



**University of Zawia  
Department of English**

**Problems Face Secondary School Students in Janzour City When They  
Receive Teacher's Corrective Feedback  
on Their Speaking Ability**

A Thesis Submitted to the Department of English, in partial Fulfillment of the  
Requirements for MA Degree

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## **Abstract**

The aim of this study is to identify problems faced by students when they receive teacher's oral corrective feedback on their speaking ability. The research employed mixed method approach. The data were collected by using two tools: a questionnaire answered by students and interviews with six teachers who were teaching English language at the target schools. This mixed methods approach helped the researcher achieve accurate results. This study includes secondary school students at three public secondary schools in Janzour . The research sample consists of 110 male and female students and 6 male and female teachers from 3 secondary public schools in Libya. The study addressed various issues that may affect teachers' practices, including teachers' and students' perceptions about providing students' with corrective feedback on their speaking abilities to improve their academic learning. To analyse the questionnaires a descriptive statistics program was used and the interviews data were analysed by using thematic analyses. The results revealed that most teachers and students were aware of the significant of providing feedback although the majority of students feel anxious when their teachers stop them and provide the corrective feedback during oral activities. Additionally, the outcomes showed that when providing feedback on students' spoken language, the teachers did not ignore their students' errors, suggesting that correctness should be given priority over fluency. Thus, the main implications of the study are that an exploration of the problems that encounter students when they receive feedback offers useful implications for teaching and learning oral language in Libyan context and may be in other similar contexts. It provides a clearer picture about the challenges that face both teachers and students in teaching and learning oral communication. Further, it can also be viewed as an approach of determining students' needs for better improvement

## **DEDICATION**

To those who dedicated their life to giving me the chance to be an informed and respectful man, to those who inspired me to love learning, to my amazing and charming parents: Muhsen Ali and Zadmah El-Taher Al-forjani

To the pleasure and true meaning of my life; to my twins shining and lovely stars: Zain and Zaid and my wife Majda. To my brothers and sisters who encouraged me throughout the years of my study. Mohammed, Marwa, Ahmed, Safa and my youngest brother Mahmoud. You are all my hope in the bright future.

I dedicate this work with my love

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## **ABBREVIATIONS**

<b>TEFL</b>	Teaching English as a Foreign Language
<b>FL</b>	Foreign Language
<b>EFL</b>	English as a Foreign Language
<b>SL</b>	Second Language
<b>L1</b>	First Language
<b>L2</b>	Second language
<b>CF</b>	Corrective feedback
<b>SPSS</b>	Statistical Package for the Social Science
<b>ELT</b>	English Language Teaching

## **Chapter one: Introduction**

### **1.1. Background of the Study**

Generally, it has been known that most individuals do not like to admit that they are imperfect and face their flaws especially when they are criticized and provided with corrective feedback (CF) from other people. However, in the field of education we can establish the idea that feedback should be considered as a means of growth and achievement by comprehending and learning effective techniques for both providing and receiving it. According to Lyster and Ranta (1997), CF generally refers to the teacher's response that modifies, disapproves, or requests that the learners improve their speech. Over the past few decades, there has been a great deal of argument on the efficacy of CF. Supporters argue that CF is critical to bolstering and strengthening foreign language learning since it can identify and compare a learner's speech to its equivalent in the target language, highlighting structural gaps that need to be filled in order to improve the learning process (Sheen, 2007).

However, opponents believe that more language input can raise a learner's competency and may cause improvements in the learning process and develop learner's competence. They even support the concept of doing away with corrective feedback completely in classroom interactions in order to prevent any problems (Truscott, 1999). Numerous scholars have addressed the idea of teachers' feedback from various angles and looked at how it affects both the teaching of second/foreign languages (TFL) and knowledge acquisition (Ellis, 2009). Written or spoken feedback comes in a variety of forms, including explicit vs implicit, immediate versus delayed, corrective or non-corrective, and positive versus negative.

The present study centers on oral corrective feedback as a complex approach that used by instructors to address students' errors during communicative activities. It aimed at investigating the obstacles that encounter the students when giving them corrective feedback on the speaking abilities of EFL students. It also intended to find out teachers and students' perspective towards teacher's oral feedback.

## **1.2 Statement of the problem:**

It has been suggested that achieving a high degree of proficiency in language abilities enables learners to employ the language successfully for a variety of objectives and contexts. However, students may find it difficult to use the foreign language (FL) effectively if they struggle with one or more of the language skills which can act as a barrier that hinders them from performing confidently. Students are constantly concerned about what would happen if they let their teachers down and fear the consequences of disappointing their teachers which can negatively impact their performance. As a result, students might avoid speaking in class or prefer staying silent when exposing themselves to the danger of making mistakes, and they might also feel embarrassed when their teacher correct them especially in front of their peers (Brown,2004, Ali, 2008). Thus, the study at hand intended to investigate teachers and students views towards providing feedback during oral activities.

## **1.3. Objective of the study**

The main objective of this study is to investigate the problems faced by students in Janzour secondary schools when teachers provide corrective feedback on their speaking ability. The study aims to find out what students feel psychologically after their teachers correct their oral mistakes, and how this correction might affect their self-confidence as well as their performance. Thus, the following two questions are intended to be answered:

## **1.4. Research Questions**

Two questions will be answered by this study:

- What are the problems that students face when they receive their teachers' corrective feedback?
- What teachers' and students' perceptions towards providing feedback?

## **1.5. Methodology**

Methodology is a research strategy which shows how research can be conducted as it may indicate that any research needs a plan and technique that a researcher will follow in order to develop his/her research. It is the philosophy that guides the research Dawson, (2009). Given that as the goal of research in the social sciences is to produce an understanding of social behaviour, the current study can be categorised under the interpretive approaches because it uses a variety of data collection and analysis methods. Further, this philosophy helped the researcher to explain and explore problems that face both teachers' and students and their view when dealing with oral feedback. The data collection tools that used in the study at hand were a questionnaire which was distributed to one hundred secondary school students along with ten semi-structured interviews with six teachers in the target schools. The researcher employed SPSS program for analyzing the questionnaire and a thematic analysis for analyzing the semi-structured interviews. The researcher considered all the ethical issues when collecting the data for this study to avoid any problems or difficulties (Cohen, et al., 2007). The researcher was aware that conducting research in schools can cause trouble or disruption to their systems or plans and gaining the official approval for entering schools or for meeting their teaching staff members could not be an easy matter for any researcher.

## **1.6. Significance of the Study**

The significance of this research lies in its aim to provide the necessary information to enhance educational settings and methods while also enhancing our comprehension of the difficulties faced by English foreign language (EFL) instructors and learners while providing and receiving oral feedback during oral activities. This study is important for instructors as it enables them to know the factors that may have a positive or negative effect on the development of the students' ability in the case of learning oral communication. In addition, the significance of the current study is that it can be used as a great resource for other academics who wish to conduct surveys and research on this subject, and its findings may serve as a reference for other researchers. This study is also important because it offers insights and recommendations for employing more effective and flexible corrective feedback that increases students' proficiency in learning the English language.

## **1.7. Organization of the Thesis**

This study is systematically divided into five chapters. The following is a short description of what each chapter contains: An introduction and a summary of the full study, including the study's background and goals, are given in Chapter 1 along with establishing the research topic and the study's significance. This chapter also lists the main research questions . Lastly, it gives the study's overall structure.

The concept framework is covered in Chapter 2. After discussing the arguments for and against providing and receiving oral feedback on students' speaking abilities, it goes on to describe the various theories of language learning. A summary of some earlier research is also provided in this chapter.

The methodological framework is presented in Chapter 3, together with the research instruments that were employed to collect the data. The chapter describes the quantitative and qualitative samples and demonstrates the selection process. It also explains the methods utilized for data collection and analysis in the current study, which includes a thematic analysis for qualitative data and the use of the SPSS software package for quantitative data.

In Chapter 4, the results of both the quantitative data and qualitative data gathered from students' questionnaire and teachers' interviews are offered using the SPSS software for students' questionnaire and thematic analysis for examining the qualitative data gathered from semi- structured interviews with regard to the research questions and the relevant literature.

Chapter 5 provides the discussion then largely summarizing the key findings and the limitations of the study. It concludes with suggestions and recommendations for further research.

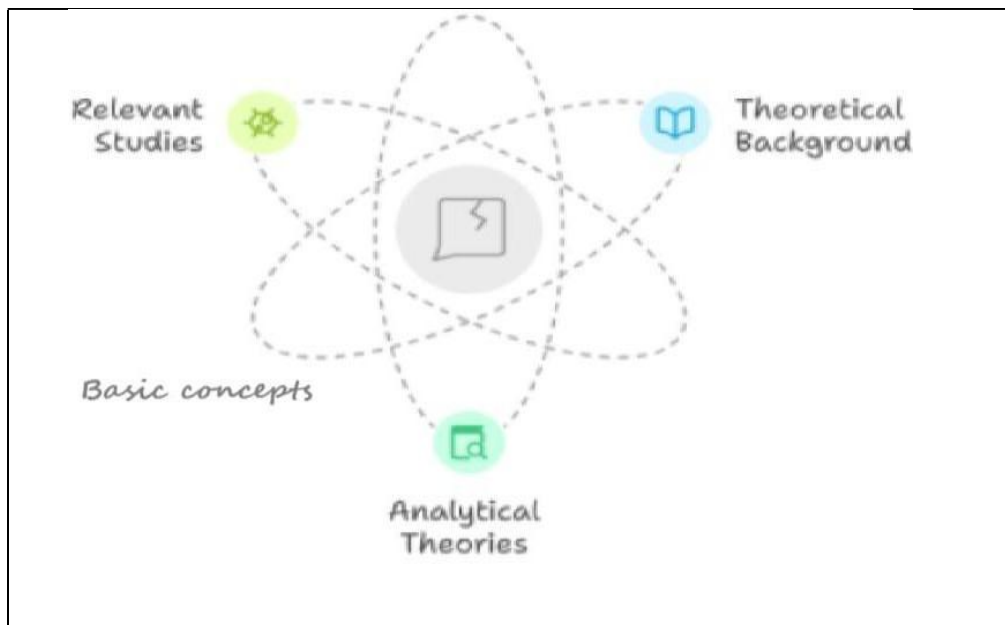
## Chapter Two

### Literature Review

#### 2.1. Introduction

In this chapter, the most important basic concepts related to the study are presented, in addition to the theoretical background, analytical theories, and related studies. This chapter provides an overview of the literature related to the current research. It begins with different definitions of the term speaking skills as well as the term feedback. It explains the importance of providing feedback from the teacher to his/her students on their speaking abilities. A brief explanation of the effects of positive and negative feedback on student performance are also be offered along with the role of corrective teacher feedback in improving speaking skills.

It was taken into account that all this are presented in a flexible manner so that the reader could form an insightful view of the objectives of the study and its importance, as well as the study procedures. The following figure illustrates the contents of the literature review:



*Figure 1: shows contents of the literature review*

## **2.2. Speaking skills**

Speaking skills refer to the ability to express thoughts and emotions effectively through speech. These skills are essential for daily life, because they greatly affect a person's personality and his social and professional relationships. The importance of speaking skills lies in several key aspects. First, it enables effective communication and promotes strong, relationships by making it easier to understand others' perspectives Harmer, (2010). In addition, speaking skills are integral to academic and professional success, as they form the foundation for giving presentations and engaging in meaningful engagement. Moreover, these skills enhance self-confidence, help overcome shyness and hesitation, and contribute to personal growth. Finally, speaking skills play a vital role in problem solving by enabling individuals to express ideas and opinions clearly and flexibly (Rao, 2019).

Speaking skills are among the basic skills that can make a person a social person who can convey his/her thoughts and feelings clearly. It encompasses more than just speaking; it also involves using exact words in the right tone and nonverbal cues like body language and facial expressions. The importance of speaking skills is evident in several ways. The most notable aspects are that it improves social and professional relationships by enhancing the ability to communicate effectively and understand the points of view of others. Further, it is regarded as an indicator of academic and professional achievement since it boosts a person's confidence through effective presenting, conversation management, and active involvement (Harmer, 2007).

In addition, speaking skills can build a confidence personality which helps in overcoming shyness and hesitation, and gives a person the ability to express their thoughts freely in various situations. It also contributes to better problem solving, as they help clarify ideas and opinions in a flexible and organized manner. It can be said that speaking skills are the aptitudes that enable a person to communicate with others intelligibly and successfully and it requires clarity of expression, using simple, understandable sentences, and choosing words appropriate to the context and audience (Hedge, 2000).

Along with employing body language, such as gestures and facial expressions, to facilitate communication, speaking skill also entails regulating the voice's pitch and tone to reinforce the

message and it necessitates the ability to persuade and influence others by presenting ideas with reasoned arguments that attract the audience and the recipients. In addition, these skills require good interaction with the hearers by listening and responding to feedback flexibly (Brown, 2007).

