

The Effect of Teachers' Positive and Negative Feedback on EFL University Students' speaking Skill: Faculty of Education Qaser Ben Ghashir as a Case Study

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الملخص

إن الهدف الأساسي لهذا البحث هو دراسة تأثير التغذية الراجعة الإيجابية والسلبية من المعلمين على مهارات المحادثة لدى الطلاب، وكذلك التأثير المحتمل لمثل هذه التغذية على بيئة الفصل الدراسي بشكل عام. ولتحقيق هذا الغرض، تم استخدام طريقة البحث الكمي، والذي يتضمن وضع استبيانين. واستهدفت الدراسة مجموعة من 41 طالبًا في قسم اللغة الإنجليزية و 12 معلمًا للغة الإنجليزية من كلية التربية - قصر بن غشير. وقد أشارت نتائج الدراسة إلى أن مهارات التحدث للطلاب تتأثر بشكل كبير وتتحفز من خلال التغذية الراجعة الإيجابية من المعلمين. علاوة على ذلك، أعرب الطلاب عن تفضيلهم للتغذية الراجعة التي تعالج احتياجاتهم الفردية وتساعدهم في حل تحديات تتعلق بالمحادثة.

Abstract

The primary objective of this research is to examine the impact of teachers' positive and negative feedback on students' speaking proficiency, as well as the potential influence of such feedback on the overall classroom atmosphere. To accomplish this, a quantitative research method was employed, involving the development of two questionnaires. The study targeted a sample of 41 English language students and 12 English language teachers from the Faculty of Education at Qaser Ben Ghashir. The findings of the study revealed that students' oral skills are greatly influenced and motivated by positive feedback from their teachers. Furthermore, students expressed a preference for feedback that addresses their individual needs and assists in resolving their speaking-related challenges.

Keywords:- positive feedback, negative feedback, speaking skill.

1.Introduction

The instruction and acquisition of the English language consistently promote the advancement of different areas of education in order to attain optimal learning results. Consequently, educators bear the responsibility of fostering learning abilities in students to cultivate their potential and future talents. In the process of teaching English as a foreign language (EFL), teachers play a crucial role by imparting a variety of language skills to learners. EFL learning is a gradual journey wherein making errors is a natural occurrence. It is important for teachers to acknowledge this reality, as mistakes serve as indications of learning progress and help identify the accomplishments of students.

Hattie (2011) states that feedback is generally perceived as information provided by teachers to learners to improve their performance, as well as draw the attention of instructors to errors and weaknesses in their teaching methods that might be improved. Yule (1985) indicates that what troubles students face when they learn, they need teachers' feedback to cover. In other words, in usual conditions, individuals learn their first language without instructions and without the need to attend classes in school because learning first language occurs naturally. Unlike a foreign language, where students are only exposed to language a few hours a week, they require feedback to achieve proficiency.

Learning a foreign language requires effort to master the target language, where mistakes are inevitable. Committed mistakes should not be neglected, such neglecting can lead to fossilization of these mistakes in the future, causing learners to view them as acceptable forms of language. In this situation, feedback can play an essential role in avoiding fossilization.

According to Shute (2008), the term feedback refers to the information and knowledge provided to learners in order to guide their learning process. The primary purpose of feedback is to help learners to adjust their thinking to produce improved learning outcomes. Thus, the superior aim of feedback is to help students adjust their current performance to achieve the best learning results.

However, Sadler (1989) asserts that feedback which is used in educational contexts is the information provided to a learner to reduce the gap between current performance and a desired goal. Feedback is widely recognized as a tool to enhance performance and practice in various educational settings. "Feedback is considered to be as an essential element in promoting cognitive, technical, and professional development" (Archer et al. , 2010).

" During learning process, feedback is widely regarded as a means of not only improving learner acquisition of knowledge but also learner motivation. Feedback aims to guide the learner's current performance towards the current learning goals. Effective feedback is the information that is concerned with the previous performance to promote positive and desirable development" (ibid).

According to Winn and Butler (1994), feedback is the information in which a learner can confirm, add to, overwrite, and restructure information in memory whether this information is domain knowledge, meta cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies. Hence, feedback is a part of teaching methodology, and it can be provided in different ways. It can be provided as an effective process by providing motivation, inciting increased effort, and engagement. Also, it can be integrated as a cognitive process by adjusting understanding, suggesting relevant strategies to comprehend certain knowledge.

Feedback can be classified into negative and positive feedback. positive feedback motivates students to utilize the instructions they receive. Feedback should not be discouraging the students. So, teachers should be cautious in providing feedback. Thus, teachers can improve student's learning environment by presenting the feedback in a positive way. "At the time of supplying feedback, it is significant to increase students' positive feelings about that given feedback"(Picsiniln, 2003).

Positive feedback motivates students and encourages them to continue doing their jobs well. Also, Positive feedback is most effective when a teacher recognizes specific action behavior, and supplies it as soon as possible after the students' good work occurs. Speaking is a crucial skill in teaching EFL learners. Even so, most EFL teachers focus on writing skills and pay more attention to written tasks to form correct sentences ignoring speaking skills.

Unlike other studies which focused on the other skills and the role of the teachers during classroom activities, the present study will investigate the role of teachers' positive feedback and its effect on EFL learners of the first and second year of English language department students at Faculty of Arts, Sooq Aljuma, Alzytuna university, during oral classroom activities. Indeed, effective teaching completely relies on the activities used by the teacher in the classroom, but also feedback is needed for students to identify errors and mistakes they may commit during these activities. The successful teacher is the instructor who uses appropriate teaching classroom techniques that promote students' performance and make them more fluent and accurate.

EFL learners have to receive feedback from their teachers to help them to be more aware of their errors and mistakes that may occur and to give them tips to avoid those errors and mistakes. When learners receive positive feedback from teachers, they will become more confident and motivated to speak English language more than they used to be.

Moreover, Allen, et al. , (2013, p.73) state that " teachers who use more positive feedback tend to develop supportive relationships with their students, but teachers who use more negative feedback tend to develop conflictual relationships with students".

2. Significance of the study

The current study deems significant as it aims to explore the impact of teachers' positive and negative feedback on students' speaking proficiency. It provides valuable insights into the potential differences that may arise when utilizing positive feedback to enhance students' oral productivity. Additionally, the study will shed light on how this positive feedback can serve as a means to inform both teachers and learners about effective strategies for improving the teaching and learning of oral skills, particularly in cases where there are gaps between existing knowledge and desired outcomes.

3. Statement of the problem

In the context of speaking classes, students engage in interactions with their teachers and fellow students. These interactions are typically facilitated through oral activities conducted in the classroom. The main objective of these speaking activities is to enable students to effectively communicate through oral expression.

In this setting, the role of the teacher is crucial. Teachers have the responsibility of providing students with constructive feedback to help them overcome challenges and address mistakes they may make, such as mispronunciation, grammatical errors, and vocabulary gaps. In other words, students learning English as a foreign language (EFL) often encounter various difficulties during speaking classes, which may lead them to choose not to speak due to feelings of embarrassment or the nature of feedback they receive from their teacher.

4. Research questions

The present research will examine and investigate the following questions:

1. How may teachers' positive and negative feedback affect students' speaking skill productivity inside the class? And to what extent does teachers' positive feedback enhance the process of EFL learning?
2. How do students perceive positive and negative feedback provided by teachers during speaking class?

