Teachers’ and Students’ attitudes towards the Use of Teachers’ Feedback in Minimizing Students’ Anxiety in Oral Performance

The Case of Second Year LMD English Students at Larbi Ben M’hidi University -Oum Elbouaghi-

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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2014-2015
Dedications

In the Name of Allah, the Most Merciful, and the Most Compassionate

I dedicate this work to my dear parents for their huge support and love

To my sisters Soulef and Sorya

To my brothers Salah and Mihoub and Chaouki

To my sweet nephew Abdelrahim

To my best friend Sara
Acknowledgements

Working on this dissertation would not have been accomplished without encouragement and supports from my amazing supervisor miss Soraya GUERFI, who helped me a lot in this study by giving me valuable and continuous guidance and supervision.

I would like to thank Miss Djalila ADJADJ for accepting to read my research and examine it. I am so grateful to all the teachers who have taught me all these years and also helped me accomplishing this research,

And also the students who collaborated in accomplishing this study.
Abstract

During many years researchers were interested in understanding the phenomena of anxiety and stress while learning the foreign language. Although many students have the desire and ambition to learn a new language, their disabilities to achieve a good level of efficacy in that language lead them to conclude that learning a second language is not an easy task at all and therefore it requires special abilities they do not often possess. Students’ anxiety is still a problem which face students in classrooms especially when it comes to relationship with the teacher, because students at this point are no more an active part in the class, instead their anxiety limit them from bringing up their best. This study brings the topic of anxiety in classrooms, as well as the teacher’s feedback to create a healthy and successful class environment in the sense that this feedback given by the teacher is considered as a tool to provide learners with self-esteem and confidence. This study embraces two questionnaires that were addressed to EFL teachers and learners for the sake of knowing what causes students to be anxious and what is the role of the teacher in order to reduce such feeling of anxiety and stress. From discussions of the results obtained from both teachers and learners questionnaires, it appears that students feel very anxious when they face any kind of oral task because they lack confidence in their abilities, and they get confused when explaining their ideas, also they dislike to receive comments from their classmates on their oral performance, hence; they prefer to keep silent and avoid any oral activities. Moreover; the results have shown that teachers’ feedback appeared to be a very effective tool in minimizing students’ anxiety in oral performance, and boost up their motivation for more enthusiasm to speak the foreign language effectively and correctly. On the basis of these findings, a number of further suggestions were tackled. Besides, other pedagogical implications which can be used to ameliorate the process of learning FL which is mainly affected by such anxiety.

Keywords: Anxiety, teachers’ feedback, oral performance, 2nd year EFL students
List of Abbreviations

CA Communication Apprehension
CNS Central Nervous System
EFL English Foreign Language
FL Foreign Language
FLA Foreign Language Anxiety
FLCAS Foreign Language Classroom Anxiety Scale
FNE Fear of Negative Evaluation
FP feedback about processing of the task
FR feedback about self regulation
FS feedback about the self as a person
FT Feedback about the task
TA Test Anxiety
Q Question
% Percentage
List of Figures

Figure 1. Orientation of energy based on Myers (1998)

Figure 2. Feedback types classified by Brookhart (1998)

Figure 3. Feedback types classified by Crane (2006)

Figure 4. Examples of good and bad feedback timing Brookhart (2007)

Figure 5. Examples of good and bad amounts of feedback Brookhart (2007)

Figure 6. Examples of good and bad mode of feedback Brookhart (2007)

Figure 7. Examples of good and bad choice of audience Brookhart (2007)

Figure 8. A chart for recording students’ mistakes Harmer (2007)

Figure 9: Teachers’ gender

Figure 10: Teachers’ degree (s) held

Figure 11: Years of teaching English

Figure 12: Teachers’ evaluation of their students’ oral performance

Figure 13: Teachers’ encouragement to their students’ speaking

Figure 14: Teachers perception about students’ anxiety if they were asked to perform Orally

Figure 15: Students who ask their teachers to design oral tasks for them

Figure 16: Factors which affects students’ oral performance negatively

Figure 17: symptoms which appear on students while the get anxious during speaking Tasks

Figure 18: Teacher provision of feedback during oral works

Figure 19: types of helpful feedback the teacher provide to learners

Figure 20: Usefulness of feedback to reduce anxiety

Figure 21: Usefulness of feedback on its levels accuracy/fluency

Figure 22: Teacher’s attitudes towards students’ interest in their feedback

Figure 23: Teachers’ choices of the cause of students’ negative opinion about feedback

Figure 24: Teacher purpose of giving feedback

Figure 25: Teachers opinion about students’ improvement after giving feedback
Figure 26: Teachers attitudes when students get anxious

Figure 27: Teacher’s opinion about the usefulness of constructive feedback to encourage students speaking skill

Figure 28: Teachers’ positive interference when students get very anxious and cannot speak

Figure 29: Teachers’ ways of interference to minimize anxiety

Figure 30: Teachers’ intention when giving feedback to students

Figure 31: students’ gender distribution

Figure 32: Students’ Age

Figure 33: students’ educational stream in English

Figure 34: students’ attitudes toward speaking orally in front of their teachers and peers

Figure 35: Students’ attitudes towards their colleagues’ judgments

Figure 36: students’ degree of anxiety if an oral test is announced

Figure 37: Students’ engagement in a discussion or debate with teachers or classmates

Figure 38: Causes of anxiety

Figure 39: Students’ anxiety when the teacher call their names for an oral presentation

Figure 40: Reasons behind students’ negative feeling

Figure 41: Students’ likeability to raise their hands first for oral presentations

Figure 42: Teacher provision of feedback during oral tasks

Figure 43: Students’ preferences of teachers’ feedback types

Figure 44: students’ opinion about feedback as a tool to reduce anxiety in language use

Figure 45: students’ preferences towards aspects of feedback

Figure 46: students’ feeling toward teachers’ interference to correct mistakes

Figure 47: The students’ degree of importance to receive feedback from the teacher

Figure 48: students’ choices of teachers’ ways to interfere during their oral works

Figure 49: students’ degree of anxiety if they were asked to correct their mistakes
# Table of Content

## General introduction

1. Statement of the problem .................................................................................................. 1
2. Aim of the study ............................................................................................................. 1
3. Research Questions ....................................................................................................... 2
4. Research Hypotheses ................................................................................................... 2
5. Research Methodology ................................................................................................. 2
6. The structure of the study ............................................................................................. 3

## Chapter One: Students ‘Anxiety in Oral Performance

### Part One: Students’ Anxiety

Introduction ....................................................................................................................... 5

1. Definition of anxiety ...................................................................................................... 5

2. Types of anxiety ........................................................................................................... 7
   2.1. Trait and State Anxiety ......................................................................................... 7
   2.2. Worry and emotionality ...................................................................................... 8
   2.3. Depression and stress ......................................................................................... 8
   2.4. Facilitative and Debilitative Anxiety .................................................................... 8

3. Sources of anxiety ....................................................................................................... 9
   3.1. Communication Apprehension (CA) ..................................................................... 9
   3.2. Fear of Negative Evaluation (FE) ........................................................................ 10
   3.3. Test Anxiety (TA) .............................................................................................. 10

4. Theories related to anxiety ......................................................................................... 11
   4.1. Psychoanalytic theory .......................................................................................... 11
   4.2. Learning/behavioral theory ................................................................................. 12
   4.3. Physiological theory ........................................................................................... 12
   4.4. Phenomenological/Existential theory .................................................................. 13
4.5. Cognitive theory .................................................................13

5. Learners’ differences ............................................................14

  5.1. Definition of extroversion/ introversion.................................15

  5.2. Characteristics of extrovert/introvert learners ..........................17

    5.2.1. Extrovert personality................................................17

    5.2.2. Introvert personality.................................................17

Conclusion ....................................................................................18

Part Two: Oral performance in foreign language classrooms

Introduction ....................................................................................20

1. Definition of speaking...............................................................20

2. Oral Communication Activities ..................................................21

3. Classroom Speaking Activities ..................................................22

4. Elements of Speaking Skill .......................................................25

  4.1. Accuracy.............................................................................25

  4.2. Fluency..............................................................................26

5. Teachers’ and Students’ Roles in oral performance.........................26

Conclusion ....................................................................................28

Chapter Two: Teachers’ Feedback

Introduction ....................................................................................30

1. Definition of Feedback...............................................................30

2. Roles of Feedback in Language Learning...................................31

3. Types of feedback.....................................................................32

4. Strategies of Feedback and their Purposes.................................35

  4.1. Feedback timing

  4.2. Feedback amount

  4.3. Feedback mode
Chapter Three: Practical Part

Introduction ................................................................. 45
2.1. The Methodology .................................................... 45
2.2. The Sample ............................................................. 46
2.3. The Setting ............................................................. 46
2.4. The Teachers” Questionnaire ...................................... 46
   2.4.1. Description of the Questionnaire .......................... 46
   2.4.2. Administration of the questionnaire ....................... 47
   2.4.3. Analysis of the Questionnaire .............................. 48
   2.4.4. Discussion of the results ................................... 62
2.5. The Students” Questionnaire ..................................... 63
   2.5.1. Description of the Questionnaire .......................... 63
   2.5.2. Administration of the questionnaire ....................... 64
   2.5.3. Analysis of the Questionnaire .............................. 65
   2.5.4. Discussion of the results ................................... 81
Conclusion ........................................................................ 82

General conclusion ........................................................ 83

Pedagogical implications and Limitations of the study ............ 84
List of references ........................................................... 86

Appendices


**Introduction**

**1. Statement of the Problem**

One of the most common problems facing university students is anxiety. Certainly, the added pressure of being in a new environment and also the desire to do well can overwhelm some students, therefore; to some learners university can be an isolating and anxious period rather than a transition to a new exiting experience and opportunities for personal growth. Students who suffer from anxiety and face it constantly while learning the foreign language are usually less productive and do not perform effectively especially when it comes to the speaking skill, hence; it deprives them of achieving their goals and their willingness to communicate because they find difficulties with overloaded tasks and the extra pressure imposed on them. So learners tend to be very emotional towards any kind of act or behavior produced by their classmates and essentially the teacher, who are considered as the guide and the source of authentic knowledge by many students, so what they do in the classroom while students are dealing with oral tasks is very crucial to them, because what raise more anxiety in students is when teachers do not react to them when doing any oral performance which lead students to question whether they are on the right track or not and also whether the teacher is interested in their works, consequently; all these possibilities raised in the student’s head, makes him more nervous and anxious and lead him/her to communication breakdowns and unsatisfactory results. Thanks to This feedback, if it used for building students’ strengths and develop their speaking skill, students may overcome their stress and improve their oral performance.

**2. Aim of the Study**

Because of the crucial importance feedback has in the process of learning the foreign language, the present study aims at investigating the teachers’ and learners’ attitudes towards the use of this feedback as a vital tool to minimize students’ anxiety in oral performances. This research tend to answer some questions about the teachers’ feedback and its use in the
foreign language classrooms to reduce anxiety which is a hindrance to students’ abilities especially in the speaking skill, and also lift up their level.

3. Research Questions

Our research aims at investigating the following questions:

1. Do EFL teachers and students think that feedback is useful to minimize anxiety in oral performance?
2. To what extent do EFL teachers and students believe that anxiety in oral performance can be reduced through the use of feedback?

4. Research Hypothesis

We hypothesize that:

EFL teachers and students have positive attitudes towards the role that teachers’ feedback undertakes in minimizing second year EFL students’ anxiety in oral performance.

5. Sample

The sample of this research is made up of (44) second year EFL students at Larbi Ben M’hidi university Oum Elbouaghi English department from a total population of (172) students, and also (14) EFL teachers specialized in oral expression module in the same department.

6. Research Methodology

In order to investigate teachers’ and students’ attitudes towards the use of feedback in lessening oral performance anxiety, it was necessary to administer two questionnaires for both teachers and students since it is the appropriate method to conduct this research. So it is a descriptive study to gather information from the two questionnaires and analyze them to seek results about the topic under research. These questionnaires are very helpful for providing answers and opinions in a short period of time.
7. Structure of the study

Our research is divided into three chapters. The first chapter will be divided into two sections. The first section will deal with students’ anxiety, its definition, its different types, its sources, and the theories related to this anxiety. Finally, a review of learners’ differences in terms of extrovert and extrovert students. In the second section, we are going to tackle oral performance in relation to anxiety, beginning with a definition of speaking, then oral communication activities, also classroom speaking activities, including the elements of speaking skill (accuracy/fluency), finally; the teachers’ and students’ role in oral performance.

The second chapter will be devoted to the use of feedback, by tackling its definition, its role in language learning, its types and strategies along with a specification of the purpose of each strategy. Furthermore; the four levels of this feedback are tackled , and finally its integration in oral works including oral accuracy/fluency tasks.

The third chapter will be devoted for the analysis and interpretation of the data gathered through the use of two questionnaires, one for EFL teachers and one for students, in addition to some suggestions about the use of feedback in diminishing anxiety in oral performance.
Chapter One: Students ‘Anxiety in Oral Performance

Part one: Students’ anxiety

Introduction

1. Definition of anxiety

2. Types of anxiety
   
   2.1. Trait and State Anxiety
   2.2. Worry and emotionality
   2.3. Depression and stress
   2.4. Facilitative and Debilitative Anxiety

3. Sources of anxiety
   
   3.1. Communication Apprehension (CA)
   3.2. Fear of Negative Evaluation (FE)
   3.3. Test Anxiety (TA)

4. Theories related to anxiety
   
   4.1. Psychoanalytic theory
   4.2. Learning/behavioral theory
   4.3. Physiological theory
   4.4. Phenomenological/Existential theory
   4.5. Cognitive theory

5. Learners’ differences
   
   5.1. Definition of extroversion/ introversion
   5.2. Characteristics of extrovert/introvert learners
      
      5.2.1. Extrovert personality
      5.2.2. Introvert personality

Conclusion
Introduction

Each student knows what it is like to feel anxious, the butterflies in the stomach before the teacher starts the lesson, the tension students feel when they know about a test or a quiz, anxiety often rouses the student to action and gears him up to face such a threatening situation, it is not as if he/she wants to be nervous about anything happening in the classroom, but that feeling is always present for some students who are at some point well prepared for whatever they are going to do in the classroom and yet are extremely anxious and worried about what is coming next. Students are known to be the victim of anxiety when taking classes especially oral classes, they feel uneasy and apprehensive about an event because they are not sure what outcome there will be. This feeling is depicted by several physiological symptoms including rapid heartbeats, muscular tension and shaking etc…

In this chapter, a definition of anxiety is presented, and then the different types of this anxiety, next the multiple sources of anxiety are tackled, and last the theories related to such anxiety.

1. Definition of anxiety

Many EFL students experience some form of anxiety or panic during their time at university and it is more likely to occur at specific times within the academic year. Anxiety is likely to be higher when students are in classes, have assignments, or preparing for exams, and more importantly presenting projects and topics orally. Anxiety is known to be as an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs as sweating, tension, and increased pulse, by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.

Anxiety was defined by Freud (1924) as “something felt,” p.71, an emotional state that included feelings of apprehension, tension, nervousness, and worry accompanied by physiological arousal. Consistent with Darwin's evolutionary perspective, (Freud,1924)
observed that anxiety is adaptive in motivating behavior that helped individuals cope with threatening situations and that intense anxiety was prevalent in most psychiatric disorders.