Developing speaking skills requires continuous training, such as practicing public speaking, improving vocabulary, and listening to distinguished speakers to acquire new techniques and sufficient methods of communication. It has been argued that these skills need consistent participation in conversation- and communication-promoting activities which can develop these abilities along with self-confidence which is considered one of the important elements, that is reflected in speaking progressively and successfully (Harmer, 2007). In addition, there must be several requirements and steps that can be followed to improve the ability to express and communicate effectively.

The most important of these requirements is that students need to practice speaking regularly in front of their classmates as this process helps them to overcome their stress and build self-confidence. Thus, teachers are advised to provide their students with the chance to start with simple situations such as speaking in front of their colleagues and then gradually progress to speak with each other comfortably. Due to their lack of training, several teachers in the Libyan context frequently struggle to use and communicate in English. Ali, (2008) illustrates, that teaching English in the secondary stage, is carried out by teachers who have limited exposure to English for communication purposes, and their training was not in an English environment.

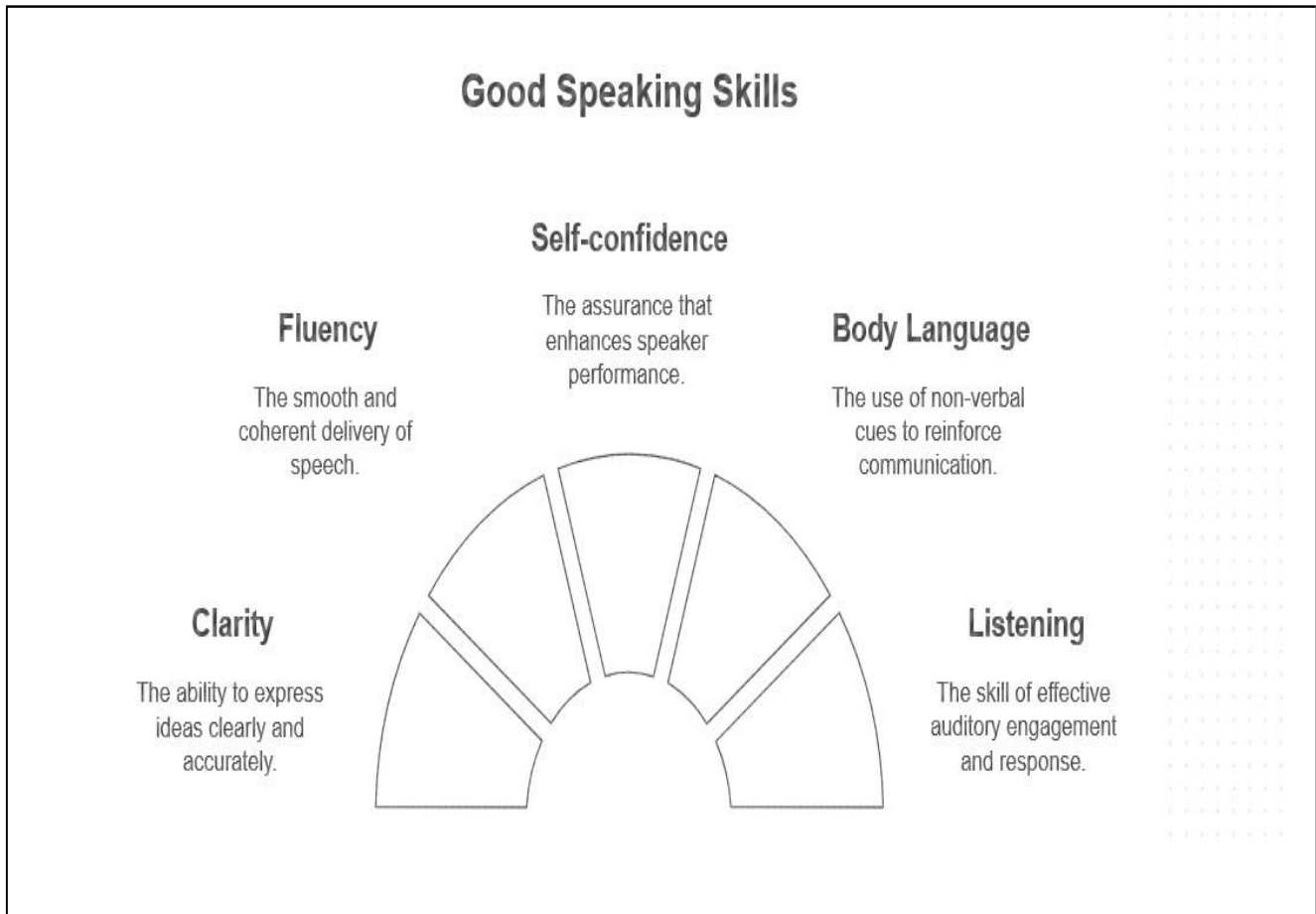
### **2.2.1. Components of speaking skills**

Teaching speaking skills in EFL settings can be challenging, as it requires accurate pronunciation, intonation, and the ability to engage in meaningful discourse (Harmer, 2007). Good speaking skills encompass several key components, such as clarity, which refers to the ability to express ideas clearly and accurately while avoiding ambiguity (Liu, & Brown, 2018). Fluency is another essential aspect, involving the ability to speak smoothly and coherently without stuttering or unnecessary repetition (Brown, 2004).

These aspects play a vital role, as it reflects positively on performance by enabling the speaker to

communicate effectively and successfully. Additionally, body language, such as maintaining eye contact and using purposeful movements, enhances the delivery of the message along with effective listening, as it allows the speaker to understand others and respond appropriately (Kürüm, 2016).

The following figure which was adopted from Harmer, (2010) demonstrates the aspects of good speaking skills:



**Figure 2: Components of good speaking skills**

The previous figure represents a simplified visualization of the most important basic elements that constitute effective communication skills, and it can be briefly related to a set of procedures representing a system that expresses the strategies that should be constructed for improving speaking abilities based on the researchers' perspectives. It can be noticed that self-confidence is the foundation on which effective communication can be built, it enhances performance and makes it more effective. The other element is the fluency that refers to the ability to express the

messages and thoughts smoothly and clearly without stuttering, making speech engaging and easy to understand.

Then it can be said the clarity is about communicating ideas accurately and without any ambiguity to ensure that the message is understood as intended. Further, body language, including movements and gestures, reinforces the verbal message and better communicates meanings. As for listening, it is not just hearing the words, but understanding the complete message and providing appropriate responses, which make it an essential element in effective communication (Liang, & Chen, 2019). The arrangement of these five components and how they relate to one another can be regarded as a helpful teaching tool for helping learners develop their communication abilities in both their personal and professional lives. In general, this perception provides a comprehensive understanding of the components of effective communication and its importance in achieving good and distinguished communication.

### **2.2.2. Teaching speaking skills**

The development of speaking skills at secondary level in education is immensely important for several reasons in that it prepares students for university levels and the work environment by helping them succeed in the academic and professional levels. Speaking skills are essential in presenting presentations and participating in discussions and the ability to express opinions allows students to shape their personalities as it helps them share their thoughts and feelings openly, thereby contributing to their personal growth (Rao, 2019).

Developing speaking skills in the secondary stage is an essential aspect of teaching and learning process which aids students' to effectively interact in various academic and social life areas. Also, helping students to become university and professional life-ready is the fact that these skills assist them to deliver the presentations and participate in discussions in an impactful way at the same time. When students become able to speak clearly and with confidence this enhances their self-confidence and personal development (Harmer, 2007).

Speaking confidently also promotes cooperation with each other, and push students to be able to build good relationships with their classmates and teachers thus enhancing their overall learning

experience. It has been argued by Richards and Rodgers, (2014) that teachers can create different activities for communicative purposes such as problem-solving and role-play activities. These types of activities give students the opportunities to speak in different social contexts and assume different social roles. By practicing such activities, students are encouraged to share and exchange information with other students actively and improve their ability to speak and communicate using English language.

Moreover, the ability to express one's opinion also helps in personality building and increases the ability of students to interact with different opinions, thus helping to improve listening and interaction skills. Successful speaking also aids in improving student-student and teacher-student social relationships as well as peer relationships and reducing conflicts (Brown, 2004). Further, being able to speak contributes to the development of critical thinking as this skill enables students to argue in various fields supported by evidence and allow them to interact with modern technology such as digital meetings or presentations on internet platforms. Thus, the development of these skills is not only useful in education but also leads to great success in personal and professional life (Harmer, 2010).

### **2.2.3. Strategies to overcome difficulties in speaking**

For students studying English as a foreign language, learning to speak the language accurately and fluently is a big challenge as it requires interaction where students need to communicate and exchange information clearly and in appropriate manner. Thus, the success of students' speaking learning is influenced by their interactions with teachers, and positive relationships along with applying various tactics that help in overcoming any problems (Richards & Rodgers 2014). To improve students' speaking skills and overcome difficulties that face them when teaching and learning communicating in English language, several activities can be applied in the classroom effectively. Among these activities is utilizing the ones that enhance confidence and fluency (Ahmad, 2020).

In other words, teachers can use activities that assist in overcoming shyness such as exposing students to gradual social activities, and embracing mistakes as learning opportunities fosters growth and confidence. Additionally, training students' mind to think clearly and organize

thoughts, combined with practicing effective expression, strengthens the ability to convey ideas and personal identity (Harmer, 2007; Sultana & Jamin, 2021).

Scholars also stress that using cooperative learning activities in the classroom can be a useful strategy for fostering students to become independent learners and it results in more productivity through improving the understanding of the tasks and objectives, as well as building strong relationships between teachers and their students. In addition, these activities are supposed to help students develop their speaking performance and encourage them to be active learner and take part in oral classroom activities (Harmer, 2007).

### **2.3. Feedback**

As the current study aims to provide a comprehensive overview of the basic concepts related to the study of feedback and related to speaking skills that form the basis of this research, it is important in this section to deal with the literature surrounding feedback mechanisms in general, and in educational environments in particular, and their impact on students' speaking abilities. It has been known that feedback is an evaluation or constructive advice that provides guidance and assistance on how to improve learners' performance. Many scholars and teachers see it as an effective tool for improving the teaching and learning process and can play a crucial role in the learning process (Black and William, 2004).

According to Brookhart (2008) feedback should not be limited to merely correcting errors or providing grades. It should also encourage learners to reflect on their performance, identify strengths and weaknesses, understand the reasons behind these shortcomings, and discuss how to improve the learning process. In addition, once learners become familiar with feedback procedures, these activities can be assigned as homework to further enhance their skills.

Feedback can be defined as the information that is provided by teachers regarding students' performance, through which students can discover the gap and how to bridge it and improve their performance. Thus, teachers can explore the current level of their students' understanding and the required standard.

It is also, seen by many researchers and educators such as Black and William, (2004); Brookhart (2008) as a powerful tool to enhance the teaching and learning process and it is considered an extremely important element in the learning process, especially in language acquisition and the development of speaking skills. Therefore, it has been argued that the importance of feedback is that it helps identify students' strengths and weaknesses, in addition to enhancing the effectiveness of a supportive learning environment, increasing students' self-efficacy, and encouraging them to participate more effectively and more actively in their learning process (Race, 2001).

According to Taras, (2003) the process of teachers' feedback cycle is organized through conducting, receiving, and utilizing feedback with the aim of teaching efficiency and achieving better educational outcomes. In other words, feedback can be given in different ways to inform students about whether they are on the right track or not and how to overcome the challenges they face. Based on this analysis, the teacher reflects on the practices and sets development goals like adjusting teaching strategies or creating a better classroom environment. Then, the changes are done following the effective feedback and self-reflection, and it may include the experiment of new teaching styles or revising syllabus and the next follow-up note is rolled out to evaluate the success and the impact of these changes on teaching.

Therefore, feedback can be used to evaluate students by offering comments or grades, while in correctional settings, teachers use it to identify particular elements of students' performance and tell them of their strengths and weaknesses and the reasons behind them.

