



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Science of the Language

Submitted and Defended by:
HADDOUD Ikram

On: Sunday, 21 September 2020

**Investigating the Role of the Supervisor's Feedback in
Reducing EFL Students' Research Anxiety
A Case Study: Second Year Master Students at the
English Division of Biskra University**

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

Board of Examiners:

Dr.	SEGUENI Lamri	MCA	University of Biskra	Examiner
Mr.	BECHAR Maamar	MAA	University of Biskra	Chairperson
Dr.	AMRAOUI Khaled	MAB	University of Biskra	Supervisor

Academic Year: 2019-2020

Dedication

In the name of God, most Gracious, most Merciful

The finest words expressing my gratitude and love to my beloved parents **Kamel** and **Souhila** for providing me with endless support, guidance, love, and prayers.

After my parents, I would also dedicate this work to my unique sister **Amani** and my wonderful brother **Mohamed Amine** and thank them profoundly for their love, encouragements, and prayers.

To my dearest aunties **Chama** and **Amel**, and my adorable uncle **Mahfoud** who believe in my capacities.

To my beloved cousin **Hanane** for her love and support.

To the souls of my beloved grandparents **Miloud** and **Khadidja** who raised me up believing in my own abilities, but they could not make it to this day.

I would never be capable to accomplish this work without my family.

And finally to my friends: **Djihane** and **Romaissa** for their love, motivation and support.

Acknowledgements

First of all, all praise goes to Allah for providing me with strength and capacity to finish this work.

My deep gratitude and thanks go to my supervisor **Mr. Amraoui Khaled** for his valuable supervision along the process of conducting the present research work.

A special gratitude to **Mr. Douida Brahim** for his help, guidance and support throughout the present research work.

I owe a deep sense of gratitude to the jury members **SEGUENI Lamri, BECHAR Maamar** for their precious time to review my work and for their priceless comments.

I am profoundly thankful for all the teaches who performed their work in the best of manners during my whole educational journey.

I take this opportunity also to express my deep gratitude English Foreign Language students and teachers of Mohammed Kheider Univesity of Biskra for their time and feedback to gather the needed data.

Abstract

The presents study is designed to investigate the role of the supervisor's feedback in reducing students' research anxiety in the division of English at Biskra University. It deals with the common issue among students as they are preparing their graduation research which is research anxiety. This last is related to couple of factors such as lack of self-confidence, lack of research papers, and fear of failure, restricted time, and discussion with the supervisor which are considered to have negative influence on students' achievement. The main discussed factor is the supervision process, more precisely the supervisor's feedback which is considered to have an effect students' research anxiety. Based on this aspect, we have hypothesized that the investigated factor may reduce students' research anxiety at the section of English in Biskra University. To enrich this study with credible and valuable data; we have designed two questionnaires. One questionnaire is addressed to second year master students at the English division of Mohamed Khider University of Biskra. The second questionnaire is dedicated to teachers of the same university who are engaged in the supervision process. The findings obtained from the questionnaires have indicated that research anxiety is due to the previous aforementioned factors and that it has negative effects on students' achievement. The most significant findings have shown that the supervisor's feedback is the main factor that has a great impact on students' achievement, more precisely on reducing their research anxiety. Therefore, we recommend that by the enhancement of this factor (supervisor's feedback), the research anxiety will be reduced.

Key terms: Research anxiety, Supervision process, Supervisor's feedback

List of Abbreviations

EFL: English Foreign Language

List of Appendices

Appendix 01 Students' questionnaire

Appendix 02 Teachers' questionnaire

List of Tables

Table 1.1: Characteristics of Quantitative Research by Bryman.....	14
Table 3.1: Students' gender.....	51
Table 3.2: frequency of students' conduction of research papers.....	52
Table 3.3: Reasons behind research conduction.....	54
Table 3.4: Students' feelings while they are preparing their graduation research.....	55
Table 3.5: Students' level of anxiety.....	56
Table 3.6: Students' attitude towards the supervisor as a cause of anxiety.....	57
Table 3.7: Students' causes of anxiety when they conduct their research work.....	58
Table 3.8: the negative influence of research anxiety on students' work.....	60
Table 3.9: Students' preferable forms of supervisor's feedback.....	62
Table 3.10: Supervisor's practices.....	64
Table 3.11: Students' attitude towards supervisor's feedback when they accomplish a certain part.....	65
Table 3.12: students' feelings after supervisor's correction or comment to do better.....	67
Table 3.13: Students' preference toward their supervisor's practice.....	68
Table 3.14: Effects of the supervisor's feedback in reducing students' research anxiety...	70
Table 3.15 Supervisors' academic degree.....	73
Table 3.16 Teachers' years of experience in supervising postgraduate students.....	74
Table 3.17 Reasons behind conducting research from supervisors' point of view.....	75
Table 3.18 Supervisors' attitudes towards research process.....	76
Table 3.19 Supervisors' responses about whether their supervisees feel anxious as they are preparing their graduation research or not.....	76
Table 3.19.1 Supervisees' level of anxiety from supervisors' point of view.....	77

Table 3.20 The common causes of students' anxiety when conducting research from teachers' point of view.....	78
Table 3.21 The negative effects of research anxiety on students' achievement from teachers' point of view.....	79
Table 3.22 Teachers' opinions about whether the supervisor can be considered as one source of students' research anxiety.....	80
Table 3.23 Forms of feedback supervisors think are the most successful.....	82
Table 3.24 The different types of supervisor's feedback.....	83

List of Figures and Diagrams

Figure 1.1: Research process Kothari.....	9
Figure 1.2: Types of Research by Gupta and Gupta.....	10
Figure 1.2: Levels of self-confidence by Human kinetics.....	22
Figure 2.3: Types of Supervision by Ayado.....	30
Figure 2.4: Bureaucratic supervision by Ayado.....	31
Figure 3.1: Students' gender.....	52
Figure 3.2: frequency of students' conduction of research papers.....	53
Figure 3.3: Reasons behind research conduction.....	54
Figure 3.4: Students' feelings while they are preparing their graduation research.....	55
Figure 3.5: Students' level of anxiety.....	56
Figure 3.6: Students' attitude towards the supervisor as a cause of anxiety.....	57
Figure 3.7: Students' causes of anxiety when they conduct their research work.....	59
Figure 3.8: the negative influence of research anxiety on students' work.....	60
Figure 3.9: Students' preferable forms of supervisor's feedback.....	62
Figure 3.10: Supervisor's practices.....	64
Figure 3.11: Students' attitude towards supervisor's feedback when they accomplish a certain part.....	65
Figure 3.12: students' feelings after supervisor's correction or comment to do better.....	67
Figure 3.13: Students' preference toward their supervisor's practice.....	69
Figure 3.14: Effects of the supervisor's feedback in reducing students' research anxiety.....	70
Figure 3.15 Supervisors' academic degree.....	73
Figure 3.16 Teachers' years of experience in supervising postgraduate students.....	74

Figure 3.17 Reasons behind conducting research from supervisors' point of view.....	75
Figure 3.18 Supervisors' attitudes towards research process.....	76
Figure 3.19 Supervisors' responses about whether their supervisees feel anxious as they are preparing their graduation research or not.....	77
Figure 3.19.1 Supervisees' level of anxiety from supervisors' point of view.....	77
Figure 3.20 The common causes of students' anxiety when conducting research from teachers' point of view.....	78
Figure 3.21 The negative effects of research anxiety on students' achievement from teachers' point of view.....	80
Figure 3.22 Teachers' opinions about whether the supervisor can be considered as one source of students' research anxiety.....	81
Figure 3.23 Forms of feedback supervisors think are the most successful.....	82
Figure 3.24 The different types of supervisor's feedback.....	83
<hr/>	
Diagram 1.1: Types of Anxiety.....	18

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Appendices.....	V
List of Tables.....	VI
List of Figures.....	VII

GENERAL INTRODUCTION

1. Statement of the Problem.....	2
2. Research Questions.....	2
3. Research Hypotheses.....	2
4. Research Aims.....	3
5. Significance of the Study.....	3
6. Methodology.....	3
6.1. The choice of the Method.....	3
6.2. Population and Sample.....	4
6.3. Data collection Tools.....	4

CHAPTER ONE: RESEARCH ANXIETY

Introduction	7
1.1. Part One: Educational Research	7
1.1.1. Definition of Education	7
1.1.2 Definition of Research	8

1.1.3. Definition of Educational Research	9
1.1.4. Types of Research.....	10
1.1.4.1. From the application perspective.....	10
2.1.4.2. From objectives perspective.....	11
2.1.4.3. From the inquiry mode.....	13
1.1.5. Characteristics of a good academic research.....	14
1.1.6. The aim of research.....	15
1.1.7. Importance of research.....	16
1.2. Part Two: Anxiety.....	16
1.2.1. Definition of Anxiety.....	16
1.2.2. Types of Anxiety.....	17
1.2.2.1. Trait anxiety.....	18
1.2.2.2. State anxiety.....	18
1.2.2.3. Situation-specific anxiety.....	19
1.2.3. Definition of Research Anxiety.....	20
1.2.4. Causes of Research Anxiety.....	21
1.2.4.1. Lack of self-confidence.....	21
1.2.4.2. Lack of research papers.....	23
1.2.4.3. Fear of failure.....	23
1.2.4.4. Restricted time.....	24

1.2.4.5. Discussion with the supervisor24

1.2.5. Effects of student's research anxiety on their achievement.....25

1.2.5.1. Poor planning and time management.....25

1.2.5.2. Lack of self-confidence.....26

1.2.5.3. Under achievement.....27

Conclusion.....27

CHAPTER TWO: THE SUPERVISION FEEDBACK

Introduction 28

2.1. Part One: Supervision Process..... 28

2.1.1. Definition of Supervision: 28

2.1.2 Types of Supervision 29

2.1.2.1. Autocratic.....30

2.1.2.2. Laissez-Faire.....31

2.1.2.3 Democratic 391

2.1.2.4. Bureaucratic..... 31

2.1.3. Relationship between the supervision and the supervisee.....32

2.1.3.1. Academic relationship.....33

2.1.3.2. Personal relationship.....34

2.1.4. Building and maintaining a Good and Solid supervisor-supervisee
relationship.....35

2.1.5. Responsibilities of the supervisor and supervisee.....37

2.2. Part Two: Feedback in Graduation Research.....	38
2.2.1. Definition of Feedback.....	38
2.2.2. Forms of Feedback.....	39
2.2.2.1. Oral feedback and written feedback.....	39
2.2.2.1.1 Oral feedback.....	40
2.2.2.1.2 written feedback.....	40
2.2.2.2. Formal feedback and informal feedback.....	41
2.2.2.2.1 Formal feedback.....	41
2.2.2.2.2 Informal feedback.....	41
2.2.3. Definition of supervisor's feedback.....	42
2.2.4. Types of supervisor's feedback.....	43
2.2.4.1. Corrective feedback.....	43
2.2.4.2. Evaluation feedback.....	44
2.2.4.3. Informative feedback.....	45
2.2.4.4. Affirmative feedback.....	46
2.2.4.5. Exploratory feedback.....	46
2.2.5. Effects of supervisor's feedback on reducing student's Research Anxiety.....	47
2.2.5.1. Building self-confidence.....	47
2.2.5.2. Developing creative personality.....	47
2.2.5.3. Enhancing the quality of the research.....	48
Conclusion.....	49

CHAPTER THREE: FIELD WORK

Introduction.....	50
3.1. Students' Questionnaire.....	50
3.1.1. Administration and Aim of the Students 'Questionnaire.....	50
3.1.2. Description and Analysis of the Students Questionnaire.....	51
Conclusion.....	73
3.2. Teachers' Questionnaire.....	73
3.2.1. Administration and Aim of the Teachers' Questionnaire.....	73
3.2.2. Description and Analysis of the Teachers' Questionnaire.....	73
Conclusion.....	88
Suggestions and Recommendations	89
Limitation of the Study.....	90
General Conclusion.....	91
List of References	
Appendices	
المخلص	

General Introduction

College students represent the future investment of the country; hence their psychological state of mind is one of the main factors that should be discussed and treated in order not to affect negatively on their academic achievement. Students during their higher educational journey face several issues, which cause different types of anxieties, a type of the most spread anxieties is research anxiety. College students are required to conduct different researches during their academic years, but the most important research and which causes the most difficult type of anxiety is the graduation research.

The supervision process during the graduation research is a process of guiding the candidate to achieve a good work; this process involves providing information about the candidate's performance in order to achieve improvement. This is the exact definition of feedback. The different types of the supervisor's feedback about the research can improve the psychological state of the candidates by reducing their anxiety. The previous studies are concerned with investigating the causes and the effects of students' anxiety on the research; however, the current study investigates the role of the supervisor's feedback in reducing research anxiety. It provides a conceptual understanding of the supervision process and the supervisor's feedback, besides the effects of using the supervisor's feedback on reducing students' anxiety.

1. Statement of the Problem

From a personal experience as a second year EFL master student and considering the fact of lack of research papers during the previous academic years; conducting the graduation research is causing a high degree of anxiety. Second year EFL master students starts their work at the beginning of the year by preparing the research proposal which gets developed in the sub-coming months of the year to a dissertation; this process is

classified as the most difficult anxiety reason in the several college academic years. Supervisors' are expected to help students accomplish a good research work using their different academic forms of feedback. These forms of feedback can be also helpful to reduce students' research anxiety besides increasing the quality of the research which is the major aim of the supervision process. The supervision process is of a crucial importance since it develops the research skills of the supervisee referring to the supervisor's academic feedbacks to have a good work at the end, in addition it enhances the psychological state of mind using the same kind of feedbacks, it is a profession that tackles two angles at the same time.

2. Research Questions

- 1) What is research anxiety, what are its causes, and what are its effects on students' achievement?
- 2) What is meant by the supervisor's feedback, and what are its forms and types?
- 3) How does the supervisor's feedback reduce students' research anxiety?

3. Research Hypothesis

We hypothesize:

The different types of the supervisor's feedback will help reduce students' research anxiety.

5. Research Aims

This study aims at investigate the role of the supervisor's feedback in reducing EFL students' research anxiety, more precisely:

- 1) Defining research anxiety and identifying its causes and its effects on students' achievement.
- 2) Defining the supervisor's feedback, and identifying its different types.

- 3) Clarifying the role of the supervisor's feedback in reducing EFL students' research anxiety.

6. Significance of the Study

The findings of this study will be significant in determining the role of the different academic types and forms of supervisors' feedback in reducing second year EFL master students' research anxiety, besides providing some of suggestions and recommendations for teachers and candidates to control and decrease students' anxiety.

7. Methodology

7.1. The choice of the method

In order to confirm or disconfirm the suggested hypothesis to this study, we have opted for a Mixed-methods Approach. The qualitative approach has been adopted to investigate the role of the supervisor's feedback in reducing EFL master two students' research anxiety; to search how the supervisor's feedback is affecting positively on reducing students' research anxiety and to discover students' attitudes towards the role supervisor's feedback in reducing their research anxiety. Also to discuss with the supervisors and have their opinions about the topic. The quantitative approach has been adopted to measure the positive effects of the independent variable (supervisor's feedback) on the dependent variable (EFL students' research anxiety). Quantitative methods such as the statistical and the mathematical methods have been used to analyze the collected data in order to have results and establish conclusions about the study.

7.2. Population and sample

The sample includes second year master students, and supervisory teachers at the English division of Mohamed Khider University of Biskra.

7.3. Data collections tools

In order to test the hypothesis and meet the aim of the present study the researcher has designed both a questionnaire and an interview for as two data collection tools. A questionnaire has been introduced to second year EFL master students to. On the other hand interviews have been conducted with teachers who are involved in the process of supervising second year EFL master students.

CHAPTER ONE

RESEARCH ANXIETY

CHAPTER ONE: RESEARCH ANXIETY

Introduction	7
1.1. Part One: Educational Research	7
1.1.1. Definition of Education	7
1.1.2 Definition of Research	8
1.1.3. Definition of Educational Research	9
1.1.4. Types of Research.....	10
1.1.4.1. From the application perspective.....	10
2.1.4.2. From objectives perspective.....	11
2.1.4.3. From the inquiry mode.....	13
1.1.5. Characteristics of a good academic research.....	14
1.1.6. The aim of research.....	15
1.1.7. Importance of research.....	16
1.2. Part Two: Anxiety.....	16
1.2.1. Definition of Anxiety.....	16
1.2.2. Types of Anxiety.....	17
1.2.2.1. Trait anxiety.....	18
1.2.2.2. State anxiety.....	18
1.2.2.3.Situation-specific anxiety.....	19
1.2.3. Definition of Research Anxiety.....	20

1.2.4. Causes of Research Anxiety.....	21
1.2.4.1. Lack of self-confidence.....	21
1.2.4.2. Lack of research papers.....	23
1.2.4.3. Fear of failure.....	23
1.2.4.4. Restricted time.....	24
1.2.4.5. Discussion with the supervisor.....	24
1.2.5. Effects of student's research anxiety on their achievement.....	25
1.2.5.1. Poor planning and time management.....	25
1.2.5.2. Lack of self-confidence.....	26
1.2.5.3. Under achievement.....	27
Conclusion.....	27

Chapter One: Research Anxiety

Introduction

The higher educational journey of a student can be represented in the processes of learning, and conducting educational researches. These processes can negatively influence college students' psychological status because they can lead to academic anxiety which is a type of situation-specific anxiety. The idea was defended by MacIntyre and Gardner (1991) who propose that foreign language anxiety need to be tackled with situation specific measures. Research is very important during the final year of college, but it is usually accompanied with anxiety.

This chapter is divided into two parts; the first part is dedicated to provide a theoretical account on educational research, its different types, besides to its good characteristics, its aims, and its importance. Whereas, the second part is dedicated to define anxiety and its types and spot the light on its causes and its effects on students achievement.

1.1 Part one: Educational Research

1.1.1 Definition of Education

The act of teaching or training is the meaning of the Latin term "Educatum" that the word "Education" has been derived from, education is also derived from Latin words "Educare" which means to nourish, to bring up ,and "Educere" which means to lead froth, to draw out(Online Latin Dictionary, 2020). In 1948 the Human Rights made a global declaration which emphasized on the right of every single being to educate. Education has been both defended and defined throughout the ages.

First by philosophers. Education is described by Aristotle (B.C) as "a process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society"; Education is different branches of knowledge that a person experiences and they

Chapter One: Research Anxiety

help him to achieve his goals. Dewey in (1950) defined education as “a process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities”(cited in Aamir, 2017, p. 11); which means that building knowledge is a permanent procedure of renewing it in parallel with enforcing the inborn capacities of the human being to be used in his everyday life.

Education has also been defined by various scholars and authors. One definition by the Swiss thinker Pestalozzi (1907 “Education is the natural progressive and harmonious of man’s innate powers” (cited in Sahu, 2012, p. 14); which means that each human being has a considerable number of inborn skills which get automatically developed through education. The child’s character is completely developed by education; this last enables him of making his own contribution to the environment based on his inner capacities (Nunn, n.d.).

1.1.2 Definition of Research

According to Longman online dictionary of contemporary English (1997) research is “a serious study of a subject that is intended to discover new facts or test ideas”. It is a process of undertaking an investigation about a particular subject in order to establishing conclusions at the end. A more in-depth definition was provided by Chelli (2016, p. 3) “The word « Research »; as mentioned previously it is a combination of two syllables: Re + search. Re: is a prefix meaning again, anew or over again while search: is a verb meaning to examine closely and carefully, to test or to probe. Together they form a noun describing a careful, systematic and patient study and investigation in some field of knowledge, undertaken to establish facts or principles”.

Chapter One: Research Anxiety

The following figure provides a better understanding of the research process:

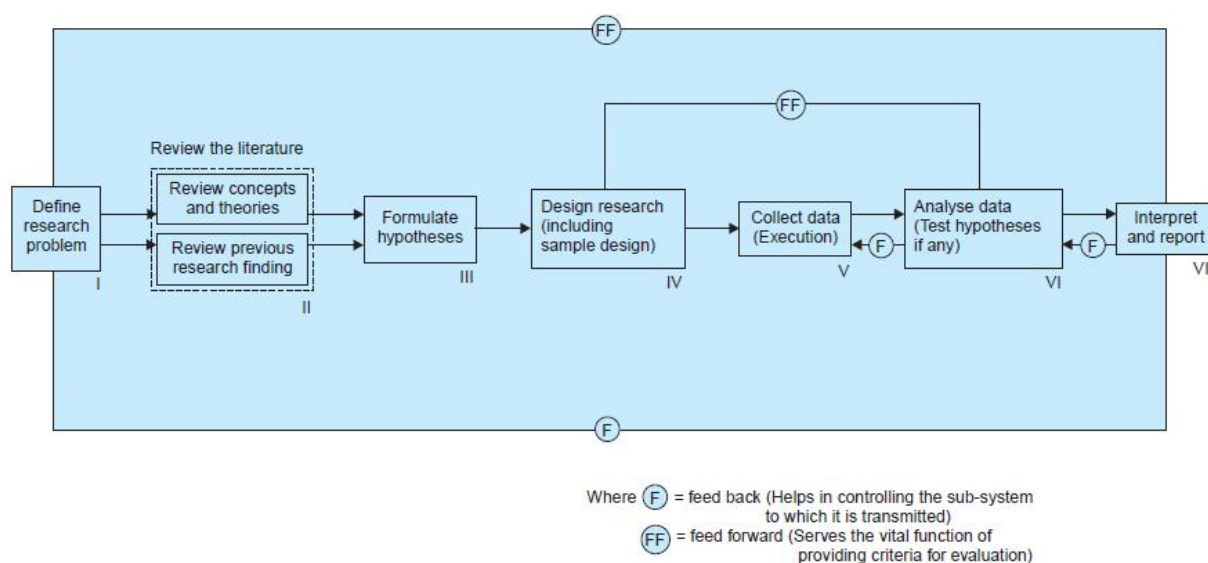


Figure 5 Research process Kothari (2004, p. 11)

Figure 1 shows that research is a systematic process with specific steps. The researcher first observes a certain phenomenon which he seeks to establish conclusions about. He starts with reviewing the previous studies to have a better understanding of the phenomenon then formulating the hypotheses which present a prediction of the solution, preparing the research design which includes methods of collecting the data, collecting data which means gathering information, analysing data, then interpreting and reporting the data which will either confirm or disconfirm the hypotheses to establish conclusions.

1.1.3 Definition of Educational Research

Educational research has been defined by different scholars. One definition was given by Mouly (1963) that is educational research is an organized process of applying the scientific approach in order to solve problems related to the educational field. Another definition was given by Travers (1970) which advocates that educational research is the action of developing the behavioral science within educational contexts. It enables the pedagogue to succeed in achieving his goals. This means that it seeks to provide solutions

Chapter One: Research Anxiety

for the different educational problems by conducting a scientific and systematic investigation.

