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The Role of Teacher's Corrective Feedback in Reducing EFL Students'

Communication Apprehension: Case Study First-Year LMD Students of

English at Biskra University

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DIDICATION

To my thoughtful mother RAHIMA who I adore, respect

all of my life

To BRAHIM DOUIDA

To my lovely sisters FARIDA, FADHA, ABLA

To my brothers BOUDGEMAA, AHMED, FAROUK, NABIL, SAMI

To my closet, truthful, loyal, caring, lovely not only friends but soul sisters that I can't live

without and never forget NESSRINE, CHAIMA, NAIMA

To my dearest HALIMA, RANIA, OUMAIMA, DJAHIDA

To all my aunts and uncles

To all my friends with whom I shared the university life with its lights and shadows

To all my teachers especially my supervisors Mrs. BEN TAHER LAMIA

and Dr. AHMED BACHAR

To all those who love me

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Abstract

This study aims at deal with the role of teacher's feedback on reducing EFL student's communication apprehension. We hypothesized one hypothesis is that Teachers 'positive feedback has a great role on reducing students communication apprehension. In order to do our research, we based on two chapters, one theoretical chapter and a chapter for the field work.The Theoretical chapter includes two parts about the teacher's feedback and communication apprehension in oral performances. As for the second chapter, it is devoted to analysis and interpretation of the questionnaires and results. We have proposed two questionnaires as tools to conduct our research; one for the students and other for the teachers; however we have used qualitative and quantitative method to analyze them. The findings show that students feel anxious when speaking the language in front of others; in addition teachers suggested solution that may help students to enhance their speaking skills and overcome apprehension. It is suggested that in order to overcome anxiety various teaching methods and activities have to be utilized as well a relaxed classroom environment should be established.

List of Abbreviations

EFL: Foreign Language Learners

CA: Communication Apprehension

LMD: License. Master. Doctorate

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General Introduction

Teaching English as a foreign language lead teachers to use feedback to help students to improve their English skills. It is important for students to receive feedback from their teachers that make them avoid errors during learning process. When learners receive positive feedback from teachers, they will be more confident and motivated to speak more when they communicate with others. This study highlights the impact of teachers 'positive feedback on students communication apprehension to help learners enhance their speaking skill and avoid anxiety since they are using English for communication.

1. Statement of the problem

EFL learners of English as foreign language at Biskra University may face many problems when they communicate with others. The problem in this study concerns with the students anxiety during their oral performance. Many learners may experience anxiety because they are afraid of being judged negatively. Therefore, this study investigates the role of teacher's positive feedback in reducing students' communication apprehension.

2. Significance of the Study

EFL students are generally working in their communicative skill during their educational career through many ways to accomplish their extreme implicit learning ability.This research is important to be discussed because it promotes first year students confidence and increased leadership abilities. When students feel less apprehension about Speaking in public they will be more likely to express their ideas**.**

3. Aims of the Study

This study has different aims which are summarized as the following:

1- To find out the impact of teachers feedback on first year EFL students communication apprehension.

 2- It provides insights into how can students develop their ability to make appropriate decisions.

3- This study is going to deal with the ways that teachers can use in oral communication to help students avoid anxiety during their performances.

5. Research Hypothesis

We hypothesize that:

- If teachers 'positive feedback has a great impact on students, then they will reduce their communication apprehension.

6. Research Questions

1. What is the importance of Teacher's feedback on EFL students' communication apprehension?

2. How can Teachers feedback develop EFL student communication apprehension?

3. Do students have an attitude towards their teacher's feedback?

7. Structure of the Study

This study is divided into two chapters. The first chapter is divided into two sections; the first section speaks about teachers' feedback, which we deal at first with a general overview about the teacher and teaching process, then defines positive feedback and the importance of it, also we deal to its types and show the teachers role during oral activities. In addition, we talk about the effect of positive feedback during the learning process and students reactions to receiving and giving feedback. Finally, we talk about conclusion.

The second section speaks about communication apprehension in oral performance, which we conduct to define speaking skill and its importance, then its types. In addition, we talk about the concept of communication and EFL learners communication strategies, also we define communication apprehension and its causes and types, besides to how to overcome communication apprehension. Finally, we deal with conclusion.Whereas chapter two is the practical one which deals with the description of teacher's and student's questionnaire and tries to interpret and analyse the results obtained from both. They are usefull data gathering tools to conduct this study. It presents the importance of teachers feedback on reducing EFL students communication apprehension.

7. Research Methodology

In this research we adopt for , a quantitative and qualitative method that would be more appropriate for the present research. Furthermore, the tendency of the current study aims to highlight the impact of teacher's feedback on student communication apprehension.

7.1 Populationand sampling

This research is primarily designed for testing the role of teacher's feedback on reducing students' communication apprehension. The population of this study conduct with 422 participants of first year students and teachers of oral expression of English at Mohamed Kheider University of Biskra.

8. Data Gathering Tools

8.1 Teacher's questionnaire

An Interview is used as a means for data collection tool because it is an appropriate tool. This interview conducts to university teachers of English language to gain their views towards our topic which helped us to answer the questions of this research.

8.2 Students questionnaire

The researcher use questionnaire for first year LMD students as tool for gathering data .It helps us to have a view about the investigated problem above.To conclude this questionnaire helps students of English department of Mohammed Kheider University to avoid communication apprehension through positive teacher feedback.

Chapter One:

Literature Review

Introduction

Teachers play an important role in teaching English as a foreign language in order to improve EFL learners speaking skill. The teacher play different roles; he can act as a corrector, controller, and as a motivator. Teacher's feedback is an important part in the teaching and learning process .Teachers' feedback motivates learners to learn the language without any apprehension or anxiety. In this chapter we will introduce the definition of teaching and learning process. Furthermore, we will represent the effect of positive feedback during learning in order to define feedback and its types.

1.1. General Overview about the Teacher and Teaching Process

1.1.1 Definition of Teacher and Teaching Process

The teacher is considered as the main part in teaching process. When s/he takes all his/her responsibilities in teaching, he can reach his learners needs for achieving the successful learning. Harmer(2001) declares that teachers have to have such features about their professions in the classroom among which: some teachers see themselves as actors because they always act in front of their learners; others believe that they are as orchestral conductors because they make a conversation to manage their classes; and the other ones look like gardeners they describe their learners as seeds because the gardener plant seeds then they irrigate these seeds in order to grow up (56). As it is known, teachers present the course with new information and with explanations through examples to increase learners' level and proficiency.

1.2Definition of Positive Feedback

Feedback is essential part in teaching and learning process. It is any response made by students' performance. It can be given by a teacher, or student peer. Therefore, Feedback provides clear direction: "consider integrating these ideas". And "Be more specific. Say where and when". Chamberlain, Dison& Button (1998).Feedback is intended to acknowledge what students have made towards achieving the learning process of a unit. Moreover,   For the Oxford Dictionary, feedback is "Information about reaction to product, a person's performance of a task, etc. which is used as basis for improvement".

According to Hattie and Timperley (2007), feedback aims to reduce the gap between what is now and what should or could be. Specifically, claimed that feedback is

the information provided by an agent (e.g.: teacher, peer, book, parent)regarding aspects of one's performance or understanding that reduces the contradiction between what is understood and what is aimed to be understood.

Dekeyser defines feedback as a mechanism that provides the learner with information the success or failure of a given process (p.112). However, feedback can be defined as the information that is given or being given on how an action being developed in terms of its quality for success (Sadler, 1989).

1.3 The Importance of Feedback

Sarosdy et.al. (2006) indicates that improving EFL learners' performance is the main objective of the feedback. Therefore, feedback should be communicated in language that is understandable for the learner and be significant for the individual needs of each student. Through feedback, teachers can provide the students with suggestions for development, learning strategies, and corrections for errors.

The importance of feedback allows for many positive opportunities. One important element is that feedback provides a foundation for positive student and teacher relationships. By providing appropriate feedback, the students understand the teacher is really concerned about them and their education. Also, feedback gives an opportunity for clarification of what is expected from student performance and achievement increases as they are able to understand the expectations for the specified task or project. In addition, feedback helps students identify strengths and weaknesses in various fields. Moreover, One of the most beneficial aspects of feedback is the information the teacher acquires. Through effective feedback, teachers can determine the learning preference of individual students, the strengths and weaknesses in a given area, and information to help guide instruction. Students willexperience more achievement as teachers use feedback to help direct their instructional practice.

1.4 Types of Feedback

There are different types of feedback .We mention some of them according to Earl(2003) and Hattie&Timperley(2007, p 81-112):

1.4.1.Oral feedback

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the "teachable moment" and in a timely way.

1.5.2 Written feedback

Effective written feedback provides students with a record of what they are doing well, what improvement and suggested next steps. Students and teacher use a log to monitor whether and how well the student has acted on the feedback. Written feedback needs to be timely so that it is paired as closely as possible with the event and to be actionable so that student can make revisions.

1.5.3 Peer feedback

A positive aspect of the peer feedback process is that students get to see other student's work which can also deepen understanding of the learning goals. In peer feedback teachers need to model and role play how to give feedback in a constructive way and explicitly teach students how to provide effective feedback to each other.

1.5.4.Self-feedback:

During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modeling and instruction, the skills of self-assessment and goal setting, loading them to become more independent.

1.5.5 Informal feedback

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 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.

1.5.6 Formal feedback

Formal feedback is planned and systematicallyscheduled into the process. Usually associated with assessment tasks, formalfeedback includes the likes of marking criteria, competencies or achievement ofstandards, and is recorded for both the student and organization as evidence (Federation University, 2021).

1.5.7. Formative feedback

The goal of formative assessment is to 'monitorstudent learning' to provide ongoing feedback that can be used by instructors toimprove their teaching and by students to improve their learning. Hence, formativefeedback is best given early in the course, and prior to summative assessments .Formative feedback helps students improve and prevent them from making thesame mistakes again. In some cases, feedback is required before students canprogress, or feel capable of progressing, to the next stage of the assessment.

1.5.8 Summative feedback

The goal of summative assessment is to 'evaluate student learning' at the end of an instructional unit by comparing it against some standard or benchmark. Thereby, summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved(Sackstein(2017), as cited in Federation University, 2021).

1.5.9. Constructive feedback

This type of feedback is specific, issue-focused and based on observations. There are four types of constructive feedback (Federation University, 2021).

●**Negative feedback:** corrective comments about past behaviour. It focuses on behaviour that was not successful and should not be repeated.

●**Positive feedback:** affirming comments about past behaviour. It focuses on behaviour that was successful and should be continued.

●**Negative feed-forward:** corrective comments about future performance. It focuses on behaviour that should be avoided in the future.

●**Positive feed-forward:** affirming comments about future behaviour. It focused

On behaviour that will improve performance in the future.

1.6 The Four Feedback Levels

According Hattie &Timperley(2007), classified feedback in terms of four levels and noted the interaction of these levels of feedback with the nature of the tasks.

6.1.Task or Product

Feedback can be about the task or product (i.e.: learning new knowledge). This type of feedback is most common and most students see feedback in these terms. It is often termed corrective feedback or knowledge of results.

1.6.2.Processes

This level is used to produce or complete the task. Such feedback can lead to alternative processing, providing strategies for errors detection. Feedback at this process level appears to be more effective than at the task level for enhancing deeper learning, and there can have a powerful interactive effect between feedback aimed at improving the strategies and processes and feedback aimed at the more surface task information.