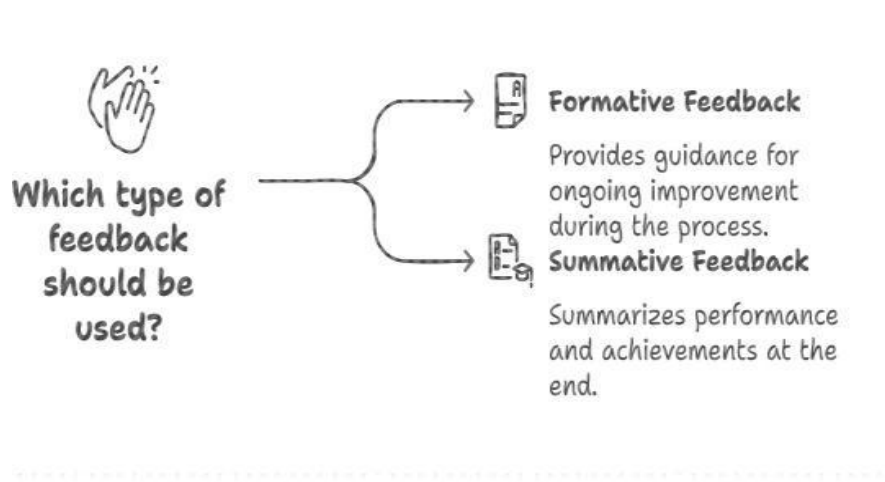
#### **2.4. Types of Feedback**

Feedback can be classified in many ways, each method highlighting a specific and different aspect of the nature and purpose of providing feedback. The most common types in the classification of feedback methods according to source as mentioned by many researchers such as Masantiah, et al (2020) ; Panadero, & Lipnevich, (2022);and Deeva, et al(2021) are the following Self-Feedback. This involves individuals reflecting on their own performance, identifying areas for improvement, and setting goals for growth.

Peer Feedback: Feedback exchanged among individuals at the same level, such as colleagues or classmates. It fosters collaboration and shared learning and the managerial feedback which is provided by supervisors or managers to their subordinates, often focused on performance evaluation and development.

Additionally, researchers have pointed other types of feedback according to timing such as summative and formative, posing different views towards them. Researchers insisted that both of them are necessary to capture issues relating to students' learning. Formative feedback is given during the teaching and learning or during the performance process, providing guidance and adjustments for ongoing improvement (Brookhart, 2008 ;Harmer, 2007).

However, it has been argued that summative feedback is provided at the end of a course, task, or learning period, summarizing students' performance and achievements. They consider that summative assessment identifies how much progress has been made in students' learning, whereas, formative assessment helps teachers to find out the current knowledge of their students, and how that can be improved as it can be seen in the following figure:



**Figure 3: Formative and summative feedback**

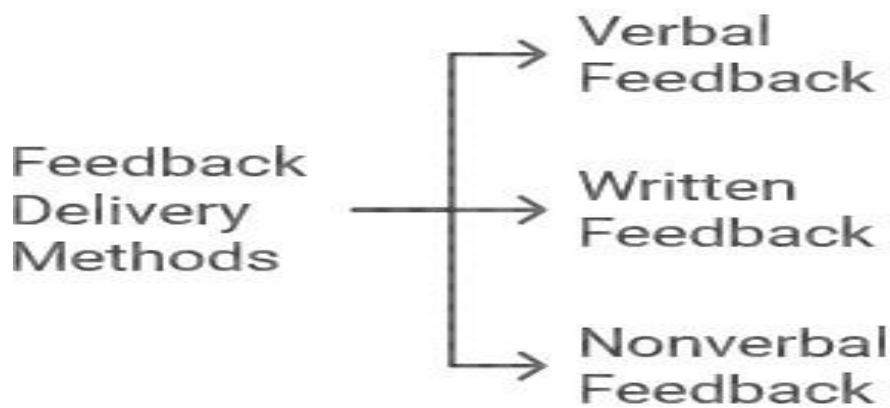
## **2.5. Positive feedback Vs. Negative Feedback**

Positive feedback is a process that increases change or output by enhancing the effect of a reaction to speed it up. It has been argued that teacher's positive feedback is considered an important element in the teaching and learning process. It can be defined as the comments and suggestion that are offered by teachers which indicates the aspects that need improvement in our work or behavior. This type may be explicit or understated, but its goal is always and forever to help students achieve growth and development. Additionally, negative feedback is another process that is identified as an integral part of the development and learning processes (Brookhart, 2008).

It may be difficult to receive negative feedback provided by teachers at first, but in the end it is a good opportunity to improve performance. Negative feedback is a process that makes us afraid of change, as it makes individuals believe that changing our behavior or work style requires a lot of effort and hard work (Harmer, 2010). Among the most important benefits that may accrue to all learners and students in particular from dealing positively with negative feedback are the following: it creates positive interaction which helps identify weak points and improve personal and professional development. Additionally, it builds strong relationships as positive attitude indicates that you are a person who is open to criticism and change. Furthermore, when receiving and accepting negative feedback that can increase self-confidence as positive interaction helps to develop new skills and gain more experience (Lal, 2020).

Thus, teachers can apply positive along with negative feedback verbally in that it may be delivered through spoken communication, such as in conversations or discussions. It plays a valuable role and is considered as a tool by which teachers can support the progress of their students' understanding. Additionally, teacher's feedback can be given in written form, such as reports, or performance reviews and thus the information collected on students can be communicated (Harmer, 2010).

On the other hand, feedback can be nonverbal in that it can be communicated through body language, facial expressions, and tone of voice (Haider, et, al, 2020). This assumes that teachers can provide feedback to their students as something that encourage and motivate them to learn. Teacher’s feedback should be delivered for fostering learning by providing data on students' progress towards the intended learning objectives (Brookhart, 2008). The figure below shows feedback delivery methods:



***Figure 4: Feedback Delivery Methods.***

The definition of feedback in the present study takes the view that when we talk about teacher’s feedback it means any verbal actions which indicative of sending messages to the students excluding any other types of feedback such written feedback. The current study focuses on providing oral feedback inside the classroom on students’ oral performance.

## **2.6. Corrective Feedback**

Corrective feedback can be defined as the feedback or comments that can be given to students about their performance. The aim of teacher's corrective feedback is to help students identify their strengths and weaknesses and thus improve their performance. It can be defined as the procedure that helps identify aspects that need development, allowing students to work on improving them (Ellis, 2009). When corrective feedback is offered through constructive comments and suggestions, it enhances self-confidence and the ability to deal with different situations (Lee, 2013).

Thus, it can be said that corrective feedback is closely related to developmental assessment, which is described as the data needed to bridge the gap between students' present comprehension level and the necessary standard. This formative assessment process is thought to be connected to the role of the teacher feedback, which should assist in managing students' learning to achieve the desired outcomes. This type of feedback can combine positive and negative feedback emphasizing strengths and weaknesses areas, and providing practical solutions and specific suggestions for improving performance which help in achieving the required goals (Taras, 2005).

Consequently, teacher's corrective feedback is seen as an improving educational process that helps in developing the quality of teaching and learning process and better meets students' needs. Teachers are also expected to give feedback, which advances learning and must be given appropriately. Black et al., (2004, p.10) explained that, "an assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged".

## **2.7. The effectiveness of feedback**

One of the numerous ways a teacher can demonstrate their attention to their students is by responding to their speech production when teaching L2. In English communicative teaching learning activities, feedback is crucial. Students engage in interactions during the activities that provide possibilities, goals, and desires that can enable them to connect with the language they

are learning. This exchange in the English classroom will encourage the students to complete their task and work harder (Brown, 2004). The effectiveness of providing corrective feedback can be achieved when students are given useful information on what they have learnt in a number of ways and when it clarifies any confusion and provides details on how students can get better and how they can perform successfully. Some studies were held by many researchers emphasizing the role of teacher's corrective feedback.

It has been claimed that the goal of any feedback is to make sure the learner understands the development information being given and is inspired to keep improving (Taras, 2003; Black et al, 2004). Therefore, in addition to expressing and explaining students' deficiencies, feedback offers guidance on how to bridge the gap and promote student engagement in the learning process. However, studies have shown that during oral activities, lexical errors are more likely to be significant to teachers than grammatical faults. When it comes to correcting learners' spoken errors, teachers employ a variety of techniques. According to a study conducted by Lasagabaster and Sierra (2005) on the usefulness of corrective feedback (CF) at the university learner level, teachers and students have always the same views towards the effectiveness of providing corrective feedback (Ellis, 2012, p.141).

According to Kim, (2005) the findings of DeKeyser's (1993) study, revealed that some students did benefit and act positively when their teacher offers them corrective feedback. She added that after providing the corrective feedback De Keyser found that students with high pre-test scores did better on a written grammar post-test. Additionally, oral accuracy and fluency post-test scores were higher for students with low extrinsic motivation, whereas a written grammar post-test was higher for those with low anxiety.

However, a different study by Yoshida (2008) revealed differences between Australian language teachers and students, explaining why teachers choose different CF strategies and why learners choose different CF forms. While students prefer self-correction, teachers have shown that they enjoy correcting their mistakes. Elicitation was the next most popular kind of correction that teachers preferred, followed by requests for clarification, indirect feedback, explicit correction, and repetition.

## **2.8. Types of corrective feedback**

According to Lightbown and Spada (1994) there are two methods for providing corrective feedback, (1) explicit corrective feedback, in which the teacher interrupts the student's speech and provides explanation, and (2) implicit corrective feedback, in which the teacher interrupts the student's speech and provides some language input without providing a metalinguistic explanation. During the communication tasks in the English classroom, such feedback may be encountered. Students will be able to fix their own language output if a teacher provides implicit corrective feedback that enables them to grasp their mistakes (ibid).

They added that if the students are unable to comprehend the teacher's implicit corrective input, the teacher will likely continue to provide them with explicit corrective feedback. Therefore, teachers provide corrective feedback when their students utilise the target language incorrectly and after students receive their teacher corrective feedback, it is anticipated that they will improve and their mistakes will decrease.

## **2.9. Teacher's role in providing feedback**

The teacher is considered the cornerstone of education, as the role of the teacher goes beyond simply transmitting information to students, but rather she/he serves as a role model, guide, and friend through whom the minds and ideas of current and future generations are formed. Therefore, it can be said that the teacher is the backbone of the educational process and is primarily responsible for teaching and raising current generations which in turn will guide, raise and teach future generations (Álvarez et al.2009).

The teacher is the source of information through which knowledge and skills are transferred through explanation and clarification. He/she uses innovative educational methods to attract their students' attention. They also encourage and motivate students to think critically and solve problems. In addition, they direct students to achieve goals and discover their abilities and talents. They also provide continuous support and encouragement which creates a clear, enhancing and stimulating environment for students. Many successful teachers encourage cooperation and teamwork, and these teachers are considered a source of inspiration for students to achieve their maximum potential and goals.

In addition, the teacher is a role model, as he/she is considered a good role model for students in their behavior, morals, and actions. From them, students embody moral values and good social responsibility (Harmer, 2003). According to Darling-Hammond, (2017) there are several skills that an effective teacher must possess. Teachers need to be able to communicate ideas clearly and effectively and manage the class and organize time effectively.

Moreover, teachers also need to have the ability to analyze and evaluate information as well as the capability to face challenges and find innovative solutions. When teachers master such skills they become able to overcome challenges that face them during the teaching process such as becoming able to deal with students' differences in their abilities and leanings as well as giving individual attention to all students (Haron, et,al,2021). This is because the role of the teacher has become more complex and sophisticated as teachers are no longer just a transmitter of knowledge, but they have become a guide and facilitator who help students acquire the necessary skills for the future. It can be said that the teacher is the cornerstone of building societies, as he contributes to shaping the minds of young people and refining their ideas. When he/she creates an educational environment that motivates and encourages students, he/she paves the way towards a conscious generation and a better society.

As a result, the methods teachers employ to give corrective feedback determine when and how to do so. Each teacher has a unique approach when providing corrective feedback. To encourage students to contribute positively in oral activities and accept their teachers' corrections, teachers need to use their flexible strategies of corrective feedback and their approach to creating a supportive environment where students feel inspired and unthreatened.

So, it can be argued that the teachers' role is necessary as feedback providers to help students take part in their learning beside assessors, to inform their students how well they have done. This means that teachers should help students learn by encouraging them to use the language even when they make mistakes; they should establish a positive, productive environment during language classes; and they should use error correction techniques that do not make the student feel embarrassed as well as make the students feel comfortable enough to engage in the foreign language activities.

## **2.10. Summary of the chapter**

This chapter presented a general review of the literature related to the focus of the current study which is feedback. Numerous opinions and views have demonstrated the value of teacher corrective feedback and the necessity of determining the best procedures that motivate students to be engaged and speak the language. Understanding the importance of providing corrective feedback on students' oral communication activities in the classroom greatly enhances the development and improvement in personal and professional environments. Each classification of the feedback serves a unique purpose and can be used strategically to promote growth and improvement in collaboration in an effective manner.

Also, these types of the above mentioned feedback are not mutually exclusive, but rather often fall into multiple categories at the same time. Constructive and supportive feedback boosted students' self-confidence and encourage them to participate more in speaking activities. However, critical or inappropriately provided feedback may increase anxiety and stress levels in some students, as well as can negatively impact their performance (Haron, et, al. 2021). Thus, it is crucial to have a thorough grasp of the function feedback procedures that teachers use to gauge their students' communicative ability, particularly in light of the need for reform in the Libyan educational system. There is a need to create a more efficient educational system that aids students in becoming better communicators and using the language in authentic contexts.

