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The Role of Teacher's Oral Feedback in Improving EFL

Students' Self-confidence

The Case of Second -Year LMD Students of English at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment
of the Requirements for Master's Degree in Sciences of Language

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Dedication

I gladly dedicate this work to:

The most precious people to my heart, to the ones who gave me birth and meaning to my life, to the persons who provided me strength and hope, to the King and the Queen: My dearest father and my beloved mother. May Allah bless them.

My lovely sisters: Fatiha and Roumaïssa.

My adorable brothers: Ali and Mohamed.

My closest friends Karima, Bachira, Sara, Imene, Amel, Khouloud, and Abir with whom I shared the residence life with its lights and shadows.

All my dearest teachers of English.

All those who love me.

My extended family To "Boussaha's" and "Hadfi's", together you are my family.

Finally, to all the people I love. Thanks for your support and encouragement.

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Abstract

The core of our research work is the enlightenment on one of the most significant techniques in Teaching English as Foreign Language (TEFL) which is teacher's oral feedback. Teachers should be aware of how to use oral feedback because its success is ensured by selecting the appropriate type, techniques and ways of giving it, as well as, the effective type that teacher should provide them in addition to the significant techniques and ways that teachers should correct students' errors in order to promote self-confidence. Our study aims at exploring the role of teacher's feedback as a technique in improving EFL students' self-confidence and the benefits that may be obtained through supporting teacher's oral feedback and self-confidence relationship. To confirm or refute the hypothesis which claims that the use of teacher's oral feedback in the classroom could be the appropriate technique in improving EFL students' self-confidence, two research tools were used. First, a semi-structured questionnaire was administered to eighty three (83) second-year LMD students of English at Biskra University. It aimed at surveying students' awareness about the role that teacher's oral feedback provides to improve their self-confidence. Second, a semi-structured interview was conducted with nine teachers who are teaching written expression, oral expression and grammar. For the sake of finding out teachers' attitudes about the existing relationship between teacher's oral feedback and self-confidence, besides the extent to which they support students to correct their errors and improve their self-confidence. After analyzing the obtained results, students' questionnaire indicated that teacher's oral feedback would be a practical and a beneficial teaching technique in improving students' self-confidence. Moreover, the obtained results from teachers' interview supported the idea that teacher's oral feedback carries a significant contribution in enhancing students' achievements and promoting their self-confidence in particular. Thus, based on these results, the research hypothesis was confirmed that teacher's oral feedback is an effective technique to improve EFL students' self-confidence, as well as, it resolves different language deficiencies. Finally, some

recommendations and pedagogical implications are suggested, in the light of the findings reached, with a hope to be supportive in using this worthy technique in classroom.

List of abbreviations

ALM: Audio Lingual Method.

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

GTM: Grammar Translation Method.

FL: Foreign Language.

L2: Second Language.

LMD: License Master Doctorate.

SLA: Second Language Acquisition.

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Résumé

Abstract in Arabic(الملخص)

General Introduction

Introduction

Self-confidence is one of the psychological factors which influences positively or negatively students' achievements. It is considered a central part in the scholastic environment. However, it represents a challenge to many EFL students; many of them are incapable to trust and appreciate their capacities, as well as, to accomplish what they want since they lack self-confidence. In clear words, they feel ashamed, uncomfortable, and have negative impression towards learning a foreign language, and about their abilities. For more precision, there is a kind of stress, fear, and shyness.

In addition to that, the problem is that we noticed within students of English that most of them try to enhance their self-confidence; whereas, they cannot do well without the support of their teachers who apply various techniques including teacher's oral feedback. Therefore, teacher's oral feedback tends to be a vital technique which has powerful effects in the learning process since it aids students to understand their subject areas and provides them obvious guidelines on how to enhance their learning. To explain more, students' achievements will be enhanced, besides they will be stimulated and feel relaxed to better express themselves. In the light of what has been mentioned earlier, teacher's oral feedback could be viewed as a valuable pedagogical technique in improving EFL students' self-confidence.

So, the focus of this study is to highlight the importance of teacher's oral feedback as a technique and to prove that this technique has the potential to hamper EFL students' troubles, rectify their committed mistakes and enhance their self-confidence. Hence, we are going to figure out the role and the effectiveness of the teacher's oral feedback on EFL students' self-confidence.

1. Statement of the problem

Self-confidence is among the most important psychological factors that students of English as a second or foreign language need to improve. Self-confidence is considered the core in education and is regarded a necessary path of language learning by which it assists students to achieve their tasks as well as to reach certain goals and allows them to appreciate their capacities. In other words, getting a high confident learner in English as a foreign language is an essential, professional and educational feeling that offers different educational objectives and satisfy certain learning requirements upon which the foreign language

students' progress depends. For more precision, it is the key to students' academic achievements which gives foreign language learners a sense of optimism and allows them to take risks and handle setbacks without hesitation.

As far as self-confidence is concerned, teacher's oral feedback is also an important issue that plays a significant role in improving learners' language proficiency. Besides, selecting the most appropriate type, techniques, and ways for correcting students' mistakes is an essential elements are supposed to be done by a teacher in order to create a comfortable classroom environment and to make the students aware of errors and give those tips to avoid errors again during learning process, in addition to motivate and encourage the learners to become more confident and motivated to share their ideas comfortably and reach positive results.

Therefore, students' self-confidence is enhanced or reduced depending on several classroom techniques. Teacher's oral feedback is one of those techniques. For this reason, it is of utmost importance to figure out how to use oral feedback as technique in teaching, as well as, the effective types of oral feedback that teachers have to provide them, in addition to the significant ways and techniques on how teachers should correct students' errors in order to promote their performance in general and self-confidence in particular. In clearer words, how to generate students' interest, besides how to encourage them to increase their efforts to learn and to share their ideas in a relaxed way. For that sake, we aim through this research to explore the role of teacher's oral feedback in improving EFL students' self-confidence.

2. Significance of the study

This study is intended to be informative so that teachers and students can benefit from its outcomes. First, it attempts to encourage teachers make them aware of the efficacy of the teacher's oral feedback and enhance them to know how to use it appropriately. Second, it is expected to provide insights into students' perceptions about the use of teacher's oral feedback as a technique in enhancing their self-confidence. Therefore, students will be able to participate, share their ideas, cope with life challenges comfortably and in a relaxed manner without hesitation. It also supports teachers to better understand the technique and incorporate it into their classroom.

3.Aims of the study

This study aims at:

- Exploring whether the use of teacher's oral feedback as a technique is useful in enhancing students' self-confidence or not.
- Drawing teachers' attention towards the significance of teacher's oral feedback as a technique in improving the self-confidence of second-year students at Biskra University.
- Raising students' awareness of the teacher's oral feedback-self-confidence relationship.

4.Research questions

The present study is based on three main questions. Subsequently, we attempt to answer the following questions:

4.1. Main research question

To what extent is the use of teacher's oral feedback effective in improving self-confidence among second-year students at Biskra University?

4.2 Subsidiary questions

1. Are both teachers and students aware of the types of oral feedback ? Which type is considered the best to improve EFL students' self-confidence?
2. How can teachers use oral feedback to improve EFL students' self-confidence?

5.Research hypothesis

In this study, we hypothesize that:

The use of teacher's oral feedback in the classroom could be the appropriate technique to improve second-year students' self-confidence.

6. Methodology

6.1. Research method

In this study, we sought for a connection between the two variables, which are teacher's oral feedback as a technique in the learning process as the independent variable and the significance of this technique on developing EFL students' self-confidence as the dependent one. The method that shall be adopted throughout this research is the exploratory one.

6.2. Data collection tools

This research was based on two data collection tools: a semi-structured questionnaire and a semi-structured interview. First, a semi-structured questionnaire was administered to second-year students at Biskra University to find out how students see teacher's oral feedback, as well as, the benefits they enrich while receiving teacher's oral feedback. The second, the interview was distributed to nine teachers of the written expression, oral expression, and grammar to know to what extent they are aware of the teacher's oral feedback-self-confidence connection and how they use their experiences and techniques in correcting students' mistakes to ameliorate self-confidence. The questionnaire and the interview are very necessary means of data collection, which are regarded as being more appropriate to this type of research that will lead in the validity and the reliability of the findings of our research study.

6.3. Population/Sample

The sample of this study was restricted to second-year students of English and teachers at the Branch of English in the Department of Foreign Languages at Biskra University. Due to the shortage of time of the current study, and the large number of second-year students, this research is restricted to a particular number of students. We

have decided to select only one hundred(100)students. They have been chosen as participants according to the two main following reasons: firstly, they are more experienced in the context of learning. Secondly, students at that level start recognizing the existence of clearer and crucial problems related to their learning.

Moreover, three teachers of oral expression, three teachers of grammar and three teachers of written expression in order to figure out to what extent the practice of teacher's oral feedback is an important technique in enhancing students' self – confidence. The reason behind choosing those teachers is due to the fact that they are dealing with TD sessions were they would have enough time, as well as, direct contact to discover students' errors and deliver their oral feedback.

7. Structure of the study

The present study is composed of two main parts: theoretical and practical with a total number of three chapters. The theoretical part which overviews the related literature consists of two chapters. In the first one, we provide general definitions of feedback, besides factors to differ between feedback strategies and teacher's feedback in the most common teaching methods. After that, we move to the teacher's oral feedback in which we present its definitions, characteristics, content, and types. Moreover, we identify the main differences between the oral feedback and the written feedback, ways of giving oral feedback without forgetting mentioning teacher's roles in the process of oral feedback. Finally, we highlight the effectiveness of teacher's oral feedback on EFL students' self-confidence.

The second one, it addresses the major issues related to the self-confidence. It starts with a discussion of how affective filter plays a significant role in whether raising or hindering second language acquisition. In addition, it gives some definitions, besides, the significance of self -confidence. Indeed, it provides a general description of the characteristics of both students with high and low self – confidence, in addition to the interference between self - confidence and some concepts (self- esteem and self -efficacy). Also, it discusses how self – confidence is tightly correlated to (anxiety, motivation, and autonomy) and it suggests some techniques that help students to improve their self –confidence. Before the end, this chapter gives some teacher's roles in improving students' self –confidence and ends up with providing some factors affecting self – confidence.

In the practical part, we end up our research with the third chapter, which describes the methodology used and the findings of the practical part. In methodology, we provide an overview of research instruments description, data analysis, and results. In particular, it comprises students' questionnaires and teachers' interviews, description of the

process, results of the questionnaire as well as research findings and the analysis of students' questionnaires and teachers' interview. Finally, we provide conclusion at the end of the chapter, general conclusion, several recommendations for teachers and students, and suggestions for further studies.

Chapter one

Teacher's Oral Feedback

Introduction

Teacher's oral feedback tends to be the most significant role in EFL teaching because the popularity of students do errors and encounter challenges during their learning foreign language. Throughout this chapter, we are going to shed light on the main aspects that are related to the teacher's oral feedback. Firstly, we will provide general definitions of feedback which are suggested by some scholars, besides factors to differ between feedback strategies. We will also highlight teacher's feedback in the most common teaching methods. After that, we will move to the teacher's oral feedback in which we will present its definitions, characteristics, and content. Then, we will determine its types. Moreover, we will identify the main differences between the oral feedback and the written feedback. Furthermore, we will address ways of giving oral feedback without forgetting mentioning teacher's roles in the process of oral feedback. Finally, we will highlight the effectiveness of teacher's oral feedback on students' self- confidence.

1.1. General definitions of feedback

One of the major teacher's roles inside the classroom is presenting feedback to their students in different ways according to the objectives of the task and students' levels. In general, feedback is a process that is given by teacher towards students to notice learners' errors and to correct them in order to enhance students' achievements and grading them in different ways; however, feedback is not only linked to the educational field, but it can be found in different areas. According to (Rinvoluceri,1994), "The term [feedback] originates in biology and refers to the message that comes back to an organism that has acted on its environment. In biology it describes a neutral process, a link in the chain of action and reaction" (p.287).

In addition, feedback is defined by Hattie & Timperley (2007, p.81) as, "Teachers can also assist by clarifying goals, enhancing commitment or increasing effort to reaching them through feedback". In other words, it is considered as a means in teaching which plays a crucial role in not only enhancing students' production, but it also directs them into the perfection and helps them to realize what level of understanding they have achieved. Moreover, feedback can be delayed or immediate; it depends on certain criteria among them are the task itself and the objectives which they want to reach it. In the same context, Boud and Molley proposed another definition, "Feedback is a process whereby learner obtains

information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work” (2013, p.6).

So, feedback plays a vital role in supporting our students to assess their achievements, determine areas where they are correct and offer them guidelines in areas that require improvements. To sum up, students’ well performance is enhanced by feedback.

1.2.Factors to differentiate between feedback strategies

(Brookhart,2008) made a division between various dimensions of feedback strategies. In her distinction, strategies can differ in terms of timing, amount, mode, and audience which are always used by the teacher in the classroom.

1.2.1.Timing

The timing of feedback is one of the major aspects of feedback strategies and should be taken into consideration. In clearer words, the timing of feedback demonstrates when and how often feedback should be provided. In order to provide proper and effective feedback, teachers have to give it instantly, frequently, and at the same time, they should give it in time when students are ready and interested in receiving it (ibid). That is to say, feedback has to be given in time; otherwise, it will become needless and do not success in motivating learners to solve problems, besides work harder in the future.

1.2.2.Amount

The amount of feedback is an essential issue to be considered since it helps students to understand which way to go and what to achieve next? The amount of feedback means how many errors made by students and how many feedback is presented by a teacher about each error (ibid). Of course, teachers have to choose only the most significant points which relate to the major learning goals for getting more comprehension and concentration what to do. So, commenting on at least as many strengths as weaknesses to contribute the students’ developmental levels and their psychological feelings.

1.2.3.Mode

It indicates which type of feedback is being presented while giving feedback. Firstly, it can be written which is used in a situation when we need to correct a written work or an assignment cover sheet. Secondly, it can be oral which is used in a situation when a student needs instant feedback and do not read well or there is more information to convey than students would want to read. Thirdly, it can be visual or demonstration which is used in a situation when students need to see how to achieve something or what something looks like (Brookhart, 2008). This means, in order to present feedback in a good manner and in an appropriate way, teachers have to decide and choose which type of feedback fits the work itself and which type suits the students' levels.

1.2.4. Audience

Teachers have to consider the usefulness of each strategy before deciding what to do. In clearer words, feedback depends on the activity and the students' either preferences and abilities since feedback can be individual which is used in a situation where the student has problems and needs more specific feedback; whereas, the rest of the students get bored if they receive too much feedback. Also, it can be in groups, which presents an opportunity for reteaching where the whole of the class missed the same concept on an assignment (ibid). Additionally, some researchers claimed that individual feedback is better than group feedback since in group feedback students believe that feedback is not directed to them, so they do not pay attention to it.

To conclude, effective feedback is a central element in language classrooms because it is regarded as the key to increase students' efforts; however, proper feedback cannot be obtained unless it is accompanied with sufficiently detailed information, clues, and recommendations, and in the appropriate time when students are ready to receive and respond to it.

1.3. Teacher's feedback in the most common teaching methods

There are various methods in language teaching which presented different views of how the teacher has to react towards students' errors.

1.3.1. The grammar translation method

The grammar translation method (G.T.M) is the first method that was used to teach Latin and it has various names as well as the classical method. It dominated European and foreign language teaching from the 1840s to the 1940s. This method aimed to read literature and culture in L2. It was invented by Moses and it is a teacher-centered model. This method was mainly based on the deductive study of grammar, memorization of vocabulary lists, reading and writing skills, little or no systematic attention is paid to speaking or listening, in addition to the translation exercise from the second language to the first language or vice versa (Richards and Rodgers,1986). It also viewed those teaching students to receive right answers is considered a pivotal point in the learning process. So, the teacher demonstrates students' errors. Then, correct them immediately (Larsen-Freeman, 2000).

1.3.2.The direct method

The direct method sometimes also called the natural method which came as a reaction to the failure of (G T M) in developing learners knowledge what native actually said and how they said it. This method was invented by Francois Gowin and Charles Berlitz. It was established in Germany and France in 1900 which includes only everyday vocabulary and sentences, the inductive teaching of grammar, speaking and listening instead of reading and writing. Besides, correct pronunciation was emphasized, in addition to the avoidance of the use of the first language and translation as a technique. (Richards and Rodgers,1986). Moreover, it becomes widely known in the united states through its use in successful business school. More importantly, the teacher's roles in this method are to adopt certain strategies to lead students to self- correct; for example, questioning voice in order to indicate them that they are incorrect, or repeating what student has actually said and pauses before the mistake; Consequently, students will recognize that they have already made a mistake on the next word (Larsen-freeman,2000).

1.3.3.The audio lingual method

The audio-lingual method (A.L.M)is also known as the army method since it was developed to produce military personal with conversational proficiency in the target language during second world war. This method was devised by Charles Fries that is considered the first method to draw on explicit scientific research because it drew on structure linguist and behaviorist psychology. A.L.M stressed on learning inductive grammar and vocabulary through dialogues and drills. Besides, it interpreted language learning in terms of stimulus and response, operant conditioning, and reinforcement. In other words, learning is habit formation. Furthermore, The language skills are taught in the order of listening, speaking,

reading, and writing(Richards and Rodgers,1986). Additionally, it claimed in the learning process there is no room for making errors through teacher's experiences of where the students will face obstacles (Larsen-Freeman, 2000).

1.3.4.The silent way

It was devised by Caleb Gattegno in 1950's. It was called the silent way since the teachers usually silent; they open the door for the students to participate and discover the language by themselves (Richards and Rodgers, 2000). This method stressed on guiding students to discover L2, in addition to the focus on pronunciation, intonation and oral before written. It saw errors are part of the learning process. Therefore, the teacher guides students to self- correct; students need to learn to listen to themselves. Then, compare their own production with their developing inner criteria. If the teacher corrects them, they will mislead them to learn. So, the teacher has to interfere only when there are no alternative solutions (Larsen-Freeman, 2000).

1.3.5.The suggestopedia

It was devised by Georgi Lozanov which aimed to give advanced conversational proficiency. It apparently bases its learning states on student mastery of prodigious lists of vocabulary pairs and, indeed, suggests to the students that it is appropriate that they set such goals for them. This method was stressed on relaxing atmosphere, decoration, music, activate the whole brain, an authoritative behavior of the teacher and language use over linguistic form(Richards and Rodgers, 1986). The teacher in suggestopedia corrects students' mistakes through the implementation of the soft voice. Also, the teacher has to correct students' mistakes immediately without criticizing them through, repeating correctly what students have already said incorrectly (Larsen-Freeman,2000).

1.3.6.The total physical response

It was devised by James Asher who attempted to teach language through physical (motor) activity in order to develop oral proficiency at a beginning level and minimize stress. It focused on comprehension before production, modeling by teacher followed by performance, Grammar and vocabulary (initially via imperatives) besides spoken over written (Richards and Rodgers, 1986). The total physical response claimed that errors are inevitable during the learning process and the major errors should be corrected by the teacher in order to enhance the proficiency level (Larsen-Freeman, 2000).

1.3.7.The communicative language teaching method

The communicative language teaching (C.L.T) was first developed in 1970's. It is introduced by Hymes in contrast to Chomsky's linguistic competence. It is an approach to teaching the second or foreign language which is widely demanded nowadays because it works on helping the students to develop the linguistic competence, as well as, the communicative competence. Davies and Pearse (2000) pointed out that

The C.L.T method is the most used today. It focuses mainly on the communicative functions of a discourse, and on the basic meaning in addition to the structure of sentences and vocabulary; moreover, learners are exposed to the communicative use of the foreign language, as they commit inevitable mistakes as a natural way. EFL teachers undertake a communicative activities and the repetition practice during their courses in order to speed up and improve the learners' communication in a different context (p.194).

So, the C.L.T method considers interaction as both tool and ultimate aims of learning a language. It also aims to develop all the four skills. It came as a reaction to the limitations of the previous methods that focus only on the structure of the language instead of how to use language appropriately in various context. Moreover, teachers evaluate students not only their accuracy but also their fluency through using formal test; for instance, a teacher might ask them to write a letter to a friend.(Larsen-Freeman, 2000). Additionally, as any of the previous method the C.L.T has some drawbacks which are the following:

-It requires proficient teachers or at least they have native-like fluency; it does not work with the nonnative teacher, which is perhaps the exact reason of its difficulty.