1.1.4 Types of Research

Scholars has classified research into different types according to the nature and the purpose of the study. Gupta and Gupta (2011, p. 8) for example have classified the types of research from the view point of: application, objectives, and the inquiry mode.

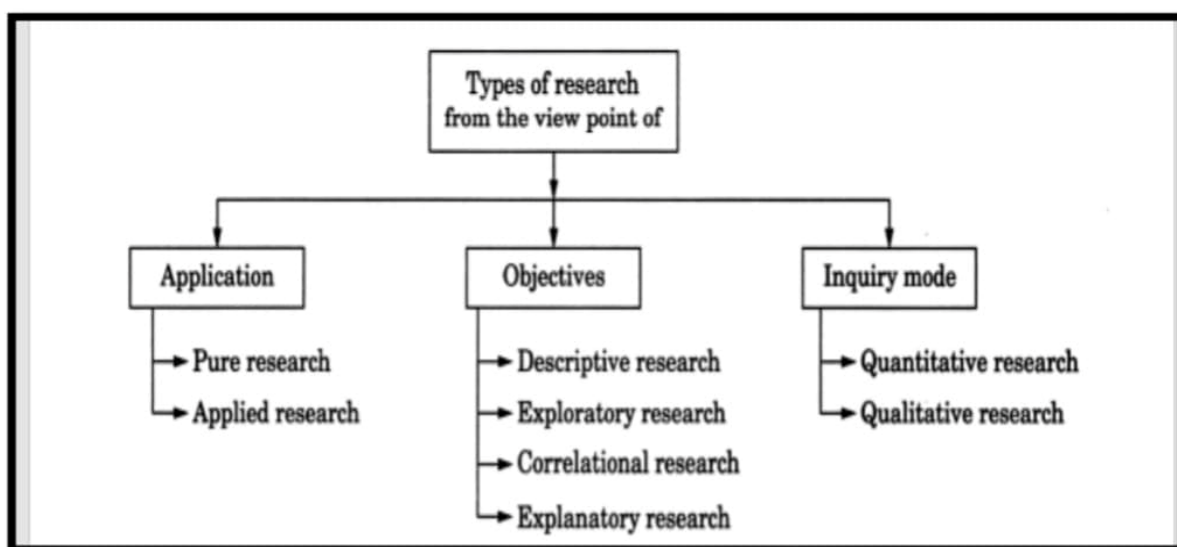


Figure 6 Types of Research by Gupta and Gupta (2011, p. 8)

1.1.4.1 From the Application perspective

This perspective includes two types of research: pure and applied.

Pure Research

Chelli (2016, p. 17) “this kind of research is academic in nature and is undertaken in order to gain knowledge about phenomena that may or may not have applications in the near future, and to develop new techniques and procedures that form the body of research

Chapter One: Research Anxiety

methodology". It seeks to investigate the causes that lead to the occurrence of a certain phenomenon and to develop the methods of data collection and data analysis.

Applied Research

According to Kothari (2008), applied research seeks to provide solutions for current social and/or commercial problems. On the other hand Chelli (2016, p. 17) provided a deeper definition of applied research saying that "Most of the research in social sciences is applied. In other words, the research techniques, procedures and methods that form the body of research methodology are applied".

1.1.4.2 From the Objectives Perspective

In the objectives viewpoint, there are four types of research: descriptive, exploratory, correlational, explanatory.

Descriptive Research

One can understand from the name of this type of research that is undertaken to describe a particular phenomenon. McCombes (2020, para. 1) stated that "Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, when, where, when and how questions, but not why questions"; which means it only provides a description of the phenomenon but the causes of its occurrence. According to Kothari (2004) descriptive research is mainly concerned with the careful description of the current occurring phenomena, and searching for facts; he as well stated that the researcher has no control over the variables as a major characteristic of this type of research. He only report the previous and the present phenomena.

Exploratory Research

This type of research falls under the umbrella of social sciences; it is mainly conducted in order to provide a better understanding of a particular problem or phenomenon

Chapter One: Research Anxiety

which are not well discussed, or to see whether a certain research study can be undertaken or not. It offers answers for what, who, and why questions (Chelli, 2016). According to Kothari (2004, p. 2) “The objective of exploratory research is the development of hypotheses rather than their testing”. It seeks to gather information about a particular phenomenon through developing the predictable solutions of the research problem instead of providing a definitive solution.

Correlational Research

The major concern of the correlational research is to prove whether there is a relationship between the different variables of the research study (Chelli, 2016). Chelli (2016, p.19) added that “The degree of the relationship is expressed as a coefficient of correlation”. Correlational research investigates if a change that occurs in one variable (increase or decrease) is correlated to the other variable (Kalla, 2011). Kalla (2011, para. 5) as well has classified three types of correlations:

- **Positive Correlation:** It occurs between two variables when the increase or the decrease of one variable leads to the increase or the decrease of the other variable.
- **Negative Correlation:** It occurs when an increase in one variable leads to a decrease in the other variable and vice versa.
- **No Correlation:** when the change in one variable does not lead to a change in the other variable, this means the two variables are uncorrelated.

Explanatory Research

Explanatory research tries to answer both questions how and why a relationship exists between two variables of a particular phenomenon (Chelli, 2016); which means it seeks to explain the target phenomenon instead of describing it. According to Wikipedia (2020, para. 1) “This type of research is very complex. The researcher can never be completely certain that there are no other factors influencing the causal relationship,

Chapter One: Research Anxiety

especially when dealing with people's attitudes and motivations". In other words, explanatory research is hard to be conducted because it seeks to investigate if one variable causes the occurrence of the other variable; and it is difficult to either confirm or disconfirm since the that factors that influence this process are not all determined specially with abstract phenomena.

1.1.4.3 From the Inquiry Mode

Qualitative Research

Qualitative research is defined by Shank (2002, p. 5) as "a form of systematic empirical inquiry into meaning" which means that it is an organized investigation to provide an understanding of a certain problem or situation and that requires an experiment. According to Chelli (2016) it tries to provide a description of how much varied and diversified a phenomenon is. It aims to establish conclusions of social phenomena that people can understand according to Denzin and Lincoln (2000, p. 3) when they stated that "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them".

The advantages of conducting a qualitative research according to Conger (1998), Bryman, Bresnen, Beardsworth, and Keil (1988) and Alvesson (1996) cited in Opsina (2004, p. 1):

- flexibility to follow unexpected ideas during research and explore processes effectively;
- sensitivity to contextual factors
- ability to study symbolic dimensions and social meaning
- increased opportunities

Chapter One: Research Anxiety

Quantitative Research

Aliaga and Gunderson (2002, para. 1) defines quantitative research as “an inquiry into a sociable problem, describe phenomena by gathering numerical data that are analysed using mathematically structured methods”. To explain, quantitative research tries to provide conclusions about a social problem/situation which can be generalized on certain cases. According to Chelli (2016) the ultimate goal of this type of research it to provide a quantification of both variation and diversity of a particular phenomenon.

Bryman (2012, p. 36) has listed the characteristics of the quantitative research in the following table:

Table 2

Characteristics of Quantitative Research by Bryman (2012, p. 36)

QUALITATIVE RESEARCH	QUANTITATIVE RESEARCH
Principal orientation to the role of theory in relation to research	Deductive:testing of theory
Principal orientation to the role of theory in relation to research	Natural science model, in particular positivism
Ontological orientation	Objectivism

1.1.5 Characteristics of a Good Academic Research

A good research should have certain characteristics in order to accomplish its ultimate aim. Scholars have listed a set of characteristics that distinguish a good research from a bad one. Kothari (2004, pp. 20-21) for instance stated these characteristics as following:

Chapter One: Research Anxiety

- Good research is systematic: it means that it is structured with specific steps to be taken in a specific sequence in accordance with the well-defined set of rules. Systematic characteristic of the research does not rule out creativity thinking but it certainly does not reject the use of guessing and intuition in arriving at conclusions.
- Good research is logical: this implies that research is guided by the rules of logical reasoning and the logical process of induction and deduction are of a great value in carrying out research. Induction is the process of from a part to the whole whereas deduction is the process of reasoning from some premise to a conclusion which follows from that very premise. In fact, logical reasoning makes research more meaningful in the context of decision making.
- Good research is empirical: it implies that research is related basically to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity to research results.
- Good research is replicable: this characteristic allows research results to be verified by replicating the study and thereby building a sound basis for decisions.

In other words, a good research is a planned and ordered investigation that has a certain flow of ideas and information. A good research requires an experiment that includes two related variables to establish a conclusion at the end based on results, it is a good research when other researchers work on the same process and arrive at the same results.

1.1.6 The Aim of Research

Research is dedicated for real life issues, according to Douida (2015, p.26) “Research is generally conducted for seeking for new knowledge, answering some questions, or for finding some solutions to certain problems.” Shuttleworth (2008, para. 1) stated that “The

Chapter One: Research Anxiety

ultimate aims of research are to generate measurable and testable data, gradually adding to the accumulation of human knowledge”. In other words, research is undertaken to provide generalized solutions for social problems with the same characteristics.

1.1.7 Importance of Research

Man started questioning since he set foot on earth, and research has always been the means of providing answers to man’s questions. It is the secret of the world’s development in the different domains. Kothari (2004, p. 5) mentioned couple of reasons of why research is important:

- Research on existing theories and concepts help us identify the range and application of them.
- It is the fountain of knowledge and provides guide-lines for solving problems.
- Only through research can inventions be made; for example, new and novel phenomena and processes such as superconductivity and cloning have been discovered only through research.
- Social research helps find answers to social problems. They explain social phenomena and seek solution to social problems.

1.2 Part two: Anxiety

1.2.1 Definition of Anxiety

Anxiety is a part of the natural human experience; it is an emotion that is experienced by any human being even for once in his lifetime. The term first appeared in the 16th century according to Lexico Online Dictionary (2020); this last also states a meaning of anxiety that is “a feeling of worry, nervousness, or unease about something with an uncertain outcome”. Oxford Wordpower Dictionary defines anxiety as “a feeling of worry or fear, especially

Chapter One: Research Anxiety

about the future” (2006, p. 30). Another definition is provided by the Cambridge Dictionary that is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry.” (Cambridge Online Dictionary of English, 2020). In other words, anxiety is a set of unpleasant feelings related to a specific situation.

Anxiety has been defined by different scholars from the scientific perspective, more precisely from the psychological perspective. One definition is given by Davis and Palladino (1997) that is “a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating” as cited in Kelly (2002, p. 54). Another definition is given by Spielberger (1983, p. 1) “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”. In plain words, anxiety has no constant definition. Scholars find it an unclear experience and uneasy because it includes various negative feelings which differ from one person to another and from one situation to another. It activates the nervous system to control the unconscious actions and feelings.

1.2.2 Types of Anxiety

Different scholars have conducted a considerable number of detailed studies about anxiety, and identified its different types. One example of these scholars are Macintyre & Gardner (1991) who distinguished three types of anxiety: trait anxiety, state anxiety and situation-specific anxiety.

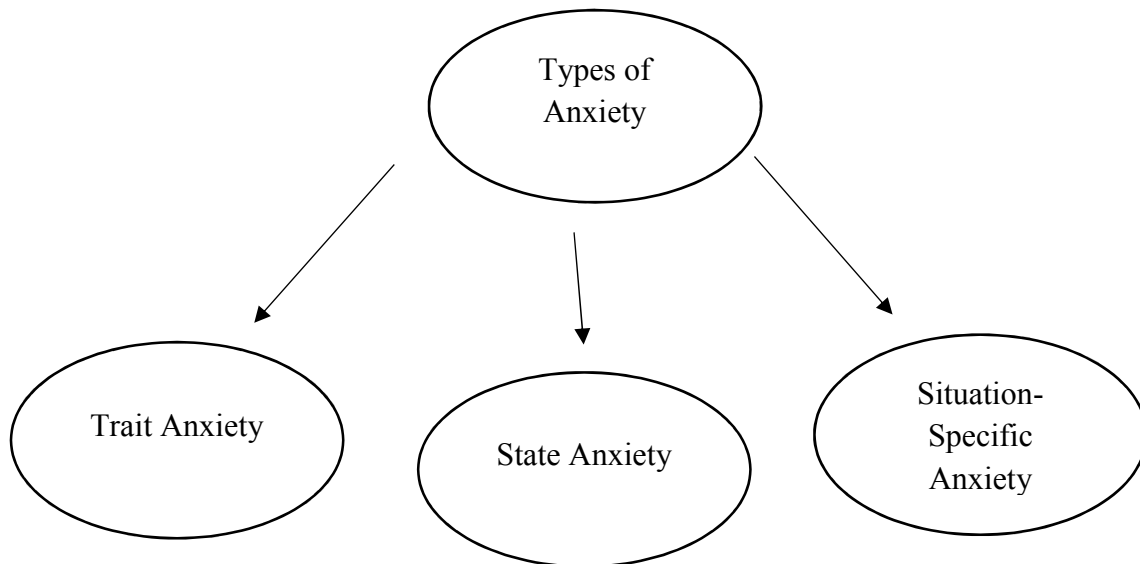


Diagram 1. Types of Anxiety

1.2.2.1 Trait Anxiety

Trait anxiety is mainly concerned with the personality characteristics of the human being, it is correspondingly stable (Richard and Schmidt, 2002). Trait anxiety has been referred to by Levitt (1980) as a permanent situation that has no time borders. Spielberger (1983) on the other hand defines trait anxiety as “an individual's likelihood of becoming anxious in any situation” as cited in MacIntyre & Gardner, 1991:87). In other words, the human being can get suddenly anxious in a certain situation; he does not expect the experience of anxiety at that moment.

Goldberg (1993) has classified people who experience trait anxiety into two categories. The first category encompasses people who suffer from a high level of anxiety because they easily get anxious; consequently they suffer from a lack of emotion stability. The second category includes people who experience a low level of anxiety, they are known with emotional stability besides that they are generally calm and relaxed.

Chapter One: Research Anxiety

1.2.2.2 State Anxiety

State anxiety is common as transient anxiety as well, it can be represented as a response to a certain anxiety that provokes the stimulus such as the fundamental tests (Spielberger, 1983). This means that it is a result of a temporary situation. Later in 1966 Spielberger added that this type of anxiety is not related with the personality of the person but instead it is a situation where the individual's negative feeling increase (Spielberg, 1966). For example, when students at class get informed by their teacher that they are having a quiz; they get anxious at that specific moment of the announcement. Which means that it is limited with a certain period of time. Lazarus (1991) defines state anxiety as the raising of the negative sentiment that is experienced in situations of danger or threat.

1.2.2.3 Situation-Specific Anxiety

Situation-specific anxiety can be considered as trait anxiety, but with one difference that is situation-specific anxiety is concerned with a certain single situation (MacIntyre, 1999). It happens in certain situations; this type of anxiety is activated by a particular situation such as public speaking or class participation (Ellis, 1994). In other words, there are particular situations different from others which cause this type of anxiety. Situation-specific anxiety is constantly experienced whenever in a certain situation (MacIntyre and Gardner, 1991). They also states that "situation specific constructs can be seen as trait anxiety measures limited to a given context" (MacIntyre and Gardner, 1991, p. 90).

A particular condition that leads a person to feel anxious does not necessarily leads another person to feel anxious. Thus, a person who suffers from situation-specific anxiety is not doubtlessly nervous and stressed the whole time, there are given situations that causes him anxiety. It can be seen as the case of probably being anxious in certain kind of situation (Arab and Abdelmalek, 2018).

Chapter One: Research Anxiety

Considering the characteristics of situation-specific anxiety; MacIntyre and Gardner (1991) propose that foreign language anxiety need to be tackled with situation specific measures. Therefore, foreign language anxiety falls under the umbrella of academic anxiety; this last is a situation-specific form of anxiety related to the educational contexts.

1.2.3 Definition of Research Anxiety

Anxiety among college students has always been a topic of interest to researchers. Considerable number of scholars agree that anxiety negatively effects on the academic performance of the students. College students are required to develop their learning, and research skills. Academic anxiety affect the previous skills and more precisely the research skills taking into consideration the lack of conducting researchers during the higher educational journey; this type of academic anxiety is research anxiety.

College students usually develop an assumption about research that research is complicated and stressful. While a particular number of students are overthinking about the graduate research until they start suffering from research phobia (Naing, Durham, Whittaker, Win, and Aung, 2015). Students' research anxiety and self-uncertainty can have a considerable negative affect on their abilities to master research (Bard, Bieschke, Herbert, Eberz, 2000). Mallow, Kastrup, Bryant, Hislop, Shefner, and Udo (2010) think that anxiety may help in learning to a certain extent, but the ideal performance can be affected by anxiety with high levels. Research anxiety is a common issue among university students which impedes the optimum performance.

Erfanmanesh and Didgah (2009, p. 58) state that “research anxiety includes any feeling of fear and distress during the process of science production”. They added in this context “Research anxiety can affect the quality and quantity of scientific production, influence researcher job satisfaction, personal life and physical or emotional health,

Chapter One: Research Anxiety

contribute to burnout, and may cause high levels of anxiety and long-term physical, physiological and behavioral problems” (Erfanmanesh and Didgah (2009, p. 58). i.e., research anxiety has negative consequences on the progress of the research and on the mental and physical health of the researcher.

There are factors such as the personality characteristics of the researchers and the members of the department, the research skills, and the academic scientific atmosphere which have an effect on their research anxiety. Whereas, other factors such as skills in research, statistical and mathematical methods, computer science, internet, library literacy, economic and planning, and skills of controlling anxiety and time management decrease the level of research anxiety and increase both the quality and the quantity of the scientific research (Ashrafi-rizi Zarmehr, Bahrami, Ghazavi-Khorasgani, Kazempour, and Shahrzadi, 2014).

1.2.4 Causes of Research Anxiety

The number of people who experience anxiety is increasing over the years, according to Zeidner (1998, p. 3) “the second part of the 20th century has been variously designed as the age of anxiety”. Research anxiety accompanies the researcher with different degrees during the research process and it has different reasons.

1.2.4.1 Lack of Self-confidence

Self-confidence is the first key to success in the different domains of life. It not a feature that a person is born with, but a learned and acquired feature. The level of self-confidence among EFL researchers differs from one researcher to another one. Sanders (2014, p. 11) states the different three levels of self-confidence:

Chapter One: Research Anxiety

- Optimal confidence involves being so convinced that you will achieve your goals that you strive hard to do so.
- Lack of self-confidence or self-doubts create anxiety, break concentration, and cause indecisiveness.
- Overconfidence (false confidence) causes you to prepare less than you need to in order to perform.

He supported his idea with the following figure:

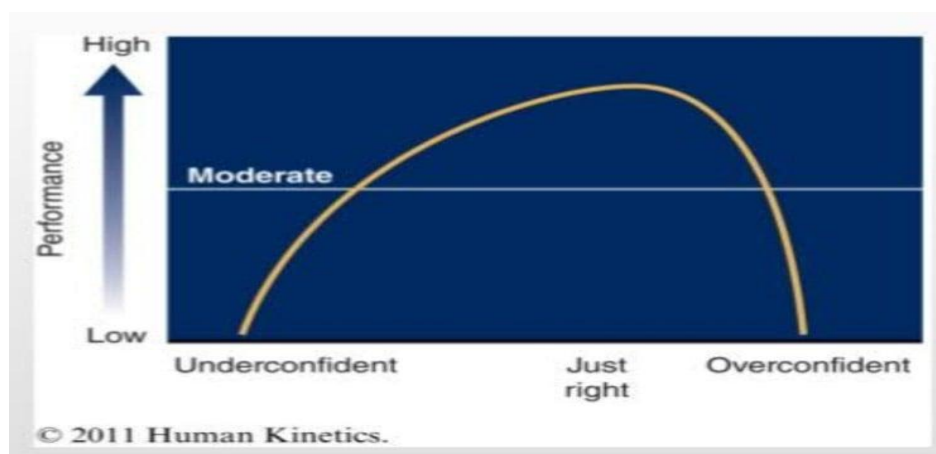


Figure 7 Levels of self-confidence by Human kinetics (2011)

In other words, the researcher should have an ideal level of self-confidence to perform a good work, neither an over level to ruin the research nor a low level to consequently suffer from anxiety. For example a student who suffer from a lack of self-confidence will hesitate in every step of the research due to the lack of confidence in his abilities and skills, so he will start experiencing all the negative feelings that anxiety includes and face difficulties to accomplish his work.

Shrauger and Schohn (1995) suggest that self-confidence provides the human beings with consciousness of their abilities and proficiency, besides to the possibility of tackling the different issues. This means that people who are not capable of seeing their own abilities; they are not able to perform well. “research has shown that highly self-confident individuals

Chapter One: Research Anxiety

will readjust their goals so as not to further undermine their self-confidence; those with little sense of self-confidence to begin with will become discouraged and abandon their goal altogether” (Bandura and Cervone, 1983; cited in Druckman and Bjork, 1994: 182). In plain words, conducting a research work requires a high level of self-confidence in order that researchers will not be effected by the obstacles they face during the research process and will not suffer from anxiety which leads them eventually to experience negative feelings such as discouragement and eventually quit their research.

1.2.4.2 Lack of Research Papers

Writing research papers during the higher educational journey is one of the students’ duties. Research papers enable students to gain a set of skills that can not be gained from the teaching process. According to Losleben (2018, para. 1):

Writing research papers is the primary mechanism for passing knowledge along to those working in your field or related fields. If you are just starting your own education, you will be asked to hone the skill of writing research papers to demonstrate that you can not only understand, but can relate what you have learned in a class.

In other words, if students do not start writing research papers since their fresh years of college they will not develop their writing skills.

“You learn the basic process of writing a thesis, dissertation or future scholarly essays. Writing a research report gives you a head start to future scholarly works”(research paper important, 2017). In plain words, conducting research papers at the college first years is the key to write good future academic works, while the lack of writing research reports can have serious negative effects on the student’s future academic works because they have no previous acquired skills.

Chapter One: Research Anxiety

1.2.4.3 Fear of Failure

Fear of failure is a sentiment that accompanies the desire to succeed. Every person can face a set of obstacles that prevent him of reaching his ultimate goal; students as well face a variant difficulties which cause them different negative feelings such as anxiety, stress, and fear of failure. Conroy, Willow, and Metzler (2002) state that the fear of failure is a threat which prevent the individuals from achieving their ultimate goals in case they fail to well perform.