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## **Chapter: Three**

### **Methodology**

#### **3.1. Introduction**

This chapter gives an overview of the structure and methodology employed in this inquiry, including the techniques for both data collecting and data analysis. The research tools are provided and were designed to produce a description of data through different methods namely; questionnaire and semi-structured interview. Moreover, this chapter clarifies how the participants were selected along with explaining ethical issues.

#### **3.2. Research Design**

This study uses two methods to collect data (mixed methods), quantitative method & qualitative method. Studies using mixed methods purposefully incorporate or blend quantitative data in the form of numerical data with qualitative data in the form of texts or descriptions. According to Creswell & Plano, (2017), using mixed methods can be powerful in research science, helping researchers achieve more understanding about the issues under investigation than would be possible by using only one method. Further, by expressing results together in a study's discussion section, researchers can optimize the benefits and minimize the drawbacks of both quantitative and qualitative data.

#### **3.3. Tools for collecting data**

For the current study two data collection tools were employed by the researcher. A questionnaire and a semi-structured interview. Newby, (2010) .describes questionnaires as a methodical approach that prompts people to respond by posing targeted questions regarding a particular subject while conducting a research. Thus, it can be said that a questionnaire is defined as a set of questions that aim to find answers to a research question. The questionnaire is the first method that the researcher utilized for the current study for the sake of data collection in order to answer the research question which inquires about the problems that face students when teachers provide them corrective feedback on their speaking abilities.

This method was chosen since it is one of the most common data collecting instruments in science educational research. In addition, it can generate a lot of data, and apparently they are practical and applicable. Also, it can be conducted by large number of people with limited effects on its validity and reliability. Moreover, the results obtained can be quantified and analyzed readily (Cohen, et. al. 2007). In this study, one questionnaire was held; and it was submitted to students.

### **3.3.1. Constructing the Questionnaire**

The first data collecting technique was to design a questionnaire to investigate the problems that face students when their teachers provide them corrective feedback on their speaking ability. It also tries to find out how these problems affect students psychologically. The questionnaire was distributed to students who are learning English language as a compulsory subject in the three target schools. The form of the questionnaire consisted of 20 well-crafted questions. The questions were wisely designed to capture relevant information about how the students feel psychologically when they receive corrective feedback. The questionnaire was managed over 3-days. By constructing a questionnaire, the researcher aimed to reach a large number of participants responses and save the time .

### **3.3.2. Interviews**

The most popular method of data collecting in qualitative social research is the semi-structured interview. A basic set of concerns that required investigation is what the semi-structured interview is intended to explore. Thus researchers prepare various questions that need to be answered by the participants. This informal grouping of questions allows the interviewer to address them to different responders in varied ways. Consequently, semi-structured interview is considered suitable for the current research as an investigation of teachers' views and opinions of corrective feedback and its essential principles and procedures is necessary to fully comprehend how they perceive the evaluation procedures (Denscombe 2007).

This can be accomplished by speaking with them to learn about the relevant issues. The second data collecting technique was to conduct semi-structured interview as it is considered as a

valuable approach that gain comprehensive insights from the teachers who provide corrective feedback.

The procedure involved conducting six interviews with teachers from the three target schools. By engaging in direct conversation with those teachers, the researcher gets the views of them and knows the impact of providing correction feedback and how the students interact to it. The interview method allowed for targeted questions and in-depth discussions enabling a thorough exploration of the topic.

The interview method was chosen as a valuable approach in the current research due to its ability to gather in-depth insights and perspectives. According to Kumar (2014), interviews provide an opportunity for open-ended discussions, allowing participants to freely express their thoughts and experiences. In this study, one-on-one interviews were conducted with six teachers. This method allowed for a comprehensive exploration of the challenges that face students during oral activities when their teachers correct their mistakes immediately to improve their performance in learning speaking skill (Cohen, et al. 2007). The advantages of interviews include the flexibility to probe further into specific areas of interest and the opportunity to clarify responses, leading to a deeper understanding of the subject matter.

### **3.4 Sampling**

It is rarely feasible for social scientists to investigate every individual, location, and event that intends to be observed (Wilson, 2009, p. 139). As a result, they employ sampling. A sample is only a subset or group that is representative of the entire population. Additionally, researchers try to gather data from a smaller population for a variety of reasons including cost, time, and accessibility. Denscombe (2007, p. 13) and Grey (2014) highlighted two primary sampling techniques or procedures that social researchers can employ. The first is called "probability sampling," which selects random samples of subjects from a population that is representative of all the potential study elements.

The second is called "non-probability sampling," in which study participants are not chosen at random. It is carried out without knowing if the sample's participants are representative of the entire population. Simple random sampling, stratified sampling, and cluster sampling are examples of probability sampling, whereas convenience sampling, quota sampling, and purposive sampling are examples of non-probability sampling. Participants in the current study were chosen for the questionnaire and interviews using purposive and self-selection sampling approaches.

### **3.4.1 The Sample of the Questionnaire**

This study contains questionnaire for students only. The participants recruited were 110 (male and female) students from three secondary schools. A questionnaire was distributed to 110 secondary school students from three different schools in Janzour city. The researcher explained the aims and the significance of his study in a covering letter and handed the questionnaires to the subjects. They were asked to read the covering letter, which explained the aims of the study before signing their consent forms (see appendices A&B). Anonymity and confidentiality were emphasized to promote honest responses. Overall, the questionnaire is a practical and effective choice for gathering data from a diverse group of participants.

### **3.4.2. The Sample of the Interviews**

The semi-structured interviews were conducted with the six secondary school teachers who were teaching those students who completed the questionnaire. Setting up the time and location for each interview with the volunteers from teachers was the first step in the interview process. It was difficult to schedule the interviews at times that worked for each candidate. Given that the interviewees were reminded of their freedom to end the interview at any moment or withdraw.

Further each interviewee was asked to select the preferred language of communication (English or Arabic) as well as the time and location of the interview in order to facilitate the process of conducting the interviews. The duration of each interview was nearly twenty-five minutes. The researcher made every effort to clarify any points that the interviewee might not have comprehended. Additionally, in order to encourage more active participation from the interviewees, all of the interviews were conducted in a positive environment. In fact;

giving freedom to the participants to use their native language helped the researcher to obtain more flexibility and motivated the participants to express their thoughts easily.

### **3.5. Ethical Consideration**

Because ethical norms foster values like trust and respect both of which are necessary for conducting social research. Thus it is crucial for researchers to adhere to them. Sometimes, success in the data collection process depends on the researchers' ability to be skilled and efficiently handle social concerns. The researcher in the current research considered all ethical issues in order to prevent any complications or challenges (Cohen, et al 2007).

The researcher is aware that researching in schools could cause problems or disrupt their plans or procedures, and that getting official permission to attend schools or interact with teachers and students could be difficult for any researcher. Consequently, this approach was approved through proper procedures. Firstly, the researcher gained official authorisation to visit the schools, the next step was to get the instructors' and students' informed consent before beginning the initial phase of data collection (Cohen et al., 2007). The use of a purposive technique to choose the study's target schools was influenced by consideration of accessibility as the choice made it simple to get in touch with the teachers and schools. Further, it was important to build a strong rapport with the participants, the researcher clarified that the information gathered would be kept private and they are free to refuse or withdraw at any time.

### **3.6 .Validity and reliability of data collection tools**

To determine whether the instruments in the current study were accurate enough to answer the research questions, the researcher piloted data collection tools. This was done because validity and reliability are important and useful methods to apply in any social research. This is confirmed by Cohen, (2007) who emphasized that to prevent any poorly prepared items, ambiguity, or uncertainty in the data collection tools a pilot study should be done with individuals similar to the intended participants before conducting the real study. They added that the researcher can start gathering data as soon as the measurement tools are deemed adequate and clear.

Thus, in the current research to make sure that the research data gathering methods have internal validity, tests were conducted on both the quantitative and qualitative data before conducting the main study. The researcher has examined the questionnaire items structure and utilised straightforward language and to prevent uncertainty or misconceptions, in the interviews the researcher modified and improved the instrument questions with the aid of the feedback received from the pilot study. The researcher made sure that a lot of thought was put into the questionnaire's content because its goal was to learn what problems faced by students when they receive corrective feedback.

Furthermore, teachers were interviewed informally to talk about concerns and get helpful input on the interview's questions. This was done to detect and identify any ambiguities that might find in the questions of it. Additionally,, the researcher pre-tested the interview schedule by revising the items to ensure that they answer the research questions of the study, then approved by the supervisor who guided this research. It can be said that to make the instrument more appropriate and thorough for the participants, simple and clear words were used in both collecting tools.

### **3.7. Data analysis methods**

Planning how to select an appropriate approach for analysing the quantitative and qualitative data that was gathered is crucial for the researcher (Cohen et al., 2007). Two distinct approaches were used in the current study to analyse the information gathered from the questionnaires, and interviews. While quantitative analysis measures gathered data to produce statistical results, qualitative analysis focuses on gaining a thorough knowledge and understanding of the phenomenon. After ensuring that every questionnaire response was accurate and comprehensive, the quantitative data analysis for the current study began.

Then Statistical Package for the Social Sciences (SPSS) software was used to analyse the data because this software is considered useful in analysing a large amount of data in a short time and with less effort (Cohen, 2007). The view of students was asked on each statement on a 5-point Likert type scale where 1= (Agree) ,2=(Strongly Agree), 3= (Neutral) ,4=(Disagree), 5= (Strongly Disagree). The reason behind adding the extra item (Neutral ) to the 4-point Likert-scale was making students think more deeply in their choices rather than to sticking to the one in the middle.

For analyzing the qualitative data a popular technique, the researcher employed thematic analysis as it is among the most widely used types of analysis in qualitative research. The focus of this approach finding the first "themes" from participant narratives is the first step in the thematic analysis process. Following the identification of these preliminary patterns, all data related to these patterns must be categorised in order to generate codes and further develop the themes. After explaining the patterns and the related codes changed into sub-themes each pattern, code and theme needs to be explained from all perspectives. To put it briefly, thematic analysis is the process of looking for themes that come up as crucial to explaining the phenomenon. These developing themes subsequently serve as analytical categories.

## **Chapter Four**

### **Data Analysis Results**

#### **4.1. Introduction**

This chapter shows the data analysis displayed on bar charts with brief description underneath. It also presents an analysis of the results of the interview conducted with several students. Also it discusses the obtained results. In the following subsections, the frequency of students' answers to the questionnaire's questions will be displayed to highlight the statements with the highest percentage of agreement and those with the lowest.

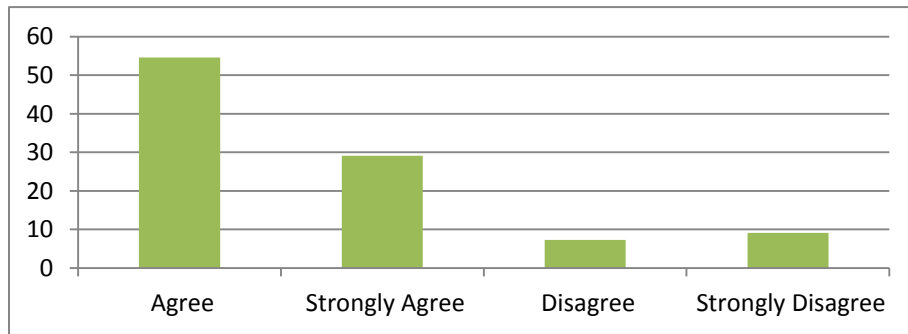
#### **4.2. Results of the Questionnaire**

Students' comments and opinions were analyzed and reported. Through this questionnaire, the students' feelings regarding the feedback provided can be investigated and the researcher can determine whether the students feel that this feedback contributes or hinders their progress.

The research in hand used both percentages (Bryman, 2004) and the responses were categorised into two categories as part of the data interpretation. The first category referring to "agree" includes of agree and strongly agree. The second category referring to "disagree" consists of disagree, and strongly disagree and another category referring to "neutral". In the following charts, the frequency of the students' responses to statements of the questionnaire is presented, to show those statements that were mostly agreed on, and those with less agreement percentage. The Statistical Package for Social Sciences (SPSS) was used for processing the quantitative data obtained as it is widely used in social research (Cohen et al, 2007).

