

**Exploring Students' Psychological Challenges to Feedback in English as a
Foreign Language (EFL) Context**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment of the
Requirements to Pass the Thesis Proposal Defense Course in English Language Education**



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APPROVAL SHEET

**EXPLORING STUDENTS' PSYCHOLOGICAL CHALLENGE TO FEEDBACK IN
ENGLISH AS A FOREIGN LANGUAGE (EFL) CONTEXT**

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RATIFICATION SHEET

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled "Exploring Students' Psychological Challenge to Feedback in English as a Foreign Language (EFL) Context " does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

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MOTTO

All things in moderation, all things in balance. The more you take, the less you have. Beware of the tale of a man that starved surrounded by gold.

DEDICATION

I dedicate this thesis to my deceased mother, Mrs. Umi Aisyah for the endless love, support, and prayer even after she enters the kingdom of heaven. I also dedicate this thesis to my uncle, Mr. Wibisono who always supported me and my aunt, Mrs Siti Sa'adah who always encouraged me. Lastly, I dedicate this thesis for myself who is able to face the waves of challenge, and make it to this point.

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Yogyakarta,...

The writer

Yudhistira Wibowo

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EXPLORING STUDENTS' PSYCHOLOGICAL CHALLENGES TO FEEDBACK IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CONTEXT

ABSTRACT

This study investigates the psychological challenges faced by English as a Foreign Language (EFL) students following oral corrective feedback (OCF). While previous research has largely focused on the linguistic accuracy, and proficiency outcomes of feedback, this study addresses a gap in quantitative research regarding the direct relationship between OCF and students' psychological challenges. The study employed a quantitative survey design. Data were collected using a 33 item closed-ended questionnaire adopted from Hartono (2022), utilizing a 5-point Likert scale to measure 11 psychological dimensions. The participants consisted of 96 English Education Department students at a university in Yogyakarta. The data were analyzed using descriptive statistics, including measures of mean and standard deviation to summarize student responses. Reliability was confirmed with a Cronbach's Alpha coefficient of 0.908. The findings reveal that the most significant psychological challenges for students are self-efficacy and confidence ($M=3.46$), nervousness ($M=3.25$), and worry about making oral mistakes ($M=3.05$). Specifically, students frequently "think many times before speaking" ($M=3.73$) and feel "guilty about mistakes" ($M=3.57$). Conversely, students showed the least concern regarding indifference ($M=2.11$), indicating they value teacher corrections. Feeling insulted and offended after receiving feedback is the second least psychological challenge for the students ($M=2.21$) indicating that they did not feel resentment when corrected, and did not feel insulted before their peers when they got corrected. Feeling bothered by feedback is the third least problematic psychological challenge for the students ($M=2.28$) this indicates that students feel comfortable when they are given feedback.

Keywords: *Oral Corrective Feedback (OCF), Psychological Challenges, EFL Learners.*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Oral corrective feedback (OCF), a form of corrective feedback, refers to verbal guidance provided by teachers to address errors in speech (Chaudron, 1977; Lyster & Ranta, 1997). In a classroom setting, it is essential to consistently provide feedback because it serves as a means of transferring knowledge into actual language usage within a specific context. Oral corrective feedback (OCF) is a commonly employed method by language instructors to assess learners' advancements and assess their language production. OCF is pivotal in improving students' speaking skills and is highly regarded in language education for its beneficial effects on speaking proficiency. Additionally, OCF is utilized to address language errors and offer guidance on how students can correct such mistakes (Alsolami 2019; Zhao, 2015).

While the topic of corrective feedback has been a longstanding subject of discussion, researchers have yet to reach a clear consensus on its effectiveness particularly within second language acquisition research, opinions on the effectiveness of corrective feedback remain divided and contentious among scholars. As an example, Brown (2007) suggested that offering negative cognitive feedback results in a decline in students' willingness to engage in communication, whereas an excess of positive cognitive feedback can lead to overlooking errors. Hence, the discourse surrounding the effect of corrective feedback on the performance of second language learners is intriguing.

Several prior studies have delved into investigating the psychological aspects of receiving corrective feedback. For instance, Agudo (2012) conducted research involving 217 Spanish EFL students at secondary schools. Through a concise questionnaire, the study revealed that a significant portion of students felt offended by corrective feedback and harbored a fear of making speaking mistakes (64.35%). Additionally, 47.52% of students expressed a dislike for making oral errors, fearing it would impede their

learning progress. The study also unearthed various other adverse psychological effects, including feelings of embarrassment (14.85%), anger (12.87%), irritation (9.90%), regret (8.91%), indifference (7.92%), overwhelmed (1.98%), and nervousness (0.99%). These findings suggest that receiving oral corrective feedback caused students to shy away from speaking practice due to the fear of being corrected. Furthermore, it led to resentment, self-doubt, frustration when failing to grasp teachers' feedback, and contemplation of the reasons behind their mistakes.

Meanwhile, another research conducted by Hartono (2022) shows that in terms of the psychological challenge, students specifically felt insulted and offended following corrective feedback, 10 students (40%) strongly opposed the idea of resenting feedback from their teacher, 14 students (56%) strongly opposed feeling insulted, and 13 students (52%) strongly opposed feeling offended when their teacher interrupted them for corrective feedback. It's evident that the students didn't take offense to their teacher's corrections.

