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**The Effect of Teachers' Corrective Feedback on
Students' Oral Performance: Case Study of First Year
EFL Students at the University of Ain Temouchent.**

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a

Master's Degree in Didactics and Applied Linguistics.

Submitted by:

Raounek AMMAR

Fadhila BELABBES

Board of Examiners

President: Dr.Kheira HADI
Supervisor: Dr.Amel MEBARKI
Examiner: Dr. Rym ALLAL

Ain TemouchentUniversity
Ain TemouchentUniversity
Ain TemouchentUniversity

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Dedications

Raounek AMMAR;

I dedicate the following piece to my loving family for their support and understanding especially my parents, their prayers are what sustained me this far. Special thanks to my sisters Maram, Intissar and Manel el-sabirine. I would also like to give special thanks to my dear friend Belabbes Fadhila.

Fadhila BELABBES;

Before all, my thanks and gratitude to ALLAH

I dedicate this humble work to the memory of my grandparents, to my parents, brothers, and sisters. Special thanks to my colleague at work and my dearest friend Ammar Raounek, thanks for putting up with me. To all my precious friends who believed in me and prayed for my success, and to my lovely Abider Elias and Fadia.

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Abstract

The following research sheds light on teachers' corrective feedback (CF) effect on students' oral performance. The research aims to investigate teachers' corrective feedback role in the evolution of the learners' speaking skills. In order to test the hypotheses, the research is based on a mixed method approach, qualitative and quantitative, for data collection and analysis. It employed two research instruments; a questionnaire for first year LMD students of English at Belhadj Bouchaib University of Ain Temouchent and another questionnaire for Oral Comprehension and Production (CPO) teachers, to examine their opinions about the feedback provided by OE teachers. The second instrument was a classroom observation conducted during the second semester of the academic year 2022/2023 with first year LMD English students at Belhadj Bouchaib University. This observation helped gain a live data concerning the appropriate use of the teachers' feedback, in addition to providing a general insight about the students' reaction towards their OE teacher's corrective feedback. According to the research results, corrective feedback from oral expression teachers improves students' speaking performances, especially when it is given during the production. However, if it is given improperly in the middle of the production, it will confuse the students and reduce their fluency. As a result, it is expected that both EFL students and oral expression teachers will value the importance of feedback and regard it as an integral part of their teaching-learning process.

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Acronyms And Abbreviations

CF: Corrective Feedback.

FB: Feedback.

EFL: English as a Foreign Language.

SL: Second Language.

SLA: Second Language Acquisition.

CPO: Oral Comprehension and Production.

LMD: Licence, Master, Doctorate.

General Introduction

General Introduction

While the efficiency of EFL (English as Foreign Language) learners' oral performances has been a prominent subject of research in language acquisition and learning over the last decades, many linguists aimed to investigate the development of proficient English fluency. Consequently, much attention was given to teachers' role and contribution to learners' oral performance development. The issue of teacher's oral corrective feedback is always debatable and open for investigation for many scholars who have doubts about whether it is beneficial to language development as well as the speaking skill enhancement. In fact, students who interact and speak during the class commit many mistakes and errors and the teacher tries to fix or correct them. Therefore, the main issue confronted within this research is the impact of the teacher's oral corrective feedback on the development of the student's oral performance. The present research states that the teacher's oral corrective feedback has an effect on the learners' speaking skill and leads to a better achievement, where the students' ability to develop their speaking skills is through the teacher's oral corrective feedback.

To serve the aims of the study, the following questions are raised:

- In what way does the teacher' corrective feedback have an effect on improving learners oral performances?
- Which type(s) of corrective feedback has a better improvement of the oral performance?
- What are the teachers' attitudes toward providing their students with oral corrective feedback?

Classroom interaction is the only opportunity given to students to increase their oral performances, through which the teacher can determine their level, notice their errors and correct them via giving students the appropriate oral corrective feedback strategies, this leads us to hypothesize that :

- learner's speaking skill improves noticeably when met with teacher's corrective

feedback.

- The positive feedback has a greater role in the improvement of the learner's oral performance.

- Teachers care more about giving effective corrective feedback that provides meaningful learning experiences for all students.

The present research aims are:

1. To introduce the teacher's oral corrective feedback and to investigate its effect on the development of the learners' speaking skill.

2. To understand how and to what extent the oral corrective feedback could activate the students' speaking skill.

3. To investigate the most effective type of corrective feedback to improve the speaking skill.

4. To decide about when corrective feedback should be given.

The present research requires the use of both the qualitative and quantitative methods. This study tries to comprehend the nature of the corrective feedback from the perspective of EFL learners, in an attempt to identify its nature according to them ; whether it enhances or hinders their communicative skills. Also, to reconsider teachers' oral corrective feedback as a key factor that may affect the learners' speaking skill, raise their oral engagement in the classroom, and give the students more chances for a potential use of their competences and capacities with less physiological barriers.

The data is collected through questionnaires for learners and teachers and an observational session for teachers of English at Belhadj Bouchaib University of Ain Temouchent. The students' questionnaire, intended for first year LMD students, is designed to investigate learners' attitudes and reactions toward their teachers' oral corrective feedback. The teachers' questionnaire aims to investigate the teachers' opinions about providing the oral corrective feedback to enhance the learners' speaking skills. Lastly, the observation during the classroom

sessions is intended to observe both of the students' and teachers' attitudes toward the corrective feedback. The analysis of the collected data aims at determining the effective types of oral corrective feedback that will provide the basis for developing the speaking skill.

The subjects of the study are first year LMD English language learners from the department of English in the University of Ain Temouchent. They are Baccalaureate holders of different streams (Natural sciences, Philosophy and Foreign languages.) who learned the English language since the first year of Middle school they were chosen because its their first impact with the English language as a whole stream with sub modules.

The present dissertation consists of three main chapters. The first chapter discusses theoretical issues about the teachers' corrective feedback and the speaking skill. Chapter one reviews literature on Corrective Feedback, the main focus of this chapter is on its definition, its main types, its importance in learning foreign language and its effectiveness. Thus, Speaking Skill, its definition, importance, aspects of speakers' performance. Chapter two is concerned with the analysis of the collected data by means of students' and teacher's questionnaire and classroom observation. The final chapter gives descriptive analytic statistics of the results obtained from the administered teachers' observation and questionnaires'. In addition to the general conclusion that is based on the concluded results of the study.

Chapter one: EFL Learners' Oral Performance.

1.1 Introduction

Teachers' corrective feedback is one of the most influential factors in a student's life; teachers must provide the learners with quality feedback that will help the students improve their oral performance and speaking skills. Every interaction between the teacher and the learner affects the oral performance of the students. It improves their understanding of spoken English. Teachers correct students' errors using more complex structures and words. In this way, they learn to form correct sentences, develop better vocabulary and carry on meaningful conversations.

1.2 Speaking Skill

Speaking is one of the four essential language abilities. Speaking ability is required for appropriate communicative discussion and mutual comprehension. The ability to communicate clearly and eloquently is something that EFL students should strive towards. Speaking abilities are frequently acquired during the learning process and will benefit learners throughout their lives.

1.2.1 Definition of Speaking Skills

In general, speaking skill is the skill that enables a person to pronounce letters, form sentences and also enables him to word his ideas and communicate with others. This skill is second among other skills and the most common and used among them. Chaney (1998, p. 13) views speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Therefore, speaking skills are simply defined as the tools and tricks that enable an individual to communicate orally, convey information and understand the message being conveyed.

1.2.2 Types of Speaking Skills

Speaking skills are the core to successful communication, it consists of four elements.

(a) Vocabulary: the most important aspect of learning any new or foreign language is vocabulary. It covers all language skills: speaking, writing, listening, and understanding. For example, when we speak and write, we need vocabulary; when we listen and read, we need understanding, so vocabulary knowledge is the bridge to learning foreign languages. The majority of EFL learners lack vocabulary; for example, when they can't find the right word, they tend to use a synonym, which does not always have the same meaning. In fact, this difficulty stems from a lack of both listening and reading skills, which work on developing learners' vocabulary knowledge by introducing new words or vocabulary at each opportunity. (Nation 2001)

(b) Grammar: According to Ur (2000, p. 75), grammar is usually defined as "the way words are put together to make correct sentences." Grammar includes lots of important areas for spoken language, such as an understanding of tenses and the correct way to structure sentences. It helps the speaker convey information in a way that the listener will recognize and understand.

(c) Pronunciation: knowing how to pronounce words correctly is another important aspect of speaking skills. People learn how to pronounce words by listening to the people around them, like parents, friends, and teachers. The pronunciation of words varies from country to country and even from city to city! This is largely due to poor phonemic awareness. This requires an understanding of the smallest units of spoken language. There are many differences between English and other languages. The fact that some phonemes may not be present in the native languages of ESL students can confuse them because children's minds are trained to classify phonemes in their first language. This English ability can be developed by playing language games and singing songs and poems to reinforce rhythm and repetition. For this reason, the learners are asked to do more practice concerning the aspect of pronunciation, so that; they can be able to speak the correct language.