1.6.3.Self -regulation

This level is more focused at the self-regulation level or the student's monitoring of their learning process. Feedback at this level can promote students skills in self-evaluation, provide a big confidence to engage further on the task, can assist in the student seeking and accepting feedback, and can enhance the readiness to invest effort into seeking and dealing with feedback information.

1.6.4. The self

The fourth level is feedback directed to the "self" (e.g.:, "you are a great student", "well done".) and so often it directs attention away from the task, processes or feel-regulation. Such praise can comfort and support, is ever-present in many classrooms, is welcomed and expected by students, but rarely does it enhance achievement or learning.

1.7.Teacher's Role during Oral Activities

 Throughout the teaching /learning process of speaking, a teacher's role is believed to hold a great importance. Teachers initiate learners to the whole learning process, and their feedback constitutes the significant step forward that triggers learners towards advertising a language. As an illustration, Swain(1985, 2000) uses empirical evidence to show the importance of teachers' feedback during the production of speaking. Therefore, Swain (2008) concludes that :" The students perception of being 'pushed' is 'highest' when the feedback comes from the teacher and that it is 'least' when it comes from a nonnative speaking peer" (p. 473).

Swain explains that the fact that learners received teacher's feedback made the students build modifications to suit their speaks with varying degrees according to the setting, type of interaction and whether they interact with native speakers or non-native speakers. These findings show the importance of teacher's feedback in the classroom in pushing students to make more repair or modification in their speaking.
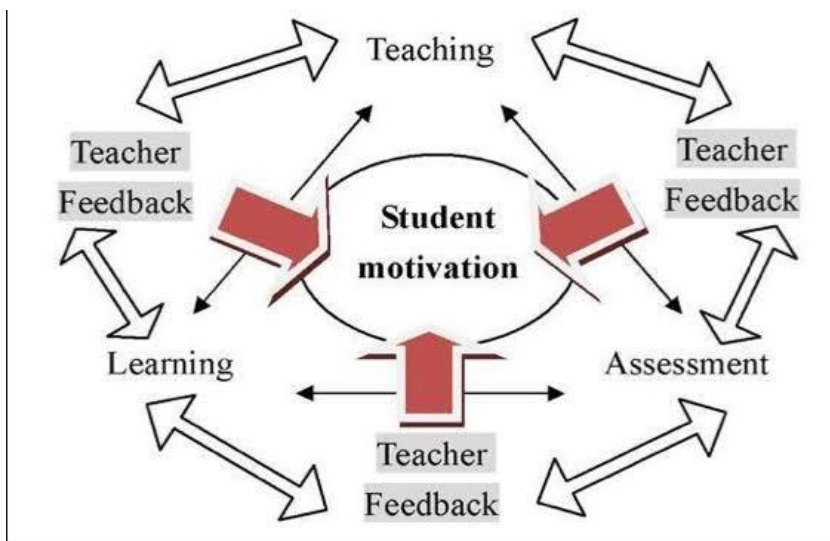
Figure 1.1 Teacher feedback and students' motivation

(MasoumehMehregan&DavoodJafariSeresht, University of Isfahan & Bu-Ali Sina, Iran)

1.8 The Effect of Positive Feedback during the Learning Process

Feedback is considered one of the most common features of successful teaching and learning. Feedback is an information given to the learners to improve their performance, Hattie (2012) suggests that feedback is best understood as an aim to reduce the gap between where a student "is" and where they are "meant be". Positive feedback can increase the likelihood that students will return to or persist in an activity and self-report higher interest in the activity (Deci, et al., 1999).

Positive feedback provide students with more confidence to develop their performance and motivate them to make efforts to express their ability when communicate. According to Sadler (1989) it will be easy for students if they can only achieve learning goals if they understand those goals. They also need to fell some own ship of them, and can understand the self-assessment process. In other words, when students receive positive feedback that make them more comfortable to express their ideas and make them confident of their capacity to improve their performance in the best way.

1.9 Students' Reactions to Receiving and Giving Feedback

Yusoff (2013) mentioned students' reactions to receiving and giving feedback as cited Lee (2008) and Spencer &Schmelkin (2002).

1.9.1. Students' reactions to receiving feedback

Students have different reactions to receiving feedback. First, students consider teachers' feedback as a beneficial tool because it helps them to improve their performance and language level. Second, teachers' feedback is very effective because it helps students correct mistakes and achieve their goals and make them confident by avoiding anxiety. In addition, students like to get proofs about their errors to focus on them. Therefore, students need to receive appropriate marks which should be suitable to the errors and the different situations and obtain constructive feedback.

1.9.2 Students reactions to giving feedback

Students have a different reactions to giving feedback which are learners' understand that their feedback is significant to teachers' ; also students do not worry about

the results of their feedback provided to teachers. Therefore, students believe that they do not have knowledge to give feedback which could affects the process of teaching.

Conclusion

As a conclusion, the section one which is entitled "The Teacher's Feedback" deals with teachers as important elements in learning and with different methods in teaching EFL. In addition to giving positive feedback, it is also recommended to make employees' results and strengths transparent. Moreover, it is considered that the teacher is the core of the teaching process, he has many characteristics that help them to succeed in his teaching and to motivate his learners to develop their language level and proficiency. Therefore, the teacher's role when he listens to his learners' oral performance is to provide an effective feedback. The feedback is given information through meeting certain criteria to incorrect learners' oral production in order to correct their committed mistakes, and it can take three types. It will be effective when the learners respond positively. Consequently, the EFL teacher undertakes the feedback as a helpful and effective technique through using different forms of presenting it to improve his learners speaking performance and to increase their languageproficiency.

Section Two: CommunicationApprehension

Introduction

Learning English as a foreign language has always been a central issue for many students where they are exposed to use it in a language class. Nearly all of the learners express their fears and a feeling of uneasiness against learning English as a foreign language. Many problems can be provoked by the feeling of anxiety which eventually affects their scores. Foreign language classroom anxiety is quite possibly the affective factor that most widespread obstructs the learning process.

This section is devoted mainly to discuss communication apprehension from different perspectives.We define the term communication apprehension which is a very common phenomenon within foreign language learning in order to make it easy for the reader to understand what our research is about and to give more clarification. Then, we deal with the various types by giving a full description for each one of them and causes of communication apprehension and we mention the effect of anxiety over speaking a foreign

language. Moreover, we explain how learners reduce communication apprehension. At the end we will come with solutions or strategies to overcome anxiety.

2.1 Definition of Speaking Skill

Speaking skill has several definitions. According to Abd El Fatah Turkey "Speaking is one of the four language skills (reading, writing, listening and speaking), (13). Therefore, which make learners communicate and express their opinions that make them more confident. Fulcher (2003) "Speaking is the use of language to communicate with others (23). In other words, speaking is the language used between two people or more to communicate with others. In addition, Cora and Knight (2000) defined speaking as an act of performing and producing the oral language to convey a message in different situations and in appropriate contexts. This latter means that besides speaking are a language for communicate, it is also an oral language to transmit a message in different conditions and different ways. So, speaking skill allows us to communicate effectively and give us the ability to transmit information in a way that the hearer or listener can understand.

2.2 The Importance of Speaking Skill

Speaking skill is a language to communicate with others which requires us to express our thoughts, ideas, and needs. Good speaking skill implies the ability to communicate in various situations. Communication takes place, where there is speech. Unless there is no speech we cannot communicate with each other. According to Goh and Burns the speaking skill is vital to the progress of foreign language learning (25).

Speaking skill is important because it enables learners to express opinions, and share information. Lindsay and Knight state that: "Speaking skill is considered as a productive skill for putting all elements of language together to perform , to produce , or to construct the intended message" (57).

2.3 Types of Speaking Tasks

It is important to give the students a lot of speaking activities which they will be able to deal with different situations. However, students before choosing what tasks to participate in the classroom, their teachers must give them priority to their needs.

2.3.1 Information-gap

Inthis activity students are required to exchange the information, so negotiation of meaning will play a good part when interacting. Students will not move from one information to another till they understand each other. Therefore, when learners know each other's information; this motivates them to speak English. However, information gap activity has also its own limitations. In role play all students are obliged to speak while in information gap they are not obliged to.

2.3.2. Dialogues and role plays

It is a well-known activity in EFL classes, which students start to performsimple dialogues in pairs or groups. Then, they move to complex ones. Besides, the teacher chooses the roles to be performed, but the language to be used is the student's language. Role play activity has many advantages in developing students' speaking skill. According to Brown (2015) role play activity gives learners their freedom in choosing what to say and how to say it, whereby creativity will characterize role their linguistic output (174). However, the good role play depends on whether students are motivated to take over a role or not. Therefore, teachers should be aware of these limitations in order to achieve successfully their goals behind a role play.

2.3.3 Activities using pictures

In this task students produce a good number of sentences rapidly. Ur (1996) claims that when the groups do the task for the second time with the second picture, they almost always come up with more sentences than they did the first time. Also he states that the type of activity described in the task above works well with beginning level classes. Students from all levels can benefit from using pictures in speaking activities.

2.3.4 Storytelling task

In storytelling activity, students may tell about themselves, their families or friends, they may also tell about a film they watched, a book they read, or a place they visited. Their classmates would ask them different questions to know more about what happened. However, teachers should be aware that students need some time to think about what they are going to say in front of their peers. Thronbury (2005) comments "story telling is

auniversal function of language and one of the main ingredients of casual conversation"
(95). Therefore, storytelling task is one of the effective methods in communication
between others.

2.4 The Concept of Communication

2.4.1 Definition of communication

Communication is the act or process of using words, sounds, signs, or behaviors to
express or exchange information, ideas, thoughts, feeling to someone else. According to
Merriam Webster communication is" A process by which information is exchanged
between individuals through a common system of symbols, signs, or behaviors".

Communication can be viewed from many disciplines such as cognitive
psychology, linguistics, sociology and many other fields in which exchanging
communicative messages in within its prime scope of study. Lindblom(Hauser 1996) stated
that "Humman communication…..includes forms of verbal communication such as speech,
written language and sign language". In other words, communication is a message which
can be formed by different acts such as signs, behaviors or written language .

2.5.2. The Components of Communication

Verderber(1990); Hybels&Weave(1995); Barker &Gault(1996) as cited in
Steinberg, (2007) briefly presented the components of communication which are not
mutually exclusive yet interwoven.

2.5.2.1 Context

Communication is affected by the context in which it takes place. This context may be
physical, social, chronological or cultural. Every communication proceeds with context.
The sender chooses the message to communicate within a context.

2 .5.2.2 Message

Message is a key idea that the sender wants to communicate. It is a sign that elicits
the response of recipient. Communication process begins with deciding about the message
to be conveyed. It must be ensured that the main objective of the message is clear.

2.5.2.3 Medium

Medium is a means used to exchange / transmit the message. The sender must choose an appropriate medium for transmitting the message else the message might not be conveyed to the desired recipients. The choice of appropriate medium of communication is essential for making the message effective and correctly interpreted by the recipient. This choice of communication medium varies depending upon the features of communication. For instance - Written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is chosen when spontaneous feedback is required from the recipient as misunderstandings are cleared then and there.

2.5.2.4 Feedback

Feedback is the main component of communication process as it permits the sender to analyze the efficacy of the message. It helps the sender in confirming the correct interpretation of message by the decoder. Feedback may be verbal (through words) or non-verbal (in form of smiles, sighs, etc.). It may take written form also in form of memos, reports, etc.