-The requirements of teaching aids and materials.

-It cannot be adopted in situations where classrooms are too large that cannot allow for group work activities, in addition to the novice students. Knight and Lindsay (2006) stated that "the most serious criticism of CLT is that it is not as effective as it claims to be"(p.23). Despite a number of criticisms, it continues to be common, the textbooks are planned for this and various strategies are increased to make it effective.

1.4.Definitions of teacher's oral feedback

Oral feedback is a crucial tool in teaching and learning. It is frequently used by teachers in schools which plays a vital role for rectifying students' errors whether directly or indirectly in order to enhance their performance. Concerning this issues, Mahadi & Saadany (2013, p.7) defined it as, " one of many communication forms where students receive

feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify why they say". That is to say, teacher's oral feedback is considered one type of feedback. It happens in the spoken form to check whether students have understood or not, in addition to enhance their performance.

Furthermore, teacher's oral feedback is a type of assessment. It is a necessary for both teachers and students. It empowers students to improve and perform tasks without hesitation. (Olesova, 2014) pointed out that "teacher 's feedback is expected to be an important component of English instruction" (p. 24). Teacher's oral feedback also can be given in groups to tackle common misconception for reaching better results during the learning process or private, when students are in need of it particularly when they need further explanations and clarifications. Sultana (2015, p.10-11) declared that " is a powerful force for the students. It can be direct to the students who are targeted such as individuals or groups and also indirect to learners who will listen and reflect on what has been said ".Through this ways, teachers explore students' weaknesses and strengthen them.

Moreover, oral feedback offers opportunities for teachers and students to discuss with each other whereby multiple goals will be reached and at the same time obtains recommendations and constructive criticisms on which fields require improvements. On this light, Donohue (2009, p.70) stated that "Providing feedback orally give us the opportunity to redirect students' learning and correct any misunderstanding that may have occurred". Hence, teachers' oral feedback in FL context plays a central role in the elimination of students' errors. As result, students do not commit those errors again and their proficiency level will be enhanced.

In short, oral feedback is one of the most significant jobs that teachers apply it in their classes via giving oral comments, criticisms, praises, noticing the errors, giving correct structure and recommendations that happen instantly during a task on students' performance to decide whether it is true or false and correct them in order to improve their achievements.

1.5.Characteristics of teacher's oral feedback

Oral feedback is a comprehensive task that requires from teacher great efforts on the part of teacher's roles. An effective teacher's oral feedback should be characterized by the setting, the structure, and the tone. Fisher and Frey (2011) declared that these aspects are essential for students when providing teacher's oral feedback, regardless of their age.

1.5.1.The choice of an appropriate setting

The setting need to be selected in the classroom according to certain conditions in order to contribute students to understand the message and fulfill their goals.

The choice of setting sets the tone for the discussion that follows. When possible, select a place in the classroom that is physically removed from the larger group. This gives students a place to focus on what is being said and to determine the tone in which is delivered (ibid, p.77).

If the teachers' oral feedback is brief, teachers should be close to the students and decrease their voice to move smoothly in the conversation and reach what they desire (ibid).

1.5.2.The structure of the response

Fruitful feedback should be specific and alert students to what is true or false. The structure of academic feedback constitutes from three aspects:

- Demonstrating of what learners have already achieved whether it is correct or incorrect.
- Guidelines whether to keep doing or modify it.
- Encouragement to persist (ibid).

This means, at the beginning, effective teacher's oral feedback should notice what is correct and what is incorrect on students' achievements. In other words, describes weaknesses and strengths of students' performance. Then, gives them guidance about what still needs to accomplish it or change it in order to get a better understanding of the learning cycle. Finally, address ways to increase efforts and engagement about how to reach that improvement; consequently, students get confident that they successfully can achieve their tasks.

1.5.3.The use of a supportive tone

The effectiveness of teacher's oral feedback is also influenced by the tone. So, in addition, to the given information about the students' achievements, the body language such as facial expression, eye contact, and intonation can reinforce students to receive fruitful oral feedback; however, derisive tone, rolling eyes, an averted gaze and biting tone speak volumes impact on receiving effective oral feedback; despite, the effectiveness of the words, the message will be meaningless if it is presented in these ways (Frey and Fisher, 2011).In clearer words, effective teacher's oral feedback requires using language that fits the topic, the

purpose, students' levels and in the same time should be conveyed in a supportive manner to draw students' attention, get them interested, and reach the desired goals.

1.6. Teacher's oral feedback content

Teacher's oral feedback content is considered an essential element to perceive what the feedback should comprise. In clearer words, teacher's oral feedback content means what the teachers should say. So, teachers have to pay great attention to content while giving oral feedback in order to give effective oral feedback and achieve positive results. It constitutes from different elements, such as focus, comparison, function, valence, clarity, specificity, and the tone of the feedback (Brookhart, 2008).

1.6.1. Focus

Teacher's oral feedback content can diverge in focus which can be on multiple issues; for example, in the process, the work itself, on the students' regulations or the self as a person. The ultimate goals are to describe the weaknesses and the strengths of students' performance in relation to the learning goals. Besides this, to make comments about the performance who teachers observed or recommendations about a work process that would help enhance the performance. In addition, to foster self-efficacy via drawing a connection between students' performance and their intentional capacities. Also, to avoid personal comments (ibid).

1.6.2. Comparison

It includes three elements which are criterion-referenced, norm-referenced, and self-referenced comparison. All these three elements have to be applied in ways that support students understanding and develop their abilities. Firstly, criterion-referenced feedback gives information about the work itself; provides them clearer guidance for good performance. Secondly, norm-referenced feedback provides information about students' processes and efforts. It happens through teachers comparison of students' achievements, with the established criteria or comparison student's work with his/her own past performance. Thirdly, self-referenced feedback gives information for unsuccessful learners about the progress they are making (Brookhart, 2008).

1.6.3. Function

It is considered the third part of feedback content. The function simply means whether the feedback is descriptive or evaluative. Most importantly, both of the two functions (either

the descriptive or the evaluative) should be used carefully and interchangeably for better understanding and reaching the desired goals. It can be descriptive when provides detailed information on students' achievements (describing what have been observed in the work and seeks ways for improvement).Also, it can be evaluative when it measures students' achievements with scores or classifications. In other words, it judges students' performance, but before all, teachers need not judge students' performance in a way that would mislead them from trying to improve (ibid).

1.6.4.Valence

It is the fourth element of feedback content. Feedback could be either positive (the teacher is satisfied by what is well- done through praising them and asking them to continue working and improving. In other words, teachers use positive comments that describe what is well- done) or negative feedback(the teacher is not satisfied by demonstrating students' mistakes and provides them with recommendations in order to eliminate their errors and improve their achievements). However, it is recommended that using both of them is necessary and they should be used in harmony for enhancing students' perfection and accomplishing their desired achievements (ibid).

1.6.5.Clarity

It is the fifth element in feedback content. It is considered an essential aspect of feedback content in order to make proper feedback and reach proficiency level. So, teachers have to provide it clearly towards students as they can as possible by using lexical and terms which students can easily understand it. Besides this, the teachers should take into consideration the different students' levels, their interests and the objectives they want to reach them since it is more common that older students can understand more than younger students (Brookhart, 2008). In clearer words, the information and the language should be familiar with them. So, feedback should be given with carefulness depending on certain parameters.

1.6.6.Specificity

It is the sixth element in teacher's oral feedback content. It needs to be taken into consideration as well. Teacher's oral feedback should be given specifically to the goals that have already been established in order to help students comprehend what to do and promote their levels (ibid). That is to say, teachers are required to listen towards students carefully and determine their errors. Then, correct them, but focus only on specific errors which are

considered serious. In clearer words, teachers have to avoid over correction. So, teacher's oral feedback should be neither too general nor too specific for students to make them feel relaxed and avoid frustration in order to contribute them reach their proficiency level.

1.6.7. Tone

It is the seventh component of teacher's oral feedback content. The tone of the message is conveyed by word choice and style. The teacher 's tone or voice and the ways of presenting oral feedback are necessary while giving oral feedback (ibid). In other words, teachers should select terms and phrases that lead students to feel comfortable and respected. Also, to make them think and get interested in working. So, teacher's tone is to choose words that fit the work itself, and the students' level.

1.7. Types of teacher's oral feedback

Oral feedback is a pivotal element in a pedagogical context since it aims to help students to look forward from where they are. One of the major teacher 's responsibilities is to deliver oral feedback in different ways. To explain more, it depends on certain criteria such as, classes' size, study time, the level of students, the kind of the task the students are given and what they want to achieve at any one point. Therefore, teacher's oral feedback falls into different types which are: evaluative, repetition, interactive, corrective, strategic, and descriptive oral feedback.

1.7.1. Oral evaluative feedback

Oral evaluative feedback is a kind of oral feedback which is used by the teacher to measure students' achievements with scores or classifications. It also aims to indicate the weaknesses and the strengths on the learners' achievements. So, it helps students to know where they are .Moreover, (Guttullo, 2000) declared that evaluative feedback has been done and discussed mainly in the second and foreign language classroom. In the same context, (Noor, Aman, Mustaffa, & Seong, 2010) stated that oral evaluative feedback includes known expressions such as, "very good", "ok" and "yes". Therefore, oral evaluative feedback has powerful influences on learning and teaching since it helps teachers to realize what have students already learned and not, in addition to what they lack.

1.7.2. Oral repetition feedback

Oral repetition feedback is kind of indirect correction. It means that teacher repeats what have students actually said by focusing both on the form in order to confirm or accept the oral form, and the content for seeking clarification of what have the students intended to say; for example, when the teacher repeats the word “area” s/he is going to ask them to identify which area the student referred to. Besides, the repetition of the teacher would also prompt students for arousing more information (ibid). That is to say, oral repetition feedback is regarded as one kind of oral feedback that simply refers to the teacher’s repetition of students’ errors via stressing on the errors in order to attract students’ attention to it; However, (Chaudron,1988) recommended that the repetition of a speaker’s utterance can address multiple messages, of either a negative (correcting) or a positive nature (agreeing, appreciating, understanding).

Furthermore, (Rydahi, 2005) stated that oral positive feedback is one of the most contributions to foster various students’ capacities; for instance, when the teacher praises or rewards students about what they have already achieved. He will urge them to share and express their ideas and experiences without the fear of being wrong, in addition to they enjoy, and trust their learning process. This idea is also assisted by (Smith & Kormos, 2012) who claimed that “positive feedback plays an important role in building learners’ self-esteem, which is an essential element in language learning” (p. 116). That is to say, whenever language learners receive positive feedback, their self-confidence will be enhanced. To explain more, it provides them a sense of security to practice the language without hesitation. It also gives them the persistence to continue improving the learning; whereas, oral negative feedback hurts students’ feelings and makes them feel sad, ashamed of themselves, and upset. So, it discourages students’ efforts and makes them feel hopeless and uneasiness. (Ur, 1991) stated that “negative assessment is to be avoided as far as possible since it functions as “punishment” and may inhibit or discourage learning” (p. 243).

1.7.3. Oral interactive feedback

Oral interactive feedback is considered one type of oral feedback. It is a means used by teachers to exchange ideas and interact with their students in order to make learning vivid, continuous and interesting and in the same time solve problems and enhance their achievements. (Fuji & Macky, 2009) indicated that

The importance of interactional feedback lies at least in the fact that it can provide learners with information about the accuracy and

communicative success of their production information, and feedback can give them opportunities to notice mismatches between their utterances and target language norms (p. 268).

Moreover, oral interactive feedback is devised by Richard and Lockhart in (1996) who have explained the interactional feedback “as a strategy” which means to change or to enlarge a student’s responses. It also includes praises, such as, “yes”, “very good” in order to foster students’ motivation and support their answers.(Cited in Noor, Aman, Mustaffa, and Seong, 2010).

1.7.4. Oral corrective feedback

Oral corrective feedback is frequently used in the classroom by teachers who identify or highlight errors. It is always given via explanations and clarifications the rules of language in order to support students’ comprehension. (Ellis, 2009)declared, “corrective feedback can be considered a type of negative feedback. In this exchange, the teacher provides feedback on a student ‘s utterance that contains errors. The feedback can contain several forms: i) to indicate the error. ii) to provide the correct form of error committed. iii) extended (metalinguistic) information about the errors such as nature of error” (ibid, p.403).

This means it provides the only correction of errors through various strategies in order to enhance the accuracy of students’ performance. (Lyster & Ranta, 1997) categorized corrective feedback into two classifications; it depends on the way which errors are corrected such as, reformulations and prompts. The former refers to directly correct students’ errors. It includes recasts and explicit correction; the latter refers to implicitly correct students’ errors. It includes elicitation, meta-linguist cue, clarification requests, and repetition.

1.7.5. Oral strategic feedback

Strategic feedback is the most helpful tool for students which is suggested by (Guttullo, 2000) and (Harmer, 2001) which means serving pieces of advice towards students’ achievements in order to eliminate students’ errors and enhance their performance. In the same context, feedback strategy is defined by Hargreaves, McCallum, and Gipps (2000, p.23) as, “ imparting directly judgment of child’s strategies and skills, or child’s attainment (often in relation to goals) and giving information about the judgment”. That is to say, it is a means used by teachers to recommend multiple strategies, skills, and guidelines that support to motivate students not to repeat those errors and to develop their comprehension for obtaining the desired results, in addition to develop self-correction and autonomy.

1.7.6. Oral descriptive feedback

Descriptive feedback is used by teachers towards students which gives them detailed information in order to enhance their achievements. It has a valuable role when it opens the opportunities to promote understanding, build strengths, and handle limitations. It is the opposite of evaluative feedback which does not offer marks or grades. On this light, Hargreavers, McCallum, and Gipps defined descriptive feedback as, “ Descriptive feedback includes paths of saying whether students are true or false and at the same time teachers need to explain why it is incorrect and create good ways of achieving something rather than just indicate that it was wrong”.

1.8. Differences between written feedback and oral feedback

There are various kinds of feedback which are applied inside the classroom. Basically, we have two major kinds of feedback which are implemented interchangeably inside the classroom which is the oral and the written feedback, but in fact, they are completely different from each other.

Firstly, the way in which the oral feedback can differ from the written feedback is in the case that oral feedback consumes many times. Besides, it is easy to forget it, on the other hand, the written feedback consumes fewer times and it is unforgettable (Nyvoll Bo, 2014). Secondly, (Sheen, 2010) acknowledged that oral feedback is given immediately during a task; whereas, written feedback is given after accomplishing a task. Thirdly, “Oral feedback is typically directed at individual learners but is available to the rest of the class as learners; in contrast, written feedback is provided to individual learners who functions as addressee and is not available to others students unless they happen to examine the correction of another student’s text” (ibid, p.210).Fourthly, the oral feedback exposes greater corrections towards students that were not limited to their own errors; however, written feedback exposes only a few corrections which are restricted to students’ errors. Before the end, the students in oral feedback are not noticed as correction while in written feedback are noticed as a correction (ibid).

Finally, “Research has shown that combination of oral and written feedback can be a good solution, especially for “ the more treatable type of linguistic errors”; for example, the tenses and articles” (Bitchener et al, 2005, p.202). Thus, both oral and written feedback are

essential parts to consolidate students' capacities if they are used appropriately. To conclude, the combination of the two types of feedback is the key which promotes the learning process.

1.9. Teacher's ways of giving oral feedback

Oral feedback includes all the words choices issues that written feedback does, but it also involves where and when the teachers should give the oral feedback. In other words, they have to give oral feedback to the students at a time and place in which they are ready and interested in receiving it. Also, oral feedback gives an opportunity to observe students whether they are ready to hear the teacher or not. Besides, it occurs in different ways, such as, (individual, or groups).The former constitutes from the very formal and structured to the very informal; the latter, means speaking to a whole class about a common misconception(Brookhart, 2008).

1.9.1. Times and places of giving individual feedback

Students often receive individual feedback informally through teacher's observations when students are doing their work. Also, oral feedback suitable as formal reaction to do tasks achieved by young children or during conferences of any age for students. It plays a crucial role in helping students to correct their mistakes and receive positive feelings. There are three ways in delivering oral feedback to an individual student.

1.9.1.1. Quietly, at the desk, while the rest of the class is working

“Quick and Quiet” feedback is individual. Students receive feedback when the teacher notices a student's need. From its name this feedback happens is quick, often tackles one point, and they are quiet interchanges. That is to say, only one student is having a difficulty while the rest of the class are working. It is characterized by:

- There is no stigma attached.
- Daily lecturing and teaching sessions.
- Should happen equally to all students.
- Should not be done in a way that indicates that there is something wrong with a student.

To sum up, most students will appreciate the opportunity to have a private conversation with teachers about their work when quick and quiet feedback addressed it in a proper way (Brookhart,2008).

1.9.1.2. In class student conferencing

It is different from “ **Quick and Quiet feedback**” their own work. The teacher and the students are ready to discuss it because they will which is organized usually with lessons that students have already met with the teacher one at the time about have reviewed the work in advance. The focus should be both the work itself, and the students’ progress used to do (ibid).

1.9.1.3. Out of class conferencing

It happens when a student is doing advanced or extension work that consumes many times to discuss it. For this reason, the teacher may arrange out of the way an additional time. It occurs whether during or after school, during holidays, and any other times, but it should follow the same principles for feedback content and feedback strategies. In addition, it should be brief with careful attention about how the students will receive it (ibid).

1.9.2. Times and places of giving group feedback

It happens in some kind of classes as part of instruction, such as, in math classes. It has the same principles for feedback content. The teacher can start by using information from previous groups for brainstorming. “ For example, if many students made similar types of errors or need a review on the same point, take some class time to do it. This can follow naturally after going over a returned test or other graded assignments” Brookhart (2008, p.45). The most common ways to deliver oral feedback to a group are:

1.9.2.1. Beginning a lesson with feedback from the previous one

One of the most fruitful ways is to start a lesson which is depending on previous lessons where the teacher gives some groups feedback about the previous lesson’s accomplishments. “ this approach is a good idea for several reasons. First, good feedback focuses on the task and the process and is tied directly to the learning target. Therefore, the focus is just where you need it to be. Second, good feedback talks about the work and the process that the students themselves used. Therefore, you are talking about them, and your attention is where it needs to be. Most students will be interested in hearing about their own work” (ibid, p.54-55).

1.9.2.2. Using a whole lesson as a review or reteaching

Good teachers do this all the time, but they may not explain their reasoning to the class. For them, it may just be “ what we are doing today”. The teachers can do them through:

- Starting with an introductory statement by using comments discussed in the previous section.
- Describing the work.

-Recommending strategies for improvement(ibid).

1.9.2.3. Giving feedback during students' performance

It is a matter of identifying something as it happens. For example, students in physical education class are working on basketball. The feedback, in this case, would be mostly about the process; about how they are playing the game. Besides, the coaching should be descriptive, clear, positive, and constructive. In this case, using videos taping is important to address opportunities for tutoring style feedback to group presentation, speeches, skits, and other class performances(ibid).

1.9.2.4. Giving feedback when returning a test or an assignment

An effective feedback should truly feed something. Helpful information should be given appropriately. When the teachers give feedback should clarify that there is sufficient time to actually use that information. Besides, the teachers have to assert that there is a relationship between learning goals and what they are doing in group feedback. Also, be explicit, examine the test instructions or questions. Then, focus on the results; the particular strengths and weaknesses. Finally, ask students to revise their feedback on individual questions or to analyze their test results in order to get information on their own needs.

As a conclusion, to provide proper oral feedback whether individually, or in groups, it should be based essentially on the activity whether requires individual or groups feedback, the kind of the task how much time it takes, the objectives that they want to reach it, in addition to students' preferences and capacities.