While a number of studies (i.e., Bitchener & Cameron, 2005; Pfanner, 2015; Alsolami, 2019; Hartono, 2022) have investigated the effects of oral corrective feedback (OCF) on enhancing EFL (English as a Foreign Language) students' linguistic accuracy and proficiency, there remains a notable gap in quantitative research regarding the OCF and students' psychological states. Existing quantitative studies have primarily focused on assessing the immediate and long-term linguistic outcomes of OCF, often overlooking its potential impact on students' emotional states, motivation, and psychological well-being. By employing robust quantitative methodologies, researchers can systematically examine the students' psychological challenges after receiving OCF. Exploring variables such as anxiety levels, motivation, self-efficacy, and engagement in relation to OCF can provide empirical evidence to inform pedagogical practices and tailor feedback strategies to meet the affective needs of diverse EFL learners. Addressing this research gap is crucial for developing holistic approaches to language instruction that consider both linguistic and affective dimensions of learning.

1.2. Identification of the Problems

From preliminary observations of speaking classes, we found that there are many problems regarding OCF given by the teachers. For example, teachers giving students' frequent corrections and too much information all at once. This can sometimes lower students' confidence, making them feel overwhelmed. Teachers also sometimes give unconstructive feedback. Only pointing out the mistake without giving guidance on how to fix it.

1.3. Limitation of the Problems

In this study, we focused on problems that affect students' psychological integrity the most. One significant limitation in addressing the problem of teachers providing students with frequent corrections and excessive information is the potential for cognitive overload. Cognitive overload occurs when students are presented with more information than they can process effectively, leading to decreased comprehension and retention. This phenomenon is well-documented in educational psychology, where it is recognized that students have a limited capacity for processing new information at any given time. When teachers provide too many corrections or introduce too much new content simultaneously, students may struggle to prioritize and integrate the information, resulting in confusion and reduced learning outcomes.

1.4. Formulation of the Problems

This research attempts to answer the following question:

- What are students' psychological problems after receiving teachers' oral corrective feedback?

1.5. Objectives of the Study

The objective of this study is to investigate the psychological challenges of oral corrective feedback on English as a Foreign Language (EFL) learners. By employing quantitative research methods, this study aims to systematically measure and analyze the various types of oral corrective feedback on learners' anxiety levels, motivation, self-esteem, and overall attitudes towards language learning.

1.6. Significances of the Study

The findings can guide educators in selecting and implementing feedback strategies that minimize negative psychological impacts, such as anxiety and decreased self-esteem, while promoting positive outcomes like increased motivation and confidence. The quantitative approach provides robust data that can serve as a foundation for future research, enabling subsequent studies to build on these findings and explore related questions in greater depth. Also, knowledge of the psychological effects of feedback helps teachers build trust with their students. When learners feel that their teacher understands and cares about their emotional well-being, a more positive and productive classroom dynamic is established.

CHAPTER II

LITERATURE REVIEW

2.1. Feedback in English Language Teaching

Feedback is defined as ‘information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding’ (Hattie & Timperley, 2007, p. 81) with the aim to support further learning and development (Sadler, 1989).

Feedback in ELT refers to the information provided by teachers, peers, or technological tools regarding a learner's performance in language-related tasks. Corrective Feedback is directly addressing errors in grammar, vocabulary, pronunciation, or usage. Corrective feedback on the part of teachers is a reactive pedagogical strategy that emerges when they identify an error (Campillo, 2003, p. 209).

Summative Feedback focuses on students' progress and achievement, typically accompanying final grades or scores. (Brookhart, 2017) elaborates that summative feedback helps students synthesize and connect the various elements of their learning into a holistic understanding, providing an opportunity to reflect on their overall academic growth

Formative feedback represents information communicated to the learner that is intended to modify their thinking or behavior for the purpose of improving learning (William, 2011). In this journal, we are focusing on corrective feedback in ELT.

2.1.2 Psychological Challenge to Feedback

Psychological Challenge to Feedback in English Learning refers to the observable and measurable psychological responses and attitudes of English learners that hinder the effective reception and utilization of feedback during the learning process. Some experts defined that psychology is one of the important things that could influence student academic achievement. Zins, et.al., (2007) argue that psychological challenges have a connection with school performance and even could frequently limit success or the worst can lead to failure. It is equal to the theory from Lee & Shute (2010) that Psychological aspects could be considered as a crucial element in determining students' academic failure.

Hartono (2022) mentions that psychological challenges include fear of making mistakes, offended, lowered self confidence, indifference, embarrassment, anger, bother, sorry, overwhelmed, nervous, and worry. Recognizing and addressing these psychological challenges can help individuals better manage feedback and use it constructively for personal and professional growth.

2.2. Review of Relevant Studies

Agudo (2012) study mentions that while oral corrective feedback is generally seen as beneficial by learners, its emotional impact varies, and it must be provided carefully to avoid negative effects on learners' emotions and motivation. Agudo (2012) research was conducted in secondary schools in western Spain. Questionnaires were used for instruments of the research. The study had a response rate of 95.85%, resulting in 208 valid questionnaires for analysis. This sample included 208 Spanish secondary school students, with 95 males (45.67%) and 113 females (54.32%). Among them, 97 students (46.63%) were in their first year of Bachillerato, while 111 students (53.36%) were in their second year. The most significant problem of Agudo (2012) was a lack of clarity. 61.38% of participants of the Agudo (2012) study reported feeling offended when they did not understand what the teacher was correcting.