From another view it is seen as a normal response to stress and closely related to fear. Many students experience anxiety before, during, or after stressful events such as oral tasks, entering new social situations, speaking in front of groups, or when facing fears. Symptoms can be physical like dizziness, difficulty in breathing, and sweating, racing heart beat or mental like worrying, obsessive or intrusive thoughts or a combination of both. Many researchers also defined anxiety in different ways which led them to conclude that there is no clear and simple definition for this anxiety. Mussen (1974) concluded that:

Anxiety is not a pathological condition in itself but a necessary and normal physiological and mental preparation for danger … anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results. P.133.

So (Mussen, 1974) thinks that anxiety is a normal act which students go through for the success of the learning process because students must be prepared for such situations to manage them right. While Spielberger (1983) also defined anxiety as “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” p.1. Here he explained that this anxiety hinders students from learning because they feel nervous that affect their nervous system. Also Ottens (1984) defined it as “A disruptive thought patterns and physiological responses and behaviors that follow from concern about the possibility of an unacceptably poor performance on an academic task” p.1. (Ottens, 1984) stated that students’ anxiety appears when they feel that they will not perform well which leads to think that it will not be accepted by the teacher.

May (1950) (cited in Izard, 1972) defined anxiety as “diffuse apprehension, differing from fear in its vagueness and objectlessness and as a state that is associated with feelings of
uncertainty, helplessness, and threat to the core of essence of personality” p.57. Hence; anxiety is related to the personality when it is threatened.

2. Types of anxiety

Language anxiety is becoming an important area of research in learning the foreign language. It can have profound consequences on the language learning process. Also it can be categorized as: state and trait anxiety, situation specific anxiety, and facilitative, debilitative anxiety.

2.1. State anxiety/ Trait anxiety

It is defined as an unpleasant emotional arousal in face of threatening demands or dangers. A cognitive appraisal of threat is a prerequisite for the experience of this emotion (Lazarus, 1991). Also it was defined by spielberger (1972) as “a transmitting emotional state or condition of the human organism that varies in intensity and fluctuates overtime” p.39 i.e. if a person faces a situation as threatening even if no threat is present, the response would be strong in A-state.

Trait anxiety, on the other hand; reflects the existence of stable individual differences in the tendency to respond with state anxiety in the anticipation of threatening situations. (spielberger,1972) refers to this type as “relatively individual differences in anxiety proneness, that is, differences in the disposition to perceive in a wide range of stimulus situations as dangerous or threatening, and in the tendency to respond to such threats with A-state reactions”, he makes clear in this definition that people who have high A-trait view all situations as threatening and present danger unlike those who have low A-trait.

2.2. Worry/Emotionality

At the level of state and trait anxiety, a further distinction has been made between worry and emotionality by (Spielberger,1980).Worry refers to the cognitive component of the anxiety experience. Individuals respond to threat with worries about the imminent danger and their perceived lack of competence to counteract the threat. Also it is
negatively correlated with perceived self-efficacy (Schwarzer, 1996) i.e. Individuals who do not feel competent to cope with challenging demands, harbor self-doubts and worry. Thus, they are more anxious. So it is substantially related to performance impairment. On the other hand, emotionality refers to the perceived arousal component of the anxiety experience. Individuals experience sweating, headache, nervousness, and other bodily reactions. Although these two components are usually present at the same time to some degree, they are only poorly to moderately relate with each other. Moreover, they differ in terms of their behavioral consequences.

2.3. Depression/stress

It is more prevalent in anxious individuals. However, the construct of depression is clearly distinct from the construct of anxiety, since the latter is a response to perceived threat whereas the former is a response to perceived harm or loss (Lazarus, 1991). Stress is a response which may include anxiety but not necessarily so (Endler, 1997). It is commonly understood in one of three ways: as a stimulus such as a critical event like stressor, as a response to such an event like symptoms, and as a transactional encounter between a person and a situation. According to the first view, anxiety follows the critical event in the form of a post-traumatic disorder. (Keane, Taylor, & Penk, 1997). According to the second view, anxiety is part of the response pattern. According to the third view, anxiety is an accompanying emotion.

2.4. Debilitative/facilitative

Anxiety can also be depicted through another two forms which are debilitative anxiety and facilitative anxiety.

Debilitative anxiety is a kind which has a negative impact on students ‘motivation and their preparation for the exams; feeling more anxious an unprepared (Alpert and Haber, 1960).

However facilitative anxiety on the other hand is a form which inhibits the preparation for tests and exams and act as a motivator for the learner to improve his /her learning and
performance. According to Scovel (1978) (cited in Ellis, 1994) “facilitating anxiety makes the learner a fighter against the new information and pushes him to make more efforts to reduce negative anxiety” p.482.

3. Sources of anxiety

Language anxiety is one of the most important issues that must be known in second and foreign language learning. Since academic anxiety is defined as the state which students cannot ignore if they want to succeed, it is a pertinent problem which leads students to lose concentration and remembering information while completing tasks or tests, this feeling usually makes students feel helpless and like a failure. Cassady (2010) introduced the term academic anxiety as “a unifying formulation for the collection of anxieties learners experience while in schools” p.103. Moreover, Horwitz (1986) defined foreign language anxiety as “a distinct complex of self perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” p.128

Horwitz (1986) categorized many sources of anxiety, they are known as: communication apprehension, test anxiety, and fear of negative evaluation.

3.1. Communication apprehension

It is known as the difficulties and fear learners usually meet when they speak in FL, these limitations are due to the lack of knowledge, of the language and the expertise to exhibit it well in any context. Students who have such problem are unable to speak or behave in front of their teachers or colleagues. This led them to be ineffective in learning the foreign language. Mc Croskey (1977) defined communication apprehension as an “individual level of fear or anxiety associated with either real or anticipated communication with another person or persons”. P.197, this communication apprehension according to (Friedman, 1980) is caused when the ability and desire to participate in discussions are present, but the process of verbalizing is inhibited, instead shyness or reticence is occurring. The degree of shyness or range of situations that it affects varies greatly from individual to individual. (Mc
Croskey, 1980; Bond, 1984) identified seven factors which could result from shyness, they are: low intellectual skills, speech skill deficiencies, voluntary social introversion, social alienation, communication anxiety, low social self-esteem, ethnic/cultural divergence in communication norms.

3.2. Fear of negative evaluation

It is explained by (Horwitz, 1986) as the learner’s desire for a positive social impression; students who experience fear of negative judgment usually avoid any communication situations, because they consider it as threat and danger especially if their language is not adequate as it should be. So they react by being quit most of the time and unwilling to engage in the classroom process.

3.3. Test anxiety

According to (Horwitz, 1986) test anxiety refer to the learner’s fear of failure, by means learners get anxious to perform badly in a test; students consider the language learning and oral performance as a threat. In this respect too, (Daly, 1991) found that learners experience more language anxiety in highly evaluative situations where the test and format are unfamiliar, and the student would be very anxious (Young, 1991) claim that its causes are multiple; basically the first one is lack of preparation, poor time management, failure to organize text information and poor study habits. The second one is worrying about past performance on exams, how friends and other students are doing, and the negative consequences of failure, also students may experience physical signs of test anxiety like: sweat, headache, upset stomach, rapid heartbeat… etc.
4. Theories related to anxiety

Every student experience anxiety at any time or another. Fear of something unknown and how to handle a situation is a common scenario. Hundreds of studies so far have investigated the complex relationship between anxiety and different kinds of performance; they have come up with an overwhelming amount of diverse results, ranging from positive to negative and from strong to weak relations. Theories of anxiety were categorized onto different fields, they are: psychoanalytic, learning/behavioral, physiological, phenomenological/existential, cognitive . (Strongman, 1995).

4.1. Psychoanalytic theory

This theory began with Freud who had two theories of anxiety (1917, 1926) respectively, in both theories he saw anxiety as an everyday phenomenon and a way of explaining neuroses. Everyday anxiety is realistic anxiety which refers to real objects, it is referred to as fear rather than anxiety. Neurotic anxiety can take the form of being free-floating, phobic or involved in a panic attack.

Freud (1926) in his first formulation regarded anxiety as being a transformed libido, the transformation comes through repression which means that whenever a person is prohibited to act through repression, then anxiety is the result. In the second formulation, Freud reversed the anxiety repression linkage and viewed repression as occurring because the experience of anxiety, in this theory anxiety is a signal from the ego about real or potential danger. The unpleasantness of a threat causes anxiety which in turn lead to repression in a way of getting the person out of danger. In both theories, Freud gave a central role to the avoidance of overstimulation. So in the psychoanalytic context anxiety is a significant aspect handling a threatening environment, and is needed for the development of neurotic behavior. Also in this respect, (Sullivan, 1953) sheds the light on the social environment rather than early separation, Sullivan makes anxiety into a social, interpersonal phenomenon rather than on intrapsychic one, However; (Bowlbly, 1973) emphasizes on the significance of the
relationship with the mother, arguing that this is based on the apprehension that the mother is absent.

4.2. Learning/behavioral theory

(Pavlov & Watson, 1927) (cited in Strongman, 1996) were the proponents for the learning theory, their main function is to explain punishment; the argument is that organisms learn to avoid noxious stimuli through some other mediating mechanism; this mechanism is called fear or anxiety. They see that a conditioned stimulus is paired with an unconditioned one will after several pairings lead to a conditioned response which is anxiety.

This theory often see that the threat of discomfort, an increase in primary drives or overstimulation lead to anxiety only if they have autonomic components. Theorists who developed this perspective were (Mowrer, 1953); (Dollard & Miller, 1950), they view that drive reduction follows a response, reinforce it, and hence increases its future probability of occurrence, for (Mowrer, 1953) anxiety is a particular form of fear, when the source of fear is vague or repressed. So from this perspective anxiety is learned and once learned, motivates maladaptive behavior.

(Staats & Eifert, 1990) (cited in Strongman, 1996), on the other hand; believes that it is not necessary for someone to have a traumatic experience to develop a phobia, it can come about through negative emotion which are words associated with situations, they made a clear link between conditioning theory and cognitive theory.

4.3. Physiological theory:

This theory relies on a model of human psychology which rests on natural science; they consider anxiety as unveiling particular parts of the central nervous system (CNS) with the addition of general arousal. Also (Gray, 1982) regards the behavioral inhibition system as underpinning anxiety, he argues that the behavioral inhibition system suppresses any behavior that threatens an undesirable outcome, this only happens if another system which mediate the
threat is present, it is known as the fight/flight system and the outcome is negative if this system is suppressed.

### 4.4. Phenomenological/Existential theory

Here anxiety is seen as a naturally occurring state of the person, it exhibits the idea that development and maturity depend on freedom which in turn depends on being aware of the possibilities that exist in life. So a person has many choices in life and each choice is paired with anxiety, so it is unavoidable.

In this respect, (Ficher, 1970) holds the idea of anxious experiencing involving five components: an identity which reflect a milestone towards a way of living, if any of this milestones is threatened, anxiety results, there is a world which consists of relations for each milestones, if the world is threatened, anxiety may result, there is a motivation in which the world and the person’s identity is perpetuated, there is an action which involved in achieving milestones and express being, there is ability which reflect evaluation of uncertain competence. So for him anxiety is the combination of both anxious experiencing and the experience of the self or other being anxious.

### 4.5. Cognitive theory

Cognitive theory is one of the most important theories which shed the light on anxiety, opponents of this theory are (Eysenck, 1990) and (Ohman, 1993). (Eysenck, 1990) argues that the cognitive system acts as a gateway to the physiological system, and also added that the self schema theories depending on the personal relevance of any particular trait to the individual, and assumes that theses self-schemas are part of the cognitive system. From his perspective, there are differences between people who are high and low in trait anxiety in the information that they have stored in long-term memory. (Eyesinck, 1990) also argues that those who are high or low in trait anxiety may also differ in the process side as well as the structure of their cognitive system, so why people differ in their susceptibility to stress. He
demonstrates that those who are high or low in anxiety differ in the structure and processes of cognition by means their memory differ in broad schemata and specific items.

(Ofman,1993) on the other hand, explains an information processing theory of anxiety, it consists of five major aspects: stimulus information goes into feature detectors which pass the information onto significance evaluators, next the significance evaluators which assess the relevance of stimuli, then the arousal system which tune up the significance evaluator and also gives input to the conscious perception system, also the expectancy system based on emotion being organized into memory, finally the conscious perception system, it integrates all the parts and picks out a suitable action to deal with the previewed threat.

5. Learners' Differences

Foreign language learners vary a lot on a number of dimensions and maybe the most important criterion is that of the personality. The trait of introversion and extroversion is a central dimension related to the human personality in general and learners in particular. So, it is very common to see that there is no way for comparison between introvert and extrovert students when it comes to risk taking in the classroom. (Myer,1962) concluded that extroverts are much more dynamic in learning situations that afford interaction, and that introverts rather prefer to work in small groups or alone, which means that extrovert students are likely to open a space for interaction with other colleagues and their teachers too while introvert students prefer to keep silent or work in a less attention spot.

(Carskadon,1978) also states that extroverts generally use more action but fewer thoughts, while for introverts it is the opposite; this means that they are less involved in school activities. Extroversion and introversion are very important variables in the learning of a foreign language. Teachers usually do not like introvert students' behavior because they consider it as an undesirable behavior, while the extroverted student's behavior is desirable and ideal because such students adopt an outgoing and talkative personality. Furthermore, reserved personalities are seen as problems because they are noticed by their teachers and
peers, Myers (1995) also claimed that "introversion is characterized by quiet, unsocial, reserved, passive, careful and thoughtful behavior" (p.13). These characteristics cause students to be almost invisible in the classroom. (Byrnes, 1984)

Teachers always seek ways of encouraging extroversion, because they often face many problems when the students do not speak their minds; whether they understood or not or whether the teacher should re-explain the lesson or move on. So introversion and extroversion are only symptoms reflecting each student’s personality and the image he/she holds about himself/herself which leads to an improvement or a deterioration of their self-esteem. (Burnett, 1998) concludes that children with low self-esteem give limited responses in the classroom, while those with higher self-esteem have high communicative abilities and interact better with their peers. Moreover, students with low self-esteem do not speak much and they usually sit in the back. (Morrison & Thomas, 1975).

Speaking about low self-esteem is also related to communication apprehension, it is defined by (Mcroskey, 1982) as the fear or anxiety that the individual has in relation to a real or anticipated communication, that is students’ anxiety when using the target language if they make mistakes or not being at the expected level, such students according to him sit in the back where less interaction is provided, hence; they do not get involved in class activities.

5.1. Definition of Extroversion/Introversion

Jung (1987) was the first one who used the terms extrovert/introvert as part of his type theories. Extroverts/introverts were investigated from two perspectives: the biological and social perspective. From a biological view, extroverts/introverts are discussed in relation to the arousal of the cortex of the brain. Wilson & Languis (1990) claim that extroverts are under aroused and introverts are over aroused. In addition to that; extroverts search for more stimuli outside themselves and their orientation of energy is toward the outer world. On the other hand, introverts do not need extra stimuli because they have enough, and their orientation is
inner, consequently; extroverts are “turn outward” and introverts are “turn inward” (Brown, 2000) and (Myers, 1998).

So, it is remarkable that extroverts interact more with the outer world, people or things, and they are active; while introverts are only reflecting and directed (Myers, 1998).