1.10. Teacher's roles in the oral feedback process

Teacher's oral feedback is regarded hard work since it requires a lot of time and efforts. Also, sometimes errors need to be corrected, but others need not and the technique applied for correction sometimes success while some others do not. For these reasons, teachers are required to use multiple techniques in order to provide fruitful oral feedback, in addition to these techniques should be interrelated; each one complete other. Also, these techniques may change from one situation to another; it depends on students' levels, needs, interests, and teacher's goals. On this light, (Acheson & Gall, 1980) and (Good & Propy, 1984) mentioned several oral feedback techniques

Repeating students' response or answer to a question asked before, praise, giving clues, rephrasing questions, and give answers when students do not

get the correct ones. Also, teachers are encouraged to praise occasionally, explaining what they are giving praise for, which is positive feedback. Extreme criticism is regarded as perhaps harmful negative feedback. It is better to corrections than criticism (Cited in Mwipopo, 2007, p.10).

This means that teachers have to regulate chances and paths towards students to enable them to discover errors by themselves and correct them, with a view to guiding them to develop self-correction and improve their proficiency level. Teachers can also use constructive criticism in a way that is positive and supportive via saying gentle expressions; for instance, “ good”, “nice going” or “excellent”. In the same time avoid using harsh expressions. Besides these, teachers can use pieces of advice or recommendations to assist them to handle challenges and work harder in the next times. Moreover, teachers can repeat what have students actually answered through stressing on the problematic point and stress on the correction in order to draw their attention to it. Additionally, teachers can offer to them proper explanations, suggestions when they are incapable of correcting their own errors.

Furthermore, (Pochomis, 2004) presented some oral feedback strategies; for example, asking students what interest them to produce proper feedback? Then, inside the classroom to prevent communication breakdown the teacher have to make clearly jokes and nuances of the target language. Besides, students have to give them social space that they need. Finally, the teacher should have flexible expectations from students (Cited in Mwipopo, 2007). In other words, teachers should be aware that giving proper oral feedback does not matter of how many mistakes should be corrected, but it should take into consideration what and how to correct mistakes in order to make students learn in an efficient way and feel comfortable to achieve positive results and reach their desired goals.

1.11.The effectiveness of teacher’s oral feedback on students’ self-confidence

The application of oral feedback has powerful influences in the language learning in general and the students’ self- confidence in particular. In order to improve and preserve students’ self-confidence, it is necessary to provide practical advice and positive comments rather than giving harsh criticism in front of the class to avoid undermining students and contribute them to self-correcting. On this light, there are various scholars indicating that offering oral feedback towards students has positive effects in improving students’ self-confidence when it is given appropriately and in a supportive manner; for example, (Dörnyei, 2001)declared that oral feedback increases students’ positive self-concept and self-confidence

when the tutor's oral feedback addresses trust and encouragement. In other words, students' self-confidence will not be enhanced unless the teachers have to react positively, offer compliments, serve praises, and provide satisfaction on what have students already achieved.

Also, (Harmer, 2001) stated that when students make mistakes it is necessary to handle errors and their corrections with specific care. Besides, without demonstrating who made them. We only rectify them in order to develop self-confidence and reinforce them to perform properly in the future. Furthermore, (Hyland, 2003) found that the main aspects of using oral feedback are that students have the opportunity to discuss, respond, and ask a question in order to get information, or find solutions. However, (Brookhart, 2008) recommended oral positive feedback along with the negative oral feedback in order to develop students' self-confidence in particular, and improve their achievements in general. That is to say, at the beginning, the teachers start by spotting the positive points on students' performance in order to get them interested and encourage them to work harder in the future, in addition to raise their self-confidence. Then, notice students' errors and correct them in order to enhance their proficiency level.

In the other hand, Erik Kwakernaak in *Didactiek van het Vreemdetalenonderwijs* (2009) distinguished three elements that negatively influence the effectiveness of oral feedback on language learning: too much feedback in a short amount of time, choosing the wrong type of feedback, and giving feedback at the wrong time in the learning process (Cited in Mignon, Anne, and Meike, 2013, p.4). In clearer words, overcorrection of errors under the pressure of time inhibits and discourages students to talk since if every students' mistakes are corrected, students will get a negative impression about themselves. Rather, students will fear to take risks and participate in the future. So, it is necessary that not all students' mistakes need to be corrected since errors are inevitable during the learning process, but teachers have to correct only those that are regarded serious or those who kept students repeating them. Teachers also are required to select the appropriate type of correction according to the students' nature, levels, and aims of correction. Besides these, teachers have to listen and take notes during students' performance and do not interrupt them to correct their errors, after students' performance errors should be treated. As result, oral feedback should be given at the right moment and should not be delayed.

As a conclusion, teachers have to keep in their minds that teacher's oral feedback is designed to help and teach students, not to criticize and challenge them. Simply, Fruitful oral feedback must start via concentrating on the positive as well as praise, a compliment in order

to improve students' satisfactions and maximizing students' appreciations. Then, give specific guidelines about what the students have to do in order to empower their weaknesses and strive their performance. Finally, end with positive appreciation and reinforcement comments in order to prevent failure and strengthen students' self-confidence.

Conclusion

From what has been previously mentioned, we come to the conclusion that teacher's oral feedback is considered a crucial technique that should be presented during the learning process due to its powerful effects. It is used to notice students' errors and correct them whether directly or indirectly through adopting various techniques; it depends on the requirement of the lessons and teacher's goals. It comprises various types which are the evaluative, repetition, interactive, corrective, strategic, and descriptive oral feedback. In addition, this chapter highlights that teachers have to put in their minds that proper oral feedback is what and how to correct students' mistakes, but not how many mistakes should be corrected during learning. Also, well-done teacher's oral feedback guides students to successful achievements and promote their self-confidence. Besides, teacher's oral feedback should be based essentially on the appropriate time, type, and neither too general nor too specific in order to learn in a proper way and avoid learners' failure.

Chapter Two

Self-confidence

Introduction

In general, self – confidence is entirely necessary for most areas of our lives and in language teaching in particular. Therefore, this chapter attempts to present an overview about self – confidence. It starts with a some definitions which are suggested by some scholars about self – confidence. In addition to that, it will provide a discussion of how affective filter plays a significant role in whether raising or hindering second language acquisition. Besides, it aims to shed light on the significance of self – confidence. Indeed, it will provide a general description of the characteristics of both students with high and low self – confidence. Furthermore, it will mention the interference between self - confidence and some concepts (self-esteem and self-efficacy). Also, it will discuss how self – confidence is tightly correlated to (anxiety, motivation, and autonomy). Besides, it will suggest some techniques that help students to improve their self –confidence. Before the end, this chapter will give some teacher’s roles in improving students’ self –confidence and will end up with providing some factors affecting self – confidence.

2.1.Definitions of self - confidence

Self-confidence is a psychological factor of individual learner that enhances success in the learning process. It is a difficult term to define which is discussed by various psychological researchers in the foreign language teaching which means how do people feel towards their capacities, qualities, and talent?

Lland (2013, p.11) declared,“ confidence is originated from the Latin word “*Confidentia*” meaning “to trust” and “ to have faith”. So, self-confidence is a feeling which appears during the age of childhood and emerges throughout positive experiences and life. Murray(2006, p.53) confidence is also defined in my dictionary as “firm trust ”. If you are confident about something, you don’t worry about its outcome, you just take it for granted that it will go well”. In other words, confident people have a deep faith in their abilities in what they will do without taking into consideration their past experiences or worrying about the outcomes. Additionally, self -confidence refers to some one’s thoughts that have the capacity to reach goals, achieve massive accomplishments, and produce proper activities (Guilloteaux & Dörnyei, 2008).

Moreover, self- confidence means strong ability and a deep sense of optimism when facing challenges and cope with a difficult situation. Self- confidence is also aroused by (Adalikwu, 2012) who has suggested another definition,“ Self- confidence can be summed up as the belief that a person has it in their ability to successes at a task, based on whether or not they have been able to perform that task in the past ”(p.5-6). That is to say, self- confidence relates to individual ‘s views towards the self in which students have positive thoughts instead of doubt thoughts in their capacities. Such feelings as a brag, trust, optimism, satisfaction, not fearing, independence, low anxiety, and faith. In the same context, (Norman & Hyland, 2003) viewed that there are three factors to confidence:

1. **Cognitive:** means someone ‘s awareness about their capacities.
2. **Performance:** means someone’s capacities to achieve tasks.
3. **Emotional:** refers to the person’s relaxed sense about the cognitive and the performance (Cited in Djebbari, 2014).

In short, self – confidence refers to the persons’ notions in their minds about what they “can do” instead of “cannot do”; there are full satisfaction and positive beliefs which students have about their capacities to do something and handle setbacks effectively with life ‘s challenges.

2.2.Krashen’s affective filter

The affective filter was suggested by (Dulay and Burt, 1997). It is considered to be one theory among the five Krashen’s theories. It is also called the affective domain which is used to present how acquisition may be impacted by some factors when presented with comprehensible input. It consists of certain emotions such as anxiety, motivation, and self – confidence. Concerning the issue of the affective factors which is regarded as a kind of psychological factor that either handicaps or helps language learners from understanding available comprehensible input effectively (Krashen, 1982) summarized main viewpoints as follow:

- Demotivated, anxious and low self-confident students (negative attitude) can support increasing the affective filter and creates a ‘mental block’ which prevents students from understanding comprehensible input.

- well motivated, self-confident and positive learners (positive attitude)can support decreasing the affective filter and gives them more opportunities to receive and absorb plenty of comprehensible input.

Also, affective factors and second language acquisition are an interconnected. On this light, (Brown, 2007) claimed that “ Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition” (p.154). In other words, the affective filter is an issue for second language acquisition; children do not have it in the first language. So, teachers are required to pay attention to the positive emotions inside the classroom; for example, high level of motivation or self – confidence which they play a vital role in fostering comprehensible input and making learners feel more interested, enthusiastic, study harder, courageous to reach their proficiency level in their learning.

2.3.The Significance of self - confidence

Self-confidence is a psychological side of individual learner which plays a supportive role for a successful learning environment. (Rubio, 2007) proved that

Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. When there is low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear, and social distance (p.7).

In the same context, Brown (2007, p.155) said, “ no successful cognition or affective activity can be carried out without some degree of self- confidence in one’s self. The belief in one’s own capabilities to successfully perform an activity”. So, self - confidence supports students to feel comfortable, secure, courageous to express their ideas, opinions, feelings in the clear and appropriate way. Also, they help them to reach their realistic goals, and perform complete activities properly without the fear of failure or losing face.

Undoubtedly, self- confidence is a vital element which has a positive effect in almost all areas in life since it contributes to success and hope in learning, everyday life, and students’ performance. As (Preston, 2001) stated, “Confidence is crucial to a happy and

fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do” (p.7). In clearer words, self-confidence tends to be as one of the primary affective factors since confident people do not matter how much information they have, but most importantly, their positive views of what they are, and handle setbacks in various and difficult situations. Furthermore, (Azmandia, 2010) declared, “Self – confidence is a major first step along the path of successful life” (p.80). In other words, whatever students do without self- confidence they will immediately fail to achieve successful progress, even though they have adopted proper strategies and techniques in their learning.

In brief, self-confidence plays a significant role for students to help them feel relaxed, facilitating their understanding about how feeling in one’s own competence, and make them ready to receive the outcomes whether it is positive or negative which engage them to perform tasks and learn effectively.

2.4.Characteristics of high and low self – confidence

Concerning the issue of self – confidence which is considered a crucial element to fulfill the desired goals in the process of scholastic and educational environment since students with high self-confidence can struggle setbacks in various and cumbersome situations that encounter them during their learning, achieve their tasks properly and reach what they want. Concerning this point, Wright (2009, p. 26) listed six characteristics of students with high self – confidence which indicate that they have a deep faith in their capacities.

They are ambitious

They did not see life just existence or survival, they have strong desire to be successful and achieve their goals.

They are goal oriented

They set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.

They are visionary

They have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.

They have learned to communicate

They know well how to behave intelligently (how to ask, how to heed advice).They want to be effective and they want to listen more than they speak.

They are loving and kind

Because of they have good inner self – image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.

They are attractive and open to others

Self-confident students have attractive and beautiful spirit, They vibrate their confidence in the way that attracts good things and good people to them.

Moreover, students with high self – confidence are more creative and have more opportunities to support progress in their performance in particular, and in everything, they do in general than others with low self – confidence. Additionally, they accept their mistakes and learn from them. They also accept compliments and trust their own abilities. For these reasons, teachers have to know more about it and help students to develop it. On this light, Fontana(1995, p.148) stated, “ The teacher can help to give children confidence in their own abilities by giving them opportunities for success, by encouraging rather than censuring them when they are confronted by failure, and by demonstrating a personal belief in their competence”. In clearer words, teachers have to use different strategies and techniques properly in order to improve students’ self- confidence through encouraging them to reach their realistic goals. Also, they should make them aware that problems are a part of their own and self- confidence is a quality need to be developed.

In contrast, Wright (2009, p. 24) mentioned five characteristics of students with low self - confidence which are the following:

They are fearful of change

They are worried and fear about can happen in the future “ what if...”they have negative attitudes about their abilities and they tend to be reactive rather than proactive.

They are pessimistic and to see the glass as half empty

They consider that the others are responsible for what happened to them. They did not to make any effort or to be active persons and they always have a belief that bad thing will happen.

They have difficulty communicating what they really want from life

They have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful, and for them everything is difficult and they cannot reach it.

They want to please others more than be true to themselves

They like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.

They are insecure and are drawn to others who also see themselves as victims

They have distractive believes and never try to be successful in their life and learning. They easily give up when they face problems.

Lack of self -confidence tends to be a psychological barrier to achieve positive results because students with low self -confidence do not trust their capacities to reach the desired goals. Indeed, they are frightened to lose face and make mistakes. Besides this, they are incapable of assuming their responsibilities and are not able to share their thoughts, beliefs directly and appropriately. They also concentrate only on their limitations and may find it difficult to realize their strengths. As result, lack of self- confidence impact on students’ achievements in their learning process since they get a negative impression on their minds that they “will fail” or “cannot do”. Thus, prohibit them from living their lives the way they desire and cause emotional diseases.

2.5.The interference between self –confidence and some concepts

Self-confidence is an individual's characteristic (self-assurance) which means an individual's perceptions that s/he can be successful or an individual trust to their own capacities and skills. In order to better understand the concept of self-confidence, one needs to consider common misconceptions between self-confidence and self-esteem, self-efficacy, self-image and ideal self. They are conceptually close to each other, in addition to that they are used interchangeably to share a common emphasis on the individual's feeling towards the self.

2.5.1. Self- esteem

Self – esteem is one of the psychological factors of individual learner which has a positive effect on academic achievements. Self –esteem is Latin word meaning to estimate which refers to how much you evaluate yourself ? or person's judgment towards the self. (Brown, 2007) claimed,

Self – esteem probably the most pervasive aspect of human behavior, it could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self – esteem ... belief in your own capacities to successfully perform that activity (p. 154).

Therefore, self – esteem plays a significant role in supporting students to receive positive value about the self and accomplish complete tasks. It has a positive effect on the learner's performance. Concerning this point, Cooper (1967, p. 4) defined self- esteem as, “The extent to which individual believes himself to be capable, successful, significant and worthy”. So, people who have high self-esteem are productive, independent, adequate and they cope with life's challenges. Moreover, Richards and Schmidt (2010, p. 517) defined self – esteem as, “ a person 's judgment of their own worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment”. As result, self-esteem refers to person's perceptions and evaluation towards the self, In the same context, (Brown, 2007) mentioned three levels of self -esteem which are the following:

Global self- esteem

It is quiet fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of own 's value across both time and discriminates situation.

Situational self -esteem

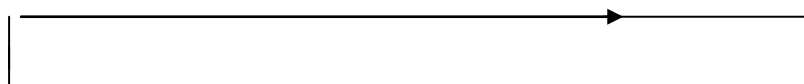
It refers to the one's judgment of value in his life as social interaction, work, education, home, or any certain relatively discretely defined traits such as intelligence, communicative ability, athletic ability or personality traits like gregariousness, empathy, and feasibility to the circumstances and the particular of personalities.

Task self-esteem

It is connected to specific or particular tasks in particular circumstances such as scholar education, task self-esteem is related to one side of the subject the matter, or in athletic situations, a certain skill of sport is assessed in relation to task self- esteem (p.142).

Additionally, (Lawrence, 2006) defines self -esteem in the context of self- concept; the latter refers to the person's information towards the self. He proposed that self- concept is an umbrella term including the self – image (person 's knowledge of both his/ her mental and physical features towards the self), ideal- self (person 's desire of what s/he wants to be). As result, we deduce that self – esteem constitutes from the self- image and ideal –self as (Lawrence, 2006) viewed, “ Self – esteem is the individual's evaluation of the discrepancy between self – image and ideal self ” (p.5).

Self – concept



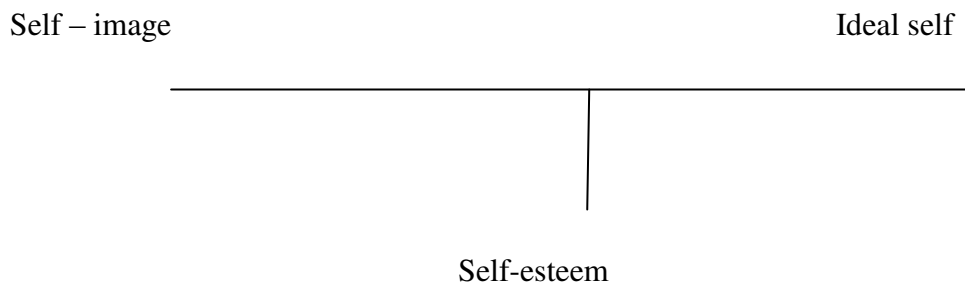


Figure. 2.1. Self – concept as an umbrella term (Adopted from Lawrence, 2006, p.3)

The above figure is a kind of illustration of the self-concept term. Actually, it describes that self-concept as an umbrella term under which the self-esteem the ideal self and the self-image strive.

Furthermore, self – confidence and self – esteem are used interchangeably, but in fact, there is a quiet difference between them as Lland (2013, p.12) said,“ Perhaps the word that is most commonly interchanged with self- confidence is self- esteem”. Lland also compared, “Too simply put itself – confidence is your view about you or your internal rating of yourself. On the other hand, self -esteem is how much faith you have in yourself and the degree which you trust yourself” (ibid). In other words, both self –confidence and self -esteem refer to person’s attitudes and feelings towards the self, but the former refers to the person ’s positive thoughts and views about their capacities towards the self (how do people feel towards themselves); the latter refers to how much we worth or value ourselves (self-evaluation or judgment towards the self).

To sum up, self-confidence and self-esteem are an interconnected parts of individual learner’s characteristics since students who have high self-esteem is confident and vice versa. Azmandian indicated that“ Your entire character is shaped by your self -esteem, which is a prerequisite for self – confidence. Self- confidence is the manifestation and expression of self-esteem to the outside world ”(2010, p.79).

2.5.2. Self – efficacy

The term of self-efficacy refers to psychologist Albert Bandura's social cognitive theory. It is also called **personal efficacy** which comprises personal beliefs to perform a task in a specific situation or to reach intended outcomes. Richards and Schmidt (2010, p.517) defined self – efficacy as,“ person’s belief in their own capabilities and their ability to attain specific goal ”. Also, (Bandura, 1997) proposed another definition, “ Belief, that contribute to effective performance by increasing motivation, task focus, and effort ”(p.14). So, self-efficacy refers to the person ‘s attitudes about his/her abilities, strengths and decisions to succeed in a specific situation or fulfill the desired goals. Furthermore, self-efficacy plays a significant role in how we perceive situations and how we deal in reaction to various situations, in addition to that it motivates people to cope with life’s challenges which encounter them in their life. Adalikwu (2012, p.7) stated that “If a person does not have a base level of self – efficacy, they will be unwilling to attempt a new task or challenge, which could, of course, hold them back in the workplace or any endeavor ”. So, *people with a strong sense of self-efficacy* increase deeper curious in the tasks in which they participate and recover instantly from troubles and disappointments.