Hartono (2022) study is in line with Agudo (2012) study. Hartono (2022) discusses different types of OCF (explicit correction, recasts, elicitation, metalinguistic feedback, clarification requests, and repetition) and their respective impacts on students. They also address the timing and frequency of feedback, emphasizing the need for a balanced approach to avoid overwhelming students. The results of the study indicate that the students generally did not perceive oral corrective feedback as negative, and it did not significantly impact their psychological well-being or speaking performance negatively. Hartono (2022) study was carried out in Indonesia, within the English Language Education Program at the Faculty of Cultural Studies, Universitas Brawijaya. The participants were 25 fourth-semester students enrolled in the English Language Education Program. In this study, the researchers employed two data collection instruments: a questionnaire and interviews. The students were asked to respond to both. The questionnaire, adapted from Elsaghayer (2014) and Lyster & Ranta (1997), included thirty-three closed-ended questions. The interviews were guided by questions that mirrored those in the questionnaire. The instrument Elsaghayer (2014) used a theory of self-efficacy by Bandura (1994) which states “Self-efficacy refers to an individual's judgement of his or her ability to perform a specific action.”

However, Mufidah (2018) research argued that OCF provided by the teacher to students in the very anxious and anxious groups tends to be more debilitating than helpful. The research was conducted at the State University of Surabaya. The participants are 42 second-semester students (12 males and 30 females) aged 17-19 years. The instruments used in the research were Foreign Language Classroom Anxiety Scale FLCAS Questionnaire, Field Notes, Video Recording, and Semi-structured Interviews.



CHAPTER III

RESEARCH METHOD

3.1. Research Design

According to Creswell (2012), survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The method of this research was quantitative research. More specifically, descriptive quantitative survey design research.

3.2. Population and Sample

In this research, the surveys were conducted among English Education Department students, specifically 2022, 2023, 2024, and 2025 batches college students. The participants who responded were 96 people. The sampling technique used simple random sampling to ensure that every student in the population has an equal chance of being selected. This technique is chosen to minimize bias and to make the sample more representative of the population. The respondents, being college students, are chosen because they are actively experiencing English as a Foreign Language (EFL) learning. Their direct involvement in speaking and practical teaching classes makes them appropriate subjects for investigating psychological responses to oral corrective feedback (OCF).

Table 3.1. Table of Population

Cohort	Number of students
2022	57

2023	34
2024	27
2025	40
TOTAL	158

3.3. Data Collection Technique

For data collection, this research used a questionnaire adopted from Hartono (2022) consisting of thirty-three closed-ended questions. The method uses self-report questionnaires. Each item is a statement related to feelings and experiences in a foreign language classroom, and respondents rate their agreement with each statement on a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The questionnaire consisted of items addressing various issues caused by oral corrective feedback. It included aspects such as reluctance to speak or fear of making mistakes, decreased self-efficacy or confidence, motivation/indifference, and feelings of insult, embarrassment, anger, annoyance, regret, nervousness, overwhelm, and worry.

Table 3.2 The Blueprint of Hartono's Questionnaire

No	Dimension	Number of Item	Item Numbers
1.	Fear of making mistakes in speaking	3	1-3
2	Feeling insulted and offended after receiving corrective feedback	3	4-6
3	Self-efficacy and confidence	3	7-9
4	Indifference	3	10-12
5	Embarrassment	3	13-15
6	Anger	3	16-18
7	Feeling bothered by feedback	3	19-21

8	Feeling sorry	3	22-24
9	Feeling overwhelmed after receiving correction	3	25-27
10	Nervousness	3	28-30
11	Worry about making oral mistakes	3	31-33

In addition to ensuring the reliability of the instruments, the researcher calculated the reliability of the instrument in this study. The reliability analysis of the instrument was conducted using Cronbach's Alpha to determine the internal consistency of the 33-item questionnaire. As shown in the Case Processing Summary, all 96 responses were valid and included in the analysis, with no cases excluded. The reliability statistics indicate a Cronbach's Alpha coefficient of 0.908, which exceeds the commonly accepted threshold of 0.70 for research instruments. This value demonstrates that the instrument possesses excellent internal consistency, suggesting that the items measure the intended construct in a highly consistent manner. Thus, the instrument can be considered reliable for use in further data analysis and interpretation.

Table 3.3 Reliability Statistics

Cronbach's Alpha	N of Items
.908	33

3.4. Data Analysis Technique

The data analysis is performed using descriptive statistics to summarize the basic features of the data collected from the questionnaires. To analyze the data, the mean and standard deviation were calculated for each dimension. Data collected through Google Forms was initially compiled in Microsoft Excel before being imported into IBM SPSS for analysis. The analysis includes:

- Measures of Central Tendency: These include the mean, and standard deviation, which provide an understanding of the average responses to the questionnaire items. The mean is particularly useful for identifying the central point of the data.
- Graphical Representation: Various graphs and charts, such as bar charts are used to visually present the data. This makes it easier to interpret the findings and communicate them effectively.

By employing these descriptive statistical techniques, the study aims to provide a clear and comprehensive analysis of the data, enabling a better understanding of the psychological challenges faced by students in response to oral corrective feedback in EFL classrooms.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. FINDINGS

This chapter presents the findings, and discussion that are considered important to answer the problems of this research. The research data is taken from a questionnaire that was given out to English Education Department students from batch 2022, 2023, 2024, and 2025. The students are experiencing EFL learning in one of the universities in Yogyakarta. From the findings, the researchers found that the average answers from the students' are charted below.