(Brown, 2007) also distinguished two types of learners: extroverted and introverted learners, he believes that extroverted learners are more active and they can engage easily with other learners, in addition to that they prefer to exchange ideas in the classroom instead of just listening and observing i.e., they prefer to work in groups, while introverted students for him are passive and have no will to engage in any activity or discussion. Myers (1995) defined extrovert as:

The after thinkers, they cannot understand life until they have lived it. Their attitude is relaxed and confident, they respect the waters to prove shallow, and plunge readily into new and untired experiences. Minds are outwardly directed, interest and attention following objective happening, primarily those of the immediate environment. Their real world therefore is the outer world of people and things. p 77.

(Myers, 1995) explained that extroverts are sociable which means that they are open-minded to try new things and work with others easily, while he described introverted learners as those who have an inner strength and prefer to study alone also avoid any kind of engagement. Besides, he thinks that introverts focus on the internal world of ideas; whereas extroverts focus on the external world of people and activities i.e. interaction is very

Figure 1. Orientation of energy (Based on Myers 1998) p.18
important to them. (Eysenck & Chan, 1982) claim that: “Extroverts are sociable, like parties, have many friends and need excitement, they are sensation-seekers and risk-takers, like practical jokes and are active.” p.154

Conversely, introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement. (Eysenck and Chan, 1982). P.154 cited in (Ellis, 2008) p.643. So (Eysenck & Chan, 1982) differentiated between extroverted and introverted learners in the sense that each one adopt a whole different appropriate approach to work with.

5.2. Characteristics of Introvert / Extrovert learners

(Jung, 1987) identified two types of personalities based on dimensions of attitudes:

5.2.1. Extrovert personality

Extroverts appear social, practical, affectionate, informal, good conversationalists, they are active and lively, they are habitually outgoing, they prefer outdoor activities, and they tend to be essentially social-participating in various social and personal activities. They appear full of energy and tend to involve themselves in a variety of pursuits, they are generally good leaders of big and small groups; these individuals adapt easily to a given situation and are particularly influenced by objects and events in the external world.

5.2.2. Introvert personality

Individuals who prefer to remain isolated or in the company of very few people can be categorized as ones who have an introverted personality. Introverted students are more prone to thinking. They are formal, idealistic, and less sociable; they talk less and brood about to future. They do not involve themselves in social activities or those activities which demand their direct interaction with others, they remain passive and avoid being in the center stage, they prefer indoor activities.

However, many individuals may have both types; this personality type which possesses the trait of both introvert/extrovert personalities is known as: ambivert Personality, these individuals show traits of introverted personality in some situations and in others, they
behave as an extrovert personality, this classification of ambivert personality was given by psychologist (Eysenck, 1947).

**Conclusion**

In this section a literature review was presented in relation to the students’ anxiety, as it is mentioned before, anxiety is a psychological construct which appears in many aspects. It is considered as an obstacle which hinders the students from achieving their goals. Also different types of this anxiety are mentioned in this review they include: state and trait, worry and emotionality, depression and stress, and finally debilitating and facilitative anxiety. Moreover, the sources of anxiety are tackled to highlight some reasons behind this anxiety, then a presentation of different theories which dealt with about anxiety and explained it clearly from different views.
Part Two: Oral performance in Foreign Language Classrooms

Introduction

1. Definition of speaking

2. Oral Communication Activities

3. Classroom Speaking Activities

4. Elements of Speaking Skill
   4.1. Accuracy
   4.2. Fluency

5. Teachers’ and Students’ Roles in oral performance

Conclusion
Introduction

It is tough for many students to present something orally in the classroom, students in foreign language classes feel more nervous and anxious while speaking, they get sweaty palms, cold feet and rapid heartbeats when they perform a task in that foreign language. This anxious feeling is due to the presence of the teachers and peers which make students uncomfortable and frightened to start their oral performance.

In this review of literature on EFL learners speaking skill, a definition of speaking is presented, and the different types of oral communicative activities which are provided for learners are also mentioned in this chapter. In addition, the types of classroom speaking activities, the elements of speaking skill which are fluency and accuracy are also tackled. Finally a review on teachers’ and students’ roles is highlighted to make a successful oral performance.

1. Definition of speaking

Speaking is an interaction process in which the information is produced and received to construct meaning. (Brown, 1994), Burns & Joyce (1997) add also that the form and meaning of speaking is dependent on the context in which it occurs, including participants, their experiences and the physical environment, and the purpose of speaking. They also explained it as a spontaneous and open-ended process, but speech is not unpredictable, language functions which occur in a discourse situation can be identified and charted.

According to the Oxford Dictionary of Current English (2009) speaking is the “action of conveying information or expressing ones’ thoughts and feelings in spoken languages” (p. 414). It means that a person transforms certain information to others in spoken language in order to express himself/herself in a given situation. Moreover; Nunan (2003) explains that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning” (p. 48), i.e. the speaker here is producing verbal utterances to communicate with others sharing a meaningful thought or belief. Also (Bygate, 1987) considered speaking
as a skill in which a difference is highlighted between knowledge and skill in speaking lesson, it means that the learner’s crucial part in this is to be knowledgeable of grammar, vocabulary, intonation and pronunciation, but what count more is the skill to apply this knowledge for communication.

2. Oral Communication Activities

Speaking is one of the most pertinent skills used in classrooms; teachers tend to give it an important place in the curriculum. (Harmer, 2007) explained that students in a good atmosphere attain an appropriate level and interact with each other are the ones who participate freely and are interested to engage in any task. However; there might be problems sometimes, he argued that students refuse to speak for the reason that topics are not chosen well, which leads to the loss of enthusiasm from the part of the student, and also the classroom environment might be uncomfortable. But what he thinks as a big problem is the reluctance of some students to speak, (Harmer, 2007) described reluctant students as shy and unable to express themselves in front of people for the reason that they worry to lose face in front of their colleagues, that is why he suggested some tips to help them get over this situation.

First of all, preparation, Wilson (2005) (as cited in Harmer, 2007) describes that planning and rehearsal are important for students to perform better, this happens if the teacher gives them time to think in their heads or practice dialogues before doing any public oral performance. This leads to say that students need some practice outside any formal task in the classroom so as they can perform better. Moreover; (Menmim, 2003) (as cited in Harmer, 2007) argued that it is important for the students to record presentations, then transcribe them, and more importantly correct the mistakes found before giving it to the teacher for assessment and before the presentation, these stages are meant to help students pertain an idea about what is coming when they face real situations rather than training only.
Second, the value of repetition in which (Harmer, 2007) claimed that repetition has a beneficial effect on students’ memory in the sense that it improves students’ performance, he added that when students repeat speaking tasks is like rehearsing for the final effort, these trainings give them confidence for better performances, (Howarth, 2001) (as cited in Harmer, 2007) described the process of analyzing what have been done before as a sort of feedback as:

Plan → Perform → Analyze → Repeat

Third, big groups- small groups are also among these tips suggested by Harmer (2007) in which he explained this issue as the fear that students have when they speak in large groups, this fear hinder them from being good speakers or perform well for the reason of being uncomfortable, so he suggested to allow them speak in smaller groups too. Finally, mandatory participation is highlighted in speaking in a “speaking grid” (Munford, 2004), or jigsaw reading activities and story-circle writing which demands the students to speak and interact.

3. Classroom Speaking Activities

Speaking in front of teachers and colleagues is one of the students’ worst nightmares. It is considered as a difficult task to accomplish in the classroom, that is why teachers give a huge importance to speaking skill while teaching the foreign language in order to make students more comfortable and perform well through preparation and practice. (Harmer, 2007) argued that classroom speaking activities are set for the purpose of communication. This communication can only be accomplished through the use of some activities to make the process of speaking an easy task for students, these activities are: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

One of the strongest activities which help students strengthen their speaking skill is acting from a script; (Harmer, 2007) distinguished two dimensions in acting from a script. First, students are taught to act out scenes from plays or their course books which is also known as play scripts, he claimed that play scripts are important and helpful for students in
the sense it put them in real situation where they practice well before the final performances, he added that this acting is learning and language producing activity. (Almond, 2005) cited in (Harmer, 2007) also points out that drama is a helpful tool to build the students’ character by being more confident and enables them to contextualize language. It involves them also in problem solving; it means that students practice their facial expressions, movements, eye contact and gestures only through drama.

The second dimension is acting out dialogues; Harmer (2007) said that:

When choosing who should come out to the front of the class, we should be careful not to choose the shyest students first, we need to work to create the right kind of supportive atmosphere in the classroom. We need to give students time to rehearse their dialogues before they are asked to perform them. If we can give students time to work on their dialogues, they will gain much more from the whole experience. (p. 349)

In addition to acting from a script, communication games are also not less important for the enhancement of oral performance. They allow students to speak and be at ease, (Harmer, 2007) also categorized them into two types, the first type is information-gap games, here the students are supposed to talk to each other to solve a puzzle, draw pictures and describe them, or put things in the right order, the second type is TV and radio games, he considered these tools as providers of good fluency activities for the reason that they demonstrate well and allow students to ask plenty of questions.

Another aspect of oral performance is discussion. It is known as the student’s engagement in the classroom conversations through his/her comments, arguments with other students or the teacher himself. Harmer (2007) pointed out that discussions can range from large formal groups to informal small group interactions, he categorized this discussion into: buzz groups in which students are exposed to reading texts and they are supposed to predict the content or their reaction to it after they do the reading, then he added instant comment. He argued that this way is helpful for students to respond fluently and immediately by including
“instant comment” mini activities into lessons Harmer (2007) p. 350, the teachers here are supposed to pick up students to say something about a given topic. Moreover, there is formal debate in which Harmer (2007) claimed that:

Students propose arguments in favor or against various propositions, when the debate starts, those who are appointed as “panel speakers” produce well rehearsed “writing-like” arguments; whereas others, the audience pitch in as the debate progresses with their own (less scripted) thoughts on the subject. (p. 350)

This means that students who are speaking in favor of a prepared topic are given time for planning and practicing while other students integrate with their own opinions about the same topic but no preparation is done before. In addition to that, (Harmer, 2007) highlighted also the unplanned discussions, he pointed out that this type of discussion is very effective for speaking in the classroom because it raises many points to be discussed, it is usually unprepared by the teacher especially if the topic is interesting. Finally, he added another way to support discussion in which students are provided with different activities for the sake of reaching a consensus i.e., a decision about a specific matter after discussing it together.

Prepared talk is also an important activity, (Harmer, 2007) defined it as the student’s choice for a topic to present, and this topic is well prepared before and then presented orally in front of the teacher and other students who in turn will have their word about the topic in a form of discussion with the students who present. (Harmer, 2007) also spoke about questionnaires for oral performance, students are supposed to design questionnaires on any topic, then the results obtained from the questionnaires can be used for discussions, prepared talks or written works.

Finally, simulation and role play are tightly related to any oral performance. They are useful for oral fluency because they put students in real situations where they can test different characters using different topics. Harmer (2007) added that:
When students are doing simulations and role plays, they need to be given enough information about the background in order to function properly. Of course, they will allow them to be as creative as possible, but if they have almost no information, they may find this very motivated to do p.352.

So simulation and role plays are very motivating and effective for students to use the language more and interact more in activities.

4. Elements of Speaking Skill

English language learning is a universal aim which people all over the world pursue to fulfill for the purpose of communicating with each other, learners particularly learn the foreign language with all its aspects and notions, but what really draw their attention more is to be accurate and fluent while using that language, because accuracy and fluency are determined as factors which show the students’ level of success in learning the foreign language. Basically, a student who uses the foreign language accurately means that he speaks it correctly, while fluency means that he speaks it easily, quickly and fewer pauses are involved.

4.1. Accuracy

Accuracy oriented approach is an approach which focuses more on repetition of new forms and grammatical structures produced in speaking. This approach focuses on the grammatical errors that cannot be neglected and that should be corrected instantly in order to avoid fossilization (Willerman, 2011). Accuracy is very important for learners because it helps them to avoid communication breakdowns, Richards (1992) identified it as “the ability to produce grammatically correct sentence” (p. 31). It means that accuracy is concerned with the grammatical competence of the students to avoid making errors. However, in other cases accuracy is known as speaking English with few or no errors in not only grammar but also vocabulary and pronunciation. (Thornbury, 2000).
He also made a scale for the assessment of accuracy in which he clarified that: in grammar, students use the correct word order, tense and tense agreement; also they correctly use prepositions and articles. Moreover; in vocabulary students have a range of vocabulary in relation to the syllabus and also use words taught by the teacher, also pronunciation, students tend to speak and most people understand. Lim (1994) also defined accuracy as “the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic, and discourse features of the language” p. 23, it means that the learner is able to avoid any error almost in all aspects of language.

4.2. Fluency

Fluency oriented approach views that grammatical or pronunciation errors are not important therefore correction might be an obstacle to speaking. It confirms the idea that errors in early stages of learning are acceptable and they are considered as a natural language development. Fluency has to do with someone’s ability to speak easily without stopping to think. Richards (1992) defined fluency as “the features which gave speech the qualities of being natural and normal” (p. 56); it means that students while speaking are calm and confident of what they are saying because they are competent enough in the language they are using. (Thornbury,2000) also added criteria for assessing fluency. First; lack of hesitation i.e. students speak smoothly and are easy to be understood while expressing their ideas. Second; length i.e. students range their ideas to form a message or agreement in a simple or complex way. Third; independence i.e. students have multiple ways to speak their minds and more important the ability to keep the conversation on.

5. Teachers’ and Students’ Roles in oral performances

Teachers and learners are the two fundamental parts in the educational system that is why they are heavily concerned with encouraging more the practice of the speaking skill in the classroom. Affective factors are very crucial and should be given interest by both teachers and learners either positive or negative. (Meng & Wang,2006) claimed that positive affective
factors are mainly related to feelings and emotions towards language learning, while negative factors tend to hinder language acquisition. So, when the teacher reduces such negative factors like classroom anxiety, lack of motivation, shyness, reticence, lack of confidence, and self consciousness, students can be more proficient and experienced which in turns develop positive emotions and attitudes towards language learning. Moreover, teachers and students are supposed to work in harmony in the sense that teachers are responsible for most of what is happening in the classroom and their duty is to make sure that students succeed in oral English proficiency taking into consideration that student affective filters are influenced by the teachers in the language environment. Also, teachers’ behavior is very important in the language learning process, teachers on the basis of their behaviors are divided into two types: autonomy supportive behavior and autonomy suppressive behavior. (Black & Deci, 2000) pointed out that teachers create autonomy supportive environment to achieve positive results and motivate students precisely the intrinsic motivation which refers to personal interests and self determination of the students. So, it is preferable to apply such behavior rather than the autonomy suppressive behavior in which students are controlled and the psychology of language learning students is affected negatively.

Furthermore, (Wang, 2005) suggested five teaching strategies for teachers who want to apply autonomy suppressive climates and motivate their students. The first thing to do is to build up an open and pleasant learning climate by applying cooperative and competitive oral activities like games. Second, become a friendly, creative and enthusiastic teacher through raising decisions, debates which improve students’ willingness to communicate in classrooms. Third, presenting a variety of meaningful and intellectual materials because teaching materials are the first door to support students in oral activities. Fourth, enlarge learners’ autonomy by giving them a sense of determination like choosing topics, setting their own goals etc … Last, provide individualized self-assessment in which learners can assess their own oral language abilities which increase their motivation.
On the other hand, students are also a part of making this process of speaking a successful one. (Huang, 2010) shed the light on six important pieces of advice for EFL learners’ to develop their oral English skills. First, students should make clear connection between listening and speaking, also they should not dismiss any practice of English. Second, they should recite English poems, prose and short stories which embrace new vocabulary and useful expressions. Moreover, students should deal with different topics and create an English environment in which they can be creative and more important to think in English. Therefore, students here will somehow be able to overcome some problems facing them in oral tasks and perform in the classroom.