Additionally, Lland (2013, p.14) said,“ self- confidence generally embodies a lot of attributes that all sump up to our belief and faith in ourselves; meanwhile, self- efficacy is only one part of it”. That is to say, self-confidence is a quite different from self- efficacy. The former is a broad concept which includes the students’ attitudes and opinions about their capacities; the latter is a part of self-confidence. Moreover, students are confident and competent in a particular domain; whereas, in other domains are incompetent and under confident; for instance, they feel that they have capacity in mathematics to do hard tasks; on the contrary, they are incapable of achieving well results in other modules. So, self- efficacy refers to the level of students’ self- confidence. In brief, both self-confidence and self - efficacy are different, but they are conceptually close to each other since those with low self-efficacy will immediately have low self - confidence and vice versa; consequently, promoting self-efficacy will improve self -confidence as well. To sum up, understanding self-esteem and self-efficacy are a necessary to understand self-confidence since self-esteem and self-efficacy are mainly based on an individual’s self-confidence.

2.6.The correlation between self-confidence, anxiety, motivation, and autonomy

One of the most significant aspects of EFL development is self-confidence. The way a student feels about and views the self. Self-confidence influences on anxiety, motivation, and autonomy. To explain more, there is an established link generally between anxiety, motivation, autonomy, and self-confidence, on one hand, it empowers students' reinforcement and makes them responsible for their own learning; on the other hand, it undermines their upset and uneasiness towards their learning.

2.6.1. Anxiety

Anxiety is a noun formed of an adjective "anxious". It is a side from the affective factors which is completely related to the psychology of the individual. Concerning this point, Brown (2000, p.51) provided one of a complete description of anxiety in which he declared that anxiety "is associated with feelings uneasiness, frustration, self-doubt, apprehension, or worry". Anxiety was also defined by Horwitz as, "Anxiety seems to be recognized as one of the most highly examined variables in psychology research"(2001, p. 113). In other words, anxiety is related to the feeling of anxious, anger, afraid, uneasiness, stress, emotional disorders. In general, anxiety affects on language learning since it can inhibit and discourage learners to learn effectively and prevent them from performing activities perfectly. It hinders students' motivation to discuss, readjust and refine their thinking. Additionally, some researchers suggested that anxiety can be facilitative when it gives towards the learners the courage and the power to success and achieve the efficiency of the process or debilitating which mislead them to concentrate on the learning process and waste their energy.

Self-confidence is one of the most positively influential affective variables which enhances students' desire to promote language proficiency. It makes language learners have positive sense towards the self- such sense as satisfaction, pride, and enthusiastic. It also pushes and urges students to struggle against difficulties which confront them during their learning and this may contribute them to successfully learn a foreign language. One of the personal factors, which are highly influenced by anxiety, is self-confidence. On this light, (Gardner and MacIntyre, 1989; Horwitz, & Cope, 1986) viewed anxiety can be reduced when the learners feel themselves that they are secure, certainty, and relaxed in the target language. In other words, students who feel confident, comfortable they will share their ideas, attitudes properly without any hesitation, fear, or afraid of making mistakes, rejection, and being laugh at them. At the same time, they develop a sense of eagerness to participate in activities and handle their stress, frustration in a more and appropriate way.

2.6.2.Motivation

Motivation is one variable of affective factors to second language learning. In general, motivation refers to the learners' desire, enthusiasm, enjoyment, encouragement in the foreign language learning. Indeed, it is one of the factors that has powerful influences on students' success or failure. In the field of psychology, there are many definitions of motivation which indicate that motivation is very important on the foreign language learning in particular, and in everything, they do in general. Concerning this point, (Guilloteaux & Dörnyei, 2008, p.65) declared about motivation “ It provides the primary impetus to initiate L 2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent”. In clearer words, motivation could be defined as an inner power generated by a strong want to reach a dream or to meet a need, this energy leads people able to obtain any goal. So, motivation plays a central role in providing the reinforcement and the courage to urge learners achieve their goals in the process of learning. Also, motivation is necessary to stimulate students to work, get them interested, and prevent boredom during learning.

Furthermore, self-confidence is a significant factor in increasing or decreasing an individual's motivation; people who have a positive thought generally have more motivation and self-awareness of their capabilities and limitations. What can be deduced that self – confidence effects on motivation since students with high self- confidence are eager to learn. It also provides them positive feelings and deep faith about their capacities which stimulates and leads them to struggle in order to do various activities in difficult situations without the fear and pushes them to be proficient, or self- directed. (Pejores, 2003) asserted that

When self-confidence is high, they trust their capacities and perceive that they can be successful. Therefore, students' perceptions of what they can accomplish affect their school subject choices. When they trust their abilities, they choose a subject and they expect a good outcome (Cited in Sari, Ekici, Soyer, & Eskiler, 2015, p.27).

Thus, self-confidence assists a person to cope with tasks; whereas, the lack self-confidence encourages a person to avoid tasks that require efforts. In other words, high motivation is influenced by sufficient views about the capacities and the strong attitudes; on the contrary, the disbelief about the capacities impacts on the desire and on students ‘

enthusiasm to accomplish activities. Additionally, motivation has two different kinds which are the following:

2.6.2.1. Intrinsic motivation

Intrinsic motivation comes from within the individual and might result from the pleasure or enjoyment. According to (Brophy, 2004), he said that “Intrinsic motivation refers primarily to effective experience enjoyment of the process involved in engaging in the activity. Also, Alderman (2004, p. 247)explained, “ Intrinsic motivation typically defined as students engaging in action for their sake and without coercion such as satisfaction, interest, learning, and challenge”. To explain more, there is internal curiosity which stems from the individual of the learner. As result, s/he will be engaged and be able to learn. Learners ‘ intrinsic motivation are themselves motivated; in other words, they do not rely on certain reinforcements and rewards from the outside to develop their level of motivation.

So, teachers should be conscious about the selection of various exercises with regard to individual differences and psychological variable in order to make them engaged and push them towards intrinsic motivation.

2.6.2.2.Extrinsic motivation

Extrinsic motivation related to external reasons which are energized or activated students to fulfill their goals and to respond to tasks; for example, good job, success in examination, money, and praises. Brown (2007, p.172) stated,

That extrinsic motivation is fueled by the anticipation of reward from outside and beyond the self – typical extrinsic rewards is money, prizes, grades, and even certain type of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though, numerous intrinsic benefits can ultimately occur to those who instead, view punishment avoid once as a challenge than can build their sense of competence and self- determination.

So, learners who are extrinsically motivated their encouragement to perform a task comes from outside. For instance, parents’ and teachers’ whether punishments or rewards. It plays a significant role to produce proficient activities, in addition to handle challenges and difficulties that students are encountering them during their learning. In brief, we engage in a task not, because we are particularly interested in the task itself, but because performing it

will assist us to reach something else that we desire such as rewards, pleasing the teacher, passing the exam. To sum up, extrinsic motivation is linked only to students' goals when students reach their goals, it will immediately disappear.

2.6.3. Autonomy

Autonomy tends to be the main issue related to the field of foreign language teaching. Its opposite is heteronomy. Autonomy refers to the self-determination without being monitored by any guidance. Holec defined autonomy, "as the ability to take charge of one's own learning" (1981, p.3). So, autonomous learners are able to take responsibility for their own learning. In the same context, Richards and Schmidt (2010, p.44) pointed out that "in language learning, the ability to take charge of one's learning and to be able responsible, for decisions concerning the goals, learning processes, and implementation of one's language learning needs". In other words, learner relies on themselves to learn, do activities independently without relying on any assistant.

That is to say, autonomous learners can make their decisions independently and cope with life's challenges in difficult situations; however, the degree of autonomy varies from one learner to another; it depends on learner's characteristics and learning conditions. Furthermore, students' autonomy is influenced by high self-confidence since it helps them to act independently and display intrinsic motivation in the learning. Dembo (2000, p.25) stated that "successful learners use specific beliefs and processes to motivate and control their own behavior". This means, when students have high self-confidence, they will trust their capacities; consequently, they will regulate their own selves. Besides this, they will decide what to learn and how to learn. Also, it encourages them to make intelligent effective choices, and be able to solve the problem independently. To sum up, autonomy is very important in one hand that learners should have and can develop. In the other hand, the teachers can work with learners to develop autonomy in language learning through exchanging knowledge, let them free to choose topics which they want, and support them to enhance positive feelings about themselves.

To conclude, there is a negative relationship between self-confidence and anxiety since the low level of anxiety is associated with the high level of self-confidence. On the other hand, there is a positive relationship between self-confidence, autonomy, and motivation because the high level of motivation and autonomy are associated with the high level of self-confidence.

2.7. Ways for improving self – confidence

Self – confidence is one side of the affective filter which is completely common how much self- confidence is necessary for almost areas of our lives. Indeed, it is a quality which can be learned and cannot be inherited since no one is born with a high self – confidence, but it can be developed through various strategies and techniques which are used over time that contribute to enhance self –confidence. As it is claimed by Wright (2008, p.3) “ Step by step, right foot then left foot and you are on your way”. Concerning this point, there are four ways that help students to foster their self – confidence which are the following:

2.7.1.The keep of the inner voice positive

This means people have to think only of the things they are good at and do not listen to their inner critic. In other words, they need to keep talking to themselves positively and when the negative beliefs come, try hardily to replace them with positive ones. Additionally, understand what encourages them to achieve well then they can employ their energy in the right directions; consequently, those things will contribute significant ways for improving self – confidence. As Adalikwu recommended that “ Focus on how you can solve problems, make a better choice next time, or take any other kind of action that will help you focus on the positive rather than the negative” (p.30).

2.7.2. The avoidance of comparison with others

It is easy to improve self-confidence when people concentrate only on what is possible for them and what they can do it easily. Also, take chances to solve problems, or cope with them, and live life on recognizing the strengths. Furthermore, view errors as essential to the process of improvement and enhancement, in addition to accept weaknesses and realize how to deal with them. As Adalikwu recommended, “ Probably the fastest way to feed bad about yourself is to focus on what you don’t have, what you haven’t achieved, or compare yourself to others that you feel have achieved more than you have ”(2012, p . 36).

2.7.3.Setting goals

For improving self – confidence. Students have to set more ambitious goals and write a list of all things they are proud of in their lives, feel good about it and reward themselves. Then, they could put this list beside to them and add to it when they achieve something they

are proud of and turn to them when they feel hopeless. Adilikwu proposed, “ Every day, write down a list of at least five things that you are proud of accomplishing, or things that you can be grateful for in your life ”(2012, p.36).

2.7.4. Reading aloud and speaking up

Students will gain self-confidence if they take self-talk and speak up with supportive people who know them they will not judge or laugh at them. Besides this, the important thing here is every student has the opportunity to practice and prepare. Thus, help them to share their ideas and attitudes clearly and appropriately with people. So, through these techniques students overcome the fear or shyness. Then, they are more likely to receive positive things about themselves and feel more adequate. “Make it a game with yourself. Decide that you will speak up at least one time in every group discussion that you are in. You ‘ll find that it gets easier in time” (27).

As a conclusion, no one feels happy and confident in most of the time. Also, personality differs from one person to another. So, it is impossible to identify one technique for all people to improve self – confidence.

2.8. Teacher’s roles in improving EFL students’ self- confidence

Self –confidence is a psychological feeling which refers to individual’s thoughts about his/her capacities to achieve tasks and to reach the desired goal. Most of the time, students gain self – confidence from their teachers’ appreciation and hope since its role are more than explaining information towards students, they also need to make positive atmosphere inside the classroom. Besides this, they have a vital role in fostering students’ self- confidence by helping them feel secure, comfortable and satisfied about themselves and their achievements. On this light, there are tremendous strategies that teachers have to use in order to improve the students’ self- confidence among them are:

2.8.1. The use of positive feedback

One of the major teacher’s roles in the classroom is when students achieved well activities on exams or at any other situations teachers have to give them praises and acknowledge students’ achievements individually or in front of their classmates. There are many praises expressions, such as “ very good”, “yes”, and “ excellent”. Furthermore,

teachers are required to use genuine praise to develop their students' self-confidence, but they should not use destructive praise which may defeat the students' behavior. Kirby and McDonald (2009, p.75) said, "praising young people for their efforts creates a growth mindset. Students learn that they overcome challenges through their efforts, not their fixed intellect. This mindset creates motivation and resilience". In other words, students' achievements thrive on praises and will endeavor themselves to get better at and want to continue if they realize that their teachers will reward them; however, teachers need not exaggerate in praising students' achievements since too praises may lead to self- destructive behavior.

2.8.2. Giving positive help and caring

One of the major significant features of effective teachers is to offer towards students support, advice, and make them feel less alone in their learning. Effective teachers make students feel comfortable, secure and suggest solutions towards students' problems. Besides this, they must pay attention towards students' needs, interest, and their learning goals. On this light, (Strong,2007) stated that how effective teacher cares about their student

The effective teachers seek to understand the challenges facing their students by inquiring as to their well being either that caring is evidenced in a simple phone call home when a child has missed a few days or a congratulatory note when a child has made an accomplishment (p. 100).

So, caring is considered pivotal element in improving students' self- confidence and in the academic success of the foreign language learning.

2.8.3. The treatment of students with fairness and consistency

One of the main teachers responsibilities is to arrange regular opportunities for equal participation and treat students in the same way at all times in order to avoid misbehaviors inside the classroom, show respect towards students and creates the positive climate. Thus, students will understand that teacher worth them with their own either strengths and limitations. Strong (2007, p.25) recommended that "students expect teachers to treat them equitably. When they behave as well as when they misbehave . and to avoid demonstrations of favoritism ". Additionally, when teachers are unfair, inconsistency and overlook students ' interest and disrespect them; consequently, students will get kind of bias, lose self – confidence, and they affect on students 'achievements. (Cole et al, 2007) asserted that

It is the right of the students to be respected by the teacher because respect is an indicate of caring. If the teacher does not show respect, the students will understand that teacher did not value them or their views and this can affect negatively the students' progress (p.33).

As result, fairness and consistency play a central role to create rapport among students and eliminate any kind of emotional disorders. As result, students will be closer to their teacher, feel happy and successful which will lead them to gain self- confidence.

2.9.Factors affecting self –confidence

It is necessary to identify why students lack self-confidence since the lack of self-confidence prevents from enjoying life and doing the things students desire to achieve; however, lack of self – confidence is not necessarily related to lack of people 's capacities, but in fact, there are many factors impact on the development of self – confidence. In other words, feelings of low self-confidence may be triggered by being experienced badly, treated poorly by someone else, or by a peoples 'negative feedback and judgments.

2.9.1.Bad experiences

Students especially those who experience stress, phobias, familiar problems. Also, those who have illnesses or being neglected, and ridiculed they may go via life feeling bad, insecurity, unloved, lack of assertiveness and hopelessness about themselves. AL-Hebaish, 2012) stated that

The literature on the sources of building general points to self – confidence being derived from several factors. The most important factors are: 1) personal experiences; successful experiences increase the development of high self – confidence, while the experiences of failure have the opposite effect (p. 60).

This means, the bad experiences that students are having during their lives where it comes from family life, at school, or in the environment. For example, (the death of someone close to them, parents' divorce, poverty, discriminations and negative experiences of obtaining bad marks). For these reasons, people feel anger, sadness, hopeless, uneasiness and afraid. As result, these serious emotions quickly become familiar and provides the sense of doubts and thinking negatively about their selves.

2.9.2.Negative feedback

The negative feedback which is received from parents, teachers, and peers who blame students for things that they did it wrongly. Also, they concentrate only on criticisms and neglect their strengths. Indeed, parents or teachers compare their children with their own past performance or compare them with their expert friends, in addition to the parents' dissatisfaction when children do not achieve positive results as they desire it. Henceforth, students believe that there is something innately wrong with themselves and creates doubt and pessimistic. Moreover, they stay quiet and do not express their ideas for fear of saying something wrong. As it is claimed, "Sending positive messages received for others is thought to be detrimental to the development of high self- confidence, whereas exposure to negative messages, decreases the level of self – confidence" (ibid, p .60).

In short, teachers and parents should pay attention to their students' self- confidence since lack of self – confidence causes various illnesses and risks in life in general and in scholastic environment in particular, such as when students lack self- confidence they need to be isolated, they lack the deep faith about their capacities. Thus, mislead them to reach the desired goals.

Conclusion

Through this chapter, we conclude that self – confidence is a natural personality trait which has positive effects on EFL learning because it makes students courageous to cope with life's challenges and reach their desired goals in their learning process. Moreover, we discovered that self-confidence, self-efficacy, and self-esteem are different, but they are conceptually related to each other. We also explored that there is a positive correlation between self-confidence, motivation, and autonomy, in addition to the negative correlation between self-confidence and anxiety. For that sake, teachers have to improve students' self -

confidence through adopting various techniques since self-confidence can be enhanced through life experiences and no one born with high self-confidence. More importantly, teachers' job during the learning process is to encourage students and acknowledge their achievements, but what is more, is to avoid the harsh criticism.

Chapter Three
Data Analysis and
Interpretation

Introduction

The two previous chapters were concerned with the literature review about teacher's oral feedback and its role in improving EFL students' self –confidence whereas the current chapter is the practical one which is concerned with data collection and analysis. It provides the analysis of data gathered through students' questionnaire and teachers' interview and their interpretation. Their opinions and attitudes are very crucial to explore the role of teacher's oral feedback in improving EFL students' self –confidence. Data analysis will be reported in tabular so that results will be clearer.

3.1.Students' questionnaire

3.1.1. The population

The population surveyed in this questionnaire consists of second year LMD students at the Department of Foreign Languages, the branch of English at Biskra University. The total number of students is about 471. The population is chosen randomly because the majority of second-year students are suffering from the lack of self – confidence; they are afraid and ashamed to share their ideas and speak comfortably and fluently in front of their classmates.

3.1.2. The sample

The sample of this research is restricted to second- year students of English and teachers at the Division of English in the Department of Foreign Languages at Biskra University. Due to the shortage time allotted for the current study, and the large number of second- year students, this research is limited to a particular number of students in which one hundred (100) students were chosen randomly out of the total number who answered this questionnaire, but after the administration we received only eighty- three answered papers.

3.1.3. Aims of the students' questionnaire

This questionnaire aims to explore the role of teachers' oral feedback in improving self-confidence in addition to the challenges that hinder its' effectiveness while their teachers provided it, besides to what extent it is undertaken to be important.

3.1.4. Description of the questionnaire

In the current research, we employed a semi-structured questionnaire, which is easy to understand. It aims to give the chance to the participants to express their attitudes about their teacher's oral feedback and how would the latter promote their self – confidence. This questionnaire includes (24) questions which are arranged in a logical way. They are either closed questions requiring from participants to reply "yes" or "no", and \or open questions requiring them to give their own justifications and explanations or select the appropriate answer from a series of options. We categorized all these kinds of questions into three sections:

-Section one: It is dedicated to obtain student's "background information" such as age, gender, their choice to study English, why did they choose to study English, student's level in English, in addition to the main problem which student encounters during their learning. It comprises five (05) questions.

-Section two: It is entitled " EFL students' self-confidence" which seeks to give the students an opportunity to share their ideas and viewpoints towards self-confidence and its importance in learning. Therefore, this section contains seven (07) questions.

-Section three: It entitled "Teacher's oral feedback" which aims to figure out the role of teacher' s oral feedback in improving EFL students' self – confidence and the factors that hinder its effectiveness, in addition to what extent it is undertaken to be helpful. In short, how effective teacher's oral feedback should be to improve EFL students' self – confidence. This section includes twelve (12) questions.

3.1.5.Piloting the questionnaire

It is necessary to pilot the questionnaire on a group of students before starting the real survey. Its aim is to check whether students understand the questions or not, in addition to reformulate the ambiguous questions. It was piloted on February 26 th, 2017. It was administrated randomly to ten students and they handed it back as they complete replying the questions. The total number of students answered the majority of the proposed questions. Students also justified whenever it was necessary.

3.1.6.Administration of the questionnaire

This questionnaire was administered on February 28 th and 29 th, 2016 to one - hundred (100) second-year LMD students of English. The process took two days; in the

first day it was provided randomly to students in three groups, but unfortunately, just thirty- three of them were replied. In the second day, the rest of them were all answered together in fifteen minutes, and they brought it back as students complete answering them.

