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Investigating EFL Students' Attitudes towards the Effects of Teachers' Negative Feedback on their Speaking Performance

The Case of First Year LMD Students at Mohamed Seddik Ben Yahya University

-Jijel-

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Declaration

We hereby declare that the dissertation entitled "Investigating EFL Students'
Attitudes towards the Effect of Teachers' Negative Feedback on their' Speaking
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Dedication

In the name of God, the most merciful, the most compassionate.

I dedicate this humble work to:

To the incredible individuals who have shaped me into the person I am today. Their unwavering support, love, and belief in me have been instrumental in my journey.

To my beloved father "Mouloud" and my sweetheart mother "Fedia" , your guidance and sacrifices have instilled in me a sense of resilience and determination. I am forever grateful to them for their love, encouragement, support, and endless love.

To my dear brothers and sisters, you have been my pillars of strength throughout my life. Your encouragement and camaraderie have brought me immeasurable joy.

To my nieces and nephew, you fill my heart with boundless love and remind me of the importance of cherishing family bonds.

To all my family and relatives

To my close friends

To my partner in this work

To all who know me, love me, trust me and care about me

Wahid

Dedication

I dedicate this work to:

my beloved family:

*My beloved father **Mekki** and mother **Fatima***

*My extraordinary sisters **Wahiba** and **Sara***

*My beloved sister **Hayet** and her wonderful children **Aya** and **Anas***

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Abstract

Speaking performance is a fundamental aspect of language proficiency and communication. Effective speaking skills enable individuals to engage in meaningful conversations, presentations, and participate actively in oral expression classes. During speaking, students of English as a foreign language may receive negative feedback from their teachers especially when they make mistakes. This study aims at investigating whether oral expression teachers use negative feedback in their classes and identifying its effects on students. It also investigates students' attitudes towards the effects of teachers' negative feedback on their speaking performance. In order to achieve the goals of this research, a descriptive approach was utilized, and data was collected through the administration of two questionnaires. A questionnaire was administered to 50 first year license students of English at the department of English at Mohammed Seddik Ben Yahya University of Jijel. Another questionnaire was conducted to 10 teachers of oral expression at the same department. The frequency and percentage of the questionnaires were analyzed, revealing that both oral expression teachers and learners of English possess negative attitudes towards the implementation and the effects of negative feedback on speaking performance. As a result, providing negative feedback discourages students during speaking, minimizes their motivation, and raises their anxiety. Otherwise, negative feedback leads to communication breakdown which prevents learners from interaction and participation in the classroom. Based on the findings, certain pedagogical suggestions and recommendations were put forward to prevent the utilization and effects of negative feedback.

Keywords: negative feedback, speaking performance, attitudes.

List of Abbreviations

CF: Corrective feedback

E.G: Example

EFL: English as a Foreign Language

LMD: License, Master and Doctorate

NF: Negative feedback

OE: Oral Expression

Q: Question

%:Percentage

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GENERAL INTRODUCTION

1. Background of the Study

English is a widely spoken language which is considered as the international language of communication. Due to globalization, the importance of learning English as a second/foreign language has increased significantly. Teaching and learning English involve the development of four main skills: reading, writing, listening, and speaking. These skills are interconnected and play a vital role in the language learning process. Among these skills, speaking is considered as one of the most challenging skills to learn and teach. In this light, Richards and Schmidt (2010,p.438) said that "speaking involves using the language to communicate with others, and it includes the production of sound, words, and sentences, as well as the ability to use appropriate intonation, stress; and rhythm". Celce-Mucia and Olshtain (2000) also claimed that "speaking refers to the productive use of language, where individuals generate oral messages that are intended for a specific audience and that convey meaning" (p.3).

In order to improve their speaking skills, EFL learners should work on both fluency and accuracy. They can achieve this by engaging in regular speaking practice activities, such as conversations, role plays, debates, and presentations. Learners also need help and control from their teachers who play a vital role in guiding them and providing the necessary feedback to improve their speaking skills. Feedback is a crucial element in improving the speaking skill as it provides learners with the necessary information to improve their performance. Feedback can be defined as "information given to a learner that compares his or her performance to a standard or goal, identifies the strengths and weaknesses of the performance, and offers suggestions for improvement" (Hidi & Renninger, 2006, p. 776).

Feedback can be positive or negative. Carless (2006) said that negative feedback is "information that highlights areas where learners have not yet met learning goals or standards"(p. 81). According to Hattie and Timperley (2007), feedback should be constructive, specific, and timely, and delivered in a manner that is supportive and respectful. Negative feedback that is given in a constructive and supportive manner can motivate students to improve their performance and achieve their learning goals. However, NF that is delivered harshly or in a critical tone can create a negative impact on student motivation and self-esteem, ultimately impeding their learning progress. As such, teachers must be cautious when providing negative feedback and strive to maintain a positive and constructive learning environment for their students (p.91). In other words, negative feedback is intended to draw attention to areas that require improvement and to motivate learners to work towards achieving their goals. When teachers provide negative feedback that includes verbal comments, sharp tones, harsh expressions, and negative body language, it can create a hostile and demotivating learning environment for students.

2. Statement of the Problem

EFL learners typically have to develop and master four key language skills, including reading, writing, listening, and speaking. While each of these skills is essential, speaking is often considered the most challenging for EFL learners. At the Department of English at Mohammed Seddik Ben Yahya University, EFL learners encounter various problems when it comes to speaking, one of those problems is the provision of negative feedback from teachers to their students, especially when they make mistakes. This feedback can have adverse effects on students speaking performance especially in terms of the psychological aspects. Teachers need to recognize this problem and take steps to address it. Therefore, this research aims to explore the students' attitude towards the impact of teachers' negative feedback on their speaking performance.

3. Aim of the Study

The aims behind conducting this study are:

a. Investigating whether teachers use negative feedback in their speaking classes.

b. Investigating the EFL students' attitudes towards teachers' negative feedback.

c. Investigating the extent to which providing negative feedback would affect the EFL students' speaking performance.

4. Research Questions

The present study attempts to answer the following questions:

1. Do oral expression teachers provide students with negative feedback?

2. What are the EFL students' attitudes towards the use of teachers' negative feedback?

3. To what extent using negative feedback can affect EFL students' speaking performance?

5. Research Assumptions

In this study it is assumed that:

1. EFL students do not like receiving negative feedback from teachers on their speaking performance.

2. Providing EFL students with negative feedback affects their speaking performance negatively.

6. Research Methodology

To achieve the objectives of this study, a descriptive research method was employed to gather data. Two questionnaires were utilized for data collection. The initial questionnaire was randomly distributed to50 (out of 232) first year LMD students at the

department of English at Mohammed Seddik Ben Yahya university, Jijel. This sample was chosen due to the higher likelihood of first year students receiving negative feedback from their teachers as a result of their mistakes and misbehaves. The second questionnaire was administered to (10) first year oral expression teachers at the same department. The purpose of this questionnaire was to obtain a reliable understanding of whether teachers use negative feedback in their speaking classes and how students perceive it.

7. Significance of the Study

The present study specifically focuses on the unique impact of negative feedback; it offers a more nuanced understanding of how negative feedback influences EFL students' speaking performance, exploring how students perceive and respond to negative feedback, it sheds light on their emotional and psychological reactions, providing a comprehensive view of the feedback process. Understanding students' attitudes towards negative feedback can have implications for their motivation and self-efficacy beliefs by considering students' perspectives, this study can inform the design of interventions that maintain or enhance motivation levels, fostering a positive learning environment and boosting students' confidence in their language learning abilities. The study's insights can inform instructional practices, and assessment methods, leading to more effective language instruction and improved student speaking performance.

8. Structure of the Study

In order to achieve the objectives of the present study, this research is composed of two chapters. The first chapter is devoted to the review of literature which consists of two sections. The first section is about the speaking performance, it provides different definitions of speaking, its types and an overview about the elements, characteristics, strategies, classroom speaking activities, speaking problems in second language learning,

the role of teacher during speaking activities and the importance of speaking. The second section focuses on feedback; its definitions, its types including negative feedback, the different types of negative feedback, ways of providing feedback, the errors that should be corrected during learning process, feedback providers in classroom, timing of feedback ,in addition to the effects of negative feedback. On the other hand, the second chapter is devoted to the practical part which discusses and interprets the data gathered from the questionnaires administered to both teachers and students.

Chapter One: Literature Review

SECTION ONE: SPEAKING PERFORMANCE

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Introduction

Teaching and learning English as a second or foreign language requires learners to develop four language skills: reading, listening, speaking, and writing. Speaking is considered as a very important skill as it allows learners to communicate with others and express their thoughts and feelings. This section focuses on the different aspects of speaking, including definitions, types, elements, characteristics, and the importance of speaking performance. It also discusses oral communicative strategies, teaching and learning activities, the role of the teacher, and the difficulties learners may face during speaking performance.

1.1.1. Definition of Speaking

Speaking is a fundamental skill that second and foreign language learners need to master along with other language skills. It is defined as a complex process of sending and receiving messages using verbal expressions, but also includes non-verbal symbols such as gestures and facial expressions. Hedge (2000, p.261) defined speaking as "a skill by which they(people) are judged while their impressions are being formed". That is to say, speaking is an important skill that deserves more attention in both first and second languages because it reflects people's thoughts and personalities. According to Dell Hymes (1972), speaking can be understood as a type of verbal expression where the speaker utilizes vocal signals with the purpose of achieving a specific communicative goal, such as conveying information, expressing emotions, or exerting influence on others (p.269).Thus, speaking is an important element that enables communication between people. Chaney (1998,p.13) viewed speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context.

1.1.2. Types of Speaking

In term of English as second language learning, speaking is regarded as one of the language productive skills a student may use differently in an EFL classroom. Brown (2004, p .141-142) stated six types of speaking which are:

1.1.2.1. Imitative Speaking

It is a matter of repetition, learners repeat what teachers or native speakers say whether words, phrases or complete sentences in order to achieve clarity and accuracy (ibid.)

