linguistic challenges, reflecting both academic development and emotional growth.

3.6. Discussion of The Results

The primary aim of this research is to examine the role of oral feedback provided by speaking classes teachers in influencing EFL students' self-confidence during oral classes. The analysis of the teachers' interview has offered in-depth insights into their experiences, practices, and perceptions regarding how different feedback methods contribute to the development of students' confidence in speaking English.

The background information section revealed that the teachers interviewed have between 5 and 8 years of experience in teaching English, with 2 to 6 years specifically dedicated to teaching

speaking classes . Despite their years of experience, none of the teachers had received specialized training in teaching speaking classes . While some had undergone general training in English language teaching, the absence of targeted preparation for oral instruction highlights a potential gap in professional development that may affect the consistency or effectiveness of feedback techniques used in speaking classes contexts.

In relation to evaluating students' self-confidence, teachers reported that it is often inferred rather than directly measured. Observable indicators such as clear articulation, eye contact, and a natural speaking style without over-reliance on notes were commonly mentioned. Teachers agreed that fluency tends to correlate with higher confidence levels, though not all fluent students are necessarily confident. This suggests that self-confidence is a complex and individualized trait that may manifest differently among learners.

Concerning the influence of feedback on students' self-confidence, all the teachers acknowledged its impact. Most believed their feedback had a positive effect, while one teacher noted that its influence may vary depending on the context. This recognition confirms that the way feedback is delivered its tone, timing, and focus can significantly shape a student's perception of their abilities and encourage or hinder their willingness to participate.

In the discussion of feedback practices, teachers unanimously emphasized the effectiveness of positive feedback in boosting student self-confidence. While encouraging remarks were seen as essential, one teacher noted that constructive negative feedback could also promote improvement if handled sensitively. In terms of frequency, all teachers reported relying most on formative positive feedback, using it as a tool to guide learning and maintain motivation throughout the speaking classes process.

When delivering positive feedback, teachers employed various strategies to ensure its effectiveness. These included turning feedback into a learning moment through group discussions, pointing out strengths in students' performances, emphasizing progress and effort, and tailoring feedback to individual student needs. Some also incorporated non-verbal cues such as facial expressions or gestures to reinforce encouragement.

For negative feedback, teachers described applying strategies that prioritize learning and minimize potential harm to the student's confidence. These strategies involved being specific about errors, focusing on the issue rather than the learner, and offering guidance and encouragement. One teacher noted the importance of presenting negative feedback as a natural part of the learning journey rather than as a form of criticism. Another teacher stated that they rarely give negative feedback, highlighting a general preference for maintaining a supportive learning environment.

Regarding students' reactions to feedback, all teachers observed that learners generally react positively. They described students as receptive and responsive, often engaging immediately with the feedback provided. This openness suggests a healthy feedback culture where learners feel safe to receive guidance and use it to improve.

The teachers reported a variety of positive changes following feedback. These included academic improvements such as better pronunciation, clearer articulation, and more organized presentations, alongside emotional and behavioral developments like increased participation and determination. Even students who were initially shy or faced language difficulties showed signs of growth, reflecting the combined academic and emotional impact of well-delivered feedback.

The findings from the teachers' interview strongly support that oral feedback especially when positive, specific, and supportive plays a significant role in enhancing EFL students' self-

confidence in speaking classes. While constructive negative feedback also has a place in promoting learning, its effectiveness depends on delivery and tone. Overall, the responses emphasize the importance of equipping teachers with appropriate strategies to offer meaningful and confidence-building feedback, reinforcing student engagement and oral participation in the EFL classroom.