The American psychological association (2007) defined the fear of failure as “persistent and irrational anxiety about failing to measure up to the standards and goals set by oneself or others”. People who are afraid of failing are generally anxious, they have doubts about themselves, and they are not confident in their abilities to reach success or prevent the feeling of failure. (Covington, 1992).

1.2.4.4 Restricted Time

Students are required to finish writing their dissertations to meet a certain deadline. They are restricted with time limitations which lead them to feel anxious whether they will finish on it or not. (Kelly & Karau, 1993) defined restricted time as a situation of being under pressure. Orfus (2008) states that restricted time is a restricted influence that can have an impact on the psychological state that leads the person to act and behave in a different manner. The majority of students complain that conducting research is a charged work and they have no enough time to complete it because of the continuous pressure the dissertation causes (Mckenna, 2016). This means that time pressure is a common issue among researchers that has negative impacts both on their psychological status and writing the dissertation.

Chapter One: Research Anxiety

1.2.4.5 Discussion with the Supervisor

The research process requires monitoring from the supervisor in order to help the researcher accomplish a good work. The supervision process is of a crucial importance; the supervisors are supposed to help their supervisees to present a scientific production of a quality. On the other hand they have an impact on the supervisee's psychological state. A definition of the supervisor is provided by Hazi (1994) "any appropriately certified individual assigned with responsibility for the direction and guidance of the work of teaching staff members".

Both of the supervisor and the supervisee schedule together a number of meetings during the academic year in order to have discussions about the development of the dissertation writing and tackle the different obstacles the supervisee face. In certain cases the supervisor's talk and behaviors can cause anxiety to the supervisee. He can provide them with destructive criticism or sarcastically correcting their mistakes rather than appreciating their efforts which will lead them to lose their self-confidence; or behave in a bad way with them such as not making them one of his profession priorities. Some supervisors put their candidates under deadlines pressure while others rarely correct their student's writings. According to Ulug, Ozden, and Eryilmaz (2011) the teacher's styles and attitudes are generally studied to see their influence on the academic achievement of the students. Which means that the supervisor's utterances and behaviors have an influence on student's achievements, automatically enhancing their psychological state.

Chapter One: Research Anxiety

1.2.5 Effects of Student's Research Anxiety on their Achievement

Students who experience a high level of anxiety face a considerable number of obstacles which influence their performance. Owens, Stevenson, Hadwin, and Norgate (2012) advocate that anxiety can have negative effects on the academic performance. Student's research anxiety have different effects on their performance and progress.

1.2.5.1 Poor Planning and Time Management

One of the effects of research anxiety is preventing students from planning their work and manage the time for each chapter. According to Saqib and Nasrullah (2017) time management is of a crucial importance and it might influence the person's performance and achievements. Which means it either influences positively or negatively on the individual's achievement, and students with high level of anxiety rarely succeed on managing their time. In this context Kenneth (2012, p. 2) states that time management "is a set of principles, practices, skills, tools and systems that help us use time to accomplish what we want". In plain words time management includes planning. "A clear and detailed work plan may not remove all obstacles that may come up during course of the project, but will give you an opportunity to organize your thoughts, evaluate your options and reduce potential difficulties" (importance of work plan, 2018). Which means that the researcher does not plan the work he will find difficulties to face the obstacles.

1.2.5.2 Lack of Self-confidence

The major effect of research anxiety is on the psychological state of the students. Oxford online dictionaries has defined self-confidence as "feeling of trust in one's abilities". Which means that the lack of self-confidence is the lack of trust in the individual's abilities. Within this context Bandura (1977) suggests that you should make the individual believe in

Chapter One: Research Anxiety

his abilities so that he produce a good performance. In other words, the individual will not well perform if he has no belief in his abilities.

Research anxiety effects on the individual's self-confidence which means it effects his abilities to overcome the fears and face the obstacles; thus, the possibility of accomplishing a good work and reaching success is low. Meshram (2009) in this context states that an individual without self-confidence will never reach success. He also states that self-confidence is the basis of the individual's development, objective identification, motivation for tackling issues, enhancing communication and several other aspects of self-help are result of self-confidence (2009). This means that students who are suffering from research anxiety that affects that self-confidence are not totally capable of achieving the previous mentioned actions. For example some students with low self-confidence have doubts about their abilities to produce a scientific production and face the different difficulties and obstacles.

1.2.5.3 Under-achievement

Under-achievement has been defined by different scholars such as: Whitmore (1980), and Colangelo (1982). Owens, Stevenson, Hadwin, & Norgate (2012), Sindhu (2016). Whitmore (1980) and Colangelo (1982) believe that "many definitions of underachievement underscore the gap between potential (ability) and performance (achievement)" (cited in Chukwu-Etu, 2009: 88). In other words, one's abilities determine whether the work is going to be well achieved or under-achievement. Students with research anxiety are mostly suffering from various negative feelings such as nervousness and unease which lead them to produce a work of poor quality. Under-achievement is defined as "the fact of doing less good work than expected" (oxford online dictionary, 2020). Owens, Stevenson, Hadwin, and Norgate (2012) states that anxiety is considered as a reason of low academic performance. Sever anxiety can have negative influence on working memory. In plain words, academic

Chapter One: Research Anxiety

works that requires working memory mainly cause anxiety. Sindhu (2016) claims that anxiety has passive influence on performance.

Conclusion

To conclude, one can say that this chapter has provided a clear understanding of both terms educational research and anxiety, and all the concepts related to them. On the other hand it has shown the causal relationship between the two. The previous studies have proved that research anxiety has several causes, and that it affects negatively on students' academic achievement from different angles especially novice researchers since it is their first experience. Research anxiety mainly affects the researchers' psychological status and consequently affects their process of conducting the graduation research.

CHAPTER TWO
THE SUPERVISOR'S FEEDBACK

CHAPTER TWO: THE SUPERVISOR'S FEEDBACK

Introduction	28
2.1. Part One: Supervision Process.....	28
2.1.1. Definition of Supervision:	28
2.1.2 Types of Supervision	29
2.1.2.1. Autocratic.....	30
2.1.2.2. Laissez-Faire.....	31
2.1.2.3 Democratic	391
2.1.2.4. Bureaucratic.....	31
2.1.3. Relationship between the supervision and the supervisee.....	32
2.1.3.1. Academic relationship.....	33
2.1.3.2. Personal relationship.....	34
2.1.4. Building and maintaining a Good and Solid supervisor-supervisee relationship..	35
2.1.5. Responsibilities of the supervisor and supervisee.....	37
2.2. Part Two: Feedback in Graduation Research.....	38
2.2.1. Definition of Feedback.....	38
2.2.2. Forms of Feedback.....	39
2.2.2.1. Oral feedback and written feedback.....	39
2.2.2.1.1 Oral feedback.....	40
2.2.2.1.2 written feedback.....	40

2.2.2.2. Formal feedback and informal feedback.....	41
2.2.2.2.1 Formal feedback.....	41
2.2.2.2.2 Informal feedback.....	41
2.2.3. Definition of supervisor's feedback.....	42
2.2.4. Types of supervisor's feedback.....	43
2.2.4.1. Corrective feedback.....	43
2.2.4.2. Evaluation feedback.....	44
2.2.4.3. Informative feedback.....	45
2.2.4.4. Affirmative feedback.....	46
2.2.4.5. Exploratory feedback.....	46
2.2.5. Effects of supervisor's feedback on reducing student's Research Anxiety.....	47
2.2.5.1. Building self-confidence.....	47
2.2.5.2. Developing creative personality.....	47
2.2.5.3. Enhancing the quality of the research.....	48
Conclusion.....	49

Chapter Two: The Supervisor's Feedback

Introduction

The process of conducting academic researchers can be influenced by different factors; one of these factors which is of a crucial importance is the supervision process. This last has been defined by Adams and Dickey (1966, para.1) as “a planned program for the improvement” (cited in Berhihi, p. 32). In other words, the supervision process is generally seen from a practical angle as an act that assures the production of a good quality scientific production. It is rarely being dealt with from a psychological angle that has an influence on the students' psychological state and thus on their academic performance.

The present chapter sheds light on the supervisor's feedback. We try to divide this chapter into two parts. The first part is concerned with introducing the supervision process in general and all the terms related to it besides to the supervisory relationship. While the second part is dedicated to deal with feedback in graduation research, more precisely with its meaning, its forms, its types and its effects on reducing EFL students' research anxiety.

2.1 Part one: Supervision Process

2.1.1 Definition of Supervision:

The origin of the term supervision goes back to the 15th century in the meaning of survey and pursue (Oxford online dictionaries, 2020). It is derived from the word “super video” which means to oversee (Adepoju, 1998); this means that supervision is concerned with monitoring the individual's performance. According to Merriam web-star dictionary of English (2020) supervision is “the action, process, or occupation of supervising especially: a critical watching and directing ‘as of activities or a course of action’”.

Supervision has been defined from different perspectives such as work perspective and academic perspective; and by several scholars such as Carroll, Margort and Angela,

Chapter Two: The Supervisor's Feedback

Daresh, and Ogunsaju. Carroll (2007) defines supervision as a meeting that enables the supervisees to review their work and rethink deeply and carefully about it as to better accomplish it. In other words, it is a process of discussing the work with the supervisees and providing them with the necessary in order to do the work better. Ogunsaju (1983) defines supervision as “a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision” as cited in Onasanya (2006, p. 2). In other words, it is the cooperating between the supervisors and the supervisees in order to develop the work and raise its quality.

Margot and Angela (2002, p. 2) has defined supervision in the academic context as “a process to facilitate the student becoming independent professional researcher and scholar in their field, capable of adapting to various research arenas, whether university or industry based”. In plain words, supervision is the building block of the future researcher. It provides this last with the necessary skills and knowledge he needs to achieve his goals effectively in the different research domains. Daresh (2001, p.25) defines supervision in the work context as “a process of overseeing the ability of people to meet the goals of the organization in which they work”. Which means that it is the profession of monitoring the capacities of the individuals in order to reach the ultimate aim that is set by the foundation.

2.1.2 Types of Supervision

Supervision is a profession of a decisive importance; supervisors play a major role in the accomplishment of the research work. They provide their supervisees with the necessary support and attention taking their needs into consideration (Chiappetta and Watt, 2011). Cullen (2009, p. 2) advocates that “The individual style of the supervisor has been purported

Chapter Two: The Supervisor's Feedback

as a major influence to the relationship". In other words, the supervisor's style is of a crucial importance since it effects the supervisor-supervisee relationship.

According to Ayado (2016, p. 4) "Types of supervision are generally classified according to the behaviour of supervisors towards his subordinates. These are also called as techniques of supervision". Ayado (2016, p. 5, 11, 17, 20) has identified four types of supervision: autocratic, laissez-faire, democratic, and bureaucratic.

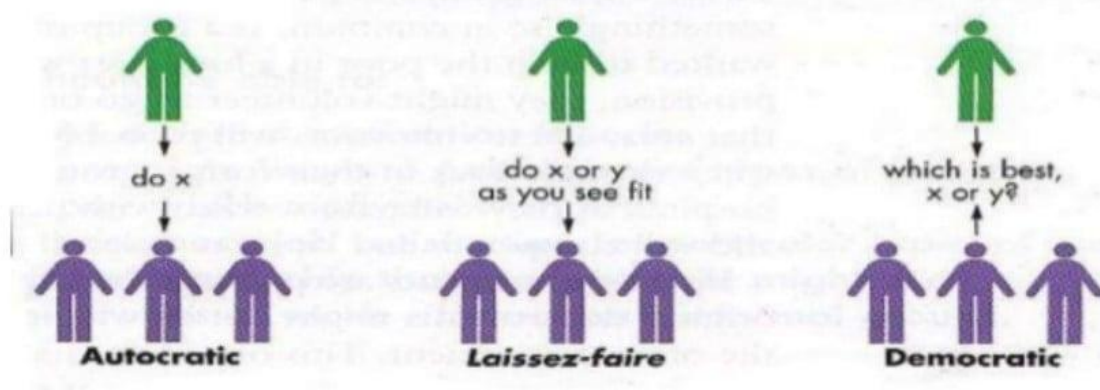


Figure 8 Types of Supervision by Ayado (2016, p. 4)

2.1.2.1 Autocratic

Autocratic supervision, also known as authoritarian leadership, is leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Under this type, the supervisor wields absolute power and wants complete obedience from his subordinates. He wants everything to be done strictly according to his instructions and never likes any intervention from his subordinates. This type of supervision is resorted to tackle indiscipline of subordinates.

Chapter Two: The Supervisor's Feedback

2.1.2.2 Laissez-faire

This is also known as independent supervision. Under this type of supervision, maximum freedom is allowed to the subordinates. The supervisor never interferes in the work of the subordinates. In other words, full freedom is given to workers to do their jobs. Subordinates are encouraged to solve their problems themselves.

2.1.2.3 Democratic

Under this type, supervisor acts according to the mutual consent or discussion or in other words he consults subordinates in the process of decision making. This is also known as participative or consultative supervision. Subordinates are encouraged to give suggestions, take initiative and exercise free judgment. This results in job satisfaction and improved morale of employees.

2.1.2.4 Bureaucratic

Under this type certain working rules and regulations are laid down by the supervisor and all the subordinates are required to follow these rules and regulations very strictly. A serious note of violation of these rules and regulations is taken by the supervisor. This brings about stability and uniformity in the organization. But in actual practice it has been observed that there are delays and inefficiency in the work due to bureaucratic supervisor.

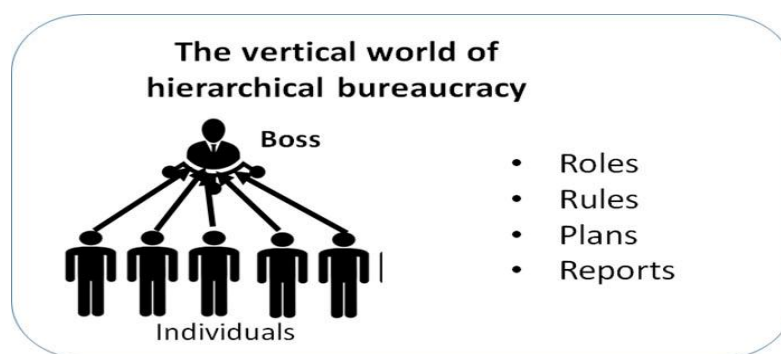


Figure 9 Bureaucratic supervision by Ayado (2016, p. 21)

Chapter Two: The Supervisor's Feedback

To conclude, the manner the supervisors deal with their supervisees differs from one supervisor to another. Each one of the previous mentioned supervisors' styles has certain advantages and disadvantages. For example, an autocratic supervisor can have control over unserious supervisees but at the same time he can limit their interference in the research, creativity, and productivity. Whereas, a laissez-faire supervisor can help the students improve their self-monitoring but they can make a considerable number of mistakes since they are not provided with the necessary support and knowledge. A democratic supervisor can be considered as a very good type of supervisors since he works hand in hand with the supervisees which can improve their psychological state and thus their work accomplishment. Finally, in work contexts we have bureaucratic supervisors who have control over everything and seeks to achieve a good work, but their practices can influence negatively on the quality of the work.

2.1.3 Relationship between the Supervisor and the Supervisee

Relationship in a broad sense indicates mainly the way the supervisor and the supervisee are communicating since they collaborate to work in order to achieve their ultimate objectives (Dye, 2001). The supervisory relationship represents a significant reason that leads to the graduate student's success (Vessey, Macchi, Stein, Hawker, Vogelsang, Wiczorek, Vendra, Riefler, and Tubing, 2008). In other words, the manner the supervisor and the supervisee interact with each other is very important since managing a good relationship can guarantee a good scientific production.

According to Chiappetta and Watt (2011, p. 9) "The relationship between supervisor and graduate student is a multi-faceted one"; which means that it a shared responsibility of the supervisor and the supervisee, and that it includes variation of styles of communication. In order to develop this relationship they have stated that "there are two areas that must be

Chapter Two: The Supervisor's Feedback

considered; the academic relationship and the personal relationship. These inevitably intersect with each other but it is useful to first distinguish between each one separately” (Chiappetta and Watt 2011, p. 10).

2.1.3.1 Academic relationship

According to Chiappetta and Watt (2011, p. 10):

The academic relationship between supervisor and graduate student is unique. Assessing student needs in the early stages is essential. Many supervisors do this intuitively, yet a more systematic approach can be very useful. Knowing the knowledge and skills your student has at the outset and the areas where s/he needs to develop serves as the beginning of an action plan. As a supervisor you need to know:

- What knowledge and skills your student brings to the project;
- The areas s/he needs support; and,
- How s/he is likely to approach the research

In other words, managing an academic supervisory relationship is of a crucial importance; it enables the supervisor to have a theoretical academic account about the supervisee. This account includes the different knowledge, skills, and abilities of the supervisee which can help the supervisor to know what to provide for his candidates, and it can also result in accomplishing a very good academic work.

2.1.3.2 Personal relationship

According to Chiappetta and Watt (2011, p.11) “not only it is important to establish the academic relationship, it is also necessary to consider and establish some level of a personal relationship”. In other words, the academic relationship between the supervisor and

Chapter Two: The Supervisor's Feedback

the supervisee alone can not guarantee achieving a good scientific production, they need to have a certain degree of personal relationship. For example, a friendly supervisor can make his supervisees feel more at ease while conducting their research work than a very serious supervisor. Chiappetta and Watt (2011) also advocates that the characteristics of the personalities of the supervisor and the supervisee can have a considerable effect on the supervision process. In plain words the personal aspect plays a vital role in the development of the academic work. Berhihi (2019, p. 43) states that “the diversity of gender, age, nationality, race, disability, sexual orientation, social class, nontraditional students and students with family responsibilities will also affect the nature of the relationship”.

Chiappetta and Watt (2011) mentioned that scholars' points of view concerning how the personal relationship between the supervisor and the supervisee should be established and maintained. Some scholars defend the rule which consists that the supervisors and the supervisees can not be friends. A personal relationship can result in conflicts, hurt emotions, and destroying the academic relationship. It is recommended that this types of relationship should be friendly, entertaining, and funny (Ramani, Gruppen & Kachur, 2006). While Chiappetta and Watt (2011, p. 11) also state that “some supervisors do establish close, collaborative relationships and friendships with a student that lasts well beyond the completion of the degree”.

2.1.4 Building and Maintaining a Good and Solid supervisor-supervisee relationship

The supervisor-supervisee relationship is similar to any kind of relationship; it requires time to be appropriately established and efforts from both of the supervisor and supervisee to maintain and to reinforce it (Noko, 2019). In plain words, it is an involvement, communion, and collaboration of the both sides of the relationship in order to build up,

Chapter Two: The Supervisor's Feedback

preserve, and develop a good relationship. Noko (2019) suggested that the supervisees should maintain efficient communication with the supervisors, and that both sides should understand their shared responsibilities and what they expect from one another. In the same context, the supervision guideline of the faculty of modern and medieval languages and linguistics of Cambridge university (2020, para. 5) has listed what is expected from the supervisor in the following:

- Guidance about how best to prepare for supervisions, e.g. reading lists and a choice of essay topics.
- To be set reasonable amounts of work and to receive constructive feedback on it - supervision essays are normally in the region of 2000 words in length.
- Your work to have been marked before the supervision (so long as you handed it in by the agreed deadline, of course).
- Teaching that is relevant to your course and helps you to understand the subject (but you should not expect merely to be spoon-fed for Tripos)
- Discussion of your questions and problems, with constructive comment
- Respect for your own opinions, and questions to be dealt with thoroughly and effectively
- A clear indication of the number of supervisions you are going to have during each term and the broad areas they will cover
- An understanding as to whether extra supervisions will be possible if necessary (but you should always consult your Director of Studies before arranging extra supervisions)
- Opportunities to discuss with your supervisor, in privacy and in full confidence, any problems you perceive in the quality, relevance, or dynamics of the supervisions you are receiving.

Chapter Two: The Supervisor's Feedback

It (2020, para. 6) has also listed what is expected from the supervisee:

- Turn up on time to supervisions.
- Do your best to complete the work set.
- Hand your work in on time (ensure that you have agreed a deadline with your supervisor).
- Contact your supervisor in plenty of time if you are unable to make the supervision or complete the work set (but you cannot expect your supervisor to rearrange a supervision you have missed, except possibly in exceptional circumstances such as illness).
- Make an active contribution to the supervision and make your opinions known - supervisors will invariably respond better to someone who demonstrates enthusiasm for the subject. The supervision is not intended to be another lecture, but a two-way process of interaction.

The guideline of supervision of trinity college Dublin (2012) suggested that in order to maintain a good relationship between the supervisor and the supervisee; they need to communicate in order to spot light on the difficulties that the supervisee faces and that can negatively affect his work. Early intervention is as well important so that they do not permit the issue to develop thinking it might be solved by itself. Clarity on the other hand is about having a unified idea about the problem and how to solve it. The supervisor and the supervisee should establish conclusions at the end of any discussions in order to avoid any misunderstandings. The supervisor should also have discussions about the importance of constructive criticism and the goal of providing it at the beginning of the work in order to reduce the disagreements that might happen during the research work. Maintaining records is very important to record the meetings and consulting a higher head whenever issues can

Chapter Two: The Supervisor's Feedback

not be solved. Finally, notification which means that the development of the work should be reported; in case it is not satisfactory by one side of the relationship the other side should know why.

2.1.5 Responsibilities of the supervisor and the supervisee

In order to produce an academic research of high quality, the supervisor and the supervisee need to accomplish their work in the best of manners. Each one of them needs to take certain responsibilities. The supervision guideline of Edinburgh University (2019, para. 3, 6) has listed the responsibilities of the supervisor and the supervisee.

Responsibilities of the supervisor:

- Ensure that School facilities necessary for the project are available;
- Arrange regular meetings with the student at which all matters relating to the student's research can be discussed, including feedback on written work;
- Identify the student's development needs at the start of the degree and review and update these throughout the student's candidature;
- Advise the student on drawing up a research plan, thesis structure and a timetable for completion of the work;
- Help the student prepare for the annual review;

Responsibilities of the supervisee:

- Work as a professional, independent researcher accountable for the development of their own research;
- Acknowledge the work of other scholars and researchers on whom they draw;
- Produce a thesis that makes a significant contribution to knowledge;
- Submit the completed thesis on time;

Chapter Two: The Supervisor's Feedback

- Ensure that the thesis is their own work and acknowledges sources correctly;
- Actively seek advice and help from the sources identified on these webpages.

To conclude, a good supervisor is the one who ensures the progress of the research work by monitoring the dissertation writing process through providing information from his academic background. He as well works to establish a good personal relationship with the supervisee. For example being friendly and supportive can improve their psychological status which leads to producing a good work. On the other hand, a good supervisee is the one who follows his supervisor's instructions and advice, and respects their agreements and work deadlines. He also should to produce a work that follows the international scientific research requirements such as avoiding plagiarism.