1.1.2.2. Intensive Speaking

This kind of speaking focuses on phonological or grammatical aspect of the language. It aims to show the competence such as phrasal, lexical, phonological or grammatical relationship (ibid.).

1.1.2.3. Responsive Speaking

It is carried out for the purpose of giving short replies such us daily greetings, comments. This kind of speaking does not expend to a complete dialogue (ibid.).

1.1.2.4. Transactional Dialogue

It may happen among learners or between the teacher and a learner, this kind aims to exchange ideas and information (ibid.).

1.1.2.5. Interpersonal Dialogue

This type occurs with social relationships more than exchange information, for example casual meetings, private conversations where the speakers use slangs not a formal language (ibid.).

1.1.2.6. Extensive Speaking

It includes monologues, oral presentations, and storytelling. This type of speaking aims to use a formal and comprehensible language (ibid.).

1.1.3. Elements of Speaking

These elements which are presented below, are proposed by Harmer (2001, p.269-271).

1.1.3.1. Language Features

One of the essential elements that help learners to produce an effective communication is language features and it consists of the following:

1.1.3.1.1. Connected Speech

EFL learners should have the ability to create connected speech in addition to individual phonemes. This is because the connected speech may change in some ways; they may be "added", "modified", or simply "omitted"(ibid.).

1.1.3.1.2. Expressive Device

Native English speakers use a variety of means when speaking, such as emphasizing patterns, raising and lowering tones, using non-verbal means such as gestures, and making eye contact. All of these devices are considered very important in conveying

the intended meaning; for this reason, non-native speakers of English must own at least some of these devices in order to communicate effectively (ibid.).

1.1.3.1.3. Lexis and Grammar

EFL Learners use the same lexical structure when they generate several language features. The teachers' role is to provide different phrases with different functions so that they can be used at different stages of communication with others (ibid.).

1.1.3.1.4. Negotiation Language

Learners greatly benefit from using a negotiating language when listening to others, they often ask for clarification. Therefore, teachers should provide the necessary expressions when asking other speakers for clarification. Learners need to present their utterances well if they want to be understood and clarified, especially if they find that the other interlocutor does not understand them (ibid.).

1.1.3.2. Mental/Social Processing

The necessary processing skills of speaking are the following:

1.1.3.2.1. Language Processing

It refers to the learner's /speaker's ability to process language in their head and process it in a coherent order so the other interlocutor can understand it and understand the intended message to use them when they are interacting with others (ibid.).

1.1.3.2.2. Interacting with Others

Speaking is communication, and communication means people interacting with one another. A good speaker has to be able to understand what others are trying to say and

understand their feelings and emotions. A good speaker must be a good listener as well as know when to take turns in interaction and when to respect each other's turns (ibid.)

1.3.2.3. Information Processing

An effective communicator must be able to mentally process information quickly and respond to other information at the same time. The more response takes time the less effective communication we get (ibid.).

1.1.4. Characteristics of Speaking

1.1.4.1. Accuracy

Accuracy means to use the language without committing mistakes in grammar, vocabulary or pronunciation .According to Skehan (1996) accuracy is "how well the target language is produced in relation to the rule system of the target language" (cited in Davari and Mall-Amiri, 2022, p.690).Therefore, in order to produce a correct language, learners must focus on the grammatical and vocabulary structures as well as pronunciation.

1.1.4.1.1.Grammar

Through speaking, students try to produce correct grammatical structures and teachers attempt to guide them in order to avoid making mistakes. Hedge (2000) claimed that EFL instructors need to focus on grammatical rules in designing which govern the English language. He said that "acquisition of grammar will probably involve explicit knowledge of grammatical concepts, categories, and rules" (p47).

1.1.4.1.2. Vocabulary

According to Thornburg (2005, p.22), to gain accuracy in term of vocabulary means to choose appropriate words in the suitable context. Learners sometimes use words

and expressions in different context which do not fit the target meaning. So learners should be selective when they use vocabulary during speaking performance to avoid misunderstanding.

1.1.4.1.3. Pronunciation

Pronunciation is the way how to produce words, it is the first thing that the listener or the teacher's pay attention to when learners speak, because mispronunciation leads to misunderstanding. Thornburg (2005) claimed that pronunciation is the way in which a language is spoken or articulated, specifically focusing on the accurate production of sounds, stress patterns, rhythm, and intonation. It involves the ability to enunciate individual sounds and blend them together to form words, as well as the mastery of the prosodic features that contribute to natural and intelligible speech. It encompasses various aspects, including phonetics and phonology. Proper pronunciation enhances clarity, fluency, and overall language proficiency (p.128-129).

1.1.4.2. Fluency

Fluency means speaking easily, rapidly without having a stop or pause. Bailey (2005,p.55) stated that fluency in a language refers to how well someone can speak it smoothly and confidently, without pausing too much, making mistakes, or struggling to find the right words. Fluency means speaking a language effortlessly and naturally, this clarifies that fluency is using the language spontaneously without paying attention to grammatical errors or any other kind of errors. Fluency focuses more on communication rather than grammar rules.

1.1.5. Speaking Strategies

Employing communicative strategies is the most effective way to overcome these communication difficulties. Bygate (1987) distinguished two categories of communication strategies:

1.1.5.1. Achievement Strategies

These strategies are used by learners as a means of making up for language barriers; they aim to find a way to communicate their ideas without losing their meaning. The following sub strategies are a part of achievement strategies. According to Bygate (1987,p.42), they are as follows:

1.1.5.1.1. Guessing Strategies

The speaker can use various guessing strategies, including pronouncing a word from their native tongue as if it were a word from the target language, using a word from their native tongue without changing it, and creating new words. For instance, an English speaker might say "ilyadeux candles sur la cheminèe" hoping that the listeners will understand, or a learner might substitute "air ball" for "balloo" based on their language knowledge (ibid.).

1.1.5.1.2. Paraphrase Strategies

This primarily entails searching for a synonym in the target language. This is referred to as a lexical substitution strategy. He might substitute a synonym or a more general word. The use of phrases to convey meaning by the speaker when elucidating a concept or a word is known as circumlocution. For instance, light brown is the result of mixing beige and brown (ibid.).

1.1.5.1.3. Co-operative Strategies

When the speaker receives assistance from the other interlocutors, he can either indicate the word he wants by pointing to it or by asking for it in his mother tongue and having the interlocutors which help him in finding it in the target language (ibid.).

1.1.5.2. Reduction Strategies

By abandoning the topic and a particular message, learners reduce their communicative objectives (ibid.).

1.1.5.2.1. Avoidance Strategies

Students often use these strategies to avoid difficulties and stay out of trouble. They might avoid specific sound sequences, verb tenses or words whose gender is unclear to them. However, this may cause them to lose some of the intended meaning. Additionally, students may avoid some difficulties in expressing their opinions due to lack of vocabulary and instead of looking for alternative topics or remain silent (ibid.).

1.1.6. Classroom Speaking Activities

In oral expression sessions, the basic goal of the teacher is to develop student's speaking ability to become fluent and accurate communicators. To achieve this goal, teachers design a variety of educational activities including:

1.1.6.1. Role Play

The term "role play" is used to refer to a broader set of activities from memorized dialogue and dialogue triggered by cues to improvisation. The main criterion for classifying activities is how much control the teacher has over the activity (Littlewood, 1994,p.50).

1.1.6.2. Story Telling

Story telling is a collaborative activity in which each student is asked to stand up and tell his/her classmates a particular story. Thornburg (2005, p.59) claimed that story telling is "a universal function of language and one of the main ingredients of casual conversation". This type of activity gets students interacting with one another, which is crucial for improving their speaking abilities. Students can narrate an anecdote that they have heard before or read about, but it will be better if it is one of their own.

1.1.6.3. Group Work

In the field of foreign language teaching, the use of group work in the classroom has proven to be one of the means of active learning. It is a method that is used in teaching and learning languages based on interaction, communication and cooperative work between learners in the classroom. Richards (1895) said that group work is "a learning activity which involves a small group of learners working together. The group may work on a single task or on different parts of a larger task", (cited in Karim and Usman, 2015, p.127).

1.1.6.4. Discussion

This activity is one of the most fruitful classroom activities where learners can freely express their thoughts, feelings, beliefs and what is on their mind. This type of activities address the learner's speaking skills by developing the learners' cognitive skills. According to Thornbury (2005, p.102), discussion is the most effective classroom activity that occurs spontaneously, either when learners share personal experiences or when a topic sparks their interest. In these discussions, students naturally contribute stories, information, and opinions based on their own experiences and the knowledge they possess about the given subject matter.

1.1.7. Speaking Problems in Foreign or Second Language Learning

A lot of Learners encounter so many problems in oral expression courses. Ur (2000, p.21) stated that there are four main difficulties which hinder speaking of students in EFL classroom mention as following:

1.1.7.1. Inhibition

Inhibition is the main problem that EFL students face which affects or stops their intent to speak and participate. According to Littlewood (1999)"it is too easy for a foreign language classroom to create inhibition anxiety" (p.93). This means that we cannot separate a foreign language classroom from the term of anxiety, shyness, and fear.

1.1.7.2. Mother Tongue Use

Using and thinking with the mother tongue in a foreign language Classroom by students is something expected from the teacher. According to Baker & Westrup (2003,p.12), "barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". So, Learners struggle to speak a foreign language if they rely on their mother tongue. Students who share a mother tongue often use it in class for comfort.

1.1.7.3. Nothing to Say

Even if learners are not inhibited, they do not have any motivation to express themselves, students often have nothing to say because their teacher had selected topics that are not suitable for their knowledge or not interesting (Ur, 2000, p.21).