**Conclusion**

To sum up, this section presented a review of the speaking skill in the foreign language starting with a definition of speaking, then the different oral communication activities which take place in the foreign language classrooms. Besides, this section dealt with the elements of the speaking skill including accuracy/fluency. Finally, the teachers and learners roles during oral performance are emphasized too.
Chapter Two: Teachers’ feedback

Introduction

1. Definition of Feedback

2. Roles of Feedback in Language Learning

3. Types of feedback

4. Strategies of Feedback and their Purposes
   4.1. Feedback timing
   4.2. Feedback amount
   4.3. Feedback mode
   4.4. Feedback audience

5. The focus of feedback: the four levels

6. Feedback during oral work
   6.1. Feedback during accuracy work
   6.2. Feedback during fluency work

Conclusion
Introduction

It is important for students to know how well they are doing as they learn; it is because the knowledge of being on the right track gives students a sense of achievement which motivates them to learn more. Also, it is important for learners to know when they have made a mistake so that they learn from it and take corrective measures. Hence, the teacher here has a crucial role to monitor students' learning and give them feedback. This feedback can be given to individual students, to a group of them or the whole class.

In this chapter, a definition of feedback is tackled, and then its role in language learning classrooms. Next, this review will tackle the different types of feedback, also its strategies along with their purposes. Moreover, a review of the four levels of feedback highlighted by (Hattie and Timperley, 2007) is provided. Finally, a specification of feedback during oral tasks is presented and reflected into two dimensions: feedback during accuracy work and during fluency work.

1. Definition of Feedback

Feedback is one of the most powerful influences on learning and achievement. On the webpage of Wikipedia, feedback is defined as “a process of sharing observations, concerns and suggestions with the other with an intention of improving his/her performance as an individual”. It means that feedback is shared information between students or students and their teachers to evaluate a certain situation in the classroom about a certain topic for the sake of ameliorating their performance. In the context of teaching and language learning, feedback has been defined many times, (Littlewood,1981) and (Lewis,2002) defined feedback as an information provided to learners to tell them about their progress and identify their errors to guide them and improve their performance. Also Ferris (1999) viewed feedback as “any response a teacher may give his or her students” (cited in Do,2009) p.16 . He shed light on
learners’ improvement of their performance because it is the main reason for providing feedback.

Moreover, Bound (2000) explained feedback and differentiated it from criticism. He pointed out that “a good feedback is given without personal judgment or opinion given based on the facts always, neutral and objective, constructive and focus on the future” (p. 7), whereas criticism for him is “personal, fault finding very subjective, usually destructive, involve emotion, and past oriented” (p. 7). So, in this respect; feedback is only a source for improving the level of learners and is considered as a positive tool to achieve a good level in performances.

Hattie and Timberley (2007) also spoke about the meaning of feedback, they consider it as:

an information provided by an agent like the teacher, peer, books, parent, self, experience regarding aspects of one’s performance or understanding, a teacher or parent can provide corrective information to clarify ideas a parent can provide encouragement and a learner can look up the answers to evaluate the correctness of a response. Feedback thus, is a “consequence” of a performance (p. 81).

It means that this information provided by teachers and peers or even oneself is very helpful considering that it shows strengths to reinforce and weaknesses to avoid for a better performance.

2. Roles of Feedback in Language Learning

Giving feedback to students from the part of teachers is a very difficult task, but its importance is crucial because such feedback is helpful for learners to improve their classroom practices. Hattie and Timberley (2007) asserted that “feedback is one of the most powerful influences on learning and achievement” (p. 81). So, feedback is a pertinent tool in the teaching and learning process. Also, Friemuth (1998) claimed that feedback is a supportive process which “improves learner’s accuracy and language acquisition” p. 7, for the reason that
when teachers give their feedback to students each time they receive a remark about something wrong they commit, a better language production is expected from them and accurate language use is more likely to take place. Also he shed the light on the idea that

when teachers provide their learners with feedback, they can have an idea on how to perform by showing their strengths and weaknesses rather than leaving them with no evaluation on their performance which lead them to commit more and more mistakes thinking that they are correct and nothing is wrong or missed.

Moreover; (Moss,2002) explained the role of feedback by describing it as a tool to speed up the process of language learning because this information provided by teachers shows rules, limitation, and restrictions of language use i.e. learners cannot discover these rules and restrictions on their own. Finally, Tunstall and Gripps (1996) considered feedback as “a prime requirement for progress in learning” p.9 i.e. it is indispensible in the process of learning.

3. Types of feedback

Delivering feedback to learners should be a balanced process, it is one of the most powerful techniques for increasing learning outcomes in students (Berliner & Rosenshine, 1977); (Walberg,1984) (cited in Stronge, 2007). Brookhart (1998) categorized feedback into four general types. First, affective feedback, it is used to describe the strengths and weaknesses of students’ work through criterion based phrases which help students in their future work. Second, descriptive feedback , (Brookhart,1998) explained it as a way to show students what to improve and how to correct and move on in learning process, third evaluative feedback, it tends to summarize students’ achievement and measure it with grade; and finally motivational feedback which encourages students and supports their work to give them a good feeling .
(Harmer, 2001) also classified feedback into three categories: corrective feedback in which the information given by learners is corrected by the teacher, also evaluative feedback which looks pretty much like the corrective one which aim to offer students advice to improve their performance, and the last type is the strategic feedback, it also aims at improving students’ performance by focusing on the strengths and weaknesses.

(Crane, 2006) also classified feedback into five types: the first type is the confirmative feedback, (Crane, 2006) explained that it informs the learner about the accuracy of a response, the second type is corrective in which the teacher tells the learners that their response is incorrect and provide them with the correct form, also explanatory feedback, here the teacher corrects the students’ information and also includes relevant information about the correct form, the following type is the diagnostic feedback, here the teacher is supposed to compare the incorrect response with common mistakes for explanation, and the last type is the
elaborative feedback, it is meant for providing learners with related information to extend their knowledge about a given topic.

![Feedback types diagram]

**Figure 3. Feedback types classified by Crane (2006) p.73**

Besides these types of feedback, there are also other types which are: Positive/negative feedback (Namara, 1999; Anyon, 2001) defined positive feedback as the teachers’ interest in what their students say and more importantly to encourage them on their work, while they defined negative feedback as the displeasure of the teachers on their students’ performance, they describe it as a sort of a punishment.

Verbal and non-verbal feedback describes the information that the teacher provides either by speaking or only questions. (Long, 1996) claimed that verbal feedback is a type that is spoken through phrases, tone, and voice, on the other hand, non-verbal one is concerned only with cues expressed through facial expressions.

Direct, Explicit/Indirect, Implicit feedback, (Bitchmen, 2005) explained direct feedback as the way teachers identifies the errors the students commit and then provide them
with the correct form. Indirect feedback means that teachers identify the error too but without supplying the correct form.

Immediate/delayed feedback refers to the comments and remarks the teacher say on the spot in case of students have made a mistake or expressed a good idea, here the teacher is supposed to comment at the moment, (Roger,2006) claimed that immediate feedback is helpful and effective if the aim of the teacher and the lesson is to improve students’ performance and promote accuracy either through drilling or guided practice. (Richards,1998) also added that this type of feedback helps learners to be aware of their mistakes immediately. On the other hand, delayed feedback is also helpful for learners who do not like to be stopped and judged every minute (Richards, 1998). It is a way of letting students act till they finish then the teacher can interfere, this usually happens for group works rather than individual performance (Roger,2006).

4. Strategies of Feedback and their Purposes

Feedback strategies can tell much about how a teacher can give a good feedback and are also important aspects which are used to control the situation where the teachers provide feedback for different students. (Brookhart,2007) identified these strategies as follows: timing, amount, mode, and audience.

(Brookhart,2007) explained timing in relation to feedback as an important strategy because the purpose of giving immediate or delayed feedback is to keep students mindful of the topic or performance i.e. they need this feedback while they still think of the learning goals and still striving for something. She also added that for the teacher in order to succeed in giving feedback in the right time, he/ she has to put himself/herself in the students’ place which means to be aware about the exact time when the students need to hear that feedback.
Examples of good feedback timing

- Returning a test assignment the next day
- Giving immediate oral responses to questions of fact
- Giving immediate oral responses to students’ misconceptions
- Providing flash cards (which give immediate right/wrong feedback) for studying facts

Examples of bad feedback timing

- Returning a test or assignment two weeks after it is completed
- Ignoring mistakes or misconceptions (thereby implying acceptance)
- Going over a test or assignment when the unit is over and there is no opportunity to show improvement

Figure4. Examples of good and bad feedback timing (Brookhart, 2007)  (p. 11)

So, here (Brookhart, 2007) gives a huge importance to the time of feedback because once the teacher implies it in the right time and way, students will understand and be more acquainted with correct forms only.

The second strategy that (Brookhart, 2007) spoke about is the amount, it is also not less important than timing. She argued that “the hardest decision to make about feedback is the amount to provide” p.12. Furthermore, she added that making a judgment about the amount of this feedback needs a deep knowledge of three main points:

- The topic in general and the learning target in particular
- Typical developmental learning progressions for those topics or targets
- The teachers’ individual students.

So, it should give students a clear image of their next step forward about something they need to improve.
Examples of good amounts of feedback | Examples of bad amounts of feedback
---|---
- Selecting two or three main points about a paper for comment | - Returning the students’ paper with every error in mechanics edited
- Giving feedback on important learning targets | - Writing comments on a paper that are more volumes than the paper itself
- Commenting on at least many strengths as weaknesses | - Writing voluminous comments on poor-quality papers and almost nothing on good quality papers

**Figure 5. Examples of good and bad amounts of feedback Brookhart (2007) p.13**

Thus, if the teacher succeeds in giving the feedback with the right amount, then his/her students would be likely to know what to do and avoid confusion.

The next strategy which (Brookhart, 2007) highlighted is the mode. She argued that feedback can be delivered in many modalities. Some assignments lend themselves better to written feedback (for example receiving and writing comments on students’ written work; some to oral feedback (for example observing and commenting as students do math problems as seatwork; and some to demonstrations, but the best feedback is the one resulted from conversation with students through questions, comments and advice.

| Examples of good feedback mode | Examples of bad feedback mode |
---|---
- Using written feedback for comments that students need to be able to save and look over | - Speaking to students to save yourself the trouble of writing
- Using oral feedback for students who do not read well | - Writing to students who do not read well
- Using oral feedback if there is more information to convey than students would want to read | |
- Demonstrating how to do something if the students need to see how to do it or what it “looks like” |

**Figure 6. Examples of good and bad mode of feedback Brookhart (2007) p.16**
So, the purpose here is to communicate the feedback message in the most appropriate way whether orally or in written form or through demonstrations and conversations, it all depends on the students’ ability.

The last strategy (Brookhart, 2007) mentioned is the audience, she argued that:

feedback works best when it has a strong and appropriate sense of audience. Feedback about the specifics of individuals work is best addressed to the individual student, in terms the students can understand that simple act is powerful in itself because in addition to the information provided, it communicates to the students a sense that you care about his/her individual progress p. 17

So, what matters to the teachers is to know his/her students well and know how to talk to them effectively.

<table>
<thead>
<tr>
<th>Examples of good choice of audience</th>
<th>Examples of bad choice of audience</th>
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<tbody>
<tr>
<td>- Communicating with an individual, giving information specific to the individual performance</td>
<td>- Using the same comments for all students</td>
</tr>
<tr>
<td>- Giving group or class feedback when the same mini-lesson or reteaching session is required for a number of students</td>
<td>- Never give individual feedback because it takes too much time</td>
</tr>
</tbody>
</table>

**Figure 7. Examples of good and bad choices of audience** Brookhart (2007) p.18

To sum up, feedback audience try to understand the students learning and then give the specific appropriate feedback.

5. **The Focus of Feedback: the Four Levels**

(Hattie & Timberley, 2007) claimed that there are four levels in feedback, and each time this feedback occurs in a level, it influences its effectiveness. The four levels are:
feedback about the task, feedback about the processing of the task, feedback about self-regulation, and feedback about the self as a person.

Feedback about a task or product is explained by (Hattie & Timberley, 2007) as the product which is correct or incorrect and of course this feedback includes directions to seek correctness through more and different correct information. It is on how a “task is being accomplished or performed” p.91, also they added that it is about building a surface knowledge it is also called corrective feedback or knowledge of results because it is related to correctness, behavior which are related to task accomplishments. FT is aimed to provide very specific information about the correctness of a given task, Winne & Butler (1994) cited in Hattie & Kimberley (2007) argued that the benefits of feedback task depend a lot on:

The learners’ awareness of the importance of feedback information during the study of the task, also having accurate memories of those features when outcome feedback is provided at the task’s conclusion and finally being strategic to generate effective internal feedback about predictive validities (p. 91).

Another important point about this level of feedback which has been highlighted by Hattie and Kimberley (2007) is that:

FT can be understood from different dimensions like: high and low complexity in which FT is beneficial and the less complex feedback that provided the correct answer resulted in higher levels of subsequent task performance than the more complex versions of the feedback, for which the effect was small (p.92).

Another dimension which is individual or group performance, FT is effective here if the students show a commitment and engagement in the task and about the reaction between their notions and their performance (Hattie & Kimberley, 2007). The last dimension is concerned with marks or written comments, they pointed out that providing written comments is more beneficial than providing grades. (Page, 1998) (cited in Hattie & Kimberley, 2007) claimed that written comments improved test performance of students better than grades.
Moreover, feedback can be seen at the level of processing of the task, Balzer (1989) (cited in Hattie & Kimberley,2007) argued that: “FP is more specific to the process underlying tasks or relating extending task, such feedback concerns information about relations in the environment and the person’s perceptions” p.93. (Hattie and Kimberley,2007) added that FP is related to a type which is student’s strategies for error detection i.e. the feedback comes within the learner himself, they claim that such errors are a sign of a failure and needed to be re-strategize, it means that the student chooses different strategies to use them effectively to seek help, also another type concerns this type as a cueing mechanism which lead to a more effective information search besides using task strategies, Balzer (1984) also claimed that " using process feedback with goal setting appears to be a direct and powerful way of shaping an individual’s task strategy, and using outcome feedback is a much less efficient way of shaping strategies" (p. 103).

Furthermore, Hattie and Kimberley (2007) added that feedback about self regulation involves an interplay between commitment, control, and confidence. It addresses the way students monitor, direct, and regulate actions toward the learning goal, it implies autonomy, self control, self direction and action discipline, such regulation involves “self generated thoughts to the attainment of personal goals”. Zimmerman (2000) (p.14). They also spoke about six aspects of FR which mediate the effectiveness of feedback, they are:

- the capability to create internal feedback and to self assess, the willingness to invest effort into seeking and dealing with feedback information, the degree of confidence or certainty in the correctness of the response, the attribution about success or failure, and the level of proficiency at seeking help p.94.