5. Research objectives

This research is an attempt to make the following objectives achievable:

- 1- To explore the extent to which teacher's positive feedback can affect students' speaking skill.

2- To recognize the effect of applying -positive feedback on EFL students' speaking skill.

6. Definitions of terms and concepts

The concept of feedback is not a recent development and has been widely discussed and studied in the field of teaching and learning. There exists a substantial body of research, theories, and literature emphasizing the significance of feedback. The historical origins of feedback theories and studies can be traced back to the early 20th century, with Thorndike's Law of Effect being recognized as one of the earliest contributions to feedback research (Thorndike, 1927; Kluger and DeNisi, 1996). Additionally, Skinner and the behaviorist approach, which involved positive and negative reinforcements and punishments, can be considered as precursors to the contemporary understanding of instructional feedback (William, 2018).

Positive feedback has traditionally been considered as "positive reinforcement," while negative feedback has been associated with "punishment." Both reinforcement and punishment can have an impact on the learning process. However, it is important to note that not all feedback is effective in promoting learning.

The issue of feedback effectiveness has prompted scholars such as Butler and Winne (1995), Hattie and Timperley (2007), and Kluger and De Nisi (1996) to delve into research and clarify the factors that distinguish effective feedback from ineffective feedback. This line of research has been accumulating for over a century. Other scholars, such as Johnston (2004) and Tunstall and Gipps (1996), have focused on elucidating the characteristics of effective feedback.

The concept of feedback has a large body of research that has concentrated on it and its role in the learning process. In addition, to its importance and effectiveness in enhancing the learning process, but from the other side, there is a large body of evidence that denotes to an inability of feedback to perform its role in practice. In this context, Carless et al. , (2010) confirm that learners' surveys indicated that feedback is one of the most problematic aspects of the student experience. According to Shute (2008), educators typically believe that their feedback is more useful than their students believe it to be. However, educators ignore the fact that like all learners, they need feedback on their feedback giving in order to adjust and improve their teaching.

Feedback, as a concept, has been widely applied by educational institutions and psychological organizations. The purpose behind this application is that feedback as a learning tool can spotlight discrepancies between current performance and the intended performance, it can also play an essential role for novices (learners) who have difficulty in understanding the targeted performance, and how their own performance can much up to the target. Here, feedback can act as a mirror that reflects what learners' performance looks like for some people. It matches their self-evaluation of performance, while others act with the external feedback as a reference point to build the accuracy of their self-analysis. In other words, external feedback can help learners to judge the quality of their knowledge and work.

Interestingly, external feedback has a great deal in early experimental studies by educational theorists who explain learning with behaviorist theories about stimulation-response connections in the line with this behaviorist theory. Psychologists have employed a methodology focused on contemplating relationships between stimulus and responses, where they hypothesize that cognitive mechanisms are behind these correlations. Other studies as Butler & Winne (1995) have focused on the effect of feedback on performance and attempted to eliminate the role of the internal, or self-evaluation function in feedback.

According to ibid (1995), the dominant view of feedback is that the more experienced person tells the less experienced person about their interpretation of what they did, and how to

perform things better. Within the same line of this conception, it is not remarkable that most of the feedback literature focuses on promoting teachers' capabilities to deliver high-quality of information at an appreciated juncture. Nicol and MacFarlane (2006) rather than focusing on the role of the student in the feedback.

In contrast to the early theories, more recent educational theories focus on learning through behaviorist theories, which are concerned with stimulus- response- connections. In this regard, more studies concentrated on the role of the student in the feedback process. Therefore, they emphasize given feedback and the context of what was presented. Hence, educators can recognize that the given feedback is filtered by the students' perceptions. It is influenced by students' prior knowledge, experience, and motivation. Consequently, students' job is to make meaning from classroom work not just to respond to the stimuli. Making meaning is random and it requires controlling one's own thought process, this is called self-regulation.

Also, according to Butler & Winne (1995), the external and internal feedback affect student knowledge and beliefs. Both internal and external feedback help students to decide about their next learning goals to design ways and strategies to reach them and produce work. Teacher's feedback does not mean teacher's regulations. Teacher's feedback acts as input and together with students' internal input will help students where they are due to the learning goals and what they are going to do next.

Kluger & Denisi (1996) conducted a meta-analysis on previous studies of feedback, and the study is considered as a crucial piece in feedback, where it referenced to support a somewhat counterintuitive findings, the fact that 1/3 of the cases feedback may have a negative effect on performance, reflecting the fact that the effects of feedback depend on its nature. The model focused on feedback that provides information about discrepancies between the individuals' current level of performance and goals. The model has represented the effects of feedback intervention for more specific processes, such as students' attention and task motivation processes (ibid, 1996).

Hattie & Timperley (2007) focused in their work at three questions, which are " where am I going? where to next? how am I going?" call it (feedback questions).

The term feedback was appropriated into instructional contexts from the industry (William, 2018), and the original definition referred to feedback as information from an output that was looped back into the system. The concept was defined as information of a system used to make judgments to reach a goal. It was extended to social sciences by (Norbert Wiener).

Feedback, as a concept, has a great deal in education and other human science. The interest in feedback goes back to its purpose as a tool of learning that highlights discrepancies between current and intended performance. Feedback acts as a mirror that helps students to understand how their performance appears to be and what they need to adjust in order to reach the targeted goals.

According to Sadler (1989), feedback is information provided to learners to reduce the gap between current performance and a desired goal. Whereas, Archer (2010) states that "feedback is a tool for enhancing performance in various educational settings. Accordingly, it is considered to be an essential element to promote cognitive, professional, and technical development". On the other hand, Veloski (2006) believes that "feedback is to communicate an individual status in relation to standered behavior or professional practice".

However, Hattie and Timperley (2007, p.81) mention that "feedback is conceptualized as information provided by an agent, e.g. (teacher, books, parent, and self-experience) regarding aspects of one's performance or understanding". While, Archer (2010, p.101) defines effective

feedback as "information about previous performance which is used to support positive and desirable development". Wiggins (2012) states that "feedback can be effective and helpful for students only if it is goal referenced, tangible and transparent, actionable, user friendly (specific and personalized), timely ongoing, and consistent".

7. Types of feedback

Feedback as an effective tool in teaching has three main types.

7.1.Oral feedback

According to Cohen et al. (2004, p.362), when engaging in oral activities, teachers often give students simplistic feedback such as "good" or "bad." However, this type of feedback is not what students truly need, as it fails to assist them in identifying their mistakes or correcting them. In reality, EFL learners typically prefer their teachers to provide them with detailed comments that help them recognize their areas of difficulty, find suitable solutions to address those issues, understand their strengths, and make efforts to further develop them.

Oral feedback will be more effective if teachers take certain points as Brookhart (2008); Moss and Brookhart (2009) have used a division consisting of two issues that teachers should take into consideration while supplying oral feedback among which are:

- The clarity while using vocabulary to be understood.
- Being specific helps learners identify their problems and find the right solution to solve them.

7.2 Peer review

This type of feedback creates an opportunity for learners to engage in peer learning within the classroom. It can take various forms, such as corrections, opinions, suggestions, ideas, awards, and scores. Ladyshevsky (2013, p. 178) suggests that when peer feedback is incorporated into a group setting, it fosters cooperative or collaborative learning among the group members. In essence, this form of assessment provides learners with a chance to collaborate and work together, particularly when it is implemented within subgroups. As a result, learners can practice the language through group work strategies and evaluate each other's performances.