1.1.7.4. Lower or Uneven Participation

In the classes which consist of a large number of Learners, they will not have enough time for speaking, because only one student may speak all the time and the others stay silent and try to listen to him. So, some learners dominate the entire class and never give the opportunity to the others for participation (ibid.).

1.1.8. The Role of the Teacher during Speaking Activities

A teacher of a foreign language will undoubtedly respond that getting students involved in various activities is his main concern. Teachers must fulfill a number of roles, but Harmer identified three roles (2001,p.275-276).

1.1.8.1. Prompter

The teacher's job is to inspire students to think creatively so they can become independent of the teacher. Sometimes, students struggle to find the right words to use when speaking or lose the expected fluency. The latter must restrain himself from offering assistance to his students other than passing suggestions. He must go away and let them fight it out. By doing this, students will no longer become frustrated when they run out of words or ideas (ibid.)

1.1.8.2. Participant

The teacher's participation in classroom activities like role play and discussion is beneficial for learners as it creates an enjoyable atmosphere, helps achieve goals, and provides new information. However, the teacher should be cautious not to participate too much and draw all the attention to himself due to the difference in levels between the teacher and learners (ibid.)

1.1.8.3. Feedback Provider

In this case, the teacher's responsibility is to carefully consider when and how to provide feedback during speaking activities. If a teacher overcorrects his students, it might make them inhibited. Instead, if he helpfully and gently corrects his students, he can ensure understanding for his students, and hopefully eliminate hesitation. To be clear, feedback must be given in a suitable manner (ibid.)

1.1.9. The Importance of Speaking

Speaking is regarded as a tool of communication, people speak or communicate in order to express ideas, give opinions, and exchange information. It is considered as the major skill among the four skills that is required to Master by an EFL learner. (Ur, 2000, p.12) stated that "of all the four skills (listening, speaking, reading and writing), speaking seems individually the most important". According to Bygate (1987,p.2), speaking a language is equivalent to understanding it because speech is the most fundamental form of verbal communication for most people. Additionally, talking can help students improve their writing skills because newcomers can express their innermost thoughts and feelings in a clear way.

Conclusion

This section emphasizes the importance of speaking skills in learning and teaching a second or foreign language. Teachers should use different tasks and activities to enhance students' oral performance and help them express their ideas and opinions successfully. Students may face difficulties, but teachers should assist them in overcoming these issues to become fluent and accurate speakers.

SECOND SECTION: TEACHERS' NEGATIVE FEEDBACK

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Conclusion

Introduction

In any foreign language learning, the teacher's most important role is to ensure that learners speak the correct language in order to communicate effectively with others. One way for achieving this is by providing those learners with feedback. Feedback is used to correct learners' errors and mistakes during language production. This section attempts to provide the reader with a general over view about the conception of feedback as a teaching tool, starting with the definition of the term feedback, its types including positive, corrective, evaluative, and negative feedback moving to the timing of feedback, the ways of providing negative feedback and its effects on EFL students.

1.2.1. Definition of Feedback

One thing that students expect from their teachers is to indicate them whether or not they are performing well, this is referred by researchers as feedback. According to Obilor (2019) feedback is indispensable for learners to unlock their full potential at various stages of their development. It serves as a valuable tool for increasing their awareness of strengths and areas that require improvement, enabling them to take appropriate actions to enhance their performance (p.40). Hattie and Timperly (2007, p.81) described the term feedback as one of the most powerful influences on learning and achievement. According to himfeedback is information that comes from various sources such as teachers, peers, books, parents, self-reflection, and personal experiences. It pertains to different aspects of one's performance or comprehension. Therefore, feedback can be considered as a result or outcome of one's performance.

1.2.2. Types of Feedback

1.2.2.1. Positive Feedback

Ellis (2009) stated that positive feedback refers to learner' correct responding to an activity as it is considered very important in second language acquisition. It is an effective motivation and support for the learners to continue learning (p.3). In other words, positive feedback comes from the teacher often when students answer correctly without making mistakes in order to stimulate and encourage them for the continuation and more learning. According to Sprouls (2011) positive feedback is "verbal, nonverbal feedback, which include praise, behavior points, awards, and/or positive acknowledgement of a desired or appropriate behavior"(p.34).Consequently, positive feedback can be words or gestures from the teacher in order to motivate and encourage learners on their performance .

1.2.2.2. Negative Feedback

Cianci (2010) state that negative feedback refers to information or input that communicates criticism, disapproval, or unfavorable aspects of a particular situation, performance, or behavior. It encompasses feedback that focuses on the negative aspects without necessarily including specific corrective measures or interventions (p.618).NF in the classroom usually accompanies corrective feedback that is given to students when they make errors or mistakes in their learning. According to Hattie and Timperley (2007), NF involves "providing information to students about their errors or misconceptions and how to correct them"(p. 86).

Additionally, Chaudron (1977) stated that negative feedback is "any teacher behavior following an error that minimally attempts to inform the learner of the fact of error"(p.150). In short, it means any interfering from the teacher in order to demonstrate the errors that learners make through using negative comments, harsh tone, and negative

body language. Rahimi (2010,p.76),and Krashen (1982) argued that negative feedback is harmful, useless, time wasting and less effective than positive feedback, because over providing of negative feedback can damage the student self-esteem especially when he receives it in public (as cited in Ellis, 2009, p.29).

1.2.2.3. Corrective Feedback

Corrective feedback is considered as one of the most important parts in second/foreign language learning. It is the response given by the teachers towards learners' errors during language use. Corrective feedback is considered as "one of the most powerful influences on learning and achievement" (Hattie and Timperley, 2007, p.81) and "one of the major classroom instructional responsibilities for second language teachers" (Mori,2011,p.451). Additionally, CF is "any information provided to the learner that indicates that the learner's use of a language item is incorrect, and which aims to help the learner to notice the gap between their performance and the target language" (Shute, 2008, p. 155).

1.2.2.4. Evaluative Feedback

Evaluative feedback is "feedback that provides a judgment of quality or achievement and, therefore, compares the current performance with a standard or criterion" (Nicol & Macfarlane, 2006, p. 205). In other words, it is a type of feedback that assesses the quality of a learner's performance or work, with the goal of providing a judgment or grade. Evaluative feedback can be either positive or negative, but it is typically given at the end of an activity or assignment to summarize the learner's overall performance.

1.2.3. Types of Negative Feedback

1.2.3.1. Destructive Feedback

According to Stone (2017) this type of negative feedback is intended to harm or belittle the recipient. It often involves personal attacks or insults that are unrelated to the task or behavior being discussed (p. 45).

1.2.3.2. Non-specific Feedback

Grant (2013) stated that this type of negative feedback is vague and lacks specific details about what needs to be improved. For example, saying "I didn't like your presentation" without providing any specific reasons or suggestions for improvement (p.71).

1.2.3.3. Excessive Feedback

According to Ashford (2016), this type of negative feedback involves giving too much feedback, overwhelming the recipient and making it difficult for them to know what to focus on (p. 129).

1.2.3.4. Inconsistent Feedback

This type of NF is when you receive contradictory or confusing Information from different sources, making it hard to know what to do. It creates uncertainly and can make decision-making difficult. (Butterfield, 2017, p. 52).

1.2.3.5. Delayed Feedback

Delayed feedback is not provided in a timely manner, which can make it difficult for the recipient to connect the feedback with the specific behavior or task being discussed (Hattie &Timperley, 2007, p. 88).

1.2.3.6. Feedback Based on Personal Biases

According to Heaphy & Losada (2004), this type of negative feedback is influenced by the giver's personal biases and beliefs, rather than being based on objective criteria or standards (p.716).

1.2.4. Errors that should be corrected During Language Learning Process

Errors correction helps language learners become proficient in a second or foreign language. Before providing feedback, it is very critical to identify the type of error that learners make. Errors that should be corrected have been classified into four categories by Mackey (2000) and Mc-Donough (2004). First, morphosyntatic errors are identified when learners misuse words order, tenses, conjugation, and particles. Second, lexical errors which may occur when learners use vocabulary inappropriately or they switch to the mother language due to lack of vocabulary knowledge. Additionally, semantic errors occur when the teacher cannot understand the learner's utterance, even when there are no lexical, phonological or grammatical mistakes. Another type of errors is the phonological errors, it usually indicates a mispronunciation of words (as cited by Yoshida, 2008, p.82).

1.2.5. Ways of Providing Feedback

In order to reinforce the learning process of a second language through the treatment with EFL learners' errors, researchers try to find the appropriate ways to provide feedback. Lyster & Ranta (1997, pp.46-48) distinguished six different techniques for giving feedback including:

1.2.5.1. Explicit Correction

Explicit correction refers to clear specification of the correct form. The teacher clearly indicates that what the student stated was erroneous as he or she delivers the right forms like "well, you should say" (ibid.).

E.g. Student : " she have a car".

Teacher : No, you should say "he has a car".

1.2.5.2. Recast

Recast entails the instructor reformulating all or a part of the student's utterances, miming the error without immediately expressing that the student's utterances were erroneous, the teacher indirectly reformulating the student's error or providing the repair. For instance, when a student says "he are waiting", the teacher replies "well, he is waiting"(ibid.).

1.2.5.3. Clarification Request

Clarification request demonstrates to students whether their speech has been misunderstood by the teacher or it is poorly formed and needs to be repeated or reformulated. So, a student is required to clarify problems related to comprehensibility, accuracy or both. A clarification request includes phrases such as "pardon me". For example, a student says " I was watch TV" the teachers " pardon me", so student will try to correct the sentence and say " I was watching TV" (ibid.).

1.2.5.4. Metalinguistic Feedback

Metalinguistic feedback contains either remarks, information, or questions related to the well-formedness of student's utterances, without explicitly stating the correct form. Most metalinguistic comments imply that there is mistake somewhere (ibid.).

E.g: student: She clean the room yesterday.

Teacher: What the ending we should put when we talk about the past simple?

Student: We should put "ed".