(d) Fluency: is defined as "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995). In other words, speaking fluency is the ability to speak without pausing

or hesitating. Some researchers believe fluency and accuracy are linked. Pishkar (2017, P. 307) confirms this relationship by stating that speaking fluency necessitates the ability to correctly use language structures. Because fluency does not follow rules, it necessitates intensive practice of its characteristics in order to improve the speech of foreign language learners. According to Pishkar (2017, P. 305), "providing a variety of situations and frequent speaking tasks for learners plays a significant role in the improvement of their fluency and accuracy in speaking".

1.2.3 The Importance of Speaking Skills

Speaking is among the most crucial skills people can acquire since it allows interacting with others and conveying emotions. We use formal and informal speaking skills throughout our lives in a variety of settings. Speaking skills can be divided into formal and informal categories. Informal speaking abilities are essential for interactions with friends and family since they help build emotional relationships. But in professional settings, public speaking situations, and discussions with strangers, formal speech is expected. The use of formal language helps people communicate politely and creates a positive first impression. Speaking ability is viewed as the most important component of language.

1.3 Classroom Interaction

Interaction is the key to successful learning where students can express their needs and shortcomings and develop their acquired knowledge. All societies, at all levels try to adopt modern educational ideas to train qualified teachers and professors who can achieve the goals of education with the teacher as the representative of society in dealing with pupils, allowing every pupil or student to grow well in his personality, knowledge, and behavior. Since the teacher is the engine of the educational process he/she influences the students directly through interacting in a certain way in general and with verbal interaction in particular.

1.3.1 Definition of Classroom Interaction

Students become more involved in speaking in class through classroom interactions. According to Goronga (2013), classroom interaction promotes student engagement in the teaching and learning process. This means that interactions among students in the classroom stimulate them to engage in the teaching and learning process. Teachers and students need to create positive interactions in the classroom to ensure effective learning throughout the day.

1.3.2 Types of Classroom Interaction

The interaction between the teacher and the student is the mainstay in the educational situation because it not only leads to the achievement of special education goals in the lesson but also leads the student to acquire different cultural and social patterns, whether from the teacher or other students. Therefore, classroom interaction can be categorized under

1.3.2.1 Teacher-Student Interaction

Teacher-student interaction is the interaction between teachers and students, where teachers play an important role in this interaction. Teachers provide questions, answers, and discussion sessions to improve students' English speaking skills. To arouse the students' emotions, the teacher should have a personal conversation with some of the students. Interactions include activities such as explaining, praising, correcting mistakes, providing information, asking questions, directing exercises, repeating words, surprising, and laughing. When teaching the learning process, the teacher should set the volume, speed, and word choice when explaining. This makes it easier for students to understand the content. Classroom interactions play an important role in improving students' speaking skills. Teachers should use different methods with students who are interested in speaking lessons. This allows students to express themselves with confidence. Using interesting topics encourages students to participate in class activities.

1.3.2.2 Student-Student Interaction

The interaction between students during EFL learning activities plays a crucial role in improving the students speaking abilities. The teacher should use various methods to engage students to be more interested in speaking in class. Offering them more confidence to speak up and interact with other classmates using interesting topics to encourage students to take part in classroom activities and employing a variety of structure and grammar to pique the student's interest. In the classroom, teaching and learning activities such as debate, discussion, drama, and so on are commonly used.

1.3.3 Classroom Speaking Activities

In oral presentation sessions, the teachers' main goal is to develop students' speech performance to communicate fluently and accurately. To attain this goal, teachers can create various class activities. For example, role-playing, storytelling, classroom discussion, and communication games are activities intended to allow students to speak in front of a group and express themselves. In this sense, Thornbury (2005, p. 94) states that "Whether or not learners will have to give a presentation or talk in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real life speaking". Teachers should be aware of the kind of activities they present to their students depending on the learners' level.

a) Academic presentations: In this activity, the teacher forms the students into pairs or groups and asks them to present an academic presentation. For instance, "language and gender," after which a discussion will take place.

b) Stories, jokes, and anecdotes: Storytelling activities have long been used in classrooms due to their importance in providing students with opportunities to practice their oral skills. Jokes and anecdotes have the same goals as well.

c) Discussion: Discussion is one of the most common types of speaking activities used in EFL classes during oral work. According to Harmer (2001) discussion is a speaking activity that can be seen as the most useful and interesting of oral practice in the classroom because it allows students to exchange opinions, talk about their experiences, and express their views to develop their communicative ability when using the target language. That is to say, it is one of the most important activities used to improve speaking proficiency because it allows students to, reveal their viewpoints, and negotiate meaning, and so on.

d) Games: Games are regarded as various classroom speaking techniques. They are defined as "fun activities that promote interaction, thinking, learning, and problem-solving strategies" by Amy (2010, p. 4). Games are one of the most effective activities for improving communication, language knowledge, reasoning, critical thinking, and problem-solving skills. Learners can express their points of view and provide different information through games by using all aspects of language in an interesting way. According to Johnson and Morrow (1981), games are used to help students improve their pronunciation and word intonation. As a result, games are used not only for entertainment but also to improve accuracy.

e) Role Playing: Role play is one of the most popular classroom activities for EFL students, and it is an extremely effective technique for teaching speaking. According to Brown (2004, p. 174) "the role playing is a popular pedagogical activity in communicative language teaching classes". Therefore, roleplay is the play of imagination which frees learners and enables them to express their thoughts and emotions, it also fosters creativity and maximizes the speaking time and decreases the fear of public speaking, which explains the reasons behind being the most enjoyable activity.

1.3.4 Learners' Speaking Difficulties in the Classroom

When EFL students speak in the classroom, they may encounter several difficulties. These difficulties are regarded as normal during the initial stages of learning a foreign language.

However, the difficulties that students face when speaking in class are caused by a variety of factors. Some of these factors are as follows:

a) The Fear of Making Mistakes

Ur (2000,p, 121) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. However, the teacher can help to reduce this fear and boost students’ self-confidence by making them aware that making mistakes is a natural part of the learning process. According to Harmer (1998, p, 62) stated that “All students make mistakes at various stages of their language learning”. Therefore learners’ focus should be directed toward improving their performance rather than their made mistakes.

b) Mother Tongue Interference

One of the factors that hinder EFL learners from being fluent and effective communicators is the use of their first language (L1) while speaking. According to Baker and Westup (2003, p.12) claimed that "Barriers to learning can occur if students knowingly or unknowingly transfer the culture rules from their mother tongue to a foreign language”. When EFL learners believe they are unable to complete a communication task, they tend to use their mother tongue rather than the target language due to their sense of comfort and ease to express themselves in their mother tongue therefore they become less exposed to the target language as a result.

c) Nothing to Say

According to Ur (2000, p. 121), learners sometimes cannot find a way to express themselves this problem is strongly linked to the concept of 'Motivation', when learners are not motivated or better to say, when the topic is not interesting, the learners seem less engaged in the speaking task, so motivation is an essential factor in learning any new language. Dornyei stated

that "Motivation is one of the key factors during language learning success" (2001, p.91). As a result, teachers should choose topics that will pique students; interest and encourage them to participate in class, such as their point of view of the future or technology seems more interesting and gives learners more opportunities to speak the language; additionally, the classroom environment plays an important role in assisting students in developing their abilities.

1.3.5 The Role of Classroom Interaction

Classroom interaction (CI) is an essential part of language learning as it allows students to practice their language in class and receive feedback from the teacher or other students. CI helps students' better deal with their lack of language skills by speaking up in class and understanding the correct language. Group work and meaningful interaction are also part of productive CI as they give learners the opportunity to control input and assess their communicative success (Hedge, 2000, p. 13). Additionally, Long (1996) argued that the primary source of input for learners is meaningful interaction with a more competent speaker. This means that interaction is the only source that offers learners the ability to control input. As Lyster (2007, pp. 102-103) points out, interaction also allows students to assess their communicative success, by sharing information with the teacher or among themselves. Therefore, CI contributes to language development by providing opportunities to practice the target language by designing CI activities that encourage students to use the target language. In this sense, Littlewood advocated a progression from "pre-communicative" to "communicative" activities involving a variety of interactive language practice activities. This means that these activities should gradually become more related to the use of language in "real life" (1981, p. 16).