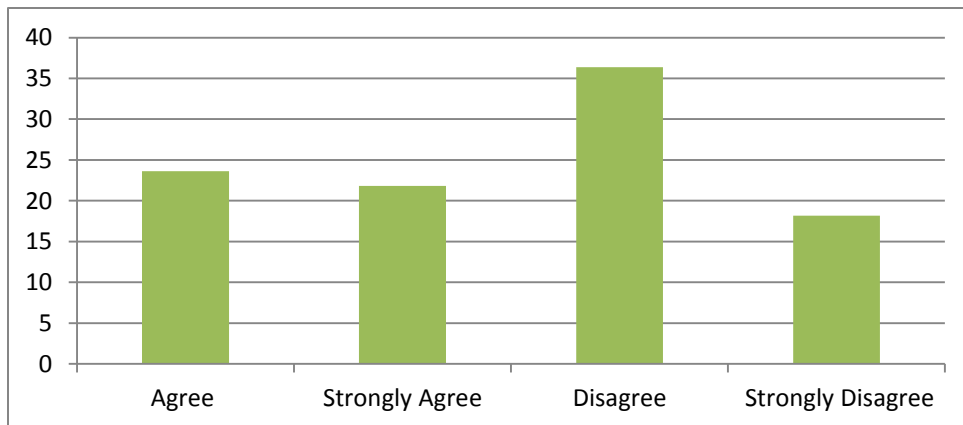
Chart (1) below, shows the frequency of the students’ responses concerning statement 1 “*I feel that teacher’s oral feedback is necessary and helpful*”. It can be said that the results of the questionnaire showed that 54.55% of the students reported their agreement and 29.09% responded that they strongly agree whereas, a percentage of 7.27% and 9.09% reported that they either disagree or strongly disagree with the statement as it is shown in chart 1.

**Chart (1) *I feel that teacher’s oral feedback is necessary and helpful***



Regarding statement 2 “*I feel I have learnt a lot from my teacher’s oral correction*” students’ responses to the questionnaire showed that 23.63% of the students reported their agreement with the statement and 21.8% strongly agreed while 36.37% said they disagree and 18.18% strongly disagree, as it is illustrated in chart 2 below.

**Chart (2) *I feel I have learnt a lot from my teacher oral correction***



In the following chart (3) which illustrated students' feeling of dissatisfaction when they commit oral errors| *"I feel annoyed when I make oral mistakes"*, the results revealed that the majority of participants feel unhappy when they make mistakes. Their answers range from 72.72% agree to 12% strongly agree. However, few participants reported their disagreement with percentages of 9.45 % who disagree and 5.83% who strongly disagree respectively.

**Chart (3) I feel annoyed when I make oral mistakes**

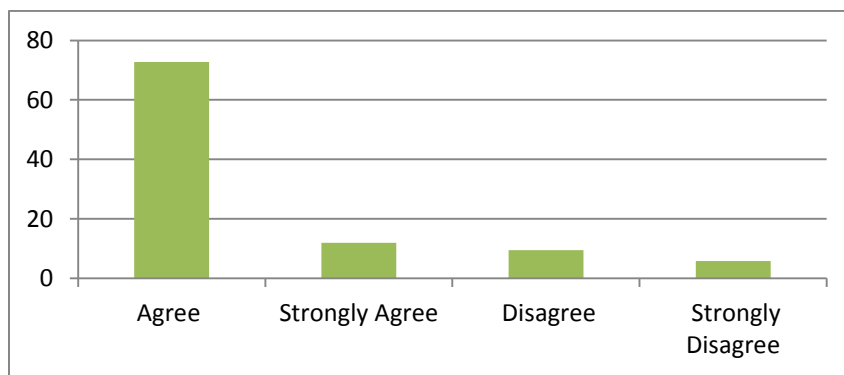
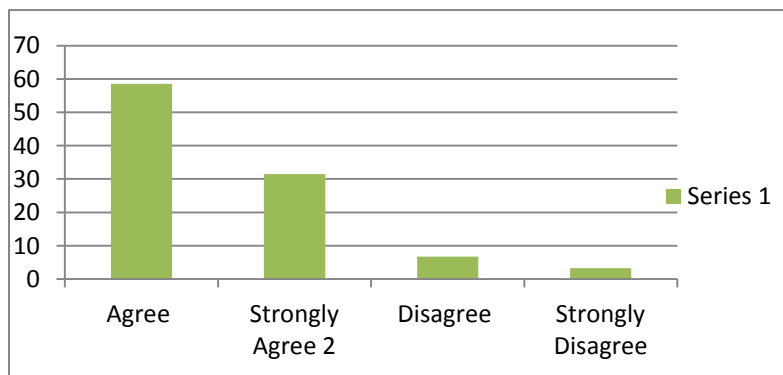


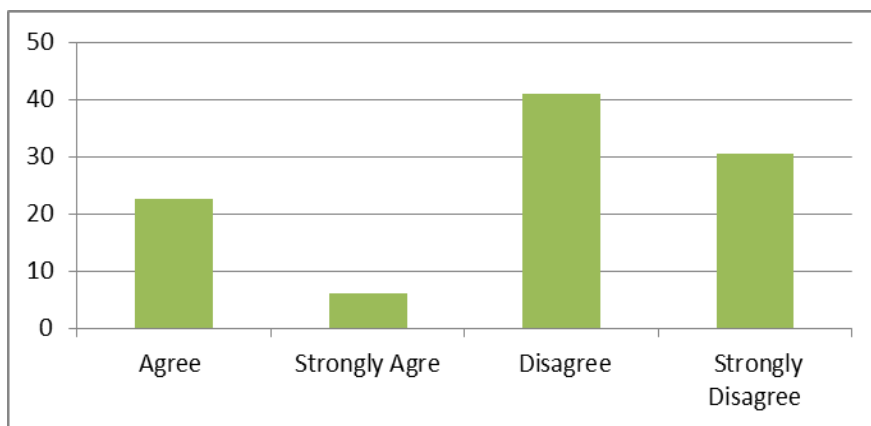
Chart (4) shows that students feel lack of self-confidence and annoyed when they commit oral mistakes. It can be noted that the majority of the participants prefer not to be corrected orally by their teacher as it is demonstrated by students' responses. The answers of the participants range from agree 58.5 % to strongly agree 31.5 % and some of them disagree 6.7 % or strongly disagree 3.3 %.

**Chart (4) I hate being corrected orally by my teacher**



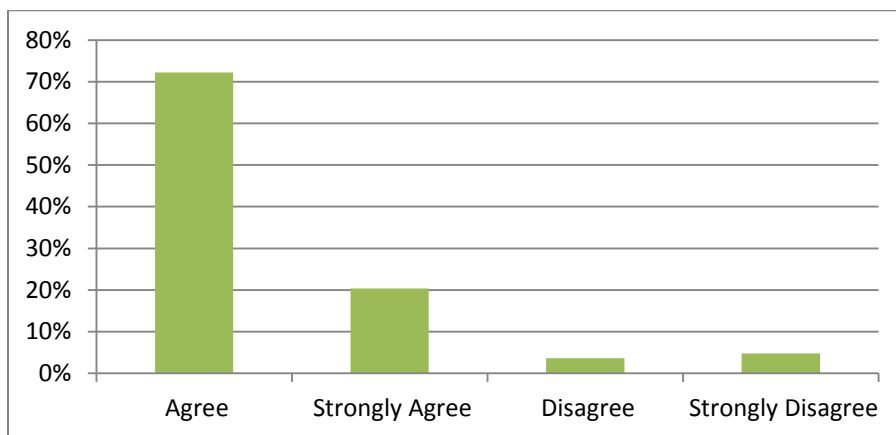
The chart (5) which represents statement 9 “*my teacher corrective feedback is motivating*” the answers of the students range from agree 22.63% to strongly agree 6%, and many students reported disagree 41 % and strongly disagree 30.37%..

**Chart (5) my teacher corrective feedback is motivating**



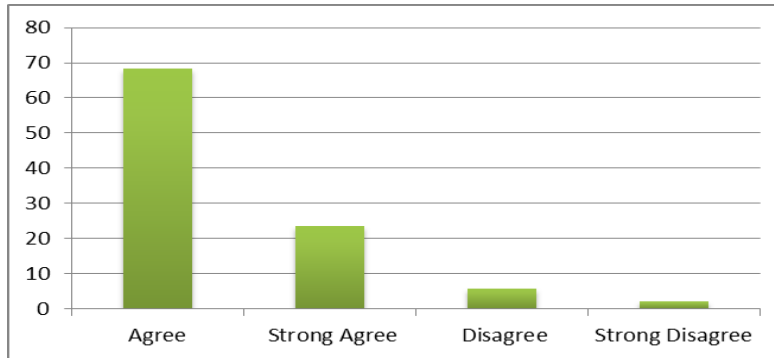
Statement 6 is “*I feel confused when my teacher corrects me while I am still speaking*”. The students responses showed that a high percentage 71.2% of the students agree and feel confused when their teacher stops them while they are speaking to correct their mistakes and 20.37% strongly agree. However, only 3.63% disagree and 4.8% strongly disagree as it is shown in chart (6).

**Chart (6) I feel confused when my teacher corrects me while I am speaking**



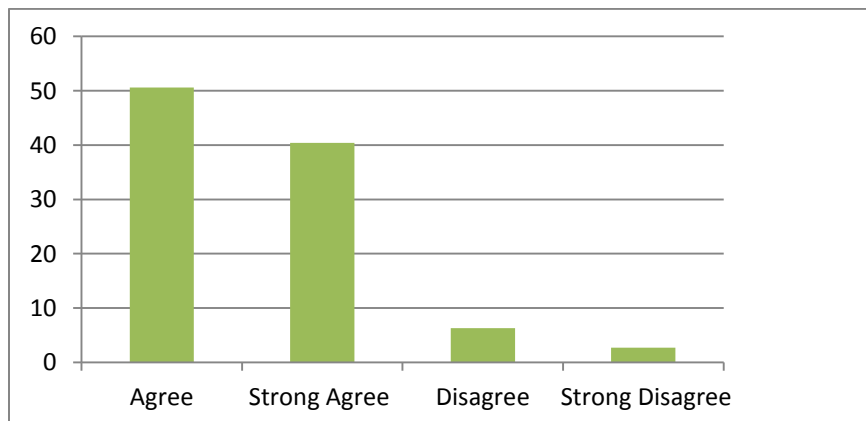
Regarding statement 7 “I prefer teacher's written feedback” the participants responses illustrated that a high percentage 68.46% of them were in agreement with the statement and 23.54% reported strongly agree only 5.8% reported that they were in disagreement with the statement and 2.2% said that they strongly disagree as it can be seen in chart (7).

**Chart (7) I prefer teacher's written feedback to oral one**

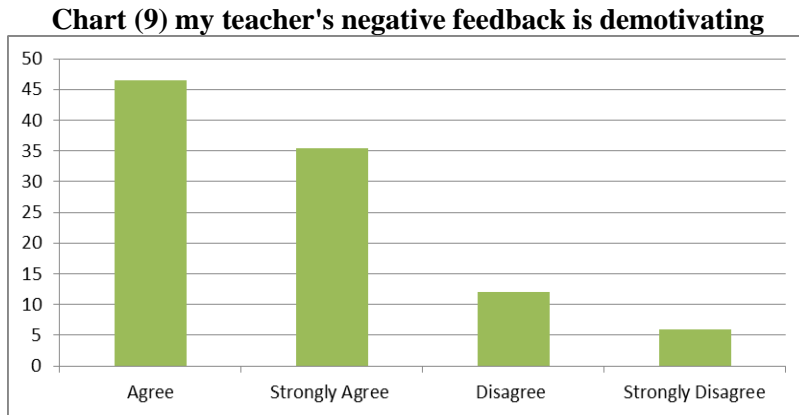


Responses to statement 8 “*Teacher's constructive feedback is encouraging*” , 50.6% of the participants reported that they agree with the statement and 40.4% of them responded that they strongly agree whereas, only 6.3% said that they disagree and 2.7% strongly disagreed. The students were in agreement with the statement.

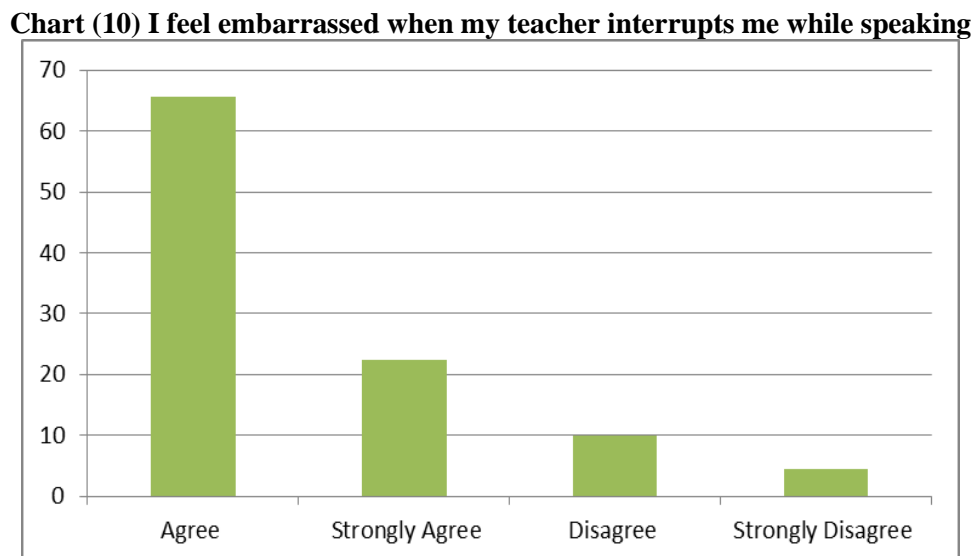
**Chart (8) Teacher's constructive feedback is encouraging**



For statement 9 “my teacher's negative feedback is demotivating”. .The chart below shows that students do not prefer their teacher negative feedback as 46.5% of them responded agree and 35.5% of the students said that they strongly agree. However, only 12% and 6% reported either disagree or strongly disagree respectively.