2.2 Part Two: Feedback in Graduation Research

2.2.1 Definition of feedback:

Feedback has been defined generally as an “information about reaction to product, a person's performance of a task, etc. which is used as basis for improvement” (Oxford Online dictionary, 2020). The act of providing feedback is very essential in the educational field since it assures the teaching-learning process. It is a communication technique that guarantees a progress in the global performance (Wolsey, 2006). Hence, feedback is essential to improve the students' scientific production. Irons (2008) defines feedback as every knowledge, procedure, or action that sustain learning. It either helps the students to improve their learning goals quality, or to reach these goals in a shorter period than expected. So feedback is represented in the teacher's practices which facilitate achieving and enhancing students' academic objectives.

Chapter Two: The Supervisor's Feedback

Dekeyser (2007, p. 112) defines feedback as a “mechanism that provides the learner with information the success or failure of a given process”. Thus, feedback is a judgment of the learner's performance. According to Hattie and Timperley (2007, p. 81)

feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide a corrective information, a peer can provide alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answers to evaluate correctness of a response (p. 81).

Feedback then can be provided from various sources and it has different types. It is a reaction of someone's comprehension or achievement.

2.2.2 Forms of Feedback:

Feedback can take different forms; each form serves a particular situation. They can be provided exchangeable, but it is important to identify every form alone.

2.2.2.1 Oral feedback and written feedback

Feedback can be provided in two different forms; visual students prefer to receive written feedback whereas auditory students prioritize oral feedback Jordan (2004). Therefore the teacher needs to be careful when choosing the appropriate form of feedback to produce to the student according to this last's learning style.

2.2.2.1.1 Oral feedback

According to (Brookhart, 2008) oral feedback is produced verbally; it can be represented in the interaction between the person who provides the feedback and the one

Chapter Two: The Supervisor's Feedback

who receives it. It can be provided either to a single students, to a group of students, or to all the students before, during, and after writing activities. In short, oral feedback is a verbal communication that allows the teacher to provide the necessary feedback to any number of students and at different types during the academic class. In the same context Clarke (2003) advocates that oral feedback can be produced immediately and repeatedly. Raimes (1983) as well said that this type of feedback is very effective since it permits the interaction between the teacher and the student.

2.2.2.1.2 Written feedback

According to Plaindaren and Mohd Shah (2019, p. 3493) “Written feedback can be given in many ways. Many times there is no proper guideline for the teacher to give a feedback”. In plain words, every teacher has his own practices and strategies in providing written feedback to students and there is no general rule to follow on giving feedback. They (2019, p. 3494) also added “Feedback can focus on different problems such as the content, word choice, spelling, punctuation and language”. Polio (2012) claimed that teachers consume a considerable period of time correcting students’ written errors and mistakes. In other words, written feedback can not be produced immediately and frequently to students during the course. Written feedback has been divided into two main processes by Harmer (2004). Responding process is concerned with generalizing the problems and making comments. While correcting process concentrates on figuring and defining the errors and mistakes.

2.2.2.2 Formal feedback and Informal feedback

The manner the academic supervisor interact with his supervisees differs from one supervisor to another one. Each supervisor implements certain practices and strategies which help to improve the supervisees’ psychological status and research work according to his own supervisory personal perspective. Certain supervisors prefer to be more formal with

Chapter Two: The Supervisor's Feedback

their supervisees when providing feedback whereas others prefer to be more informal. On the other hand there are supervisors who communicate in both formal and informal ways with their candidates.

2.2.2.2.1 Formal feedback

Formal feedback can be represented in providing formal evaluation, reviewing the supervisee's performance, and organizing academic meetings (London 2003). Thus, formal feedback is about listing the academic strengths and weaknesses of the supervisee, giving comments about the supervisee's performance and providing suggestions for a better future performance, and scheduling regular meetings to discuss the academic progress and issues. London and Smither (2002) state that formal feedback is planned, and clarified feedback. For example, the supervisor arranges meetings of work discussion at specific times and for certain periods; he also provides remarks about the work and explains why he has provided them. The Federation University of Australia (2020, para. 3) defines formal feedback as "planned and systematically scheduled into the process usually associated with assessment tasks, formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organisation as evidence."

2.2.2.2.2 Informal feedback

Informal feedback has been defined generally by Lockett and Eggleton (1991) as the type of feedback that is gained from social sources such as superior individuals, close people, activities, and the self. In the academic context the Federation University of Australia (2020, para. 2) states that:

Informal feedback can occur at any times as it is something that emerges spontaneously in the moment or during action. Therefore informal feedback requires the building of rapport with students to

Chapter Two: The Supervisor's Feedback

effectively encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.

Hence, informal feedback is untimed. It enables the supervisor to establish a personal relationship with the supervisee so he can improve his psychological status; providing informal feedback can be done through different means. In the same context London (2003) advocates that informal feedback can be provided through communication in daily interactions.

2.2.3 Definition of Supervisor's Feedback

The supervisor's feedback is essential to ensure the success of the student's graduation research. It is the main task the supervision profession. According to Tuning (2018, para. 4) "the supervisor-generated feedback is an important communication loop that has a positive impact on job satisfaction, pride, productivity, and turnover". In other words, the interaction between the supervisor and the supervisee as a result of providing supervisory feedback can positively influence the students' research work accomplishment and the student's psychological state. Kumar and Haut (2011) advocates that providing guidance and advice besides communicating with students in order to determine their needs are the main tasks of the supervision process. Hence, the supervisor's communication with the supervisee's is of a crucial importance since it enables the supervisor to decide the different types of feedback he should provide to his candidates.

Manchester community central (2013, p. 7) states that "feedback should be based on facts, not subjective opinion, and should always be backed up with evidence and examples". Feedback should be provided based on academic knowledge to prevent any problems between the supervisor and the supervisee to occur; it should be supported with evidence

Chapter Two: The Supervisor's Feedback

and examples in order to convince the receiver and make him better understand. One of the supervisor's responsibilities according to the supervision guideline of Edinburgh University (2019, para. 9) is to "identify the student's development needs at the start of the degree and review and update these throughout the student's candidature". In other words, the supervisor is required to analyse his students' needs and based on them he should revise their work and work hand in hand with them, for example through providing the necessary feedback according to their needs. The supervision guideline of Edinburgh University (2019, para. 9) adds that the supervisor should "arrange regular meetings with the student at which all matters relating to the student's research can be discussed, including feedback on written work".

2.2.4 Types of Supervisor's feedback

Supervisors tend to provide different types of feedback, each type of feedback has a considerable number of characteristics; besides that it serves particular situations. In general formative feedback is provided during a course or a project (Epigeum online press, 2011). Hewson and Carroll (2016) have categorized the different types of formative feedback as following: corrective, evaluative, informative, affirmative, and exploratory feedback.

2.2.4.1 Corrective feedback

Corrective feedback can be defined as the response of the teacher to the error of the student (Dekeyser, p. 1993). Chaudron (1977, p. 31) considers this type of feedback as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance". Thus, the main reason teachers correct students' errors is that they seek written or oral performance progress from the students as a positive response to their correction.

Chapter Two: The Supervisor's Feedback

A recent definition of corrective feedback has been provided by Ellis, Loewen and Erlam (2006, p. 340):

Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of these.

This indicates that supervisors implement different strategies in order to correct students' errors. The supervisor can either inform the student that he has committed an error and let him to identify it. In some cases the supervisor provides the student with direct correction of the error. While sometimes he can provide the student with academic knowledge that helps him to correct his error.

Corrective feedback is very essential to be provided to students in order to produce a good work according to the scientific requirements. However, Martinez (2008) states that in certain cases corrective feedback may cause damage to the emotions and attitudes of the students. For example, the student may feel less confident and knowledgeable as his supervisor corrects his errors.

2.2.4.2 Evaluative feedback

One definition of this type of feedback has been provided by Lee (2005, para. 1); it states that "purely evaluative feedback indicates how good the action taken is, but not whether it is the best or the worst action possible". In other words, evaluative feedback is a gentle judgment provided about the progress level of the performance without identifying the top or the low performance to the feedback's receiver in order not to negatively influence on the student's psychological state. Another definition has been provided by The Joint

Chapter Two: The Supervisor's Feedback

committee (2009) states that evaluative feedback in the educational field is concerned with identifying the extent of the student's evaluations to see whether they fulfill the requirements of the educational institution.

Richardson (2012) declares that evaluative feedback can be represented in the process of reviewing the student's performance during the whole year. He (2012) added that humans usually get disappointed and anxious as they receive a negative review; while they are calm and glad as they receive a positive evaluative feedback. Hence, evaluative feedback has an influence on the students' psychological state. It is either a positive or a negative influence. For example, when students receive good comments about their work, they develop a good self-confidence which enables them to better perform in the future. While when they receiving negative comments can decrease their self-confidence and this will prevent the progress of the work.

2.2.4.3 Informative feedback

Informative feedback is a basic process of learning and improving the performance (Hattie, 1998). The term "informative" indicates providing useful, helpful, or relevant information or details (your dictionary, 2018). Thus, informative feedback is the action that involves providing the necessary needed academic information to students in order to help them overcome the difficulties and the obstacles they face as they are conducting their dissertation work. Phye (2004) states that informative feedback from a reasoning perspective can be produced to either confirm or correct. But he (2004) added that the provided information is beyond which is essential to confirm or correct. In other words, the supervisor usually inform his supervisees about their good achievement or in certain cases about their errors. However, the supervisor usually provided more general information about the

Chapter Two: The Supervisor's Feedback

discussed topic which means a new knowledge that enriches the students' academic background and help them to better perform.

2.2.4.4 Affirmative feedback

Goldminz (2018, para. 4) defines affirmative feedback as “feedback that's meant to reinforce a particular behavior pattern rather than encourage the changing of one”. Hence, the supervisor should focus on the good performance of the supervisee and help this last to improve what he good in doing rather than to focus on and criticizing the errors. In the same context Benammar (n.d) states that the supervisor should avoid the act of criticism but instead he should see what works. He added that affirmative feedback is not concerned with providing compliments or judgments, but it is concerned with providing solution-focused thinking which means to learn for what works, and appreciating. In other words, affirmative feedback is based on recognizing and admiring the good performance rather than felicitating the supervisee or judging his work which is less academic. It is also based on teaching the supervisees to learn from the successful work they have achieved which can improve their psychological status.

2.2.4.5 Exploratory feedback

It is generally known that the most effective learning is the discovery or the exploratory learning (Holmes, Mavrikis, Hansen, and Grawemeyer, 2015).Murtha (2017, para. 8) defines that exploratory feedback as “a conversation, or questioning, to cause the recipient to think about and develop opinions on what to do or how to do it”. Hence, the supervisor indirectly guides and supports you to finally lead you to achieve the ultimate goal rather than providing you with direct correction or information. He makes you go through several steps and process in order to develop your research skills.

Chapter Two: The Supervisor's Feedback

2.2.5 Effects of Supervisor's Feedback on Reducing Students' Research

Anxiety

The supervisor is required to provide feedback as this last act is the fundamental basic of the supervision profession. The supervisor's different types of feedback can have positive effects on reducing students' research anxiety. Thus, they can help the students to build self-confidence, develop creative personality, and enhance the quality of the research.

2.2.5.1 Building self-confidence

The continuous process of receiving feedback from the supervisor can help the students to reduce their research anxiety. As students' research anxiety reduce they start to build self-confidence. In this context Christie and Tyani (2008, p. 141) state that "teachers have an important role to find effective strategies to motivate students who lack confidence". Hence, if the supervisor implements the right practices and strategies which can be classified under the term "feedback"; he can help the students to overcome the lack of self-confidence and build a strong self-confidence sensation. Hammer (2018, para.1) declares that "As a teacher, you have the opportunity to positively influence your students and encourage them to feel proud of their abilities and accomplishments". Thus, the supervisor can contribute significantly in building students' self-confidence by providing what the author previously suggested.

2.2.5.2 Developing creative personality

One main objective among several other objectives of educational activities is to develop students' creativity (Skiba, Tan, Sternberg and Grigorenko, 2010). As the supervisor seeks to reduce his students' research anxiety through the different types of feedback he produces; he is at the same time spotting the light on their inner cleverness and imaginativeness and developing them. In the same context Kawowski, Gralewski, Lebeda, and

Chapter Two: The Supervisor's Feedback

Wisniewska (2007) state that supervisors' academic training enables them to carve the personality features and behaviours which lead to develop creativity. They (2007) added that supervisors are also responsible for developing the creative capacities of the students and developing the creative thinking of the students to make them provide creative solutions to the problems. In other words, the supervisors need to be academically qualified to supervise in order to pave the way to students to enhance their creative personality in order to successfully tackle the different obstacles and issues they may face during the research work.

2.2.5.3 Enhancing the quality of the research

A good supervisor who cares about the quality of education is the one who pays attention to the students' objectives, needs, and concerns (Whitaker and Moses, 1994). Thus, the supervision profession encompasses both the practical and psychological aspects of the students' improvement. Mackinnon (2004) states the effects of the personal, vocational, and organizational factors on the graduation process. In other words, the supervisor can have an influence on the psychological side of the supervisee; hence, he automatically can influence the professional side. The main duty of the academic supervisor is to provide facilitations to students whether during the courses or during the research process so that they can academically improve (Abiddin, Ismail, and Ismail, 2011). Whenever students are provided with the necessary academic help and support throughout the whole research project; they are more at ease as writing their dissertation and consequently this can lead to enhance the quality of their scientific production.

Conclusion

The chapter has presented the literature review which dealt with the supervisor's feedback. It started from a general angle by spotting the light on the supervision process in graduation research and all the different aspects related to it. Then it dealt with the feedback

Chapter Two: The Supervisor's Feedback

provided by the supervisor during the research project period from a specific angle by introducing all its types and forms. At the end we can see that the previous studies and discussions have shown the importance of the supervisor's feedback and its positive effects on reducing EFL students' research anxiety.

CHAPTER THREE

FIELD WORK

CHAPTER THREE: FIELD WORK

Introduction.....	50
3.1. Students' Questionnaire.....	50
3.1.1. Administration and Aim of the Students 'Questionnaire.....	50
3.1.2. Description and Analysis of the Students Questionnaire.....	51
Conclusion.....	73
3.2. Teachers' Questionnaire.....	73
3.2.1. Administration and Aim of the Teachers' Questionnaire.....	73
3.2.2. Description and Analysis of the Teachers' Questionnaire.....	73
Conclusion.....	88

Chapter Three: Field Work

Introduction

The present study is an attempt to investigate the supervisor's feedback as a main factor that affects the students' research anxiety in the English Language division of Mohamed Khider University of Biskra. It represents a deep investigation of the causes of students' research anxiety and how they negatively affect the students' scientific production. It also investigates how the supervisor's feedback can reduce students' research anxiety. This chapter aims to answer the research questions and confirm the research hypotheses which have been declared by the researcher. In order to enrich this study with valuable and credible data, we have designed and distributed two questionnaires. One questionnaire was dedicated to second year master students whereas the other one was dedicated for teachers who are engaged in the supervision process. Since this study concerns the supervisor's feedback, we thought that by choosing these participants, we may obtain useful data from the perspective of the two main close populations to the field of research.

3.1. Students' Questionnaire

3.1.1. Administration and Aim of the Students 'Questionnaire

The students' questionnaire was distributed online through social media "facebook.com". We have received (41) questionnaires from Biskra University M2 EFL students. After a discussion with the supervisor, we decided to choose the whole data of questionnaires. The selected data from the sample are clear and completed questionnaires which we thought that they may enrich the current study with useful and valuable data. The aim of the students' questionnaire is to investigate which factors affect the supervisor's feedback and the effects of this last on the students' research anxiety in the English Language division of Biskra University.

Chapter Three: Field Work

- **Description**

This questionnaire is composed of three parts; these parts include different types of questions, close ended and open ended questions. Part one includes five items. It aims to gather information regarding the students' gender, the number of researches they have conducted at university, what research represents to them, For which purpose it should be conducted, their feeling during the research process, and their level of anxiety as preparing their graduation project. Part two deals with the different factors that cause students' research anxiety and the effects of this last on students' achievement. Finally, for part three, which is of a great importance. It is devoted to know what does the supervisor represents to students, the most effective forms of feedback, the supervisor's practices (types of feedback), the students' attitudes and feelings towards the supervisor's feedback, their preferences in the supervisor's feedback, and how this last reduces students' research anxiety.

- **Analysis**

1. Part One: Background Information

Item 1: The Students' Gender

Table 3.1:

Students' gender

Gender	Respondents	Percentage
a. Male	1	2%
b. Female	40	98%
Total	41	100%

Chapter Three: Field Work

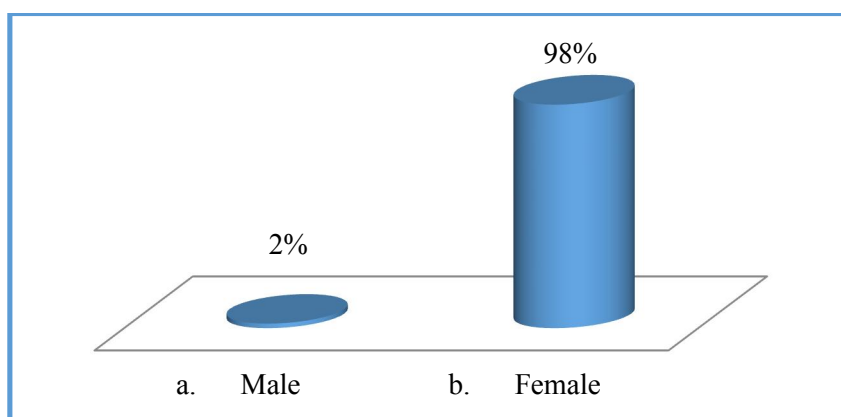


Figure 3.1: Students' gender

Based on the above results the majority of the participants at Mohamed Khider University of Biskra are females. They represent (98%) whereas males represent (2%) of the sample. According to the researcher's perspective, there could be multiple interpretations for the presented results. Females may be more interested in learning English as a foreign language since it is easy, and they also may have more suitable career choices for women in the future. While males prefer the scientific branches.

Item 2: The frequency of students' conduction of research papers during the higher educational journey

Table3.2

Frequency of students' conduction of research papers

Option	Respondents	Percentage
a. None	6	15%
b. From one to four	20	49%
c. More than four	15	37%
Total	41	100%

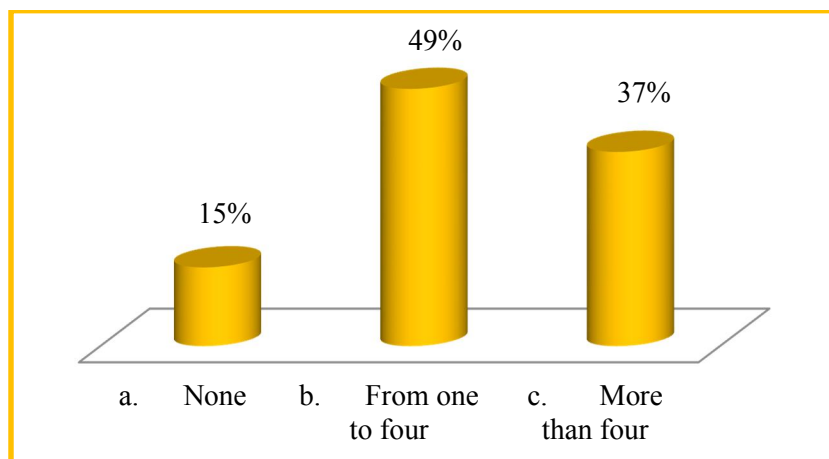


Figure 3.2: frequency of students' conduction of research papers

From the given results, one can say that there were three main answers. The majority of EFL M2 students (49%) have not conducted more than four research papers during their educational journey at the university. While (37%) of them have conducted more than four research papers. The last choice of not conducting any research papers was chosen by (15%) of the participants. This highlights that the fact that there is a considerable number of M2EFL students are not at all familiar with the process of conducting a research paper which can cause serious difficulties in conducting their graduation research since research is based on practice and not on theory only. We can also highlight that the majority of EFL M2 students did not undertake many researches due to several reasons such as the unawareness of the importance of conducting research, the lack of methodological knowledge, and the unavailability of research facilities. On the other hand the students who have undertaken more than four researches could have developed their research skills more than the rest.

Chapter Three: Field Work

Item 3: Students' purpose from conducting research

Table 3.3:

Reasons behind research conduction

Option	Respondents	Percentage
a. Get a degree	11	27%
b. Gain knowledge and develop skills	19	46%
c. Provide a solution for a problem	9	22%
d. Gain academic pleasure	2	5%
Total	41	100%

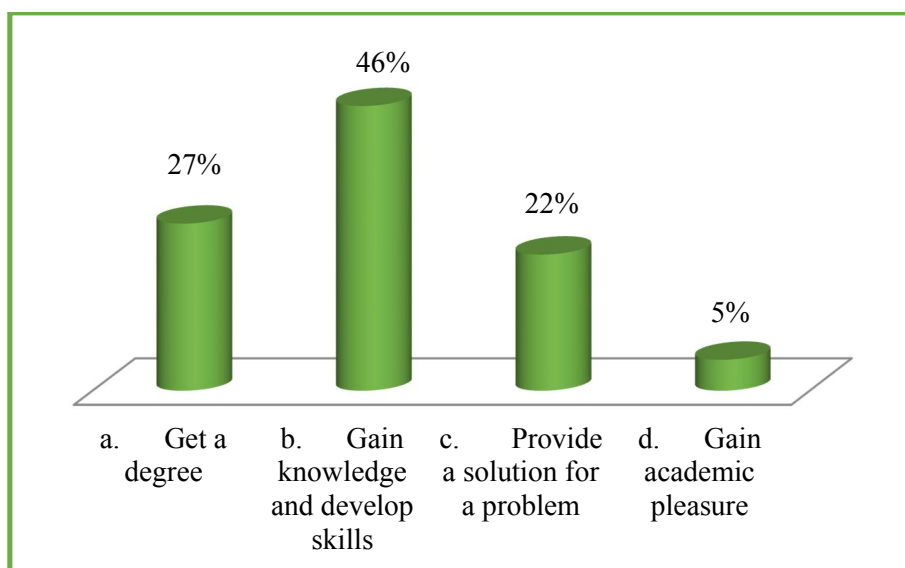


Figure 3.3: Reasons behind research conduction

The results show that (46%) of the respondents undertake research in order to gain knowledge and develop their skills, whereas (27%) of them conduct research to get a degree. (22%) represents those who undertake research to provide a solution to a problem; while (5%) of the respondents have an academic pleasure as they conduct research. In addition to this we have received two comments from the respondents who stated that all of the reasons mentioned above can be behind conducting research; and one more comment which suggested the reason to better understanding a phenomenon as another reason behind conducting research.