The comparison between teachers' and students' perceptions reveals both alignment and divergence in how oral feedback influences EFL students' self-confidence in speaking classes. Teachers largely view oral feedback especially when it is positive, specific, and supportive as a key factor in boosting learners' confidence and encouraging participation. They emphasize the strategic use of tone, timing, and content to ensure feedback is motivating rather than discouraging. Similarly, students overwhelmingly perceive positive oral feedback as a major contributor to their self-confidence, noting that praise and encouragement reduce anxiety and foster a sense of value and motivation. However, while teachers recognize the potential of constructive negative feedback when delivered sensitively, students tend to react more emotionally to negative feedback. Many reported that poorly delivered criticism led to feelings of shame and hesitation, thereby lowering their willingness to speak. Nonetheless, a minority of students acknowledged that when negative feedback is constructive and delivered with care, it can aid improvement and build confidence over time. This contrast suggests that while teachers may have an instructional intent behind their feedback, its emotional impact on students can vary, highlighting the need for greater sensitivity and training in feedback delivery.

Conclusion

The present chapter presented the field work of the study, encompassing the analysis of both teachers' interviews and students' questionnaires. The findings revealed that oral feedback

whether positive or negative has a considerable impact on EFL students' self-confidence in speaking classes. From the teachers' perspective, positive, specific, and supportive feedback was found to encourage participation, motivation, and overall improvement, while negative feedback, when delivered constructively, could also support growth without harming confidence. Similarly, students reported that positive oral feedback boosted their confidence, reduced anxiety, and created a safe space for speaking, whereas poorly delivered negative feedback often led to discouragement. However, when sensitively handled, even negative feedback was seen as helpful by some learners. Overall, the data collected from both teachers and students provided meaningful insights into how feedback influences learners' self-confidence, confirming the central hypothesis of the research and highlighting the need for effective, well-trained feedback practices in speaking classes teaching.

General Conclusion

The main objective of this study was to highlight the impact of oral feedback on EFL students' self-confidence in speaking classes. This research aimed to explore how different types of oral feedback provided by teachers can affect learners' confidence and willingness to participate in oral classroom settings. The study consisted of three chapters; the first two were dedicated to the theoretical framework and literature review, while the third chapter focused on the practical fieldwork.

Specifically, the first chapter provided an overview of oral feedback in the context of EFL learning. It included definitions of feedback, its types (oral, written, peer), and levels (task, process, self-regulation, self). It also discussed the criteria for effective feedback, the importance of timing when delivering feedback during oral activities, and students' reactions to feedback. Moreover, it highlighted the role of feedback in the language learning process and its relation to improving performance and self-confidence.

The second chapter explored the concept of oral feedback more deeply, emphasizing its impact on students' self-confidence in speaking classes. It presented theoretical perspectives on feedback delivery, stressing the importance of clarity and context. It also discussed how teacher feedback can serve as either a motivating or discouraging tool depending on its nature and delivery. Furthermore, it reviewed studies on the psychological and emotional effects of both positive and negative feedback on EFL learners.

The third chapter focused on the fieldwork, presenting the analysis, interpretation, and discussion of data collected from interviews with speaking class teachers and questionnaires from first-year EFL students at Biskra University. The findings revealed that oral feedback plays a significant role in impacting students' self-confidence. Most students responded positively to supportive,

specific, and positive feedback, which encouraged them to speak confidently and participate actively. Negative feedback showed mixed effects but was found to be constructive and beneficial only when delivered sensitively with clear guidance. Teachers confirmed the importance of delivering feedback in a positive and sensitive manner.

In conclusion, the study confirmed that oral feedback, especially when positive, specific, and constructively delivered, has a strong impact on EFL students' self-confidence in speaking classes.

Recommendations

Based on the findings of this research, several recommendations are proposed to improve the effectiveness of speaking classes teachers' feedback in fostering students' self-confidence and active participation in EFL oral classes.