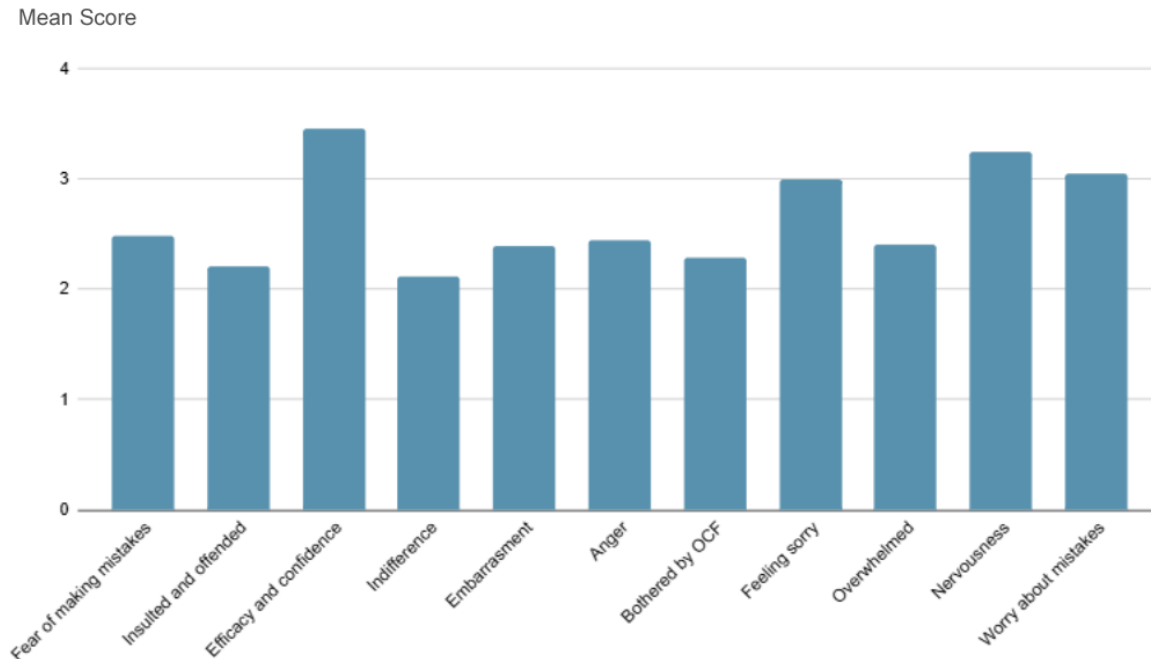


Figure 4.1 Mean of Each Dimension

From the results above, it can be seen that the biggest psychological problems students' face after receiving oral corrective feedback were self efficacy and confidence with a mean score of ($M=3.46$). Students' tends to resent themselves when they make a mistake, and this causes them to doubt themselves. Also, after students' makes a mistake they usually think about the reasons why they make that mistake. The second biggest psychological challenge students' face is nervousness with a mean score of ($M=3.25$). The data shows that students experience high levels of cognitive load, specifically the tendency to "think many times before speaking". This suggests that the psychological challenge is often based on expectations, students are anxious about the possibility of receiving feedback even before they speak. The third biggest psychological challenge students' face is worrying about making oral mistakes with a mean score of ($M=3.05$). The data shows that students' tend to worry about making oral mistakes while doing class activities. Students' are also uncertain that they won't make mistakes while speaking. When they do make mistakes, they get scared about getting many corrections while speaking.

Indifference is the least problematic psychological problem for the students' with a mean score of (M=2.11). Students' in this research do care about the teacher's corrections. Students' tends to want to repeat a sentence after they receive corrections. However, students' sometimes don't want to share their thoughts because they don't want to get corrected for their pronunciation mistakes. Feeling insulted and offended after receiving feedback is the second least problematic psychological challenge for the students with a mean score of (M=2.21). Students in this research did not feel resentment when corrected, and did not feel insulted before their peers when they got corrected. When they get interrupted by the teacher while speaking, the students don't feel offended. Feeling bothered by feedback is the third least problematic psychological challenge for the students with a mean score of (M=2.28). The students think that the teacher is patient enough when they are giving corrections. Students' does not feel uncomfortable when they are given corrections. Students' are also given enough time to correct their mistakes. Indifference and feeling bothered has a close score with each because the students have a positive view toward the teacher's role. They are not indifferent because they want to learn, and they are not too bothered because they trust the teacher's patience and expertise.

4.1.1. Fear of making mistakes in speaking

This aspect of the questionnaire consists of 3 questions to assess participants' fear of making mistakes in speaking. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below.

Table 4.1. Fear of making mistakes in speaking

Statements	N	Mean	Std. Deviation
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Q3. I would rather just listen, and not speak.	96	2.78	1.233
Q1. I am afraid that my teacher is ready to correct every mistake that I make in speaking.	96	2.43	1.074
Q2. I believe that “I wish I had not spoken anything”.	96	2.22	1.116

From this table, we can see that the participants have relatively low fear of making mistakes in speaking as they mostly disagree with the statements. Most of the participants chose option 2 and 3, which resulted in the Mean of the questions being in the 2 to 3 area. The highest mean score was observed for Q3 (“I would rather just listen, and not speak”), with a mean of 2.78 (SD = 1.233). This indicates that, students’ sometimes would rather listen than speak. They want to just listen, if they are given the option to not participate in speaking activities. Q1 (“I am afraid that my teacher is ready to correct every mistake that I make in speaking”) obtained a mean of 2.43 (SD = 1.074). This reflects a lower level of fear regarding teachers’ corrective feedback. Students are sometimes afraid of being corrected constantly. The lowest mean score was recorded for Q2 (“I believe that ‘I wish I had not spoken anything’”), with a mean of 2.22 (SD = 1.116). This suggests that students are less likely to regret participating in speaking activities compared to other anxiety related statements.