Race (2010) suggests that "peer review can be used in the assessment of oral presentations, whereby students can quickly provide feedback on a rubric-style feedback sheet. As a result, it enables students to gain the role of their teacher and take an active part in giving feedback to each other". So, this type aids learners to improve their motivation to learn more and enhances competition among them which may help the reduction of mistakes.

7.3 Self-Assessment (Self Feedback)

According to Willis (1993, p. 150), self-assessment refers to the process of making EFL learners aware of their strengths and weaknesses in speaking, thereby assisting them in developing the ability to evaluate their performance against certain standards or norms. In other words, self-assessment serves as a tool that empowers learners to enhance their speaking skills and recognize areas where improvement is needed. This process fosters learner engagement, motivation, self-reflection, responsibility, and autonomy. By actively participating in self-assessment, students take ownership of their learning and become more independent in their language development.

Self-assessment implies that the teacher's role shifts from being the sole provider of feedback to becoming a motivator for learners. The primary objective is to encourage learners to take ownership of their learning process and independently correct their mistakes. Motivating students to become self-directed learners and rectify their errors can be a challenging task for teachers. To simplify this process, Hart (1999) suggests using evaluative questions as a strategy.

These questions compel students to reflect on their responsibilities and mistakes in oral production, prompting them to consider how they can reduce errors and what they can learn from their mistakes.

Through feedback, teachers can provide the students with suggestions to increase their learning strategies and correct their errors/mistakes, or reward their performances to motivate them for better achievements.

8. The focus of Feedback

Hattie & Timperley (2007) view that "the importance of feedback lying in the formative process and that information can play an important role in either deriving the process or blocking it". They assume a model of feedback that distinguishes four task levels:-

8.1-Feedback on a task (FT)

This level involves feedback about whether answers were right or were wrong or directions to get information, and it builds a surface knowledge.

8.2-Feedback on the process (FP)

At this level, attention is paid to which strategies are currently used and which strategies could be used. It involves providing appropriate information in relation to the procedure, practice, method or process used to accomplish a task or to create a product. (ibid)

8.3-Feedback on self-regulation (FR)

It involves providing information related to a task or performance that leads to greater skills in self-evaluation and that promotes confidence to engage in more challenging tasks or to advance a deeper understanding of a task. Such feedback can have major influences on learning achievement. (ibid)

8.4-Feedback on self (FS)

It involves providing information about the self as a person (student) prize words such as (good / smart). (ibid)

9. The importance of feedback in instruction

Feedback is widely recognized as a crucial factor in fostering successful student learning (Brown et al., 2001). Shute (2008) asserts that the main objective of feedback is to assist students in reinforcing their previous actions and aligning them with the desired goals. The primary purpose of feedback is to guide students in modifying their thinking and behaviors to achieve improved learning outcomes. Feedback is perceived as a powerful tool that can facilitate change by bridging the gap between current performance and the desired target of the learning process.

Years of research on the topic of feedback have consistently supported its effectiveness in enhancing students' achievements. Researchers widely view feedback as a crucial tool that not only improves knowledge acquisition but also enhances learner motivation and satisfaction. The wealth of research conducted on feedback has provided substantial evidence of its positive impact on student outcomes, making it an essential aspect of the teaching and learning process.

In addition, research on feedback suggests that appropriate feedback is one of the most critical features of effective teaching and learning. Hattie (2009) states in a meta-analysis of over 800 studies found that feedback was the most common used teacher's practice for improving students' learning. Feedback can also help students to answer three main questions " where am I going? where to next? how am I going?" for more understanding.

It can also support their motivation to invest effort in making improvements. Feedback acts as an integral part of the assessment for learning. Well-timed feedback can support the cognitive process for better performance, including adjusting or restructuring understanding, improving strategies, guiding students for more information and suggesting alternative

strategies that they could attend in order to improve it. Feedback can influence students' effective process, improving effort, motivation, and engagement.

10. The purpose of feedback

The primary objective of feedback is to provide students with the necessary information to improve their performance. It serves as a motivating factor for language learners, encouraging them to further explore the target language through effective learning strategies. Speaking in particular poses challenges and mistakes are common. Therefore, students require feedback that accurately reflects their speaking abilities, highlighting areas where they may lack fluency, accuracy, or appropriateness. In this context, the role of the teacher is crucial as a provider of feedback. The teacher's feedback helps correct students' mistakes, ensuring that these errors do not become ingrained or fossilized in their language development.

According to Lwise (2002), feedback is a way of telling the students about the progress they are making and facilitating their improvement. Lwise has listed five feedback purposes:

- 1-Feedback provides information for teachers and students.
- 2- Feedback provides students with advice about learning.
- 3-Feedback provides students with language input.
- 4-Feedback is a form of motivation.
- 5-Feedback can lead students towards autonomy.

11. Feedback strategies

To provide effective feedback, teachers can employ various strategies. According to Pirhonen (2016, p. 25), researchers have identified different feedback strategies that can be tailored to suit students' levels and needs. The two main strategies of feedback commonly distinguished by researchers in the field of assessment are descriptive and evaluative feedback.

11.1-Descriptive strategies

Descriptive strategies are considered highly valuable and effective for learners due to their complexity and usefulness. They provide more detailed information and guidance compared to other strategies. It's worth noting that tangible rewards, such as stickers or awards, are seen as separate from feedback as they primarily function as incentives rather than providing substantial task-related information (Ryan, 1999). Additionally, descriptive strategies involve the use of expressions of approval and disapproval. Furthermore, these strategies assist teachers in explaining why answers are incorrect, enabling them to clarify specific methods of communicating students' mistakes and guiding them on how to correct those errors. The primary objective of descriptive strategies is to provide teachers with effective approaches to communicate mistakes to students and offer guidance on how to rectify them.

11.2-Evaluative strategy

Evaluative strategies do not focus directly on students and their tasks, but their purpose is to motivate or demotivate learners to do something. It may also encourage competition and does not give students information about specific elements. As a consequence, from the teacher's perspective, it is necessary to pay more attention to how and when you use praise.

Pirhonen (2016, p. 26) states that "evaluative feedback is shallower and its impact is very different from the descriptive one that aims at a deep level of understanding". Despite the fact that these two strategies are different, they are interrelated because each one completes the other. So, if the teacher uses evaluative feedback, he will need to use descriptive feedback in order to achieve good outcomes.

12. The three stages of an effective feedback

Feedback improves learning when it focuses on the particular qualities of the students' work, and with specific guidance on what the students can do, here are the stages of effective feedback :

12.1- Feed-up: before providing feedback, students need to be aware about the learning intentions. This stage clarifies students where they are going? What are the goals?, Such information sets the context for feedback.

12.2- Feedback: it focuses on monitoring and assessing learning progression in relation to the learning intention or task, it is about "How am I doing?" what progress is being made towards the goals .

12.3- Feed forward: it is about "where to next?" what activities need to be undertaken to make better progress .

13. Positive versus negative feedback

Positive feedback is a crucial strategy utilized to foster an optimal educational environment and enhance students' outcomes. Its primary role is to improve students' overall performance. Numerous studies have demonstrated a positive correlation between positive feedback and learning outcomes. Specifically, positive feedback offers several benefits, including increased student motivation, enhanced confidence, improved self-efficacy, and enhanced academic skills. By providing positive feedback, educators can effectively motivate students, boost their self-belief, and facilitate their academic growth.