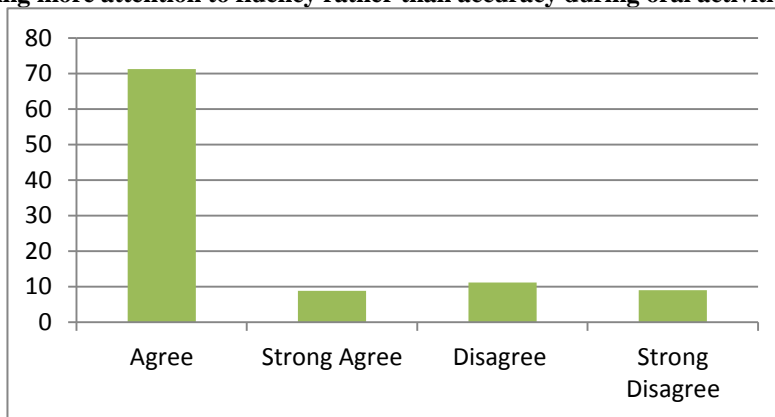


Regarding statement 10 “I feel embarrassed when my teacher interrupts me while speaking” the findings of the questionnaire revealed that the majority of the students 65.6% reported agree and 22.4% were strongly agreed, while a few percentage 10%, 2% of them reported either disagree or strongly disagree respectively as it is shown in chart (10). Over all the students were positive towards the statement.



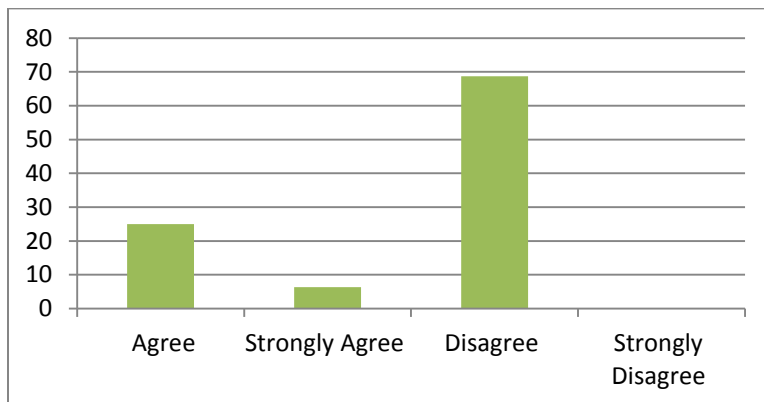
For statement 11 “*paying more attention to fluency rather than accuracy during oral activities is more helpful*” the results of the questionnaire revealed that 71.2% of the students agreed with the statement and 8.8% of them strongly agree whereas, 11.2% disagree and 9% strongly disagree *with the statement*. Overall the students were positive towards the statement as it can be seen in chart 11.

**Chart (11) Paying more attention to fluency rather than accuracy during oral activities is more helpful**



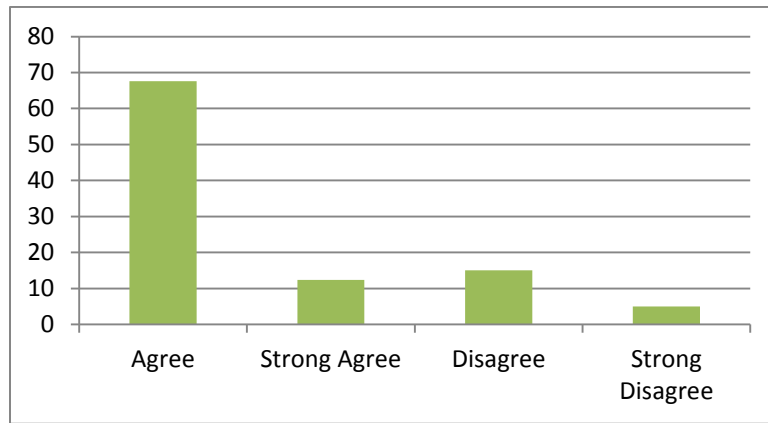
Statement 12 “*My teacher provides me with the chance to practise speaking*” the results of students responses revealed that 25% of them agree and 6.3% strongly agree. A high percentage 68.7% of the students demonstrated that they disagree with the statement and 0% strongly disagree as it is shown in chart 12.

**Chart (12) my teacher provides me with the chance to practise speaking**



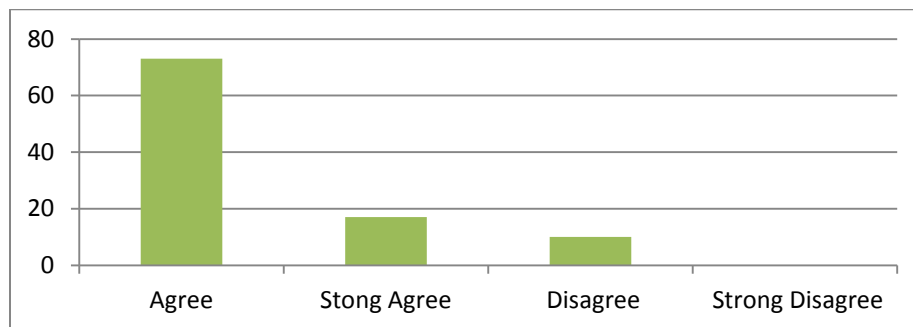
Regarding statement 13 *“I do not like to discuss teacher’s feedback in front of my peers”* the outcomes of the data analysis of the questionnaire revealed that 67.6% of the students reported that they agree and 12.4% strongly agree while, 15% and 5% of them responded that they either disagree or strongly disagree as it is shown in chart 13.

**Chart (13) I do not like to discuss teacher’s feedback in front of my peers**



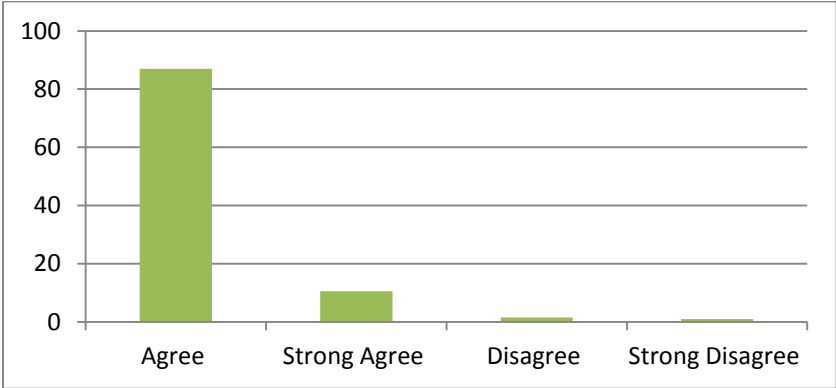
For statement 14 *“Providing feedback with grades is demotivating to students”* the results gained from the questionnaire revealed that a high percentage 73% of the students agreed and 17% strongly agree. However, only 10% disagree with the statement and 0% reported that they strongly disagree as illustrated by the following chart 14. Overall the students were very positive towards the statement

**Chart (14) providing feedback with grades is demotivating to students**



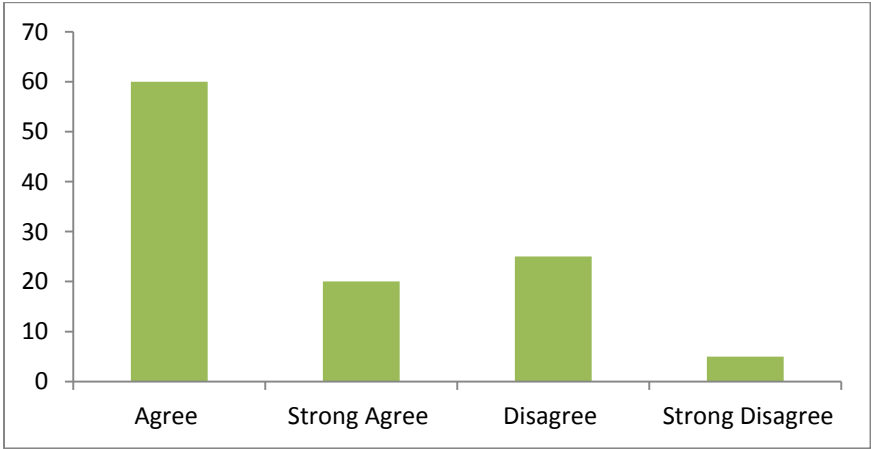
Regarding statement 15 “*Teacher’s feedback enables students to discover their strengths and weaknesses*” the students questionnaire results showed that a high percentage 87% of the students responded that they agree with the statement and 10.5% strongly agree whereas, a few percentages 1.5% and 1 % responded either disagree or strongly disagree respectively as it is shown in chart 15.

**Chart (15) Teacher’s feedback enables students to discover their strengths and weaknesses**



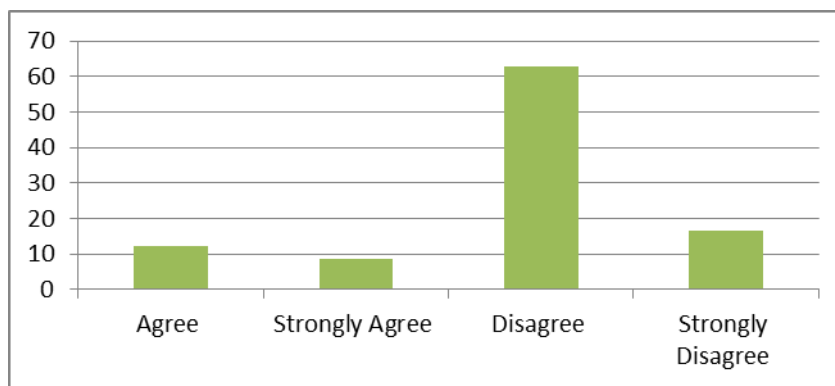
Statement 16 “*Teacher’s feedback enables students to understand what they can do to improve their weaknesses in speaking*” the findings of the questionnaire revealed that 60% of the students responded that they agree with the statement and 20% reported that they strongly agree. However, 15% of the students reported their disagreement with the statement and 5% of them strongly disagree as it is shown in the following chart 16.

**Chart (16) Teacher’s feedback enables students to understand what they can do to improve their weaknesses in speaking**



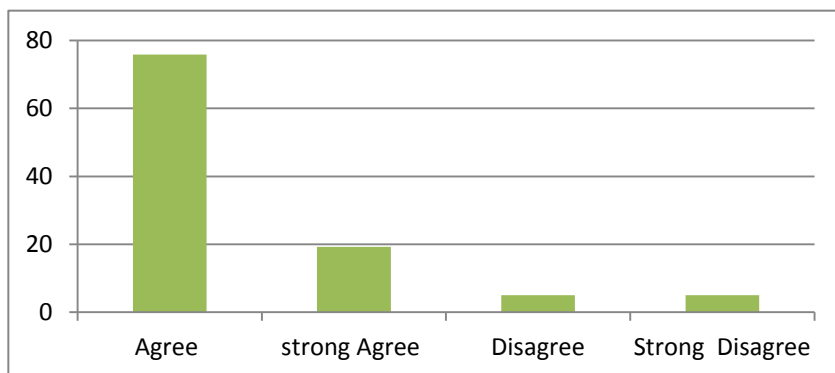
For statement 17 “*paying more attention to accuracy rather than fluency during oral activities is helpful to students*” the findings of the questionnaire showed that *only* 12.1% of the students agree and 8.7 % strongly agree. However, a high percentage of the students 62.7 % disagree along with 16.5% of them strongly disagree. Overall students were negative towards this statement as it is illustrated in the following chart (17).

