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**PROCEEDINGS**

**1<sup>st</sup> International Graduate Symposium on Science, Engineering  
Education, Language and Culture (SEELC)**

**“Strengthening the Quality of  
Education in Global Wired World”**

**1<sup>st</sup>  
August 21 , 2017**

**Postgraduate School, Universitas Negeri Surabaya (Unesa)  
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## **The Impact of Oral Corrective Feedback on Student Strategies to Overcome Language Anxiety**

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**Abstract:** This study investigated the impact of OCF on student strategies to overcome LA based on the level of LA in learners with low English proficiency. This study is a qualitative approach deals with students' psychological response occurring in natural setting through classroom observation using field note, and video recordings to gain valid data as well as semi-structured interviews is presented to clarify the result and get further information. The findings show that there was close relationship between student strategies to overcome LA and the impact of OCF. Considering, OCF as one of factors provoking LA, both students from each level of LA and teacher needed particular strategies to overcome LA. The students from various levels of LA (Very Anxious, Anxious, Mildly Anxious&Relaxed) groups claimed they need their own strategies to overcome LA after the teacher provided OCF. Students from each group applied various strategies namely: relaxation techniques, gaining support from others, readiness for activities, and resignation. This study will give valuable information on how OCF affects student and teacher strategies based on the LA level, so the teachers can decide appropriate OCF strategy based on the level of LA. Furthermore, the students can determine the best strategy to overcome LA for better language achievement.

**Keywords:** *OCF, Level of LA, Student Strategies to Overcome LA*

### **1. Introduction**

OCF gives the great impact of English teaching and learning process. However, OCF given by teacher to the learners may cause LA since the lack of English ability to speak in front of the teacher and classmates too. The research conducted by Rahimi and Dastjerdi (2012) examined that immediate OCF given by the teacher was not effective to improve the fluency and accuracy in speaking. Therefore, it will cause the student have difficulties in participating English course. Furthermore, LA is able to hinder the students' language achievement in their speaking performance and develop a negative behavior about FL such as being worry, passive students, prefer to sit in the back row or have a great desire to withdraw the class. Therefore, students need their own strategies to overcome LA. Hence, the present study is designed in order to investigate the impact of OCF on student strategies to overcome LA by examining whether OCF given by the teacher have different impact to the student strategies based on the level of LA during EFL classroom activity. It also deals with the question what kinds of strategy used by the learners from each level of LA to overcome LA in EFL classroom when the teacher gives OCF.

## 2. Review of Related Literature

### 2.1 Oral Corrective Feedback

Corrective feedback takes the form of response to learners' utterances that contain error. The response can consist of an indication that an error has been committed of the correct TL form or metalinguistic information about the nature of the error (Ellis, Loewen&Erlam, 2006).

#### 2.1.1 Types of Corrective Feedback

Negative feedback also known as corrective feedback (Ammar &Spada, 2006).Further, Ellis (2009) also classifies OCF into two key distinctions: (1) explicit vs. implicit and (2) input-providing vs. output-prompting. Those two distinctions can be seen in the taxonomy. See Table 2.1.

**Table 2.A** Taxonomy of OCF Strategies

	Implicit	Explicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition, Clarification request	Metalinguistic explanation, Elicitation

### 1.2 Language Anxiety

LA is considered to be the most negative influential aspect, which prevents learners to learn a foreign language successfully. Brown (2000: 151) defined anxiety as feelings of uneasiness, self-doubt, apprehension, or worry. Further, MacIntyre and Gardner (2014:14) defined language anxiety as the feeling of tension specifically concerned with second language contexts, including speaking, listening, and learning.

#### 2.2.1 Types of Language Anxiety

Anxiety, generally speaking, describes a human's worry or fear of certain objects in a setting. Specifically, there are three types of anxiety: trait, state and situation-specific anxieties (Horwitz, 2010: 96). Anxiety associated with a particular situation or context can be further categorized as either debilitating or facilitating anxiety. Further, he classified FLA into three categories such as communication apprehension (learners' inability to adequately express mature thoughts and ideas.), fear of negative social evaluation (apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively) and test anxiety (apprehension about academic evaluation. It also as a type of performance anxiety stemming from a fear of failure).

#### 2.2.2 Symptoms of anxiety

The sign of anxiety based on Mitchell and Myles (2004) such as in faster heartbeat, and self-belittling, muscle tension, the desire to withdraw, low verbal output and non-fluency. Further, Merritt, Richards, and Davis (2001) stated that individuals use several behaviors to soften failure and protect themselves from its overwhelming effect in order to maintain a sense of personal worth. Other symptoms suggested by Rachman (2004) include tremors, nausea, fast pulse and shallow breathing.