1. 4 EFL Learner's Errors and Mistakes in Speaking

The two biggest barriers to speaking that students face are the fear of making a mistake and the fear of the teacher's and classmates' reactions; in these situations, students typically choose to remain silent or not participate at all. As reported by Ur (2000. p. 121), "Learners are often

inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts". Making the students aware that making mistakes is a normal part of learning can help the teacher ease their anxiety and boost their confidence. As per Harmer (1998, p.62) "All students make mistakes at various stages of their language acquisition," It's a normal process that they go through. The way the teacher corrects his or her students' mistakes is also crucial because some teachers make their students feel insecure when they do so, which can result in inhibitions. For this reason, teachers must be aware of how they are doing it.

1.4.1 Error Corrections' Theoretical Justification

The use of corrective feedback in the nativist paradigm has little effect on language instruction because it only affects performance and does not change underlying competence. Krashen (1982) a nativist who is opposed to any measurable effects of corrective feedback in SLA; he proclaims that acquisitions cannot be significantly influenced by explicit instruction-based knowledge. Thus far, Long asserts that corrective feedback provides both direct and indirect information regarding the grammatical structure of the utterances since it "connects input, internal learner capacities, particularly selective attention, and output in productive ways," negotiation for meaning, and specifically negotiation work that prompts interactional adjustments by the teacher or more competent interlocutor, is said to facilitate language learning. Similar to this, proponents of the connectionist model of language acquisition make a distinction between conscious and unconscious learning, stress the significance of "making connections" between input and output, and argue that language acquisition ought to be a conscious process.

1.4.2 Errors' Selection

Here, there are two different questions to consider: 1) which specific errors require addressing, and 2) whether CF should be unfocused (check and review most or all of the errors

made by students) or focused (cover only one or two types of errors). There are several suggestions for which errors should be corrected. Corder 1967 made a distinction between "errors" and "mistakes". A mistake happens when there is a competence gap as opposed to a knowledge gap. A mistake is a performance problem that arises from processing errors brought on by competing plans, insufficient memory, and a lack of automaticity. Burt (1975) advocated for educators to concentrate on "global" errors as opposed to "local errors". "Global errors are blunders that interfere with the overall structure of a sentence. Among them are syntactic overgeneralizations, incorrect word placement, and missing or misplaced sentence connectors. Local errors, such as those affecting morphology or grammatical functions, are mistakes that only affect one element in a sentence. As was already mentioned, Krashen (1982) argued that CF should be limited to features that are simple to use and portable (also known as "rules of thumb"). Written CF should target "treatable errors," which are errors related to features that occur "in a patterned, rule-governed way," similar to Ferris' (1999) recommendation (p. 6). Others, Ellis, (1993), have suggested that CF focus on marked grammatical features or features with which students have shown difficulties. None of these concepts are easy to implement. The distinction between an "error" and a "mistake," as claimed by Corder (1967) is unequivocally distinct. The degree to which an error is considered serious often depends on the individual. Vann, Meyer, and Lorenz (1984), for example, found that some educators believed that all errors were equally serious—"an error is an error. There is no broadly accepted theory of grammatical complexity that can guide researchers or teachers in determining which features should be marked or which rules should be easy to remember. When under pressure, teachers frequently don't have the time to recognize problematic elements. Even if it were possible in written correction, doing so in the context of online oral correction would be next to impossible. Concerning the second problem, selecting which errors to fix, the choice is more probable. Instead of attempting to address every mistake students make, methodologists typically advise educators to focus on a small number of them (e.g., Harmer, 1983; Ur, 1996). SLA researchers agree that having a focused approach has its

advantages. This approach is required for experimental studies of CF because it is necessary to prioritize which errors must be fixed to create the proper testing instruments. It's interesting to note that recent studies (Bitchener, Young, and Cameron, 2005; Sheen, 2007; Ellis and others, 2008) have shown that written CF is effective at promoting acquisition when it is "focused." These studies suggest that Truscott's theories about the general ineffectiveness of written CF may be unfounded.

1.4.3 Choice of Correction

Teachers are frequently advised to allow students to self-correct and, if that fails, to invite other students to do so (Hedge, 2000). For example, such advice is regarded as integral to the learner-centered educational philosophy of the West. Researchers have also investigated whether self-correction is both feasible and beneficial, motivated by theories that place a greater emphasis on learner output as opposed to input. By simply repeating the incorrect word or phrase or asking for clarification, for example, some CF strategies automatically place the responsibility of correction on the learner. "Indirect correction" (e.g., indicating the presence of an error without providing the correct form or using an error-coding system to signal the general category of an error) constitutes a halfway house in the context of written CF. This means that the teacher takes on some responsibility for correcting, but each student is left to make the actual correction. Prodding the learner to self-correct is effective in promoting the acquisition, according to evidence (e.g., Lyster, 2004; (2006) Ferris However, there are a few issues with learner self-correction. First, most students would rather have their teacher correct them. Second, and this is the most important point, students cannot self-correct unless they are familiar with the language. In other words, according to Corer, they can fix their "mistakes," but not their "errors." For students to recognize forms that are not yet part of the inter language, additional corrections, typically made by teachers, will be required. Thirdly, even though output prompting CF strategies indicate that the learner is having difficulty speaking, they do not specify whether the issue is linguistic or just communicative. Thus, there are clear theoretical and practical reasons to encourage self-correction;

however, methodologists like Hedge acknowledge that this will not always be possible. Teachers are faced with a dilemma as a result: should they direct the learner to self-correct or should they push the learner to self-correct? The use of CF as a two-stage procedure is one potential solution to this issue that is frequently advocated for: Encourage self-correction first, and then correct if that fails. Doughty and Varela (1998) took this approach. They responded to errors made by the learner by first repeating the utterance and emphatically stressing the error, then reformulating the utterance if the learner failed to correct it.

1.5 Corrective Feedback

Corrective feedback can be summarized as the procedure made by the teacher highlighting a student's writing or speaking error. Sheen (2011, p.133-132) stresses that the difference between feedback and corrective feedback is that corrective feedback requires the presence of an error, whereas feedback as such could be an encouragement, after making a mistake, students can receive correctional feedback in writing or verbally. One type of corrective feedback is a teacher's written comment on a student's grammatical error; Oral correctional feedback, on the other hand, is discussed as the reaction given by the teacher in an attempt to correct or guide the learner's speaking errors. Ellis, Loewen & Erlam (2006, p. 340) define corrective feedback as follows:

Corrective feedback takes the form of responses to learner utterances that contain errors. The responses can consist of (a) an indication that an error has been committed, (b) a provision of the correct target language form, (c) meta-linguistic information about the nature of the error, or any combination of these.

As previously mentioned, corrective feedback can be summed up as the verbal exchange between the teacher and his students. Corrective feedback can take many different forms, such as giving orders and instructions, expressing approval and encouragement, accepting ideas, or expressing disagreement and discouragement. Students will experience a

genuine inclination to participate in discussions between all parties, making learning richer, more valuable, and meaningful.

1.5.1. Definition of Feedback

Feedback is defined as "advice, criticism, or information regarding the quality or utility of something or someone's work" in the Oxford Advanced Learners Dictionary. While in linguistics, feedback is information that is given to a person to broaden and develop learning experiences and evaluate performance incrementally toward a goal. Feedback can be intentional or unintentional, according to Bangert-Drowns, Kulik, and Morgan (1991, p. 215). Intentional feedback serves to inform performers as to whether their performance is accurate or appropriate. Unintentional feedback also refers to knowledge gained through unplanned interactions, such as watching other students complete a task. The key distinction between the two types of feedback is how the information is received by the learning recipient. Finally, educators can help students grow and develop by using feedback to create a positive learning environment in their classrooms. According to Kerr and Nelson (2006:57), "feedback typically occurs as a result of particular behaviors". Therefore, feedback is defined as the given information describing and assessing students' performance in a specific activity "intended to direct" their future performance.

1.5.2 Corrective Feedback

Some schools of thought, such as behaviorism, which held that mistakes should never be tolerated in the classroom, believed that error correction was unnecessary and even harmful to language learning. Corrective feedback was defined both as a "complex phenomenon with multiple functions" and as "responses to learner utterances containing an error" (Brown, 2007; Larsen-Freeman, 2000; Richards and Rodgers, 2001). The question of whether or not to fix mistakes has raised divisive topics in SLA. The potential for corrective feedback to obstruct communication and hurt students' emotions, on the other hand, has led some academics to advocate for its abolition.

However, corrective feedback and error correction are currently held in high regard by SLA researchers (Ellis, 2006).