1.2.5.5. Elicitation

Elicitation refers to techniques that teachers use to elicit the correct form by the learner in a direct way. Teachers purposefully pause during their own utterance to give students a chance to fill in the blanks.

E.g. Teacher : " It looks..."Student : " It looks so beautiful" (ibid.48).

1.2.5.6. Repetition

Repetition refers to the teacher's isolated repetition of the student's incorrect statement. Teachers typically change their intonation to emphasize errors. The teacher repeats the incorrect form in order to make the student correct it by his/her self. For example, the student says "I plays football every weekend", the teacher would repeat the statement with focus on the word "plays" which includes the mistake (ibid.).

1.2.6. Feedback Providers in Classroom

According to Mendez and Cuz (2012, p.68), there are three feedback providers which are:

1.2.6.1. Teacher Correction

It occurs when the teacher is the one who has to rectify the mistakes he or she is knowledgeable about the issue and its resolution, and able to articulate and explain concepts well enough for the learner to grasp the mistake (ibid.). Mori (2011, p.451) demonstrated that feedback is considered as "one of the major classroom instructional responsibilities for second language teachers". Accordingly, the teacher is the first responsible for providing feedback through teaching process in order to help students correcting their mistake and improve their level of performance.

1.2.6.2. Self-Correction

That is feasible if the learner admits that an error was made and corrects it by submitting the appropriate form. Because it spares learner's face and gives them the opportunity to participate in the corrective event. Self-correction appears to be preferred to correction from others. Nowadays, the encouragement of autonomous learning places a strong emphasis on self-correction (ibid.).

1.2.6.3. Peer Correction

It happens when one learner corrects another in which the two learners communicate face to face. The teacher recognizes about the student's present skill levels; students cooperate in language learning and become less teacher-dependent. Peer correction does not make mistakes a public matter, protecting the learner's egos and boosting their self-confidence (ibid.).

1.2.7. Timing of Feedback

One of the key elements of feedback that has long been overlooked by researchers is the timing of feedback. However, this problem has a substantial impact on the language

acquisition process particularly during speaking. It also has an impact on learners'
performance during oral tasks. For the reasons stated above, instructors should examine the
timing of feedback in relation to students' needs, purposes, and uptake. While some
researchers and instructors feel that feedback should be delayed, others believe that
mistakes should be addressed immediately.

Numerous studies have shown that delayed Feedback is effective and that it should
be used in language learning courses. For example, Fanselow (1977) proposed that
teachers deliver delayed Feedback in order to assess the nature and kind of that specific
error and to decide how it should be dealt correctly. Moreover, Chastain (1971) suggested
that common errors can be addressed at the end of the learners' performance or when they
have completed their oral activities ; additionally, Long (1977) argued that supplying
delayed Feedback assists learners in continuing their flow of communication and avoiding
the negative impacts of pausing their speaking performance. As a result, using this kind of
Feedback may help learners produce their utterance more fluently.

In contrast, All wright (1975) said that the instructor should deal with incorrect
statements immediately and do not put it off till later, because immediate correction of
inappropriate language can help learners become more aware of their learning process and
increase their attention and awareness to speak more accurately (As cited in Shabani and
Safari 2016,p.22-24).

1.2.8. Teachers and Learners' Preferences of Providing Feedback

Breen (2001) discovered that teacher's reactions to students' participation in
classroom have a significant impact on students' self- esteem in public. According to
Sinior (199), teachers use a variety of social strategies to maintain collaborative and
supportive classroom environments; they use recasts, which are not face threatening

feedback, as a social strategy to maintain a supportive classroom atmosphere. The learner prefers to receive feedback such as clarification or elicitations in order to work out. Correct answers for themselves, rather than receiving correct forms immediately following their incorrect utterance. According to Lasagabaster and Sierra (2005), both teachers and students felt that Feedback is more effective when teachers take more time, give longer explanations and use different types of Feedback. This view is consistent with the perceptions of teachers and students in their study, that giving students more time for self-correction is better for learning. It also supports that teachers prefer to explain more when time permits (as cited in Yoshid,2008,pp.87-89).

1.2.9. Learners Uptake and Feedback

According to Ellis etal (2001, p.286) uptake is described as "a student move" and "the move is optional", because the teachers' feedback move does not necessitate a learner uptake move. Then, uptake happens after a learner make mistake, the teacher corrects the mistake or gives information about the incorrect statement, and the learner then reacts to teachers' correction, for instance, repeating the correct form is a sign that the learner has understood it. Additionally, he said that "uptake can be considered successful when it demonstrates that a student can use a feature correctly or has understood a feature". In this light, students understand the feedback and react after it by using the correct form (2001, p.286). Uptake refers to "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to teacher's intention to draw attention to some aspects of the student's initial utterance" Lyster & Ranta (1997, p.49). They distinguished two types of students' uptake; an uptake that results in the "repair" of the mistake on which the feedback was concentrated, and an uptake that results in a statement that still requires repair coded as "need- repair".

1.2.10. The Effects of Negative Feedback on Speaking

Negative feedback is one of the most influential factors in the learning process. Teacher's negative feedback on their student performance may affect them positively or negatively. According to Rutkowshi and Steelman (2004), recipients of negative feedback are less likely to accept it because they believe it to be less accurate, so they tend to neglect it (p.6). They added that teachers avoid using negative comments to reduce the embarrassing atmosphere associated with giving negative feedback (p.7). Kluger (2001) said that if students perceive negative feedback as unfair or demotivating, they may develop resistance to future feedback. This resistance can hinder their growth and development in speaking skills as they become less receptive to constructive guidance and suggestions (as cited inHattie and Timperley,2007,p.99). Podsakoff & Farh(1989) added that Continuous exposure to negative feedback regarding their speaking skills can hinder students' performance. It may create anxiety, causing them to become overly cautious, hesitant in expressing their ideas, or overly focused on avoiding errors, which can limit their ability to communicate effectively (p.62). NF does not always negatively affect students, it thought to create awareness and motivate individuals to change their behavior Rutkowshi and Fteelman(2004). So, in order to improve themselves, students should take negative feedback into account instead of ignoring them (p.6) .

Conclusion

This section of the literature review tries to introduce negative feedback as an important part in teaching and learning English as foreign language. Negative feedback is a tool or a method used by teachers to criticize, evaluate, or correct their students' mistakes. It can affect students positively or negatively and this depends on how and when teachers

provide this kind of feedback in order to obtain satisfactory results in the process of learning.

Chapter Two: Field Work and Data Analysis

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Chapter Two: Field Work and Data Analysis

Introduction

This chapter presents the fieldwork conducted for the study, aiming to analyze and interpret the results obtained from both questionnaires (a questionnaire for students and a questionnaire for teachers).The two data collection tools were used to investigate whether oral expression teachers use negative feedback in the speaking sessions and whether its use affects students negatively or positively. In addition, to explore how students perceive negative feedback and what are its effects on their speaking performance. The chapter is divided into two sections. The first section provides a detailed description of the questionnaire administered for students, including information about the sample population. The analysis and discussion of the results obtained from this questionnaire are also presented in this section. The second section focuses on the questionnaire administered to teachers, including details about the sample population. Similarly, the analysis and discussion of the results derived from this questionnaire are discussed in this section.

2.1. Research Methodology

Selecting the suitable methodology is a crucial initial stage in conducting research to ensure the attainment of dependable results. In this study, data collection was carried out through the use of two distinct questionnaires. One questionnaire was administered to students, aiming to recognize their attitudes towards the effects of teachers' negative feedback on their speaking performance. Simultaneously, the second questionnaire was distributed to teachers, aiming to examine their opinions on negative feedback and its influence on the speaking performance of EFL students.

SECTION ONE: QUESTIONNAIRE FOR STUDENTS

2.1.1.Sample of the Questionnaire

The Sample used in this study was fifty (50) first year EFL learners out of a total population of 232 students at the department of English at Mohamed Seddik Ben Yahya University Jijel. The sample was selected randomly from eight groups. First year students were chosen because they have limited oral expression experience, they tend to make mistakes, and are more likely to receive feedback; all of this enables them to have clear attitudes towards teachers' negative feedback.

2.1.2. Description of the Questionnaire

This questionnaire was designed for first year EFL students at the department of English at Mohamed Seddik Ben Yahya University to provide them with opportunity to express their attitudes towards the use of teachers' negative feedback and its effects on their speaking performance. This questionnaire is composed of 24 questions divided into three sections: background Information, speaking performance, and teachers' negative feedback. The first section from (Q1-Q5), aims to gather personal information through five questions, where students are asked about the number of years they have been studying English, their feelings towards learning English and their level of English, in addition to their favorite skill. The second section is from (Q6-Q11); this section seeks to highlight the students' attitudes towards speaking skill. However, the third section is from (Q12-Q24).The aim behind this section is to address the use of teachers' negative feedback, students' attitudes towards it, and the effects of negative feedback on their performance.

2.1.3. Analysis for the Questionnaire

<u>**Section One: General Information**</u>

Q1: For how many years have you been studying English?

Table1: Years of Studying English

Option	Number	Percentage (%)
7 years	35	70%
8 years	11	22%
More than 8	4	8%
Total	50	100%

Table 1 shows that the majority (70%) of students have been studying English for 7 years, (22%) of them have been studying English for 8 years, and only (8%) of them have been studying English more than 8 years.

Q2: Do you like learning English?

Table 2: Students' Attitudes towards Learning English

Option	Number	Percentage (%)
Yes	50	100%
No	0	0%
Total	50	100%

Table 2 shows that all the participants (100%) like and enjoy learning the English language.

Sub question: Justify: Students' justifications were as follows:

►English is an international language that can be used around the world.

►English is their favorite language.

►It is useful and easy to learn.

►They need English for communication anytime and anywhere.

►They want to be teachers of English.

Q3: How do you find English language learning?