#### 2.2.3 Cause of Language Anxiety

Huang (2005) reported that, the causes of provoking test anxiety might be derived from the educational system. LA may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language (Hashemi and Abbasi, 2013). However, Horwitz (2001) claimed that FLA is independent of first language learning disabilities that hinders language learning. Moreover, the main cause of anxiety stems from learners' unrealistic or erroneous beliefs about language learning (Zhang &Zhong, 2012).

### 2.2.4 Strategies to Overcome Language Anxiety

In coping LA faced by university students, students need their own way to overcome LA. Kondo and Ling (2004) posited a typology of strategies that students use to overcome with the anxiety they experience in English language classrooms. The strategies for coping LA that cohered into five strategy categories which are preparation (e.g. studying hard, trying to obtain good summaries of lecture notes), relaxation (e.g. taking a deep breath, trying to calm down), positive thinking (e.g. imagining oneself giving a great performance, trying to enjoy the tension), peer seeking (e.g. looking for others help) and resignation (e.g. giving up, sleeping in class).

## 3. Research Methods

This study used descriptive qualitative design since this research focused on natural setting in the school environment. In this case, the setting was the activities in teaching and learning English. This research also did not give the treatment to the subjects of the research. The subjects in this study were the teacher of intensive English program who was active in giving OCF on the students and the second semester students of intensive English program in FEBI-FISIP faculty, UINSA. The students were adult learners with average age around 17 to 19 years old. To categorize the level of LA, a total of (N=42) students from two classes participated to fill FLCAS questionnaire with the number of male (N= 12) and female (N= 30). They would be chosen as the subject of study based on the score of FLCAS questionnaire. In order to even out the distribution of the subject, this study only took few students (N=16) from each group as subjects of study that would be observed and investigated deeper. As the result, 4 students were assigned to a very anxious group, 4 students were categorized to anxiety group, 4 students as mildly anxious group and 4 students were relabelled as relaxed group.

## 4. Findings

### 4.1 Students' Strategies to Overcome Language Anxiety

Several strategies to overcome LA can be divided into some techniques. Therefore, this section was comprised into four parts: relaxation technique, gaining support from others and readiness for activities, and resignation.

#### 4.1.1 Relaxation Techniques

The students felt anxious after the teacher provided OCF and who forced them to speak English in front of classmates. To overcome LA, they tried to relieve their emotional burdens by adjustments to their mental and physical states, positive thinking, positive self-talk, releasing psychophysical tension, and leisure activities. To maintain self-motivation to participate or attend English class, the students tried to have positive thought and feeling during English classroom activity. They tended to control their own emotion to reduce their anxious to speak English in front of classmates. Some interviewees said:

(STMAF01) : "I will try to enjoy the lesson by following each method provided by my teacher"

(STRM02) : "I just try to relaxed, calm and think that have a brave to do a mistake in learning is good, so I can feel better."

Most of the students from MA and R group (STMAF01), (STRM02) had positive thought to face English activities. Before they performed, they convinced themselves that they could do what the teacher want. They have ability to show their best and try to motivate themselves by enjoying the whole activity. They believed that through put positive thinking by saying, 'English is fun' and just attempt to enjoy the classroom activity will help them to overcome LA in participating English class.

#### 4.1.2 Gaining Support from Others

Students have their own ways to adapt with their new environment, and new friends. They also have capability to detect which friend belong to them or have matched both physically and mentally.

Therefore, the students tended to socialize with other friends who have the same background knowledge, same idea or vision especially in a group discussion. To overcome LA the students attempted to gain support from peers and teacher. These kinds of strategy often used by the students especially from VA and A groups to gain positive feedback and support from others. They expected the help from other friends to give support and suggestion to solve their negative feeling. As the result, they felt much better, when their friends and teacher motivated them that they can do it. They claimed, when they felt anxious in answering the question or preparing to do the task, they just asked their friends helped to solve their problem and prepared speaking English. The excerpts below presented their response, how peers and teacher helped them to prepare English course.