1.5.2.1 Types of Corrective Feedback

There are various different types of corrective feedback that can be used in a classroom setting to help students improve their skills. Some of the common types of corrective feedback will be included in the passage below. Each of these techniques has its own set of benefits and limitations, so it's important to select the type of corrective feedback that will work best for the individual student and the task being performed.

a) Explicit Feedback: This type of feedback overtly indicates that an error occurred to draw the learner's attention to it (e.g. grammatical explanation i.e. recast and explicit correction/feedback). Carroll and Swain (1993) define explicit feedback as « Any feedback that overtly states that a learner's output was not part of the language to be learned » (p.361). This type of CF is just a rephrase of learners' output without pushing peer- or self-correct.

b) Implicit Feedback: It tries to draw the learner's attention to the error made without directly indicating it or interrupting the flow of interaction. Carroll And Swain (1993) refer to implicit feedback as including, « ...such things as confirmation checks, failures to understand, and request for clarification (because learners must infer that the form of their utterance is responsible for the interlocutor's comprehension problems)» (p.361). Such forms of feedback (e.g. elicitation; metalinguistic feedback; clarification request; repetition) encourage and facilitate peer- and self-repair.

1.5.2.2 Input-providing vs. Output-prompting Feedback

a) **Input-providing feedback:** The teacher directly provides the correct form. Opponents of input-providing feedback suggest that learners may simply imitate the correction provided without any attempt to think of it i.e. just spoken orally.

b) **Output-prompting feedback:** The teachers "... offer learners an opportunity to self-repair by generating their own modified response" (Lyster, 2004, p. 405) i.e. the teacher encourages learners and gives them the chance to self-correct the error. This type of FB, unlike the input-providing FB, involves learners in a « deeper mental processing » (Lightbown & Spada, 2006) as they search for the correct form. Lyster (2004) suggested that the students should have latent knowledge of structure (L2 competence). He stated further that prompting will not be useful if the students are not familiar with the grammar structure and the vocabulary.

1.5.3 Classification of Corrective Feedback Strategies

There are numerous classifications for CF strategies proposed by various researchers (Lyster & Ranta, 1997; Ellis, 2009; Burke & Pieterick, 2010). Lyster and Ranta's (1997) classification which includes six different categories is mainly used for learners' oral productions, although with a little modification, it functions with learners' writing activities as well. When studying corrective feedback and learner uptake in four French immersion classrooms at the primary level, Lyster and Ranta (1997) distinguish six types of corrective feedback in their often-cited classroom observation study :

a) **Explicit Correction/ Feedback:** teachers supply the correct form and indicate that the student's utterance is incorrect (Lyster & Ranta, 1997).

b) **Recast:** involves the teacher's reformulation of all or part of a student's utterance, minus the error. Spada and Fröhlich (1995) also refer to such reformulations as « paraphrase ». Some recasts

are more salient than others in that they may focus only on one word, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse (Lyster & Ranta, 1997).

c) Elicitation: According to Lyster this type of feedback refers to at least three techniques that teachers use to directly elicit the correct form from the learner; asking for the completion of their utterance « elicit completion » by strategically pausing to allow students to « fill in the blank », asking questions, or asking for reformulation. (Lyster & Ranta, 1997)

d) Metalinguistic Feedback: contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly correcting (Lyster & Ranta, 1997). Metalinguistic comments generally indicate that there is an error somewhere, whereas, metalinguistic information provides either some grammatical metalanguage that refers to the nature of the error or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student (Lyster & Ranta, 1997).

e) Clarification Request: According to Spada and Fröhlich (1995), Clarification Request is a question that indicates to students either that their utterance has been misunderstood or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This FB type can refer to problems in either comprehensibility or accuracy or both. A clarification request includes phrases such as "Pardon me" as a request for further information from the student about a previous utterance. It may also include a repetition of the error (Lyster & Ranta, 1997).

f) Repetition of Error: refers to the teacher's repetition, in isolation, of the student's ill-formed utterance. In most cases, teachers adjust their intonation to highlight the error (Lyster & Ranta, 1997).

1.5.4 Effectiveness of Corrective Feedback

According to Elliot, Loewen, and Erlam (2006), both implicit and explicit CF methods have a symbolic effect on how English language learners learn the language and how knowledgeable they are about English grammar. To improve learners' inaccurate performance and encourage improvements in English accuracy, explicit CF is the most adequate strategy. According to Ferris and Roberts (2001), providing students with explicit or direct feedback is preferable because it lessens confusion, misinterpretation, and problems remembering error codes provided by teachers. According to Lyster (2004) and Ammar and Spada (2006), studies have shown that output-prompting techniques (implicit CF) are more efficient than recasts and explicit correction. which implies that learners in the medium and low groups learn more effectively due to improved oral accuracy. CF has little to no effect on learners' performance compared to those who do not receive it, according to studies by Truscott (1999); Ashwell and Ferris (2000).

1.5.4.1 Criteria for Effective Feedback

Before providing their students with feedback, OE teachers must take into account a few principles that guarantee the effectiveness of their feedback. In this vein, Frey and Fisher (2011) propose four criteria for effective feedback: promptness, specificity, comprehension, and action ability. Timely Feedback numerous academics have argued that the timing of student feedback has a significant impact on its effectiveness. According to Brookhart (2008, pp. 10-11), a teacher should provide feedback to students while they are still engaged in the learning objective. This way, students will be able to incorporate the feedback into their subsequent performances, allowing them to improve their abilities from one performance to the next. According to Iron (2008, p. 23), "if students don't get the feedback soon enough, then feedback is less likely to be perceived as useful for their ongoing studies." This suggests that the power of feedback increases with its promptness.

Aucune entrée de table d'illustration n'a été trouvée.

Examples of Good Feedback Timing	Examples of Bad Feedback Timing

<ul style="list-style-type: none"> • Returning a test or assignment the next day • Giving immediate oral responses to questions of fact • Giving immediate oral responses to student misconceptions. • Providing flash cards (which give immediate right/ wrong feedback) for studying facts. 	<ul style="list-style-type: none"> • Returning a test or assignment two weeks after it is completed • Ignoring errors or misconceptions (thereby implying acceptance) • Going over a test or assignment when the unit is over and there is no opportunity to show improvement.
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a. Specific Advice

It is not necessary for feedback to be cursory or superficial in order for it to be constructive and accomplish the intended goals. According to Brookhart (2008, p 33) "Determining how specific to make your feedback is a matter of the Goldilocks principle: not too narrow, not too broad, but just right," which imply that students require precise and specific constructive feedback in order to determine how well they performed the task and what they should do next. In addition, Frey and Fisher (2011, p. 72) argue that the grades and marks teachers give for a particular performance are not considered feedback because they do not tell students exactly where they did well and where they did poorly, as well as what they can do to improve.

b. Understandable Feedback

In addition to the aforementioned criteria, the language used to provide feedback has a similar impact on its effectiveness. To put it another way, OE teachers must provide feedback in a language that students can comprehend. "Feedback doesn't do much good if students can't understand it," Frey and Fisher (2011, p. 73) state, "Feedback doesn't do much good if students can't understand it." It wouldn't do you much good to receive feedback from a teacher in a language you don't understand. Additionally, according to Iron, A. (2008, p. 23), "Feedback should be understandable and communicated in such a way as to enable students to use the feedback to

help in achieving the learning outcomes or reaching the required standard," feedback will not change anything if students are unable to receive it.

c. Actionable Feedback.

Students should revise, review, practice, retry, and act upon the feedback they receive. This is one of the various roles that teachers' feedback serves. Teachers' feedback, on the other hand, is thought to have a positive or negative impact on student achievement. For instance, the feedback has a negative impact only when the instructor specifies whether the answer is correct or incorrect. On the other hand, the feedback will have a positive impact if the instructor provides his or her students with some explanations and clarifications regarding their oral performance. Therefore, it would be preferable if the OE teachers concentrated more on constructive feedback (Frey and Fisher, 2011).

1.5.4.1.1 Feedback during the Oral Work

In general, teachers' feedback has a significant impact on improving student's oral performance. However, Harmer (2007, p. 142) argues that teachers should respond to their student's oral performance in a variety of ways. This is since how students receive feedback does not merely depend on a single aspect; rather, the nature of the lesson, the nature of the mistake committed, the nature of the activity itself, and the learner who committed the As a result, during the oral work, he made a fundamental distinction between two types of feedback.

1.5.4.1.2 Feedback during Accuracy Work

Grammar, pronunciation, or vocabulary activities are followed by two methods for teacher feedback when the teacher plans an activity to help students become more accurate, such as during the oral expression session. The first one serves to highlight the mistake that was made and is only used for what we refer to as "language slips". Nonetheless, when a teacher makes a mistake, they

hope that the students will correct it on their own; however, if they are unable to, the teacher can use the second method, which is getting it right, to intervene (Harmer, 2007, p. 144).