2.6 EFL learners Communication Strategies

How the learners communicate is important aspect that the teachers should take into consideration. According to (Bygate, 1987, p. 42), he mentions that different learners communication strategies which examine the ways learners deal with communication problems, in addition, Thornbury declares that the communication in second language is achieved by communicative strategies, and he states the following commonly encountered communication strategies: (Thornbury, 2005, p. 29-30).

• Circumlocution: it occurs when the learners turn around the word meaning.

• Word coinage: it occurs when the learners create a new word's structure by addingsuffixes.

• Foreignzing: it occurs when the learners turn or transmit the native language word orthe other acquired language into the English word.

• Approximation: it occurs when the learners use the alterative words, related words.

• Language switch: it occurs when the learners interfere words or expressions from thefirst language into their production of the second language.

• Paralinguistic: it occurs when the learners use the non-verbal expressions appealing for a help: it occurs when the learners leave the utterance incomplete to let the others help them to complete it.

On the other hand, Bygate (1987) states the following learners communication strategies used during their oral production.

2.7. Definition of Communication Apprehension

Communication apprehension is the level of anxiety triggered by the real or anticipated communication act, also is the fear of judgment from the audience and self-image. In other words, it is an emotion characterized by feelings of tension, worried thoughts and physical changes when communicating with others or standing front of a group of people.

McCroskey defines communication apprehension as "the fear or anxiety an individual experiences as a result of either real or anticipated communication with another individual or group of people". It is purely psychological. Those people are not comfortable communicating with people in groups or speaking in public due to various reasons. Not everyone who has communication apprehension is skill deficient. The term communication apprehension is usually connected with stage fright; however, this response is not necessarily connected with a delivery on a stage or in front of a large audience. This anxiety can be caused by any of the four forms of communication: interpersonal, group, public, and mass communication. The most common and reliable test used to measure an individual's CA level when exposed to these forms of communication is called the Personal Report.

2.8 Causes of Communication Apprehension

There are several causes of communication apprehension which lead students afraid and feel anxious .According to Ebrahimi , Omid, et al (2019) .Here are the most common causes of communication apprehension.

2.8.1 Fear of failure

Speakers with a fear of failure often imagine themselves forgetting a part of their speech or performing poorly. This fear manifested in the following ways:

- They may feel as though they haven't prepared enough.
- They use self-fulfilling prophecies predicting that they will fail. Such as: "I can never get that right."
- They've had a negative prior experience giving a speechand believe that itwill be repeated.

Figure 2.1 By Kendra Cherry (on May 18,2021)

2.8.2 Audience

Speakers may feel intimidated by their audience because they see themselves as less qualified, less knowledgeable, or less accomplished than them.

2.8.3 High Stakes

Some speakers who feel fine when practicing their speech become very nervous in anticipation of the actual event. For some, the high stakes are situational, such as knowing that a promotion, a big opportunity, or passing a class needed to graduate is on the line. For others, suffering from perfectionism can create overwhelming pressure to perform.

2.8.4 Uncertainty

Since giving a speech is a live event, there is a degree of unpredictability. A speaker with very little experience may not know what to expect or how they may respond to the situation. Experienced speakers, though, can also fear uncertainty. Regardless of how much one prepares and practices, there is no way to guarantee that everything will go exactly as planned. Between the audience, technology, environment, and even one's own performance, there are always elements of uncertainty in any speaking situation.

2.8.5 Being the Center of Attention:

According to Ebrahimi , Omid et al(2019) Excessive self-focus can make the thought of anyone, let alone everyone, staring at us or waiting to hear what we have to say intimidating. Rather than focusing on the message, Rachel believes the audience is more concerned about how she sounds, what she looks like, or any mistake she might make, which leads her to obsess about those things. The speaker may also suffer from low self-esteem, in which they only believe negative things about themselves and feel unworthy of the attention from the audience.

2.9.Types of Communication Apprehension

According to McCrosky there are different versions or types of communication apprehension. We believe that understanding these and knowing yourself better, will increase your level of preparedness and possibility to contain the symptoms to a certain extent.

2.9.1. Communication apprehension as a trait

This type makes some people more predisposed than others to feel anxiety. The trait theory states that some people are simply more likely than others to experience anxiety. It is essentially a personality trait or type. People suffering from this type of communication apprehension are definitely less likely to hold public speeches and meetings, regardless of the audience and the situation. With this type of communication apprehension, you would likely want to completely avoid situations where you need to address a huge amount of people.

There are several schools of thought on whether this is due to genetics or whether the trait has been acquired during life. The latter would mean it can be altered with the right actions.With practice and an improved confidence, the problems could be reduced but are unlikely to completely go away.

2.9.2 Communication apprehension through context

The context communication apprehension depends on a specific form of communication, situation or context essentially. A typical context where communication apprehension sets in would be the aforementioned public speaking situation.

There are three subdivisions within contextual communication apprehension: Some people are more nervous in formal situations of speaking such as public speeches. . This is the formality context of communication apprehension. This would include speeches, press conferences, presentations, public speaking and similar things. Some people get nervous and anxious when they do not know what to expect. This is the uncertainty communicationapprehension**.**

The person only gets anxious when faced with an uncertain situation wherein he or she does not know for sure what is going to happen next. Uncertainty could entail some new members in the normal group with their potential reactions or judgment being unknown for instance. Question sessions and other situations when unknown or new circumstances arise could also create uncertainty enough for communication apprehension to set in.

2.9.3 Communication apprehension from audience anxiety

Audience anxiety is the type of communication apprehension where you are more anxious about a specific audience than the situation, object or topic. Essentially, if you speak comfortably in front of a certain type of audience, but not another, you could be experiencing communication apprehension. Perhaps you are ok with speaking in front of fellow students, but delivering the same presentation in front of an audience of teachers and professors might be a very different thing. Typical audience characteristics involved is your similarity with the audience, any subordinate status, the size of the audience and finally your familiarity with the audience. Essentially, the perceived threat level and potential consequence of failing would be different when in front of different audiences.

People are usually more comfortable talking in front of those whom they think they are similar to. People they find relatable and have the most common views with, or if they are in the majority in any given audience – this reduces the risk of saying "the wrong thing" or getting an unexpected reaction from the crowd.

2.9.4 Situation anxiety as the cause of communication apprehension

The audience and the mood of the speaker defines a certain situation. When some factors go against the speaker in a situation, they are more likely to be nervous than they originally would in a similar situation especially when the speaker is less comfortable . This can be difficult to understand and see happening of course. Sometimes several factors combined simply make a situation that is more difficult to solve than normally.

2.10 How to Overcome Communication Apprehension

There are several solutions to overcoming communication apprehension. Therefore, communication apprehension is kind of anxiety or the fear of being judged. Here aresome of the ways to overcome communication apprehension include:

2.10.1 Practice

Once you're aware of your feelings, it's essential to work on strategies for managing them. Try speaking out loud in front of a mirror or video recording yourself speaking so that you can hear how you sound and make improvements along the way.

2.10.2 Self-affirmation statements

Self-affirming statements are positive messages about yourself, and they work because they help you overcome your fears and negative thoughts. An example of a self-affirming statement is "I am confident" or "I am capable."

2.10.3. Face your fear instead of avoiding it

Clearly organize your ideas, adapt your language to the oral mode and practice in conditions similar to those you will face when speaking until you see that nothing bad is happening and only good things happen when you speak up.

Conclusion

To sum up, foreign language communication apprehension has been studied by many researchers and scholars and from different aspects. These numerous studies reflect its importance in language learning. Researchers have identified four types of communication apprehension: communication apprehension as trait, CA through context, CA from audience anxiety, and situation anxiety as the cause of communication apprehension. In addition to this, crucial studies and discussions have been raised about the issue of communication apprehension to seek for the impact of it on the process of foreign language learning.

As there is a very strong link between communication apprehension and speaking skill; it is considered to be the most anxiety-provoking skill. It is obvious that most of students experience anxiety in certain types of speaking activities. Moreover, teachers have a vital role in diminishing anxiety of their learners in their foreign language classrooms through various procedures as: creating a relaxed classroom, establishing the teacher-student relationship, varying speaking activities, and forming group works.

In addition, learners also can help themselves to reduce their speaking anxiety by using some beneficial tips such as: practice and preparation, use relaxation techniques, positive self-talk, and through minimizing fear of making mistakes. Therefore, reducing students' anxiety can enhance their speaking skill and develop their foreign language learning. Moreover; the majority of researchers have been trying to see how anxiety prevents learners to succeed in their learning through various theories.

Chapter Two: Fieldwork

Introduction

   In this chapter we aim to investigate the role of teacher's feedback on E.F.L students' communication apprehension at the Department of English in the University of Biskra. Since the teachers and the learners are the main variables of this study; their views and opinions are very important to test our hypothesis, and the most appropriate tool to answer our research questions. For that we have conducted a questionnaire for both first year students and oral expression teachers.

2.1. The Analysis of Students' Questionnaire

2.1.1. Sample description

   In order to get answers for our questionnaire we dealt with (38) students, these students were chosen among the total number of first -year students' population of (422) at University of Mohamed kheidher biskra. Selection of such sample was based on this level because students have already experienced anxiety with their teachers.

2.1.2. Questionnaire description

   This questionnaire administrated to first year LMD students. It consists of (22) questions, these questions are divided into Five sections: section one "background Information" it includes (02) simple questions, section two "Communication apprehension in learning process" with (03)questions, section three "Students and their Anxiety during Oral classes" includes (03) questions, section four "Factors contributing to contributing to oral communication apprehension" with (06) questions,section Five"Teacher's feedback as a strategy to reduce oral communication apprehension" with (08) questions. In all thesections the questions are either closed questions requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

2.1.3. Analysis of the results

Section 1: Personal Information

Item1: Gender

Gender	Respondents	Percentage
a. **Male**	7	18%
b. **Female**	31	82%
Total	**38**	**100%**

Table2.1: Students' Gender

According to the table, the female participants are 82%, while male participants are 18%, which means that female are more interested during classroom activities.

Item 2: . Was your choice to study English at University:

Options	Respondents	Percentage
a. **Voluntary**	35	92%
b. **An obligation**	3	8%
Total	**38**	**100%**

Table2.2: Students' Choice of Studying English
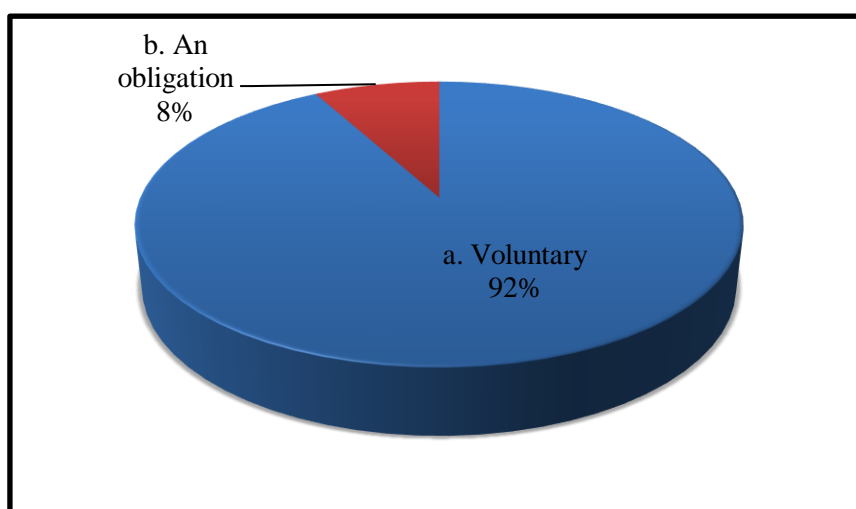
Figure 2.1: Students' Choice of Studying English

The table above has shown that the majority of students (92%) have chosen personal choice to study English, while the (8%) were obliged this may be due to many reasons such as: the average didn't allow them to choose their specialty.