3.1.7. Analysis of students' questionnaire

3.1.7.1. Section one: Background information

Item 01: Students' age

Age	Participants	Percentage
20-21	60	72.29 %
22-23	20	24.10 %
More than 24	3	3.61 %
Total	83	100 %

Table 3.1: Students' age

The above results reveal diversity in students' age which is between 20 and more than 24 years old. It indicates that the majority 60 (72.29 %) of the participants are between 20 and 21 years old. This result expresses that our population is extremely young and respondents did not repeat the year either in the school cycles or at university. In other words, our participants are able to learn especially foreign languages. The rate of the second category 20 (24.10 %) is between 22 and 23 years old. The last category 3 (3.61 %) more than 24 represent the aged students.

Item 2. Gender distribution

Options	Participants	Percentages
Female	75	90.36 %
Male	8	9.64%
Total	83	100%

Table3.2: Gender distribution

Through our sample, we found that female students were the dominant gender which is represented in table two by 75 female (90.36 %); whereas, 8 males represent the minority gender (9.64 %). These results could imply female students are more ambitious to learn foreign languages, in particular, English language at university.

Item 03. Your choice to study English was: Why ?

Options	Participants	Percentages
Personal	70	84.34%
Imposed	2	2.41%
Advised	11	13.25%
Total	83	100%

Table 3.3: Students' choice of studying English

We have asked this question to perceive the students' willingness to study English. The above table demonstrates that most students who represent the highest rate 70 (84.34 %) stated that their choice to study English was personal. This leads us to think that they are more desired to realize more about the English language; whereas, the remaining ones 11 (13.25 %) mentioned that their choice to study English was advised. The rest 2 (2.41%) of them said that their choice was imposed by the administration. This could imply that they are not motivated, and they have negative attitudes towards learning English which impact on self-confidence.

***The reasons for their personal choices are**

- “They just prefer it”.
- “They are more motivated to know more about the language”.
- “They would like to use it for communication”.
- “It is the language of the world”.
- “They are really good at this language and it is considered an easy language for them to learn more than others”.

***The reasons for their advised choice are**

- “They advised by their parents for future job requirements and traveling”.

***The reasons for their imposed choice are**

-“The baccalaureate average did not give them the opportunity to study another branch that they want it instead of learning English”.

Item 04. How do you consider your level in English?

Options	Participants	Percentages
Very good	8	9.65%
Good	34	40.96%
Average	38	45.78%
Less than Average	2	2.41%
Weak	1	1.20%
Total	83	100%

Table3.4: Students' level in English language

As it is mentioned above most of the students evaluated their level in learning as being average 38 (45.78 %). This could imply that they are not sufficiently satisfied with their level in English or they find difficulties while learning. Besides , only 34 (40.96 %) of them reported to have a good level and 8 (9.65 %) of them said that their level is very good. This reveals that they are familiarized with considerable background knowledge. While those with less than average represent the fourth category with 2 (2.41 %) and the last category with 1 (1.20 %) is weak in English. This means that they encounter challenges at various levels of their learning and have great troubles about their situation. Hence, they need more support and encouragement.

Item 05. What kind of problem have you commonly faced while learning ?

Options	Participants	Percentages
Psychological problems	35	42.17%
Lack of linguistic competence	20	24.09%
Difficulties in methodology	18	21.69%
All of them	10	12.05%
Total	83	100%

Table 3.05: Students' problems in learning

The results indicate that the majority of students who represents 35 (42.17 %) are facing difficulty with the psychological problems where they are afraid of making mistakes they are ashamed to share their ideas in an easy way and speak comfortably. So, they need a help from their teachers to overcome these difficulties through controlling them then providing them some encouragements, clues, or suggestions in order to make them feel at ease. The second category represents 20 (24.09 %) which is the lack of linguistic competence where they ignore vocabulary, grammar rules, or good pronunciation. Thus, the teacher's role is very necessary to make all the aspects of the language more obvious and pushes them to use the language appropriately. The third category represents 18 (21.69 %) who face difficulties in learning. The last category which took the lowest percentage 10 (12.05 %) of difficulty for all of them.

3.1.7.2. Section two: EFL students' self – confidence

Item 01: Do you agree that self – confidence is an important factor for learning a foreign language ?

Options	Participants	Percentages
Strongly agree	59	71.08%
Agree	22	26.51%
Neutral	2	2.41%
Disagree	0	0%
Strongly disagree	0	0%
Total	83	100%

Table 3.6: Students 'opinions towards self –confidence

Regarding students' answers, 59(71.08 %)of them said that they strongly agreed that self- confidence is very important in learning English. Others, 22(26.51 %)students declared that they also agreed on the importance of self – confidence to share ideas in an easy way in front of their classmates, in addition to reach the desired goals. What can be deduced is that our participants deserve and require more attention to fully enhance their self – confidence in the classroom. However, 2(2.41 %)stated that they neutral agree on the importance of self – confidence. Besides , no one answered disagree or strongly disagree. Mainly all of the respondents believe strongly in the strong relationship between learning English and self – confidence.

Item 02. Are you interested to be more confident when you learn English?

Options	Participants	Percentages
Yes	79	95.18%
No	4	4.82%
Total	83	100%

Table 3.07: Students' interests about being confident learner

As shown in the table above, the majority of students 79(95.18 %) declared that they are interested to be more confident when they learn English. What can be deduced here is that students are waiting for their teachers to help them improve their self – confidence; however, only 4(4.82 %)of the students said that they are not interested to be more confident when they learn English. This may be because it was not their first choice.

Item03. How do you evaluate your self confidence?

Options	Participants	Percentages
High self –confident learner	18	21.69 %
Medium	50	60.24 %
Low self-confident	15	18.07 %
Total	83	100 %

Table 3.8: Students' evaluation of self – confidence

It seems from the results obtained in the table above that 50(60.24 %) of students declared that their self – confidence is medium. This means that teachers have to create a friendly and relaxed atmosphere inside the classroom. Also, they should encourage learners to participate in front of their classmates in the classroom. Others students responded that they are high self –confident learner 18(21.69%); this reveals that they have positive feelings towards their abilities; whereas, 15(18.07%) of them stated that their level is low which means that there is a gap either in the way of teaching or on students themselves. As far as self -confidence is an important issue, this gap should be

treated; otherwise, it may increase inhibition and anxiety which discourage them from achieving positive results and reach their desired goals.

Item 04. Has your teacher ever paid your attention that owing high level of self – confidence is significant for successful learning?

Options	Participants	Percentages
Yes	67	80.72
No	16	19.28
Total	83	100%

Table 3.09: Students’ opinions towards their teacher’s attempt to pay more attention to the significance of self – confidence

Results in the table above show that 67 (80.72 %) of students said ‘yes’ that their teachers pay more attention to the significance of self –confidence. Whereas, 16(19.28 %)of them stated “no”. From these replies, we conclude that their teachers are conscious of the importance and the effectiveness of self -confidence in helping students to achieve well results; while, those who never pay their students’ attention that owing high level of self –confidence is significant for successful learning are not aware of its importance and usefulness.

Item five. Does your teacher promote yourself - confidence?

Options	Participants	Percentages
Yes	70	84.34%
No	13	15.66%
Total	83	100%

Table 3.10. Students’ views on their teacher’s attempt to raise their self –confidence

The above results show that 70 (84.34 %) of participants claimed that their teachers try to promote their self – confidence. This implies that their teachers are aware of their students needs to be exposed to a self-confidence, and they try to improve their

proficiency in learning and to urge them to learn more about the language; whereas, 13(15.66 %) of participants declared that their teachers do not try to promote their self-confidence which may make them underestimate themselves that is reflecting negatively on their achievements.

Item 06. If yes, Do you improve your self- confidence when your teacher?

Options	Participants	Percentages
Praises you	35	42.17%
Advises you to believe in your capacities	20	24.09%
Treats you with fairness and consistency	16	19.28%
Calls you by your name	12	14.46%
Total	83	100%

Table 03.11: Students’ feelings of self – confidence with their different classroom strategies

In this question, we aim to show the significant classroom strategy that helps students to promote their self-confidence. A big part 35 (42.17 %) of students said that their self- confidence enhanced from teacher’s praises. This indicates that this strategy plays a significant role in helping them to feel comfortable and motivated to learn; however, only 20(24.09 %) of them claimed that the pieces of advice support them to promote self –confidence. Out of 16 (19.28%) responded by treats them with fairness and consistency and only 12(14.46%) declared that their self- confidence is enhanced by calling them by their names. We can conclude, that students have various choices in terms of the tackled strategies which is a factor which should be taken into consideration by the teacher to meet the students’ requirements.

In the second part of this question, some students added some strategies about their teachers ‘attempts to enhance their self- confidence. Besides, there are some answers which are less informative:

- “Make them feel relaxed and fight their shyness”.
- “Encourage them to share their ideas comfortably”.

- “Correcting their mistakes in an indirect way and telling them that no matter if they mistake”.

Item seven. Do you lose your self – confidence when you?

Options	participants	Percentages
Fear of making mistakes	30	36.15%
lack of encouragement from your teachers and parents	40	48.19%
Teachers and parents compare you with their own past performance or expert friends	10	12.05%
Bad experiences	3	3.61%
Total	83	100%

Table 3.12: Factors behind students’ lack of self-confidence

In this question, we attempted to identify the factors behind students lack self – confidence. The results show that 40 (48.19 %) of students think that the major reason of lack of self- confidence is the lack of encouragements from teachers and parents. Some others 30(36.15 %) of students reported that the main reason for them is the fear of making mistakes, besides 10 (12.05 %) of the participants lose self- confidence when their teachers compare them with their own past performance or expert friends; however, 3(3.61 %) of students said that their self –confidence is damaged by bad experiences. As a result, we can deduce that the lack of encouragement from teachers is the major reason of lowering students’ self- confidence. Therefore, this encourages and helps us as a researcher to prove that the use of encouragement in teaching will assist students to develop their confidence; while, no one added others factors that hinder them to improve their self – confidence.

3.1.7.3. Section three: Teacher's oral feedback

Item one. When you make mistakes, do you like to be corrected?

Options	Participants	Percentages
Yes	65	78.31%
No	18	21.69%
Total	83	100%

Table 3.13: Students' attitudes towards correcting their mistakes

The results indicate that 65 (78.31 %) of students would like to be corrected when they make mistakes; whereas, 18(21.69 %) of students would not like to be corrected when they make mistakes. As result, we can notice that students have positive perceptions towards teachers' correction. In other words, teachers are aware of the fact that no one turns perfect from the beginning. Hence, they are waiting for their teachers to support them promote their proficiency levels.

***If "Yes", which source of feedback do you prefer?**

Options	Participants	Percentages
Teacher's feedback	40	61.54%
Peer's feedback	20	30.77%
Both of them	5	7.69%
Total	65	100%

Table 3.14: The preferable sources of feedback

The findings indicate that the highest number of participants 40(61.54 %) opted teacher's oral feedback as the preferable one. What can be deduced, here is that students have great confidence in their teachers which allow them to spot their errors, treat them effectively and avoid their occurring next time; whereas, 20(30.77%) of them have chosen peer's feedback as their favorite one. The latter may aid them in the enhancement of self-correction and enthusiasm; however, both of them is selected by little numbers of participants 5(7.69%).

***The reasons for preferring teacher's feedback**

-“Teachers are a source of information”.

-“They have credibility and validity of data”.

- “Teachers have the capacity to deliverer it clearer, and efficient”.

***The reasons for preferring peer’s feedback**

- “It gives them opportunities to exchange ideas and knowledge with each other”.

- “To receive useful information and opinions”.

***The reasons for preferring both of them**

“They justified that both of them are helpful and beneficial to guide them to the correct form”.

Item two. What kind of feedback you have commonly received while learning?

Options	Participants	Percentages
Oral feedback	50	60.24%
Written feedback	19	22.89%
Both of them	14	16.87%
Total	83	100%

Table03.15: Types of teacher’s feedback

The student asked this question to know which type of feedback student find most useful for English language learning. As indicated in the table, the majority of our respondents 50 (60.24%) stated that their teachers provide them with oral feedback than written feedback that took 19 (22.89%); whereas, 14(16.87%) of students said that they receive both of them in learning. From the above table, we can deduce that students receive oral feedback more than written feedback this is due to many reasons among which nowadays teachers are suffering from large classes and program pressure; they do not have much time and cannot give them written feedback in each session. For these reasons, they are obliged to use oral feedback more than written feedback. Also, oral feedback allows students to interact and exchange ideas with their teachers. So, they immediately notice their errors, as well as, helps them to know how to tackle their errors.

Item three. Do you think that your teacher is using sufficient oral feedback in almost every lecture?

Options	Participants	Percentages
Yes	25	30.12%
No	58	69.88%
Total	83	100%

Table 3.16: Students' attitudes about receiving sufficient teacher's oral feedback

The results show that the majority 58(69.88%) of students stated that they receive insufficient oral feedback from their teachers during their learning. Only 25(30.12%) of participants said that they receive sufficient oral feedback. This leads us to think that there are many factors handicap the amount of giving oral feedback among them which are the large number, the shortage of time and extended program. Additionally, it could be referred to students' levels and their preferences

Item four. The teacher gives you oral feedback when you are involved in?

Options	Participants	Percentages
A- Grammar	40	48.19%
B- Vocabulary	18	21.69 %
C- Content/Ideas	10	12.05 %
D- Pronunciation	10	12.05 %
E- Negative transfer from L1 to L2	5	6.02 %
Total	83	100%

Table 3.17: Students' opinions about the situations when the teacher gives oral feedback

This question aims to figure out which aspect of language teachers focus on when giving oral feedback. This table demonstrates that the majority of participants 40 (48.19%) receive a correction to their errors in the aspect of grammar. This could imply, that

teachers know that the aspect of grammar is very helpful for students to produce correct language; whereas, other aspects of language cannot be enhanced without the mastery of language rules. Only 18(21.69%)of them said that they receive a correction to their errors in the aspect of vocabulary. This means they are not familiarized with considerable vocabulary knowledge; however, in the aspect of content and ideas, in addition to pronunciation are two answers which are chosen by an equal number of participants 10(12.05%). From these answers, we can deduce that students are ashamed, less active and less confident. Finally,5(6.02%) of the students claimed that their teachers give them oral feedback when they commit negative transfer from L1 to L2.This could imply, they are not exposed to the English language.

Item five. How does your teacher correct your mistakes?

Options	Participants	Percentages
Uses clues	25	30.12%
Shows the mistakes	17	20.48%
Criticizes	2	2.41%
Gives the correction form	10	12.05%
Mixture	29	34.94%
Total	83	100%

Table 3.18:Techniques used by the teacher to correct students’ errors

This question aims to discover the effective technique that should be adopted by the teacher in the classroom when giving oral feedback, in EFL classes. The high percentage 29 (34.94%)of the students’ answers is devoted for their teacher’s correction via providing a mixture of clues, showing the mistakes, criticizing and giving the correct form. We can deduce that some teachers of the second-year vary the techniques of correction because they are aware of their effects on students’ performance in general and the self – confidence in particular in addition to satisfy the students’ needs as it was mentioned in chapter one. Less percentage is devoted for the teacher’s correction through providing clues 25(30.12%) and showing the mistakes 17 (20.48%)because teachers notice that these forms of correction are somehow insufficient when it is used individually. The

low percentage is devoted for teacher 's correction via giving the correct form 10(12.05 %))and criticism 2 (2.41%) because teachers know that criticism and explicit correction make students get bored also these techniques may discourage students and push them towards silence. In other words, it hinders their motivation and decreases their self-confidence.

Item six. Did your teacher correct?

Options	Participants	Percentages
Correct all types of mistakes	30	36.14%
Concentrate on the serious and repeated mistakes	53	63.86%
Total	83	100 %

Table 03.19: The mistakes that the teacher concentrates during his correction

According to the results mentioned in the above table, 53 (63.86%) of students declared that their teachers concentrate on the serious and repeated mistakes. This means that teachers admit that students' mistakes should not be corrected in each time in order to protect students' feelings, make them rely on themselves, in addition to developing self – correction; however, 30(36.14%) of them said that their teachers correct all kind of mistakes. This indicates that their teachers prefer the overcorrection in order to make students feel that they are guided and all kinds of mistakes are controlled via teachers' correction. Additionally, they believe that students' performance will be enhanced if they respond to all errors. What can be deduced that various teachers have a different point of views concerning the correction of students' errors.

Item seven. How do you receive oral feedback from your teacher?

Options	Participants	Percentages
Individually	9	10.84%
In groups	20	24.1%
Both of them	54	65.06%
Total	83	100%

Table 3. 20: Students' responses to their teacher's ways of giving oral feedback

This question aims to discover the effective way that is adopted by the teacher when giving oral feedback, in EFL class. The results mentioned in the table above show that the highest percentage of students' answers 54(65.06%) is devoted to their teacher's correction in both of them. This could imply that teachers found that these two ways of correction are the appropriate one when they are used in harmony in order to fulfill students' requirements. This result goes hand in hand with the point discussed in the first chapter. Less percentage 20 (24.1%)is devoted for the teacher's correction through providing oral feedback in groups to gain time and discuss many issues when all of them are concerned. The lowest percentage 9(10.84%) is devoted for the teacher's correction through given oral feedback individually in order to handle personal issues and to avoid psychological problems.

***Individually**

Options	Participants	Percentages
Quietly at your desk, while the rest of the classroom is working	7	77.78%
At the teacher's desk, asking you to come, while the rest of the classroom is working	1	11.11%
At a specially scheduled out – of –class	1	11.11%
Total	9	100%

Table 3.21: Students' responses about teacher's ways in correcting their mistakes individually

In this question, we aim to show the most useful and effective way in the classroom when teacher delivers oral feedback individually. A big part 7(77.78 %) of participants stated that quietly at their desk while the rest of the classroom is working is the most common way used by their teachers. What can be deduced that teachers are conscious of its positive effects and consider this way as a useful one in encouraging them to pay attention to their errors, in addition to make them feel comfortable and motivated to enhance their achievements, because it is considered a private correction between the teacher and the learner; whereas, it is equal 1 (11.11 %)at the teacher's desk, asking you to come, while the rest of the classroom is working and at a specially scheduled out - of – class.

***In groups**

Options	Participants	Percentages
At the start of a lesson, your teacher summarizes observations from the previous lessons	2	10%
At the beginning of a review or reteaching lesson	0	0%
During students' performance	5	25%
When a test or an assignment is returned, your teacher summarizes overall strengths and weaknesses	13	65%
Total	20	100%

Table 3.22: Students' responses about teacher's ways in correcting their mistakes in groups

The findings indicate that there are noticeable differences in the way whereby teachers use multiple ways in delivering oral feedback in groups. Thus, more than half of the participants 13(65%) selected when a test or an assignment is returned, their teachers summarize overall strengths and weaknesses. Moreover, during students' performance which is chosen by 5 (25 %) of participants. Additionally, 2 (10%) opted at the start of the lesson, their teachers summarize observations from the previous lesson; however, no one of them selected at the beginning of a review or reteaching lesson. From these results, we can deduce, that giving oral feedback in groups is used for different purposes. It depends on students' needs, as well as, it can tackle many aspects such as correcting common mistakes in order to strengthen weaknesses, or to make the performance more understandable and clearer, in addition to make it enjoyable and interesting. Therefore, giving oral feedback in groups is a helpful way since it assists students to understand teachers' requirement, to get a correction to their errors and to perform an appropriate task.

***Both of them**

Options	Participants	Percentages
Quietly at your desk, while the rest of the classroom is working	10	18.52%
At the teacher's desk, asking you to come, while the rest of the class is working	5	9.26%
At a specially scheduled out- of- class	2	3.70%
At the start of a lesson, your teacher summarizes observations from the previous lessons	6	11.11%
At the beginning of a review or reteaching lesson	4	7.41%
During students' performance	15	27.77%
When a test or an assignment is returned, your teacher summarizes overall strengths and weaknesses	12	22.22%
Total	54	100%

Table 3.23: Students' responses about teacher's ways in correcting their mistakes in both of them

Depending on the previous results, the participants who answered with both of them have already chosen where and when if individually or in groups. Therefore, 15(27.27%) of them declared that they receive oral feedback in groups during students' performance. Others, 12 (22.22%) selected when a test or an assignment is returned, their teachers summarize overall strengths and weaknesses to be the most useful one. Some others,10(18.52%) found quietly at their desk, while the rest of the classroom is working to be the most useful one. Less than6(11.11%) of participants have chosen at the start of a lesson, their teachers summarize observations from the previous lesson. Out of 5(9.26%) responded by at the teacher 's desk, asking them to come while the rest of the class is working. About 4(7.41%)of the participants opted at the beginning of a review or reteaching lesson. Only 2(3.70%) selected at specially scheduled out –of class. From these answers, we can deduce that the majority teachers of the second-year vary the way of giving oral feedback, because they are aware of their effects in improving students' achievements, particularly, their self-confidence.