(STVAF02) : *"My friends also enjoy English activity, and ask me to do not panic"*

(STAF02) : *"I start the lesson by praying first, try to be relaxed and calm. Sometimes, I also ask to other friends whois smarter than me if I do not know"*

Furthermore, most of the students from low English proficiency need the figure of teacher who can make them happy and change their own negative mindset about learning English. When one interviewee was questioned whether teacher's attitude influenced his emotion and attitude, he said:

(STMAM01) : *"Of course yes, because to understand the material dependson the way how the teacher explain the lessonin a class"*

#### 4.1.3 Readiness for Activities

To avoid the negative feeling during joined in English classroom activity, the students had to be ready about the materials that would be discussed in English class. In order to ensure that students would face the activity smoothly, they sometimes just came up to English class and faced their anxiety bravely. The students said that by studying and preparing the materials, they felt more confident even though the teacher gave OCF on their speaking performance. They had already known their own weakness and sometimes they participate better than if they did not prepare anything. Some of students responded:

(STMAM02) : *"I just study what I need before entering class. So, I attend English class not with empty hands and erase my anxious to asking because it becomes the beginning ofignorance"*

(STVAF01) : *"Before I join English class, I prepare the material first. Moreover, I also ask another student who have capability to help me present what I have to convey in front of class"*

The students who had well prepared could compete and more active during join the course. They looked so relaxed and happy even though they made many mistakes in their utterance. Moreover, the students from R group just attempted to come up and face their feeling anxious when they spoke English in front of class. They needed to confront it bravely without escape from their anxiety. When the teacher gave OCF, the student claimed they just faced their negative feeling that made them anxious. On other words, to overcome LA by keeping in mind everything would be okay if they just did what the teacher wanted. Their response was as follow:

(STRM01) : *"I try to enjoy the course happily. If I feel nervous, I just face it and attempt to calm down"*

(STRF02) : *"I just try to confront my anxious feeling because I am sure that by practicing make me more fluent in speaking English"*

## **5. Discussion**

### *5.1.1 Relaxation Techniques*

To overcome the LA, the easiest way is by relaxing the body and thought. Most of students from very anxious until relaxed group claimed that by relaxing their body and thought very help to reduce their negative feeling. This finding also has been revealed by Kondo and Yang (2004) and Wei (2013) that relaxation technique is the most popular and easiest strategy to overcome LA. When the students from all groups felt afraid even tremor after their teacher provided OCF, they often took a deep breath, convince they can do that, have a positive thinking about English classroom atmosphere and keep trying learn English in their leisure time. Moreover, they also always chose to sit in the last row to distract the teacher's attention. This situation also is supported by many researchers Dewaele and Thirtle (2009), Gregersen and MacIntyre (2013:3) that those tactics as the students' strategy to make them feel comforted in participating English class.

### *5.1.2 Gaining Support from Others*

In a group discussion, they sometimes gain motivation from other peers. This argument is also indicated in and supported by Marwan (2007) and Wei (2013) studies, the result of students' strategies to overcome LA were mostly same. In this strategy, the students may become accustomed to relying on their friends' ability to answer a difficult question or become a volunteer. Furthermore, when they face any difficulties and problem during English classroom activities, they directly asked their peers to solve their predicament. This result has been maintained by Jones (2004) and Conway (2007) that peers' attitude can be as the major of LA and the students' strategy to overcome their fear. The students especially from very anxious and anxious group really need teacher help to make them felt comfort and more confident even though they realized the lack of their English skill was not enough to support them in serving a good performance. This result has been supported by Harmer (2001:99) that the way teachers provided OCF was very important whether it was positive or negative would boost the students and help them to increase their English proficiency.

### *5.1.3 Readiness for Activities*

In order to face English classroom activities well, the students need more preparation to make them more comfort and enthusiast in joining English activity. This finding is supported by Kondo and Yang (2004) and Wei (2013), preparation is as the most popular strategy to cope LA used by the students. The students both from VA and from R groups cannot participate well without a good preparation. In line with Liu's (2012) study mentioned the students should prepare themselves by doing some activities proper to their necessity in English learning. The students who attend English class without any preparation looked more nervous after the teacher provided oral correction.

Besides preparation, the students especially from relaxed group sometimes just confronted the unpleasant situation and kept in accepting the teacher's offering. They just tried to adjust with their feeling and show up their English skill to perform the best or to answer the difficult question. Meanwhile, some of students from very anxious and anxious groups tended to not use this strategy. They were obviously afraid to confront with the fettered situation. Perhaps, it was in accordance with the research conducted by Kondo and Yang (2004) which explained that there was not relationship between the particular strategies with the degrees of LA.

## **6. Conclusion**

Based on the findings and discussion above, it can be concluded that the debilitating of OCF has more impact rather than facilitative language achievement, therefore the students from all level must anticipate to overcome the sign of LA occurred when the teacher provided OCF. The students' strategies to overcome LA are by relaxation technique, gaining support from others, and readiness for activities. Most of students from all level preferred to choose relaxation technique when they felt anxious in speaking performance, while some of them applied to gain positive feedback from both peers and teacher. Moreover, they also prepared to study the material first before attended in English



class. However, the result is not quite clear concerned with what kinds of a particular strategy, which is appropriate for students in a certain level of LA.

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