Chapter Three: Field Work

It is clear that the majority of M2EFL students are aware of the importance of conducting research in order to scientifically rise, while a considerable number of them see research as an academic achievement and a guarantee of a profession. Others seek to contribute in science by providing solutions to the problems; on the other hand rare those who have a pleasure as conducting research.

Item 4: Students' feelings during the process of preparing their graduation research

Table 3.4:

Students' feelings while they are preparing their graduation research

Option	Respondents	Percentage
a. Anxious	40	98%
b. At ease	1	2%
Total	41	100%

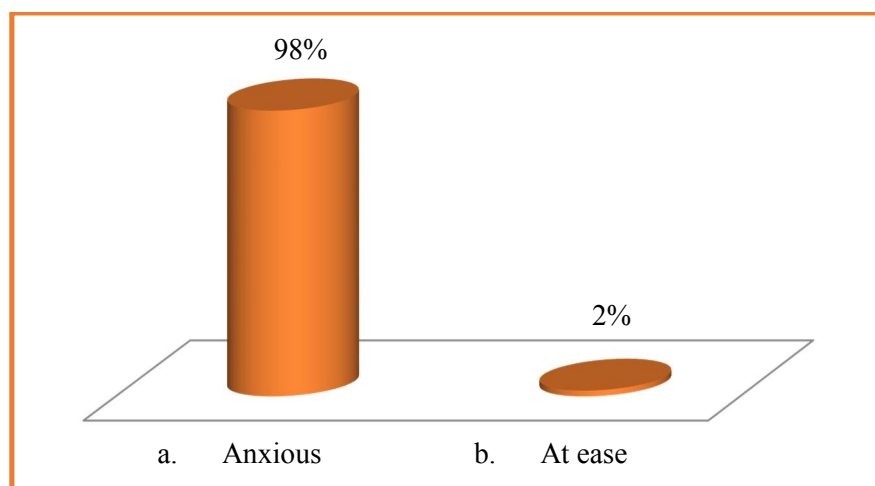


Figure 3.4: Students' feelings while they are preparing their graduation research

What can be seen from the results shown above is that almost all M2 EFL students (98%) feel anxious as they are preparing their graduation research, whereas only (2%) which represents one person of the sample feels at ease during this process. Students' research

Chapter Three: Field Work

anxiety is due to various common reasons among the candidates, these reason will be discussed in one of the coming items.

Item 5: Students' level of anxiety

Table 3.5:

Students' level of anxiety

Option	Respondents	Percentage
a. High	11	27%%
b. Medium	28	68%
c. Low	2	5%
Total	41	100%

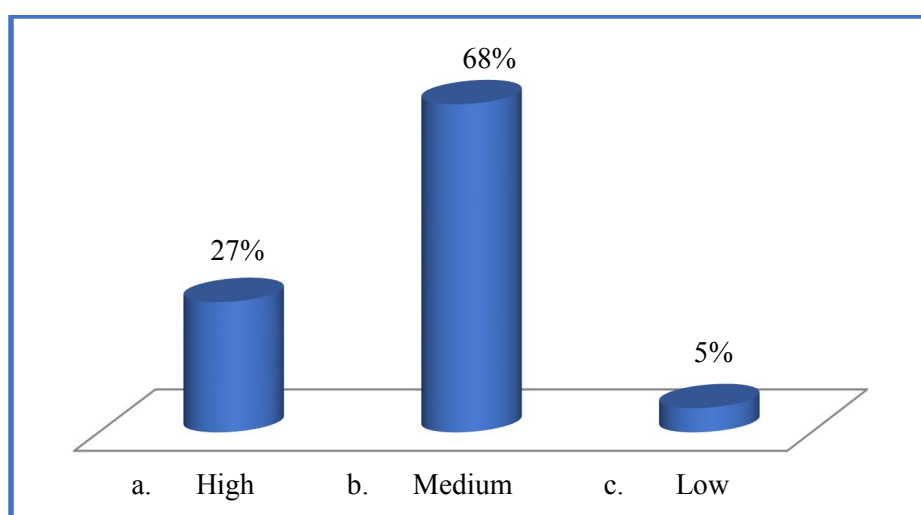


Figure 3.5: Students' level of anxiety

According to the results, the majority of the students (68%) are experiencing a medium level of anxiety while (27%) of them are experiencing a high level of anxiety, and only (5%) of those participants are experiencing a low medium of anxiety. The feeling of anxiety differs from one student to another. It depends on the students' personality characteristics and their academic preparation.

Chapter Three: Field Work

2. Part Two: Causes of Students' Research Anxiety and Effects of Research Anxiety on Students' Achievement

Item 6: Students' attitude towards the supervisor as a cause of anxiety

Table 3.6:

Students' attitude towards the supervisor as a cause of anxiety

Option	Respondents	Percentage
a. Yes	17	42%
b. No	24	58%
Total	41	100%

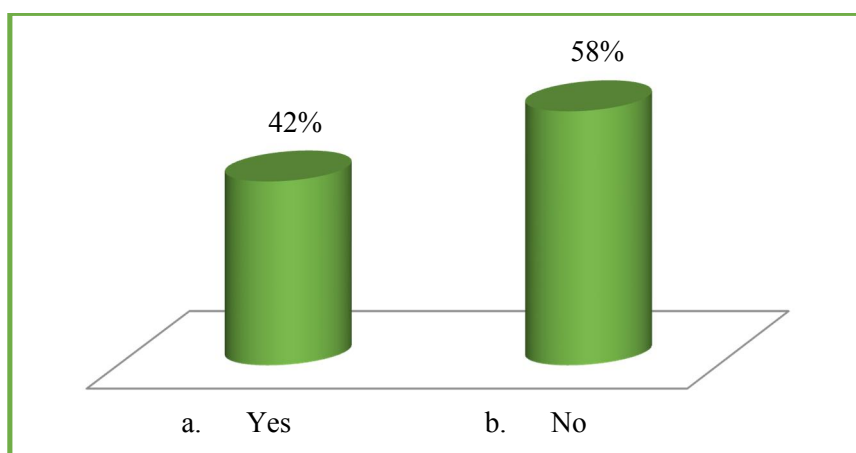


Figure 3.6: Students' attitude towards the supervisor as a cause of anxiety

We can notice from the results shown above is that the number of M2EFL students who do not consider the supervisor as a cause of their research anxiety is represented in (58%), while (42%) represents the EFL M2 students who consider the supervisor as a cause of their research anxiety. The difference between the two percentages is not vast. One can say that the supervisor can be a cause of students' research anxiety based on the manner of this last in performing his/her. Most of the respondents who do not see that the supervisor as a reason of anxiety agreed that s/he provides them with the necessary academic feedback, guidance, and emotional support. While most of the respondents who see the supervisor as a reason of anxiety agreed that there is a lack of meetings, academic feedback, and support.

Chapter Three: Field Work

Justifications of answering by ‘No’:

The following justifications are of the respondents.

- He has all the skills of a good supervisor
- My supervisor helps me a lot in reducing the level of anxiety , fear, and worry
- Because he is the one who helps me to overcome the troubles I face during conducting my research
- She is really supportive

Justifications of answering by ‘Yes’:

The following justifications are of the respondents.

- He puts a lot of pressure on me to finish on specific times which suits him only, he underestimates my abilities, and criticizes my work.
- He is not supportive. He does not want to hear what i have. He wants to impose what he has in mind. He shows carelessness.
- When he always expect me to do a perfect work.
- Honestly because I feel like she is a bit carless, especially because she does not answer our emails. We are facing problems and she is not here to help us.
- Lack of experience.

Item 7: Students’ causes of anxiety during the process of conducting research work

Table 3.7:

Students’ causes of anxiety when they conduct their research work

Option	Respondents	Percentage
a. Lack of self-confidence	2	5%
b. Lack of writing research papers during the past academic years	2	5%
c. Fear of failure	2	5%

Chapter Three: Field Work

d. Restricted time	7	17%
e. Discussion with the supervisor	0	0%
f. More than one answer	28	68%
Total	41	100%

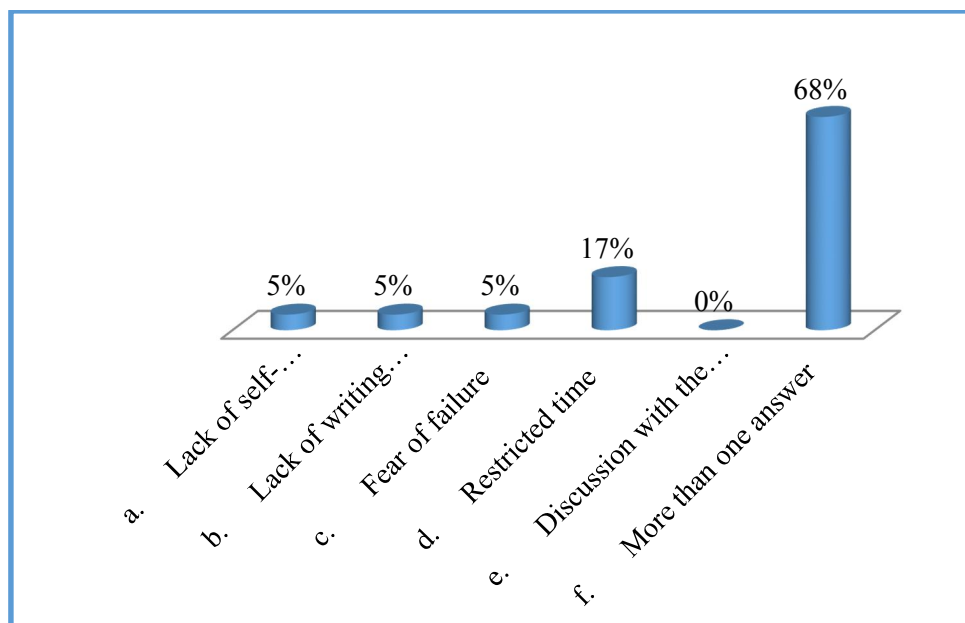


Figure 3.7: Students' causes of anxiety when they conduct their research work

According to the results above (68%) of M2 EFL students have more than one cause of anxiety from the different mentioned causes. Restricted time is considered as the main reason of research anxiety according to (17%) of the participants, whereas (5%) represents the repeated percentage for three times of the participants who see lack of self-confidence, lack of writing research papers during the past academic years, and fear of failure. While the discussion with the supervisor was not selected by any participant.

It is clear that students face difficulties in organizing their time, also psychological issues such as fear of failure and lack of self-confidence play a vital role in preventing students from accomplishing a good work. We can also notice that the discussion with the supervisor is very helpful in the research process in order to provide the supervisees with the necessary feedback guide and support them. One other reason was suggested by the students which is the unavailability of sufficient resources.

Chapter Three: Field Work

Item 8: The negative influence of research anxiety on students' work

Table 3.8:

The negative influence of research anxiety on students' work

Option	Respondents	Percentage
a. Poor planning and time management	20	49%
b. Lack of self-confidence	3	7%
c. Under-achievement of your research work	2	5%
d. All of them	2	5%
a+b	7	17%
a+c	7	17%
Total	41	100%

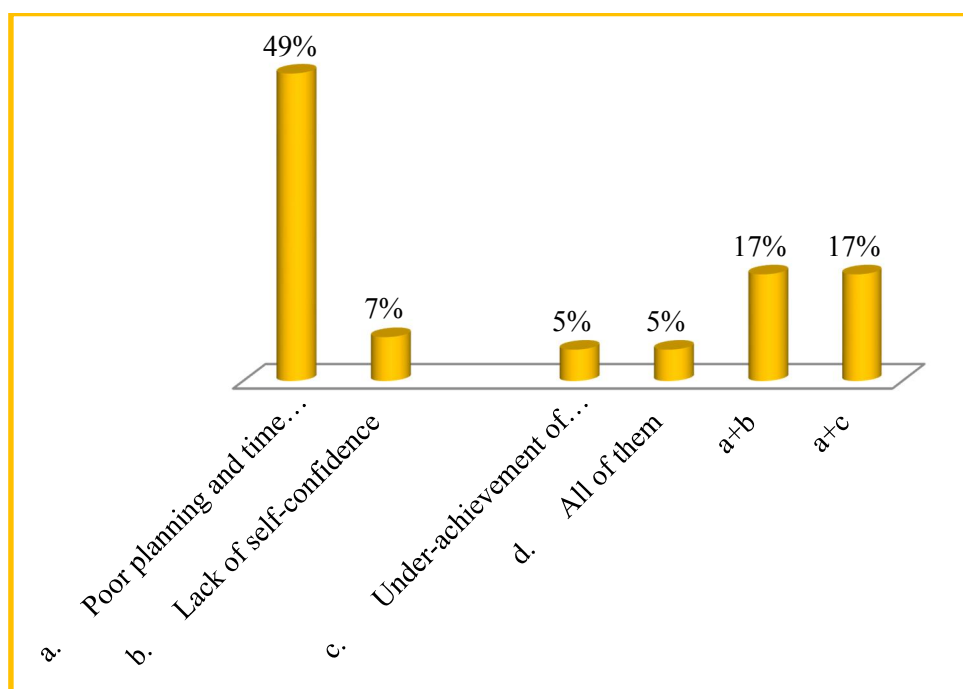


Figure 3.8: the negative influence of research anxiety on students' work

One can say from the results shown above is that poor planning and time management was chosen by (49%) of the participants which means it is the main negative influence of research anxiety, while (7%) of the participants suffer of lack of self-confidence, and (5%) represents the participants who see that research anxiety leads to under-achievement of their

Chapter Three: Field Work

research work. All of the negative influences were chosen by only (5%) of students, whereas (17%) of students choose both poor planning and time management and lack of self-confidence, the same number choose poor planning and time management besides underachievement of the research work. This means that research anxiety affects mainly the participants' abilities to organize the whole research process and accomplish the graduation research at time. It also affects their psychological status by reducing their level of self-confidence, while rare those who see that it affects their research's quality.

Part Three: Effects of the Supervisor's feedback on reducing students' research anxiety

Item 9: the definition of a good supervisor

In this item, students were asked to define a good supervisor according to their own perspective. The majority of the answers agreed that a good supervisor is the one who provides methodological knowledge, feedback, guidance and support. Which means a good supervisor is the one has the necessary academic and psychological skills to deal with his supervisees.

Students' definitions of a good supervisor:

- The one who provides feedback on time, motivates and encourages his/her students, has accurate knowledge, serves as helper / guider whenever I need him/her.
- The one who gives good feedback about methodology, ideas, correction of grammatical mistakes. Also the one who is good when dealing with his/ her candidates because there are that kind of supervisors who makes his students feel like they are poor and can not do anything.

Chapter Three: Field Work

- Is the one that helps me to make my research process as enjoyable as possible and to be supportive.
- Who give freedom to choose the topic and give feedback to the student about the selected one and doesn't practice any kind of pressure and encourage them psychologically
- The one who have a good communication and listening skills. A good supervisor must be able to motivate their students.

Item 10: Students' preferable forms of supervisor's feedback

Table 3.9:

Students' preferable forms of supervisor's feedback

Option	Yes		No	
	N	%	N	%
a. Oral	29	71%	12	29%
b. Written	36	88%	5	12%
c. Formal	30	73%	11	27%
d. Informal	20	49%	21	51%

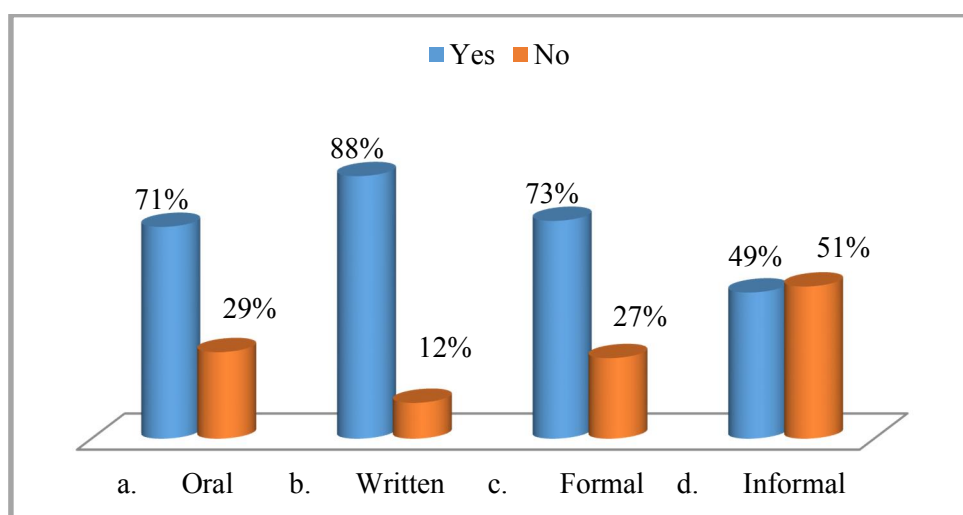


Figure 3.9: Students' preferable forms of supervisor's feedback

We can notice that (88%) of EFL M2 students prefer to be provided with written feedback while (12%) of them do not prefer this type. On the other hand (71%) represents

Chapter Three: Field Work

the participants who prefer Oral feedback whereas (29%) of them do not prefer this type. In which concerns the manner of providing the feedback (73%) of EFL M2 students prefer the formal manner while (27%) of them do not prefer this manner. (49%) represents the participants who prefer the informal manner of feedback whereas (51%) do not have this preference. It is obvious that students' answers were varied between the different two types of providing feedback (written/formal) and the other two types of the way the feedback is provided (formal/informal).

Each student's case requires certain types of feedback. According to the majority of answers, the written feedback is more preferable since it can be referred to at any certain time while the oral feedback offers the opportunity of having a discussion with the supervisor. The formal feedback signifies professionalism while the informal feedback can help to establish a friendly relationship with the supervisor; which can consequently result in providing psychological support for the students.

Students' justifications:

- All forms of feedback are beneficial
- Formal and written feedback are more credible and help the students to rely on them at any time.
- I like written feedback to remember it and I prefer it to be informal because it makes me feel more confident.
- I prefer oral feedback because face to face discussion provides more opportunity to be opened to ask questions at time. Written feedback is good too.
- I prefer the oral informal feedback because I can understand what my supervisor wants me to correct or change.
- I like to keep the relationship with my supervisor professional.

Chapter Three: Field Work

- Being informal sometimes and friendly helps to be more comfortable and motivated.
- **Item 11: Supervisor's practices**

Table 3.10:

Supervisor's practices

Option	Respondents	Percentage
a. Corrects your mistakes and errors, false information, and methodological knowledge	5	12%
b. Gives you general comments about your performance (e.g. excellent, good, needs more work/help)	4	10%
c. Provides you with the necessary information and methodological knowledge	2	5%
d. Appreciates and reinforces your work	1	2%
e. Makes you think about ideas and information on what to do, and how to do it	2	5%
f. All of them	2	5%
g. More than one answer	25	61%
Total	41	100%

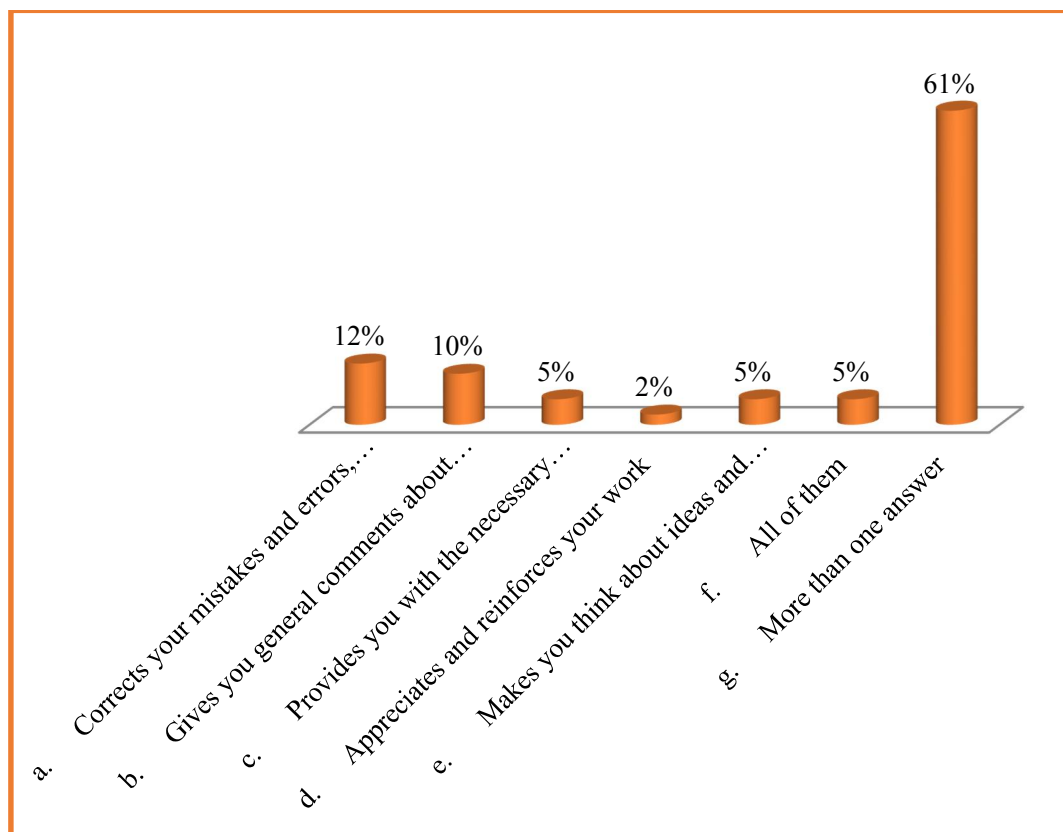


Figure 3.10: Supervisor's practices

According to the results (61%) of the respondents have answered more than one answer, and only (5%) of them have chosen all the answers. The majority of the respondents (12%) stated that their supervisors correct their mistakes and errors, false information, and methodological knowledge. While (10%) of them their supervisors gives them general comments about their performance. (5%) of the participants said that their supervisors provide them with the necessary information and methodological knowledge, whereas the same percentage of participants said that their supervisors make them think about ideas and information of what to do and how to do it. And only (2%) of the students said that their supervisors appreciate and reinforce their work. We can notice that the majority of the supervisors make more sure to provide the necessary academic knowledge and feedback to their candidates rather than providing them with the necessary psychological support or training them on developing their research skills.