Item eight. If your teacher gives you oral feedback more than once to specific error, then do you repeat the same error?

Options	Participants	Percentages
Yes	12	14.46%
No	71	85.54%
Total	83	100%

Table 3.24: Students' repetition of the corrected errors

The results demonstrate more than half 71(85.84 %) of the participants declared that they do not repeat the same errors when their teachers have already given them oral feedback about it. This means our students have positive perceptions towards teacher's oral feedback and at the same time conscious of its effectiveness. For these reasons, it is received properly; however, 12(14.46 %) of them stated that they may repeat it which means that there is a gap either in the teacher's ways of providing it or on the students themselves.

-If "Yes", is it because?

Options	Participants	Percentages
Too much oral feedback in short amount of time	2	16.67%
Choosing the wrong type of oral feedback	1	8.33%
Giving oral feedback at the wrong time in the learning process	0	0%
All of them	9	75%
Total	12	100%

Table 3.25: Students' causes of repeating the same mistakes after teacher's oral feedback

Depending on the previous results, the respondents who reply with "yes" also have already selected the reason behind their repetition of the same errors. 9(75 %) of them have chosen the last choice which has opted for all of them. Hence, it is necessary for

teachers to avoid correcting students' mistakes in each time. They also should choose the appropriate type of oral feedback because these factors make learners feel upset, ashamed, and reluctant to share their ideas in front of their classmates next time as it was mentioned in chapter one. Moreover, too much oral feedback in short amount of time is one reason selected by 2 (16.67 %) of respondents. Additionally, 1 (8.33 %) of the current sample consider selecting the wrong type of oral feedback and they regarded it as their main cause of repeating the same errors; however, no one of them has chosen the third option which means that their teacher's oral feedback is mostly given in appropriate time.

***In the second part of this question, some students added others.**

- The lack of practice.
- The lack of interest since there are demotivated learners inside the classroom.
- The weak level.

Item nine. Which of the following types of oral feedback do you receive from your teachers?(You can tick more than one option)

Options	Participants	Percentages
Evaluative feedback	44	53.01 %
Interactional feedback	15	18.07 %
Strategic feedback	20	24.1 %
Corrective feedback	50	60.24%
Repetition feedback(either positive or negative)	60	72.29%
Descriptive feedback	20	14.46 %

Table 3.26: Students' responses to the types of oral feedback used by their teachers

This question was set to know which type of teacher's oral feedback is used for correction students' mistakes inside the classroom. From the table, we notice that the biggest percentage 60 (72.29 %) of students said that they receive repetition feedback from their teachers, particularly, positive feedback. This implies that their teachers aware

that positive feedback highly motivates students and gives them positive attitudes towards learning English. It also hinders anxiety and improves their performance. While, other students by percentage 50 (60.24 %) said that they receive corrective feedback from their teachers in order to avoid it next time and improve their future learning; however, some students in fewer percentage 44 (53.01 %) are receiving the evaluative feedback from their teachers in order to understand where are they; whereas, it is equal for strategic feedback and descriptive by percentage 20 (24.1%). Also, there are few students who stated that they receive the interactional feedback by percentage 15 (18.07 %). This is due to the shortage time and classes' size.

-How do you feel when the teacher gives you praise e.g., “ good job”?

Options	Participants	Percentages
“They feel very happy and high self –confident learner”	20	24.1%
“They feel proud of themselves, active and give them the courage to carry on to do all their best work”	15	18.07%
“They feel comfortable”	10	12.05%
“They feel like a hero between normal people and optimistic to trust more to their work”	5	6.02%
No answers	33	39.76%
Total	83	100%

Table 3.27: Students’ feelings towards teacher’s positive oral feedback

This question was set to know how positive oral feedback helps students to improve their self-confidence. Unfortunately, only 50 (60.24 %) of participants have responded to it, and just a few of them provided acceptable answers. Noticeably, their feelings are different from one another. For instance, 20 (24.1 %) of them stated that they feel very happy and high self- confident learner because they did the work as it should be. Besides, 15 (18.07 %) of them claimed that they feel proud of themselves, active and give them the courage to carry on to do all their best next time. Additionally, 10 (12.05 %) of

them said that they feel comfortable because they have already achieved good things. Moreover, 5(6.02 %) of them stated that they feel like a hero between normal people and optimistic to trust more to their works; whereas, 33 (39.76 %) of them said nothing. This might be due to several reasons: that they do not have any feelings towards positive oral feedback or they did not understand the question. This data is considered as an answer to one of our subsidiary research questions (question number 1).

-How do you feel when the teacher says to you any phrase e. g.,“ It’s not X but Y ”,“You should say ”, “We say X not Y”, “ Oh you mean ...” while providing oral feedback?

Options	Participants	Percentages
“They feel so nervous and stressed”	12	14.47 %
“They feel afraid and ashamed to talk and participate”	11	13.25 %
“They feel demotivated, disappoint”	10	12.05 %
“They feel ok”	15	18.07 %
“No feeling”	3	3.61 %
No answers	32	38.55 %
Total	83	100 %

Table 3.28: Students ‘ feelings towards teacher’s negative oral feedback

This question was set to know how negative oral feedback handicaps students to improve their self – confidence. Unfortunately, only 51(61.45%) of participants have responded to it, and just a few of them provide acceptable answers. Noticeably, their feelings are different from one another. For example, 12(14.47%) of them stated that they feel so nervous and stressed and do not like this way of teaching at all. Besides,11(13.25 %)of them claimed that they feel afraid and ashamed to talk and participate most of the time especially in front of others. Additionally, 10(12.05%)of them they stated that they feel demotivated, disappointed and discouraged even lose their ideas and their self – confidence; however, 15(18.07%)of them stated that they feel ok because the teacher wants to correct their mistakes and they will not do the mistakes again. Some others 3(3.61%) of

them said that no feeling, no problem and actually they do not care since native speaker make mistakes; however, 32(38.55) did not answer this question. This might be due to several reasons: they do not have any feelings towards negative oral feedback or they did not understand the question.

Item ten. How often do you respond after receiving teacher’s oral feedback?

Options	Participants	Percentages
Always	0	0 %
Sometimes	51	61.45 %
Often	26	31.32 %
Rarely	6	7.23 %
Never	0	0 %
Total	83	100 %

Table3.29: The frequency of students’ responding to teacher’s oral feedback

This question aims at measuring the students’ responding after receiving teacher’s oral feedback. As can be interpreted from the accompanying table, the highest percentage is 51(61.45%) and is rated by the students who said that they respond occasionally by selecting sometimes. Others 26(31.32%) who stated that they often respond to teacher’s oral feedback. Only 6(7.23%) said that they rarely respond to teacher’s oral feedback. No one of them opted always and never. What can be noticed that students neither overlooked teacher’s oral feedback nor always react to it. That is a sign of lack of interest and/or they are facing some problems in the comprehension of the rules of the language that hinder their responding.

Item eleven. To what extent the practice of oral feedback is an important technique in teaching to correct your mistakes, and to improve yourself – confidence?

Options	Participants	Percentages
Very important	40	48.19%
Important	30	36.15%
Moderately important	13	15.66%
Less important	0	0%
Unimportant	0	0%
Total	83	100%

Table 3.30. Students' attitudes about the importance of teacher's oral feedback

The reason behind putting this question was to find out students' opinions about how important is teacher's oral feedback provision in improving EFL students' self – confidence. All participants agreed that teacher's oral feedback is important in correcting students' mistakes and in improving their self – confidence. Their answers ranged from moderately important with a rate of 13(15.66 %) to important with a rate of 30 (36.15%), then to very important with a rate of 40 (48.19%). These results which obviously emphasize students' strong perceptions of the strong relationship between their teacher 's oral feedback and the improvement of self – confidence.

Some good students provided us with justifications about their positive answers towards the role of teacher's oral feedback in improving EFL students' self – confidence. They explained that the use of teacher's oral feedback is a useful practice which helps them to concentrate, pay attention and focus on what they have already mistaken, besides it assists them to improve their level, which means to be able to participate and share their ideas in front of their classmates next time without fear of making mistakes; however, no one of them (0) think that there is less important or unimportant. This data is considered as an answer to our main research question.

Item twelve. In your opinion, explain how effective teacher’s oral feedback should be to improve yourself –confidence?

This question aims to explore participants’ opinions concerning the way that effective teacher’s oral feedback has to be presented in order to improve EFL students’ self –confidence. In fact, the majority of the participants did not answer. Besides this, they presented the current study with a multiple of replies; particularly, their opinions were completely distinctive from each other. Some of them stated that “an effective teacher’s oral feedback should be at the end of the students’ performance in order to not disturb them during their performance since when the teacher gives criticism during their performance, they immediately lost their confidence”.

Additionally, others claimed that “the best way in delivering effective teacher’s oral feedback occurs through providing positive comments and suggestions to encourage them to do all the best in the next time and raise their self – confidence then, spot the mistakes and correct them via giving more information and pieces of advice rather than using harsh criticism”. Besides, one of them suggested “it needs to be provided in a gentle way with an average voice in an indirect way”. They added as well that “it should be presented clearly, briefly, simply and systematically. Furthermore, others said that teachers should be flexible, kindly and avoid the overcorrection to promote self – confidence”. This data is considered as an answer to one of our subsidiary research questions (Question 02).

3.2. Teacher 's interview

Teachers' interview aims at finding out teachers' attitudes about the existing relationship between teacher's oral feedback and self-confidence, besides the extent to which they support students to correct their errors and improve their self-confidence, as well as, how they use their experiences and techniques in correcting students' mistakes to ameliorate the self-confidence.

3.2.1. Description of the interview

Teachers' interview has been divided into two parts: the first one consists of questions from one to three which aim to gather background knowledge about teachers' qualifications, teaching experiences at the university level and years of teaching grammar, written or oral expression. The second part concerns questions from four to fourteen which aim to study the currently adopted strategies for developing self – confidence based on the application of teacher's oral feedback as an effective teaching technique as well as how can teacher's oral feedback contribute in enhancing EFL students' self – confidence.

3.2.2. Administration of the interview

In this current research, the researcher has selected a semi-structured interview. The use of this data gathering instrument will support the researcher to gather detailed data from the interviewees' experience. The interview was conducted by the researcher with nine teachers of the second year who are teaching grammar, written and oral expression before and after the spring holiday, 2017, at Biskra University. It was recorded with seven teachers and it was in a written form with two teachers. Each interview lasted about 15 to 20 minutes about fifteen open-ended and open questions that are addressed during the interview.

3.2.3.The analysis of the teachers' interview

Question one: What are your qualifications?

Teachers	Qualifications
Magister degree	7
Doctorate degree	2
Total	9

Table3.31. Teacher's qualifications

These answers show that all the interviewees hold a Magister degree except two teachers who have the Doctorate degree; however, none of the participants have the license or master degree. This means that English Division at Biskra University has experienced and qualified teachers. Therefore, they will give us with the necessary data needed in this study.

Question two: How many years have you been teaching at the university level?

Teachers of oral expression:

Teacher 01:Ten years.

Teacher 02:Seven years.

Teacher 03:Six years.

Teachers of grammar:

Teacher 04:Seven years.

Teacher 05:Six years.

Teacher 06: five years.

Teachers of written expression:

Teacher 07: Six years.

Teacher 08: Twelve years.

Teacher 09: Seven years.

Most of the teachers interviewed have an experience of more than four years, a period in which it is sufficient to have an effective training and reflective teaching. So, it will be easy for them to help us reach the aim of our research.

Question three: How many years have you been teaching written, oral expression or grammar?

Teachers of oral expression:

Teacher 01: Four years.

Teacher 02: Two years.

Teacher 03: Three years.

Teachers of grammar:

Teacher 01: Five years.

Teacher 02: Four years.

Teacher 03: Two years.

Teachers of written expression:

Teacher 01: Three years.

Teacher 02: Four years.

Teacher 03: Three years.

Concerning the interviewees' answers, our sample has been teaching oral, written expression and grammar from two years to five years. This means that they are expected to be familiar with where the students make errors and face difficulties. In addition, they are more experienced in when and how to treat them in order to improve EFL students' self – confidence.

Question four: What are the main problems your learners suffer from when learning?

Teachers of oral expression:

Teacher 01: Anxiety, they lack self – confidence, fear of making mistakes in front of their peers.

Teacher 02: They lack vocabulary and mastery of the language (linguistic competence problem). Psychological / personal (they lack self- confidence or over self- esteem, lack of motivation, anxiety which prevent them from being active participants in the learning process).

Teacher03:Psychological feelings (lack of self- confidence, shyness, anxiety even crying when their teachers ask them to speak in front of their classmates), in addition to the lack of vocabulary.

Teachers of Grammar:

Teacher 01:They suffer from many problems among them which are the linguistic problems (they have different problems in language skills), in addition to the psychological feelings (shyness, lack of self –confidence).

Teacher 02:The lack of linguistic competence; for example, (the application of grammar rules, the misuse of punctuation, the lack of vocabulary).

Teacher 03 :The psychological feelings (they lack motivation and self –confidence, anxiety).

Teachers of written expression:

Teacher 01: Lack of linguistic competence (writing effectively).

Teacher 02: The lack of linguistic competence and the psychological feelings .

Teacher 03: They suffer from many psychological problems (They lack self – confidence motivation, they also fear of making mistakes)and in written production (they ignore the rules of the language and vocabulary).

The replies demonstrated that EFL students suffer from many problems when learning English problems in psychological feelings (the biggest one is the lack of self – confidence. They also fear of making mistakes, they lack motivation, in addition to shyness and anxiety). Problems in the lack of linguistic competence as the poor of vocabulary and grammar rules. Moreover, the misuse of punctuation and writing effectively. This reality is closely matched to what we found when analyzing students’ questionnaire. What can be deduced, that teachers should take into consideration these problems and provide their students with appropriate solutions for these obstacles in order to facilitate the process of learning.

Question five: How do you describe the degree of your students ‘ self- confidence? Do you think those who have low self-confidence need to be carefully treated? If yes how?

Teachers of oral expression:

Teacher 01: Unfortunately, a considerable number of students suffer from the lack of self – confidence.

Teacher 02: It depends on the students ‘ level, readiness and interest in the class topic, but it differs from one learner to another, from one group to another.

Teacher 03: From average to low with some exceptions.

Teachers of grammar:

Teacher 01: It’s a mixture some of them are low self- confident, others are average, while a little bit of them are high self –confident learners.

Teacher 02: It depends on students’ level.

Teacher 03: In general is poor; more than half students are not confident. This might be due to several reasons: that they are not motivated to learn English or just they want to get a degree.

Teachers of written expression:

Teacher 01: Students' self – confidence differs from one learner to another depending on their learning conditions. Those with a high learning proficiency feel confident; however, those with low self – confidence feel anxious, stress.

Teacher 02: In between some of them are high self- confident learners. Others are medium self -confident learners. While others are low self – confident learners.

Teacher 03: It depends on students ' level, interest, and care.

Teachers here are required to describe their students' level of self – confidence. The data that have been gathered indicate that the majority of students are not really high confident learners (i.e., they ranged from average to low with some exceptions). What can be deduced is that they may have some problems in getting high self – confident learners that lessen their level and handle its improvement. Hence, it deserves more attention by the teacher in EFL classroom since it is considered as the key to successful learning.

***Do you think those who have low self – confidence need to be carefully treated?**

Teachers of oral expression:

Teacher 01: Yes, they must be carefully treated.

Teacher 02: Yes, of course.

Teacher 03: Yes, need to be carefully treated.

Teachers of grammar:

Teacher 01: Yes, they must be carefully treated.

Teacher 02: Yes, they must be carefully treated.

Teacher 03: Yes, need to be carefully treated.

Teachers of written expression:

Teacher 01: Yes, need to be carefully treated.

Teacher 02: Yes, need to be carefully treated.

Teacher 03: Yes, because they tend to be introverted.

From the above answers, all teachers stated that students who have low self – confidence need to be carefully treated because it represents a barrier for them to achieve well results. So, the teachers’ role is very crucial to help them improve their self-confidence, in addition to overcome many problems; for instance, fear of making mistakes and lack of participation by adopting different strategies and techniques.

***If yes how,**

Teachers of oral expression:

Teacher 01: Personally, I often encourage them to participate and to make their mistakes the starting point to words success.

Teacher 02: Absolutely, just by encouraging and motivating them to take a part in the oral class, to raise their awareness about the importance of developing the speaking skill; for example, by asking the individual question, get them involved gradually in a topic discussion, or present a short oral presentation.

Teacher 03: Within the session through inviting them to make mistakes and feel comfortable to express their ideas with the little they have. Then, teach them to be able to transfer the message correctly.

Teachers of grammar:

Teacher 01: Those students need special interest and care. It’s the teacher’s responsibilities to make his / her student more confident. As teachers, we should involve them in the lessons by asking them to participate, etc.

Teacher 02: In fact, there are many strategies. Firstly, we can build students’ self - confidence by explaining to them that learning is not so difficult and with some efforts and perseverance they can do well.

Teacher 03: By using different techniques such as praising them if they participate or achieve well tasks.

Teachers of written expression:

Teacher 01: The teacher should know how to motivate them by engaging and involving them in the teaching and learning process.

Teacher 02: talk to them, encourage them, praise and do not use the harsh criticism.

Teacher 03: Make students feel at ease, comfortable and have more self- confidence to interact with their teacher and classmates.

We can notice from these answers, all teachers try hardly to build self-confidence among their students during the learning process by providing them with the significant strategies and techniques which are considered the most focused and effective in the classroom as well as by motivating them and serving them with positive encouragement when they are going to learn. What is more, they attempt to make a variation in order to care for student's learning styles and preferences to make them feel high self – confident learner; however, being high self – confident learner depends not only on the teacher, but it requires from the students special interest and care.

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Question six. As an experienced teacher, which feedback strategy, oral or written, do you think is more effective in improving students' self- confidence?

Teachers of oral expression:

Teacher 01: Written feedback.

Teacher 02: Oral feedback whenever it is necessary.

Teacher 03: Oral feedback, because students make mistakes in oral than in written since there are plenty of reasons; for instance, lack of vocabulary and ideas. Also, shyness and fear.

Teachers of grammar:

Teacher 01: Both are effective, but I personally I prefer the written because it is considered private correction between the teacher and the student.

Teacher 02:The combination of the two types is very effective especially in the first and the second year.

Teacher 03: Both of them are useful; however, I use oral feedback more than written feedback, because it is a matter of time.

Teachers of written expression:

Teacher 01: Written feedback because it is considered a private tool to correct students' mistakes, so they improve their performance then, the self-confidence.

Teacher 02: Oral feedback, but in a private way not in public way in order to look for the reason.

Teacher 03: Both should be used in parallel. Oral feedback should be in private in order not to embarrass these shy students.

From the above answers, we notice that both types of feedback have a great importance in the scholastic environment. That is to say, that our teachers are using both types whenever it is necessary, (i.e., it depends on the type of the errors, time, the nature of the module and the objectives of the study) in order to get benefits from these types and produce fluent and effective language; however, oral feedback can be given for a group of students, pair work or individual ones using direct or indirect instruction in short time. So, students easily understand the correction of their mistakes, but the written comments sometimes would be unclear; in other words, students receive the oral feedback instantly, and they have a chance to ask questions about the task or discuss with the teacher. With written feedback all of this is impossible.

Question seven: Do you think that you are using sufficient oral feedback in almost every lecture?

Teachers of oral expression:

Teacher 01: Not all the time, due to the huge number of students and the shortage of time.

Teacher 02: It is not enough since large classes, study time.

Teacher 03: There is no specific point to discuss, there is no standard in learning oral expression.