**Chart (17) paying more attention to accuracy rather than fluency during oral activities is helpful to students**



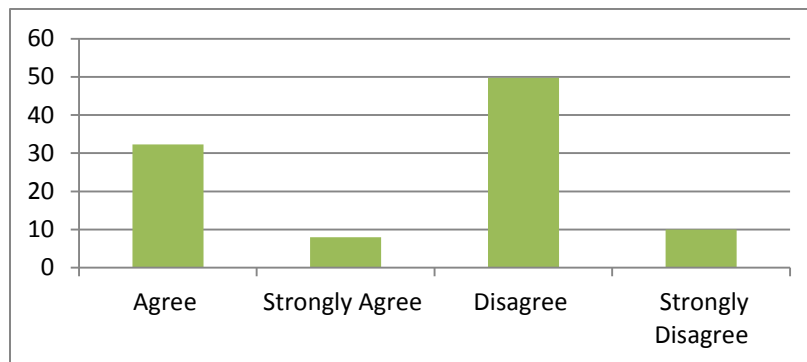
Regarding statement 18 “Group activities provide good opportunities for language practice” the results of the students ‘ questionnaire demonstrated that 75.8% of the students responded that they agree with the statement and 19.2% strongly agree. Only 5 % either disagree or strongly disagree as the chart 18 illustrated. Overall the participants were positive towards the statement.

**Chart (18) Group activities provide good opportunities for language practice**



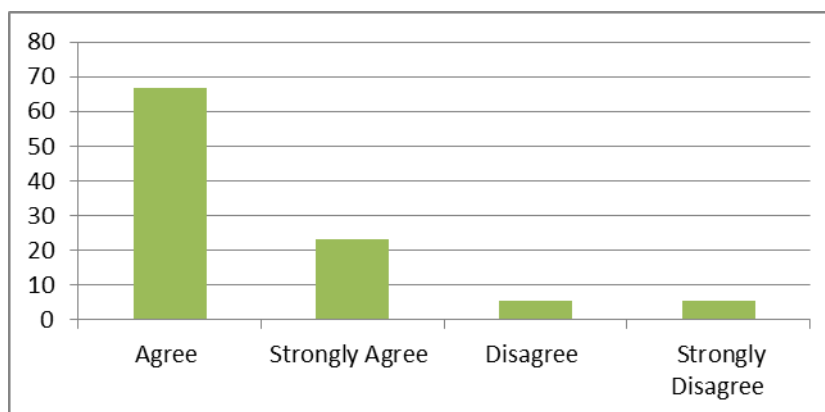
For statement 19 “*Providing feedback with grades is motivating*” the outcomes of the questionnaire showed that 32.3% of the students reported their agreement and 8% responded that they strongly agree whereas, a high percentage 49.7% and 10% reported that they either disagree or strongly disagree with the statement as it is shown in chart 19.

*Chart (19) providing feedback with grades is motivating*



Regarding statement 20 “*students like to receive only positive feedback*” the findings of the questionnaire revealed that 66.9% responded their agreement and 22.1% reported that they strongly agree with the statement whereas, 5.5% said that they are either disagree or strongly disagree as it is emphasized in the chart 20 below. Overall the students were positive with the statement.

*Chart (20) students like to receive only positive feedback*



### **4.3. Summary of the Main Findings of Students' Questionnaire**

The analysis of the students' questionnaire revealed a number of findings that are significant to the study questions. The first step in the data analysis method was to investigate the different kinds and occurrences of the various issues related to teacher corrective feedback. The findings indicated that over 50 % of the students consider that teacher's feedback is a necessary and helpful component of the learning process. On the other hand, it is evident that students responses to the statement related to whether they prefer and learn from oral feedback are equal. They reported their agreement and disagreement with an equal percentage.

The findings showed that most participants were displeased when they made mistakes, and it is evident that they feel confused while they are speaking especially if they make mistakes. This shows that students might lack confidence when they are required to speak or communicate using the English language. Students' questionnaire analysis also revealed that more than 71% do not prefer to be corrected orally by their teacher. Nevertheless, more than 81% of the participants believed that they prefer to be provided with written feedback instead of oral correction. The questionnaire results also indicated that students believe that their teacher constructive feedback is motivating as it encourages them to improve their performance. However, they consider that teacher's negative feedback is demotivating and not beneficial for them.

A high percentage of the students reported that they feel embarrassed when their teacher interrupts them while speaking to correct their mistakes. When it comes to grades as feedback, students reported that they do not like to be provided with grades when they receive their teacher's feedback.

### **4.4. Results of the teacher's interview**

#### **4.4.1. Importance of speaking**

The analysis of the qualitative data revealed that all teachers consider that speaking is an

important skill that needs to be mastered by students. Teacher 4 clarified that by reporting: *“I usually think that speaking is a more crucial ability than the others. In my opinion, communication is an essential part of learning a language. Students can communicate their thoughts more effectively once they have mastered speaking skills”*.

Therefore, according to data gathered from semi-structured interviews, most teachers believe that speaking is important because it allows students to communicate with others. Teachers also emphasised that students must learn to communicate in English for a variety of reasons. They must deliver a message that is sufficiently clear for the listener to understand what they are. T2 remarked. *“Communication, in my opinion, is an essential part of learning a language. In addition to feeling more confident, students who are proficient in speaking are able to express themselves clearly, which motivates them to engage in most classroom activities”*.

It is evident that speaking is a desired skill that teachers feel children should develop throughout their teaching process. This is because the ability to communicate clearly and without hesitation helps students to feel self-confident and assist them to take part in the learning process.

#### **4.4.2. Benefits of feedback**

The data collected from semi-structured interviews concerning the importance of providing corrective feedback showed that the majority of the teachers think that teacher’s feedback is important and helps students discover their strengths and weakness as well as ho to focus on the area that needs to be improved. One of the teachers explained that since many students are likely to become English teachers in the future, teachers should concentrate more on language structure of the language. The teacher also explained that students need to learn how to construct correct sentences and they should learn to pronounce accurately, so that they can be understood by the listener easily.

The results obtained from the semi-structured interviews also revealed positive attitudes among the majority of the teachers towards the benefits of providing feedback. These beliefs reflected teachers’ acceptance that focusing the learning process through offering feedback to students on their speaking ability would enhance their learning and promote their performance.

With regard to the interview question *“Do you encourage your students to speak even if they commit errors”*? Five out of six teachers seemed to be concerned of students producing correct

grammatical sentences. Therefore, it seemed that the majority of teachers weren't ignoring students' mistakes when evaluating their spoken language, and they were promoting accuracy over fluency.

Further, the analysis of the teacher's interview data revealed that teachers provided various responses relating to the issues of feedback. Concerning the teachers' opinions of the interview question 'Do you think that oral feedback is important'? The results revealed that five out of six teachers who were interviewed emphasized that oral feedback is necessary when students practice communicating in English language during oral activities.

One of them explained his view by reporting "as teachers we believe that providing corrective feedback is important during teaching and learning process as it helps students to be aware of the strengths and weakness of their performance and accordingly they develop their learning". Another teacher added that providing feedback can help students to avoid making mistakes and develop their learning. However, one out of six teachers said that sometimes providing oral feedback may cause problems to students especially during speaking.

#### **4.4.3. The effects of feedback on students**

Regarding teachers' perspectives towards whether students are affected by providing negative feedback. Four out of six teachers reported that negative comments given by the teacher may limit students' chances and reduce their opportunities to engage and participate in classroom activities as well as make them less likely to feel confident, and more reluctant to use the language, This can be understood from the following extract: "*When the teacher stops the students because they are making mistakes that can cause interruption which influence students' interest to continue speaking*" (teacher number 3).

Although the results showed that the majority of teachers understood the value of offering corrective feedback as a method to encourage students to engage in oral class activities. Yet the differences between teachers' comments and students' views regarding the errors that students made in oral speech was clear as fewer teachers actually supported the idea of avoiding stopping students while speaking. On the other hand, a high percentage of students more than 71.5% reported that they did not prefer to be interrupted while they communicate in English language and hate correcting their mistakes orally.

The analysis of the interview data revealed that, the most influential problems that were reported by the majority of the teachers related to the students' psychological issues. For example, T1 explained, that students do not feel confident enough to engage in oral activities which demotivate students to adapt to their new roles and participate during oral activities. She added that as a teacher she did not prefer to interrupt her students but sometimes it is necessary to stop the students to provide corrective feedback so he /she becomes aware of the mistakes he/she commits and tries to avoid repeating them again and again.

Relating to providing feedback with grades the semi-structured interview responses revealed that teachers provided various responses. Four out of six teachers believe that feedback with grades is motivating to students. For example: Teacher number 6 said that *during oral activities, I always try to provide my students with a grade when I correct or offer feedback. In fact, it does help and inspire students to work hard.*

#### **4.4. Summary of the main finding of the interview**

According to the data analysis of the semi-structured interviews, the study goals concerning the perspectives of teachers were accomplished. The purpose of these interviews was to learn how teachers felt about various issues related to teaching and learning speaking skill along with corrective feedback. According to the comments of the participants in the interview, oral communication is essential and required for a number of reasons, yet most students find it difficult and feel embarrassed and unhappy when they are corrected orally. Teachers' replies indicate that students find it difficult to communicate in English because they lack confidence and have few opportunities to practise the language. Teachers also focus more on assisting students in producing proper grammar and pronunciation.

The results of the semi-structured interview with the participants showed that most of the interviewees confirmed that students' lack of confidence hinder them from being active learners and participate in oral activities. Some other problems which had been drawn from the responses of the interviewees were related to the students' inability to accept their teacher's corrective feedback and preferred not to be interrupted while speaking the language.

## **Chapter Five**

### **Discussion and Conclusion**

#### **5.1. Introduction**

Chapter four presented the statistical results pertaining to the types and frequency of feedback procedures employed by Libyan secondary school teachers. The findings from interviews about how teachers and students regard these approaches were analysed. The purpose of this chapter is to provide an interpretation and discussion of the findings obtained from both quantitative and qualitative methods. It compares the data analysis and the results gained from both quantitative and qualitative data. Therefore, a thorough discussion of how teachers use various corrective feedback forms and the relevant information gathered from students' questionnaire responses will be compared to the teacher's interview and these results will also be related to earlier findings from other studies.

#### **5.2. Discussion of the Main Findings of the Study**

The goal of this research topic is to determine the challenges secondary school students face when their teachers provide them with corrective feedback during oral activities. According to the information gathered from semi-structured interviews about the value of speaking abilities, most teachers believe that speaking is crucial since it allows them to communicate with others. The teachers stressed the need of teaching students how to communicate in English for a variety of reasons such as sending a clear message that is acceptable for the listener to understand. Additionally, based on the results of both quantitative and qualitative data analysis (see sections (4.2 & 4.4), corrective feedback is considered an important element in the teaching and learning process.

##### **5.2.1. Challenges that students face students when receiving feedback**

###### **5.2.1.1. Research Question: one**

1. What are the challenges that students face when they receive their teachers' corrective feedback?

This research question seeks to identify the problems Libyan students face when receiving their teacher's corrective feedback. The findings obtained from both quantitative and qualitative methods propose that students encounter various challenges when teachers offer feedback. In particular, the analysis of the data from the interview revealed that certain teachers correct their students' pronunciation and grammatical errors immediately during oral activities. This behaviour can act as a barrier that might hinder students from feeling self-confident and minimizes their chance to participate in further activities, thus, became more hesitant to communicate using the language.

The findings of the current study relating the significance of teacher corrective feedback on students' speaking ability reveals that students generally view corrective feedback as essential for their language development, with the majority of the students 60% recognizing its significance and helpfulness. In addition, according to teachers' responses to the interview question regarding the effectiveness of providing feedback the findings revealed that teachers also consider feedback as a necessary element for improving students' performance.

These findings align with previous research findings to a certain extent. It supports the study held by Liu and Brown (2018) which emphasizes that providing feedback facilitates students' learning and helps in overcoming any difficulties that face students. Nevertheless it contradicts with Park and Lee (2016) who found that students perceived corrective feedback as overwhelming at times, leading to problems in incorporating it into their practice. Furthermore, the results of the students' questionnaire in the current study shed lights on the personal experiences of students when receiving corrective feedback, highlighting the emotional and psychological issues that harsh or embarrassing feedback can have on students. It shows that many students experience negative emotions such as anxiety, lack of self-confidence, and embarrassment when receiving corrective feedback.

Thus, the results align with the findings of Liang and Chen (2019), who reported that ESL students often feel demotivated and discouraged when receiving corrective feedback, leading to a decline in their confidence. This finding supported the results gained from teacher's interviews in that four out of six teachers reported that students might feel demotivated when teachers stop them and correct their oral speech. Findings from students' questionnaire responses revealed that a high percentage (88%) of students feel uncomfortable and worry when they make mistakes during communicating in English language (see chart 3). Findings from the qualitative data analysis supported these results. The teacher's interview outcomes showed that students avoid communicating in English language as many students stay silent during oral activities to avoid making mistakes and being embarrassed.