Some scholars argue that positive feedback can be particularly effective in encouraging students to improve their academic progress and self-efficacy, while also influencing their overall personality by enhancing motivation and confidence (Valentini & Chiviacowsky et al., 2018).

In addition, Mitrovic, Ohlsson, and Barrow (2012) propose that positive feedback is effective in reducing students' uncertainty. Their experimental study found that intelligent tutoring systems that primarily address errors are more beneficial when supplemented with a positive feedback component. The study also suggests that students who receive both positive and negative feedback learn at a faster rate compared to those who receive only negative feedback. Furthermore, it indicates that positive feedback has a positive impact on students' psychological learning outcomes by reducing uncertainty, hesitation, and increasing their efficiency. Overall, these findings highlight the importance of positive feedback in educational settings, as it not only supports students' academic progress but also contributes to their psychological well-being and learning outcomes.

Indeed, there have been several studies that support the motivational role of positive feedback in children's learning. Goncalves, Cardozoa, Valentini, and Chiviacowsky (2018) conducted an experimental study which confirmed the positive impact of positive feedback on children's learning. These findings further reinforce the effectiveness of positive feedback in enhancing students' learning outcomes.

Furthermore, Nichol and Dick (2006) and Al-Bashir, Kabir, and Rahman (2016) stress the significance of feedback, especially positive feedback, in offering systematic evidence of students' progress and accomplishment. In simpler words, when students receive positive feedback, it not only enhances their emotional state and fosters a positive classroom environment but also aids them in attaining their desired objectives. As a result, when students' motivation is heightened, it leads to improved performance. These studies collectively

underscore the importance of positive feedback in fostering student motivation, emotional well-being, and ultimately, their academic achievement.

Reyes et al. (2012) highlight the significant role of the emotional climate in fostering students' academic achievements. Numerous studies have focused on exploring the relationship between motivation and students' performance. One such study conducted by Mahmmad et al. (2015) and Srivastava (2018) concluded that there is a strong positive correlation between motivation and students' academic performance. These findings suggest that when students are motivated, it has a beneficial impact on their overall academic achievements.

Positive feedback and negative feedback have distinct definitions. Positive feedback can be described as verbal, nonverbal, or tangible feedback that includes praise, behavior points, awards, or positive acknowledgment of desired or appropriate behavior (Sprouls, 2011, p.34). In simpler terms, positive feedback encompasses a range of effective words, expressions, and gestures used by teachers to encourage or describe learners' performances, such as "good," "excellent," "I am sure that you can do it," or a smile. Positive feedback has a beneficial impact on learners' motivation and confidence as it reduces anxiety and fear of participation. Burnett (2002, p. 7) argues that praise is recommended for students because it can build self-esteem and provide encouragement. Therefore, positive feedback can be employed in the classroom to promote appropriate classroom behavior or accomplish a task.

According to Nunan (1991), it is crucial for teachers to provide learners with more positive feedback in order to make them aware of their performance and increase their motivation. Conversely, negative feedback may hinder students' learning unless it is delivered in a supportive and encouraging environment (Ur, 1996, p.255). Race (2001) argues that it is more beneficial to provide students with detailed positive feedback rather than simply using adjectives like "good" or "excellent." However, there are researchers who argue that negative feedback can have more beneficial effects on learning. Brunet et al. (2000) claim that there is evidence to suggest that negative feedback can be more impactful than positive feedback when it comes to confirming one's self at a deeper level. However, the effectiveness of negative feedback depends on several factors, such as the learners' commitment to goals, their orientation towards mastery or performance, and their self-efficacy.

On the contrary, negative feedback can be defined as Sprouls (2011, p.34) stated "delivering a verbal or nonverbal reprimand, consequence, and ultimatum and /or leave request to indicate the need to terminate a behavior". In other words, the teacher may criticize his/her learners work verbally by using warning expressions for instance and non-verbally by adopting certain gestures or changing the tonality of his/her voice.

Numerous studies have demonstrated that this type of feedback is ineffective in addressing the psychological challenges experienced by learners, including anxiety and stress, particularly among those with low self-esteem. When individuals receive negative feedback, they tend to become more dissatisfied with their past performance (Podsakoff & Farh, 1989). As a result, negative feedback has the potential to diminish both learners' motivation and performance.

Therefore, using positive feedback or negative feedback determines the goal of the feedback. In other words, the more specific the goal is, the best results will be.

14. The characteristics of good feedback

| Area | Effective feedback | Ineffective feedback |
|--------------------------|---|--|
| Setting a goal | -It sets a specific and challenging goal. -Goals are always communicated therefore students can understand it . -It addresses task goals directly. | -Goals are ambiguous or not used. -Students do not understand the goals or the success criteria. -It does not. |
| Kind of feedback | -It draws attention to positive elements of the performance, and focuses on the details of correct responses. -It includes constructive criticism : advice that provokes students to improve their performance. -It refers to changes in performance from previous one. | -Totally focuses on incorrect responses. -It does not provide information or support to improve performance or understanding. -It compares students with each other, their marks and grades. |
| Level of feedback | -It provides information about a task how well it was performed and how to do it more effectively. -Feedback at process level: how can the learner improve the learning process needed to understand and perform the task? -Feedback at self-regulation level : how can the student perform better job planning, monitoring and managing their actions and using strategies in approaching the task ? | -Non-specific feedback is given. Praise or criticism for task performance without detail. -Feedback at the self level: comment on personal qualities of the student, either positive or negative that provides no information about the process or performance. |

Table 1 The characteristics of good feedback
Adapted from Hattie and Timperley,(2007).

15. Feedback approaches

Askew (2000) categorizes feedback approaches based on the type of information provided to language learners for revising their interlanguage. Regardless of whether instructors utilize positive or negative feedback, three distinct feedback approaches can be identified.

15.1- The receptive-transmission approach

Receptive-transmission approach can be applied when teachers tend to introduce new knowledge, concepts, and skills to learners. While teachers direct the learning environment and provide learners with the needed feedback based on this approach, learning often covers the term of increasing the understanding of new ideas, memorizing new facts, practicing new skills and making decisions based on new information. Therefore, the interruption and comparisons, which normally minimize the constructiveness of feedback process, are not unusual when using feedback with this approach. (ibid).

15.2-The constructive approach

The constructive approach manages the learner's experience to draw out information, rather than putting it in. Therefore, it is the less corrective way used by teachers to give feedback.

Although teacher's role is still as the expert in this approach, it admits that students have different intelligence levels and talents. This approach helps students to draw their own conclusions, make their own connections between experiences and improve their understanding about the given subject.(ibid)

15.3-The co-constructive approach

The co-constructive approach proposes a more equal dynamic relationship power between teacher and learner. In this approach, teachers are not the dominating power in the classroom; they consider themselves as learners, and feedback is a dialogue formed by loops connecting the participants. Hence, learners are encouraged to collaborate together to avoid individual-level focus. The overall objective is to make learners feel that each one of them is in a charge of learning. Feedback and reflection become entwined, enabling the learners to review their learning in its real context and relate it to previous experiences and understandings (ibid).

16. Effects of positive and negative feedback

Lightbown and Spada (1999, p. 172-179) state that individuals who receive positive feedback are more motivated, and feedback provided in a constructive manner can effectively guide students in improving their understanding of foreign language learning. There are various factors that can impact a student's uptake, which refers to their immediate response to corrective feedback on their language use. The teacher's approach, the classroom atmosphere, and the specific speaking situation all play a role in determining the effectiveness of feedback.