A) Showing Correctness

The teacher attempts to demonstrate to the students the error they have made using this strategy, which can be carried out in one of the following ways:

- a- **Repeating:** Teacher ask the students to repeat what they have said with a specific tone hinting that a mistake was committed.
- b- **Echoing:** Where the teacher himself repeats and stresses on the wrong utterance of the student highlighting the wrong part to indicate the mistake's placement.
- c- **Statement and question:** Teacher directly indicates the incorrect part by using question form.
- d- **Expression:** Here the teacher resorts to using a facial expression to imply that something is incorrect. To avoid misunderstandings, this could only be done by a teacher who is very familiar with their students.
- e- **Hinting:** When students are aware of the rule but are having trouble recalling it at the moment, they may use this strategy. Here, the teacher can provide tips to aid the students in remembering the rule.
- f- **Reformulation:** According to Harmer, the teacher corrects their students by reformulating what has been said with a correct version during accuracy as well as fluency work. (Harmer, 2007, p. 144-145)
- g- **Getting it Right:** the teacher can provide the right answer when the students are unable to on their own. Additionally, this can be accomplished in a variety of ways. For instance, the teacher could pronounce the sentence in its proper form by emphasizing the appropriate portion before saying it again normally

(Harmer, 2007).

1.5.4.1.3 Feedback During Fluency Work

It happens when teachers react to students' speaking in a fluency task; they don't just concentrate on the language performance, but also on how the learners will behave in future fluency tasks. If it is completed after the task, rather than in the middle of it, it will be beneficial. Ur, P. states that "there are some situations when we might prefer not to correct learner's mistake in fluency work, for example, when the learner is in mid-speech, and to correct would disturb and discourage more than help" (1996, p.246). However, there are times when the teacher should step in and help students with their fluency.

a) Gentle Correction

The educators can mediate and help their understudies during the familiarity exercises for the situation when the correspondence totally breakdowns, however it is vital to take note of that the educator's rectification in those cases must be finished in a delicate manner. All in all, the approach to remedying students' mistakes shouldn't stop the progression of the presentation. Delicate revision should be possible in various structures, for instance, reformulation of what has been said, or a basic idea to create changes can be think about a delicate rectification.

b) Recording Mistakes

At the point when the students get involved in the oral activity given, the teacher serves as a supervisor, this intends that, during the student's presentation, the teacher needs to watch, tune in, and record how the learners are working, so he/she might give exact and productive corrective feedback. Then again, Harmer (2007, p. 146) guaranteed that "One of the issues of giving feedback after the event is that it is easy to forget what students have said", consequently, he proposed a few answers for this issue, for instance, the educator can attract a little table which he/she records the most repeated errors that the students commit, or, the instructor can utilize a sound or a video

recorder, then, at that point, he/she partitions the students into little gatherings, each gathering focus on one part of the language (punctuation, jargon, pronunciation...and so on). Along these lines, the instructor will have all the expected data and the student will be included in the method involved in providing him/ her with feedback. (Harmer, 2007, p. 146-147)

c) **After the Event**

This latter can be provided in a number of different ways. For example, teachers can simply comment on how the performance was (good or bad), or they can write a mistake on the board and ask students to correct it, or they can write both the correct and incorrect answers and then ask students to choose which one is correct. However, since constant corrections will have a negative impact on the students' progress, it would be preferable if the instructor focused only on the most frequent errors when performing this task. (Harmer. 2007, p. 147)

1.6 Positive vs. Negative feedback

When discussing feedback as a teaching tool, positive and negative feedback are typically distinguished in common usage. Many academics and researchers believe that positive feedback is more effective than negative feedback at improving students' learning. Positive feedback is the praise that teachers give their students when they do something right. It serves two primary purposes: The first is to tell the students that their work was good, and the second is to help them feel more confident by giving them praise. On the other hand, when a student performs poorly or incorrectly, negative feedback can be provided by teachers in the form of criticism, punishment, or direct correction. It is widely held that this kind of feedback hinders the growth of students. Nunan (1991, pp. 195-197), but other researchers disagreed, claiming that positive feedback is more effective and that negative feedback hurts students' learning. According to these researchers (Hattie, & Timperley, 2007, p. 96), praise-based positive feedback is less likely to be effective because it contains little information about the task performed. Also, Harmer (2007, pp. 138-139) says that giving students a lot of praise will not help them much; rather, it will make them "praise

junkies." This means that students will be more interested in getting the attention of their classmates and will ignore the progress they are making.

According to Ackerman and Gross (2010, p. 174), the idea of negative feedback is as follows:

Feedback by nature must be negative to an extent if it is to help improve performance. Much of the feedback that instructors give on assignments is to specifically point out the shortcomings of a student's work and motivate the student toward improvement. Such feedback is intended to be received as 'constructive criticism.' However, although students may say they value feedback in general, when it is about their performance and by extension themselves, the impact on self-esteem may provoke a negative reaction."However, even though students may assert that they value feedback in general, the impact on self-esteem may be negative when it concerns their performance and, by extension, themselves.

According to the aforementioned quote, negative feedback is more effective than positive feedback because the information it provides aids more than positive feedback. However, to avoid demotivated students, negative feedback should be provided constructively, i.e. by demonstrating the error and gently demonstrating how to correct it. According to Harmer (2007, p. 139), when providing negative feedback, we should first acknowledge the learners' efforts and then point out the error.

In conclusion, it would appear that effective feedback should include both positive and negative feedback because students will not benefit from receiving too much praise or criticism.

1.7 Timing of Corrective Feedback

When a mistake is first made, the corrective feedback must happen at the same moment and location as the mistake. In light of this, Harmer (2008, p. P 131) describes a tactic in which the instructor records information about the students' performance and mistakes. Before giving the feedback, he asks the students what they think about the discussion. In the end, all of the students'

mistakes are recorded on the board, brought up in class, or given to the specific students who made them. It is crucial that teachers choose a method for recording student mistakes so they can be corrected later on, such as recording the activity on tape, relying on memory, or simply noting the mistakes down (Harmer, 1998). This strategy is valued because it promotes fluent speaking among the students by not interfering with communication or confusing their thoughts. Willis and Willis (2007) made this post-task stage correction their choice because it contextualizes form-focused instruction and prevents learners from becoming fixated on a specific linguistic structure while they are working on a task. Additionally, they contend that if the linguistic forms are discussed during a pre-task phase, i.e. the meaning, which is crucial in any task-based or the communicative approach, would receive less attention from the students before the task and more attention would be given to the form.

1.8 Conclusion

As previously stated, oral corrective feedback is crucial to the development of EFL students' efficiency in oral performances. The teacher providing corrective feedback allows the learners' speaking skills to grow healthily and flourish. While, most EFL learners face various difficulties while speaking either on one of the following levels: grammar, vocabulary, pronunciation, and fluency or in all combined. The teachers' role is to assess and observe and then choose the appropriate time and manner to interfere with the students' made errors and mistakes therefore the learner will be able to achieve his needs and requirements related to EFL learning and consequently ameliorates his speaking skills level. Teachers' corrective role can be summarized in providing adequate correction with proportional measures that respect the learners' characteristics and personality.

Chapter Two: Research Methodology and Data Collection

2.1 Introduction

This chapter is dedicated to the methodological intake of the conducted study. As a result, it discusses the study's methodology. This chapter entails the study's research design. It aims to showcase the different used research instruments and tools. Moreover, this chapter provides a detailed description of the participants and data collection methods

2.2 Research Aims and Motivation

The purpose of this quantitative qualitative study is to determine whether teachers' corrective feedback has a positive or a negative effect on the students speaking skills and if the teachers' corrective feedback during speaking activities aids students in improving their speaking skills more than providing it later. Therefore, this study focuses on whether students have a positive or a negative attitude regarding their teachers' corrective feedback.

2.3 Research Design

This study relies on mixed methods, which provide the researchers the conceptual and analytical flexibility to conceptually and analytically integrate traditional quantitative research techniques with qualitative research and qualitative data (such as semi-structured interviews, observations, and focus groups), to aid translation. In addition to determining if an intervention is beneficial, mixed methods help determine how, why, and for whom it is helpful. This work uses two separate methodologies, namely the use of questionnaires and classroom observation, to generate trustworthy and valid data from the participants (students and teachers). These techniques are used to collect quantitative and qualitative data, which will be addressed in the chapter following the current one. The several techniques that are focused on quantity and measurement are also identified by the quantitative approach. However, because it is linked to exploratory investigations, where the researcher requires and seeks qualitative replies, the qualitative approach deals with non-statistical procedures in the process of gathering the data.

2.4 Methods of Data Collection

The research followed mixed methods paradigm that attempts to collect quantifiable information for statistical analysis of the population sample using both questionnaires and observation. Research tools allow us to collect and describe the demographic segment's nature. Hence, focus more on the "what" of the research subject that is the factors that make the corrective feedback helpful to EFL learners and the "why" of the research subject i.e. the results that occur after the prosperity of these methods and strategies.