For Teachers:

- Provide positive, specific, and constructive oral feedback that highlights students' strengths and offers clear, supportive guidance to address areas needing improvement, helping to build confidence and maintain motivation.
- Encourage students to take risks in speaking by creating a supportive and non-judgmental classroom environment where mistakes are treated as natural steps in learning.
- Use a variety of feedback strategies, including verbal praise, non-verbal encouragement, and individualized comments, to meet the diverse needs of learners and enhance their engagement.
- Balance positive and constructive feedback carefully, ensuring that negative feedback is delivered sensitively and focused on tasks rather than the learner personally, to avoid damaging self-confidence.
- Promote student reflection on feedback by encouraging learners to set realistic goals and monitor their progress, which can foster a sense of achievement and autonomy.
- Facilitate group discussions and peer feedback activities to transform feedback moments into collaborative learning opportunities that reinforce self-confidence.
- Continuously develop professional skills related to feedback delivery through training and workshops focused on speaking classes teaching techniques.

For Students:

- Recognize the importance of speaking classes and feedback in improving language proficiency and building self-confidence.
- Embrace feedback as a valuable tool for learning, viewing both praise and constructive criticism as opportunities for growth.
- Practice positive self-talk and set achievable goals to boost confidence and persistence in speaking activities.
- Participate actively in oral tasks and discussions, understanding that engagement contributes to improved language skills and self-assurance.
- Take initiative in seeking clarification or additional support when feedback is unclear or when facing difficulties.
- Use feedback received to guide preparation for future oral presentations, reducing anxiety and improving performance.
- Support peers by offering constructive and encouraging feedback during group activities to create a positive classroom atmosphere.

These recommendations aim to strengthen the role of speaking classes teachers' feedback as a powerful influence on students' self-confidence and participation, ultimately enhancing the effectiveness of EFL oral learning experiences.

Limitations

This study faced several limitations that may have influenced the findings :

- The limited time allocated for data collection constrained the depth and scope of the research.

- The small number of participating teachers resulted in a restricted diversity of perceptions and experiences concerning oral feedback and its influence on student self-confidence.
- The amount of information obtained from the teachers was limited, which may have impacted the comprehensiveness of the analysis.
- The participating teachers lacked specialized training in providing speaking classes feedback, which may have affected the quality and consistency of the feedback practices reported.

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Appendices

STUDENTS' QUESTIONNAIRE

This questionnaire is designed to investigate the role of oral feedback in influencing EFL students's self-confidence in speaking classes. Feedback refers to the information, corrections, advice, or criticism teachers provide about students' oral performance (e.g., during presentations, discussions, or speaking activities).

We would greatly appreciate your help. Please answer the questions by placing a ✓(tick) next to your choice.

Part One: Students General Information

1. What is your gender:

- a. Male
- b. Female

2. How old are you?

.....years.

3. Is it your choice to study English?

- a. Yes
- b. No

4. How would you evaluate your level in English?

- a. Very good
- b. Good
- c. Average
- d. Less than average

Part Two: Students' Self Confidence

5. How do you evaluate your self-confidence? (**Self-confidence means believing in one's own abilities**)

- a.High
- b. Medium
- c. Low

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

- a. Yes
- b. No

If yes, explain.....

.....

.....

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

- a.Strongly agree
- b.Agree
- c. Disagree
- d.Strongly disagree

8. Which of the following characteristics describe you in oral class (You may tick more than one)

- a. Anxiety
- b. Hesitation
- c. Shyness
- d. Introversion (solitary and self-centered persons)
- f. Fluency
- g. Relaxation
- h. autonomy
- i. Extroversion

9. According to you, why do some EFL learners hesitate to participate during course production?

(You may tick more than once)

- a. Students' low self confidence
- b. Afraid of negative feedback
- c. Afraid of making errors

Part Three: Teachers' Oral Feedback (speaking classes teachers')

10. Do your teachers provide you with oral feedback?

- a. Yes
- b. No

11. Which oral feedback do your teachers use more?

- a. Positive Oral feedback (Praises progress, acknowledges effort)
- b. Negative Oral feedback(identifies errors, offers ways to improve)

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

a. Positive (Praises progress, acknowledges effort)

Always

Usually

Often

Sometimes

Rarely

Never

b. Negative (identifies errors, offers ways to improve)

Always

Usually

Often

Sometimes

Rarely

Never

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

13.How important do you consider teachers' feedback on students' self confidence ?

a. Not at all

b. Very little

c. Little

d. A lot

e. Very important

14.Which type of oral feedback would enhance your self-confidence? how?

a. positive

b. negative

Explain:

.....