Finally, the last level is feedback about the self as a person, Hattie and Kimberley (2007) argued that it is used more in class situations, (Brophy,1981) cited in (Hattie and Kimberley,2007) shed light on the idea of personal feedback such as “creative effort” is referred to as positive evaluation and has no relation with the task or learning goals.
they added too that FS can influence the learning process if it changes the students’ effort, engagement, or feeling of efficacy in relation to learning or the strategies used to understand the task. Moreover, they added that FS reflects a kind of praise which they see often as a hindrance to teaching and counterproductive being negative on student’s self-evaluation of their ability.

6. Feedback during oral work

Tough feedback both assessment and correction can be very helpful during oral work, teachers should not necessarily deal with all oral production in the same way. Decisions about how to react to performance will depend upon the stage of the lesson, the activity, the type of mistake made and the student who is making that mistake Harmer (2007) (p.142). So, he explained the idea teachers during oral work must choose the right activity which meets the learners’ needs whether on the basis of accuracy or fluency.

Because students want their teachers to give them feedback about their performance, it is important for those teachers to provide them with such feedback to point out a mistake and correct it, it is usually called “teacher intervention” Harmer (2007) (p. 143), but sometimes such intervention is viewed as a hindrance to language acquisition if it is provided all the time, Ellis (1982) (cited in Harmer, 2007) pointed out that communicative activity resembles a “switch” to help students transfer learnt language to the acquired store, which force them to think of the best way for conveying meanings; in this case (Lynch,1997) (cited in Harmer,2007) expresses the idea that of “as late as possible” where teachers are supposed to interfere after their students’ performance to give them opportunity for reflection and to negotiate more.

So, for Harmer (2007) teachers should pay attention to the way they give feedback by less reacting to every mistake and also explain to them their intention of such feedback or correction.
6.1. Feedback during Accuracy Work

(Harmer, 2007) pointed out that correction is made up of two stages, first showing the students their mistakes or incorrectness, he argued that it could be done through repeating i.e. the teacher may tell their students to repeat the utterance, using an expression which says that something is wrong with that utterance, also echoing, he claimed that this way is very effective because the teacher here narrow the error by repeating it with an emphasis on the wrong part. Moreover, teachers can use statement and question where they say: good try, do people think that correct? To indicate that something has not quiet worked (p.144).

Also expression i.e. teachers use simple facial expressions and gestures to show the incorrect part, and also using hinting, it is through giving a hint which indicates the wrong part in their utterances like mentioning the word “tense” to signify a mistake in the verb used by the student, this hinting depends heavily on the shared metalanguage between teachers and students. Last, reformulation in which teachers reformulate the students’ utterances but using the correct form, are a helpful way to remind the students of how language should sound.

Besides the stage of showing incorrectness, Harmer (2007) spoke about the second stage which he calls “getting it right”, this means that the teachers focus on the correct version in more detail, or explain the rule which the student uses in a wrong way either in grammar or lexis etc … then the students repeat the correct form or they may correct each other in a cooperative atmosphere.

6.2. Feedback during Fluency Work

Teachers in fluency activities should pay attention to the content and not only the language form; Harmer (2007) stated that:

We need to be able to untangle problems which our students have encountered, or are encountering, but we may well decide to do this after the event, not during it, our tolerance of error in fluency versions will be much greater than it is during more controlled sessions (p. 145).
He explained the role of the teacher in the classroom during fluency activities as follows:

Teacher should use gentle correction where teachers intervene in case students lose words to say, so once the students commit a mistake the teacher corrects but in a gentle way which means that he/she should not stop the whole activity and make each student says the correct form. Furthermore, teachers can record mistakes as they observe and listen to their students, this observation leads them to deliver a good and effective feedback, teachers tend to use charts in case they deliver feedback after the event in which they write down their comments.

<table>
<thead>
<tr>
<th>grammar</th>
<th>Word and phrases</th>
<th>Pronunciation</th>
<th>Appropriacy</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

Figure 8. a chart for recording students’ mistakes Harmer (2007) p.146

So, once the teacher hears an error at any level, he writes it down then corrects it later, finally after the event, he explains that teachers can give an assessment of that activity and ask students about the easiest and most difficult issues they dealt with in that activity. Also, they can discuss mistakes and errors the teachers recorded and correct them together.

**Conclusion**

This section was devoted to some background information about the use of feedback in the foreign language classroom. First a definition of feedback is presented and also its role in learning. Moreover, the different types of feedback which help students to correct their mistakes from different ways, also a review of the multiple strategies and their purposes, then an explanation of the four levels of feedback or the focus of feedback. Last, this section shed the light on this feedback and its integration during oral works including fluency/accuracy tasks too.
Chapter Three: Practical part

Introduction

2.1. The Methodology

2.2. The Sample

2.3. The Setting

2.4. The Teachers’ Questionnaire
   2.4.1. Description of the Questionnaire
   2.4.2. Administration of the questionnaire
   2.4.3. Analysis of the Questionnaire
   2.4.4. Discussion of the results

2.5. The Students’ Questionnaire
   2.5.1. Description of the Questionnaire
   2.5.2. Administration of the questionnaire
   2.5.3. Analysis of the Questionnaire
   2.5.4. Discussion of the results

General conclusion

   Limitations of the study and Pedagogical implications

List of references

Appendices
Introduction

It is very important in any research to give learners and teachers an opportunity to express their opinions and perceptions about the subject matter. So in the previous chapter, a literature review was presented about students’ anxiety in their oral performance and also a review on how teachers’ feedback works for better oral presentation. In this chapter which is the practical part of the study, two questionnaires were directed to both teachers and learners at the department of English – university of Larbi Ben M’hidi - during the academic year 2104/2015, for the purpose of investigating teachers’ and student’ attitudes towards the use of feedback in minimizing students’ anxiety in oral performance.

We are going to start first with the methodology and population used to make the questionnaire and then a description of both the teachers’ and students’ questionnaires.

2.1. The Methodology

We gathered both qualitative and quantitative data through a written questionnaire which depicted participants’ attitudes about the value of teachers’ feedback in minimizing students’ anxiety in oral performance. These two questionnaires are based on the foreign language anxiety scale Horwitz, E. K., Horwitz, M. B, & Cope, J. (1986) pp. 125-132. This scale contains thirty two items about sources of anxiety which are communication apprehension, test anxiety, and fear of negative evaluation. So these items tackled in the scale are also highlighted in the two questionnaires to obtain more valid results. Quantitative data was collected through close-ended questionnaire items, to seek more information about their reason of choosing a given answer. On the other hand; qualitative data was also gathered through open-ended questions which give the participants a possibility to explain and describe using their own words why they have chosen a particular response. The reason for choosing the questionnaire as a research instrument is because it is a close tool to portray well the teachers’ and students’ attitudes towards the theme under research.
2.2. The setting

This study is carried out at the English department at the University of Larbi Ben M’hidi. Two questionnaires were distributed in the third week of April to see both teachers’ and students’ preferences and their reasons about anxiety in oral performance and feedback as a way to reduce this anxiety.

2.3. The Sample

Participants were (44) second year EFL students from a total population of (172) student because their level is more exposed to oral presentations in the classroom, and teachers were fourteen EFL teacher specialized in oral expression in the department of English at Larbi Ben M’hidi University. The two questionnaires were directed to both teachers and students and then received them personally in the third week of April and all the questionnaires were returned to the researcher in a short time.

2.4. The Teachers’ Questionnaire

The teachers’ questionnaire was distributed with the students’ questionnaire i.e. in the third week of April and the teachers were very collaborative, the questions of this questionnaire were close and open ended questions which reflect the points discussed in the theoretical part.

2.4.1. Description of the Questionnaire

The teachers’ questionnaire is divided into four sections; it includes both close and open ended questions to cover all the necessary points in the research

Sections one: background information (Q1-Q3)

In this section teachers gave information about their gender (Q1), and also the degree held: BA, MA, PhD (Q2), and in (Q3) they were asked about their experience in teaching English, these information help to know information about the sample.
Sections two: students’ anxiety in oral performance (Q4-Q9)

The second section of this questionnaire presented the teachers’ attitudes towards students’ anxiety in oral performance, so in question (Q4) they were asked to evaluate their students’ oral performance and if they encourage them to speak orally. In questions (Q8-Q9) teachers were supposed to select from a list of choices the factors that affect students’ oral performance negatively and also the symptoms they notice on them when they get anxious while speaking the foreign language.

Section three: the role of feedback (Q10-Q21)

In the third section, teachers were asked to give their opinions about the role of feedback in minimizing students’ anxiety in oral performance. (Q10-Q11) dealt with asking teachers if they provide students with feedback and which type they think is useful to reduce such anxiety during performance, in question twelve they were asked to justify their answers. In (Q13-Q14) they stated how much this feedback is useful to reduce anxiety and also on which level (accuracy/fluency) is more important to provide. Moreover, in the following questions (Q16-17) teachers were asked if their students show them interest in their feedback and if not what are the causes by giving them choices, furthermore; they responded to questions like: being unsatisfied or not when students get confused during their speech (Q20), constructive feedback help students exhibit their speaking abilities(Q21).

Section four: Further Suggestions

In this part teachers were asked to add any suggestions or comments about the topic under research

2.4.2. Administration of Teachers’ Questionnaire

EFL Teachers received questionnaire in the third week of April at Larbi Ben M’hidi University in the department of English, some teachers filled the questionnaire immediately and others took only one day to return it, they were very collaborative by answering it in a short time with no delay that could hinder the process of the analysis.
2.4.3. Analysis of the questionnaire

Section One: General Information (Q1- Q3)

Question 1: gender
   a. Male
   b. Female

![Figure 9. Teachers’ gender](image)

From the figure, it is remarkable that the majority of teachers were females with a percentage of (64%) which means (9) teachers, whereas the minor percentage were (5) male teachers.

Question 2: degree (s) held
   a. BA (License)
   b. MA (Magister)
   c. Ph. D (Doctorat)

![Figure 10. Teachers’ degree (s) held](image)

For the degree held by the majority of teachers it was MA (Magister) degree with (13) teachers (92.85%), while only one teacher with a BA (License) degree (7.14%), and no teachers with PhD (Doctorate).
Question 3: How long have you been teaching oral expressions?

![Years of teaching English](image)

**Figure 11. Years of teaching English**

This figure is a description of the years teachers spend on teaching English, it is noticed that the highest percentage was for teachers who taught oral expression for 2 years (93%), then teachers who taught it for four years with a percentage of (16%), another teacher taught it for one year (7%), and one teacher with 6 years (6.81%). (2) Teachers have taught oral expression for four years represent (16%), another teacher replied with twenty years (4.54%), and last one teacher didn't answer this question. So almost all teachers have experience in teaching oral expression.

Section two: Anxiety in oral performance (Q4-Q9)

Question 4: How do you evaluate your students’ oral performance?

a. High
b. Beyond average
c. Average
d. Below average
e. Low

![Teachers’ evaluation of their students’ oral performance](image)

**Figure 12. Teachers’ evaluation of their students’ oral performance**
In this question, teachers were supposed to evaluate their students’ oral performance by choosing a given degree, the majority of teachers (57.14%) selected an average level, while another (4) teachers have chosen beyond average with a percentage of (28.57%), and only one teacher has chosen below average (7.14%), and low degree was not chosen. This shows that teachers are somehow satisfied with their students’ oral capacities.

**Question 5: Do you encourage your students to speak orally?**

a. Yes

b. No

![Figure 13. Teachers’ encouragement to their students’ speaking](image)

From the results of this question, all teachers support their students to speak orally in the classroom (14) with a percentage of (100%), it means that they value their students’ oral engagement, and insist on developing their speaking skill for better attainment.

**Question 6: Do your students get anxious and stressed when you ask them to present something orally in the classroom?**

a. Yes

b. No

![Figure 14. Teachers’ perception about students’ anxiety if they were asked to perform orally](image)
From this figure, teachers were asked if students feel nervous when they ask them to do an oral performance, responses were as follows: (3) teachers said that students do not feel anxious if they were asked to present any topic orally, while (11) teachers (78%), confirmed that they get anxious. So students’ anxiety appears when they present orally which explains their reticence of using FL for verbal communication.

**Question 7: Do your students ask you to design oral tasks for them?**

- a. Yes
- b. No

**Figure 15. Students who ask their teachers to design oral tasks for them**

Concerning this question teachers were asked to state whether students ask for designing oral activities for them, results were almost similar, (6) teachers (43%) said that students are actually interested to do oral tasks designed by their teachers, whereas (8) teachers (57%) said that students do not ask them to do so. Hence, some students are keen on developing their speaking skill through these different tasks.

**Question 8: In your opinion, what are the factors that affect your students’ oral performance negatively? (You may choose more than one answer)**

- a. Lack of preparation
- b. Lack of self-esteem
- c. Lack of vocabulary
- d. Deficient vocabulary
- e. Fear of evaluation
- f. Fear of classmates ‘comments
In this question, teachers’ answers were different and choices were multiple too, the majority of teachers (6) have chosen: lack of preparation, self-esteem, vocabulary, fear of evaluation, and classmates comments (43%), while (2) teachers emphasized the lack of vocabulary and classmates comments as the most important factors (14.28%), some other teachers have chosen between lack of preparation and self-esteem and the fear of evaluation as a negative effect on students’ oral performance with a percentage of (7.14%), this leads to say that all factors are important to teachers and it appears that preparation is more repeated as a negative factor.

**Question 9: What are the symptoms you notice on your students when they get anxious while speaking?** (You may choose more than one answer)

- a. they cannot remember what to say next
- b. they get confused
- c. they sweat
- d. they have shortness of breath
- e. they cannot concentrate
- f. they feel shy
- g. they find difficulties in explaining ambiguous ideas
Figure 17. Symptoms which appear on students while they get anxious during speaking Tasks

From the results above, only (3) teachers (21.42%) have chosen the same symptoms which are: students cannot remember what to say next, they get confused, they lose concentration, they also feel shy with a difficulty to explain ambiguous ideas, whereas (2) teachers (14.28%) selected all the symptoms mentioned above with sweating, shortness of breath, and the rest of teachers with the same percentage (7.14%) i.e. (1) teacher selected two or three symptoms between getting confused, the lack of concentration, and the difficulty to explain ambiguous ideas, but all the teachers were common in choosing the first option which is the disability to remember what to say next, perhaps this is due to the pressure which restrain students from speaking well.

Section three: the role of teachers’ feedback in minimizing students’ anxiety in oral performance

Question 10: Do you provide your students with feedback during oral work?

a. Yes

b. No

Figure 18. Teacher provision of feedback during oral works
From the figure above, it is clear that all the teachers do actually provide their students with feedback when they deal with oral activities (100%), it is a indication that teachers are aware of the importance of delivering feedback and its positive role in spoken language.