Table 3: Students' Perception of English Language Learning

Option	Number	Percentage(%)
Easy	18	36%
Difficult	1	2%
Somehow difficult	31	62%
Very difficult	0	0%
Total	50	100%

In table3, (62%) of students find English language learning somehow difficult, (36%) of students find it easy and (2%) find it difficult, no one find it very difficult.

Q4: What is your level in English?

Table4: Students' English Proficiency Level

Option	Number	Percentage(%)
Bad	0	0%
Average	35	70%
Good	15	30%
Total	50	100%

Table 4 shows that (70%) of students have an average level in English. Whereas, (30%) consider their level as good, and no one believes that his/her level is bad. As a result, we note that the majority of students have an average level.

Q5: What is your favorite skill?

Table5: Students' Opinion about the Favorite Skill

Option	Number	Percentage(%)
Listening	9	18%
Speaking	23	46%
Reading	11	22%
Writing	7	14%
Total	50	100%

The aim of this question is to know students' favorite skill. (46%) of students prefer the speaking skill, (22%) favor reading, and (18%) chose listening. While (14%) prefer writing to the other skills. As a result, speaking is the most favorite skill among the four skills.

Sub question: Students' justifications were as follows:

►Students who have chosen listening skill usually like listening to different accents around the world, also they enjoy listening to podcasts and watching movies in English. Additionally, they find it easy and effortless.

►Students prefer speaking in order to improve their accent and pronunciation because they desire to be good speakers; they like conversation and tend to express their selves orally.

►Students who favor reading skill find it very useful for acquiring new vocabulary and learning words' spelling.

►Students who chose writing find it the appropriate way for them to express their thoughts and feelings without shyness.

Section Two: Speaking Performance

Q6: Do you like speaking in oral expression sessions?

Table6: Students' Preference for Oral Expression Sessions

Option	Number	Percentage(%)
Yes	42	84%
No	8	16%
Total	50	100%

From table 6, it can be deduced that (84%) of first year EFL students like speaking in OE sessions. However, the remaining students (16%) dislike speaking.

Q7: How often do you speak in oral classes?

Table 7: Frequency of Students Speaking in Oral Classes

Option	Number	Percentage(%)
Always	17	34%
Sometimes	28	56%
Rarely	5	10%
Total	50	100%

The aim of the above question is to reveal students' attitude towards speaking in oral classes. The table above indicated that (56%) of students chose the option "sometimes". On the other hand, (34%) are always speaking during the oral class, and (10%) rarely speak.

Sub question: Justify:

►Students who are always speaking in oral classes claimed that speaking makes them more confident about their English. Also, it is the only session in which students actually communicate in. Some of them speak in order to improve their accent; they like to express their ideas and opinions orally and face to face. However, other students speak in order to increase their grades.

►Students who sometimes speak, do not have enough vocabulary, and they are looking for interesting topics to participate.

►Students who rarely speak, prefer listening than speaking because they are suffering from stress, shyness, and fear of making mistakes.

Q8: How do you rate your oral performance?

Table8: Students' Rating of Oral Performance

Option	Number	Percentage(%)
Bad	0	0%
Average	28	56%
Good	18	36%
Very good	4	8%
Total	50	100%+

Table 8 shows that (56%) of students think that their oral performance is average, (36%) of them consider their oral performance as good and (8%) of participants believe that they are very good during the oral performance. However, no student stated that his/her oral performance is bad.

Q9: How comfortable are you when speaking in classroom?

Table9: Students' Comfort Level when Speaking in Classroom

Option	Number	Percentage(%)
Very comfortable	**7**	14%
Somewhat comfortable	25	50%
Somewhat uncomfortable	15	30%
Very uncomfortable	3	6%
Total	50	100%

The aim of this question is to know how much the students are comfortable when speaking in the classroom. For instance, (50%) of students feel somewhat comfortable

during speaking performance, (30%) of them are somewhat uncomfortable, (14%) feel very comfortable, and (6%) of students are very uncomfortable.

Q10: Which problem do you face when you speak?

Table10: Problems that Students Face During Speaking

Option	Number	Percentage(%)
Lack of vocabulary	19	38%
Fear of making mistakes	19	38%
Shyness	10	20%
Mother tongue use	2	4%
Total	50	100%

The purpose of the above question is to recognize problems that first year EFL students face during speaking. It shows that (38%) of students have problems with the lack of vocabulary whereas the same percentage (38%) of them claimed that they face fear of making mistakes when speaking. (20%) of participants encounter problems with shyness while only (4%) suffer from the use of the mother tongue.

Q11: Which of the following classroom activities do you prefer?

Table11: students' Most Preferred Activities

Option	Number	Percentage(%)
Role play	12	24%
Discussion	19	38%
Story telling	7	14%
Games	10	20%
Dialogue	2	4%
Total	50	100%

Table11 shows that (38%) of students consider classroom discussions as the most preferred activity. (24%) of them chose role play, other students (20%) prefer games. However, (14%) of students pick storytelling and (4%) enjoy dialogues.

<u>Section Three: Teachers' Negative Feedback</u>

Q12: Do you make mistakes during speaking performance?

Table12: Student Occurrence of Mistakes during Speaking Performance?

Option	Number	Percentage(%)
Yes	48	96%
No	2	4%

According to the table above the majority of students (96%) make mistakes during their speaking performance. On the other hand only (4%) of them don't tend to make mistakes.

Q13: If yes, which kind of mistakes do you make?

Table 13: The Kind of Mistakes that Students Make

Option	Number	Percentage(%)
Grammatical mistakes	29	60,41%
Mispronunciation	8	16,67%
Misuse of vocabulary	11	22,92%
Others	0	0%
Total	48	100%

The results obtained from table 12 shows that more than half of students (60.41%) who said yes make grammatical mistakes when expressing themselves orally. Others, (22.91%) said that they tend to make mistakes related to the misuse of vocabulary. (16.66%) of them mispronounce the world when speaking.

Q14: In order to correct your mistakes what do you prefer?

Table14: Students' Preferences to Mistakes Correction

Option	Number	Percentage(%)
Teacher correction	27	54%
Peer correction	0	0%
Self-correction	23	46%

According to the answers in the table 13, more than half of students (54%) prefer to receive correction from their teachers. On the other hand, the other students (46%) favor depending on themselves to correct their mistakes, but no one like to receive corrections from peers.

Q15: Does your teacher correct your mistakes while presenting?

Table 15: Teacher's Correction of Student's Mistakes during Speaking

Option	Number	Percentage(%)
Yes	43	86%
No	7	14%
Total	50	100%

It is obvious from the table above that the most of students (86%) claimed that their teachers correct their mistakes while presenting orally. The remaining students (14%) said that they do not receive any correction from their teachers during speaking.

Q16: If your answer is yes, do you receive the correction positively or negatively?

Table16: Students' Attitudes towards Teacher's Correction

Option	Number	Percentage(%)
Positively	41	95,35%
Negatively	2	4,65%
Total	43	100%

The responses in the previous table maintain that the majority of students (95.35%) who said yes have received their teacher's corrections positively. However, some students (4.65%) have received the corrections in negative way.

Q17: Does your teacher provide you with negative feedback during speaking?

Table17: The Teachers' Use of Negative Feedback

Option	Number	Percentage(%)
Yes	16	32%
No	34	68%
Total	50	100%

From table 16, it can be deduced that (32%) of students stated that their teachers provide them with negative feedback during speaking. On the other hand (68%) of them said that they do not receive any kind of NF from their teachers when speaking.

Sub question: explaining more:

►Those students who said "yes" stated that teachers provide them with NF when they make mistakes and misbehave through negative comments and body language, in addition to sharp tones and harsh expressions.

►Students who said "no" they claimed that they only receive positive feedback from their teachers.

Q18: If yes, how often?

Table18: Frequency of Teachers' Negative Feedback to Students

Option	Number	Percentage(%)
Rarely	2	12,50%
Sometimes	13	81,25%
Often	1	6,25%
Always	0	0%
Total	16	100%

Table seventeen indicates that (81,25%) of students who said yes, sometimes receive NF from their teachers and (12,50%) rarely receive NF. Only (6,25%) claimed that they often receive it when speaking.

Q19: Which kind of Negative Feedback do you prefer?

Table19: Preferred Kind of Negative Feedback among Students

Option	Number	Percentage(%)
Implicit NF	32	64%
Explicit NF	18	36%
Total	50	100%

The results obtained from the table above indicated that more than half of students (64%) prefer to receive NF implicitly. On the other hand, some students (36%) prefer the explicit NF.

Q20: How does receiving negative feedback on your speaking performance make you feel?

Table20: Students' Emotional Responses to NF on their Speaking Performance

Option	Number	Percentage(%)
Motivated	15	30%
Discouraged	15	30%
Confused	20	40%
Other	0	0%
Total	50	100%

According to the results in the table nineteen, (40%) of students feel confused after receiving NF and (30%) claimed that they feel discouraged when teachers provide them with NF. On the other hand, (30%) of students consider NF as a motivational tool during speaking.

Q21: In your opinion what is the appropriate time for receiving negative feedback?

Table21:Students' Opinion about the Appropriate Time for Receiving Negative Feedback

Option	Number	Percentage(%)
Immediately	26	52%
Delayed	24	48%
Total	50	100

Table twenty indicated that (52%) of students think that immediate NF is the most appropriate for them. While, (48%) of them believe that the appropriate time for receiving NF is after the speaking performance.

Q22: How do you consider the use of negative feedback?

Table22: Students' Attitude towards the Use of Negative Feedback

Option	Number	Percentage(%)
Not useful	16	32%
Useful	10	20%
Very useful	3	6%
Harmful	21	42%
Total	50	100%

The aim of the above question is to know how students consider the use of NF. (42%) said that NF is harmful and (32%) think that the use of NF is not useful. However, (20%) of students believe that teachers' NF is useful, and the rest of students (6%) believe that NF is very useful for them.