.....

15. Which type of oral feedback lowers your self confidence? how?

a. positive

b. negative

Explain:

.....

.....

16. How do you react when your teacher provides you with an oral positive feedback?

.....

.....

.....

17. How do you react when your teacher provides you with an oral negative feedback?

.....

.....

.....

THANK YOU FOR YOUR CONTRIBUTION

The Interview Questions

I am a second-year master's student at Mohamed Khider University in Biskra. I am currently conducting research on the role of speaking classes teachers' feedback in influencing the self-confidence of English as a Foreign Language (EFL) students.

We sincerely invite you to share your insights and perspectives on this important topic. Your participation is invaluable, and we extend our heartfelt thanks for contributing your time and expertise.

QUESTIONS

1. How many years of experience do you have in teaching English ?

.....

2. How long have you been teaching speaking classes ?

.....

3. Have you ever received any kind of training of teaching speaking classes ?

.....

.....

4. How do you evaluate students' self confidence levels in speaking classes ?

.....

.....

.....

5. Does your feedback influence students' self-confidence?

.....

.....

.....

6. Which types of feedback most significantly impact students' self-confidence?

.....

.....

7. Which type of feedback do you utilize most frequently?

.....

.....

8. What strategies do you employ when delivering positive feedback?

.....

.....

9. What techniques or strategies do you apply when providing negative feedback?

.....

.....

10. How do students typically respond after receiving feedback?

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.....

11. What specific changes (e.g., behavioral, academic, emotional) have you observed in students following feedback?

.....

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المخلص

لطالما كانت تغذية الأستاذ الراجعة أثناء دروس التعبير الشفهي محل اهتمام عدد من الباحثين، لما لها من تأثير مباشر على تعلم الطلبة وتحفيزهم. تُعد الثقة بالنفس أحد العوامل النفسية الأساسية التي تتأثر بالتغذية الراجعة المقدمة من طرف الأستاذ، خاصة في الأقسام الشفهية حيث يكون التفاعل مباشرا تهدف هذه الدراسة إلى معرفة مدى تأثير التغذية الراجعة الشفهية من طرف أستاذ التعبير الشفهي على ثقة الطلبة في أنفسهم عند التحدث باللغة الإنجليزية. لاختبار الفرضية، والتي تنص على أن التغذية الراجعة الإيجابية والبناءة تساهم في رفع ثقة الطلبة بأنفسهم وتحسن من مشاركتهم، تم توزيع استبيان على ثلاثة وثلاثين طالبا من السنة الأولى لغة إنجليزية بجامعة محمد خيضر أظهرت نتائج تحليل المعطيات أن الأغلبية ترى في تغذية الأستاذ عاملا محفزا يعزز من الثقة بالنفس، ويساعد على تحسين الأداء الشفهي. كما أوضح الطلبة أن التغذية الراجعة السلبية أو غير الملائمة قد تؤثر سلبا على مشاركتهم، في حين أن التوجيهات الإيجابية تعزز من رغبتهم في التفاعل والمساهمة في الدروس. بينت الدراسة أيضا أهمية طريقة تقديم الملاحظات، وتوقيتها، وأسلوب الأستاذ في التأثير على نفسية المتعلم في الختام، دعمت النتائج الفرضية المطروحة، وأكدت على أهمية التغذية الراجعة الشفهية في بناء ثقة الطلبة بأنفسهم داخل أقسام التعبير الشفهي.