Section Two: Communication Apprehension in Learning Process

Item 3. Do you think that learning English as a foreign language is difficult?

Options	Respondents	Percentage
a. Yes	17	45%
b. No	21	55%
Total	**38**	**100%**

Table2.3: Students' Attitude towards Learning English

Students' justifications

a) For 'Yes'

- Because I suffer from it in my studies, especially some modules of it and I am in the first year so this is only my beginning
- because, it is a second language .
- because it takes time and effort to master the four skills
- I don't get the opportunity to practice it as needed
- Not really difficult but challenging , it needs efforts, Consistency and commitment .
- Because it's a foreign language that the learners have to follow certain steps to acquire it.

b) For 'No'

- Because it is fun to learn about new cultures.
- Learning English is easy when you make an effort to learn it by reading and listening
- I didn't find any difficult in studying this language it's only personal effort.
- Because i enjoy when learning it and it is the language of the world.

It is noticed from the table above and student's justifications that (55%) of the participants considered learning English as a foreign language is not difficult because they enjoy when learn it ,and since English a universal language is considered easy to learn

through reading and listening , while the (45%) considered it difficult to learn because they suffer when learn it and is a challenging language which needs efforts to acquire it .

Item 4. How often do you participate in the oral classes?

Options	Respondents	Percentage
a. **Frequently**	5	13%
b. **Sometimes**	32	84%
c. **Never**	1	3%
Total	**38**	**100%**

Table 2.4: Frequency of Participating in Oral Classes
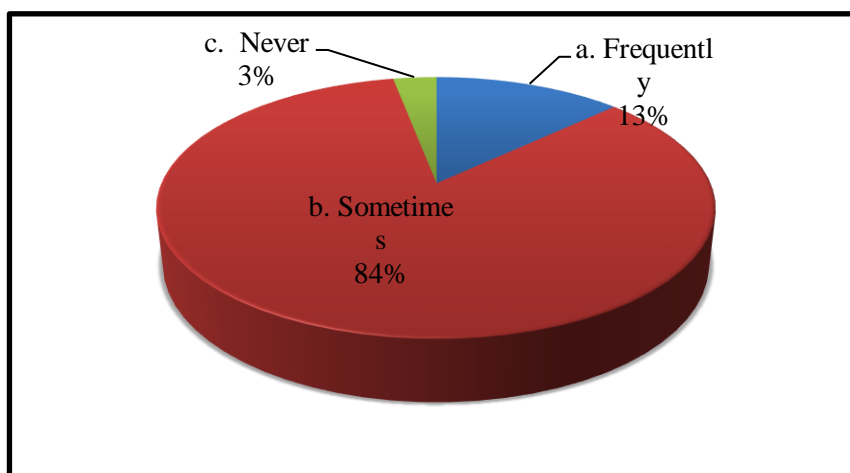
Figure 2.2: Frequency of Participating in Oral Classes

Students' Justifications

a) For 'Frequently'

- I really feel comfortable in session of oral expression i don't know that's because the teacher or the module but really the best module in studying this language is oral expression just to give you such subject and you express as you want+ my classmates are very helpful and we always courage ourselves.
- Because I was a student in the class, and we must practice communication in English, for the function of any language is communication, research and culture.
- I usually like to share some of my opinions if it was a class discussion specially with my friends
- I'm a good English speaker

b) For 'Sometimes

- I'm a bit shy; in addition to that I'm always afraid of making mistakes that's why I tend to speak less.

- Luck of motivation and confidence .

- I suffer from lack if vocabulary

- Because sometimes I don't have background about the suggested topic

- Sometimes I participate because of the anxiety. It depends also on how the teacher motivates or encourages me to participate.

- It's not always better to leave the chance to my friends

- Because of anxiety

- When I'm sure of the response , when I have an idea about the topic I participate but if I have no knowledge about it I prefer to not speak. Also when I need to say something and justifying it, explain... I prefer not to participate.

According to the table and students justifications we noticed that only (13%) participants who participated frequently because some of them feel comfortable in oral expression session because of they like it and others like to share their opinions, ideas in the class since it is a session for communication, while (84%) participants which can say the majority who participated sometimes because of many reasons such as feeling shy and afraid of making mistakes , lack of motivation and confidence , also lack of vocabulary and feeling anxious.Only (3%) participants who did not participate at all.

Item 5. To what degree does anxiety affect your English language learning?

Options	Respondents	Percentage
a. High	14	37%
b. Intermediate	20	53%
c. Low	4	10%
Total	**38**	**100%**

Table 5: The Effect of Anxiety on English Language Learning

The table above showed that the majority of the participants (53%) had affected by anxiety intermediately, while (37%) participants had a high level of anxiety on English language learning and (10%) had a low level of anxiety.

Section Three: Students and Their Anxiety during Oral Classes

Item 6. How do you feel when you are asked to speak in class?

Options	Respondents	Percentage
a. Anxious	29	76%
b. Comfortable	9	24%
Total	38	100%

Table 2.6: Students' Feeling in Oral Classes

From the above results, the majority of students which are(76%) participants feel anxious in the oral classes , while others (24%) participants feel comfortable .These results reflect that all the participants experience such feelings in the oral classes.

Item 7. How often do you worry if your classmates speak English better than you?

Options	Respondents	Percentage
a. Always	4	11%
b. Sometimes	24	63%
c. Never	10	26%
Total	38	100%

Table 2.7: Students' Attitudes towards Their Classmates Speaking Performance
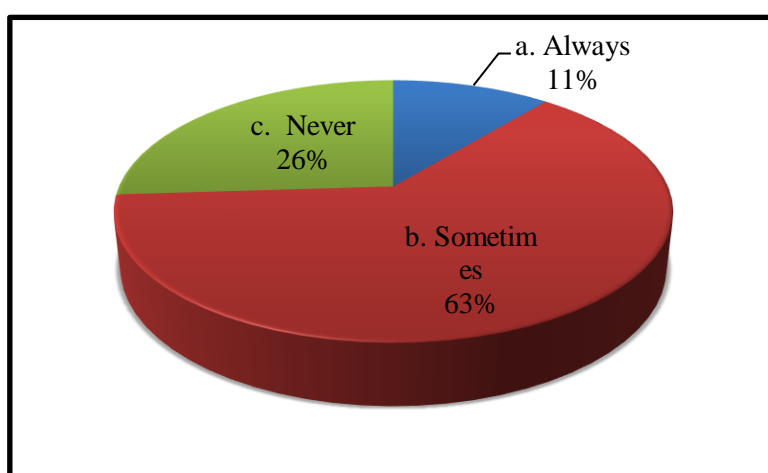
Figure 2.4: Students' Attitudes towards Their Classmates Speaking Performance

It is noticed from the table above that most of students (63%) state that they are sometimes being worry when their classmates speak better than them, and those who say always are (11%) participants , because this students like to participate and express their ideas but they have a kind of fear front of their classmates who speak better. Other (26%) of them state that they are never feel worry.

Item 8. Do you feel nervous when you are giving a presentation in class?

Options	Respondents	Percentage
a. Yes	33	87%
b. No	5	13%
Total	**38**	**100%**

Table 8: Students' Attitudes towards a Presentation Class

Item 8.1 If yes, what are the symptoms you usually have? (You may choose more than one symptom).

Options	Respondents	Percentage
a. **Loss of thoughts**	4	11%
b. **Speaking less**	6	15%
c. **Hand shaking**	4	11%
d. **Heart pounding**	4	11%
e. **More than one Symptom**	8	21%
f. **All of them**	12	31%
Total	**38**	**100%**

Table2.8.1: Kind of Symptoms
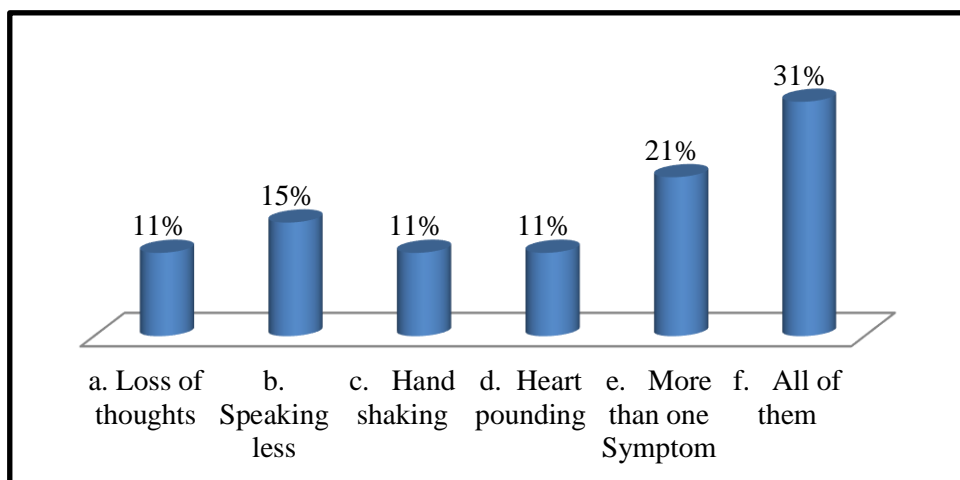
Figure 3.5: Kind of Symptoms

Others:

- Stress

- I start speaking quickly unintentionally

- I feel that I'm not good enough and directly think of people's criticism.

- My Voice shakes and my temperature increases

From the table above we noticed that the majority of students which are (87%) participants thy feel nervous when giving presentation in the class. Therefore, this feeling of nervous has a symptoms which are (11%) participants loss thoughts , (15%)are speaking less, (11%) hand shaking, (11%) heart pounding ,and (21%) have more than one symptoms and (31%) have all the symptoms. However, (13%) do not feel nervous.

Section Four: Factors Contributing to Oral Communication Apprehension

Item 9. Do you have any speech skill deficiencies?

Options	Respondents	Percentage
a. Yes	32	84%
b. No	6	16%
Total	**38**	**100%**

Table2. 9: Students' Speech Skill Deficiencies

Item 9.1. If yes, what kind of deficiencies do you have? (You may choose more than one answer).