To analyze and make decisions about the validity of the research hypotheses the following data were collected. These collected data help in making some conclusions about the performance of teachers' oral corrective feedback on students' oral performances, taking into account the importance of data collection to determine the research's outcome. Before going into the methods of data collection, let us understand what the interests of this current research are. The primary aim of this study is to investigate the attitudes of both students and teachers of the English language concerning the implication of teachers' corrective feedback in EFL classrooms in addition to the reasons that lead the students to either accept, refuse or ignore their teachers' corrective feedback. In contemplation of getting pertinent and useful information that helps comprehend and perceive the attitudes of each student and teacher regarding corrective feedback, this research has been examined from a range of aspects while applying certain techniques of data collecting.

Concerning the methods of data collection, this study focused on adopting both of the quantitative and qualitative methods, which help provide the needed and related data. Although there are various selection of tools such as the questionnaire, interview, group focus and other instruments to gather the needed data whilst conducting this research the following two instruments were the only good fit to meet the hoped results. The first tool is the questionnaires for both students and teachers each consists of approximately fifteen questions. While the other instrument is an observation held on various sessions.

2.5 The Quantitative and Qualitative Framework of study

Data selection method is a very crucial step for any research, since it affects directly the concluded results in which each methods offers certain advantages and limitations. There are both quantitative and qualitative procedures, and each one is specific to a particular study. First, there is the quantitative approach, which is focused on handling data collecting through organized methods and tools like questionnaires. In the process of gathering data and information, this strategy also has a link with statistics and numbers. As a result, the researcher prefers to compute the statistics and the quantity of responses provided by the participants utilizing the questionnaire. In other words, quantitative research is the systematic examination of phenomena through the collection of quantifiable data and the application of statistical, mathematical, or computational techniques. It gathers information from current and potential customers through sampling methods and the distribution of online surveys, polls, and questionnaires. Therefore, the employment of the quantitative method in this study aims to numerate the gathered information in order to decide which corrective feedback is more effective in improving learners' fluency and accuracy.

The qualitative approach, on the other hand, is an approach that works with non-statistical means while gathering the required data for the study. Qualitative analysis is a type of educational research in which the researcher relies on participant perspectives, asks broad, general questions, collects data from participants primarily in the form of words (or text), describes and analyses these words for themes, and conducts the inquiry in a subjective, biased manner. In addition to employing semi-structured techniques such using open-ended and in-depth interviews in addition to the open-ended questions that have been used on surveys, this strategy often depends on instruments like the interview, focus group, and observation. The latter focuses on closely examining peoples' experiences, maybe through observation or the use of other methods.

2.6 Research Setting and Sample Population

The chosen population of this study was the first year LMD students of English at Belhadj Bouchaib University of Ain Temouchent in the department of foreign languages; we have selected

randomly a sample of fifty (50) students out of 150 students, most of who were between the ages of 17 and 28. We have chosen first year students as a case study because at this level students tend to commit a lot of mistakes, which enable us firstly, to see how teachers provide their students with feedback, secondly to investigate the effect of that feedback on the students' speaking performance. Concerning the COP teachers, we have selected two teachers out of three for the classroom observation. Four sessions were held in order to inspect the students' reaction to the given corrective feedback emphasizing on the level of acceptance, development and its long term effect.

2.6.1 Students' Participants

The participants to whom the questionnaire was directed are the first year LMD students of English at Belhadj Bouchaib University of Ain Temouchent in the department of foreign languages. The participants were randomly chosen from different gender (males and females) at the University of Ain Temouchent. Moreover, the sample of respondents consists of forty-one students. Originally, the number of respondents was supposed to reach at least fifty students out of the total number of 150 of the students of the first year LMD but due to lack of students' turnout and participation in the online questionnaire only forty-one samples was submitted.

2.6.2 Teachers Population

In this study, another questionnaire was addressed to a number of teachers who teach in the department of letters and English language in Belhadj Bouchaib University, where the teachers were selected in an indiscriminate way. In addition to that, the provided questionnaire was responded only by five teachers of CPO module.

2.7 The Research Instruments

It is important for researchers to select the appropriate research instrument(s) based on their research questions and study objectives. In this research, the instruments that are used in the collecting of data consist of two questionnaires, one for the students and the other for the teachers of English CPO module in addition to a classroom observation for both of the teachers' and the

students' classroom interaction. As far as our research is concerned, the questionnaires and the observation serve as both of the quantitative and qualitative tools.

The purpose of the first questionnaire was to get information from the students about how they feel about the feedback they get from their teachers and how it affects their oral performance then the second questionnaire was to get information from the teachers about how they feel about their students' mistakes and its correction. Live data was collected regarding the appropriate use of teachers' feedback during CPO sessions and its impact on EFL students' speaking performance using the second instrument, a classroom observation.

2.7.1 Questionnaire

A 'questionnaire' is an instrument for data gathering; it collects information to answer a research question (Cohen, 2013); or is a series of questions asked for people in order to gather statistically useful information about a specific topic. When properly constructed and administered, questionnaires can be used to make statements about specific groups, individuals, or entire populations. They are an effective way of gathering information from a large group of people, known as respondents. A well-designed questionnaire is critical to a survey's success. Appropriate questions, proper question ordering, proper scaling, or a good questionnaire format can make the survey worthwhile by accurately reflecting the participants' views and opinions.

2.7.1.1 The description of the students' questionnaire

There are fourteen (14) questions on the students' questionnaire, ranging from closed-ended questions to multiple-choice questions. It was given to 50 English students at Belhadj Bouchaib University of Ain Temouchent. The questionnaire tackled the following points:

a- Background information

Contained six questions (from question 01 to 06), this section aimed to obtain some general information about the participants, for instance, their age , gender, in addition to their level in English language, is it good, average, poor...and etc.

b- The speaking skill and CPO module

Questions from five (05) to ten (10) are designed to provide the researcher with information concerning learners' points of view toward the speaking skill and the module of CPO, in which question five (05) students were asked to identify their favourite classroom activities. Ask students to identify their lacks and errors while speaking. While, questions six (06) and seven (07) aim to examine the learners' speaking abilities, while, in questions eight (08) to nine (09) students were asked to provide their attitudes towards their class participation and activities and finally, in questions ten (10) to fifteen (15) students were asked about their teacher's teaching strategies and their attitudes towards it.

c- Teachers' Feedback

This third section consisted of nine questions (from Q10 to Q15) in which the researcher seeks information about the learners' attitude toward receiving feedback from their CPO's teachers, for instance, the appropriate time of receiving feedback, the preferable way of receiving feedback, the learners' positive or negative reaction toward receiving feedback, in addition to the learners opinion toward the role of teachers' feedback on improving their speaking performance. Lastly, we conclude this questionnaire with an open ended question in which learners' were asked to add any further suggestions concerning the topic under investigation.

2.7.1.2 The Description of the Teachers' Questionnaire

There are fourteen (14) questions on the teachers' questionnaire, ranging from closed-ended questions to multiple-choice questions and open-ended questions. It was given to 5 English teachers at Belhadj Bouchaib University of Ain Temouchent that teach CPO module. The questionnaire tackled the following points:

a- Background information.

This segment, which has three questions (from questions 01 to 03) attempts to learn more about the teachers in general, such as their work experience and other details.

b-The Oral performance and CPO module

This part contains three questions (from 04 to 06) about the teachers' opinions on their students' oral corrective feedback performance.

c- Teachers' Attitude towards Corrective Feedback

It contains nine questions (from 07 to 14) that discuss the teachers' approaches that they use to deal with their students' errors and mistakes. On the other hand, some questions aim to describe the students' reaction to the corrective feedback.

2.7.2 Observation

Observation, as the name implies, is a method of gathering data by listening, reading, recording, or watching people and events and noting their physical characteristics in their natural surroundings. It's a technique for observing how research participants behave. It is usually linked to qualitative methods. It can be overt (subjects are aware that they are being observed) or covert (subjects are unaware that they are being observed).

2.7.2.1 Classroom Observation

Two different classes were chosen as a sample under the supervision of two different teachers during the session of Oral expression module. Both chosen groups consist of over 45 students. The observation aims to detect whether the students are aware of their teachers' feedback and whether it is efficient or not.

2.7 Conclusion

In summary, this chapter presented the methodology and the followed instruments during the stage of data collection of this research with the aim of explaining the why and how these methods and instruments were able to help develop this study and serve to achieve the validity of the claimed hypothesis.

Chapter Three: Data Analysis and Interpretation of the Results

3.1 Introduction

This last chapter represents the last part of the study, which is the analysis of students' questionnaire and classroom observation; this chapter is designated to ascertain the connection between EFL students' speaking ability and both of teachers' oral corrective feedback. The students and teachers at the English Department of Ain Temouchent's University were given a questionnaire as part of the current study. Both students and teachers have been observed during four sessions of oral expression module. The perspectives and opinions of the participants are crucial to the investigation at hand. The purpose of the employed instruments is to find out if the participants understand the significance and value of the teacher's oral error correction in helping them improve their speaking abilities.