4.1.2 Feeling insulted and offended after receiving corrective feedback

This second aspect of the questionnaire consists of 3 questions to assess participants' feeling insulted and offended after receiving corrective feedback. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.2. Feeling insulted and offended after receiving corrective feedback

Statements	N	Mean	Std. Deviation
Q6. I feel offended when my teacher interrupting while I am speaking.	96	2.42	1.158
Q4. I resent being orally corrected by teacher in the classroom.	96	2.20	1.092
Q5. I feel insulted before my peers.	96	2.01	.968

This table suggests that students experience low negative emotional reactions to oral corrective feedback. While a small number of students may feel slight offense, most do not perceive teacher corrections or peer observation as insulting. This indicates that the emotional impact of corrective feedback in this context is relatively manageable. Q6 ("I feel offended when my teacher interrupts while I am speaking") shows a mean of 2.42 (SD = 1.158). This indicates a slightly negative to neutral response, suggesting that while some students may feel offended when their teacher interrupts them, the overall level of offense is relatively low. Students do not strongly perceive teacher interruptions as offensive, but mild discomfort is present. Q4 ("I resent being orally corrected by the teacher in the classroom") recorded a mean of 2.20 (SD = 1.092). This reflects a lower degree of resentment toward oral correction, indicating that most students

do not strongly resent being corrected, although a small portion may still feel uneasy about it. The lowest mean score appears in Q5 (“I feel insulted before my peers”) with 2.01 (SD = 0.968). This suggests that students generally disagree with feeling insulted when corrected or addressed in front of classmates. The relatively low mean indicates that feelings of humiliation or embarrassment are not prominent among the majority of students.

4.1.3 Self-efficacy and Confidence

This aspect of the questionnaire consists of 3 questions to assess participants’ Self-efficacy and Confidence. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below.

Table 4.3. Self-efficacy and Confidence

Statements	N	Mean	Std. Deviation
Q9. When I make mistakes, I think about the reasons why I made it.	96	3.97	1.010
Q8. I resent it when I make oral mistakes	96	3.27	.946
Q7. I hate making oral mistakes because they make me doubt myself.	96	3.15	1.248

The results indicate that students experience moderate emotional discomfort when making oral mistakes, such as resentment and self-doubt. They also tend to engage in constructive reflection. The highest mean for Q9 suggests that, despite negative emotions, learners use mistakes as opportunities to

understand and improve their performance. Q9 (“When I make mistakes, I think about the reasons why I made it”) has the highest mean score at 3.97 (SD = 1.010). This indicates that students generally agree with reflecting on their mistakes. The high mean suggests that learners engage in self-evaluation and metacognitive thinking after making errors, which may contribute positively to their learning process. Q8 (“I resent it when I make oral mistakes”) shows a mean of 3.27 (SD = .946), indicating a moderate level of negative emotion. Some participants tend to feel some resentment toward themselves when they make mistakes, showing that oral errors can bring dissatisfaction, though not extremely high. Q7 (“I hate making oral mistakes because they make me doubt myself”) has a mean of 3.15 (SD = 1.248). This suggests that students moderately dislike making oral mistakes, and such mistakes may slightly lessen their confidence. However, the mean value indicates that this feeling is not overly strong but still meaningful for a significant portion of the group.

4.1.4 Indifference

This aspect of the questionnaire consists of 3 questions to assess participants’ indifference. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below.

Table 4.4. Indifference

Statements	N	Mean	Std. Deviation
Q10. I do not feel like sharing my thoughts orally because my teacher will correct my pronunciation.	96	2.42	1.149
Q11. I have no energy to repeat my sentences after having corrections.	96	2.30	1.125

Q12. I don't care about my teacher's	96	1.60	.923
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corrections.

The findings reveal that students show low to moderate sensitivity to teacher corrections. They do not strongly avoid speaking or feel demotivated after being corrected, and they clearly value the feedback provided by the teacher. This suggests that while corrective feedback may create slight hesitation for some, it is generally accepted and does not substantially hinder students' willingness to participate in oral activities. Q10 ("I do not feel like sharing my thoughts orally because my teacher will correct my pronunciation") has a mean of 2.42 (SD = 1.149). This indicates a slightly negative to neutral response. While some students may feel hesitant to speak due to fear of pronunciation correction, the overall tendency remains low to moderate. Most students are not strongly discouraged from speaking, though mild hesitation exists. Q11 ("I have no energy to repeat my sentences after having corrections") shows a mean of 2.30 (SD = 1.125). This suggests that students generally do not feel significantly drained or demotivated after receiving corrections. Although a portion of the students may experience fatigue or discouragement, the overall level is relatively low. Q12 ("I don't care about my teacher's corrections") has the lowest mean at 1.60 (SD = .923). This indicates clear disagreement with the statement. Students do care about teacher feedback, demonstrating that they value corrections and do not simply ignore them. This is a positive indicator of learner engagement and openness to improvement.

4.1.5 Embarrassment

This aspect of the questionnaire consists of 3 questions to assess participants' embarrassment. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.5. Embarrassment

Statements	N	Mean	Std. Deviation
Q13. I feel embarrassed to my peers and teachers when I make mistakes.	96	2.85	1.086
Q14. I am ashamed when my teacher corrects me.	96	2.23	.968
Q15. I feel humiliated when I get corrected.	96	2.07	1.069

Table 4.5 indicates that while students may experience moderate embarrassment when making mistakes, more severe emotional responses such as shame or humiliation are relatively low. This suggests that corrective feedback, although sometimes uncomfortable, does not typically cause strong negative emotional distress among students. Instead, the emotional impact appears manageable and mostly limited to mild embarrassment. Q13 (“I feel embarrassed to my peers and teachers when I make mistakes”) has the highest mean score at 2.85 (SD = 1.086). This indicates a moderate level of embarrassment among students when they make mistakes in front of teachers and peers. While not extremely high, this mean suggests that feelings of embarrassment are relatively common and represent one of the more noticeable emotional responses in this set of items. Q14 (“I am ashamed when my teacher corrects me”) has a mean of 2.23 (SD = .968). This reflects a low to moderate level of shame. Students generally do not strongly agree that they feel ashamed when corrected, although some may still experience mild discomfort. Q15 (“I feel humiliated when I get corrected”) shows the lowest mean score of 2.07 (SD = 1.069), indicating that students generally disagree with feeling humiliated during correction. Feelings of humiliation are therefore minimal, suggesting that teacher corrections are not perceived as degrading or overly harsh.