Options	Respondents	Percentage
a. **Lack of fluency**	6	16%
b. **Lack of accuracy**	3	8%
c. **Poor pronunciation**	1	3%
d. **Lack of vocabulary**	12	31%
e. **All of them**	8	21%
f. **More than one deficiency**	8	21%
Total	**38**	**100%**

Table2. 9.1: Types of Deficiencies
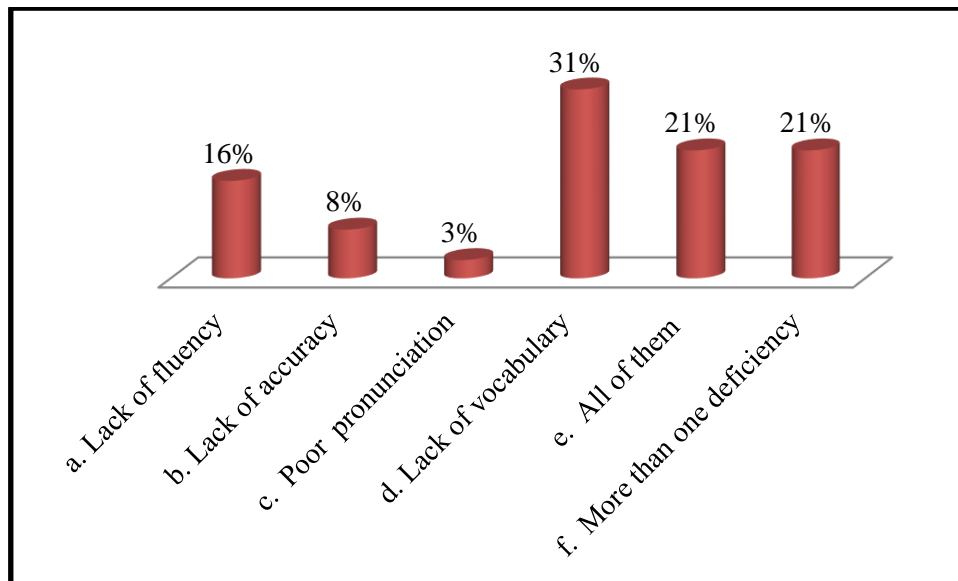
Figure 2.6: Types of Deficiencies

The table above state the students speech skill deficiencies which majority of them (84%) participants said they have deficiencies and stated some of types such as lack of fluency (16%), and (3%) have lack of accuracy, (3%) have poor pronunciation, in addition (21%) participants chosen all the types and (21%) chosen more than one deficiencies. However, (16%) said that they have no any deficiency.

Item 10. feel insecure due to an uncomfortable previous experience? If yes, would

you tell us about?

- It cannot be certain that in fact there were no difficulties, but the attempt to communicate contributes greatly to the development of self-performance at the individual level.
- I sometimes try to comfort myself, but when I remember how I've ruined it previously, I get anxious
- Yes, i faced such situation which i loss words
- A teacher during in primary school made fun of me in front of my classmates that my be a reason, also I pay attention a lot to my presentation and the choice of my topics so that it would be perfect as much as possible and give me anxiety somehow
- No experience. It's just natural for me to be anxious

- Yes , I have very bad experience with previous classroom presentation that makes me insecure to deliver a presentation again , not because i have poor speaking skill but the bad impression that i took from the passed presentation

- judgment by the teacher and students, making mistakes

- The only thing that i feel whenever i have to conduct a speech in front of people is that they won't listen to me or they will harshly criticize me for doing mistakes.

This question stated that the majority of students had a previous experience. Therefore, they may lose words or being afraid from the judgment of the others or they won't listen to them. However, the less participants have no previous experiences.

Item 11. Do you think that teacher's teaching strategies/tasks can lead students to develop a kind of anxiety?

Options	Respondents	Percentage
a. **Yes**	26	68%
b. **No**	12	32%
Total	**38**	**100**

Table 2.10: Students' Attitudes towards Teachers' Strategies

Item 11. If yes, would you give an example?

- They don't give us enough chances to speak and they don't give us good feedback they don't know how to motivate students

- The power of presence, the power of delivering

- When the teacher is that kind of teachers who focus on mistakes and errors, and/ or he is not friendly, this could lead students to develop anxiety

- By creating shame on the student when he answers a question wrong

- No students can only get rid of anxiety

- It helps them to be more comfortable

- They need to give chance for different students every time to express their thoughts and let them develop their critical thinking and speech skills

- Teachers should give different tasks to free discussion between students

- teacher must rely on organized strategies that help students organize all ideas and help them to understand quickly

- Of course not, on the contrary, this helps in learning
- Of course, teachers have crucial role in students anxiety, learners should be familiar and comfortable with teacher's strategies.
- They don't make positive atmosphere in the classroom always students anxious
- Doing games and role-play with classmates reduce anxiety because when the student doesn't feel that he or she with pressure and focus of teacher and students on him or her will feel at ease and express himself or herself in appropriate manner
- They want to just finish their lesson
- Teachers who are not flexible and not open to their students differences can be a cause of anxiety.
- For most students the fear of being judged raise this sense. This will hinder their abilities and capacities.
- Listening to an audio then discussing it could help in terms of vocabulary
- If the teacher obliged the student to speaks

  The table above shown the attitudes of student's towards teachers strategies which (68%) participants' said that teachers strategies can lead students to develop kind of anxiety , while (32%) participants' state that teachers tasks do not lead to anxiety. Therefore, they gave examples about their previous experiences.

Item 12. Do your peers' reactions make you anxious?

Options	Respondents	Percentage
a. **Yes**	26	68%
b. **No**	12	32%
Total	**38**	**100%**

Table 2.11: The Effect of Peers' Reactions

The table above indicates that (68%) participants feel anxious due to their peers reactions ;In contrast, the (32%) participants do not feel with any anxiety or nervousness.

Item 13. . Has the fear of being judged ever held you back from expressing your thoughts easily?

Options	Respondents	Percentage
a. **Yes**	29	76%
b. **No**	9	24%
Total	**38**	**100%**

Table 2.12: The Effect of Others' Judgments on Students' Thoughts

It is noticed from the table above that the most of students which (76%) participants of them feel with fear when being judged which make them back from expressing their thoughts easily, while (24%) does not matter to them if they being judged or not and can easily express their ideas or opinions.

Item 14. How do you feel when you are criticized by your colleagues?

- I feel that I am not in the right place

- Anxious, nervous

- It is natural for a student with you in the same class to criticize you, because failure will be your share if you do not stand and continue searching alone in the framework of constructive criticism.

- I feel good because i know they are just jealous

- Depends on the topic I may feel anxious as well as I may not feel a thing

- According to the type of criticism, I totally believe that feedback from my classmates will help me in correcting errors of all types.

- This is good for me to develop myself

- I never have been criticized by my colleagues but i will feel ashamed if they do so and this will reduce my self-confidence and self esteem

- Maybe it is not my place I not that good in English I should change my specialty

- I really like to be criticized because I will know my mistakes and try to fix them

- In my first and second year talking and interacting was one of my biggest fears, but with experience and awareness my anxiety levels started to be lower than before. I started to recieve and accept peoples' comments comfortably and use them to better my work quality.....and yeah anxiety fades away with acceptance and awareness.

- It is a normal thing

- We are just a creatures we learn from each other's and we learn from our mistakes sometimes criticizing makes as good and successful learners and there is a lot of examples. So if I will be criticized by someone I will kindly accept his opinion and behave according to my beliefs.

   When students criticized by their colleagues in the class they face many problems which we can mention some of them according to the comments above : some students feel with fear, nervous and anxiety, and others saw that criticism is good for them which consider it as a tool to learn from their mistakes and give them the opportunity to fix it.

Section Five: Teacher's feedback as a Strategy to Reduce Oral Communication Apprehension

Item 15. Do you think that oral communication apprehension can affect the student'sperformance negatively?

Options	Respondents	Percentage
a. Yes	25	66%
b. No	13	34%
Total	**38**	**100%**

Table 2.13: The Effect of Oral Communication Apprehension on Students' Performance

   The table above indicates that (66%) of participants their performances affected negatively by oral communication apprehension. However, the minority of them with(34%) did not affect negatively.

Item 16. Whatstrategies do you usually use to reduce your anxiety when participating inoral activities?

- Do not see in classmates' faces and don't speak alot

- Try to be comfortable as possible

- Thinking on how much I like this language and why I am here

- Prepare the task at home

- Breathing, good preparation, it's your topic you know more about it

- Try to focus on what to say than thinking about what will happen if I make mistakes , writing down some key words to help express my thoughts in case i forget some

- Try to practice and repeat what I'm going to say

- I encourage myself/ i prepare myself in advance/ breathe activities/ then i lately learned to take risks without thinking about the outcome

- Looking at the eyes of my colleagues. Training on or talking with a meror this will raise the sense of self confidence

- Just imagine that I am alone

The comments above stated that students have different strategies to reduce their anxiety when participating in oral activities such as preparing the task at home, avoid looking in eyes of audience, and try to encourage the self by talking "I can do it" and try to be comfortable as possible .

Item 17. Which techniques do you think can help you to reduce anxiety?

Options	Respondents	Percentage
a. **Practice and preparation**	16	42%
b. **Use positive self-talk**	6	16%
c. **Constructive feedback**	0	0%
d. **All of them**	16	42%
Total	**38**	**100%**

Table 2.14: Types of Techniques
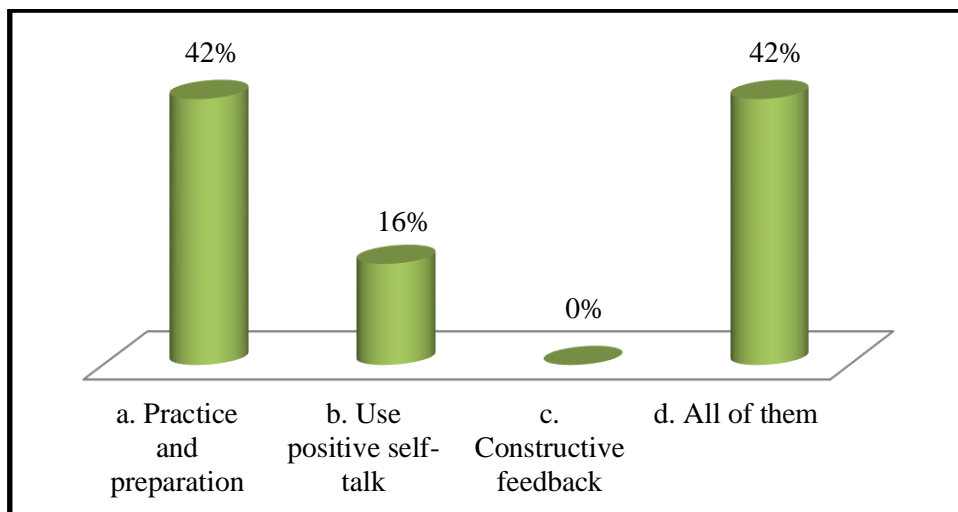
Figure 2.7: Types of Techniques

If others, please specify

- Self-love and confidence is the key always
- Self-talk and practice and preparation are quite useful
- Focus on what you will speak
- I think that teacher too can help by creating a safe environment and reinforce the feeling of belongingness.
- Participations a lot of

According to the table above (42%) participants state that they chosen practice and preparation as a technique to reduce anxiety, while (16%) participant of them chosen using positive self-talk technique. However, no one took constructive feedback as a technique . In addition, (42%) participants used to choose all of the techniques.Therefore, students stated other techniques such as self-love and confidence and focus on what you will talk about.

Item 18. How often does your teacher provide constructive feedback?

Options	Respondents	Percentage
a. **Always**	6	16%
b. **Sometimes**	24	63%
c. **Rarely**	7	18%
d. **Never**	1	3%
Total	**38**	**100%**

Table 2.15: Frequency of Teacher's Feedback

It is noticed from the table above that the majority of students which (63%) participants said that sometimes when they receive a constructive feedback from their teacher, while (16%) always receive it and (18%) rarely when receive constructive feedback. Therefore, the minority of students which (3%) they do not receive at all from their teacher.