Sub question: Justify: Students' justifications were as follow:

►Students who said that NF is not useful believed that it does not help them to improve their performance, because not everyone can take it positively. Others think that NF can make them confused and embarrassed.

►Those who said that NF is useful claimed that it can push them to make extra efforts in order to learn from their mistakes. Others consider it as an adjustment for their performance and behavior.

►Students who consider NF very useful said that they take it as a challenge to get better, and pay more attention in order to avoid repeating the same mistakes.

►According to students who said that NF is harmful see that it hurts the psychological side of students, and reduces their self-confidence especially those who have a weak personality. NF has effects on students from the inside and makes them feel upset and embarrassed, especially when they receive it in front of their classmates; that would lead which them to avoid participation and interaction with the teacher. They tend to be absent as an escape from speaking.

Q23: Does teachers' negative feedback affect your speaking performance?

Table23: The Impact of Teachers' Negative Feedback on Students' Speaking Performance

Option	Number	Percentage(%)
Yes	41	82%
No	9	18%
Total	50	100%

From the table above, it can be noticed that the majority of students (82%) said that receiving NF may affect their speaking performance. In contrast, only (18%) claimed that NF has no impact on their speaking performance.

Q24: If yes, how does it do so?

Table24: The Effects of Teachers' Negative Feedback on Students' Speaking Performance

Option	Number	Percentage(%)
Negatively	31	75,60%
Positively	10	24,40%
Total	41	100%

The results obtained from the table above show that (75,60%) of students' speaking performance is affected negatively due to the teachers' NF while (24,40%) of students believe that the use of teachers' NF positively affects their speaking performance.

Sub question: Explain More: Students' explanations were as follow:

►Students who said that teachers' NF has a negative impact on their speaking performance explained that it may discourage them and make them feel uncomfortable, embarrassed, nervous, confused and disturbed. Teachers' NF interventions destroy students' self-confidence, hinder their performance and demotivate them. So,in this case students dislike the speaking sessions and sometimes even the teacher; and that would lead them to be absent all the time.

►Students, who said that teachers' NF has a positive impact on their performance, consider it as a source of motivation because they have that much of self-confidence. So that pushes them to do better next time and avoid repeating the same mistakes.

2.1.4. Discussion of the Results

Based on the results obtained from the students' questionnaire, it can be noticed that the majority of students have been studying English for eight years. This indicates that most students have a positive attitude towards learning the English language; affirming that their decision to study English was a personal one. Students' answers of the third question showed that more than half of students consider English language learning somehow difficult. The responses to (Q4) showed that a large number of students view their English proficiency as average. While, the remaining students asserted that their English level is good. Speaking is considered as the most favorite skill by the majority of students, as it allows them to express their ideas and opinions during the learning process. Reading ranked second in importance due to its critical role in acquiring and developing new vocabulary.

The majority of students like speaking in oral expression sessions. The majority of participants consider their speaking performance as average. The rest claimed that they are between good and very good in speaking. The results obtained from (Q7 to Q10) showed that more than half of students feel somewhat comfortable, that is why they just speak from time to time in oral classes. Most students do not have enough vocabulary to express their ideas and opinions due to the lack of practice .They consider discussion and role play as their favorite classroom activities since they both need interaction.

The third part in the questionnaire was concerned with the use of teachers' negative feedback in speaking classes. The results obtained from (Q12 to Q16) showed that the majority of students make mistakes during the speaking performance such as grammatical mistakes, and misuse of vocabulary. In order to correct those mistakes students prefer to be corrected by their teachers or just by themselves .the majority receive the teacher's

correction while presenting in a positive way. According to the majority of students, they do not actually receive NF from their teachers whereas the rest of students declared that teachers sometimes provide them with NF. Those participants consider the use of teachers' NF as harmful and not useful because it makes them feel confused, discouraged, and demotivated. NF hurts students psychologically; it reduces their self-confidence, makes students avoid attendance, participation and interaction with the teacher, because it makes them feel upset and embarrassed especially when they receive it in front of their mates. On the other hand, only few students consider NF as useful; they think that its use can push them to make extra efforts in order to improve and learn from their mistakes.

In summary, the results obtained from the questionnaire revealed that first year EFL students in the department of English language at the university Mohammed Seddik Ben Yahya regarded that teachers' NF affects students' speaking performance negatively, because it make them feel uncomfortable, nervous, embarrassed, disturbed. Also NF destroys their self-confidence, demotivate them, and hinder their performance.

SECTION TWO: QUESTIONNAIRE FOR TEACHERS

2.2.1. Sample of Questionnaire

The questionnaire was administered to ten (10) first year oral expression teachers at the department of English at Mohammed Seddik Ben Yahya University of Jijel.

2.2.2. Description of the Questionnaire

The questionnaire for teachers was mainly designed to know whether teachers use negative feedback in oral expression sessions and their opinions about its effects on EFL learners speaking performance. This questionnaire is composed of nineteen (19) questions divided into three sections: background information, speaking performance, and the effect of teachers' negative feedback on students' speaking performance.

The first section from (Q1- Q2) aimed to obtain general information about the educational qualification and teaching experience. The second section was about the speaking skill from (Q3- Q8), it is intended to recognize the teachers' opinion about the importance of speaking in comparison to the other skills, the difficulties that OE teachers face when teaching and different oral activities used in oral classes. The third section named the effect of teachers' negative feedback on students' speaking performance (Q9- Q19) attempted to show if teachers provide negative feedback in their classes, the reasons behind providing NF, and the effects of this kind of feedback.

2.1.3. Analysis of the Questionnaire

<u>**Section One: Background Information**</u>

Q1: What degree do you hold?

Table25: Degree Held

Option	Number	Percentage (%)
Master	2	20%
Magister	1	10%
PHD	7	70%
Total	10	100%

The aim behind this question is to know the degree teachers hold. Thus, table 24 indicates that the majority (70%) of teachers have a PHD degree, (20%) of them have a master degree. While, (10%) of them have a magister.

Q2: For how many years have you been teaching oral expression?

Table26: Years of Teaching English

Option	Number	Percentage(%)
2 years	2	20%
3 years	2	20%
More than 3 years	6	60%

From the table above, we notice that more than half (60%) of teachers have been teaching English for more than3 years, (20%) of them have been teaching English for 3 years and the rest (20%) have been teaching English for 2 years.

Q3: In your opinion, how much important is speaking in comparison to the other skills

Table27:Importance of Speaking Skills in Comparison to Other Skills

Option	Number	Percentage(%)
More important	1	10%
As important	8	80%
Less important	1	10%

The above table shows that most teachers (80%) claimed that speaking is considered as important as the other skills. Some teachers (10%) claimed that speaking is more important than the other skills and the remaining teachers (10%) believe that speaking is less important than the other skills.

Sub question: Justify: teachers' justifications were as follow:

➢ Speaking is an essential part of the daily life communication; it is more crucial than the other skills because it is a productive skill that helps human being to communicate faster and easier. Speaking helps to boost one's self confidence that will definitely enhance the students' performance in classroom.

➢ The four skills complement each other to reach and achieve language proficiency. So, EFL learners must work on developing the four skills at once.

➢ Writing is more important than speaking for documentation and publishing.

Q4: Is there any interaction between you and your students during speaking classes?

Table28: Teachers' Interaction during speaking Classes

Option	Number	Percentage(%)
Yes	10	100%
No	0	0%

Table 28 shows that all teachers (100%) interact with their students.

Sub question: Explain: Teachers' explanations are as follow:

►Interaction is an essential part of the speaking classes; that is why teachers always interact with their students through discussion, dialogue, and question/ answer activities.

►Teachers also interact with students in order to evaluate their speaking capacities, and improve their fluency and accuracy.

Q5: How do you evaluate your students' speaking performance?

Table29: Evaluating Students' Speaking Performance

Option	Number	Percentage(%)
Very good	1	10%
Good	2	20%
Average	6	60%
Poor	1	10%
Total	10	100%

The table above indicates that more than half of teachers (60%) considered their students' speaking performance as average while (20%) of teachers evaluated the students' performance as good. On the other hand, some teachers (10%)think that the performance of students is very good and the rest of the teachers (10%) said that it is poor.

Q6: Do you face difficulties when teaching oral expression?

Table30:Teachers' Difficulties in Teaching Oral Expression

Option	Number	Percentage(%)
Yes	2	20%
No	8	80%

Table 30 shows that the majority of teachers (80%) do not face difficulties when teaching OE. However, (20%) of them encounter some difficulties.

Sub question: The teachers mentioned the following difficulties:

►Students' lack of vocabulary

►Wrong pronunciation

►Grammatical mistakes

►Students' anxiety.

Q7: Do you think that the time allocated for oral expression courses is sufficient for improving student's speaking skill?

Table31:Sufficiency of Time Allocated for Oral Expression Courses

Option	Number	Percentage(%)
Yes	5	50%
No	5	50%
Total	10	100%

Table 31indicates that half of teachers (50%) think that the time allocated for OE courses is sufficient while the other half of them (50%) said the opposite.

Q8: What are the different oral activities that you give to your students during OE classes?

Table32: Teacher's Use of Oral Activities in OE Classes

Option	Number	Percentage(%)
Role play	9	90%
Discussion	10	100%
Individual presentation	8	80%
Others	5	50%

From the above table, it can be observed that all teachers (100%) focus on discussion activities, (90%) of them use role play activities and (80%) give students individual presentations. and (50%) give other activities to their students in EO classes such as; games, pair works, interviews, listening activities, and monologues. So, the most used activities in the oral expression sessions are: discussions, role plays and individual presentations.

Section Three: The Effects of Teachers' Negative Feedback on Students' Speaking Performance

Q9: What are the most common errors that your students make during speaking performance?