4.1.6 Anger

This aspect of the questionnaire consists of 3 questions to assess participants' anger. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.6. Anger

Statements	N	Mean	Std. Deviation
Q16. I get upset when I don't understand what the teacher is correcting.	96	3.11	1.195
Q18. I feel annoyed when I get corrections while speaking.	96	2.18	1.124
Q17. I think the teacher does not need to correct me all the time.	96	2.02	.995

The table shows that while unclear corrections can cause notable frustration (Q16), students generally do not feel annoyed by corrective feedback (Q18) and largely accept that frequent correction is necessary (Q17). This indicates that students are receptive to teacher corrections, provided the feedback is clear and understandable. Q16 ("I get upset when I don't understand what the teacher is correcting") has the highest mean score at 3.11 (SD = 1.195). This indicates a moderate level of upset or frustration among students when corrective feedback is unclear. The finding suggests that misunderstanding corrections is emotionally challenging for many students and may hinder their comfort in the learning process. Q18 ("I feel annoyed when I get corrections while speaking") shows a mean of 2.18 (SD = 1.124). This relatively low mean suggests that students generally do not feel strongly annoyed when corrected during speaking.

Although some mild annoyance exists, it is not a dominant emotional response across the group. Q17 (“I think the teacher does not need to correct me all the time”) has the lowest mean at 2.02 (SD = .995). This indicates that most students disagree with the idea that teachers should reduce corrective feedback. This suggests an overall acceptance of regular correction and a recognition that frequent feedback is part of the learning process.

4.1.7 Feeling bothered by feedback

This aspect of the questionnaire consists of 3 questions to assess participants’ feeling bothered by feedback. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.7. Feeling bothered by feedback

Statements	N	Mean	Std. Deviation
Q21. I need more time to correct my mistakes over my teacher’s.	96	2.95	.999
Q19. I think the teacher is not patient enough to wait for the end of my sentences	96	1.99	1.061
Q20. I feel uncomfortable when my teacher gives me feedback.	96	1.90	1.071

The table suggests that students are comfortable with teacher feedback and do not view the teacher as impatient (Q19, Q20). Their strongest sentiment is the desire for more time to

self-correct before being corrected by the teacher (Q21). This highlights the value of allowing learners space to reflect on and address their own mistakes during oral activities. Q21 (“I need more time to correct my mistakes over my teacher’s”) has the highest mean score at 2.95 (SD = .999). This indicates a moderate level of agreement, suggesting that many students prefer having additional time to self-correct before the teacher intervenes. This preference highlights the importance of processing time in language learning and students’ desire for autonomy in managing their own errors. Q19 (“I think the teacher is not patient enough to wait for the end of my sentences”) has a mean of 1.99 (SD = 1.061), reflecting general disagreement. Students do not perceive their teacher as impatient. This suggests that teacher interruption or correction is not commonly interpreted as a lack of patience by the students. Q20 (“I feel uncomfortable when my teacher gives me feedback”) shows the lowest mean at 1.90 (SD = 1.071). This indicates that students do not typically feel uncomfortable when receiving feedback. The low mean demonstrates that corrective feedback is generally well accepted and not emotionally threatening.

4.1.8 Feeling sorry

This aspect of the questionnaire consists of 3 questions to assess participants’ feeling sorry. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.8. Feeling sorry

Statements	N	Mean	Std. Deviation
Q22. I feel guilty about my mistakes.	96	3.57	1.131
Q23. I feel bad about my ability when I get a	96	2.98	1.026

correction.

Q24. I feel pathetic when a teacher corrects	96	2.42	1.073
my speaking			

The table suggests that students frequently experience guilt when making mistakes (Q22), and to a moderate degree, they may feel discouraged about their ability when corrected (Q23). However, they generally do not interpret corrections as humiliating or degrading (Q24). This pattern indicates that while corrective feedback can influence students' emotional well-being and confidence, it does not typically lead to severe negative self-perceptions. Q22 ("I feel guilty about my mistakes") has the highest mean score at 3.57 (SD = 1.131). This indicates a level of agreement, suggesting that some students reflect on their mistakes, and feel guilty when they make an error. This emotional response reflects a strong personal sensitivity toward performance accuracy in speaking tasks. Q23 ("I feel bad about my ability when I get a correction") has a mean of 2.98 (SD = 1.026), indicating a moderate level of negative self-evaluation. Students tend to feel somewhat discouraged about their abilities when corrected, although the level is not strongly negative. This suggests that correction impacts their confidence but not severely. Q24 ("I feel pathetic when a teacher corrects my speaking") shows the lowest mean at 2.42 (SD = 1.073). This indicates general disagreement, meaning that students do not typically feel pathetic when corrected. Even though some students may feel a little bit of discomfort, and show some level of low self-esteem after receiving corrections.

4.1.9 Feeling overwhelmed after receiving correction

This aspect of the questionnaire consists of 3 questions to assess participants' feeling overwhelmed after receiving correction. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below.