Item 19. When does your teacher provide feedback?

Options	Respondents	Percentage
a. Instantly	9	24%
b. After you finish	29	79%
Total	**38**	**100%**

Table 2.16: Teacher's Feedback

The table above indicates that the majority of students which (79%) participants receive feedback from their teacher after they finish the course; however, (24%) participants of them receive it instantly of the course.

Item 20. What kind of feedback does your teacher usually provide you with?

Options	Respondents	Percentage
a. Oral feedback	36	94%
b. Body language/gestures	2	6%
Total	**38**	**100%**

Table 2.17: Kind of Teacher's Feedback in the Classroom

The table above explains the kind of feedback that students receive from their teacher, which (94%) of participants receive an oral feedback, while (6%) receive as gestures.

Item 21. How does teacher's feedback usually affects you speaking performance?

Options	Respondents	Percentage
a. Positively	34	89%
b. Negatively	4	11%
Total	**38**	**100%**

Table 2.18: The Effect of Teacher's Feedback on Students' Speaking Performance

Students' Justification

a) For 'Positively'

- Positively, this motivates me to communicate comfortably and perform better

- Correcting my mistakes will help to overcome the problem

- Help me To correct my mistakes

- I consider it as piece of advice to develop my speaking skill

- Of course feedback make you aware of your mistakes and problems and help you solve them

- The teacher shows what to avoid next time

- Help me to be confident

- Because it helps me to reduce anxiety

- Help learners to know thier weaknesses and develop it

b) For 'Negatively'

- His feedback is like a punishment

- It depends, if the teacher provide the feedback instantly this makes me anxious and hinders my motivation to continue and also makes me forget what I'm going to say, but this wouldn't be the case if the feedback was after I finish. In addition, if the

teacher was like laughing at of my pronunciation, or my mistakes this would absolutely affect my speaking negatively.

According to the table and justifications above (89%) participants the teachers feedback usually affect their speaking performance positively because it motivates them to communicate comfortably and perform better, also help them correcting their mistakes and developing their speaking skills. In contrast, (11%) participants of them affect their performances negatively because when they receive feedback from teacher this make them anxious and not comfortable when talking.

Item 22. To what extent do you find teacher's feedback effective to help you reduce yourcommunication apprehension?

Options	Respondents	Percentage
a. Very effective	19	50%
b. Somehow effective	16	42%
c. Not effective at all	3	8%
Total	**38**	**100%**

Table 2.19: The Effectiveness of Teacher's Feedback on Reducing Communication Apprehension

Students' Justification

a) For 'Very effective'

- "Teacher's feedback make me feel comfortable and motivates me to carry on . It gives me a positive energy and pushes me to do my best.

- The teacher feedback will help the students to know their mistakes and achieve their goals

- Feedback can guide you to your deficiencies and obstacles in communication , thus you can use your teachers advice to communicate effectively

- Because it helps me to be confident and avoid nervous and anxious

b) For 'Some how effective'

- "Teachers feedback allows me to discover my weaknesses and work on them."

- I try to follow her or his feedback but it refers to me to reduce it in all ways possible because I think even if her or his feedback is very effective if you don't try more and more and motivate yourself you cannot make any change

- It helps in developing my communication skills

- Because it is sometimes being difficult

c) For 'Not effective at all'

- The treatment is not good, so when the treatment is not good then surely here will become allergic to the student and the teacher

- Their feedback is negative feedback it does not help us at all the way he interact with us make us regret why we speak

It is noticed from the table and justifications above that (50%) of participants found teachers feedback very effective because it helps students correct mistakes and achieve their goals and make them confident by avoiding anxiety, while (42%) of them found it somehow effective because teachers feedback allows them to discover their weaknesses and mistakes than work on them. Also, (8%) participants found it not effective at all because they saw it a negative feedback does not help students to correct their mistakes .

2.1.4. Discussion of the Results

From the analysis of the students questionnaire we come up with that the most of students indicates that in order to learn a language you have to practice and speak it. In addition, students doing their best ways to improve their level in learning English according to its obstacles and difficulties. However, students are suffered from communication apprehension during their oral classes and all of this due to many reasons according to them such as lack of motivation, self-confidence and fear of criticizing

negatively . Therefore, besides all of the problems that students face in their learning process they still fighting to learning the English language with all its obstacles.

2.2.The Analysis of Teachers Questionnaire

2.2.1.The Sample Description

The questionnaire is administrated to ten (08) teachers of Oral Expression session at the Department of English, University of Biskra. The selection of such sample was based on the consideration that the teachers of Oral Expression will benefit and help us more than other teachers since they teach students how to develop their speaking skills and to reduce and overcome communication apprehension which is our concerns.

2.2.2. The Questionnaire Description

The teachers" questionnaire consists of 17 questions which were divided into Four sections: section one "Personal Information" and section two: includes "communication apprehension in learning process". Section three" Reducing students oral performance anxiety". And the last one section Four" Teachers feedback". The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers and justify their answers when they asked to, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives

2.2.3.Analysis of the Results

Section One: General Information

Item 1. Teachers' Gender

Gender	Respondents	Percentage
c. **Male**	4	50%
d. **Female**	4	50%
Total	**8**	**100%**

Table 2.20: Teachers' Gender

 The table above indicates the teacher's gender which divided in the half (50%) for males and (50%) for females.

Item 2. Would you specify your qualification, please
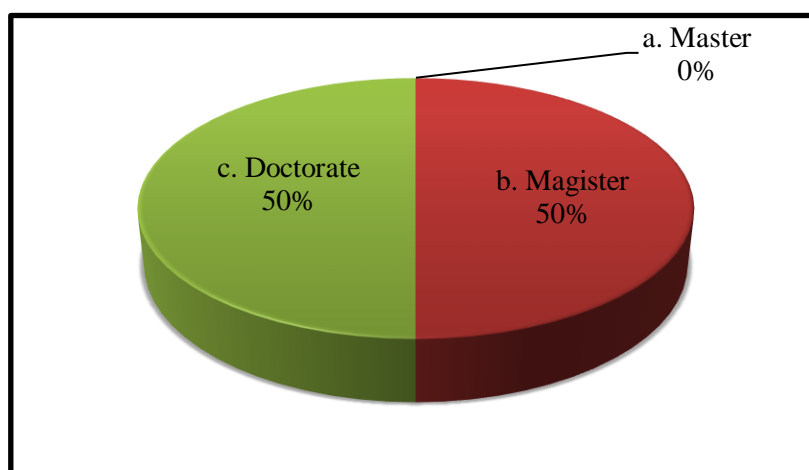
Figure 2.8: Teachers' Qualification

The figure above indicates teachers qualification which (50%) of them have a Doctorate degree, while the other (50%) have a Master degree.

Item 3. Currently, are you teaching?

Options	Respondents	Percentage
c. **First-year**	3	37%
d. **Second-year**	3	37%
e. **Third-year**	1	13%
f. **Master**	1	13%
Total	**8**	**100%**

Table 2.22: Teachers' Current Teaching Levels

It is noticed in the table above that the percentage divided in to two which (37%) of teachers were teaching both first year and second year whereas (13%) were teaching third year and master degree.

Item 4. How long have you been teaching?

Options	Respondents	Percentage
d.　1-5 years	2	26%
e.　5-10 years	3	37%
f.　10-15 years	3	37%
g.　More than 15 years	0	0%
Total	**8**	**100%**

Table 2.23: Teachers' Experience in Teaching English
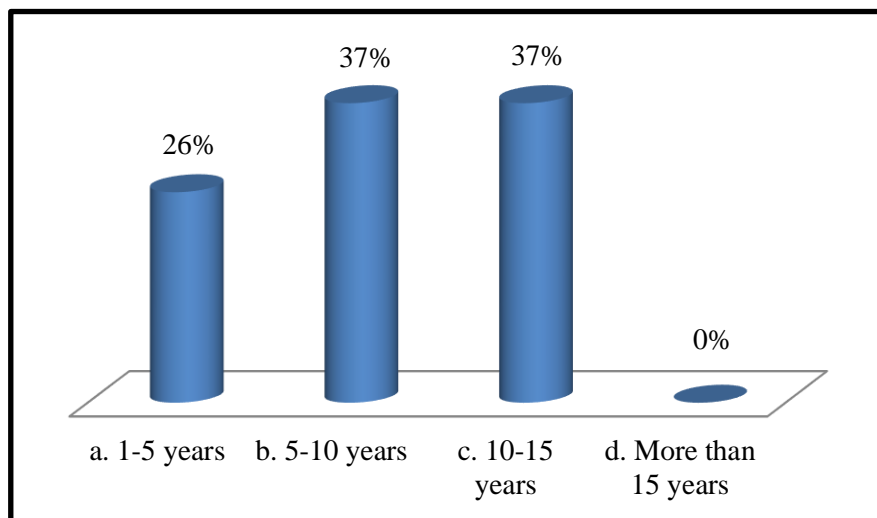
Figure 2.9: Teachers' Experience in Teaching English

The above table and figure explains teachers experience in teaching English were (26%) of teachers taught from 1-5 years , while (37%) taught from 5-10 years and 10-15 years.

Section Two: Communication Apprehension in Learning Process

Item 5. How do you describe your students' level of anxiety in the class?

Options	Respondents	Percentage
a.　High	2	25%
b.　Medium	6	75%
Total	**8**	**100%**

Table 2.24: Teachers' Description of Their Students' Level of Anxiety in the Class

According to the table above teachers described their students level of anxiety in the class which the majority of them with(75%) participants described it as medium level whereas (25%) of them as high level of anxiety.

Item 6. Do you think anxiety affects learners' foreign language learning?

Options	Respondents	Percentage
c. Yes	8	100%
d. No	0	0%
Total	**8**	**100%**

Table 2.25: Teachers' Attitudes towards the Influence of Anxiety on Learners' Language Learning

The results in the table above shown that all the teachers with (100%) participants thought that anxiety affects learners foreign language learning.

Item 7. Why do your students feel anxious? Is this because of?

Options	Respondents	Percentage
d. **Communication apprehension**	5	63%
e. **Lack of motivation**	0	0%
f. **Speaking activities**	3	37%
Total	**8**	**100%**

Table 2.26: Reasons behind Students' Anxiety
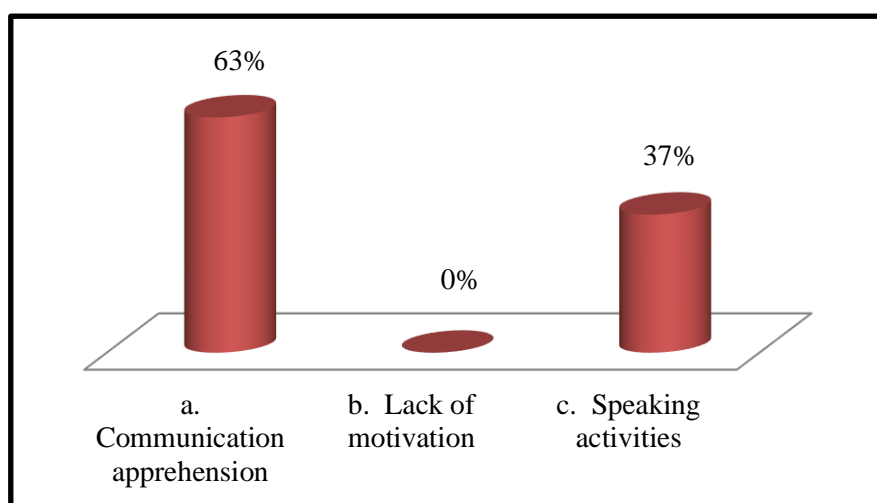
Figure 2.10: Reasons behind Students' Anxiety

Others:

- Fear and hesitation play a role

The figure and table above indicates the teachers reasons behind students anxiety which (63%) participants saw that students feel anxious because of communication apprehension whereas the (37%) participants of them saw it because of speaking activities. Therefore, some participants add reasons such as fear and hesitation play a role.