**Question 11: Which type of feedback you think is useful to minimize students’ anxiety when they speak in front of their classmates?**

- a. Positive feedback
- b. Immediate feedback
- c. Delayed feedback
- d. Direct feedback
- e. Indirect feedback
- f. Corrective feedback

![Figure 19. Types of helpful feedback the teacher provide to learners](image)

In this question teachers were supposed to say state which type of feedback they think is more helpful to reduce students’ anxiety during oral performances, positive, immediate, and delayed feedback was selected by the same number of teachers which is two for each category (14.28%), and with the same percentage one teacher has chosen positive and indirect feedback, other teacher selected all the types of feedback with a percentage of (7.14%), and the same thing for the other teachers, but they have chosen different categories like delayed and corrective feedback, positive, delayed, and corrective feedback, so what is remarkable here is that all teachers provide positive feedback more because of its usefulness in diminishing the level of anxiety and promoting oral performance.
Question 12: Justify your answer, please

From fourteen teachers, (9) teachers justified their answers of choosing types of feedback, they assumed:

- Because when students are anxious, we should try to alleviate their anxiety by positive comments, especially on something good they did.
- Positive feedback will encourage learners to be more motivated to participate in classroom discussions and oral tasks.
- Negative, immediate, and direct feedback may hinder learners’ production due to the fact that they are interruptive.
- In a fluency activity I use delayed feedback that can be corrective as well for not interrupting them when they speak because they will stop and feel afraid from making the same mistake.
- I feel I have to bring some correction for that student so that the others won’t make the same error/mistake.
- Delayed feedback is the most appropriate because we give the opportunity to students to present their work without interruption, this helps them to maintain their level of concentration, while negative corrective feedback would interrupt them and affect the quality of their work, some students are not highly qualified to consider feedback as helpful, they are sensible towards experienced certain types.
- Immediate feedback is more effective because it provides the students with right answers directly.
- Immediate positive feedback is better than delayed because students feel motivated and calm instantly
- Positive feedback is always the best way to decrease the level of anxiety because students will feel more comfortable and relieved which in turns allow them to talk more.

Question 13: How much you think your feedback is a useful tool to reduce anxiety while speaking?

a. Extremely useful
b. Quite useful
c. Moderately useful
d. Not at all
In this question, teachers were asked to state the degree of usefulness concerning feedback, (6) of them claim that it is extremely useful to minimize the level of anxiety while speaking (43%) , whereas (5) teachers said it is quite useful (35.71%) , and the other three teachers selected moderately useful as a choice(21% , so all the teachers expressed the idea that feedback is very useful in this case .

**Question 14: On which level you think feedback is useful to minimize anxiety?**

a. Accuracy  
b. Fluency  
c. Both

From the figure above, it is obvious that (3) teachers selected accuracy as the level on which anxiety is useful the most (21.42%) , whereas other (3) teachers have chosen fluency instead, while for both levels (8) teachers made that choice with a percentage of (57.14%) . it means that teachers give feedback on both levels because these levels are somehow complementary to each other for better results.
Question 15: Whatever your choice justify, please

Teachers in this question were asked to explain their choice in the previous question, (6) teachers who justified stated that:

➢ Because when students get anxious, they start pausing and sometimes they stop speaking.
➢ Fluency mistakes hard to correct, as they require more practice and efforts. However ; teachers can provide an immediate feedback to their learners’ pronunciation errors
➢ Whatever the activity that I use in teaching oral expression (accuracy/fluency) activities, feedback is very helpful, but it is the way teachers make the feedback to their students which matters, using positive one may encourage them to take part in the activities designed.
➢ In oral sessions, everything is important
➢ Students face the problem of accuracy more than fluency, the more we provide them with a positive, healthy feedback, the more they get rid of this anxiety
➢ Anxious speakers make many pauses or speak with a varied speed because of the inhibitions felt; positive feedback would enable them to speak fluently without thinking about students’ comments or even the difficulty of the topic itself sometimes.

Question 16: Do your students show you that your feedback is important and helpful to them to be at ease while speaking orally?

a. Yes
b. No

![Bar Chart]

Figure 22. Teacher’s attitudes towards students’ interest in their feedback

The aim of this question is to know the teacher’s opinion about giving feedback and whether it interests students or not, from the results above, (12) teachers said that their
students do show them that their feedback is important and helpful to be at ease while speaking orally, whereas (2) teachers replied negatively.

**Question 17: If no, is it because:**

a. they do not like to be judged on their work  
b. they just want to finish their work  
c. they consider this feedback as a threat to their abilities

![Figure 23. Teachers’ choices of the cause of students’ negative opinion about feedback](image)

This question aims at knowing the teachers’ choice of the cause for their students’ negative perspective about feedback, (2) teachers (14.28%) who said that their students do not show that feedback is important and helpful to them to be at ease while speaking, selected the cause to be that they just want to finish their work, so they dislike to take long time for assessment about their performance.

**Question 18: Do you intend to use your feedback to show interest in your students’ work which in turn minimizes their anxious and doubtful feelings?**

a. Yes  
b. No

![Figure 24. Teacher’s purpose of giving feedback](image)
In this question, teachers stated whether their feedback was for the purpose of showing interest in students’ work which directly reduce their anxiety, (13) teacher (93%) said yes they actually provide it for this purpose, whereas (1) teacher said -No-, it means that teachers tend to help learners to overcome their fear by encouraging them with their feedback.

**Question 19:** After giving feedback to your students, how often do you notice improvement in their oral performance?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21%</td>
<td>65%</td>
<td>14%</td>
<td>0%</td>
</tr>
</tbody>
</table>

![Figure 25. Teachers’ opinion about students’ improvement after delivering feedback](image)

In this question, teachers were asked if they notice any improvement in students’ oral performance after giving them feedback, (9) teachers (64.28%) said they notice it sometimes, other 3 teachers (21%) selected always as a choice and the other (2) selected rarely (14%). So improvement is noticed through the use of feedback.

**Question 20:** when the students get confused and stressed during their speech, do you show them that you are unsatisfied?

<table>
<thead>
<tr>
<th>a. Yes</th>
<th>b. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>93%</td>
</tr>
</tbody>
</table>

![Figure 26. Teachers’ attitudes when students get anxious](image)
When teachers were asked if they show their unsatisfaction to their students about their performance, (13) teachers (93%) said they do not do that, only one teachers said that he apply this with his students, this show that teachers’ objective is to support students rather than make them feel bad about their work.

**Question 21:** Do you think that when you give constructive feedback to students, they get more encouraged exhibiting their abilities in speaking?

a. Yes  

b. No  

![Figure 27. Teacher’s opinion about the usefulness of constructive feedback to encourage students’ speaking skill](image)

From the figure above, it is noticed that all the teachers (100%) said that when they give constructive feedback to their students, they get more encouraged exhibiting their abilities in speaking, so feedback in this case is required to achieve this purpose.

**Question 22:** When you notice that the student is very anxious and cannot speak, do you interfere using positive and effective feedback?

a. Yes  

b. No  

![Figure 28. Teachers’ positive interference when students get very anxious and cannot speak](image)
In this figure, results show that (13) teachers said they do interfere with positive/effective feedback when their students are very anxious (93%), while only one teacher did not answer this question (7%). It means that this way is helpful to reduce nervousness and assist promoting oral skills.

**Question 23: If yes, then how:**

a. Through motivational words or phrases

b. Through continuing the idea that he could not explain

c. Through showing him your interest in his/her topic

d. Through praise something specific he/she said

e. Through using positive overall praise (phrase)

f. Through supply uplifting comments

From the number of teachers who said they do interfere with positive feedback when their students are very anxious, in this question too they were asked to select the way they interfere with, the highest percentage which is (29%) have selected to interfere with motivational words and phrases, continuing the idea which students could not explain, also showing interest in the topic, and through praising something specific expressed by the learner, another (3) teachers have chosen all the proposed choices, (2) teachers have chosen to interfere only with motivational words or phrases, and for the rest of teachers with an equal percentage (7.14%) have chosen different ways like showing interest, motivational words, and supplying uplifting comments, only one teacher (7.14%) did not answer this question.
teachers see that all these choices important to minimize students’ anxiety in a way or another.

**Question 24: While giving feedback, do you tend to identify and build up students’ strengths in order to make them feel comfortable and value their work?**

   a. Yes

   b. No

![Figure 30. Teachers’ objective when giving feedback to students](image)

From the figure above, it is clear that almost all the teachers (93%) tend to give feedback for the sake of identifying and building up students’ strengths rather than weaknesses in order to make them feel comfortable and value their efforts to speak the foreign language., whereas only one teacher said no to this question. So teachers tend to highlight only strengths in their use of feedback.

**Section Four: Further Suggestions**

Please, write any further comments or suggestions about the role of teachers' feedback in minimizing students' anxiety in oral performance.

In this section, only two teachers (14.28%) wrote their comments about the topic they said that feedback plays a great role it may motivate the students to work harder and to be better as it may also lower their self-esteem and demotivate them that is why positive feedback is preferable to be used since the student would recognize their mistakes and would be praised for what they said and presented, positive feedback may establish a friendly atmosphere that would help the students to master the speaking skill and reduce their anxiety and stress.
2.4.4. Discussion of the results

From the results obtained from teachers’ questionnaire we noticed that:

All the teachers stated that students get very anxious when they ask them to present anything orally because they lack confidence and they do not like classmates’ comments about their work, so they usually avoid facing them so that they do not get confused and shy.

Also all the EFL teachers’ of oral expression said that they do provide students with feedback which appeared to be very useful tool to overcome difficulties in language use which leads to anxiety in speaking.

To confirm the hypothesis that feedback is helpful to reduce students’ anxiety in oral performance teachers shed the light on the idea that it is extremely useful for this purpose because they stated that when giving any type of feedback to students their goal here is to show interest in the students’ work which help them to be at ease and more importantly improve their level in oral tasks and activities.

All teachers interfere using positive and constructive feedback during oral tasks which they believe is the best way to decrease the level of stress and anxiety through the use of different strategies, these strategies are motivational and uplifting to a better level of efficacy in the speaking skill, hence; feedback has a positive role.

2.5. The Students’ Questionnaire

2.5.1. Description of the Questionnaire

The students’ questionnaire is composed of (24) questions, between close and open ended questions in order to investigate their attitudes towards the theme under research; it is divided into four sections as follows:

Section one: Background Information (Q1-Q3)

In this section, general information about the students’ are presented, it is composed of three questions in which participants were asked to give information about their gender, age, and for how long they have been studying English.
Section two: Students’ attitudes Towards Anxiety in Oral Performance (Q4-Q14)

In this section we presented students attitudes towards anxiety in oral performance, questions were from question four to question fourteen, students were asked in the fourth question if they feel anxious when parking English in front of their teachers and peers, and from their choice they were asked to justify if they select «yes» as an answer, besides, how often do they feel anxious if the teacher announces an oral test (Q7), also whether they hesitate to engage in classroom discussions (Q8). In questions (Q9-Q10), students also were asked to say if they lack confidence in their oral abilities with a justification to this matter, moreover, and to select the reasons behind their negative feeling. Finally, in (Q13-Q14), students responded to the likeability to raise their hands during oral performances with a justification to this question.

Section three: The role of Teachers’ Feedback

This section is concerned with the students’ attitudes towards their teachers feedback in minimizing anxiety in oral performance, in question (Q15-Q16) they were asked if their teachers provide them with feedback, and if they do, which type they prefer to receive with a justification of their choice in (Q17), in (Q18) students responded to the likelihood of this feedback to minimize their anxiety, and also which aspect of this feedback (time or amount). Furthermore; participants were asked to state whether they feel comfortable if the teacher interfere to correct them and in question twenty two they select the degree of importance of this correction. Finally, students selected their preferences concerning the interferences of the teacher (Q23), and also how do they feel when the teacher asks them to correct their own mistakes (Q24).

Section four: Further Suggestions

This section is the part where students add suggestions and comments about the topic under research.
2.5.2. Administration of the questionnaire

The questionnaire was received by 2\textsuperscript{nd} year EFL students at Larbi Ben M’hidi University at Oum ELbouaghi in the third week of April, all students answered the questionnaire without any difficulties during the process, and in a period of twenty minutes, then they returned it to the researcher.

2.5.3. Analysis of the Questionnaire

Section one: Background Information

Question 1: Gender

a. Male
b. Female

![Figure 31. Students’ gender distribution](image)

The sample of this study represents one fifth of the whole population which is (44) students from a total number of (172) students. From figure (1), it is clear that the majority of students were females with a percentage of (79.54 %), whereas only (20.45 %) were males.

Question 2: Age

a. 20 years
b. 21 years
c. 22 years
d. 24 years
e. 27 years
f. 40 years
Figure 32. Students’ Age

As it is shown in figure 2, students’ age varies from (19) years old to (40) years old, the great majority of students with a percentage of (31.81%) are (20 and 21) years old, whereas students who are (22) years old represent (18.19%), only two students aged (23) years old (4.54%) and four students who are (24) years old (9.1%) , last , one students aged (27) years old and one (40) years old with small percentage of (2.28%).

Question 3: How many years have you been studying English?

Figure 33. Students’ educational stream in English

In this question students responded to it by choosing the number of years they spend in studying English, students who have studied English for two and three years correspond to a percentage of (31.81%) which is the highest percentage, whereas students who spend four years studying it, which means they possibly have repeated a year (18.19% ) , and concerning students who wrote nine years , the reason behind their choice is because they counted even the middle school stream in addition to the university years, they represent (4.94% )
Section Two: Students’ Attitudes towards anxiety in oral performance

Question 4: Do you feel anxious when you speak in English in front of your teacher and peers?

a. yes
b. no

Figure 34. Students’ attitudes toward speaking orally in front of their teachers and peers

From the figure above, it is noticed that (23) students (25.28%) feel anxious when they have to speak orally in front of their teachers or peers, maybe this is because they do not like the idea of confronting audience which is irritating to them especially if they commit plenty of mistakes, whereas almost the same percentage with only a slice difference which is (21) students with a percentage of (47.72%) alleged that they do not worry about speaking orally in front of their teachers and peers which in turn shows a sense of confidence in their personality. So to explain more their perspectives, the next question will justify their answers.

Question 5: If yes; please justify your answer

In this question, from the whole number of students who said –yes- justified their answers, they represented (36.37 %), while (7) students didn’t explain their choice, most of the students who validated their answers said that they get afraid of making mistakes which they dislike in the process of learning, also they add that they feel restless because they lack vocabulary to express their ideas and thoughts, and others explained that they start shaking and most of the time they lose words to say, others said that they are naturally shy persons and they lack confidence in their speaking the foreign language, also some other students explained their apprehensive feelings as stage phobia and that they do not feel comfortable when they face audience, this leads them to the disability to organize their thoughts and ideas.
very well, furthermore; students stated that they have an aversion to their classmates’ reaction especially if their English is not accurate as it is supposed to be, last some students said that they cannot cope with the English language in the first place which lead them to lose enthusiasm to speak it.

Question 6: Do you get affected easily by your colleagues’ judgments?

a. Yes
b. No

![Figure 35. Students’ attitudes towards their colleagues’ judgments]

Student in this question were asked if they get affected by their classmates’ judgments, (27) students affirmed that classmates’ judgments are not important and worthy to worry about them, they represent a percentage of (61.37%), whereas only (17) student with a percentage of (38.63%) stated that they do get influenced by such judgments and comments on their oral performance, perhaps their negative feeling is due to the lack of self-esteem and the confidence to face any reaction produced by their colleges.

Question 7: how often do you feel anxious and stressed when your teacher announces an oral test?

a. Always
b. Often
c. Sometimes
d. Rarely
e. Never
Figure 36. Students’ degree of anxiety if an oral test is announced

Students’ responses to this question were diverse in the sense that the majority claim that feeling anxious when an oral test is announced is only sometimes with a percentage of (50.00%) which means half of the students, whereas (9) students (20.45%) indicated that they feel always anxious in this case, then (5) students (11.37%) claimed that it happens habitually, another (5) said they hardly ever feel so, and only (3) students (6.81%) stated that they never feel anxious in such situations. So the degree of worry varies from a student to another but what is noticed here is that anxiety appears once the test is presented by the teacher.