Table 4.9. Feeling overwhelmed after receiving correction

Statements	N	Mean	Std. Deviation
Q26. I think my teacher gives more correction than I need.	96	2.44	1.103
Q27. I think not all speaking errors should be corrected.	96	2.43	1.044
Q25. I feel overwhelmed by my teachers' corrections.	96	2.34	.961

The table suggests that students have a moderate acceptance of the amount of corrective feedback provided. They do not commonly feel overwhelmed (Q25), nor do they strongly believe the teacher overcorrects (Q26). At the same time, they considered that not all errors require correction (Q27), indicating a deeper understanding of effective feedback practices. Q26 ("I think my teacher gives more correction than I need") has the highest mean at 2.44 (SD = 1.103). This indicates a slightly negative to neutral perception. Students generally do not feel that the teacher provides excessive correction, although a moderate level of agreement suggests that some learners occasionally perceive the feedback as more than what they require. Q27 ("I think

not all speaking errors should be corrected”) has a very similar mean of 2.43 (SD = 1.044). This suggests that students are slightly inclined to believe that not every speaking error requires correction, although the overall agreement is still relatively low. This shows that students do value correction, but sees that constant corrections are not necessary in learning. Q25 (“I feel overwhelmed by my teacher’s corrections”) has the lowest mean at 2.34 (SD = .961). This indicates that students generally do not feel overwhelmed by the corrections they receive. While some learners may occasionally feel pressured, the overall response shows that corrective feedback is manageable and not emotionally tiring for some students.

4.1.10 Nervousness

This aspect of the questionnaire consists of 3 questions to assess participants’ nervousness. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.10. Nervousness

Statements	N	Mean	Std. Deviation
Q28. I think many times before speaking	96	3.73	1.165
Q30. I doubt that I won’t make a mistake while speaking.	96	3.09	1.077
Q29. I am anxious to get feedback when I make mistakes.	96	2.94	1.204

The results from items Q28, Q30, and Q29 provide insight into students' cognitive anxiety and their mental processes when speaking English. These items reveal that students experience significant cognitive and anticipatory anxiety when speaking English. They tend to overthink before speaking, doubt their own ability to avoid mistakes, and feel moderately anxious about receiving feedback. These patterns suggest that corrective feedback, while valuable, may contribute to feeling overwhelmed during speaking activities. Q28 ("I think many times before speaking") shows the highest mean score ($M = 3.73$, $SD = 1.165$). This indicates that students frequently engage in reflection before speaking in English. Such a tendency suggests a heightened level of caution and pre-planning, which may be associated with fear of making mistakes or lack of confidence in spontaneous speech production. Q30 ("I doubt that I won't make a mistake while speaking"), the mean score is moderate ($M = 3.09$, $SD = 1.077$). This suggests that many students experience uncertainty about their speaking accuracy. While the level of doubt is not as high as the tendency to overthink before speaking, it still reflects a considerable degree of self-doubt that may affect communication fluency and willingness to speak. Q29 ("I am anxious to get feedback when I make mistakes") has the lowest mean score among the three ($M = 2.94$, $SD = 1.204$). Although lower, this score still hovers around the midpoint of the scale, indicating that students do experience some anxiety when receiving feedback, but the intensity is relatively moderate.

4.1.11 Worry about making oral mistake

This aspect of the questionnaire consists of 3 questions to assess participants' worry about making oral mistakes. Based on the descriptive statistical analysis using SPSS, the finding of this aspect is presented below:

Table 4.11. Worry about making oral mistake

Statements	N	Mean	Std. Deviation
Q31. I worry about making oral mistakes when doing class activities.	96	3.31	1.208
Q32. I am uncertain that I won't make mistakes while speaking.	96	2.99	1.021
Q33. I fear to get many corrections during my speaking.	96	2.85	1.124

The items suggest that students experience a moderate level of speaking anxiety, with the highest concern being the possibility of making oral mistakes. Their uncertainty about speaking accuracy (Q32) and mild fear of excessive correction (Q33) show that while correction is part of their learning experience, it is the risk of error that weighs more heavily on their emotions. These results highlight the importance of supportive, confidence-building oral activities in reducing anxiety during classroom speaking tasks. Q31 (“I worry about making oral mistakes when doing class activities”) has the highest mean at 3.31 (SD = 1.208). This indicates a moderate level of worry among students. They commonly feel anxious that they might make mistakes while participating in class activities, suggesting that speaking tasks can be psychologically demanding. This level of concern highlights the emotional weight students associate with oral performance. Q32 (“I am uncertain that I won’t make mistakes while speaking”) has a mean of 2.99 (SD = 1.021), reflecting a neutral to slightly anxious perception. Students often feel unsure about their ability to speak without errors. Although this does not show strong anxiety, it does

indicate a noticeable lack of confidence that may influence their willingness to participate in speaking exercises. Q33 (“I fear to get many corrections during my speaking”) shows the lowest mean at 2.85 (SD = 1.124). This suggests that students feel some level of fear regarding the possibility of receiving multiple corrections, although the fear is milder compared to their general worry about making mistakes (Q31). The responses indicate that correction itself is not the strongest source of anxiety; rather, the fear seems tied to the anticipation of being corrected repeatedly.

4.2. DISCUSSIONS

From the overall results shown in Figure 4.1, it can be seen that the first biggest psychological problems students’ face after receiving oral corrective feedback was self efficacy and confidence. This finding aligns with Hartono (2022) stating that the biggest psychological problem students’ face after OCF primarily impacts students' confidence in their own speaking abilities. Students’ also resent themselves when they make oral mistakes, and this leads to students’ thinking about the reasons why they make mistakes.

The second biggest psychological challenge that students’ face is nervousness. The data shows that students experience high levels of cognitive load, specifically the tendency to "think many times before speaking". This suggests that the psychological challenge is often based on expectations, students are anxious about the possibility of receiving feedback even before they speak. This supports the argument by Mufidah (2018) that OCF can be more debilitating than helpful for anxious learners.