It is important to recognize that feedback may not be appropriate or necessary in certain situations. For instance, when a learner is delivering a speech, interrupting and providing feedback may not be conducive to their concentration and focus on the speech itself (Hedge, 2000, p.164). Additionally, teachers should exercise sensitivity and avoid excessive correction, as this can divert learners' attention from the content and prove more distracting than helpful. Correcting every mistake can potentially demotivate and dishearten learners, ultimately diminishing their interest in the learning process (Ur, 1996, p.171).

17. Research methodology

The researcher used quantitative research design and descriptive approach to gather the data and gain insights into the effect of teacher's positive and negative feedback on students' speaking skill. Two questionnaires were used, one for English language department students and the other for English language teaching staff at the Faculty of Education Qaser Ben Ghashir.

18. Results of study

18.1 Teachers' questionnaire results

| Items | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | | Mean | Std. Deviation | Rank | Verbal connotation |
|---|----------------|------|-------|------|---------|------|----------|------|-------------------|-----|------|----------------|------|--------------------|
| | F | % | F | % | F | % | F | % | F | % | | | | |
| 1. Students value teacher's feedback as very useful way in helping them to improve their learning achievements. | 9 | 45.0 | 10 | 50.0 | 1 | 5.0 | --- | --- | --- | --- | 4.40 | 0.598 | 3 | very high |
| 2. Students prefer teacher's feedback that focuses on specific than general. | 11 | 55.0 | 5 | 25.0 | 2 | 10.0 | 2 | 10.0 | --- | --- | 4.25 | 1.020 | 9 | very high |
| 3. Students are eager to have all of their | 2 | 10.0 | 7 | 35.0 | 5 | 25.0 | 6 | 30.0 | --- | --- | 3.25 | 1.020 | 21 | Average |

| | | | | | | | | | | | | | | | |
|--|----|------|----|------|-----|------|-----|------|-----|-----|------|-------|----|-----------|--|
| mistakes pointed out by peer. | | | | | | | | | | | | | | | |
| 4. Students prefer to be actively engaged in the teacher feedback process. | 5 | 26.3 | 10 | 52.6 | 4 | 21.1 | --- | --- | --- | --- | 4.05 | 0.705 | 12 | High | |
| 5. Students prefer to be given clues about their errors. | 10 | 50.0 | 7 | 35.0 | 2 | 10.0 | 1 | 5.0 | --- | --- | 4.30 | 0.865 | 8 | very high | |
| 6. Students prefer to get feedback in an appropriate educational context. | 7 | 35.0 | 8 | 40.0 | 4 | 20.0 | 1 | 5.0 | --- | --- | 4.05 | 0.887 | 14 | high | |
| 7. Students prefer teachers' oral feedback. | 5 | 26.3 | 4 | 21.1 | 4 | 21.1 | 6 | 31.6 | --- | --- | 3.42 | 1.216 | 20 | high | |
| 8. Students like to interact with teachers' feedback on content only. | 1 | 5.3 | 6 | 31.6 | 4 | 21.1 | 8 | 42.1 | --- | --- | 3.00 | 1.000 | 22 | Average | |
| 9. Weak students do not like the feedback that focuses on errors. | 6 | 30.0 | 9 | 45.0 | 3 | 15.0 | 2 | 10.0 | --- | --- | 3.95 | 0.945 | 16 | high | |
| 10. Positive feedback provides proper challenge and specific goals. | 12 | 60.0 | 8 | 40.0 | --- | --- | --- | --- | --- | --- | 4.60 | 0.503 | 1 | very high | |
| 11. With Positive feedback students are always motivated. | 12 | 60.0 | 7 | 35.0 | --- | --- | 1 | 5.0 | --- | --- | 4.50 | 0.761 | 2 | very high | |
| 12. Positive feedback establishes a learning environment in which students develop error detection skills. | 10 | 50.0 | 8 | 40.0 | 2 | 10.0 | --- | --- | --- | --- | 4.40 | 0.681 | 4 | very high | |
| 13. Positive feedback seeks better strategies to complete a task or an activity. | 9 | 45.0 | 10 | 50.0 | 1 | 5.0 | --- | --- | --- | --- | 4.40 | 0.598 | 3 | very high | |
| 14. Positive feedback focuses on students' effort. | 4 | 22.2 | 9 | 50.0 | 3 | 16.7 | 2 | 11.1 | --- | --- | 3.83 | 0.924 | 18 | high | |
| 15. Positive feedback always matched to the needs of students. | 6 | 30.0 | 10 | 50.0 | 3 | 15.0 | 1 | 5.0 | --- | --- | 4.05 | 0.826 | 13 | high | |
| 16. Positive feedback in speaking directed towards enhanced self-efficacy and more self-regulation. | 4 | 20.0 | 12 | 60.0 | 4 | 20.0 | --- | --- | --- | --- | 4.00 | 0.649 | 15 | high | |
| 17. Positive feedback minimizes effort to reach desired learning goals. | 5 | 26.3 | 8 | 42.1 | 3 | 15.8 | 2 | 10.5 | 1 | 5.3 | 3.74 | 1.147 | 19 | high | |
| 18. Feedback provides information for teachers. | 9 | 45.0 | 6 | 30.0 | 4 | 20.0 | 1 | 5.0 | --- | --- | 4.15 | 0.933 | 11 | high | |
| 19. Feedback should reference a skill or specific knowledge. | 2 | 10.0 | 15 | 75.0 | 1 | 5.0 | 2 | 10.0 | --- | --- | 3.85 | 0.745 | 17 | high | |

| | | | | | | | | | | | | | | |
|--|----|------|----|------|---|------|-----|-----|-----|-----|--------------|-------|----|-----------|
| 20. Supplying positive feedback keep students 'on target' of goal. | 11 | 55.0 | 6 | 30.0 | 3 | 15.0 | --- | --- | --- | --- | 4.40 | 0.754 | 5 | very high |
| 21. Positive feedback draws attention to the elements of performance | 9 | 45.0 | 9 | 45.0 | 2 | 10.0 | --- | --- | --- | --- | 4.35 | 0.671 | 6 | very high |
| 22. Positive feedback guides ongoing learning. | 11 | 55.0 | 5 | 25.0 | 4 | 20.0 | --- | --- | --- | --- | 4.35 | 0.813 | 7 | very high |
| 23. Feedback provides information for students. | 7 | 35.0 | 10 | 50.0 | 3 | 15.0 | --- | --- | --- | --- | 4.20 | 0.696 | 10 | very high |
| Weighted mean | | | | | | | | | | | 4.07 | | | |
| Std. deviation | | | | | | | | | | | 0.337 | | | |

Table (2) Descriptive statistics of teachers' questionnaire

Table 2 presents the survey data on teachers' responses. The table indicates a high convergence of teachers' responses, with a weighted mean of 4.07 and a standard deviation of 0.337. According to the table, the statement that received the highest average rating was "positive feedback provides proper challenge and specific goals," with a response rate of 100% and an average rating of 4.60, accompanied by a standard deviation of 0.503. The statement with the second highest average rating was "With positive feedback, students are always motivated," with an average rating of 4.50 and a standard deviation of 0.761. Additionally, the table shows that the statements "Students value teacher's feedback as a useful way in helping them to improve their learning achievements" and "Positive feedback seeks better strategies to complete a task or an activity" received the same average rating of 4.40, with a standard deviation of 0.598. Finally, the statement "Positive feedback establishes a learning environment in which students develop error detection skills" received an average rating of 4.40, accompanied by a standard deviation of 0.681.