Teachers of grammar:

Teacher 01: To a certain extent, yes.

Teacher 02: No.

Teacher 03: No.

Teachers of writing expression:

Teacher 01:No, some lectures need more a written feedback than an oral one especially in written tasks.

Teacher 02:No.

Teacher 03:Yes, I think so!

From teachers' answers, we deduce that it is impossible to give in every lecture sufficient oral feedback to correct students' mistakes. This might be due to several reasons: the local classes are generally large and the time allotted to learn English is restricted. In other words, it is widely acknowledged by EFL teachers of oral, written expression and grammar course that is impossible to give a chance to all the students to correct their mistakes in the classroom and to reach all the objectives. Therefore, time, large classes, in addition to the different student's learning styles, preferences, levels can be considered as factors that hinder students to correct their errors and prevent the teachers from fulfilling the extent which they need to provide the oral feedback.

Question eighth: Which type of oral feedback do you provide them with?

Options	Participants	Percentages
Evaluative feedback	7	77.77%
Interactional feedback	2	22.22%
Strategic feedback	4	44.44%
Corrective feedback	8	88.88%
Repetition feedback(either positive or negative)	9	100%
Descriptive feedback	1	11.11%

Table3.32. Types of oral feedback

It seems from the replies obtained above, all the teacher 9(100%) said that the most common type used in the classroom is the repetition feedback; particularly, positive

oral feedback. Some others 8 (88.88%) stated that corrective feedback is the most used one. Others 7 (77.77 %) are using evaluative feedback. Less than 4 (44.44 %) of teachers are focusing on strategic feedback. About 2 (22.22%) of teachers are applying interactional feedback in the classroom. Only 1 (11.11%) of teachers said that the most used type inside the classroom is descriptive feedback. These answers, show the importance of these types, especially (positive feedback and corrective feedback) because they help, direct and make students feel relaxed and motivated; however, the majority of teachers try to vary these types in their classes depending on the objectives of the subjects and the type of the errors that the learners make during the learning process to meet students' needs.

***Which type is helpful and effective to improve students' self – confidence?**

Teachers of oral expression:

Teacher 01: Positive oral feedback through giving them positive comments first, then I spotlight on particular mistakes without mention who made it to save feelings and improve their self- confidence.

Teacher 02: Positive oral feedback is the effective type of reinforcing EFL students develop their self – confidence.

Teacher 03: All of them are necessary and effective.

Teachers of grammar:

Teacher 01: Always the positive one which is more effective to help students improve their self – confidence than the oral negative feedback.

Teacher 02: The positive oral feedback is more effective to enhance students' self – confidence.

Teacher 03: Positive oral feedback is better and would improve self – confidence.

Teachers of written expression:

Teacher 01: Positive feedback to raise their self- confidence and encourage them.

Teacher 02: Of course, positive comments.

Teacher 03: It depends on the errors and students ' nature, but the most beneficial and effective type is the positive feedback.

The inference that we deduce from teachers' answers is that all types of oral feedback are necessary and effective if the teacher knows where, when and how to use them, in addition to which type that fits each student 's nature; however, positive oral feedback is the most effective technique in reinforcing, stimulating, and helping students to improve their self – confidence. So, the more positive comments and remarks teachers provide the more enhancement are received in the students' self – confidence.

Question nine: How do you correct your students' mistakes?

Teachers of oral expression:

Teacher 01: By using clues, advice them that you have already done a mistake and do not repeat it for the next time. Then, give them the correct form.

Teacher 02: Correct the mistake in an indirect way.

Teacher 03: Do not criticize only correct the mistake indirectly by describing what kind of learner they are.

Teachers of grammar:

Teacher 01: Show the mistake then give them the correct form.

Teacher 02: It's mixture of positive comments, advice, correction and a little bit of criticism for those who kept doing it more than once.

Teacher 03: Mostly, correct them implicitly.

Teachers of written expression:

Teacher 01: Show the mistakes then guide them to the correct form.

Teacher 02: I start by praising them, criticizing them, but not in a harsh way for unexpected mistakes. Then, correct their mistakes.

Teacher 03: Guide them to the correct form.

From the above teachers' statement, we deduce that they use a mixture of techniques to correct students' mistakes which are pieces of advice, praise, showing the mistakes, implicit correction and even criticizing them for unexpected errors or those who kept doing it more than once. Additionally, they argued that they correct them in an indirect way, more importantly, they avoid the harsh criticism in order not to embarrass students' feelings and lower their self-confidence. This could imply as well that interviewees use oral feedback in a variety of techniques depending on the students' errors, nature, and needs in order to fulfill the students' requirements.

Question ten: How do you provide your oral feedback? individually or in groups?

Teachers of oral expression:

Teacher 01: Sometimes individually and other times in groups.

Teacher 02: Both of them whenever it is necessary.

Teacher 03: It depends on the activity and the objects of the session for these reasons it could be individually or in groups.

Teachers of grammar:

Teacher 01: It depends, but I sometimes provide oral feedback individually.

Teacher 02: In most time, group feedback since there is no time.

Teacher 03: It depends on the students' errors. In clearer words, it can be given to the whole class in case the mistake is common among all the students, or it can be given to individual students in case the mistake is not common.

Teachers of written expression:

Teacher 01: Both of them.

Teacher 02: Both of them whenever it is necessary.

Teacher 03: It depends I use both, but I focus on individual because each one has his / her own errors.

Multiple answers from our teachers to this question. We notice that every teacher uses his / her own way that fits his / her way of teaching. Thus, making the oral feedback effective in order to improve the students' self-confidence is not a matter of relying only on giving oral feedback individually or in groups; however, both of them should be taken and be used in order to fulfill the point of success in teaching. Additionally, students' nature, levels, styles, and preferences are not the same. Therefore, teachers should modify, differentiate their ways of giving oral feedback.

***If individually, when and where?**

Options	Participants	Percentages
Quietly, at the student's desk, while the rest of the classroom is working.	9	100%
At your desk, ask him to come, while the rest of the classroom is working.	0	22.22%
At a specially scheduled out – of – class.	5	55.55%
Total	9	100%

Table 3.33. Teacher's ways of delivering individual oral feedback

According to the replies obtained from the table above, all the teachers 9 (100 %) said that quietly at the student 's desk, while the rest of the classroom is working is the best and effective way that should be followed to overcome students' obstacles and improve their self- confidence since they consider it private and gentle way to attract students' attention to their mistakes. Then, correct it. Besides, 5 (55.55 %) of teachers preferred at a specially scheduled out –of – class as the best ones. While no one of them preferred the second one. These answers show that all teachers acknowledge the benefits of these two ways because they consider that the use of both of them would bring improvements to students' self – confidence. Hence, teachers should use these two ways as much as they can to tackle several issues since each way has a specific purpose to achieve.

***If in groups, when and where?**

Options	Participants	Percentages
At the start of a lesson, you summarize observations from the previous lesson	5	55.55%
At the beginning of a review or reteaching lesson	0	0%
During students' performance	4	44.44%
When a test or an assignment is returned, you summarize overall strengths and weaknesses	9	100%

Table 3.34. Teacher's ways of delivering oral feedback in groups

According to the answers obtained from the table above, all the teachers 9(100%) revealed that the most common and focused way of giving oral feedback is when a test or an assignment is returned, they summarize overall strengths and weaknesses. Some others 5 (55.55%) said that at the start of a lesson, they summarize observations from the previous lesson is the most apparent way to tackle the common mistakes. 4(44.44%)of teachers declared that during students' performance; whereas, no one is using at the beginning of a review or reteaching lesson. These data indicated that all teachers are conscious of its significant and each way uses for different purposes according to the teacher's objectives. In clearer words, all teachers agree that providing oral feedback in groups is considered as an important and an effective way and they declared that it gives them an opportunity to tackle many problems in short time and in large classes to help students get benefit from each other mistakes and reach their desired goals.

Question eleven: How often do your students respond to your oral feedback?

Teachers of oral expression:

Teacher 01: Most of the time.

Teacher 02: Sometimes.

Teacher 03: Rarely.

Teachers of grammar:

Teacher 01: They always respond to my oral feedback.

Teacher 02: Sometimes.

Teacher 03: It depends on the kind of the student.

Teachers of written expression:

Teacher 01: Usually, students respond to oral feedback more efficiently, because it is given to them in a direct way. They may even discuss it with the teacher.

Teacher 02: Sometimes.

Teacher 03: Very often. They ask for explanations about some written remarks on their papers. They ask for help to improve their performance and skill.

In the above replies, show that teachers have different answers this is due to the fact that they deliver their oral feedback in a various manner depending on their natures and their point of views. For these reasons, they answer differently. What can be concluded, if oral feedback is given in a supportive manner, students would greatly improve their self – confidence, so they will immediately respond to the teacher ‘ s oral feedback; however, if it is given in harsh way students instantly do not accept it even do not take it into consideration. Henceforth, teachers should deliver their oral feedback in a gentle way with a medium voice because the high voice is regarded as a kind of punishments, in addition to all comments and suggestions have to be positive and constructive.

Question eleven: What will you do as a teacher to make your oral feedback has a positive effect in improving your students’ self – confidence?

Teachers of oral expression:

Teacher 01: It has to be given in clearer and in a brief way. Besides, it has to put all levels of comprehension, student’s styles and preferences into account.

Teacher 02: It should not be addressed to single students, rather talking to the whole class, and it should not be in a form of criticism.

Teacher 03: It needs to be precise and concise through mixing its types.

Teachers of grammar:

Teacher 01: Teachers declare that they should give appropriate oral feedback which neither over praise students nor over criticize their capacities in order to improve students' self – confidence.

Teacher 02: Teachers have to vary between the ways of presenting oral feedback, and they add as well that teachers should focus more on giving pieces of advice which are more informative.

Teachers 03: It must be in time, in addition to it needs to be briefly and clearer.

Teachers of written expression:

Teacher 01: When giving the oral feedback, the teacher should be flexible, relevant and friendly. If the teacher is rigid and severe, the learner's self – confidence may decrease .

Teacher 02: Teacher should not correct students each time because it makes them shy.

Teacher 03: I try to make it very clearer, transparent, immediate and useful.

In the above answers, teachers emphasize how effective teacher's oral feedback should be as a significant technique for improving their students' self – confidence. According to them, this could be achieved through making it very clear, transparent, immediate, precise and concise. Additionally, teachers should give appropriate oral feedback which neither over praise students nor over criticize their efforts. Therefore, teachers' role is necessary to help them overcome those mistakes by treating them carefully in order to raise their self –confidence. What can be deduced, that the effective teacher's oral feedback depends mainly on teacher's ways and manners of giving it.

Question thirteen: Some students overlooked your oral feedback. In this case, how would you encourage them to take into consideration your remarks?

Teachers of oral expression:

Teacher 01: I try to advise them to take my feedback from the positive side because it's all about to improve their level.

Teacher 02: I repeat the same remark and I ask them to elaborate better for the next time.

Teacher 03: I will raise their awareness towards their mistakes and the importance of correcting them.

Teachers of grammar:

Teacher 01: I will clarify for them.

Teacher 02: I said to them you have to be here since you are going to be tested not only on what have we already written.

Teacher 03: Address proper feedback in exact time.

Teachers of written expression:

Teacher 01: Just keep repeating things and insist on the importance of feedback to increase their self – confidence.

Teacher 02: By using different strategies indirectly; for example, through reminding them, praising them, repeating student's right answers.

Teacher 03: By pointing out their errors to them. Then, ask students to repeat the right answers to the whole class and telling them that oral feedback is considered a very effective way to progress.

Different answers from teachers. We can notice that every teacher depends on his / her own methods that suit his /her way of teaching. According to the announced replies, it seems that our teachers are doing all the best to make their students aware of the importance of oral feedback; however, teachers should focus more on discussion and interaction with students for those who feel that this technique is boring and hard during learning in order to attract their attention and involve them to the correction. In this way,

students can interact with their teacher and pay more attention to their errors; consequently, they get the correction, in addition to they improve their achievements, as well as, it helps them to achieve their goals and improve their self – confidence.

Question fourteen: If you give your oral feedback more than once to specific error than your students repeat the same the error, do you think because of what?

Options	Participants	Percentages
Too much oral feedback in short amount of time	0	0%
Choosing the wrong type of oral feedback	0	0%
Giving oral feedback at the wrong time in the learning process	0	0%
All of them	9	100%
Total	9	100%

Table 03.35. Factors affecting teacher’s oral feedback

All teachers 9 (100 %) stated that too much correction or choosing the wrong type and time of oral feedback are factors which impact on the effectiveness of oral feedback. That is to say, that all teachers disagree with delivering oral feedback randomly; instead, they believe that appropriate type, time and adequate correction of students’ mistakes will be a key for proper teacher’s oral feedback.

***Some teachers added others:**

- The lack of concentration, interest or responsibility.
- .-They are not meta cognitively aware or they are not willing to change.
- They may forget about it, or it may happen unconsciously.
- The lack of practice or due to the teacher’s ways of presenting it.

Question fifteen: In your opinion, along with your experiences in teaching, different strategies may create successful teaching process, to what extent is your oral feedback, as technique, necessary in improving your students' self – confidence?

Teachers of oral expression:

Teacher 01: Very important for the immediate remedy of students' weaknesses.

Teacher 02: to a good extent.

Teacher 03: It helps me to improve my students' performance and enhance their self – confidence.

Teachers of grammar:

Teacher 01: It is a leader, motivator, guidance for improving students' self – confidence.

Teacher 02: It helps a lot because they take it in their minds and take a lot of benefits from it in order not to repeat the errors again and in order to improve their self – confidence.

Teacher 03: It is an essential tool in classroom teaching and learning to assist the student in observing their real level and improve their weaknesses.

Teachers of written expression:

Teacher 01: Oral feedback is necessary to improve students' self – confidence, but a good presentation of the lecture and self- efficacy from the part of the teacher is another ingredient to create self – confident learners.

Teacher 02: The teacher's oral feedback helps very much my students improve their self - confidence. It is a kind of motivation.

Teacher 03: It helps me to enhance students' achievements and to improve their confidence.

We can say that all the nine teachers show the importance of oral feedback and its significant role in the teaching process. As it is argued by them that oral feedback would be used as a means in helping, motivating students to enhance their performance. In clear words, it can function as powerful tool which aids students to pay more attention on their

errors and to correct it. So, students do not get hesitation, besides they feel sure not to fall in them again. Thus, oral feedback gives the teachers' needs and the students' requirements. As a result, these data help us to confirm that the practice of teacher's oral feedback has great effect in improving EFL students' self-confidence, which is considered as an answer of our main research question.

3.3. Discussion of the findings

This study assures that teacher's oral feedback is significant to develop and improve EFL students' self-confidence. This is based on the data collected from both teachers' interview, in addition to students' questionnaire. Now, we are going to discuss these findings.

3.3.1. Students' questionnaires

3.3.1.1. Section one

The sample is characterized by a female in addition to its personal choice to study English at the university, because they love it. Besides, to have the ability to communicate with people comfortably. Furthermore, most of them regard their levels in the English language as average. This response implies their acceptable efforts in learning this language, more importantly, their positive attitudes towards the English language, but they find more trouble in the psychological feelings. While the lack of linguistic competence is considered as a second trouble; however, methodology and all of them are considered as less problems because it differs from one student to another; it depends on students' nature.

3.3.1.2. Section two

The majority students of English are aware that high level of self-confidence is an important factor for learning a foreign language. Besides this, most of them are interested in being more confident. In fact, it is the highest degree of interest which clarifies their willing to learn English. Although, in this study, participants have positive attitudes towards self-confidence, but what is observed is that the majority of them stated that their level of self-confidence is adequate, which means that they are not sufficiently

satisfied towards their capacities in learning English. In addition, most of the second-year students declared that their teachers support them to make them feel more comfortable and confident through adopting various strategies; whereas, students responded to these strategies distinctively; for example, the majority of them gave the priority to teacher's praise which is considered the most beneficial strategy, because it mostly covers all other strategies such as advice them to believe in their capacities and treats them with fairness and consistency or calls them by their names. In other hand, almost all students believed that self – confidence is damaged by the lack of encouragement.

3.3.1.3. Section three

Concerning teacher's oral feedback, almost all second-year students have positive attitudes about it because they are conscious of its benefits and influence; whereas, they claimed that they receive insufficient oral feedback in learning. Therefore, we suggest to do more practice about it in the classroom and proposed additional sessions for it since the time allotted to this latter is not sufficient. Additionally, they reported that their teachers rely only on the serious and repeated errors for the reason that teachers are conscious of its effects in psychological feelings. They also indicated that they receive oral feedback both individually and in groups instead of depending on one way since it constitutes appropriate solutions to their problems in reducing their amount of making errors and building up their confidence.

Nearly all students reported that their teachers use positive oral feedback; it helps them to strengthen their weakness, and raise their self -confidence via advising, explaining the rules, engaging them and suggesting. In the other hand, students showed their dissatisfaction from their teacher 's correction of mistakes each time or choosing the wrong time and type of oral feedback, because the latter contributes to make them feel shy and anxious to express their thoughts and beliefs. Furthermore, they believe that oral feedback plays a crucial role in developing their self –confidence because it strengthens concentration and attention to their errors. Besides, it makes them very sure not to fall in them next time. Finally, students prefer to receive effectively the oral feedback at the end of their performance, in gentle and in an indirect way with adequate voice, not through high voice because of the latter in addition to the harsh criticism each time make them lose their self- confidence.

3.3.2 Teachers' interviews

The results of teachers' interviews reveal that all teachers supported to fulfill the goals of our research attributable to their teaching experience. Most of the teachers denoted that students have troubles in the lack of linguistic competence which are grammar rules, pronunciation, and the poor of vocabulary, in addition to the psychological feelings which are the lack of confidence, the lack of motivation, shyness, and anxiety, as students themselves have argued. Furthermore, what is noticeable, is that nearly all teachers reported that students' self-confidence level is average which means that they are not sufficiently satisfied towards students' capacities. In the other hand, all teachers stated that those who have low self-confidence need to be carefully treated. These can be achieved through engaging and getting them involved in the learning process. Besides, knowing them that no one is perfect from the beginning.

Some of them stated that they use oral feedback or written feedback. Others reported that they vary the feedback types and integrate both written or oral feedback in order to facilitate the process of understanding, to attract students' attention to their errors and in the same time develop their performance; whereas, the majority of them believe that they are using insufficient oral feedback; therefore, they suggest additional sessions with adequate students' number. Additionally, some teachers suggested that the use of oral feedback and its kinds especially positive and corrective feedback are the best way to improve students' self-confidence and in the same time they address it as a mixture of advice, positive comment, and providing the grammatical rule. This variation can appear in an individual way or in groups; it depends on students' needs and the objectives of the lessons.

Also, they proposed that praising and repeating student's right answers, or asking students to repeat the right answers to the whole class, are crucial strategies to promote students' self-confidence. Moreover, the oral feedback used for teaching should be relevant, clearer, constant and judicious, that is timely according to the personality of the students and their needs. What is more, the more teachers interact, discuss and repeat it to their students the more they are likely to accept it and take it into consideration, particularly, through applying positive reinforcement which involves huge encouragement and praises which in turn develop the positive attitude towards their capacities. Furthermore, from the responses 14, we concluded that effective teacher's oral feedback does not need to correct students' mistakes each time. In addition, it needs to choose

appropriate time and type. Moreover, it requires from students enough concentration and interest. Additionally, based on the teachers' responses inferred that all the EFL teachers of grammar, written and oral expression module appeared aware of the importance of teacher's oral feedback in the foreign language process because, through this latter, students acquire, enrich new knowledge and improve their level. What is more, oral feedback makes students more comfortable, assure and satisfied towards their capacities to perform a task appropriately, because students are very sure not to fall in mistakes.

To conclude, these findings and discussions are in agreement with what was presented in the literature that teacher's oral feedback as a teaching technique can improve EFL students' self-confidence. These results also show that this technique is effective and useful in improving various psychological factors, especially self – confidence.