Question 8: Do you hesitate to engage in a discussion or a debate with your teacher or your classmates?

a. Yes
b. No

Figure 37. Students’ engagement in a discussion or debate with teachers or classmates
This figure indicates the students’ responses to the question of whether they engage in classrooms discussions with the teacher and colleges or not, their responses were almost close, (21) students affirmed that engagement is not among their practices in the classroom, and they hesitate to be an active part in this process, they represented (47.72%), whereas (23) students with a percentage of (52.28%) claim that hesitation is not a part of their personality concerning oral discussions and debates which lead to say that students differ from being extroverted to receive other’ perspectives and being reticent to such discussions. In the following question students went to justify their choices more deeply.

Question 9: If yes, please explain

Most students explained their hesitation to engage in a discussion or debate with their teachers and peers as follows:

- Because iam a shy person and i do not like to face people.
- Iam not a native speaker or native –like i.e. i do not speak English all the time to be good at it.
- I do not like the reaction of my classmates and sometimes my teacher when i speak in the foreign language.
- Because when i prepare something i can perform orally, but when my teacher surprises me with a question i get confused and stressed and i find many difficulties.
- Because of the fear to make phonological mistakes, and also the lack of vocabulary in the foreign language.
- I have no confidence in my language to perform orally.
- I have stage phobia so usually i do not like to deal with people face to face.

Question 10: In your opinion what are the causes of your anxiety?

- a. lack of knowledge
- b. lack of expertise
- c. lack of confidence
From this question, it is remarkable that students were given three choices to state the cause of their apprehension in the foreign language. (18) students believe that the cause of their anxiety is the lack of expertise with a percentage of (40.91 %), also (16) students (36.37%) said that the cause is the lack of confidence, last (10) students (22.72%) replied that their anxiety is due to the lack of knowledge, so students feel anxious more because they do not get used on speaking the foreign language constantly which disable them to be good speakers especially if oral tasks are not supplied frequently.

**Question 11: Do you get nervous when the teacher calls your name for presenting orally in the classroom?**

a. Yes

b. No
This question aims at exploring students’ opinion about being called to present an oral work, respondents said that they get anxious when the teacher calls their names for oral presentation with a number of (30) student (65.91%), possibly because those students do not want to draw attention due to some difficulties in using FL, whereas only (14) student (34.09%) said they do not feel nervous at all which means that they are open to be under assessment if they were asked to.

**Question 12: If yes, what are the reasons behind your negative feeling? (You can pick more than one answer)**

a. Communication apprehension  
b. Fear of failure  
c. Fear of negative evaluation  
d. Lack of vocabulary  
e. Incorrect use of English  
f. Shyness  
g. Fear of communication breakdowns  
h. Lack of preparation

![Figure 40. Reasons behind students’ negative feeling](image)

In this figure, a representation of different causes of the negative feeling students have when they ought to present orally, choices were multiple and no selection of one item is found, (7) students which is the highest percentage (23.33%) have chosen lack of vocabulary, shyness, and lack of preparation as reasons for their negative feeling towards presenting orally, moreover; other students with a percentage of (10%) have chosen almost all the
reasons like: communication apprehension, fear of failure, fear of negative evaluation, lack of vocabulary, incorrect use of English, shyness, and lack of preparation, whereas other (10%) precised only the fear of failure, negative evaluation, incorrect English, and shyness, in addition to that, some students preferred to select failure, lack of vocabulary shyness and the preparation as reasons (10%), while the smallest percentages with (2) students (6.67) have chosen four reasons at least like negative evaluation, lack of vocabulary and preparation, and the incorrect use of English. So it is noted that most students have the same reasons for their negative feelings towards oral presentations and mainly all the causes mentioned are somehow found in the students’ opinions.

**Question 13: When the teacher asks you to present orally; do you raise your hand first to present?**

a. Yes  
b. No

![Figure 41. Students’ likeability to raise their hands first for oral presentations](image)

This figure correspond to the likeability of students to raise their hands for an oral presentation, from the results above, the majority of students with a number of (33) (75%) said that they do not raise their hands first to present, whereas (11) student (25%) said –yes- for this question. It means that almost all the students avoid being the first presenters in oral presentation tasks, and to shed the light on these perspectives, the next question is a justification to their choices.

**Question 14: If no, please justify your answer**

In this question, students were supposed to explain the reasons behind their reluctant behavior in presenting orally first, from the total number of students who said –yes- which is
students justified their answers by saying that they do not attain enough courage to be the first in such tasks, also they claim that it is very important to have more information about the topic and prepare it well, whereas others said that they hate to start first and mostly they dislike to present at all, other participants shed the light on the idea that they need to see their teachers’ correction with others about the topic then they try to avoid these comments, finally some students said that they either feel shy or have a bad English to use for speaking.

**Section three: the role of teachers’ feedback in minimizing students ‘anxiety in oral performance**

**Question 15:** How often does your teacher provide you with feedback while you perform in oral tasks?

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<tbody>
<tr>
<td>Subjects</td>
<td>61.37%</td>
<td>16%</td>
<td>23%</td>
<td>0%</td>
</tr>
</tbody>
</table>

![Figure 42. Teacher’s provision of feedback during oral tasks](image)

In this question students were asked about how often do their teachers’ provide them with feedback, from the figure most students said they receive feedback sometimes (61.37%), while (10) students said that this happens rarely (22.72%), the other (7) students replied with always (15.91%), and no student said never about this question, so teachers do actually provide their learners with feedback especially oral activities.
Question 16: Which type of feedback you prefer to receive from your teacher? 
(you can pick up more than one answer)

a. Oral feedback
b. Written feedback
c. Immediate feedback
d. Delayed feedback
e. Direct feedback
f. Indirect feedback
g. Corrective feedback

![Figure 43. Students’ preferences of teachers’ feedback types](image)

From the figure above, it is shown that the majority of students prefer multiple types of feedback, (6) students picked up oral feedback alone (13.63%) and other (3) students have chosen indirect feedback also alone (6.81%), while the same percentage (22.72%) was the result of choosing written and corrective feedback and also oral, written, direct, and corrective feedback, and others with (6.81%) tackled oral, immediate, direct, corrective feedback; some other students who have chosen written, delayed, and corrective feedback represent (2.28%) and other (8) students picked up immediate and corrective feedback (18.19%), finally, (3) students have chosen written and direct feedback (6.81%), this indicates that any type of feedback provided for learners is important and has an effect on comprehension and achievement. For these different selections, students were asked in the next question to rationalize their selection.
Question 17: please justify your choice

In this question, students justified their answers concerning the choice of feedback they most like to receive, (25) students did not justify their choice, whereas the other (19) students justified and said that:

- Any type of feedback is helpful because the teacher is more experienced, and corrective written feedback is more effective in order not to make mistakes in the future.
- Oral feedback is so helpful for me to overcome problems that occur while i am speaking.
- When we leave the classroom, we still have an idea about what we have learned and the information is stored for a long time
- If my teacher gives me his/her opinion about what i said, i prefer it to be direct and oral or written to correct myself.
- I prefer indirect feedback because i am a shy person and i do not like spotlights
- Immediate feedback help me to keep the information right away, and direct or oral remarks stay in the mind in order not to make more mistakes.
- I like written feedback because i can read and analyze it slowly and also i like to concentrate on the correction written on a paper to revise my mistakes.
- If my teacher interferes to correct me i would like it to be oral because i can grasp the information directly from him.

Question 18: Does your teachers’ feedback decrease your anxiety and weaknesses in language use?

a. Yes

b. No

Figure 44. Students’ opinion about feedback as a tool to reduce anxiety in language use
This question is about the students’ perspective about the usefulness of feedback to reduce anxiety and weaknesses in FL, from the results, (21) participant (47.72%) said that their teachers’ feedback actually minimize their anxiety and also decrease the weaknesses which occur while they use the Foreign language, perhaps this positive effect is due to the power of such feedback to highlight strengths and encourage more for better learning, whereas (23) students (52.28%) said that feedback do not help them.

**Question 19: Which aspect of your teacher’s feedback is important to you?**

a. Its time  
b. Its amount

![Figure 45. Students’ preferences towards aspects of feedback](image)

In this question, almost all students said that the time when feedback is provided is the most important aspect with a number of (27) student (61.37%), while (13) student (29.54%) has chosen its amount as an important criterion, and (4) students did not select any answer (9.09%). So students are aware that time to receive feedback is crucial because it repairs the mistake without delay.

**Question 20: please say why?**

In this question students were asked to explain the reason behind choosing their answer, the majority of participants did not answer this question (79.54%) i.e. (37) student, while the other (9) students explained the reason behind choosing its time by saying that they need feedback on the right time in order not to forget the correction of the teacher and also it is not easy to forget, they also claim that feedback on the right time is very helpful because we would be able to understand immediately our mistakes, on the other hand; students who have
chosen the amount of feedback said that they trust their teachers’ opinion because they are more experienced and any information come from them would improve their learning especially if it is provided constantly, and they also claim that each new information is given, their learning becomes more and more effective.

**Question 21:** Do you feel uncomfortable and stressed when the teacher interferes to correct your mistakes?

a. Yes  
b. No

![Figure 46. Students’ feeling toward teachers’ interference to correct mistakes](image)

It is clear from the results that the majority of students do not feel stressed when the teacher interferes to correct their mistakes in language use (72.72%), this is due to the experience and expertise teachers attain to correct mistakes, whereas only (12) student said they do feel uncomfortable towards this interference (27.28%) .

**Question 22:** How important is to receive correction from your teacher on your performance?

a. very important  
b. Important  
c. Not important at all

![Figure 47. The students’ degree of importance to receive feedback from the teacher](image)
This figure highlights the students’ opinion about the importance of receiving feedback, it is clear that the greater part of students with a number of (32) and a percentage of (73%) actually find that receiving the correction from the teacher very important to them, whereas (11) students (25%) find this process important, this means that learners are aware of its fundamental role in learning FL, also only one student (2%) did not see this correction as an important aspect while performing orally.

**Question 23:** During oral fluency/accuracy tasks, how do you prefer your teacher to interfere? (You may choose more than one answer)

a. Through hinting
b. Through reformulating what you said
c. Through echoing (emphasizing the wrong part)
d. Through recording your mistakes and then analyze them
e. Through using gentle correction (like an advice)

![Figure 48. Students’ choices of teachers’ ways to interfere during their oral works](image)

From this figure, participants’ choices were different and the majority have chosen more than one answer, (5) students (11.37%) picked up only hinting, and (6) students (13.63%) were the ones who selected only gentle corrections, whereas for the rest the highest percentage was for students who selected hinting, facial expressions/gestures, and gentle correction (25%), some other students emphasized four types like hinting, facial expressions/gestures, echoing and reformulation with percentages of (6.81%) and (9.09%), but what is remarkable here is that almost all students selected gentle correction and echoing as the best way to interfere which means that interference is important to learners.

**Question 24:** How often do you feel anxious and stressed when the teacher asks you to correct the mistake you made?
Figure 49. Students’ degree of anxiety if they were asked to correct their mistakes

The results obtained from this figure show that the majority of students with a percentage of (61.37%) said they feel uneasy only sometimes when the teacher asks them to correct the mistakes they commit while speaking, and (2) students (4.54%) said always, whereas (8) students (18.19%) said they rarely feel so, and other (7) students (15.9%) stated that they never feel stressed in this situation, it means that, this feeling of worry to correct their mistakes is perhaps because they know little about the language.

Section Four: Further Suggestions

Please, write any further comments or suggestions about the role of teachers' feedback in minimizing students' anxiety in oral performance.

Among the whole sample which is (44) EFL student, (23) students did not write any suggestions or comments, whereas (21) student said That feedback is very important to them as a way to improve their oral performance because they like When the teacher talks to them and correct their mistakes, they claim that this method helps them to discuss more with the teacher which leads in turn to decrease their level of anxiety, other students said that they need their teachers’ feedback in order to do well in oral tasks, and they emphasized the idea that when the teacher gives them correction it means that he is interested in what they say especially if this correction was gentle or a reformulation, and finally some students shed the light on the attitude of their teachers showing its importance in minimizing anxiety.
2.5.4. Discussion of the Results

We deduce from the obtained data the following points:

Fifty percents of students do feel anxious when they have to speak in English in front of their teachers and classmates. Hence, anxiety comes out when they use the foreign language this is due to their feeling of shyness to face the audience and speak especially while using a language they just know a little about, also the lack of knowledge hinder them from a good presentation because once they feel anxious they lose words to say and as a result their performance would be bad.

Students also declared that anxiety appears when teachers announce an oral test, this is because they are not prepared well and the fear they get is because they do not like to be pushed to speak orally without knowing in a previous time. Also, the majority of students hesitate to engage in classroom discussions because they lack confidence in their abilities in speaking, almost all students dislike when the teacher call their names for oral presentations. In this respect, they feel very anxious and the reason for that is some obstacles they face like: peer’s negative comments, fear of failure, lack of preparation/vocabulary, and communication apprehension. So, once they feel stressed; their use of the language to speak becomes poorer.

From the results also, more than half of the students stated that they do not like to participate in oral activities because their anxiety in such tasks is raised to a high level and reflect on their language use negatively which lead them to commit more mistakes. Besides, from the results obtained, almost all students receive feedback from the teacher on their oral performance, and they add that all types of feedback are helpful, but what they prefer more is oral, positive, and immediate corrective feedback which help them to correct their mistakes and keep the right information for better achievement.

(77%) of students said that they do not feel uncomfortable if the teacher interferes, which means, that they support the idea that teachers are a fundamental part in the learning process and they should speak with students for more support and they consider this
interference as an interest sign from the part of the teachers, this interest helps them to minimize the level of their anxiety (i.e.) when the teacher support his/her students with motivational words they soon forget about that stress and engage more in the discussion. So, students eventually think that receiving feedback on their oral performance is very important to be at ease thinking that the teacher is actually careful about their work and efforts and such feedback help to achieve a good level of efficacy in using the foreign language to speak.

**Conclusion**

From the analysis of the data collected from both teachers’ and students’ questionnaires, a clear idea was concluded that teachers feedback is a very helpful tool used during the students' oral performance to make them feel comfortable and reduce their level of anxiety for the sake of a better level of performance in the foreign language. What counts more is the way teachers deliver their feedback to demonstrate their interest in their students’ works and efforts by appreciating it through motivational words and also creating a good atmosphere that makes the students appreciate what they have accomplished in the learning of the foreign language.
General conclusion

This study has been conducted at the department of English at the University of Larbi Ben M’hidi for the sake of knowing teachers’ and learners’ attitudes towards anxiety in oral performance and how does it thwart students from achieving their goals in using the foreign language accurately. Besides, feedback is a powerful tool to minimize this anxiety for better speaking skill.

Speaking about anxiety leads us to speak about oral performance, because students feel more anxious when they have to present anything orally. Hence, it is a serious problem which hinders the students from achieving their objective of learning a foreign language, that is, to be able to speak the foreign language correctly and with no stress imposed on them. Teachers here are the fundamental part in assessing their students’ oral performance and they are the ones who provide solutions to help them get rid of this learning obstacle. Most students consider teachers as the most important guidance to their learning especially in the case of a foreign language. Therefore, feedback is the best way for teachers to incorporate during oral performance tasks, this method revealed a positive result in helping students to be at ease while speaking a FL because they usually care a lot about advice and correction delivered from teachers which motivate them to repair their mistakes and achieve a good speaking level.