The table indicates the distribution of teachers' responses, expressed as percentages, for each statement. In relation to the statement "positive feedback provides proper challenge and specific goals," 60% of the teachers strongly agreed, while 40% agreed. Similarly, for the statement "With Positive feedback students are always motivated," 60% of the teachers strongly agreed, with 35% agreeing. In terms of the statement "Students value teacher's feedback as a useful way in helping them to improve their learning achievements," 45% of the teachers strongly agreed, and 50% agreed. Finally, for the statement "Positive feedback seeks better strategies to complete a task or an activity," 50% of the teachers strongly agreed, and 40% agreed.

While the statement "Students like to interact with teachers' feedback on content only" received the lowest average rating, with an average of 3.00 and a standard deviation of 1.000. The following statement, "Students are eager to have all of their mistakes pointed out by peers," received an average rating of 3.25 and a standard deviation of 1.020. Similarly, the statement "Students prefer teachers' oral feedback" had an average rating of 3.42 and a standard deviation of 1.216. The percentage of respondents who strongly agreed with these statements was 26.3%, 10%, and 5.3% respectively, while the percentage of those who agreed was 21.1%, 35%, and 31.6% respectively.

Through the essay questions, the following conclusions can be made:

- **Teachers reasons for providing feedback**

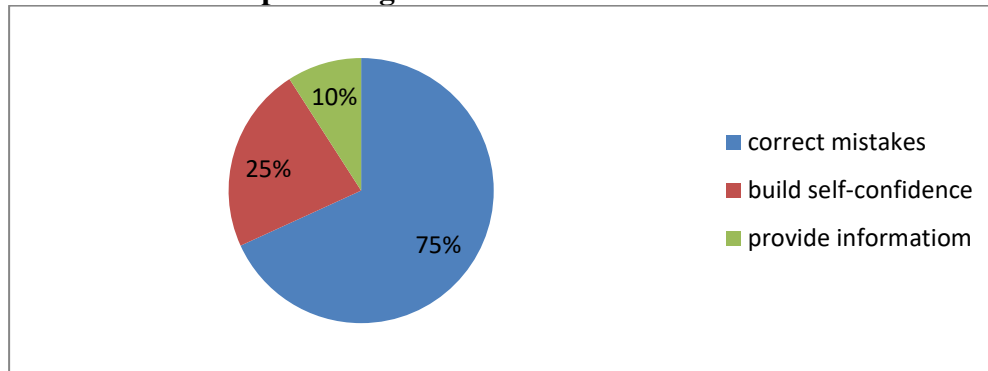


Figure 1 Teachers reasons for providing feedback

While the responses to this question may vary, the primary objective remains consistent, which is to enhance the students' learning process. A significant majority, accounting for 75% of the participants, indicated that the main purpose of providing feedback during speaking classes is to rectify any mistakes or errors made by students during speaking tasks and activities. This feedback aims to create awareness and prevent the recurrence of these errors in the future. Additionally, feedback is utilized to motivate, guide, and inspire students to exert greater effort and strive for improvement in their learning journey.

While 25% of the participants pointed out that the main purpose of supplying feedback is to build self-confidence inside the students toward the use of language. Whereas, 10% stated that the reason behind providing feedback is to give them the necessary information to produce the required language output.

- **Positive feedback helps students when they speak English.**

The overwhelming majority of participants expressed their agreement that providing positive feedback to students is beneficial for their oral English language skills. According to their views, positive feedback is considered a key teaching strategy, enabling students to overcome various challenges related to speaking skills. Participants perceive the teacher who delivers the feedback as a valuable source of information, instructions, and knowledge, playing a pivotal role in supporting students' language development. This suggests that participants recognize the significance of positive feedback in enhancing students' oral proficiency and view it as an indispensable component of effective language instruction.

- **Providing feedback on every student's mistake in speaking**

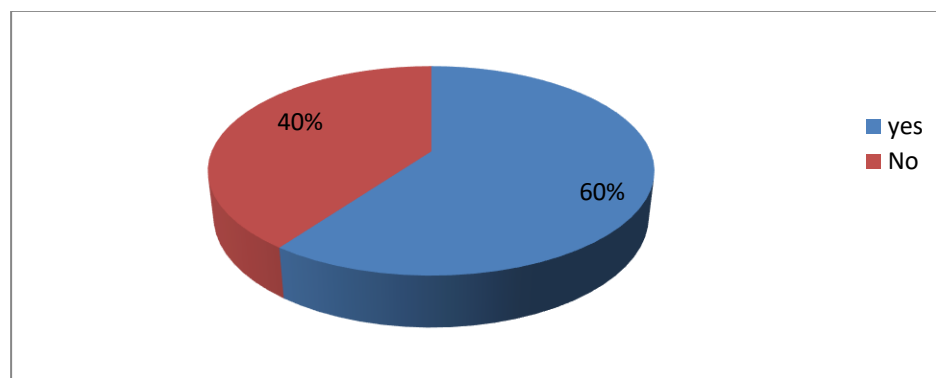


Figure 2 Providing feedback on every student's mistake in speaking

Based on the results obtained, Figure 2 illustrates that teachers' feedback comes into play whenever students encounter difficulties. 60% of the participants confirmed that they consistently provide feedback for every mistake made by students during speaking classes. In contrast, 40% of the participants stated that it is not feasible or applicable to give feedback for every mistake students make when they are attempting to express themselves orally in English during speaking classes.

- **Errors that teachers usually comment on**

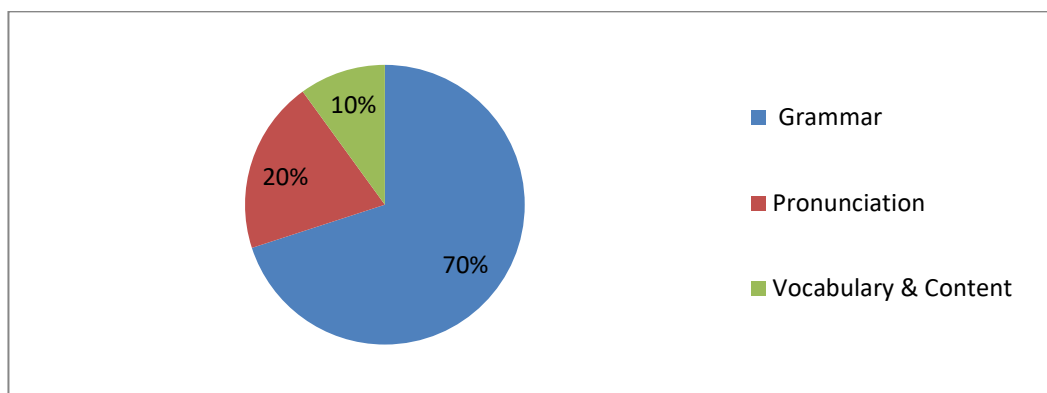


Figure 3 Errors usually teachers comment on

According to Figure 3, there is a clear consensus among the majority of participants regarding the type of errors they focus on when providing feedback. 70% of the responses indicated that the participants primarily comment on errors related to grammar. This suggests that participants view feedback as a valuable tool used by speaking teachers to redirect and correct grammar-related errors made by students. In contrast, 20% of the participants emphasized that they primarily provide comments to address errors related to pronunciation. Additionally, 10% of the participants mentioned that they prefer to give feedback to correct errors related to vocabulary and content. These findings indicate that the participants' feedback priorities are predominantly aligned with addressing grammar errors, with a significant focus on pronunciation and a smaller emphasis on vocabulary and content.