3.3.3. Discussion of the hypothesis and research questions

3.3.3.1. Discussion of the hypothesis

According to what has been perceived and discussed in the second section of students' questionnaires "Students' views of teacher's oral feedback in" addition to the sixth, eighth, ninth, and tenth questions of teachers' interview "As an experienced teacher, which feedback strategy, oral or written, do you think is more effective in improving students' self –confidence?", "Which type of oral feedback do you provide them with?" "Which type is helpful and effective to improve students' self – confidence?", "How do you correct your students' mistakes"?, "How do you provide your oral feedback? individually or in groups"? "We can confirm our hypotheses that the practice of teacher's oral feedback in the classroom could be an appropriate technique to improve second-year students' self - confidence. These results confirmed the fact that teacher's oral feedback is a useful technique that can improve students' self -confidence. Many students and teachers pointed out that they prefer teacher's oral feedback as a helpful tool, but the time allotted for it. It is not sufficient.

3.3.3.2 Discussion of the research questions

Concerning the research questions, as to the results of students' questionnaires, question 7: Which of the following types of oral feedback do you receive from your teacher? How do you feel when the teacher gives you praise e.g., "good job"? These questions are answered; therefore, the first question of our subsidiary question "Are teachers and students aware of the types of oral feedback?" and "which type is considered the best to improve EFL students' self – confidence"? So, students prefer the oral feedback to be positively rather than negatively. Furthermore, they reported that positive oral feedback gives them the courage to carry on to do all their best next time. Furthermore, the results of teachers' interview, question 12 "What will you do as a teacher to make your oral feedback has a positive effect in improving your students' self – confidence"? And students' questionnaire 12: "How effective teacher's oral feedback should be to improve yourself -confidence"? As a result, these questions are answered the second question of our subsidiary question which is "how can teachers use oral feedback to improve EFL students' self – confidence"?

Finally, as a result of teachers' interview, we have got from question 15 and students' questionnaire question 11 that is: To what extent the practice of teacher's oral feedback is an important technique in teaching to correct students' mistakes and improve their self – confidence? This answered our major research question, which states 'to what extent the practice of teacher's oral feedback is effective in improving EFL self-confidence among second- year students at Biskra university? In this regard, the main results of the research study indicate that teacher's oral feedback has a great effect in improving EFL students' self –confidence.

Conclusion

The data gathered from students' questionnaire and teachers' interview allowed us to draw up the following points: the findings reveal the effectiveness of teacher's oral feedback and support the benefits of this teaching technique in increasing self-confidence of second-year students at the Department of Foreign Languages at Biskra University. That is to say, it plays a crucial role in developing EFL students' self-confidence, because it strengthens concentration and attention to their errors. Besides, it makes them very sure not to fall in them next time. So, the more positive comments and encouragements teachers provide the more enhancements and developments are received in the students' self-confidence; consequently, of the aforementioned, the hypothesis is confirmed and the research questions that are asked before in this dissertation are answered successfully.

General conclusion

Self-confidence is one of the affective factors that plays a crucial role for students to communicate and to achieve a global success in all domains of life. It attains a considerable interest in language teaching and learning. Concerning EFL students, self-confidence is an important character that needs to be enhanced and this is what urges us to think of an effective technique that might help our students to believe in their capacities, take a risk without hesitation and develop positive motivational thoughts towards their self. Teacher's oral feedback is thought to be the most appropriate cure to the problem. The present study attempts to elicit students' and teachers' awareness of the teacher's oral feedback- EFL students' self-confidence relationship. For that reason, it aims to offer an exploratory study on the role of teacher's oral feedback as an effective technique that helps in improving EFL students' self-confidence. In other words, it endeavors at confirming the hypothesis that the use of teacher's oral feedback in the classroom could be an appropriate technique.

This research has two parts theoretical part and a practical part. The theoretical part is divided into two chapters. The two theoretical chapters provide a better understanding of this technique we infer, that teacher's oral feedback can be a worthy and supportive technique not only in improving students' self-confidence, but before all, it facilitates the development of self-awareness. In other words, it increases their knowledge. Moreover, it makes learners autonomous. That is to say, they are able and aware about how to correct their errors without the support of their teachers. So, teachers should be more conscious while providing oral feedback. Additionally, it is not necessary that teachers focus only on how many mistakes should be corrected, but the most important, teachers are required to be more conscious of choosing an appropriate type, techniques and ways that suit and fit each student's needs, nature and level. Also, teachers are not required to correct students' mistakes in each time and in a direct way or during their performance; otherwise, its effectiveness would be underestimated and the objectives for which it has been established would be lost. In short, effective teacher's oral feedback depends mainly on teacher's ways and manner of giving it because well presented oral feedback will urge students to revise, correct their mistakes easily, in addition to contributing positive motivational thoughts towards their self.

The theoretical chapters helped us to foreground the practical chapter which comprises students' questionnaire and teachers' interview. These two research tools were used to collect relevant data on the subject under study. The results of students' questionnaire showed students' positive viewpoints towards the necessity of developing the self-confidence as well as their positive preferences of teachers' correction during the learning process. In other words, the findings indicated that students are aware of their teachers' oral feedback in improving EFL students' self-confidence. Furthermore, teacher's interview revealed that teachers are aware of the teacher's oral feedback-self-confidence relationship. In addition, it demonstrates the significant role that teacher's oral feedback plays in improving the level of students' self-confidence through adopting various techniques and effective ways. It also brings evidence about the success and efficiency of teacher's oral feedback in EFL teaching and learning. Therefore, the results obtained have confirmed the stated hypothesis since the EFL students' self-confidence is improved through teacher's oral feedback. As a result, teachers should incorporate teacher's oral feedback as an effective teaching technique of everyday classroom.

To conclude, the present research provided new insights into the significance and the effectiveness of teacher's oral in enhancing EFL students' self-confidence. So, teachers should be aware of how to use oral feedback because its success is ensured by selecting the appropriate type, techniques and ways of giving it.

Limitations of the Study

- The size of the sample was eighty three-second year LMD students; whereas, the population was about 471, so the findings reached may not be generalized to the whole population, and they may not be generalized to all Algerian Universities or somewhere else. For that reason, it would be better if other researchers use a larger sample.
- The tools that were used in this work were a students' questionnaire and teachers' interview; while, for more validated outcomes other researchers can apply classroom observation

Pedagogical recommendations

Considering the important contributions that teacher's oral feedback provides to improve EFL students' self-confidence and based on the findings of the present study, some practical suggestions and recommendations are proposed for teachers and students as follows:

Recommendations for teachers

First, teacher's oral feedback is a useful tool and a helpful technique that can support teachers to find out their students' limitations and troubles in mastering the target language. What is more, this worthy teaching technique assists in improving students' self-confidence. Therefore, teachers should take it into account and rely on it as a part of their teaching process to promote self-confidence .

Second, teachers' training plays a significant role for assisting teachers to know enough oral feedback techniques, types and also supports them to realize the different ways of giving oral feedback, as well as, when and where to present it in their classes.

Third, most of classrooms are too large at university levels. Therefore, it is hard to deliver teacher's oral feedback for each students' mistakes, most importantly, it is difficult to give oral feedback in an efficient manner. So, the authorities of universities are required to put more concern on it.

Fourth, teacher's oral feedback needs to be in time, should not be delayed in order to meet students' needs.

Additionally, teachers need to be flexible about using different types, techniques, and ways of giving oral feedback in their classroom, because students have different styles, levels and even in nature are not the same. Therefore, teacher's oral feedback depends mainly on students. So, teachers ought to provide oral feedback which one is more effective for the students.

Last but not least, one of the supportive procedures is opening a pedagogical channel for both teachers and students to discuss with each other and handle individual problems as face book or email. It is a good opportunity to comment and share valuable solutions in order to defeat difficulties.

Recommendations for the students

First, the students must more be autonomous by having a sense of responsibility towards their English learning and keep on trying to discover different strategies and techniques to improve their self-confidence without relying only on teachers' oral feedback.

Second, students should not be bothered with making errors because no one is perfect.

Third, they are required to be aware of the importance and the benefits of practicing and taking risks in developing self-confidence because the more they mistaken, the more they learn and acquire knowledge that assist them to understand what are they going to do.

Fourth, they ought to be optimistic, convinced about what they have. In other words, trust in their abilities to do better and succeed in learning English.

Finally, students during teacher's oral feedback need to be active, interested, motivated to listen to it and take it into account.

Suggestions for further studies

For the researchers who would like to contribute to deepen this research, we offer them with the following recommendations:

- This research was conducted to investigate the role of teacher's oral feedback as technique in improving EFL students' self-confidence. While, other researchers can investigate the role of peer's oral feedback in improving EFL students' self-confidence.
- An additional area for research that can be worth to investigate is the role of teacher's oral feedback in improving EFL students' autonomy or motivation.
- Regarding the type of feedback, the current study has dealt with the oral; however, similar studies can be conducted on written feedback. This type of feedback may be very powerful, so it is necessary to investigate its role in increasing self-confidence or even motivation.

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Appendices

Appendix 1: Students' questionnaire

Dear student :

This questionnaire is a part of master degree dissertation. It aims at identifying *The Role of Teacher's Oral Feedback in Improving EFL Students' Self-confidence*. You are kindly invited to use a cross (×) in the box to indicate the appropriate answer or make a full statement when it is necessary. There are no right or wrong answers only your responses will be dealt confidentially and used only for the research purpose. May I thank you in advance for your contribution.

Section one: Background information

1-Age : A-20-21 B- 22-23 C- More than 24

2-Sex : A -Male B-Female

3- Your choice of English was?

A- Personal B- Imposed C- Advised

-Please specify?.....

4-Do you consider your level in English?

A-Very good B-Good C-Average

D- Less than average E-Weak

5-Which kind of problem have you commonly faced while learning English?

A- Psychological feelings B- Lack of linguistic competence

C-The appropriate and effective learning methodology D- All of them

Section two: EFL students' self – confidence

1)Do you agree that self- confidence is an important factor for learning a foreign language?

A- Strongly agree B- Agree C-Neutral

D-Disagree E- Strongly disagree

2) Are you interested to be more confident when you learn English?

Yes

No

3) How do you evaluate yourself – confidence ?

A- High self – confident learner B- Medium C- Low self –confident learner

4) Has your teacher ever paid your attention that owing high level of self – confidence is significant for successful learning?

Yes

No

5) Does your teacher promote yourself –confidence?

Yes

No

6) If “Yes”, do you improve self – confidence when your teacher?

A- Praises you

B- Advises you to believe in your capacities

C- Treats you with fairness and consistency

D- Calls you by your name

-If others, please specify?.....

7) Do you lose self –confidence when you?

A- Fear of making mistakes

B- lack of encouragements from your teachers and parents

C- Teachers and parents compare you with their own past performance or expert friends

D- Bad experiences

-If others please specify?

.....
.....

Section three : Teacher’s oral feedback (Oral feedback means teacher’s oral comments whether it is advice or criticism that is given to you when you make mistakes).

1)When you make mistakes, do you like to be corrected?

Yes No

* If “ Yes “, which source of feedback do you prefer?

A-Teacher ‘s feedback B-Peer ‘ s feedback C-Both of them

Please justify?.....
.....

2)What kind of feedback you have commonly received in your learning?

A-Oral feedback B-Written feedback C-Both of them

3)Do you think that your teacher is using sufficient oral feedback in almost every lecture?

Yes No

4) The teacher gives you oral feedback when you are involved in?

A-Oral feedback on grammar B-Oral feedback on mechanics

C-Oral feedback on content /ideas D-Oral feedback on vocabulary

E- Oral feedback on organization of ideas

F-Oral feedback on negative transfer from L1 to L2

5)How does your teacher correct your errors?

A- Uses clues

B -Shows the mistakes

C- Criticizes

D- Gives the correction form

E- Mixture

6)Did your teacher correct?

Correct all types of mistakes Concentrate on the serious and repeated mistakes

7)How do you receive oral feedback from your teacher?

Individually in groups Both of them

*If individually, where and when?

A- Quietly, at your desk, while the rest of the class is working

B- At the teacher's desk, asking you to come, while the rest of the class is working

C- At a specially scheduled out-of-class, such as after school

*If in groups, where and when?

A -At the start of a lesson,your teacher summarizes observations from the previous lessons

B- At the beginning of a review or reteaching lesson

C-During students' performance

D- When a test or an assignment is returned, your teacher summarizes overall strengths and weaknesses

8)If your teacher gives you oral feedback more than once to specific error, then do you repeat the same error?

Yes No

- If " Yes ", is it because?

A-Too much oral feedback in short amount of time

B-Choosing the wrong type of oral feedback

C- Giving oral feedback at the wrong time in the learning process

D-All of them

-If others please specify?

.....

9) Which of the following types of oral feedback do you receive from your teacher? (you can tick more than one option)

A- Evaluative feedback

B- Corrective feedback

C- Interactional feedback

D- Repetition feedback(positive or negative)

E-Strategic feedback

F-Descriptive feedback

-How do you feel when the teacher gives you praise e.g., “ good job”?

Opinion.....
.....

How do you feel when the teacher says to you any phrase e.g., “It’s not X but Y ” , “You should say” , “We say X not Y” , “Oh you mean...” while providing teacher’s oral feedback?

Opinion.....
.....

10) How often do you respond inside classroom after receiving teacher’s oral feedback?

A- Always

B-Sometimes

C-Often

D-Rarely

E-Never

11) To what extent, the practice of teacher’s oral feedback is an important technique in teaching to correct your mistakes, and to improve yourself- confidence?

Very important

Important

Moderately important

Less importance

Unimportant

Please justify,.....

12) In your opinion, explain how effective teacher’s oral feedback should be to improve yourself - confidence ?.....
.....

Thank you for your collaboration

Appendix 2: Teachers' interview

Dear teacher,

I would be very grateful if you could give me the time and the energy to help me by answering these questions whose main aim is to collect data about *The role of teacher's oral feedback in improving EFL students' self-confidence*. I would appreciate your ideas and opinions and thank you in advance for your collaboration since it will be of great help for the validity of the research we are undertaken.

1)What are your qualifications?

2)How many years have you been teaching at the university level?

3)How many years have you been teaching written, oral expression or grammar?

4)What are the main problems your learners suffer from when learning?

5) How do you describe the degree of your students ' self – confidence ? Do you think those who have low self- confidence need to be carefully treated? if yes how?

6) As an experienced teacher, which feedback strategy, oral or written, do you think is more effective in improving students' self – confidence?

7)Do you think that you are using sufficient oral feedback in almost every lecture?

8)Which type of oral feedback do you provide them with?

-Evaluative feedback

- Interactional feedback

-Strategic feedback

-Repetition feedback (positive or negative) -Corrective feedback -Descriptive feedback

-Which type is helpful and effective to improve students 'self - confidence?

9)How do you correct your students ' errors?

10)How do you provide your oral feedback ? individually or in groups?

*If individually, when and where?

-Quietly, at the student's desk, while the rest of the classroom is working.

-At your desk, while the rest of the classroom is working.

-At a specially scheduled out-of-class.

*If in groups, where and where?

-At the start of a lesson, you summarize observations from the previous lessons.

-At the beginning of a review or reteaching lesson.

-During students' performance.

-When a test or an assignment is returned, you summarize overall strengths and weaknesses.

11) How often do your students respond to your oral feedback?

12) What will you do as a teacher to make your oral feedback has positive effect in improving your students' self-confidence?

13) Some students overlooked your oral feedback, in this case, how would you encourage them to take into consideration your remarks?

14) If you give your oral feedback more than once to specific error than your students repeat the same error, do you think because of what?

-Too much oral feedback in short amount of time.

-Choosing the wrong type of oral feedback.

-Giving oral feedback at the wrong time in the learning process.

15) In your opinion, along your experiences in teaching, different strategies may create successful teaching process, to what extent is your oral feedback, as technique, necessary in improving your students' self-confidence.

Résumé

L'objectif de cette étude est de mettre en lumière l'un des techniques utilisées pour enseigner l'anglais comme une langue étrangère, c'est la technique rétroaction orale du professeur. L'étude actuelle cherche à étudier et d'explorer l'impact de l'utilisation de technique rétroaction orale de professeur pour la promotion de la confiance en soi et les avantages qui peuvent être obtenus en renforçant la relation entre la rétroaction orale du professeur et la confiance en soi. Pour prouver ou rejeter que l'utilisation de technique rétroaction orale du professeur pourrait être la technologie appropriée pour renforcer la confiance en soi chez les étudiants de deuxième année anglais. Les deux méthodes utilisées dans la recherche sont semi-synthétique questionnaire a été distribué à quatre vingt trois (83) étudiants de deuxièmes années anglais à l'Université de Biskra, pour pouvoir déterminer la sensibilisation des étudiants sur le rôle de professorat orale rétroaction dans la promotion de l'estime de soi. Deuxièmement, semi-synthétique entretien avec neuf professeurs, trois d'entre eux en expression écrite; trois autres en expression orale et en plus des trois professeurs en grammaire dont l'objectif est de connaître leurs avis sur la relation entre la rétroaction orale du professeur et la confiance en soi et de leur soutien à leurs étudiants afin de corriger leurs erreurs et d'accroître leur confiance en soi. Et après avoir analysé les résultats obtenus, le questionnaire destiné aux étudiants a prouvé que la technique rétroaction orale de professeur peut être appliquée et c'est la technique utile pour améliorer la confiance en soi. En outre, les résultats obtenus de l'entretien avec les professeurs ont soutenu l'idée que la rétroaction orale de professeur contribue à améliorer le rendement des apprenants et d'accroître leur confiance en soi. Les résultats obtenus ont affirmé l'exactitude l'hypothèse suivante: la technique rétroaction orale de professeur est une technique efficace pour améliorer la confiance en soi et la solution pour plusieurs problèmes linguistiques. Au final, nous proposons quelques recommandations dans l'espoir d'être un catalyseur pour les enseignants dans l'utilisation de cette technique de valeur.

المخلص

جوهر هذا البحث يتمثل في تسليط الضوء على واحدة من أهم التقنيات المستعملة في تعليم اللغة الإنجليزية كلغة أجنبية وهي تقنية التغذية الرجعية الشفوية الأستاذية. إذ يسعى البحث الحالي إلى التحقيق والإستكشاف في أثر إستخدام التغذية الرجعية الشفوية الأستاذية في تعزيز الثقة بالنفس والفوائد الممكن الحصول عليها من خلال تدعيم العلاقة بين التغذية الرجعية الشفوية الأستاذية والثقة بالنفس . لكي نثبت أو ننفي فرضية أن إستعمال التغذية الرجعية الشفوية الأستاذية يمكن أن تكون التقنية المناسبة لتعزيز الثقة بالنفس لطلاب السنة الثانية في اللغة الإنجليزية إستعملت وسيلتين للبحث . اولاً: إستبيان تم توزيعه على ثلاثة وثمانون طالبا يدرسون بالسنة الثانية لغة إنجليزية بجامعة بسكرة بهدف معرفة مدى وعي الطلبة بالدور الذي يمكن أن تلعبه التغذية الرجعية الشفوية الأستاذية في بناء الثقة بالنفس. ثانياً : مقابلة أجريت مع ثلاثة اساتذة في التعبير الكتابي وثلاثة في التعبير الشفوي بالإضافة إلى ثلاثة أساتذة في النحو بهدف تحديد موقفهم من العلاقة الموجودة بين التغذية الرجعية الشفوية الأستاذية والثقة بالنفس ومدى دعمهم لطلبتهم من أجل تصحيح أخطائهم وزيادة ثقتهم بأنفسهم. بعد تحليل النتائج المتحصل عليها دل إستبيان الطلبة أن التغذية الرجعية الشفوية الأستاذية يمكن أن تكون التقنية الناجعة والمفيدة في تحسين الثقة بالنفس . علاوة عن ذلك فإن النتائج المتحصل عليها من مقابلة الأساتذة دعمت تلك الفكرة أن التغذية الرجعية الشفوية الأستاذية تساهم في تحسين الثقة بالنفس من خلال هذا نثبت صحة الفرضية التالية : أن التغذية الرجعية الشفوية الأستاذية تقنية فعالة في تحسين الثقة بالنفس وإيجاد حلول لعدة مشاكل لغوية. وفي الأخير نقترح بعض التوصيات على أمل أن تكون عاملاً مساعداً للأساتذة في إستعمال هذه التقنية القيمة.