Item 8. In which kind of these speaking activities your learners feel more comfortable?

Options	Respondents	Percentage
a. **Role play**	1	12%
b. **Free discussion**	3	38%
c. **Presenting prepared dialogue**	1	12%
d. **Circle talking**	0	0%
e. **Oral presentations**	1	12%
f. **All of them**	2	26%
Total	**8**	**100%**

Table 2.27: Kinds of Suitable Speaking Activities for the Students' Comfort
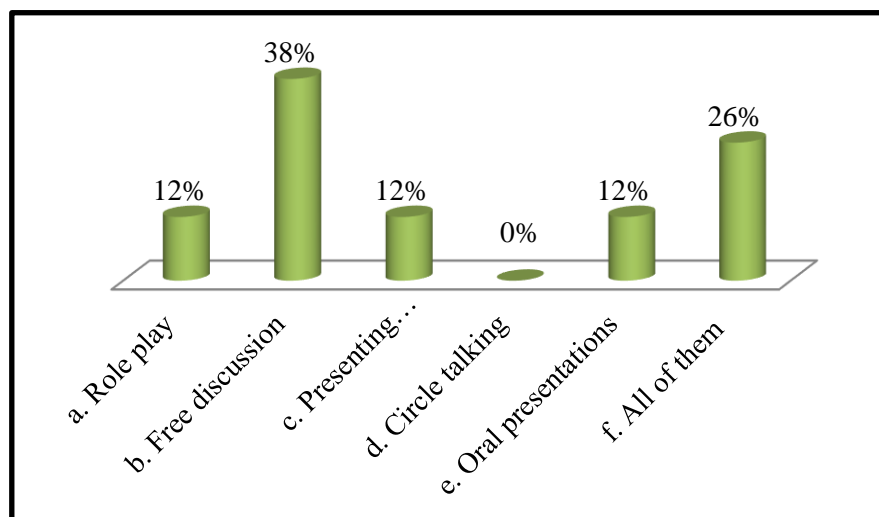
Figure 3.11: Kind of Suitable Speaking Activities for the Students' Comfort

The information of the table and figure bellow indicates some kinds of suitable speaking activities for the students comfort according to the teachers of oral classes which (38%) participants saw that students feel comfortable in free discussions, others with (12%) saw them comfortable in Role play, presenting prepared dialogue, and oral

presentations while, (26%) participants saw that students being comfortable in all of the choices bellow.

Item 9. Do you think that the students will perform better if they do not know that theirperformance is going to be evaluated?

Options	Respondents	Percentage
a. Yes	4	50%
b. No	4	50%
Total	**8**	**100%**

Table 2.28: Teachers' Attitudes towards Their Students' Performance

Teachers' Justifications

a) For 'Yes'

- Knowing that they will be evaluated makes students worry more about making mistakes. Consequently, this leads to more stress
- Most students have "test anxiety»: knowing that they are assessed then being jugged and/ or criticized enhances their feeling of stress and fear to make mistakes and not perform well. This affects negatively their self-confidence and makes them lose control
- Knowing their being evaluated, students tend to be more anxious as they are aware of the pressure they are in and the fact that there are no rooms for mistakes.
- Evaluation adds to the apprehension/anxiety factor.

b) For 'No'

- It might be possible
- Students now do not care about the mark. If they like the topic, they will present it in their best way
- Many students are anxious regardless of their performance. The only case is the test anxiety in which some students develop some sort of uneasiness and discomfort due to the fear of failure.
- If they are informed in advance, they present a better performance.

The table and justification above explains that (50%) participants thought that students will perform better if they do not know that their performance is going to be evaluated because knowing that they will be evaluated makes students worry about making mistakes and they tend to be more anxious, also adds the apprehension factor. While, (50%) of participants thought that when students are informed in advance, they present better performance.

Section Four: Reducing Students Oral Performance Anxiety

Item 10. How often do you talk with your students about their learning problems?

Options	Respondents	Percentage
a. **Always**	5	63%
b. **Sometimes**	3	37%
c. **Rarely**	0	0%
d. **Never**	0	0%
Total	**8**	**100%**

Table 2.29: Frequency of Teachers' Discussion with Their Students about Their Learning Problems

Teachers' justifications

a) For 'Always'

- As a teacher, i often remark those shy and stressed students who struggle to participate and interact in class. As a trial to help them, i use various motivational strategies like humor, group work, postive feedback. I also vary topics of discussion and speaking activities to enhance their motivation and engagement as well as to adapt to their level and interest and give them the chance to be more self-confident and participate like the others.

- I always try to motivate them and showing them the right methods to be good at a certain language.

- It is important.

- I give them my feedback after each performance & highlight on the problems

b) For 'Sometimes'

- I try to discuss their points of strength and work on addressing their issues implicitly
- I do so when some behavioral issues occur frequently in class.
- To ensure that they do not give up and hate the module.

The table bellow indicates that (63%) of teachers always talk with their students about their learning problems besides to try to motivate them and showing them the right methods to be good in the language also give them their feedback to be more self-confident and participate. While, (37%) of teachers sometimes when try to discuss students points of strength to work more and do not give up and hate the module. In addition, teachers talk to their students just when some behavioral issues occur in the class.

Item 11. Do you think that varying speaking activities would help your students feel morecomfortable?

Options	Respondents	Percentage
c. **Yes**	8	100%
d. **No**	0	0%
Total	**8**	**100%**

Table 2.30: Teachers' Attitudes towards the Usefulness of Varying Speaking Activities

The table above states that (100%) of teachers agree that varying speaking activities would help students to feel more comfortable.

Item 12. Do you think that "group work" can help your students to overcome their anxiety?

Options	Respondents	Percentage
c. **Yes**	5	63%
d. **Sometimes**	3	37%
e. **Rarely**	0	0%
f. **Never**	0	0%
Total	**8**	**100%**

Table 2.31: Teachers' Attitudes towards the Usefulness of Group Work

Teachers' Justifications

a) For 'Yes'

- Group work helps in diminishing the level of anxiety, reveals the mistakes students fall in beforehand, and facilitates the learning process in general.
- The "responsibility" is diffused, and so it is not "just them" under the spotlight.
- It requires more work from the teacher to make sure everyone in the group is contributing
- Cooperation is the starting point for good individual work
- Working in pairs/ groups lessens the impact of stress on students' performance

b) For 'Sometimes'

- Group work help shy and anxious learners to interact with their mates and be more at ease to ask questions, seek help, accept to be corrected, give their point of view about something. Moreover, working cooperatively, reduces the fear of evaluation (proceeded generally by the teacher) and , thus, reduces their feeling of negative feedback
- In some cases group work is a source of apprehension and anxiety especially for introverted learners.
- It depends on the student' personality to cooperate with the group and share their Learning experiences.

It is noticed from the table above the majority of teachers with(63%) participants thought that "group work" can help students to overcome their anxiety because it help them in diminishing the level of anxiety and reveals the students mistakes and facilitates the learning process whereas (37%) of participants saw that sometimes it is helpful to work in pairs because group work help shy and anxious students to interact with their colleagues and in the same time they consider it as a source of apprehension especially for introverted learners .

Section Five: Teachers' Feedback

Item 13. What kind of feedback do you use for your students during the learning process?

Options	Respondents	Percentage
a. **Oral feedback**	8	100%
b. **Body language feedback**	0	0%
Total	**8**	**100%**

Table 2.32: Kinds of Teachers' Feedback Used During the Learning Process
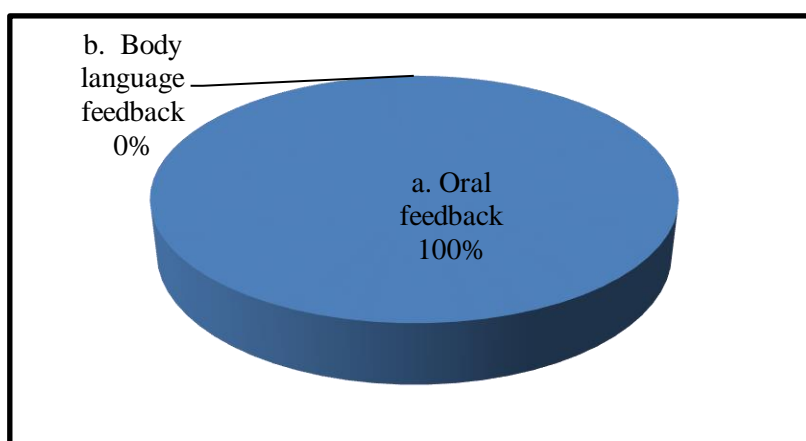
Figure 2.12: Kinds of Teachers' Feedback Used During the Learning Process

The figure and table above stated that the kind of teachers feedback used during the learning process is totally oral feedback with (100%) participants.

Item 14. How can your feedback help students to overcome communication apprehension?

- All types are efficient
- Shed light on the problems
- If the feedback focuses on the positive side of the learner' s performance and aims to adjust the negative side (constructive feedback).
- Implicit oral feedback helps students notice their mistakes and work on them
- It does not only serve at ponting to their weaknesses but also at shedding the light on their strenghts which will reduce their anxiety and improve their confidence.
- I always advise them to choose effective methods to perfect their communication problems. My feedback is always private, sometimes public feedback can be an embarrassing.

- I tell them not to be afraid of making mistakes. I minimize the gravity of mistakes but tell them that mistakes are good as long as you don't repeat them.
- It depends on the student attitude towards Learning and each module

The answers above shown some ways of teachers towards their feedback how can help students overcome communication apprehension, we mention some of them: some teachers focus on the problems,others give students constructive feedback, oral feedback which helps students notice their mistakes and work on them .

Item 15. What are the noticed effects of your feedback on your students?

- Positive. Less mistakes
- Positive and negative
- Better attention to details and more focus on improving their performance.
- Usually I notice short term effects as students start to work on their problems
- Positive in general.
- Students can learn from their mistakes and can be aware of their difficulties and that they can overcome them with the help of their teacher. They become more engaged, attentive and less anxious and afraid to try things.
- Feedback is also perceived on students' performances which tend to improve gradually.
- Some students seem to be positively affected by my feedback.
- They keep up doing whatever learning activity is being handled. It makes them more comfortable and confident, and focused on learning from mistakes.
- They try to improvise their weaknesses

The comments above shown the noticed effects methods of teachers feedback on their students . Some teachers saw that students can learn from their mistakes and can be aware of their difficulties ,other teachers state that some students looks effected positively by their feedback which makes them more comfortable and confident.

Item 16. How do the students react to your feedback?

- Positively
- +& -
- They react differently. Some students take it seriously and others don't.

- Usually, students are very open to feedback, particularly from experienced teachers. On the other hand, they'd question feedback from their peers or a novice teacher

- Positively. All accept to be corrected and welcome remarks easily.