Chapter Three: Field Work

Item 12: Students' attitude towards supervisor's feedback

Table 3.11:

Students' attitude towards supervisor's feedback when they accomplish a certain part

Option	Respondents	Percentage
a. Very useful	16	39%
b. Somehow useful	23	56%
c. Not useful at all	2	5%
Total	41	100%

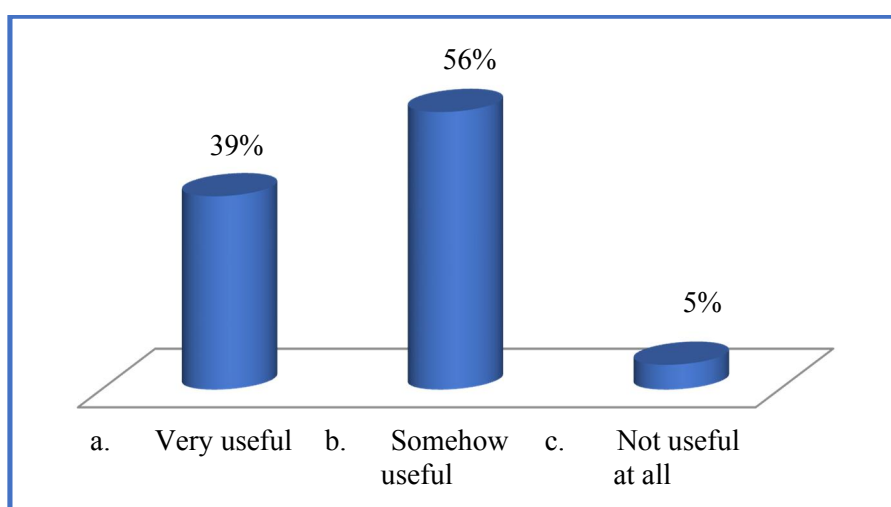


Figure 3.11: Students' attitude towards supervisor's feedback when they accomplish a certain part

From the results above, one can say that the majority of EFL M2 students (56%) find the supervisor's feedback somehow useful, (39%) of them find it very useful, and (5%) of them find it not useful at all. These attitudes are the result of the different supervisors' practices which they implement with their supervisees whether academic or psychological practices. Certain supervisor are interested in providing their candidates with the necessary feedback, guidance, and support to accomplish a good work, while others are rarely interacting with their supervisees to provide them with the least of what they need as correction.

Students' justifications:

Chapter Three: Field Work

a) For "very useful"

- It is very useful because it helps in developing the work in a good way
- It helps me to feel more confident
- Since supervisors have more experience than we do, their feedback is always helpful, because they see and know things we still do not know or are not aware of.
- It helps me to feel more confident

b) For "somehow useful"

- All the time he finds out problems and I need to correct them without giving me an instruction
- The teachers having in mind that we are professionals so they don't bother themselves to give as more comments
- She only corrects what is related to the structure of the sentence not the methodology or the ideas of my work.

c) For "not useful at all"

- I find my supervisor very passive and non-cooperative
- I did not receive any feedback from my supervisor

Item 13: students' feelings after supervisor's correction or comment to do better

Table 3.12:

Students' feelings after supervisor's correction or comment to do better

Option	Respondents	Percentage
a. Demotivated	8	20%
b. Motivated to do better	33	80%
Total	41	100%

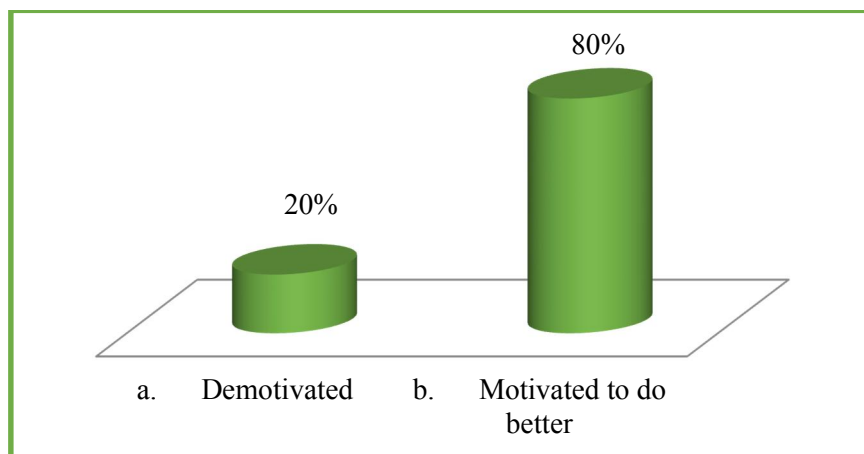


Figure 3.12: students' feelings after supervisor's correction or comment to do better

We can notice that (80%) of the supervisees are motivated to do better after their supervisors' correction and requirements to do better, while (20%) of the candidates are demotivated after the supervisors' correction and better work requirements. The supervision profession aims to help the students accomplish and produce a good scientific production. Therefore it is necessary to provide comments about the work and ask for a constant development, but the manner this process is done differs from one supervisor to another, and it depends on how the candidates receive the correction and the comments.

Students' justifications:

a) For "Demotivated"

- I notice that he underestimates my abilities and only focuses on mistakes, and rarely appreciating my work. So I feel less confident and I can not move on.
- I need to search more because he did not give me any clue how to correct it I have to search for it by myself
- I have a problem of perfectionism. If the teacher corrects even only one mistake, I feel that I did not do a good job, which highly demotivates me.

b) For "Motivated to do better"

- Because s/he believes that I have the capacities to make a good and complete research.

Chapter Three: Field Work

- Once I know my research deficiencies, I become eager to re-check the input that I have provided.
- Constructive criticism/feedback is what a good researcher wants! It, indeed, helps him/her to improve.
- I feel motivated due to his funny way in explaining and giving feedback.
- It is for my own benefit to make the work as perfect as possible

Item 14: Students' preference toward their supervisor's practice

Table 3.13:

Students' preference toward their supervisor's practice

Option	Percentage	Percentage
a. Provides you with the necessary information and methodological knowledge	29	71%
b. Makes you gain information and methodological knowledge	12	29%
Total	41	100%

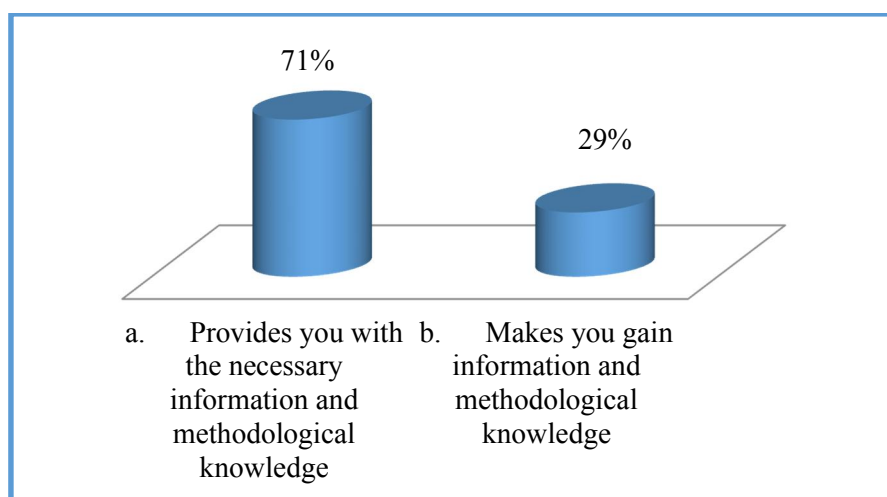


Figure 3.13: Students' preference toward their supervisor's practice

In this item we can see that (71%) of M2EFL students prefer to be directly provided with the necessary information and methodological knowledge in order to gain time and efforts, in addition to the idea that their supervisors are more knowledgeable and experienced

Chapter Three: Field Work

than them. While (29%) of them prefer that their supervisors make them gain that information besides methodological knowledge in order to improve their research skills.

Students' justifications:

a)

- To gain efforts and time
- Because we are beginners, simply we need assistance in every step we need to know everything. If we search by ourselves who knows maybe we use the wrong methods or information
- The supervisor is also a teacher so she knows better especially when it comes to methodological knowledge
- To reduce anxiety and make things more clear

b)

- In order to develop my research skills by myself.
- To be honest, sometimes my supervisor hints at the information he wants me to look for; and I do.
- That makes me feel that I am working harder.
- Because it is my job to do not the supervisor's. She is just a guide

Chapter Three: Field Work

Item 15: Effects of the supervisor's feedback in reducing students' research anxiety

Table 3.14:

Effects of the supervisor's feedback in reducing students' research anxiety

Option	Respondents	Percentage
a. Building self-confidence	6	15%
b. Developing creative personality	2	5%
c. Enhancing the quality of the research	16	39%
d. All of them	6	15%
e. More than one answer	11	26%
Total	41	100%

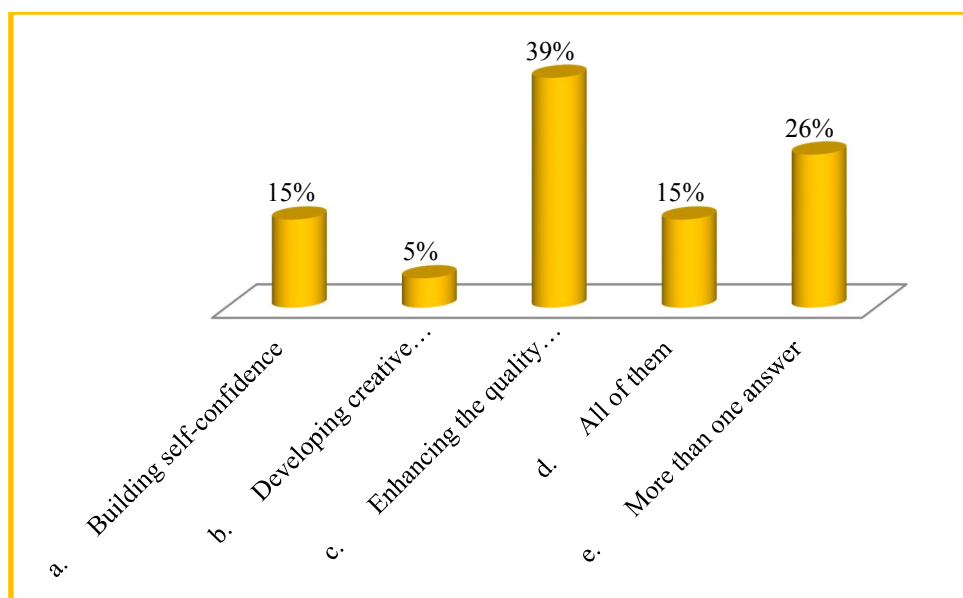


Figure 3.14: Effects of the supervisor's feedback in reducing students' research anxiety

The results reveal:

- 1) Most respondents (39%) agreed that their supervisors' feedback help them to reduce their research anxiety by enhancing the quality of the research. This means that the supervisors' main concern is to guarantee a good scientific production.
- 2) (15%) of the participants see that their supervisors' feedback help them to build their self-confidence. It is clear that the supervision profession deals with two angles: academic angel and psychological angel.

Chapter Three: Field Work

3) (5%) of the students agreed that their supervisors help them in creative personality. This makes it clear that the supervisor is more interested in helping the supervisee in tackling the academic difficulties and obstacles in order to produce a research work of a good quality instead of being interested in helping them face the different obstacles they face whether academically or psychologically by providing them with the necessary support and guidance.

4) (15%) represents the participants who answered with all of the choices while (26%) represents the participants who answered with more than one answer.

The students' suggestions:

- For me the only thing that some supervisors help with, is improving the quality of research, other things I do not think so. Personally, the only beneficial thing is correcting the research paper; she does not help us on working our self-confidence or reducing stress.

Item16: students 'suggestions to the supervisors on how they can help them reduce their research anxiety along the research work

According to the students' answers, the supervisors can help the students reduce their research anxiety along the research work by:

- Be more friendly and listen to them, motivate them
- They should be more at ease and do not make a big deal of everything
- They should guide their candidates, correct their mistakes, being patient with the weak ones
- Maybe by the continuous checking out and communication

Chapter Three: Field Work

Conclusion

This questionnaire is a useful tool of gathering data from participants from Mohamed Khider University of Biskra. The obtained results reveal that M2EFL students are suffering from different levels of research anxiety as they are preparing their graduation research. The causes of this phenomenon are mainly related to psychological factors, research skills, and the supervision process. These factors have negative effects on students' psychological status and the improvement of the research work. The results indicate that the types and the forms of the supervisor's feedback differs from one supervisor to another. Students have preferences according to their needs. Also students' attitudes towards the supervisor's feedback differ. However, the majority find it somehow useful while a small number find it not useful at all. This means that the supervisor's feedback is of a crucial importance but it mainly affects the quality and the improvement of the research rather than students' psychological status.

3.2. Teachers' Questionnaire

3.2.1. Administration and Aim of the teachers' Questionnaire

This questionnaire was distributed online via email to 10 teachers who are engaged in the supervision process in the English Language division of Mohamed Khider University of Biskra. The main aim was to gather and obtain information from the other population which represents an important variable in the present research work.

- **Description**

This questionnaire includes three parts which contains different types of questions, close ended and open ended questions. Part one includes five items. It seeks to obtain information in which concerns the teachers' academic degree, their experiences in supervising, their aim of conducting research, their attitudes towards research, and their students' levels of anxiety.

Chapter Three: Field Work

Part two deals with research anxiety; its different reasons and its negative effects on students' achievement. While part three spots the light on the supervisors' feedback. the definition of a good supervisor, the most effective forms of feedback, the supervisor's different types of feedback (the supervisors' practices), the way the supervisor's feedback reduces EFL students' research anxiety, and students' attitudes to the supervisor's feedback.

- **Analysis**

Part one: Background information

Item 1: Supervisors' academic degree

Table 3.15

Supervisors' academic degree

Option	Participants	Percentage
a. Magister	6	60%
b. Doctorate	4	40%
Total	10	100%

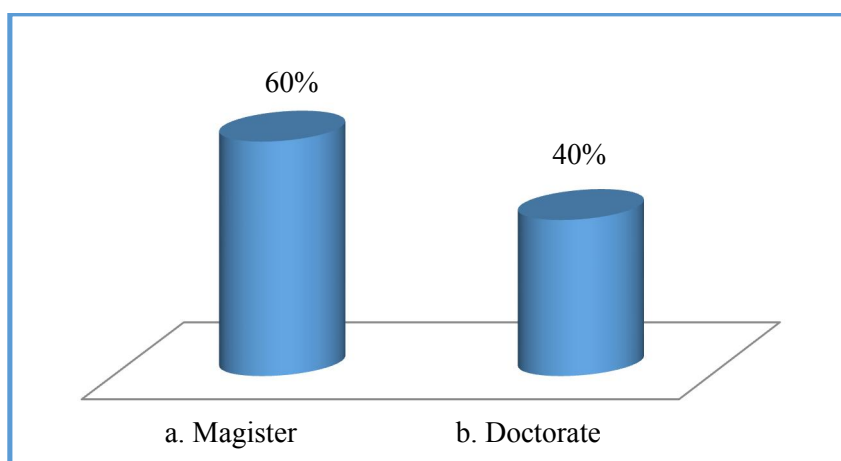


Figure 3.15 Supervisors' academic degree

What is noticeable from the results which are shown above is that the majority of the teachers (60%) hold a magister degree. Whereas (40%) represents the teachers who hold a doctorate degree. One can say that teachers with magister degree are less experienced

Chapter Three: Field Work

and qualified than teachers with doctorate degree who have a good experience in supervising EFL M2 students; they are more familiar with the difficulties and the obstacles that students face during this period of research, besides that they have been interacting with different types of students which helped them to establish different strategies and styles of supervising.

Item 2: Teachers' years of experience in supervising postgraduate students

Table 3.16

Teachers' years of experience in supervising postgraduate students

Option	Participants	Percentage
a. 1- 5 years	3	30%
b. 5- 10 years	3	30%
c. More than 10 years	4	40%
Total	10	100%

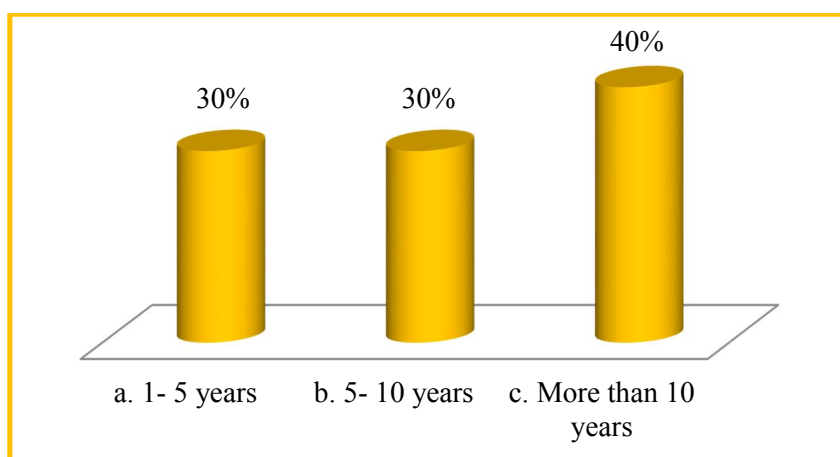


Figure 3.16 Teachers' years of experience in supervising postgraduate students

According to the results shown above the majority of the teachers (40%) have been supervising from more than 10 years. (30%) represents those who have been supervising from 5 to 10 years. While (30%) is the percentage of teachers who have been supervising from 1 to 5 years. This means that the supervisors have different experiences and thus they have different styles and strategies of supervising besides to their various point of views in which concerns the research process and the supervision process as well.

Chapter Three: Field Work

Item 3: Reasons behind conducting research from supervisors' point of view

Table 3.17

Reasons behind conducting research from supervisors' point of view

Option	Participants	Percentage
a. Get a degree	0	0%
b. Gain knowledge and develop skills	0	0%
c. Provide solution to a problem	0	0%
d. Gain academic pleasure	0	0%
e. All of them	9	90%
c+d	1	10%
Total	10	100%

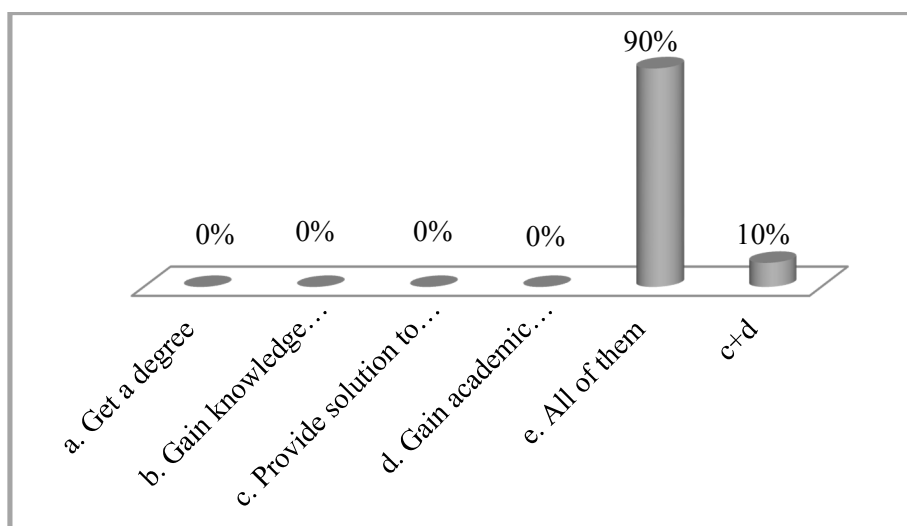


Figure 3.17 Reasons behind conducting research from supervisors' point of view

From the given results (90%) of the respondents agreed that all of the mentioned reasons are behind conducting research. While (10%) represents the one teacher who sees that providing solution to a problem and gaining academic pleasure are the reasons behind conducting research. It is clear that EFL M2 students' supervisors are conscious of the value and the benefit of conducting research.

Chapter Three: Field Work

Item 4: Supervisors' attitudes towards research process

Table 3.18

Supervisors' attitudes towards research process

Option	Participants	Percentage
a. An easy task	1	10%
b. A hard task	9	90%
Total	10	100%

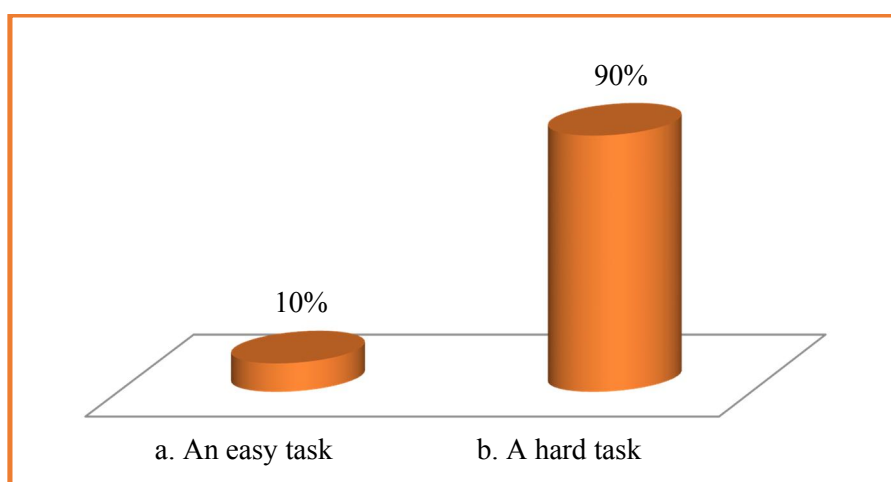


Figure 3.18 Supervisors' attitudes towards research process

(90%) of the participants classified research as a hard task. According to them, it requires time, efforts, patience and concentration. It is also highly systematic, and it needs high qualifications and skills. (10%) of the participants which represents one teacher classified research as an easy task since the researcher needs only to follow the rules of research.