- **Positive and negative feedback receiving**

The type of feedback employed has a significant impact on students' performance, either positively or negatively. An overwhelming majority of 93.5% of the participants indicated that students attentively and actively engage with positive feedback. Positive feedback is seen as a valuable source of knowledge, instructions, and information that aids in the development and improvement of students' speaking skills and overall capabilities. Conversely, negative feedback is received by students in a detrimental manner. It has the potential to undermine their confidence, attitude, and preparedness. Negative feedback can derail students from their path, leading to hesitation and shyness in their language production. These responses suggest that participants recognize the influential role of feedback in shaping students' performance and highlight the importance of providing constructive and positive feedback to foster a conducive learning environment for developing speaking skills.

- **The absence of teacher's positive feedback**

Based on the perspectives provided, it is clear that pointing out students' mistakes and providing guidance is essential for them to develop their speaking skills effectively. Without

correction and direction, it becomes challenging for students to learn how to speak in the correct manner.

The majority of participants' responses confirmed that when students receive positive feedback, it leads to noticeable improvements in their speaking skills. Positive feedback serves as a source of encouragement, motivation, and confidence-building for students. Instead of feeling demotivated or hesitant, students are inspired to continue their language learning journey and become more confident in their speaking abilities. This highlights the significant impact of positive feedback on students' language development and emphasizes the importance of providing constructive support to foster their progress.

18.2 Students' questionnaire data analysis

| Items | Never | | sometimes | | Often | | usually | | Always | | Mean | Std. Deviation | Rank | Verbal connotation |
|--|-------|-----|-----------|------|-------|------|---------|------|--------|------|------|----------------|------|--------------------|
| | F | % | F | % | F | % | F | % | F | % | | | | |
| 1. Teacher of speaking helps you to speak English. | 1 | 2.4 | 5 | 11.9 | 2 | 4.8 | 19 | 45.2 | 15 | 35.7 | 4.00 | .1059 | 1 | High |
| 2. Teacher's praise gives you motivation to speak English. | 1 | 2.4 | 4 | 9.8 | 9 | 22.0 | 18 | 43.9 | 9 | 22.0 | 3.73 | 1.001 | 7 | High |
| 3. Teacher points out your mistakes. | 4 | 9.1 | 7 | 15.9 | 14 | 31.8 | 11 | 25.0 | 8 | 18.2 | 3.27 | .1208 | 17 | Average |
| 4. Teacher's feedback focuses on accuracy. | 1 | 2.4 | 13 | 31.0 | 6 | 14.3 | 11 | 26.2 | 11 | 26.2 | 3.43 | .1252 | 13 | High |
| 5. Teacher's feedback focuses on performance. | 2 | 4.8 | 12 | 28.6 | 7 | 16.7 | 10 | 23.8 | 11 | 26.2 | 3.38 | 1.287 | 14 | Average |
| 6. Teacher uses feedback to correct your speaking mistakes. | 4 | 9.3 | 9 | 20.9 | 7 | 16.3 | 16 | 37.2 | 7 | 16.3 | 3.30 | 1.245 | 16 | Average |
| 7. Teacher provides you feedback when necessary. | 3 | 6.8 | 10 | 22.7 | 12 | 27.3 | 10 | 22.7 | 9 | 20.5 | 3.27 | .1227 | 18 | Average |
| 8. Teacher's positive feedback changes your performance in speaking. | --- | --- | 5 | 11.6 | 11 | 25.6 | 10 | 23.3 | 17 | 39.5 | 3.91 | 1.065 | 4 | High |
| 9. Teacher's positive feedback guides you to improve your speaking skills. | 1 | 2.2 | 6 | 13.0 | 8 | 17.4 | 11 | 23.9 | 20 | 43.5 | 3.93 | .1162 | 3 | High |
| 10. Teacher's positive feedback gives you the capability to detect your mistakes in speaking | --- | --- | 10 | 21.7 | 11 | 23.9 | 14 | 30.4 | 11 | 23.9 | 3.57 | 1.088 | 10 | High |

| | | | | | | | | | | | | | | |
|---|-----|------|----|------|----|------|----|------|----|------|-------|-------|----|---------|
| 11. Positive feedback provides you proper challenge and specific goals. | 1 | 2.3 | 9 | 20.9 | 7 | 16.3 | 14 | 32.6 | 12 | 27.9 | 3.63 | 1.176 | 9 | High |
| 12. In speaking, Positive feedback seeks you better strategies to complete a task or an activity. | 1 | 2.4 | 7 | 16.7 | 14 | 33.3 | 12 | 28.6 | 8 | 19.0 | 3.45 | 1.064 | 12 | High |
| 13. Positive feedback services your needs in speaking. | 2 | 4.3 | 10 | 21.7 | 8 | 17.4 | 12 | 26.1 | 14 | 30.4 | 3.57 | 1.259 | 11 | High |
| 14. Teachers' positive feedback focuses on pronunciation. | --- | --- | 6 | 14.0 | 7 | 16.3 | 16 | 37.2 | 14 | 32.6 | 3.88 | 1.028 | 5 | High |
| 15. Teachers' positive feedback focuses on grammar. | --- | --- | 10 | 21.7 | 10 | 21.7 | 9 | 19.6 | 17 | 37.0 | 3.72 | 1.186 | 8 | High |
| 16. Teachers' positive feedback focuses on vocabulary. | 1 | 2.2 | 4 | 8.9 | 8 | 17.8 | 14 | 31.1 | 18 | 40.0 | 3.98 | 1.076 | 2 | High |
| 17. Positive feedback minimizes your effort to reach your desired learning goals. | 7 | 15.2 | 5 | 10.9 | 10 | 21.7 | 14 | 30.4 | 10 | 21.7 | 3.33 | 1.351 | 15 | Average |
| 18. Positive feedback in speaking keeps you focusing on the target of the lesson. | 1 | 2.2 | 10 | 21.7 | 3 | 6.5 | 15 | 32.6 | 17 | 37.0 | 3.80 | 1.222 | 6 | High |
| Weighted mean | | | | | | | | | | | 3.62 | | | |
| Std. deviation | | | | | | | | | | | 0.471 | | | |

Table 3 Descriptive statistics of the students' questionnaire

According to Table 3, the responses of students regarding the impact of teachers' positive feedback on their oral skill productivity in the class were highly consistent. The high response rate suggests a convergence of opinions among the students. The weighted average for this section is 3.62, indicating a significant trend towards positive feedback on the 5-point Likert scale. Additionally, the standard deviation of 0.471 signifies a relatively low level of variation in the responses, further supporting the high level of agreement regarding the positive impact of teachers' feedback on students' oral skill productivity in the classroom.

Additionally, the descriptive statistics indicate that the highest average was awarded to item 1, "Teacher of speaking helps you to speak English," with a very high response rate of up to 80.9%. This item had an average score of 4.00 and a standard deviation of 1.059. It was followed by item 16, "Teachers' positive feedback focuses on vocabulary," with an average of 3.98 and a standard deviation of 1.076. Item 9, "Teacher's positive feedback guides you to improve your speaking skills," had an average of 3.93 and a standard deviation of 1.162. Lastly,

item 8, "Teacher's positive feedback changes your performance in speaking," had an average score of 3.91 and a standard deviation of 1.065. These four items received higher responses of "always" by percentages of 35.7%, 40.0%, 43.5%, and 39.5% respectively, and "usually" by percentages of 45.2%, 31.1%, 23.9%, and 23.3% respectively.