Table 33: Teachers' Opinion about Common Errors in Students' Speaking Performance

Option	Number	Percentage(%)
Mispronunciation	8	80%
Grammatical errors	10	100%
Misuse of vocabulary	7	70%
Others	0	0%

Table 33 indicated that all the teachers (100%) claimed that their students make grammatical mistakes during speaking performance, (80%) said that their students make pronunciation mistakes. (70%) of teachers stated that students misuse vocabulary when speaking.

Q10: How do you correct those errors?

Table 34: Teachers' Correction of Students' Errors during Speaking Performance

Option	Number	Percentage(%)
By your self	9	90%
Classmates	5	50%
Student who made the error	1	10%

From table above, (90%) is the percentage of teachers who chose to correct the student's errors by themselves and (50%) of teachers prefer that students take the correction from their classmates. Only one teacher (10%) claimed that it is better for the students to correct themselves. So, the majority of teachers prefer both ways of correction (teacher's correction and classmates' correction)

Q11: What type of feedback you mostly provide?

Table35: Kind of Feedback that Teachers Use

Option	Number	Percentage(%)
Positive feedback	1	10%
Negative feedback	0	0%
Both	9	90%

It is noticeable in the table above that (90%) of teachers claimed that they provide their students with both positive and negative feedback, only (10%) of them stated that they only give positive feedback to their students during OE classes.

Q12: How often do you provide negative feedback to your students on their speaking performance?

Table 36: The Frequency of Providing Negative Feedback by Teachers

Option	Number	Percentage (%)
Rarely	1	10%
Sometimes	6	60%
Often	2	20%
Never	1	10%

Table 36 shows that (60%) of teachers claimed that they sometimes provide students with NF during their speaking performance, (20%) of them stated that they often give NF. On the other hand, (10%) of them said that they rarely use the NF and (10%) stated that they never use this kind of feedback.

Q13: If you use negative feedback, when you do so?

Table 37: Teachers' Timing for Giving Negative Feedback

Option	Number	Percentage(%)
Immediately	3	33.33%
Delayed	6	66.66%
Total	9	100%

As it is noticeable in table 37, (66.66%) of teachers claimed that they give NF delayed i.e. after the speaking performance and the rest of teachers (33.33%) stated that they give this type of feedback immediately.

Q14: Do your students take negative feedback into consideration?

Table 38: Teachers' Opinions about their Students' Acceptance of their Negative Feedback

Option	Number	Percentage(%)
Yes	8	88.88%
No	1	11.11%
Total	9	100%

The table above shows that (88.88%) of teachers stated that students take their NF into consideration, while the rest (11.11%) of them said the opposite.

Q15: In your opinion what are the reasons behind providing negative feedback?

Reasons behind Providing Negative Feedback:

►Students need both positive and negative feedback.

►NF makes learners avoid repeating the same mistakes over and again.

►NF helps student to know their oral skills weaknesses, and even their overall linguistics deficiency.

Q16: Does negative feedback affect students?

Table39: Teachers' Perspective toward the Impact of Negative Feedback on Students

Option	Number	Percentage(%)
Positively	1	10%
Negatively	7	70%
It depends on the student and situation	2	20%

In table above, we notice that the majority of teachers (70%) stated that their students receive NF in negative way. However, (10%) said that NF affects students positively, the rest of teachers (20%) claimed that the effect of NF depends on the student and the situation.

Q17: Do you think that providing students with negative feedback can help them to avoid repeating the same mistakes?

Table 40: The Effectiveness of Providing Students with Negative Feedback in Avoiding Repetition of Mistakes

Option	Number	Percentage(%)
Yes	8	80%
No	2	20%
Total	10	100%

The results of table 40 show that the majority (80%) of OE teachers claimed that NF helps their students to avoid repeating the same mistakes. While, only (20%) of them said the opposite.

Q18: In your opinion what are the effects of providing negative feedback?

The Effects of Providing Negative Feedback According to Teachers

►NF demotivates the students and affects their self-confidence.

►After receiving NF learners will be more careful.

►NF leads to communication breakdown, anxiety, demotivation.

►Students will avoid interaction and participation, they may develop negative attitude towards learning.

► NF creates a negative teaching environment.

►Students develop a defensive attitude toward teacher.

►NF decreases the number of mistakes, it raise the students' awareness of the speaking skill they should improve, and putting the end to the self-satisfaction that hinders students' progress sometimes.

►If done properly, NF encourages students' self-improvement by motivating learners. Also, it can push them to view challenges as opportunities for growth and development.

Q19: Further suggestions please, write any comments or additions about negative feedback and its effects on students' speaking performance.

Teachers Suggestions, Comments and Additions about Negative Feedback

►Students should be informed that NF is related to their speaking performance, so students should not take it personal.

►NF should not be given in anytime that can interrupt students' fluency and should not be given excessively.

►NF does not always mean destructive feedback or rather destructive criticism.

2.2.4. Discussion of the Results

On the light of the results obtained from teachers, it has been noticed that most teachers have a PHD degree; that means oral expression teachers are skilled teachers. The department of English contains teachers who have an experience of two to six years in teaching oral expression making a well experienced and competent staff. According to teachers, speaking is important for learners as the other skills; due to fact that EFL learners must work on developing the four skills at once. All teachers said that they interact with their students in oral classes and since they are first year students, their speaking performance is average. The majority of teachers do not encounter any difficulties because

they have the sufficient experience in teaching Oral Expression. Some teachers think that the time allocated for OE is sufficient for improving students' speaking skill, while the other do not; and this depends on teachers' techniques and objectives. Thus, all teachers mostly use different activities such as role play, individual presentations, and discussion trying to motivate the students.

All teachers said that the most common errors students make during speaking performance are grammatical errors, mispronunciation errors and errors related to vocabulary. For instance, the majority of teachers prefer to correct students' errors by themselves or by giving the chance to their classmates to do so. Most of them give both positive and negative feedback to their students, it depends on the mistakes and situation and they mostly provide feedback after the speaking performance. In this regard, teachers claimed that students take their NF into account in order to develop their speaking performance.

OE teachers distinguished several reasons behind providing NF. According to them, students need both positive and negative feedback in order to enhance their speaking skill. Teachers' use NF to correct learners and avoid repeating the same mistakes over and again, and help them to know their oral skills' weaknesses, and even their overall linguistics deficiency. The majority of teachers stated that NF affects students negatively because it demotivates them and affects their self-confidence. Thus, NF may sometimes lead to communication breakdown and anxiety. So, students will avoid interaction and participation, also they may develop negative and defensive attitude towards learning and especially speaking. Additionally, if NF is applied properly, it will encourage students' self-improvement by motivating them, decrease the number of mistakes, raise their awareness of the importance of improving the speaking skill, and finally it would put an end to the self-satisfaction that hinders students' progress and their speaking performance.

Conclusion

The primary objective of the fieldwork is to investigate EFL students' attitudes towards the effects of teachers' negative feedback on their speaking performance. The findings obtained from the two questionnaires indicated that students are negatively impacted by teachers' negative feedback. Additionally, the majority of teachers acknowledge that providing students with such feedback has a detrimental and negative effect on their speaking performance.

Limitations of the Study

This study encountered some obstacles and difficulties which are subsequently listed:

➤ Since the questionnaires were conducted at the end of the academic year and the beginning of the exams, most teachers fulfilled the curriculum and most students stopped attending classes.

➤ The process of collecting questionnaire sheets proved to be more challenging than distributing them.

➤ The majority of participants did not provide explanations or reasoning for the open-ended questions in the questionnaires.

➤ Some participants did not take answering questions seriously.

Recommendations and Suggestions

At the end of this research, some recommendations and suggestions are given to both teachers and students to avoid problems related to providing negative feedback.

➤ Teachers are supposed to focus on providing positive feedback instead of negative feedback.

➢ Teachers should create a positive atmosphere during speaking classes to raise students' motivation.

➢ Negative feedback should not be given excessively.

➢ Teachers should choose the appropriate time for giving negative feedback.

➢ In the learning and teaching process, students should not take negative feedback as a personal attack.

➢ Students should take negative feedback as a challenge in order to improve their speaking performance by making extra efforts.

General Conclusion

Speaking is a fundamental skill that plays a crucial role in effective communication. It enables students to convey their thoughts, ideas, and emotions verbally, facilitating interaction and understanding between them. While there are various essential skills such as reading, writing, and listening, speaking stands out as a distinct ability that requires active engagement, confidence, and linguistic competence. Nonetheless, there are many difficulties that face students when learning speaking such as; making mistakes during a speaking performance. Due to those mistakes teachers may provide them with NF which can affect students' oral performance.

This study has been conducted at the department of English at the University of Mohammed Seddik Ben Yahya, Jijel for the sake of knowing EFL students' attitude towards the effects of teachers' negative feedback on their speaking performance. The present study has been framed within two chapters. Chapter one was divided into two sections, the first section aimed at shedding light on speaking definitions, different types of speaking, and also an overview on the characteristics of speaking, elements, and the importance of the speaking skill. The second section dealt with feedback and negative

feedback definitions, types of NF, ways of providing feedback, also it dealt with timing and the effects of NF on speaking. Chapter two was divided into two sections devoted to the analysis and the discussion of the results derived from the questionnaires administered to both students and teachers. The results of the analysis of teachers' and students' questionnaires showed that both of them were aware of the negative effects of negative feedback on students' speaking performance.

As a conclusion, the findings have answered the questions of the current study; and that means both first year students and oral expression teachers at Mohammed Seddik Ben Yahya University-Jijel- hold negative attitudes towards the effect of teachers' negative feedback on students' speaking performance.

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Appendix01: Questionnaire for Students

Dear students,

This questionnaire serves to collect the needed data to conduct this research. It aims to investigate "EFL students' attitudes towards the effects of teachers' negative feedback on their speaking performance" in the department of English at Mohamed Seddik Ben Yhia, Jijel University. We would be grateful to you if you collaborate with us in answering these questions. Thank you in advance for your collaboration.