From the analysis of the results, most students have shown that they have a high level of anxiety when they present oral tasks in front of their classmates and teachers because they lack confidence, enough knowledge to engage in such activities. So, it is necessary to shed the light on this problem to seek some solutions. The results obtained confirmed the hypothesis that when teachers interfere using feedback especially if it is constructive and motivational. Students would be at ease and their anxiety would be at a low level when they speak, this feedback is given through many strategies to direct students in the right path and lower their mistakes in language use which appeared to be a significant way for motivation to engage in
oral tasks. In addition to that, results also exposed that both teachers and learners agree on the point that feedback is a positive tool to motivate students to reduce anxiety in speaking because it is considered as a sign of interest and a pertinent information given by the teacher to ameliorate students level especially at the level of speaking skill since it is the part that learners want to improve more in learning the foreign language.

**Pedagogical Implications and Limitations of the Study**

Several pedagogical implications can be drawn from this research. First, students should receive feedback from their teachers on their oral works because it is an effective tool to assess the students' performance and it also encourages them through motivational words which come from the teachers who is the source of knowledge and experience. Hence, the interference with such feedback helps students to avoid mistakes and more importantly encourages them to speak with no fear. Moreover, teachers should create a healthy environment and a competitive atmosphere between students in order to engage them more in oral activities and once they do, teachers have the opportunity to praise them for anything good they do and encourage them to continue. Consequently, their anxiety will be reduced.

In addition to that, teachers should be able to help learners avoid communication breakdowns or apprehension to speak by the use of group works and pair works in oral activities which help students to interact with their classmates and break those boundaries between them and which cause anxiety. Also, it would be very helpful for learners to study in less crowded classrooms because the crowded ones deprive them from performing well. So, organizing classrooms into small groups would assist students to engage more and be active during oral performances tasks.

This study also has some limitations. First of all, the findings of this research cannot be generalized to all EFL students; this is due to the limited sample which is composed of 44 students from a total number of 172 students, and the main reason for that is time constraint which deprives us of having a bigger sample for more valid results. Though 25% was taken as
a target sample, but still it does not represent the case of Algerian EFL students because the number of the EFL students in Oum EL Bouaghi University is not that large in comparison to some other universities. So, the results are not well representatives. Besides, their conservative thinking about their real feelings. One more limitation of this study is concerned with the sources of this research which are very limited. Thus, we faced some difficulties in gathering all the information needed for accomplishing this study.

So from these limitations we suggest further research works and projects to be done in this respect that could be useful, like considering other affective variables which may have an effect on students’ anxiety in oral performance such as lack of motivation, classroom environment like crowded groups which stop the enthusiasm to speak orally in FL classes, also it would be more effective if this research included other instruments like classroom observation and interviews with teachers to seek more profound information about this issue, and mainly this research would have been deeper and more detailed if an experiment was conducted as a tool of research. At last, it is anticipated that this study would help both teachers and students to be aware of the importance of feedback in reducing anxiety in oral performances to achieve an effective stage concerning the use of foreign language for speaking.
List of References


APPENDICIES

APPENDIX A: Teachers’ Questionnaire

APPENDIX B: Students’ Questionnaire
Dear teachers,

This questionnaire is an attempt to gather all the information needed for the fulfillment of a master dissertation. It aims at investigating the attitudes of both EFL teachers and students towards anxiety in oral performance and the role of teachers’ feedback in minimizing it.

I would be so grateful if you could take the time and the energy to share your experiences and ideas which are very important and will be of much help for this research work.

Larbi Ben Mhidi University
Faculty of Letters and Languages
Department of English
Miss. Zineb Ferhat
Section One: Background information

1. Gender Male ☐ Female ☐

2. Degree(s) held:
   a. BA (License) ☐
   b. MA (Magister) ☐
   c. Ph. D (Doctorate) ☐

Q. 3. How long have you been teaching oral expression?
……………………………………

Section Two: Students’ Anxiety in Oral Performance

Q. 4. How do you evaluate your students’ oral performance?
   a. High ☐ b. Beyond Average ☐ c. Average ☐ d. Below Average ☐ e. Low ☐

Q. 5. Do you encourage your students to speak orally?
   a. Yes ☐ b. No ☐

Q. 6. Do your students get anxious and stressed when you ask them to present something orally in the classroom?
   a. Yes ☐ b. No ☐

Q. 7. Do your students ask you to design oral tasks for them?
   a. Yes ☐ b. No ☐

Q. 8. In your opinion, what are the factors that affect your students’ oral performance negatively? (You may choose more than one answer)
   a. Lack of preparation ☐
   b. Lack of self-esteem ☐
   c. Deficient vocabulary ☐
   d. Fear of evaluation ☐
   e. Fear of classmates’ comments ☐

Q. 9. What are the symptoms you notice on your students’ when they get anxious while speaking? (You can choose more than one answer)
Section Three: The Role of Teachers' feedback in minimizing Students’ anxiety in oral performance

Q. 10. Do you provide your students with feedback during their oral work?

a. Yes  [ ]  b. No  [ ]

Q. 11. Which type of feedback you think is useful to minimize the students’ anxiety when they speak in front of their classmates?

a. Positive feedback  [ ]

b. Immediate feedback  [ ]

c. Delayed feedback  [ ]

d. Direct feedback  [ ]

e. Indirect feedback  [ ]

f. Corrective feedback  [ ]

Q. 12. Justify your answer, please

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Q. 13. How much do you think your feedback is a useful tool to reduce anxiety while speaking?

a. Extremely useful  [ ]  b. quite useful  [ ]  c. moderately useful  [ ]  d. Not at all  [ ]

Q. 14. On which level you think feedback is useful to minimize anxiety?

a. Accuracy  [ ]  b. Fluency  [ ]  c. Both  [ ]
Q.15. Whatever your choice justify, please

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Q.16. Do your students show you that your feedback is important and helpful to them to be at ease while speaking orally?

a. Yes  [ ]   b. No  [ ]

If No, is it because:

a. They do not like to be judged on their work.  [ ]

b. They just want to finish their work.  [ ]

c. They consider this feedback as a threat to their abilities.  [ ]

Q.17. Do you intend to use your feedback to show interest in your student’s work which in turns minimizes their anxious and doubtful feelings?

a. Yes  [ ]   b. No  [ ]

Q.18. After giving feedback to your students, how often you notice improvement in their oral performance?

a. Always  [ ]   b. Sometimes  [ ]   c. Rarely  [ ]   d. Never  [ ]

Q.19. When the students get confused and stressed during their speech, do you show them that you are unsatisfied?

a. Yes  [ ]   b. No  [ ]

Q.20. Do you think that when you give constructive feedback to students, they get more encouraged exhibiting their abilities in speaking?

a. Yes  [ ]   b. No  [ ]

Q.21. When you notice that the student is very anxious and cannot speak, do you interfere using positive and effective feedback?

a. Yes  [ ]   b. No  [ ]

If yes, then how:

a. Through motivational words or phrases  [ ]

b. Through continuing the idea that he could not explain  [ ]
c. Through showing him your interest in his/her topic  

d. Through praise something specific he/she said  

e. Through using positive overall praise (phrase)  

f. Through supply uplifting comments  

Q.22. While giving feedback, do you tend to identify and build up students’ strengths in order to make them feel comfortable and value their work?

a. Yes ☐  
b. No ☐

Section Four: Further Suggestions

Please, write any further comments or suggestions about the role of teachers' feedback in minimizing students' anxiety in oral performance.

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Thank you for your collaboration
Students’ Questionnaire

Dear students,

This questionnaire is an attempt to gather all the information needed for the fulfillment of a master dissertation. It aims at investigating the attitudes of both EFL teachers and students towards anxiety in oral performance and the role of teachers ‘feedback in minimizing it.

I would be so grateful if you could take the time and the energy to share your experiences and ideas which are very important and will be of much help for this research work.
Section One: Background information

Q1: Gender: Female ☐ Male ☐
Q2: Age........
Q3: How many years have you been studying English?
.........................

Section Two: Students’ Attitudes towards Anxiety in Oral Performance

Q.4. Do you feel anxious when you speak in English in front of your teacher and peers?
   a. Yes ☐ b. No ☐
Q.5. If yes, please justify your answer
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Q.6. Do you get affected easily by your colleagues’ judgments?
   a. Yes ☐ b. No ☐
Q.7. How often do you feel anxious and stressed when your teacher announce an oral test?
   a. always ☐ b. often ☐ c. Sometimes ☐ d. rarely ☐ e. never ☐
Q.8. Do you hesitate to engage in a discussion or a debate with your teacher or your classmates?
   a. Yes ☐ b. No ☐
Q.9. Do you lack confidence in your abilities if you were chosen to perform orally?
   a. Yes ☐ b. No ☐
Q.10. If yes, please explain
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Q.11. In your opinion what are the causes of your anxiety?
   a. Lack of knowledge ☐ b. lack of expertise ☐ c. Lack of confidence ☐

Q.12. Do you get nervous when the teacher calls your name for presenting orally in the classroom?
   a. Yes ☐ b. No ☐
Q.13. If yes, what are the reasons behind your negative feeling (you can pick more than one answer)
   a. Communication apprehension □
   b. Fear of failure □
   c. Fear of negative evaluation □
   d. Lack of vocabulary □
   e. Incorrect use of English □
   f. Shyness □
   g. Fear of communication breakdowns □
   h. Lack of preparation □

Q.14. When the teacher asks you to present any topic orally; do you raise your hand first to present?
   a. Yes □       b. No □

Q.15. If No, please justify
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Section Three: The Role of Teachers' Feedback

Q.16. How often does your teacher provide you with a feedback while you perform in oral tasks?

Q.17. Which type of feedback you prefer to receive from your teacher? (You can choose more than one answer)
   a. Oral feedback □
   b. Written feedback □
   c. Immediate feedback □
   d. Delayed feedback □
   e. Direct feedback □
   f. Indirect feedback □
   g. Corrective feedback □
Q.18. Please justify your choice

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Q.19. Does your teacher’s feedback decreases your anxiety and weaknesses in language use?
   a. Yes ☐    b. No ☐

Q. 20. Which aspect of your teacher’s feedback is important to you?
   It’s time ☐    it’s amount ☐

Q. 21. Please say why?
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Q. 22. Do you feel uncomfortable and stressed when the teacher interferes to correct your mistakes?
   a. Yes ☐    b. No ☐

Q. 23. How important is to receive correction from your teacher on your performance?
   a. Very important ☐    b. important ☐    c. Not important at all ☐

Q. 24. During oral fluency/accuracy tasks, how do you prefer your teacher to interfere? (You may choose more than one answer).
   a. through hinting ☐
   b. through using facial expressions and gestures ☐
   c. through reformulating what you said ☐
   d. through echoing (emphasizing the wrong part) ☐
   e. through recording your mistakes and then analyze them ☐
   f. through using gentle correction (like an advice) ☐

Q. 25. How often you feel anxious and stressed when the teacher asks you to correct the mistake you made?
   a. Always ☐    b. Sometimes ☐    c. rarely ☐    d. never ☐
Section Four: Further Suggestions
Please, write any further comments or suggestions about the role of teachers' feedback in minimizing students' anxiety in oral performance.

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الملخص

خلال عدة سنوات، كان الباحثون مهتمون بفهم ظاهرة الرهبة والقلق عند تعلم اللغة الأجنبية، فيما أن العديد من الطلبة يمتلكون الرغبة في تعلم تلك اللغة إلا أنهم لا يستطيعون الوصول إلى درجة جيدة من الفعالية في استخدام تلك اللغة. يؤدي بهم إلى الاعتقاد أن استخدام اللغة الأجنبية هو أمر صعب يحتاج إلى قدرات خاصة عادة ما لا يمتلكونها. الرهبة الطلبة هي مشكلة كبيرة خصوصا عندما يتعلق الأمر بالعلاقة التي تربطهم بأساتذتهم، لأن الطلبة عادة يكونون غير فعالين في استخدام هذه اللغة الأجنبية، تقدم هذه الدراسة موضوع الرهبة لدى الطلبة وعلاقته بالتقييم الذي يقدمه الأستاذ لخلق بيئة صحية وناجحة. استعمال هذا التقييم المحفز الذي يزود الطالب بالثقة واحترام الذات، تم تقديم استبيانين في هذه الدراسة لكل من الأساتذة والطلاب لمعرفة أسباب هذا القلق المفرط ودور الأستاذ في تقليل رهبة الطالب عن طريق التقييم المحفز. من النتائج المتحصل عليها من الاستبيانين تبين أن الطلبة يشعرون بالكثير من القلق عندما يواجهون العروض الشفوية، وسبب ذلك هو قلة اللغة بالنفس وندرة المعلومات لديهم، وكما أن التعليقات السلبية التي يتعرضون لها يفضلون السكت وتجنب هذه النشاطات الشفوية. أيضاً تبين أن تقييم الأستاذ له دور فعال في تخفيف هذه الرهبة وتحفيز الطالب أكثر. انطلاقاً من هذه النتائج تم تناول عدد من الاقتراحات التي إلى جانب بعض الآثار التربوية التي من شأنها أن تحسن عملية تعلم اللغة الأجنبية بشكل أفضل.
Résumé

Pendant de nombreuses années, les chercheurs se sont intéressés à la compréhension des phénomènes d'anxiété et de stress tout en apprenant la langue étrangère. Bien que de nombreux étudiants ont le désir et l'ambition d'apprendre une nouvelle langue, leurs handicaps pour atteindre un bon niveau d'efficacité dans cette langue les amène à conclure que l'apprentissage d'une langue seconde est pas une tâche facile du tout, donc il nécessite des capacités spéciales qu'eux ne possèdent pas. Les étudiants anxiété est un problème qui se pose face aux étudiants des classes surtout quand il vient à la relation avec l'enseignant, parce que les étudiants sont en ce moment une part active à la classe, au lieu de limiter leur anxiété pour qu’ils apportent leur meilleur. Cette étude apporte le sujet de l'anxiété, ainsi que les commentaires de l'enseignant de créer un environnement sain et réussie en ce sens que cette rétroaction donnée par l'enseignant est considéré comme un outil pour permettre aux apprenants de l'estime de soi et la confiance.

Cette étude comprend également deux questionnaires qui ont été abordés aux enseignants et aux apprenants pour bien savoir ce qui provoque l’anxiété chez les étudiants et quel est le rôle de l'enseignant pour réduire ce sentiment d'anxiété et de stress. Discutons sur les résultats des questionnaires obtenus par les enseignants et les apprenants, il apparaît que les étudiants se sentent très anxieux quand ils sont face à tout type de tâche orale parce qu'ils manquent de confiance en leurs capacités, et ils deviennent confus pour expliquer leurs idées, aussi ils détestent de recevoir des commentaires de leurs collègues sur leur performance orale, donc; ils préfèrent garder le silence et éviter toutes les activités orales. En outre; les résultats ont montré que la rétroaction des enseignants qui semblait être un outil très efficace pour minimiser les étudiants anxieux de la performance orale, et stimuler leur motivation pour plus d'enthousiasme à parler la langue étrangère de manière efficace et correcte. Sur la base de ces résultats, un certain nombre d'autres suggestions ont été abordées en plus d'autres implications pédagogiques qui peuvent être utilisés pour améliorer le processus d'apprentissage qui est principalement affectée par une telle anxiété.