3.2.1. Teachers' Questionnaire

The first questionnaire in this research was addressed to the teachers of English language. It was held in the department of English at Belhadj Bouchaib University of Ain Temouchent. the gathered data from this questionnaire shows:

Q1: What is the highest educational qualification held?

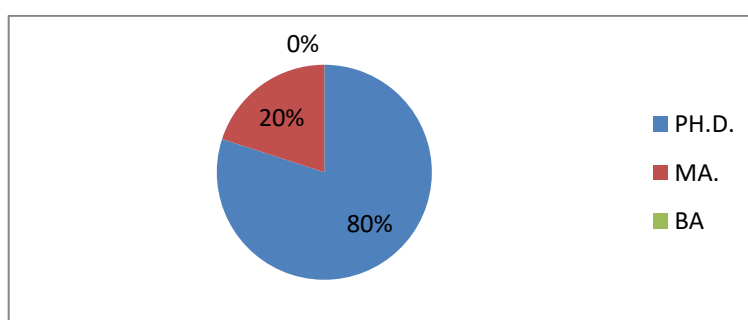


Figure 3.1 Teachers' Educational Qualification

The pie-chart above shows that the majority of teachers (80%) have PH.D. (Doctorate) degree, however (20%) of them hold a MA (MASTER/ MAGISTER) degree. These results show that most of teachers have at least one research paper.

Q2: How long have you been teaching English?

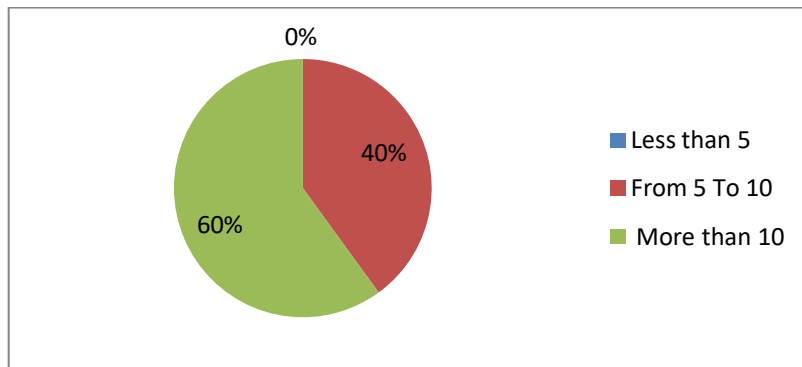


Figure 3.2 Teachers' Teaching Experience

According to the pie-chart, it can easily be deduced that most of teachers (60%) have a long teaching experience, since they have spent more than ten years in this profession. Whereas, 40% spent from five to ten years.

Q3: How do you manage a speaking task? Focusing more on;

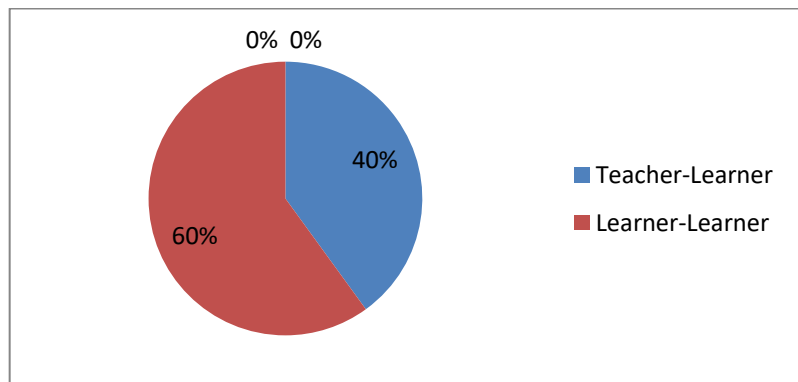


Figure 3.3 Task Management

The results gained indicate that the plurality of the questioned teachers (60%) state that their main focus in the management of speaking tasks is learner-learner interaction when they teach the oral skills. On the other hand (40%) of teachers focus on teacher-learner interaction.

Q4: What kind of errors do students make more? (You may select more than one answer)

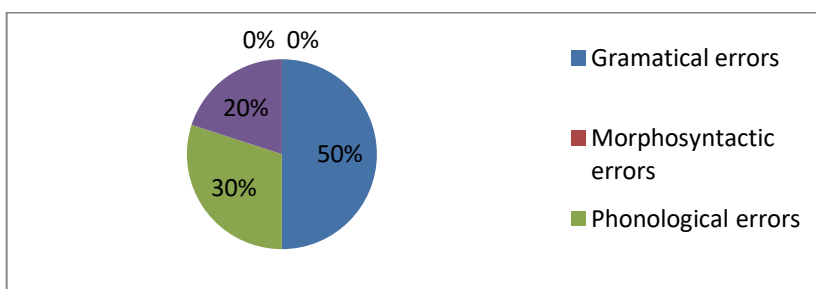


Figure 3.4 Students' Errors

Regarding teachers' answers, about (100 %) of noticed errors are grammatical and the same percentage (100%) for mother tongue interference, followed by phonological errors (60%). However, lexical errors represent (40%) and only (20%) are semantics and pragmatics errors.

Q5-a: Do you correct students' errors when they are speaking?

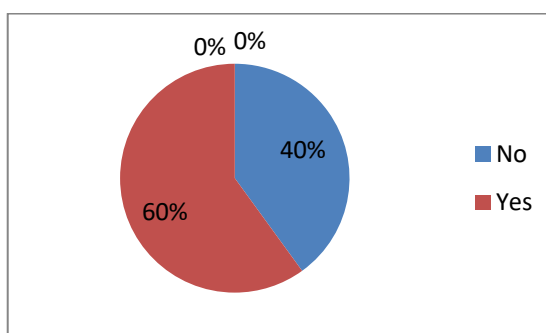


Figure 3.5 Students' errors and its correction

The pie-chart above illustrates that the majority of teachers (60%) claim that they correct the students' errors when they are speaking, whereas the remaining teachers (40%) state that they do not correct the learners' errors during their speaking tasks.

Q5-b: If so, which errors do you focus on?

The five teachers stated that their major focus is devoted to grammatical and phonological errors in addition to L1 interference.

Q6: Are there times when you choose not to correct errors? When is that and why?

All five teachers admitted that they often ignore mistakes when the students are engaged in group work, tutorial sessions, and pair work. Giving more attention to their attempt to speak and participate encourages them to express themselves freely.

Q7: How often do you give your students corrective feedback during their speaking tasks?

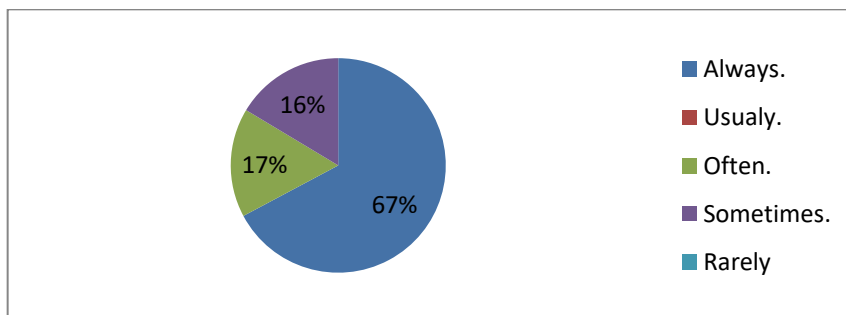


Figure 3.6 Given Corrective feedback

As it is shown in the above pie-chart, some teachers (rating 40%) claim that they “sometimes” give their students corrective feedback during their speaking tasks. Other respondents (20%) opt « always » and the same percentage (40%) state that they « often » provide CF during learners’ speaking tasks.

Q8: How do you usually correct the learners’ errors?

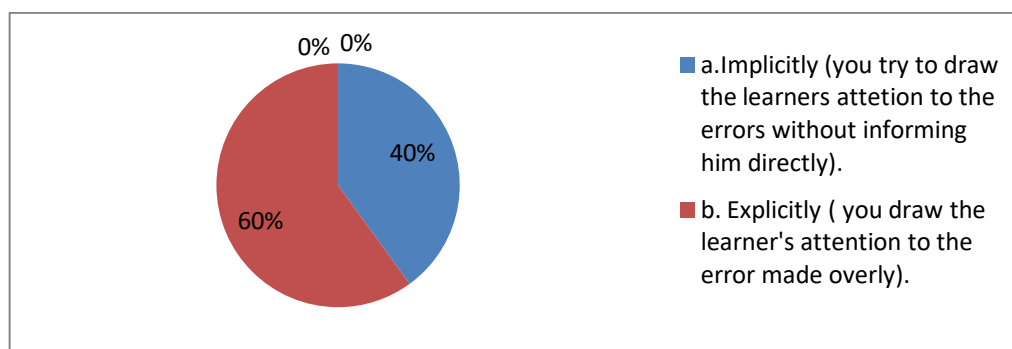


Figure 3.7 Strategieis used in Corrective Feedback

In the eight question, the teaches’ were asked how do they usually correct the learners’ errors?. The result indicates that (60%) use implicit corrective feedback strategies with their

students, i.e. they try to draw the learners' attention to the error without informing him directly. Only (40%) apply explicit strategies i.e. they draw the learners 'attention to the error made overtly.