The third biggest psychological challenge students’ face is worrying about making oral mistakes. Similarly to Agudo (2012), The students’ primarily worry about making oral mistakes while doing class activities. They fear getting many corrections from the teacher. They also sometimes feel uncertain about not making mistakes while speaking.

Despite the psychological challenges students' face when they are given Oral Corrective Feedback (OCF), students still care about the feedback they are given by the teacher. They also do not feel insulted or offended when they receive oral corrective feedback while they are speaking. They also feel comfortable when they are given corrections because they think that the teacher is patient enough.

Indifference is the least problematic psychological problem for the students'. Students in this research do care about the teacher's corrections. Similarly, Elsaghayer (2014) discovered that students' tend to find the teachers' corrections very helpful, and because of that reason they care about the teacher's corrections. Students' tends to want to repeat a sentence after they receive corrections. However, students' sometimes do not want to share their thoughts because they do not want to get corrected for their pronunciation mistakes.

In addition to indifference, feeling insulted and offended after receiving feedback is the second least problematic psychological challenge for the students. Similarly, to Hartono (2022) research. Students in this research did not feel resentment when corrected, and did not feel insulted before their peers when they got corrected. When they get interrupted by the teacher while speaking, the students do not feel offended. However, Agudo (2012) research identified that 61.38% of students were offended by the corrective feedback. What actually makes them feel offended in Agudo (2012) study is when they do not actually understand what their teachers meant when they are being corrected, especially when the feedback they are given is ambiguous and inconsistent.

Lastly, feeling bothered by feedback is the third least problematic psychological challenge for the students. Similarly, to Hartono (2022). The students think that the teacher is patient enough when they are giving corrections. Students do not feel uncomfortable when they are given corrections. Students are also given enough time to correct their mistakes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the quantitative analysis, the students in this study have the most psychological problems in self-efficacy and confidence, nervousness, and worry about making mistakes. Students frequently feel guilty about making mistakes with the questionnaire asking them about their feelings when they make a mistake having quite a high mean score (3.57). The students also tend to engage in reflection on why they make those mistakes, with the question “when I make mistakes, I think about the reasons why I made it” having the highest mean score (3.97). Although students are identifying why mistakes occur, the high levels of worry indicate that this reflection may be fueled by anxiety rather than a growth mindset.

On the other hand, they strongly value teacher corrections, as evidenced by a low mean score (2.11) for indifference toward feedback. In the nervousness category, specifically "thinking many times before speaking" (3.73) has a high mean score. This indicates that the fear of error leads to significant cognitive load and overthinking. Students internalize their mistakes, frequently feeling guilty about errors. However, more severe reactions like humiliation or shame are minimal, suggesting teacher feedback is delivered in a non-threatening manner.

5.2 Suggestions

In relation to the findings of the study, suggestions for teachers, and future researchers were proposed. To avoid overwhelming students, teachers could be selective with corrections, focusing on errors that impede communication rather than correcting every minor mistake. To address high levels of nervousness and "thinking many times before speaking," teachers should focus on confidence-building

activities that reduce the emotional weight and fear associated with making mistakes. Teachers should clarify when pointing out errors. Because students feel upset when they do not understand the correction , feedback should be delivered clearly and explicitly to reduce frustration.

For future researchers, the researcher recommends conducting a qualitative study that could build on these findings and explore the “why” students’ doubt in their self-efficacy, and worry about making mistakes in more detail.

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APPENDIX

Name:

Batch:

Hartono's Close-Ended Questionnaire

N o	Dimension/Aspect/Factor	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Fear of making mistakes in speaking	(1) I am afraid that my teacher is ready to correct every mistake that I make in speaking. (2) I believe that "I wish I had not spoken anything". (3) I would rather just listen, and not speak					
2	Feeling insulted and offended after	(4) I resent being orally corrected by					

	receiving corrective feedback	teacher in the classroom. (5) I feel insulted before my peers. (6) I feel offended when my teacher interrupting while I am speaking					
3	Self-efficacy and confidence	(7) I hate making oral mistakes because they make me doubt myself. (8) I resent it when I make oral mistakes (9) When I make mistakes, I think about the reasons why I made it.					

4	Indifference	(10) I do not feel like sharing my thoughts orally because my teacher will correct my pronunciation. (11) I have no energy to repeat my sentences after having corrections. (12) I don't care about my teacher's corrections.					
5	Embarrassment	(13) I feel embarrassed to my peers and teachers when I make mistakes. (14) I am ashamed when my teacher					

		corrects me. (15) I feel humiliated when I get corrected.					
6	Anger	(16) I get upset when I don't understand what the teacher is correcting. (17) I think the teacher does not need to correct me all the time. (18) I feel annoyed when I get corrections while speaking.					
7	Feeling bothered by feedback	(19) I think the teacher is not patient enough to wait for the					

		end of my sentences (20) I feel uncomfortable when my teacher gives me feedback. (21) I need more time to correct my mistakes over my teacher's.					
8	Feeling sorry	(22) I feel guilty about my mistakes. (23) I feel bad about my ability when I get a correction. (24) I feel pathetic when a teacher corrects my speaking					

9	Feeling overwhelmed after receiving correction	(25) I feel overwhelmed by my teachers' corrections. (26) I think my teacher gives more correction than I need. (27) I think not all speaking errors should be corrected.					
10	Nervousness	(28) I think many times before speaking (29) I am anxious to get feedback when I make mistakes. (30) I doubt that I won't make a					

		mistake while speaking.					
1 1	Worry about making oral mistakes	(31) I worry about making oral mistakes when doing class activities (32) I am uncertain that I won't make mistakes while speaking. (33) I fear to get many corrections during my speaking.					