While "Teacher provides you feedback when necessary" had the lowest average score of 3.27 and a standard deviation of 1.227, followed by item 3 "Teacher points out your mistakes" with an average of 3.27 and a standard deviation of 1.208. The next item, item 6 "Teacher uses feedback to correct your speaking mistakes," had an average score of 3.30 and a standard deviation of 1.245. These three items received higher responses of "always" by a percentage of 16.3%, 18.2%, and 20.5% respectively, and "usually" by a percentage of 37.2%, 25.0%, and 22.7% respectively.

19. Discussion of findings

The present study examines the utilization of positive and negative feedback by teachers in speaking classes and its impact on students' oral productivity. The findings of the study align with previous research discussed in the literature review section, thus supporting existing research outcomes. Moreover, these findings substantiate the hypothesis proposed in this study. Importantly, the results indicate that positive feedback can serve as a motivational tool during the learning process. It helps learners identify their mistakes, overcome challenges, and enhance their performance to achieve better results. Conversely, negative feedback leads to psychological and mental issues, undermining learners' attitude and impeding the learning process.

As a result, the researcher observed a consensus among the participants, including department students and teachers, that teachers of speaking play a crucial role in assisting students in learning how to speak. They achieve this by offering necessary feedback to enhance their learning outcomes. This observation aligns with the perspective put forth by Shute (2008), who defined feedback as the information and knowledge provided by teachers to guide learners' learning process. Overall, the findings of the study support the notion that teachers' feedback is instrumental in facilitating students' language learning and development of speaking skills.

Indeed, the teacher plays a crucial role in providing students with essential feedback that focuses on identifying weaknesses that require adjustment and strengths that can be further improved. Cohen et al. (2004, p. 362) highlight the importance of this role in their work. During oral activities, teachers often offer feedback in the form of simple comments like "good" or "bad". However, such feedback alone is not sufficient for students because it does not assist them in identifying their mistakes or guiding them in their correction. Students require more specific and constructive feedback that helps them understand their errors, learn from them, and make the necessary improvements.

It further showed that the most of responses agree that positive feedback provides proper challenge and specific goal. Supplying appropriate, tangible feedback that students can understand and implement is one of the characteristics of effective feedback. Furthermore, effective feedback should be goal referenced. In other words, teachers should keep in mind clarity by using understandable vocabularies and specific rather than general feedback. As stated by Wiggins (2012), feedback can be effective and helpful for students only if it is goal referenced, tangible, transparent, actionable, friendly used (specific and personalized), timely ongoing and consistent.

The findings of the present study are in line with Thorndike's stimulus and response theory. The provision of positive feedback has a significant impact on students' attitude towards

using the English language during speaking classes. Positive feedback enhances students' self-confidence and encourages them to learn from their mistakes. This finding is consistent with the research by Chiviacowsky et al. (2018), which suggests that positive feedback can be highly effective in motivating students to improve their academic progress and self-efficacy. Furthermore, positive feedback has the potential to influence students' personality by fostering motivation and confidence.

Furthermore, positive feedback contributes to building a positive teacher-student relationship and facilitates the learning process, enabling both parties to work towards their intended goals. Burnett (2002, p.7) highlights the importance of praise in this context, as it helps to build students' self-esteem and provides them with encouragement. Positive feedback fosters a supportive and nurturing learning environment, where students feel valued and motivated to excel.

On the other hand, negative feedback can have a detrimental effect on the relationship between teachers and students. It can create barriers and hinder effective communication. Negative feedback may lead to defensiveness, demotivation, and a breakdown in trust, which can impede the learning process. Therefore, fostering a positive and constructive feedback culture, primarily focusing on positive reinforcement, can enhance the teacher-student relationship and create a conducive atmosphere for effective learning and growth. Finally, the findings pointed out that teachers who adopt positive feedback as teaching strategy have the opportunity to create positive atmosphere inside the speaking class to achieve intended goals in specific time with less effort.

20. Conclusion

Fostering students' positive attitude towards learning is indeed a primary goal for teachers. Creating a safe and supportive environment where students feel comfortable making mistakes is crucial. By providing positive feedback and supporting students in learning from their mistakes, teachers can nurture a growth mindset and encourage a willingness to take risks. On the other hand, delivering negative feedback solely focused on correcting students' mistakes can have detrimental effects. It may damage students' confidence, hinder their motivation, and strain the relationship between teachers and students. Negative feedback that is not constructive or supportive can create a fear of making mistakes and hinder students' growth and learning.

The current study aimed to examine the impact of teachers' positive and negative feedback on students' speaking skill productivity within the classroom setting. It sought to determine the extent to which positive feedback can enhance the overall process of English as a Foreign Language (EFL) learning. Additionally, the study aimed to explore how students perceive and receive positive feedback from their teachers. By investigating these aspects, the study aimed to contribute to the existing knowledge on the role of positive feedback in promoting oral skill development in EFL contexts. The findings of the study have the potential to inform teaching practices and provide insights into effective strategies for providing positive feedback to students. Ultimately, the study sought to enhance our understanding of the dynamics between teachers' positive feedback, student learning, and the overall EFL classroom experience.

The findings suggest that positive feedback serves as a vital tool for EFL teachers to promote students' speaking skills and maintain their motivation throughout the learning process. By implementing this strategy effectively, teachers can create a positive classroom atmosphere that facilitates students' language development and encourages their active participation in speaking activities.

As noted by Allen (2013), teachers who provide more positive feedback tend to develop supportive relationships with their students. This positive feedback creates an atmosphere of encouragement, trust, and collaboration, which promotes effective teaching and learning. On the other hand, teachers who rely more on negative feedback may experience strained relationships with their students, characterized by conflict and tension.

In the line with this, the use of feedback while teaching speaking skills can guide students to improve their speaking skills. Moreover, it can change students' speaking performance when it supplies them with proper challenges and focuses on specific goals. As Archer (2010) stated, "Feedback is a tool for enhancing performance in various educational settings". Additionally, the following can be concluded:-

- 1- Students resist teacher's negative feedback.
- 2- Positive feedback creates positive atmosphere inside the class.
- 3- Positive feedback decreases teacher's effort required to achieve learning objectives.
- 4- Positive feedback increases students' attitude to participate in speaking activities and tasks.
- 5- Teacher's positive feedback helps students to improve their speaking skills.
- 6- Positive feedback develops students' error-detection skills.

21. Recommendations

According to the results obtained from the present study, the powerful strategy that enhances students' spoken performance is using feedback in general and positive feedback in specific to gain better spoken class results. Therefore the present study recommends the following:-

- 1- Teacher should adopt positive feedback as an essential pedagogical tool.
- 2- Teacher should provide students with needed positive feedback that could make difference in their participation.
- 3- Speaking activities are important tools for enhancing EFL students' speaking proficiency, therefore enough time should be given to practice speaking.
- 4- Teachers should be aware of different students' different levels, back grounds, attitudes, and preferences.
- 5- Teacher should encourage students to speak and make their speaking errors noticeable to supply them needed feedback according.
- 6- Teacher should encourage learners to use peer-feedback and self-feedback in addition to teacher-feedback.
- 7- Teachers should supply feedback when necessary.
- 8- Teachers of speaking should not provide too much feedback to the same student because it might end up with the learner become shy and discouraged.

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