Chapter Three: Field Work

Item 5: Supervisors' responses about whether their supervisees feel anxious as they are preparing their graduation research or not

Table 3.19

Supervisors' responses about whether their supervisees feel anxious as they are preparing their graduation research or not

Option	Participants	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

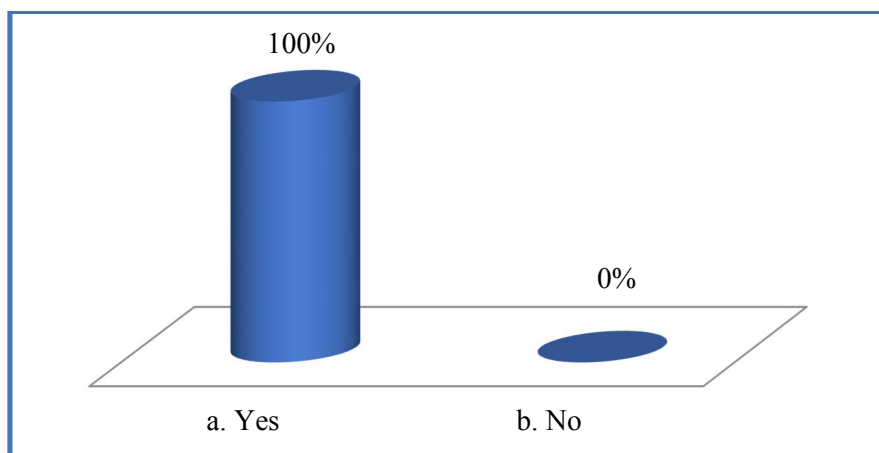


Figure 3.19 Supervisors' responses about whether their supervisees feel anxious as they are preparing their graduation research or not

Table 3.19.1

Supervisees' level of anxiety from supervisors' point of view

Option	Participants	Percentage
a. High	4	40%
a. Medium	6	60%
b. Low	0	0%
Total	10	100%

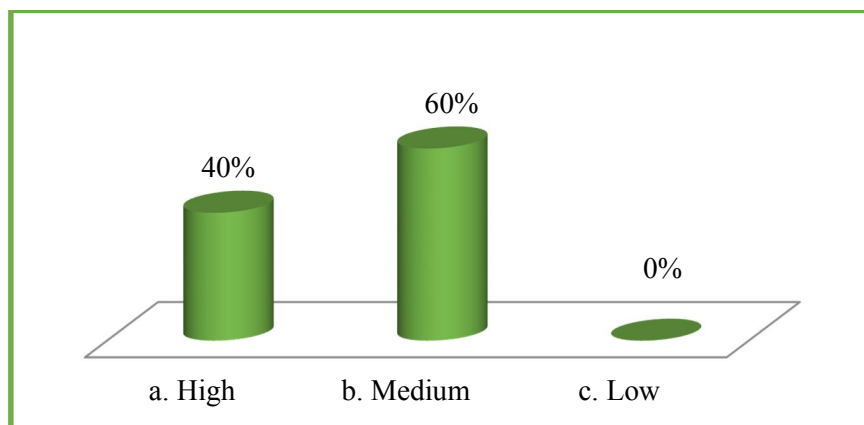


Figure 3.19.1 Supervisees' level of anxiety from supervisors' point of view

All of the supervisors (100%) agreed that their supervisees are anxious during the process of conducting research. They added that (60%) of their candidates suffer from a medium level of anxiety, while (40%) stated that their candidates suffer from a high level of anxiety. While no one of the teachers declared that their students have a low level of anxiety. The feeling of anxiety is so familiar and normal during the research process due to the different obstacles and difficulties students can face. Students' levels of anxiety differ due to the students' experiences in conducting research, their skills and abilities, and their personal character.

Chapter Three: Field Work

Part Two: Research anxiety

Item 6: The common causes of students' anxiety when conducting research from teachers' point of view

Table 3.20

The common causes of students' anxiety when conducting research from teachers' point of view

Option	Participants	Percentage
a. Lack of self-confidence	0	0%
b. Lack of conducting/writing research papers from the previous academic years	1	10%
c. Fear of failure	0	0%
d. Restricted time	0	0%
e. The supervision process	0	0%
f. All of them	2	20%
g. More than one answer	7	70%
Total	10	100%

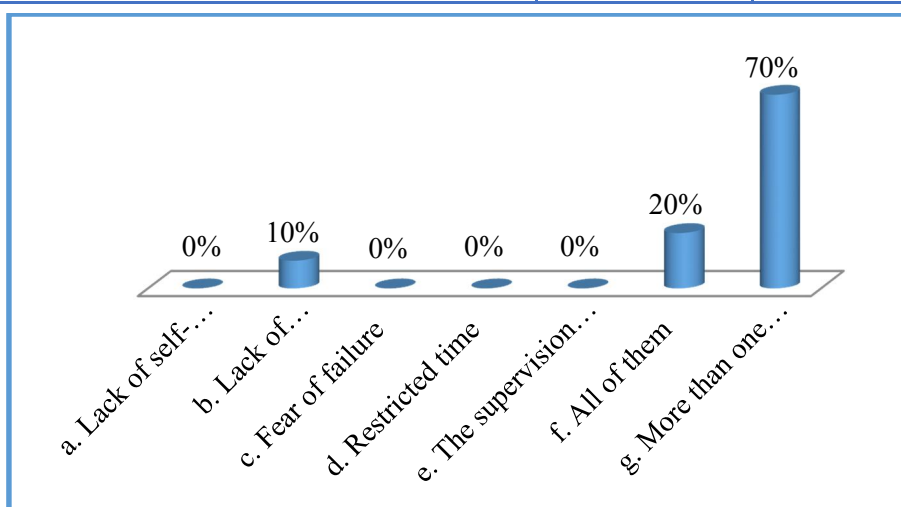


Figure 3.20 The common causes of students' anxiety when conducting research from teachers' point of view

According to the results (70%) of the respondents answered more than one answer, (20%) of them selected all of the answers, while (10%) choose the lack of conducting/writing research papers from the previous academic years as the reason of research anxiety. It is clear that the majority of the supervisors agreed that there are different common reasons of

Chapter Three: Field Work

anxiety among students according to their experience in supervising since they have interacted with different types of students. While a small percentage agreed that all of the mentioned reasons are behind students' research anxiety which proves that they might have interacted with a larger number of students.

Teachers' suggestions of the other reasons of anxiety:

- Poor level.
- Lack of linguistic knowledge and competence
- Failure of appropriate research topics to handle.
- Lack of knowledge about research and research methodology and academic writing

Item 7: The negative effects of research anxiety on students' achievement from teachers' point of view

Table 3.21

The negative effects of research anxiety on students' achievement from teachers' point of view

Option	Participants	Percentage
a. Poor planning and time management	0	0%
b. Loosing self-confidence	0	0%
c. Under-achievement of your research work	0	0%
d. Becoming less motivated and less engaged to conduct research	0	0%
e. All of them	3	30%
f. More than one answer	7	70%
Total	10	100%

Chapter Three: Field Work

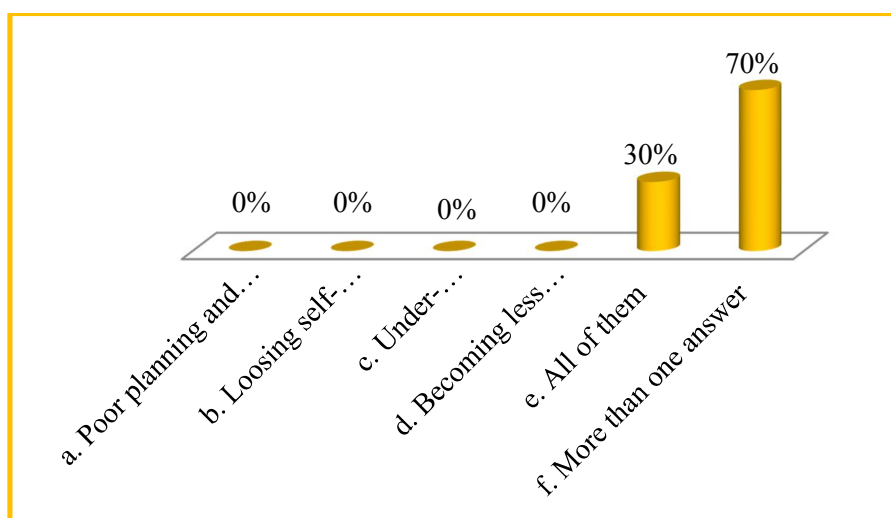


Figure 3.21 The negative effects of research anxiety on students' achievement from teachers' point of view

From the given results (70%) of the participants agreed that there are more than one negative effect of research anxiety on students' achievement. Whereas (30%) of them agreed that all of the mentioned elements are the negative effects of research anxiety on students' achievement. This means that research anxiety can have negative effects of both the students' psychological status and academic production.

Teachers' suggestions:

- Unable to realize an original final product

Item 8: Teachers' opinions about whether the supervisor can be considered as one source of students' research anxiety

Table 3.22

Teachers' opinions about whether the supervisor can be considered as one source of students' research anxiety

Option	Participants	Percentage
a. Yes	10	100%
b. No	0	0%
Total	10	100%

Chapter Three: Field Work

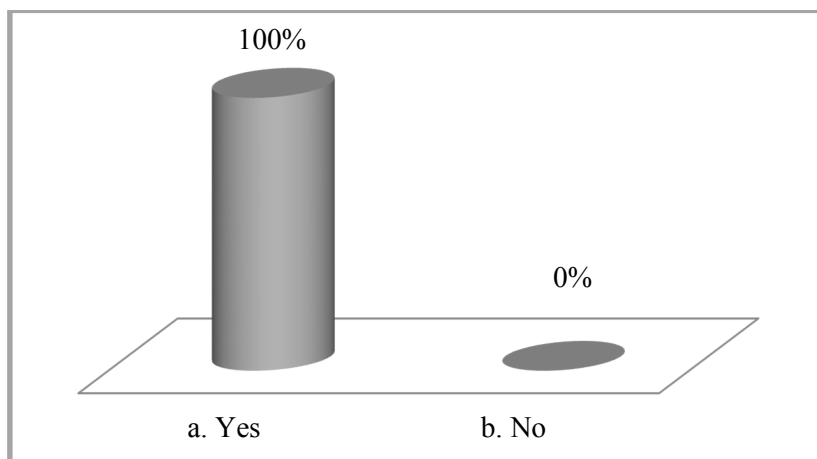


Figure 3.22 Teachers' opinions about whether the supervisor can be considered as one source of students' research anxiety

All of the teachers (100%) agreed that the supervisor can be considered as a reason of students' research anxiety. According to them it is due to the Lack of cooperation, communication, and mutual understanding. Taking into consideration the supervisor's high expectations, flexibility, knowledge and character which affect on the students' psychological status and thus their achievement.

Part Three: Supervisor's feedback

Item 9: Definition of a good supervisor

In this item the participants were asked to define the good supervisor according to their perspective. The answers were as following:

- A guide, a facilitator and a provider of feedback
- He is the one who follows the progress of candidates through regular meetings and constant contact. He has to control (from far) the research process and advises students about organising their work, using relevant references, using the appropriate tools, analysing correctly results...
- The good supervisor is the one who could precisely spot his candidate's weaknesses and help her/him overcome them.

Chapter Three: Field Work

- One who asks questions, available, rigorous but not too demanding

The previous definitions shared the same idea that the supervisor is the one who accompanies his supervisees during the whole research process and provides them with what is necessary according to the situation and to their characters. In other words he guarantees the success of the scientific production, and the stability of the students' psychological state.

Item 10: the most successful forms of feedback

Table3.23

Forms of feedback supervisors think are the most successful

Option	Yes		No	
	Participants	Percentage	Participants	Percentage
a. Oral	10	100%	0	0%
b. Written	10	100%	0	0%
c. Formal	10	100%	0	0%
d. Informal	7	70%	3	30%
Total	10	100%	10	100%

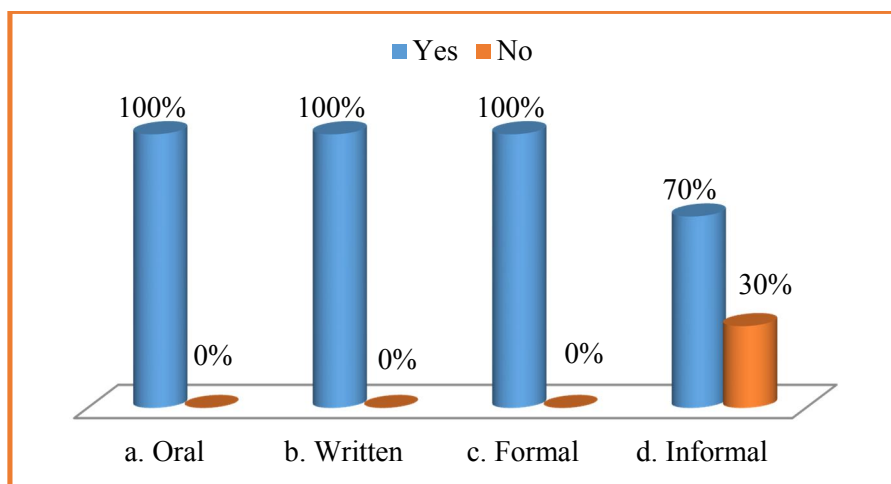


Figure 3.23 Forms of feedback supervisors think are the most successful

According to the results, oral feedback, written feedback, and formal feedback were chosen by (100%) of the participants for each type, while for informal feedback (70%) agreed that is successful whereas (30%) disagreed. According to the supervisors, each type of these feedback is useful. The supervisor needs to select the appropriate feedback

Chapter Three: Field Work

according to the situation and the student. While the reason some supervisor do not prefer the informal type of feedback is to maintain a professional relationship with their supervisees. Others see that it can help them make the students feel at ease.

Item 11: The different types of supervisor’s feedback

Table 3.24

The different types of supervisor’s feedback

Option	Participants	Percentage
a. Corrective feedback	0	0%
b. Evaluative feedback	0	0%
c. Informative feedback	0	0%
d. Formative feedback	0	0%
e. Exploratory feedback	0	0%
f. All of them	3	30%
g. More than one type	7	70%
Total	10	100%

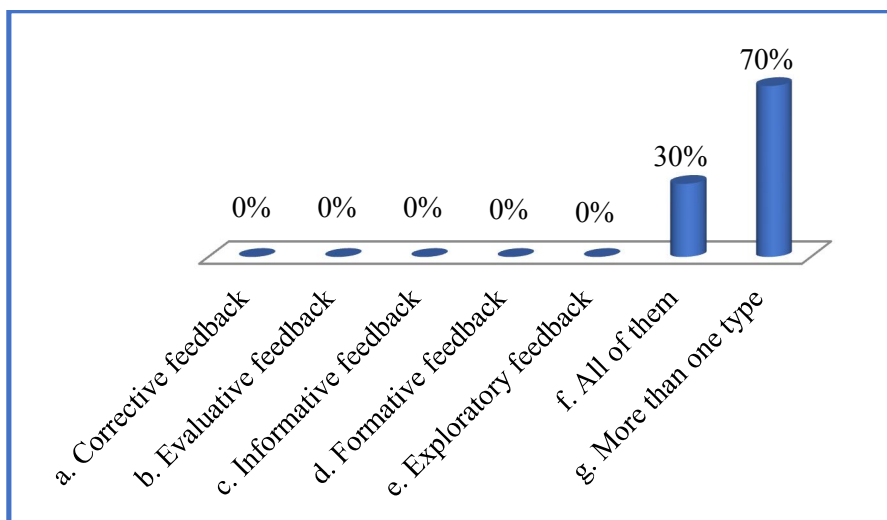


Figure 3.24 The different types of supervisor’s feedback

(70%) of the supervisors make sure to provide more than one type of feedback to their supervisees. Whereas (30%) of them make sure to provide all of the mentioned types of feedback. One can say that each supervisor choose the most appropriate and successful types of feedback based on each student's needs. On the other hand the supervisors who

Chapter Three: Field Work

make sure to vary the types of feedback they provide are more expected to have students with better scientific production and psychological state.

Item 12: the way the supervisor's feedback help to reduce students' research anxiety

In this item the supervisors explained the way their feedback can help to reduce students' research anxiety. According to them it facilitates the research journey and clears the work. It also helps them to gain confidence and the necessary skills and qualifications to achieve a good work. One can say that the supervisor's feedback is of a crucial importance since it responds to all the needs of the candidates. If the supervisor pays attention to his candidates' problems such as anxiety and tries to help reduce it, this can consequently result in the candidate's academic improvement.

Item 13: students' response to the supervisor's feedback and notes

According to teachers, students all the time respond positively to their feedback and notes. They added that they take them seriously and work harder to produce a better version. It is clear that students are aware of the importance of the supervisors' feedback and its role to raise the quality of their work.

Item 14: the strategies and practices to overcome the research anxiety for students

The following are the strategies and the practices the supervisors suggest to students to overcome their research anxiety:

- Start research early - Ask knowledgeable people.
- Doing a good literature review and following a good research methodology
- Frequent meetings with candidates and emotional support may work.
 - Keep being self-confident and motivated despite all the constraints and difficulties because everything/ problem has a solution.

Chapter Three: Field Work

- Read a lot and be organized in selecting the references and writing the chapters.
 - I tell them about my own past experience and difficulties to show them that making mistakes and having hard times is something natural.
 - To have some breaks and make pauses during their research to regain energy and positivism but considering also time limitations.
 - Making regular supervision sessions and keeping daily contact through social media and phone callings.
 - Helping them with references, explaining to them all the steps of research and providing them facilities with other teachers to conduct an interview, hand a questionnaire or make a classroom observation.
 - Being always attentive, motivated myself as a supervisor and ready to advise and provide feedback
-
- Reading, being more knowledgeable on their research project / theme
 - Following the supervisor directions
 - Benefiting from others experiences
 - Be simply a researcher who wants to reach an objective, with the certainty that whatever the goal reached, it is self-sufficient. Research remains a means not a goal.
 - Follow the steps of academic research, read enough about their research topic, read about research, research methodology, academic writing, pay more attention to details, and be open minded
 - Students should trust their supervisors, be convinced of their academic choice, and be persevering and persistent.

Chapter Three: Field Work

Conclusion

This questionnaire is a useful tool of gathering credible and reliable data from the teachers of Mohamed Khider University of Biskra. The obtained results reveal that the level and the experience of the supervisors in the English language department plays a vital role in reducing EFL students' research anxiety. It has confirmed that EFL M2 students are suffering from different levels of research anxiety as they are preparing their graduation research, and the majority share the same causes which are related to research skills, psychological status and the supervision process. We also have established different definitions of a good supervisor according to the supervisees. All the different forms and types of supervisor's feedback are necessary according to the supervisors and they affect positively on their achievement in the two psychological and academic angels.

Suggestions and Recommendation, Limitation of the Study, and General Conclusion

Suggestions and Recommendations

According to the theoretical and empirical results, which confirmed the effects of the supervisor's feedback on reducing EFL students' research anxiety. Couple of suggestions and recommendations are dedicated to supervisors, students and administration.

For supervisors:

- In order to develop students' research skills, conducting different research papers during the higher academic journey is necessary; therefore, teachers should frequently ask their students to undertake research.
- The research process is a new challenge for students, for this reason teachers should provide their students with the necessary academic knowledge, guidance, and psychological support.
- There should be a training program for novice supervisors before they start performing their work in order they gain experience.

For students:

- Students should be aware of the importance and the manner of conducting research. Thus, they should consider writing research paper as an activity since their first year at university.
- Students should attend more courses and workshop that discuss research in order to develop their qualifications and research skills.

For administration:

- The administration should provide more and variable sources of gathering data and facilitate the access to them.

Suggestions and Recommendation, Limitation of the Study, and General Conclusion

- In order to overcome the problem of the lack of supervisors and the huge number of students, it would be preferable to divide students into several groups of two and each group defends one thesis.
- The computing module should be taught since the first years at university in order that students get familiar with it.

Limitation of the Study

The achievement of the present research work, which has confirmed the role supervisor's feedback in reducing EFL students' research anxiety, has encountered couple of limitations. We can mention:

1) The unavailability of sufficient sources related to the independent variable (the supervisor's feedback) at the department library and the university's local library. This led the researcher to gather data from other universities libraries and from the internet.

2) The researcher planned to have face to face interviews with the teachers who are engaged in the supervision process at the English language division of the university, but the current coronavirus pandemic prevented these interviews therefore the researcher opted for online questionnaires.

3) The lack of face to face regular meetings with the supervisor which are necessary for the improvement of the work and the supervisor's psychology due to the current coronavirus pandemic as well. These meetings were replaced with e-mails.

In short these are the limitations to be addressed. However; the researcher always made sure to provide a solution and finish the research work in the best way.

General conclusion

The present study is an attempt to raise EFL students' awareness about reducing research anxiety. It spots the light on the several reasons behind this phenomenon that students suffer from as they are preparing their graduation research such as: lack of self-confidence, lack of conducting research papers, fear of failure, restricted time, and the discussion with the supervisor and its effects on students' achievement. It also investigates the supervision process, more precisely the role of the supervisor's feedback in reducing EFL student's research anxiety and its effects on students' achievement.

The researcher has opted for two questionnaires as data gathering tools in order to validate the hypothesis. The first questionnaire is designed and distributed to EFL second year Master students of Biskra University. Whereas the second questionnaire is dedicated to teachers who are engaged in the supervision process at the same university. The findings show that the majority of students have more than one reason of research anxiety from the aforementioned reasons, which affect negatively on the achievement of their graduation research. On the other hand, the students' attitudes towards the supervisor's feedback are different between positive and negative attitudes.

As mentioned earlier this study is of a descriptive form which means that it seeks to provide a better understanding to a certain phenomenon. Hence it facilitates the path to provide a solution. On this basic, we can say that our hypothesis is confirmed. The investigation shows that the supervisor's feedback affect students' research anxiety, thus it affects their achievement.

List of references

- Allan, D. (2001). The supervisory relationship. Derived from: <https://www.cyc-net.org/cyc-online/cyc01-0301-supervision.html>
- Adepoju, T.L. (1998). *Fundamental of school administration, planning and supervision in Nigeria*. Nigeria.
- American Psychological Association. (2007). *APA dictionary of psychology*. Washington, DC. United States of America.
- Aristotle. (B.C). Definition of education. Derived from: <https://examplanning.com/definition-of-education-by-different-authors/>
- Alastair, I. (2007). Enhancing learning through formative assessment and feedback. Northumbria
- Abderrazzag, S. (2010). The Effect of Anxiety on Students' Achievement. Unpublished Master thesis, University of Constantine, Algeria
- Asma, A., Fatna. Students' Anxiety in the Preparation of their Dissertation: Case of EFL Master II Students at Tlemcen University.
- Aamir, A. (2017). *Pragmatism*. United States of America
- Bryman, A. (2012). *Social research methods 4th edition*. London, United Kingdom.
- Brown, H Douglas, (2007). *Principles of language learning and teaching*. Pearson. India
- Bard CC, Bieschke KJ, Herbert JT, & Eberz AB. (2000). *Predicting Research Interest Among Rehabilitation Counseling Students and Faculty*. Rehabilitation Counseling

Bulletin. London, United Kindgom

Berhihi, J. (2019). The effects of the supervision process on research quality The Case of Graduated Master Students of English at Biskra University.