Please choose the appropriate answers by putting a tick (√) in front of them.

Section One: Background Information

Q.1. For how many years have you been studying English?

....

Q.2. Do you like learning English?

a- Yes ☐   b- No ☐

why?...

Q.3. How do you find English Language learning?

a-Easy ☐   b-Somehow difficult ☐

c-Difficult ☐   d-Very Difficult ☐

Q.4. How do you evaluate your level in English?

a-Bad ☐   b-Average ☐   c-Good ☐

Q.5. What is your favourite skill?

a-Listening ☐   b-Speaking ☐   c-Reading ☐   d-Writing ☐

Why?...

Section Two: Speaking Performance

Q.6. Do you like speaking in oral expression sessions?

a-Yes ☐   b-No ☐

Q.7. How often do you speak in oral classes?

a-Always ☐   b-Sometimes ☐   c-Rarely ☐

Please, explain why? ....

Q.8. How do you rate your oral performance?

a-Bad ☐   b-Average ☐   c-Good ☐   d-Very good ☐

Q.9. How comfortable are you when speaking in classroom?

a- Very comfortable ☐   b-Somewhat comfortable ☐

c-Somewhat uncomfortable ☐   d-Very uncomfortable ☐

Q.10. Which problem do you face when you speak?

a- Lack of vocabulary ☐   b-Fear of making mistakes ☐

c- Shyness ☐   d-Mother tongue use ☐

Q.11. Which of the following classroom activities do you prefer?

a-Role play ☐   b-Discussion ☐   c-Storytelling ☐

d-Games ☐   e-Dialogue ☐

Section Three : Teacher's Negative Feedback

(Negative feedback involves the critical intervention of teacher through negative comments, tone of voice, facial expression, and body language when correcting mistakes)

Q.12. Do you make mistakes during speaking performance ?

a-Yes ☐   b-No ☐

Q.13. If yes, what kind of mistakes do you make?

a-Grammatical mistake ☐   b-Mispronunciation ☐

c-Misuse of vocabulary ☐   d- others ☐

....

Q.14. In order to correct your mistakes, what do you prefer ?

a-Teacher correction ☐   b-Peer correction ☐   c-Self correction ☐

Q.15. Does your teacher correct your mistakes while presenting?

a-Yes ☐   b-No ☐

Q.16. If your answer is yes, do you receive the correction?

a- positively ☐   b- negatively ☐

Q.17. Does your teacher provide you with negative feedback during speaking?

a-Yes ☐   b-No ☐

Please, explain more ....

Q.18. If yes, how often?

a-Rarely ☐   b-Sometimes ☐   c-Often ☐   d-Always ☐

Q.19. Which kind of negative feedback do you prefer?

a-Implicit (direct) ☐   b-Explicit (indirect) ☐

Q.20. How does receiving negative feedback on your speaking performance make you feel?

a-Motivated ☐   b-Discouraged ☐   c-confused ☐   d-Other ☐

....

Q.21. In your opinion what is the appropriate time for receiving negative feedback?

a-Immediately ☐   b-Delayed ☐

Q.22. How do you consider the use of negative feedback?

a- Not useful ☐   b-Useful ☐   c-Very useful ☐   d-Harmful ☐

Please, justify your answer..

Q.23. Does teacher's negative feedback affect your speaking performance?

a-Yes ☐   b-No ☐

Q.24. If yes, how does it do so?

a-Negatively ☐   b-Positively ☐

Please, explain more...

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

Thank you for your collaboration

Appendix02: Questionnaire for Teachers

Dear Teachers,

This questionnaire is a part of our research that deals with attitudes towards the effects of teachers' negative feedback on students' speaking performance .Your answers will be of a great help for the research . Please, tick the appropriate box and make statements whenever required.

Section One: Background Information

Q.1. What degree do you hold?

a- Master ☐

b- Magister ☐

c-PHD (Doctorate) ☐

Q.2. For how many years have you been teaching oral expression?

....years

Section Two: Speaking Performance

Q.3. In your opinion, how much important is speaking in comparison to the other skills

a- More important than the other skills ☐

b- As important as the other skills ☐

c- Less important than the other skills ☐

Please, justify your answer...

....

....

....

Q.4. Is there any interaction between you and your students during oral classes?

a- Yes ☐   b- No ☐

Please, explain...

Q.5. How do you evaluate your students speaking performance?

a- Very good ☐   b- Good ☐   c- Average ☐   d-Poor ☐

Q.6. Do you face difficulties when teaching oral expression?

a- Yes ☐   b- No ☐

If yes, would you mention them...

....

Q.7. Do you think that the time allocated for oral expression courses is sufficient for improving students' speaking skill?

a- Yes ☐   b- No ☐

Q.8. What are the different oral activities that you give to your students during OE classes?

a- Role play activitiy ☐

b- Discussion activity ☐

c- Individual presentation ☐

d- Others...

Section Three: the effect of Teachers' Negative Feedback on students' speaking performance

Q.9. What are the most common errors that your students make during speaking performance?

a- Misspronunciation errors ☐

b- Grammatical errors ☐

c- Misuse of vocabulary ☐

d- Others...

....

Q.10. How do you correct those errors ?

a- By your self ⬜

b-Classmates ⬜

c-The student who made the error ⬜

Q.11. what type of feedback you mostly provide?

a- Positive feedback ⬜   b- Negative feedback ⬜

Q.12. How often do you provide negative feedback to your students on their speaking performance?

a- Rarely ⬜   b- Sometimes ⬜   c- Often ⬜   d- Never ⬜

Q.13. If you use negative feedback, when you do so?

a- Immediately ⬜   b- Delayed ⬜

Q.14. Do your students take negative feedback into consideration?

a- Yes ⬜   b- No ⬜

Q.15. In your opinion what are the reasons behind providing negative feedback?

....

....

....

....

Q.16. Does negative feedback affect students?

a-Positively ⬜

b-Negatively ⬜

c-It depends on the student and situation ⬜

Q.17. Do you think that providing students with negative feedback can help them to avoid repeating the same mistakes?

a- Yes ☐   b- No ☐

Q.18.In your opinion what are the effects of providing negativiue feedback?

....

....

Q.19. Further suggestions please, write any comments or additions about negative feedback and its effects on students' speaking performance.

....

....

....

....

Thank you for your collaboration

Résumé

La performance orale est un aspect fondamental de la maîtrise de la langue et de la communication. Les compétences en expression orale efficaces permettent aux individus de s'engager dans des conversations significatives, des présentations et de participer activement aux cours d'expression orale. Lors de la prise de parole, les étudiants peuvent recevoir des rétroactions négatives de la part de leurs enseignants, surtout lorsqu'ils commettent des erreurs. Cette étude vise à examiner les attitudes des étudiants en anglais langue étrangère à l'égard des effets des rétroactions négatives des enseignants sur leur performance orale au département d'anglais de l'université Mohammed Seddik Ben Yahya à Jijel. Afin d'atteindre les objectifs de cette recherche, une approche descriptive a été utilisée et les données ont été collectées par le biais de l'administration de deux questionnaires, l'un destiné à 50 étudiants de première année LMD et l'autre à 10 enseignants d'expression orale au même département. La fréquence et le pourcentage des questionnaires ont été examinés, révélant que tant les enseignants d'expression orale que les étudiants ont une attitude négative à l'égard de la mise en œuvre et des effets des rétroactions négatives dans la performance orale en classe. De plus, le fait de fournir des rétroactions négatives décourage les étudiants pendant la prise de parole, réduit leur motivation et augmente leur anxiété. Par ailleurs, les rétroactions négatives entraînent une rupture de communication, ce qui amène les étudiants à éviter l'interaction et la participation en classe. Sur la base des résultats, certaines suggestions et recommandations pédagogiques ont été avancées pour prévenir l'utilisation et les effets des rétroactions négatives sur les étudiants en EFL dans les cours d'expression orale.

Mots-clés : rétroaction négative, performance orale, attitudes.

ملخص

يعد أداء المحادثة أمرًا أساسيًا في إتقان اللغة والاتصال. حيث تمكن مهارات المحادثة الفعالة الأفراد من الانخراط في

محادثات ذات مغزى والقيام بعروض تقديمية والمشاركة بنشاطات في فصول التعبير الشفهي. قد يتلقى الطلاب ردود

فعل سلبية من معلميهم أثناء التحدث، خاصة عندما يرتكبون أخطاء. تهدف هذه الدراسة إلى استكشاف آراء طلاب اللغة

الإنجليزية كلغة أجنبية اتجاه تأثير ردود فعل المعلمين السلبية على أدائهم أثناء المحادثة بقسم اللغة الإنجليزية في جامعة

محمد الصديق بن يحي، جيجل. ولتحقيق أهداف هذا البحث، تم استخدام نهج وصفي، وتم جمع البيانات من خلال إجراء

استبيانين، أحدهما لـ 50 طالبًا في السنة الأولى ليسانس ، والآخر لـ 10 من معلمي التعبير الشفهي في نفس القسم. تم

فحص تردد ونسبة الاستبيانات، مما كشف عن وجود موقف سلبي لدى معلمي التعبير الشفهي والطلاب اتجاه منح

وتأثير ردود الفعل السلبية في أداء المحادثة داخل الفصل. أيضًا، أدى تقديم ردود الفعل السلبية إلى إحباط الطلاب أثناء

التحدث، وتقليل دافعيتهم، وزيادة قلقهم. وعلاوة على ذلك، تؤدي ردود الفعل السلبية إلى انهيار التواصل، مما يجعل

الطلاب يتجنبون التفاعل والمشاركة في الفصل. استنادًا إلى النتائج، تم تقديم بعض الاقتراحاتوالتوصيات التربوية للحد

من استخدام ردود الفعل السلبية.

الكلمات المفتاحية: ردود الفعل السلبية، أداء المحادثة، المواقف.