- Most of my students react positivity and seem optimistic about it.

- Positively. Anyone would appreciate being encouraged and told to not be afraid of making mistakes.

- Positively and few others are careless.

In this question teachers described students reaction towards their feedback which they comment as follows, some of them saw that students react differently and take it seriously. In addition, others said positively because anyone would appreciate being encouraged and avoid falling in mistakes.

Item 17. In your opinion, would the absence of the teachers' feedback make any difference for the students' level? Explain how

- Of course. Students will keep making the same mistakes

- Sure, there will be some differences. A teacher who does not give feedback often fails in improving students' performance. Learners also feel demotivated and uninterested as there is no source of empowerment and encouragement.

- When given correctly (and by that I mean implicitly), feedback is a fundamental part of language education. However, I think if teachers provide less feedback (particularly in the Oral expression course), students would take more initiatives

- Yes

- Students need to be guided, advised, tutored, monitored, and motivated. All this is achieved through giving effective feedback which will impact positively on their outcomes and improve their skills.

- However, some self- reliant (autonomous) learners can see their performance improve without necessarily a total tutoring from their teachers. This category of students is initially good learners who mike to rely on themselves, check different sources and use internet, for example, to improve their level.

- Definitely, it is essential to give feedbacks to the students, as they need it to perfect their communication skills and other skills as well.

- Sure. This would result at best in students essentially self-learning, which can eventually and only randomly lead to good results either on the short or the long run. Teachers are there, among other things, for the feedback.

In this last item, teachers were asked to give us their opinions concern the absence of teachers feedback would make a difference on students level which they said that students need to be guided, advised, and motivated to overcome apprehension and anxiety and work on their mistakes.

2.2.4. Discussion of the Results

To sum up with what we have found that all oral expression teachers are aware of the effects of communication apprehension on their students level. However, they give the importance to the speaking activities which motivated, guided students to overcome and reduce communication apprehension. Therefore, teachers feedback encouraged students and help them avoiding doing mistakes.

Conclusion

Inthe last chapter for this research, we discussed the significance of the questionnaires and the findings they led to. We have made an analysis of all the informants' answers and their implications. The analysis of students' questionnaire have shown that the feedback of teachers have a great impact on learners' achievement during learning process. The analysis of the teachers' questionnaire have stated that the students do not all the time pay attention at teachers' feedback which consider it as negative feedback for some of them while others they consider it as positive to improve their level in the learning process.

General Conclusion

In teaching foreign languages, speaking skill is very important for EFL learners to express their ideas and points of view during the learning process. In this research, we focused on the difficulties that facing EFL learners during oral expression sessions. The impact and role of teachers' feedback in developing students' oral performance proved by providing them with different tasks according to their needs and their weaknesses to become more active in classroom activities.

Through our study, we asked four research questions that have been answered at the end of the research and we tested the hypothesis through two questionnaires: one for first year LMD students and the other for oral expression teachers. The results of the questionnaires indicate that teachers' feedback has an impact on reducing EFL learners' communication apprehension and they used feedback through different techniques to improve their level. In addition, teachers' suggested various teaching methods to help EFL learners during the learning process. Hence, it is necessary for the students to receive feedback that makes them aware of the errors, motivate and give them guidance to avoid falling in mistakes.

Recommendations

To conclude our research, we would like to draw some recommendations from what we have dealt with while preparing this dissertation. These are as follows:

For teachers

➢Teachers of English are required to be more creative, and use different methods inorder to motivate their EFL learners' interests, abilities, and preferences.

➢Teachers are required to provide comfortable environment for learning.

➢Teachers tend to use different activities for encourage students to practice more to improve their level.

➢Teachers should be aware about the problems that students face in oral courses and

try to reduce them.

For students

➢Students should not be afraid of making mistakes because it is part of the learning process.

➢Students should explore different techniques to develop their level without waiting for the teachers' feedback.

➢Students should know that feeling anxious is a normal aspect while performing infront of others.

➢Students should know how to avoid apprehension and anxiety

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What is communication apprehension? Definition, types http://www.leadershipahoy.com

Appendices

Appendix 01:

Students' Questionnaire

Dear student,

You are invited to answer the following questionnaire which intends to gather the important data to achieve the purpose of this study which investigates the role of 'Teachers Positive Feedback on Reducing Students Communication Apprehension'. With your help, the study would be based on realities. Thank you in advance for your collaboration.
Note: Communication apprehension is the fear of being judged from the audience.

Section One: Background Information

Q1. Would you specify your gender, please.

Male [ ] Female [ ]

Q2. Was your choice to study English at university?

☐ Voluntary

☐ An obligation

Section Two: Communication Apprehension in Learning Process

Q3. Do you think that learning English as a foreign language is difficult?

☐ Yes

☐ No

Justify your answer please

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q4. How often do you participate in the oral classes?

☐ Frequently

☐ Sometimes

☐ Never

Justify your answer, please

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Section Three: Students and Their Anxiety during Oral Classes

Q6. How do you feel when you are asked to speak in class?

☐ Anxious

☐ Comfortable

Q7. How often do you worry if your classmates speak English better than you?

☐ Always

☐ Sometimes

☐ Never

Q8.Do you feel nervous when you are giving a presentation in class?

☐ Yes

☐ No

If yes, what are the symptoms you usually have? (You may choose more than one symptom).

☐ Loss of thoughts

☐ Speaking less

☐ Hand shaking

☐ Heart pounding

☐ All of them

If others, please specify.

…………………………………………………………………………………………

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Section Four: Factors Contributing to Oral Communication Apprehension

Q9. Do you have any speech skill deficiencies?

☐ Yes

☐ No

If yes, what kind of deficiencies do you have? (You may choose more than one answer).

- ☐ Lack of fluency
- ☐ Lack of accuracy
- ☐ Poor pronunciation
- ☐ Lack of vocabulary
- ☐ All of them

Q10. Do you feel insecure due to an uncomfortable previous experience? If yes, would you tell us about?

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……………………………………………………………………………………………………

Q11. Do you think that teacher's teaching strategies/tasks can lead students to develop a kind of anxiety?

- ☐ Yes
- ☐ No

If yes, would you give an example?

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……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q12. Do your peers' reactions make you anxious? *

- ☐ Yes
- ☐ No

Q13. Has the fear of being judged ever held you back from expressing your thoughts easily? Mark only one oval.

- ☐ Yes
- ☐ No

Q14. How do you feel when you are criticized by your colleagues?

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Section Five: Teacher's feedback as a Strategy to Reduce Oral Communication Apprehension

Q15. Do you think that oral communication apprehension can affect the student's performance

negatively?

☐ Yes

☐ No

Q16. What strategies do you usually use to reduce your anxiety when participating in oral activities?

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Q17. Which techniques do you think can help you to reduce anxiety? *

☐ Practice and preparation

☐ Use positive self-talk

☐ Constructive feedback

☐ All of them

If others, please specify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q18. How often does your teacher provide constructive feedback?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

Q19. When does your teacher provide feedback? *

- ☐ Instantly
- ☐ After you finish

Q20. What kind offeedback does your teacher usually provide you with? *

- ☐ Oral feedback
- ☐ Body language/gestures

Q21. How does teacher's feedback usually affect you speaking performance? *

- ☐ Positively
- ☐ Negatively

Justify your answer, please

……………………………………………………………………………………………………

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Q22. To what extent do you find teacher's feedback effective to help you reduce your communication apprehension?

- ☐ Very effective
- ☐ Somehow effective
- ☐ Not effective at all

Justify your answer, please

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Appendix 02:

Teachers' Questionnaire

Dearteachers,

You are invited to answer the following questionnaire which intends together the important data to achieve the purpose of this study which investigates the role of Teachers Positive Feedback on Reducing Students Communication Apprehension. With your help, the study would bebasedonrealities.Thankyouinadvanceforyourcollaboration.

Section One: General Information

Q1. Gender   Male ☐   Female ☐

Q2. Qualifications

   ☐ Master degree

   ☐ Doctorate degree

Q3. Currently, are you teaching?

   ☐ First year
   ☐ Second year
   ☐ Third year
   ☐ Master degree

Q4. How long have you been teaching?

   ☐ 1-5 years
   ☐ 5-10 years
   ☐ 10-15 years
   ☐ More than 15 years

Section Two: Communication Apprehension in Learning Process

Q5. How do you describe your students' level of anxiety in the class?

   ☐ High
   ☐ Medium

Q6. Do you think anxiety affects learners' foreign language learning?

- ☐ Yes
- ☐ No

Q7. Why do your students feel anxious? Is this because of?

- ☐ Communication apprehension
- ☐ Lack of motivation
- ☐ Speaking activities

If others, please specify

…………………………………………………………………………………………………

………………………………………………………………………………………………

Q8. In which kind of these speaking activities your learners feel more comfortable?

- ☐ Role play
- ☐ Free discussion
- ☐ Presenting prepared dialogue
- ☐ Circle talking
- ☐ All of them

Q9. Do you think that the students will perform better if they do not know that their performance is going to be evaluated?

- ☐ Yes
- ☐ No

Justify your answer please,

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Four: Reducing students Oral performance Anxiety

Q10. How often do you talk with your students about their learning problems ?

- ☐ Always
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Justify your answer, please

………

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Q11. Do you think that varying speaking activities would help your students feel more comfortable?

☐ Yes

☐ No

Q12. Do you think that "group work" can help your students to overcome their anxiety?

☐ Yes

☐ Sometimes

☐ Rarely

☐ Never

Please justify,

………

………

Section Five: Teachers' Feedback

Q13. What kind of feedback do you use for your students during the learning process?

☐ Oral feedback

☐ Body language feedback

Q14. How can your feedback help students to overcome communication apprehension?

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………

Q15. What are the noticed effects of your feedback on your students?

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Q16. How do the students react to your feedback?

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Q17. In your opinion, would the absence of the teachers' feedback make any difference for the students' level? Explain how.

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Résumé

Cette étude vise à étudier le rôle de la rétroaction des enseignants sur la réduction de l'appréhension de la communication des élèves EFL. Notre étude est basée sur l'hypothèse selon laquelle les commentaires des enseignants ont un impact positif sur les apprenants EFL qui les aide pendant leur processus d'apprentissage. Il vise à identifier les erreurs et les obstacles auxquels sont confrontés les performances orales des élèves. En outre, encouragez les enseignants EFL à utiliser les commentaires comme un outil pour motiver et guider les étudiants pendant le processus d'apprentissage afin d'améliorer leur niveau. Pour tester notre hypothèse, nous utilisons deux outils de recherche. Dans un premier temps, questionnaire auprès de 38 étudiants de première année LMD de l'Université de Biskra afin d'obtenir leur avis sur les enseignants et leurs différentes méthodes d'enseignement pour les aider lors des tâches orales. Deuxièmement, un questionnaire destiné à huit professeurs d'expression orale d'étudiants de première année à l'Université de Biskra pour obtenir leur point de vue sur la façon dont leurs étudiants réagissent aux commentaires des professeurs lors des séances d'expression orale. Les résultats du questionnaire des élèves et des enseignants ont montré que les commentaires des enseignants ont un impact positif sur les performances orales des élèves. Les enseignants utilisent différents outils pour aider les élèves à éviter les erreurs. À cet effet, les commentaires des enseignants motivent et guident les étudiants à améliorer leur niveau de langue dans le processus d'apprentissage.