Brookhart, S. M. (2008). How to give effective feedback to your students. Alexandria, VA

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review press*, 84(2), 191-215

Covington, M. V. (1992). Making the grade: A self-worth perspective on motivation and school reform. *Cambridge University Press*.

Cambridge Online Dictionary of English, 2020

Chelli, S. (2016). *Lectures of methodology for master two students*. Biskra, Algeria

Chaudron, C. (1977). *A descriptive model of discourse in the corrective treatment of learners' errors*. *Language Learning*, 27, 29-46. California, United states of America

Clarke, S. (2003). *Enriching feedback in the primary classroom: Oral and written feedback from teachers and children*. London, United Kingdom

Cullen, S. (2009). *Resource guide to dissertation supervision on taught undergraduate and postgraduate resource guide to dissertation supervision programme*.

Christina, P. Parilah, M.S. (2019). A Study on the Effectiveness of Written Feedback In writing Tasks among Upper Secondary School Pupils. Retrieved from: https://www.scirp.org/pdf/ce_2019123015233180.

Chiappette. C&Watt.S. (2011).Supervision and Mentoring of Postgraduate Students. It Takes an Academy To Raise a Scholar. Guideline in Mc Master University, 9-11

Denzin, N. Lincoln; Y. (2000). Handbook of Qualitative Research. London: Sage Publication Inc.

Douida, B. (2015). Investigating Some Factors that Affect the Quality of Research in the Division of English at the University of Biskra the Case of Second Year Master EFL Students at Biskra University

Druckman, D. Robert A. Bjork, (1994). Learning, Remembering, Believing enhancing human performance. London, United Kingdom.

Daresh. (2001). Language Teacher Supervision: A Case-based Approach. Derived From: <https://www.amazon.com/Language-Teacher-Supervision-Case-BasedCambridge/dp/0521547458>, p25

Dekeyser, M. Robert, Ed (2007) .Practice in Second Language .USA.

Daphne, H. Carroll, M. (2016). Types of feedback (interventions) in supervision. Derived From: [https://reflectivesupervision.com/resources/TYPES%20OF%20FEEDBACK%20\(INTERVENTIONS\)%20IN%20SUPERVISION%20\(1\).pdf](https://reflectivesupervision.com/resources/TYPES%20OF%20FEEDBACK%20(INTERVENTIONS)%20IN%20SUPERVISION%20(1).pdf)

Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. Studies of Second Language Acquisition. USA

Epigeum online press. (2011). Developing your teaching getting and using feedback Formative and summative feedback. Derived from: https://www.epigeum.com/downloads/uct_accessible/us/08_developing/html/course_files/2_20.html

Enzo, M.A. (2014). *Types of supervision.* Derived from: <https://fr.slideshare.net/ezrarikee/types-ofsupervision>

- Erfanmanesh M, Didgah f. (2009). Anxiety Research and its Causes in researchers and faculty members: A review of the literature. *National Library research and organized information* ;23(89):58–72
- Ellaine K.H. (2001). Language Anxiety and Achievement. Annual Review of Applied Linguistics. *Combridge University Press* (CUP).
- Goldberg, L. R. (1993). The Structure of phenotypic personality Traits. *American psychologist*, 48(1), 26-34
- Gray d. phye. 2004. The processing of informative feedback about multiple-choice test performance. Derived from:
<https://www.sciencedirect.com/science/article/abs/pii/0361476X79900572>
- Hattie, J. A., & Jaeger, R. (1998). Assessment and Classroom Learning. A Deductive Approach. *Assessment in Education*, Derived from:
<http://dx.doi.org/10.1080/0969595980050107>
- Harmer, J. (2004). *How to teach writing*. California, USA
- Hasan, A Zarmehr, F. Bahrami, S. Ghazavi-Khorasani, Z. Kazempour, Z and Shahrzadi L. (2014). Supervisor feedback. Derived from:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4314177/#ref18>
- Hazi, L. (1994). Language Teacher Supervision: A Case-based Approach. Derived from:
<https://www.amazon.com/Language-Teacher-Supervision-Case-BasedCambridge/dp/0521547458>
- Hattie, J., & H. Timperley. (2007). *The Power of Feedback*. *Review of Educational Research*. India

- Hammer, B. (2018). *5 Strategies to Help Boost Your Students' Self-Esteem and Confidence in the Classroom*. Derived from:
<https://blog.edmentum.com/5-strategies-help-boost-your-students%E2%80%99-self-esteem-and-confidence-classroom>
- Itamar, G. (2018). Affirmative feedback. Derived from: <https://medium.com/org-hacking/affirmative-feedback-7b4010b3a57>
- Importance of work plan. (2018). Retrieved from: <https://www.drutas.com/importance-of-work-plan/>
- J.P. Vessey, P. Macchi, J.M. Stein, M. Mikl, K.N. Hawker, P. Vogelsang, K. Wieczorek, G.Vendra, J. Riefler, F. Tübing. (2008). *The supervisor supervisee relationship*. Derived from: <https://www.mcgill.ca/gradsupervision/supervisees/supervisor-supervisee-relationship>
- Jacob, L. (1980). *responses of plants to environmental stresses*. USA
- Jordan, J. (2004). The use of orally recorded exam feedback as a supplement to written comments. *Journal of Statistics Education*, 12(1). Derived from:
www.amstat.org/publications/jse/v12n1/jordan.html
- Johann Heinrich Pestalozzi (1907) cited in Bhagirathi Sahu (2012). The new educational philosophy. United kingdom
- John. F.Travers. (1970). Fundamentals of educational psychology. Derived from:
http://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf

- Kothari, C.R. (2008). *Research Methodology: Methods and Techniques New Age International*. Singapore
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. (2ed), New Age International Publishers, New Delhi.
- Kelly, W. E. (2002). Anxiety and the prediction of task duration: A preliminary analysis. *The Journal of Psychology*, 136(1), 53-58. London, United Kingdom
- Kenneth, A. (2012). Understanding the importance of time management to assistant registrar's in the registrars department of the university of education. *International journal of Scientific and Engineering research*, 3(12): 2229-5518. USA
- Kumar, V., & Huat, B. B. (2011). *Good practices in supervision*. In *A Handbook for Postgraduate Supervision*. Malaysia: KPT.
- Karim benammar (n.d.). Affirmative feedback. Derived from <https://philosophy.usefedora.com/courses/learning-fromfeedback/lectures/1220700>
- Kawowski, Gralewski, Lebuda, and Wisniewska (2007). *Creative teaching of creative teachers: polish perspective*. USA
- Lavani Satya Christie, Listyani. (2008). *Teachers' Strategies to Improve Students' Self-Confidence in Speaking*. United kingdom
- Linda Richardson (2012). Evaluative vs. Developmental Feedback — Why Sales Leaders Must Understand the Difference. Derived from: <https://www.richardson.com/blog/evaluative-vs-developmental-feedback-why-sales-leaders-must-understand-the-difference/>

- London, M., 2003. *Job feedback: giving, seeking, and using feedback for performance improvement*. 2nd ed. Lawrence Erlbaum Associates, New Jersey.
- London, M., Smither, J. W., 2002. 'Feedback orientation, feedback culture, and the longitudinal performance management process.' *Human Resource Management Review* 12, 81–100.
- Luckett, P. F., Eggleton, I. R. C., (1999). *Feedback and management accounting: a review of research into behavioural consequences.* ' *Accounting, Organisations and Society* 16, 371–394. Singapore
- Larbi,H. (2013). Investigating the Effects of Anxiety on EFL learners' Unwillingness to in the Classroom. Unpublished Master Thesis, University of Bejaia, Algeria. P15
- Lexico Online Dictionary (2020);
- Latin dictionary
- Lazarus, R. S. (1991). *Emotion and adaptation*. London: Oxford University Press
- Longman Dictionary of contemporary English (1997)
- <http://learningtz.blogspot.com/2017/03/meaning-of-research-according-to.html>
- Martínez, J. D. (2008). *Linguistic risk-taking and corrective feedback*. In J. D. *Oral Communication in the EFL Classroom* (pp. 165-193). Sevilla: EdicionesAlfar.
- Mark Lee (2005). *Evaluative feedback*. Derived from:
- <http://incompleteideas.net/book/first/ebook/node14.html>
- Manchester community central (2013). Supervision and Feedback Factsheet. Derived

from:<https://www.manchestercommunitycentral.org/sites/manchestercommunitycentral.co.uk/files/Supervision%20and%20Feedback%20factsheet>.

Michael, C. (2007). Coaching Psychology Supervision' in Palmer and Whybrow.

The Handbook of Coaching Psychology. Hove: Routledge

Mersham, Sandeep (2009). *Self-Confidence the Key to Success*. New jersey

Mckenna, K. (2016). Anxiety, stress and fear of failure students experience daily.

Detrieved from: <https://letters2president.org.letters>

Moskvicheve, N. Bordovskaia, N. Darinskaya, L. (2014). Role of Students and

Supervisors' Interaction in Research Projects: Expectations and Evaluations Social and Behavioral Sciences. USA

Mallow J, Kastrup H, Bryant FB, Hislop N, Shefner R, Udo M. (2010). Science Anxiety,

Science Attitudes, and Gender: Interviews from a Binational Study. *Journal of Science Education and Technology* ;19:356–369

Matt, S. (2014). Self-confidence. Derived from:

https://www.slideshare.net/mobile/coach_sanders/fw279-self-confidence

MacIntyre, P. D., & Gardner, R. C. (1991). *Methods and results in the study of anxiety and*

language learning: A review of the literature. *Language learning*, 41(1), 85-117.

London

Martyn, S. (2008). *Aims Of Research*. Derived from:

Explorable.com: <https://explorable.com/aims-of-research>

Martha, A. Brenda, G. (2002). Quantitative research. Derived from:

<https://studybayhelp.co.uk/blog/definitions-esigned-for-quantitative-research/>

Merriam web-star dictionary of English (2020)

Noko, E. (2019). *Managing supervisor supervisee relationship*. Derived from:

<https://thesismind.com/managing-supervisee-supervisor-relationship/>

Naing C, Wai VN, Durham J, Whittaker MA, Win NN, Aung K, et al. (2015). *A Systematic Review and Meta-Analysis of Medical Students' Perspectives on the Engagement in Research. Medicine.*;94. Iran

Oxford online dictionaries, 2020

Onasanya, S,A. (2000). The concept and practices of supervision/ inspection in kwara state public primary schools. Kwara, Nigeria.

Orfus, S. (2008). The effect test and time pressure on performance. *The Huron university college journal of learning and motivation*, 46 (1), 118-133.

<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1040&context=hucjlm>

Oxford Wordpower Dictionary 2006 p 30

Paul Losleben (2018). Importance of research papers. Derived from:

<https://www.quora.com/Why-are-research-papers-important>

Pearson, M., & Brew, A. (2002). *Research Training and Supervision Development*. Studies in Higher Education, 27(2), 135-150. London

Polio, C. (2012). The relevance of second language acquisition theory to the written error

correction debate. *Journal of Second Language Writing*, 21(4), 375–389.

doi:10.1016/j.jslw.2012.09.004. USA

Richard, J.C. and Schmidt, R (eds).(2002). *Longman Dictionary of Language Teaching and Applied Linguistics*,(3rd ed). London, Longman.

Rod Ellis (1994). *The Study of Second Language Acquisition*. UK: Oxford University Press.

Research paper important (2017). Derived from:

<http://readingcraze.com/index.php/research-paper-important/?fbclid=IwAR3HmBfY6R4ozJtapPxxjCZzJdAlgYUdY35WcGh4stvodDw1S1Q1M8K48eo>

Ramani, Gruppen & Kachur, 2006, *Twelve tips for developing effective mentors*. USA

Raimes, A. (1983). *Techniques in teaching writing*. Oxford: *Oxford University Press*.
London

Robert, M.D. (1993). *The Effect of Error Correction on L2 Grammar Knowledge and Oral Proficiency*. USA

Supervision guideline of Edinburgh University (2019). United Kingdom

Spielberger, C.D. (2012). *State Trait Anxiety Inventory for Adult*. Derived from [http://www.mindgarden.com/ product. Staisad.htm](http://www.mindgarden.com/product.Staisad.htm).

Skiba, T., Tan, M., Sternberg, R. J., & Grigorenko, E. L. (2010). *Roads not taken*, new

roads take: Looking for creativity in the classroom. USA

Saqib, M. Khan, Nasrullah, S. (2017). The impact of time Management on the Students' Academic Achievements. *Peer-reviewed journal*. Iran

Sonia, O. (2004). Qualitative research. Robert F. Wagner Graduate School of Public Service New York University

Arab and Abdelmalek. (2018). Students' Anxiety in the Preparation of their Dissertation: Case of EFL Master II Students at Tlemcen University

Shank, G. (2002). *Qualitative Research. A Personal Skills Approach*. New Jersey: Merrill Prentice Hall.

Shona McCombes (2020). Descriptive research. Derived from:

<https://www.scribbr.com/methodology/descriptive-research/>

Thomas, P,N. (2019) Definition of education. derived from:

<https://www.bedguide.in/2019/03/definition-of-education-by-philosophers-pdf.html>

The guideline of supervision of trinity college Dublin (2012)

The supervision guideline of faculty of modern and medieval languages and linguistics of Cambridge university (2020)

Tuning, S. (2018). *Supervisor's Role in Giving & Receiving Feedback*. Derived from:

<https://study.com/academy/lesson/supervisors-role-in-giving-receiving-feedback.html>

The Joint Committee on Standards for Educational Evaluation. (2009). The personnel

evaluation standards. Thousand Oaks, CA: Corwin.

Todd, M. (2017). Kinds of feedback. Derived from: <https://www.careerwave.me/coaching-tool/kinds-of-feedback/>

Tobias S. (2002) Anxiety research in educational psychology. *Journal of Educational Psychology* 1979;71:573–582. USA

Wikiwand. (2020). Needham Heights: Allyn and Bacon. Mackinnon, J. (2004).

Academic supervision: seeking metaphors and models for quality. *Journal of Further and Higher Education*, 28(4), 395-405.

Whitaker, K. S., and Moses, M. C. (1994). The restructuring handbook: A guide to school

Wayne, H., Manolis, M., Alice, H., And Beate, G. (2015). *Purpose and Level of Feedback in an Exploratory Learning Environment for Fractions*. Derived from:

https://link.springer.com/content/pdf/10.1007/978-3-319-19773-9_76.

Wolsey, Tom. 2009. Feedback on Student Work. What Types of Feedback Might

Teachers Provide. Derived from: <http://tom-wolsey.suite101.com/feedback-on-student-work-a141194>

Your dictionary (2018). Derived from: <https://www.yourdictionary.com/informative>

Zeidner, M. (1998). *Test anxiety: the state of the art*. New York: Plenum press

Appendices

Appendix 01

Students' Questionnaire

Dear student,

The present questionnaire is designed to obtain credible information for the accomplishment of a master dissertation. We direct this questionnaire in order to investigate the role of the supervisor's feedback in reducing EFL student's research anxiety. We would be very grateful if you could sincerely fill in the questionnaire. You are kindly invited to tick appropriately in the corresponding box (es) and answer the questions with full statement (s) whenever necessary. Be sure that your answers will remain nameless and they will only be used for research purposes.

Thank you for your time and collaboration.

Part One: Background Information

Q1. Specify your gender:

a. Male

b. Female

Q2. Can you precise the number of research papers that you have conducted during your higher educational journey?

a. None

b. Form one to four

c. More than four

Q3.According to you, research should be conducted in order to?

a. Get a degree

b. Gain knowledge and develop skills

c. Provide a solution for a problem

d. Gain academic pleasure

Others.....
.....
.....
.....

Q4. How do you feel as you are preparing your graduation research?

a. Anxious

b. At ease

Q5. In case you feel anxious, can you precise your level of anxiety?

a. High

b. Medium

c. Low

Part Two: Causes of Students' Research Anxiety and Effects of Research

Anxiety on Students' Achievement

Q6. Does your supervisor represent a cause of your anxiety?

a. Yes

b. No

Why?
.....
.....
.....
.....

Q7. Can you please determine the causes that lead you to feel anxious when conducting your research work? (Multiple answers are possible)

- a. Lack of self-confidence
- b. Lack of writing research papers during the past academic years
- c. Fear of failure
- d. Restricted time
- e. Discussion with the supervisor

Others.....
.....
.....
.....

Q8. How does research anxiety influence negatively on your work?(Multiple answers are possible)

- a. Poor planning and time management
- b. Lack of self-confidence
- c. Under-achievement of your research work?

Others.....
.....
.....
.....

Part Three: Effects of the Supervisor’s feedback on reducing students’ research anxiety

Q9.According to you, a good supervisor is

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

Q10. Which forms of feedback you prefer the supervisor to use with you, and why?

a. Oral or b. Written

a. Formal or b. Informal

Why?

.....
...

Q11.Please tick the practices that your supervisor implement with you.

a. Corrects your mistakes and errors, false information, and methodological knowledge

b. Gives you general comments about your performance (e.g. excellent, good, needs more work/help)

c. Provides you with the necessary information and methodological knowledge

d. Appreciates and reinforces your work

e. Makes you think about and develop your ideas and information on what to do, and how to do it

Q12. How do you generally find your supervisor's feedback at the end of accomplishing a certain part?

a. Very useful

b. Somehow useful

c. Not useful at all

.....

.....

.....

.....

Q13. How do you feel after your supervisor provides you with a correction or a comment in which he asks you to do better? And why?

a. Demotivated

b. Motivated to do better

Please justify

.....

.....

.....

Q14. Do you prefer that your supervisor

a. Provides you with the necessary information and methodological knowledge

b. Makes you gain information and methodological knowledge

Please justify

.....

.....

.....
.....

Q15. How does your supervisor’s feedback help reduce your research anxiety? (Multiple answers are possible)

a. Building self-confidence

b. Developing creative personality

c. Enhancing the quality of the research

Others
.....
.....

Q16. Do you have any suggestions to how the supervisors can help the students reduce their research anxiety along the research work?

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

We would really appreciate any suggestions or comments from your part. Please feel free

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

Thank you for your time and for your collaboration

Appendix 02

Teachers' Questionnaire

Dear teacher,

This research investigates the role of the supervisors' feedback in reducing EFL students' research anxiety. We would be very grateful if you could sincerely fill in the questionnaire. You are kindly requested to answer the questions, and provide us with your knowledge, conceptions, and explications. The ultimate goal of this questionnaire is to gather credible information for the accomplishment of a master dissertation.

Thank you in advance for your time and your collaboration.

Part one: Background Information

Q1. Would you please precise the degree that you hold?

a. Magister

b. Doctorate

Q2. For how many yeas you have been supervising postgraduate students?

a. 1- 5 years

b. 5- 10 years

c. More than 10 years

Q3. According to you, research should be conducted in order to?

a. Get a degree

b. Gain knowledge and develop skills

c. Provide solution to a problem

d. Gain academic pleasure

Others

.....

.....

Q4.According to you, research is?

a. An easy task

b. A hard task

Explain please

.....

.....

Q5. Do your students usually feel anxious as they are preparing their graduation research?

a. Yes

b. No

If yes, can you generally precise their level of anxiety?

a. High

b. Medium

c. Low

Part Two: Research Anxiety

Q6. Can you please determine the common causes that lead students to feel anxious as they are preparing their graduation research? (multiple answers are possible)

a. Lack of self-confidence

b. Lack of writing research papers during the past academic years

c. Fear of failure

d. Restricted time

e. The supervision process

Others

.....

.....

Q7. According to you, what are the negative effects of research anxiety on students' achievement? (multiple answers are possible)

- a. Poor planning and time management
- b. Loosing self-confidence
- c. Under-achievement of your research work
- d. Becoming less motivated and less engaged to conduct research

Others

.....

.....

Q8. Do you think the supervisor can be considered as one reason of students' research anxiety? If yes, why?

- a. Yes
- b. "No

.....

.....

Part three: Supervisor's feedback

Q9. According to you a good supervisor is

.....

.....

Q10. Which forms of feedback are the most successful, and why ?

- Oral
- Written

Formal

Informal

Please justify

.....
.....

Q11. Can you please precise the different types of feedback which you provide to your supervisees?

Corrective feedback

Evaluative feedback

Informative feedback

Formative feedback

Exploratory feedback

Others

.....
.....

Q12.How does the supervisor's feedback help to reduce students' research anxiety?

.....
.....

Q13.How do your supervisees generally respond to your feedback or to your notes?

.....
.....

Q14. What are the strategies and practices that you suggest to students to overcome their research anxiety?

.....
.....

الملخص

تم تصميم الدراسة المعروضة للتحقيق في دور ملاحظات المشرف في تقليل قلق الطلاب من البحث في قسم اللغة الإنجليزية في جامعة بسكرة. إنه يتعامل مع القضية المشتركة بين الطلاب أثناء تحضيرهم لأبحاث التخرج وهي قلق البحث. هذا الأخير مرتبط بعدة عوامل مثل عدم الثقة بالنفس ، نقص الأوراق البحثية ، الخوف من الفشل ، ضيق الوقت ، المناقشة مع المشرف والتي تعتبر ذات تأثير سلبي على تحصيل الطلاب. العامل الرئيسي الذي تمت مناقشته هو عملية الإشراف ، وبشكل أكثر دقة ملاحظات المشرف التي تعتبر ذات تأثير على قلق الطلاب من البحث. بناءً على هذا الجانب ، افترضنا أن العامل الذي تم فحصه قد يقلل قلق الطلاب من البحث في قسم اللغة الإنجليزية في جامعة بسكرة. لإثراء هذه الدراسة ببيانات موثوقة وقيمة ؛ لقد صممنا استبيانين. استبيان واحد موجه لطلاب السنة الثانية ماجستير في قسم اللغة الإنجليزية بجامعة محمد خضر بسكرة. الاستبيان الثاني مخصص لمعلمي نفس الجامعة الذين يشاركون في عملية الإشراف. أشارت النتائج التي تم الحصول عليها من الاستبيانات إلى أن القلق البحثي يرجع إلى العوامل المذكورة سابقاً وأن له آثاراً سلبية على تحصيل الطلاب. أظهرت أهم النتائج أن ملاحظات المشرف هي العامل الرئيسي الذي له تأثير كبير على تحصيل الطلاب ، وبشكل أكثر تحديداً في تقليل قلقهم من البحث. لذلك ، نوصي أنه من خلال تعزيز هذا العامل (ملاحظات المشرف) ، سيتم تقليل قلق البحث.

المصطلحات الأساسية: قلق البحث ، عملية الإشراف ، ملاحظات المشرف