#### **5.2.1.2. Research Question two**

##### **What are teachers' perceptions towards providing corrective feedback?**

It was clear that some teachers were more interested in helping students communicate effectively than in teaching them grammar rules. They were also employing a variety of different techniques to correct students' pronunciation and grammar mistakes, such as allowing them more time to reconsider and assess their work. Findings of the study also showed that two teachers were trying to provide positive feedback and encourage students to communicate even when they were committing mistakes. Supporting students and avoid interrupting their flow while communicating, create a safe and secure environment for improving students' learning.

Language activities provide a chance for students to practise what they have learned and consolidate what it has been taught or acquired. They help students to use the language actively and hence contributing to their learning (Ellis, 2012). The teachers' interview findings of this study revealed that almost all the teachers were aware of the importance of providing corrective feedback. They responded that feedback is an essential component of teaching and learning process. Teachers also seemed to be more concerned about how to improve students' communicative competence.

The current study has highlighted the problems students' encounter when receiving teacher's corrective feedback. It provides evidence that involving students in the process of learning is especially challenging. The teachers displayed their concern about the importance of improving students speaking skill as well as how teacher's feedback is important for developing students' oral communication.

Results of the quantitative data showed that the majority of students 81.4% do not prefer oral correction whereas, many of them believe that teacher's written feedback is preferable especially on their speaking abilities. The interviews responses in the current study reveal that some students have even considered leaving their field of study due to offensive feedback, emphasizing the potentially severe consequences of inappropriate feedback practices. Both quantitative and qualitative data analysis demonstrated that most teachers did not overlook students' mistakes when evaluating their spoken language, which implies that they were prioritizing accuracy over fluency. This further suggested that the way students learnt correct English was these teachers' who prefer their students to learn correct structure of English language rather than speaking the language.

Consequently it can be said that students and teachers had different opinions about how to evaluate and improve their communicative competence. They were eager to use language that came to them naturally rather than concentrating on correcting every single mistake. They said they are unable to communicate fluently because of the constant corrective feedback they receive from their teachers. Their answers to statement 6 as well as statement 7 on the questionnaire made this very evident. Results indicated that more than 81.5% of the students encountered problems in communicating when their teachers stopped and correct their errors throughout their speech. Moreover, students reported that they prefer receiving written feedback instead of oral feedback.

In conclusion, the findings of this study revealed that while the majority of students in the target secondary schools see the value in receiving corrective feedback from their teachers, there are significant negative emotional and psychological consequences associated with it. Students reported that they feel dissatisfied, anxious, lacking in self-confidence, embarrassed, and even considering leaving their field of study after receiving harsh and unconstructive corrective feedback. It is evident

that the manner in which feedback is delivered plays a crucial role in how students see their abilities and their motivation to continue learning. Overall, the study highlights the importance of creating a positive and encouraging feedback environment in order to support students' learning and their development in learning English language.

### **5.3. Recommendations**

Some recommendations are suggested for students, teachers and other researchers: For students: It is important for students to approach corrective feedback with a growth mindset, viewing it as an opportunity for learning and improvement rather than a reflection of their abilities. Students should actively seek out feedback from their teachers and peers, and work on implementing the suggestions provided to enhance their speaking skills.

For Teachers: Teachers should endeavor to provide feedback in a constructive and encouraging manner, focusing on specific areas for improvement and offering suggestions for how students can enhance their speaking skills. It is essential for teachers to be mindful of the impact their feedback may have on students' emotional well-being and to create a supportive and nurturing feedback environment. Last but not least, it's critical that feedback need to be delivered professionally to prevent any distractions, particularly when it comes to students' speaking performances.

### **5.4. Limitation of the study**

The limitations of this study are similar to those of many other researches and every researcher ought to be. According to researchers ought t be truthful when revealing all of the problems and concerns related to their study, including any restrictions Cohen et al. (2007, p. 116). The first shortcoming was the possibility that the questionnaire's statement regarding these principles and practices of feedback may have affected how the students perceived the feedback methods explored in this study. The second constraint is that it is probable that students' opinions regarding the questionnaire statement did not accurately represent their theoretical ideas and comprehension of these concepts and procedures of feedback. However, because of the time constraints it was difficult to develop additional results that would have represented their perspectives on these principles and practices through conducting interviews with them.

One more shortcoming of the study is that the impact of Libyan social factors was challenging to conduct the interviews with certain female participants because of certain sociocultural constraints. Further, if the researcher used observation it could have produced more diverse and worthwhile results in comparison to ones from achieved in this study.

Therefore, the process was not without flaws, and more research is needed to provide a more comprehensive picture of the attitudes and behaviors of teachers and students when it comes to offering corrective feedback when learning English speaking skills.

### **5.5. Suggestion for further research**

Although this study highlighted both EFL teachers' and students' views and perceptions towards the providing corrective feedback in the Libyan context, the results gained from the questionnaire and the interviews of this study cannot be generalised because of the small numbers of the volunteering teachers and students. Consequently, this study suggests further areas of research related to corrective feedback. For Researchers: further research is needed to explore the impact of different types of corrective feedback on students' speaking skills. Additionally, research could examine the long-term effects of feedback on students' motivation and academic performance in learning speaking skills.

More studies are required to further our understanding of teachers and students' views of the importance of providing corrective feedback on students' speaking skill. It might also help teachers become more aware of how to put their opinions and beliefs into practice. Improving English instruction in the Libyan environment and students' capacity for confident and clear communication has always been the researcher's primary goal.



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**APPENDIX A: STUDENTS' QUESTIONNAIRE**  
**Zawia University**  
**School of Education**  
 Questionnaire to Secondary Schools Students  
 in Janzoor

Dear Students,

Thank you for taking part in my research. This questionnaire is a part of my MA project which aims to identify “corrective feedback”. Accordingly, your answers are to be very important and vital in the current study. All responses are anonymous and no names will be mentioned, beside all the information you will provide will be confidential. The questionnaire takes approximately fifteen minutes to finish, once more your honest opinion about this study will be of great value, further your participation is voluntarily, so you are free to refuse.

An Arabic version of the questionnaire and this information letter are available and will be given to you upon your request.

Before you start please complete the following:

Age.....School.....

Male ( )                  Female ( )

Date/    /    / 2024

**Please put a (√) in the appropriate column.**

No	Statements	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	%
1	I feel that teacher's oral feedback is						

	necessary and helpful						
2	I feel I have learnt a lot from my teacher oral correction						
3	I feel annoyed when I make oral Mistakes						
4	I hate being corrected orally by my Teacher						
5	My teacher corrective feedback is motivating						
6	I feel confused when my teacher corrects me while I am speaking						
7	I prefer teacher's written feedback						
8	Teacher's constructive feedback is encouraging						
9	My teacher's negative feedback is demotivating						
10	I feel embarrassed when my teacher interrupts me while speaking						
11	paying more attention to fluency rather than accuracy during oral activities is more helpful						
12	My teacher provides me with the chance to practise speaking						
13	I do not like to discuss teacher's feedback in front of my peers						
14	Providing feedback with grades is demotivating to students						
15	Teacher's feedback enables students to discover their strengths and weaknesses.						
16	Teacher's feedback enables students to understand what they can do to improve their weaknesses in speaking						
17	paying more attention to accuracy rather than fluency during oral activities is helpful to students						
18	Group activities provide good opportunities for language practice.						
19	Providing feedback with grades is Demotivating						
20	Students" like only to receive positive feedback						

## APPENDIX:B STUDENTS' QUESTIONNAIRE

### النسخة العربية

استبيان لطلاب المرحلة الثانوية في جنزور

طلابنا الأعزاء،

شكرًا لمشاركتكم في بحثي. هذا الاستبيان جزء من مشروع الماجستير الذي يهدف إلى تحديد "التغذية الراجعة التصحيحية". وعليه، تُعد إجاباتكم بالغة الأهمية والحيوية في الدراسة الحالية. جميع الإجابات مجهولة المصدر، ولن تُذكر أي أسماء، كما أن جميع المعلومات التي ستقدمونها ستكون سرية. يستغرق إكمال الاستبيان حوالي خمس عشرة دقيقة، ونؤكد لكم أن رأيكم الصادق حول هذه الدراسة ذو قيمة كبيرة. كما أن مشاركتكم طوعية، لذا لكم حرية الرفض.

نسخة عربية من الاستبيان وهذه الرسالة الإعلامية متوفرة، وسيتم تسليمها لكم بناءً على طلبكم.

قبل البدء، يُرجى تعبئة ما يلي:

العمر..... المدرسة..... ذكر ( ) أنثى ( )

التاريخ// ٢٠٢٤

يرجى وضع علامة (√) في العمود المناسب.

النسبة المئوية	لا اوافق بشده	لا اوافق	محايد	اوافق	اوافق بشده	العبارات	النسبة المئوية
						أشعر أن ملاحظات المعلم الشفهية ضرورية ومفيدة	1
						أشعر أنني تعلمت الكثير من التصحيح الشفهي الذي يقدمه معلمي	2
						أشعر بالانزعاج عندما أرتكب أخطاء شفهية	3
						أكره أن يصححني معلمي شفويًا	4
						ملاحظات المعلم التصحيحية محفزة	5
						أشعر بالارتباك عندما يصححني معلمي أثناء حديثي	6
						أفضل ملاحظات المعلم الكتابية	7
						ملاحظات المعلم البناءة مشجعة	8
						ملاحظات المعلم السلبية محبطة	9
						أشعر بالحرج عندما يقاطعني معلمي أثناء حديثي	10
						الاهتمام بالطلاقة بدلاً من الدقة أثناء الأنشطة الشفهية أكثر فائدة	11
						يمنحني معلمي فرصة للتدرب على التحدث	12

					13 الأحب مناقشة ملاحظات المعلم أمام زملائي
					14 تقديم ملاحظات مع الدرجات يُثبِّط عزيمة الطلاب
					15 تُمكن ملاحظات المعلم الطلاب من اكتشاف نقاط قوتهم وضعفهم.
					16 تُمكن ملاحظات المعلم الطلاب من فهم ما يُمكنهم فعله لتحسين نقاط ضعفهم في التحدث
					17 يُفيد الطلاب التركيز على الدقة بدلاً من الطلاقة أثناء الأنشطة الشفهية
					18 تُوفر الأنشطة الجماعية فرصاً جيدة لممارسة اللغة.
					19 يُثبِّط تقديم الملاحظات مع الدرجات عزيمة الطلاب
					20 يُفضل الطلاب تلقي الملاحظات الإيجابية فقط

## APPENDIX C: TEACHERS' INTERVIEW GUIDE

Zawia University

School of Education

### Dear Teacher

Firstly, I would like to thank you for taking part in this study; also, I would like to confirm that your role is very important for the completion and success of this investigation, which aims to explore „teacher’s corrective feedback. Secondly, the data collected from these interviews will be confidential; it will not be used for any other purposes. It will be only used for this research and the recorded information will be spoiled after the completion of this study. The interview will take approximately twenty-five minutes. Finally, it is your right to withdraw at any time, also you can use either English language or your native language (Arabic language) or both of them in order to express your thoughts clearly.

**Interview No..... School.....**

**Age.....**

**Gender.....**

**Years Teaching in School.....**

### Suggested Questions

- 5.3.1. Do you think that it is important for students to master speaking skills? Why?
- 5.3.2. Do you think that oral feedback is important?
- 5.3.3. Do you think that providing negative feedback demotivates students’ learning?
- 5.3.4. Do you think that students like to be provided with negative feedback or?
- 5.3.5. Do you think that providing corrective feedback during speaking hinders students speaking fluently?

- 5.3.6. Do you think corrective feedback enables students to understand what they can do to improve their weakness in speaking?
- 5.3.7. Do you encourage your students to speak even if they commit errors?
- 5.3.8. do you think that providing feedback with grades is demotivating?

## APPENDIX D: TEACHERS' INTERVIEW GUIDE (ARABIC VERSION)

### النسخة العربية لمقابلة المعلمين

#### الاسئلة المتترحة

1. هل تعتقد أنه من المهم للطلاب إتقان مهارات التحدث؟ ولماذا؟
2. هل تعتقد أن التغذية الراجعة الشفهية مهمة؟
3. هل تعتقد أن تقديم التغذية الراجعة السلبية يُثبط عزيمة الطلاب على التعلم؟
4. هل تعتقد أن الطلاب يُفضلون تلقي التغذية الراجعة السلبية؟
5. هل تعتقد أن تقديم التغذية الراجعة التصحيحية أثناء التحدث يُعيق الطلاب عن التحدث بطلاقة؟
6. هل تعتقد أن التغذية الراجعة التصحيحية تُمكن الطلاب من فهم ما يُمكنهم فعله لتحسين نقاط ضعفهم في التحدث؟
7. هل تُشجع طلابك على التحدث حتى لو ارتكبوا أخطاء؟
8. هل تعتقد أن تقديم التغذية الراجعة مع الدرجات يُثبط عزيمة الطلاب؟