Q9: Which of the following activities do you mostly use?

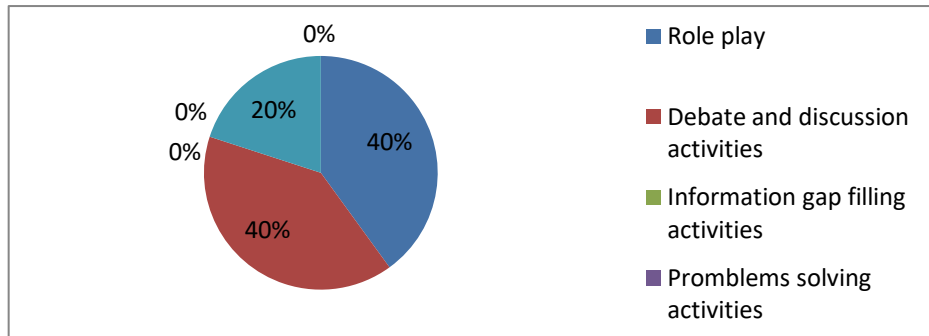


Figure 3.8 Activities used during Oral Expression Module

Teachers have opted for debate and discussion activities (40%) , the same percentage (40%) opted for role play , however the rest (20%) applied listening activities.

Q10-a: Do you think that the activities you are using are enough to improve learners' accuracy?

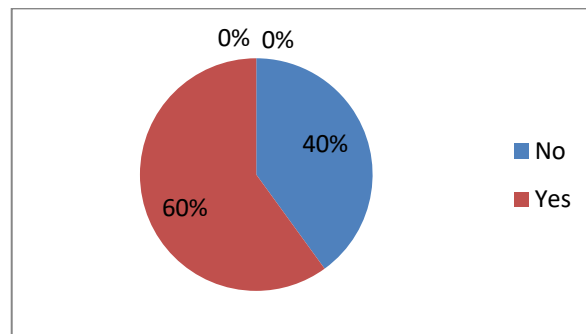


Figure 3.9 Activities Used in Students Accuracy Improvement

As indicated in the pie-chart, the majority (60%) have claimed that the use of activities ameliorate accuracy in speaking. However, (40%) are not satisfied. The result shows that activities play an essential role for the development of speaking accuracy.

Q10-a: If no, please justify your answer.

The teachers expressed that the students need to be more exposed to the English language use and that the classroom activities and the sessions devoted to oral expression are not enough.

Q11: When giving feedback, do you focus more on;

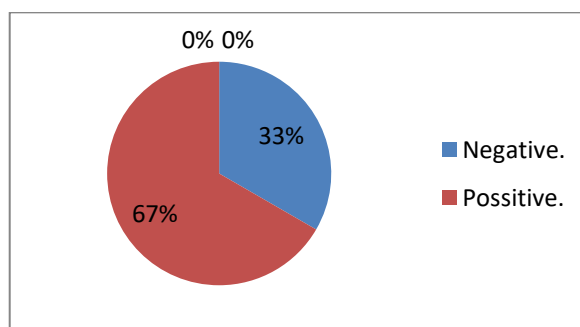


Figure 3.10 Teachers' focus while giving feedback

80 % of the respondents award positive feedback to their students and only 20% use negative feedback. This implies that the usage of both positive and negative FB enhances speaking skills especially the positive one.

Q12: How do your students react your given feedback?

The five teachers submitted that their students often respond positively to their corrective feedback; saying most of times they laugh it off and correct themselves. While in other cases especially with shy students they get demotivated.

Q13: What do you take into consideration when providing oral corrective feedback?

Teachers generally take students capacities, performance and their emotions and feeling into consideration.

Q14: To what extent is the provision of teachers’ oral corrective feedback useful in affecting the EFL learners’ speaking skills?

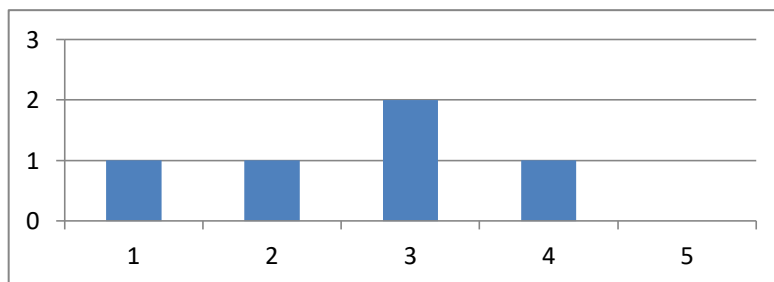


Figure 3.11 Teachers' opinion on the affectiveness of corrective feedback

The graph illustrates teachers’ attitudes towards the effectiveness of oral corrective feedback. It presents four different degrees from a scale of one to five meaning one is less useful and five is very useful. Overall, less useful, quite useful and very useful were given 20% of votes each. In contrast, useful was agreed on by the rate of 40%. Therefore, teachers’ view and attitude on corrective feedback indicated that its often seen as an important tool to help improve students oral performance.

3.2.2 Learners’ Questionnaire

After data collection the results have been interpreted and discussed.

Q1: Age

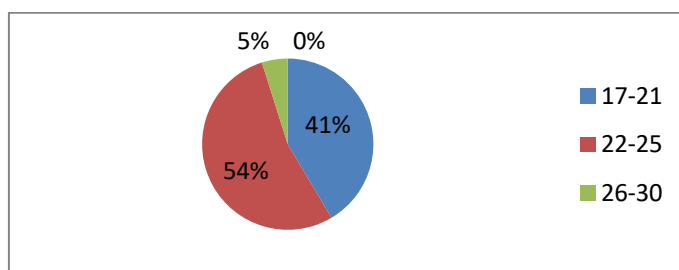


Figure 3.12 Students' Age

The pie-chart above shows that the majority of students ‘age is between the age of 22 and 25 years old which represents the rate of 62% the second category is the students who are

17-21 years old and they are 34% and the rest of the percentage are between 26-30. Learner's age is an influential factor for FL learners, because it affects their learning style, attitudes and perceptions and their language production. So the aim of this question is to know how the average of students' age has a relation with their perception of the teachers' feedback because young students and old ones perceive it differently.

Q2: Gender

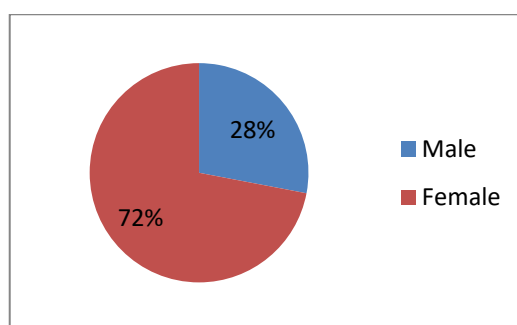


Figure 3.13B Students' Gender

The pie-chart illustrates that female is the higher percentage 72%, it is approximately three times the percentage of males 28%.

Q3: How could you describe your level at English?

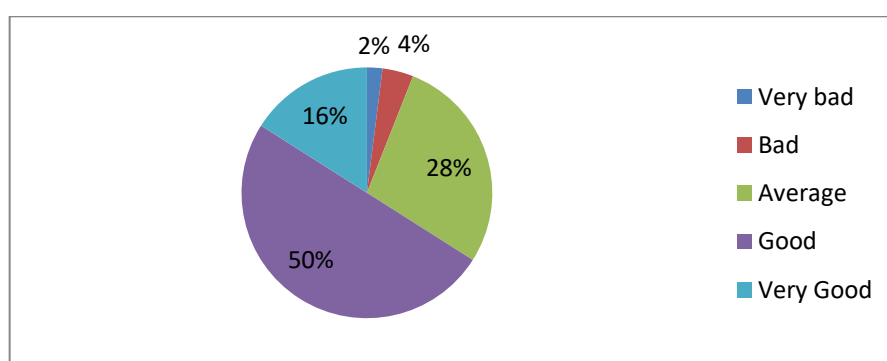


Figure 3.14 Students' Level at English

Half of the total sample 50% considers their level in the English language as good. Next, 28% of the participants claim that their level is average, however learners who declare

that they have a very good level represent 16% of the sample. Whereas, only few students report that they have a bad and very bad level.

Q4: Do you like oral expression course?

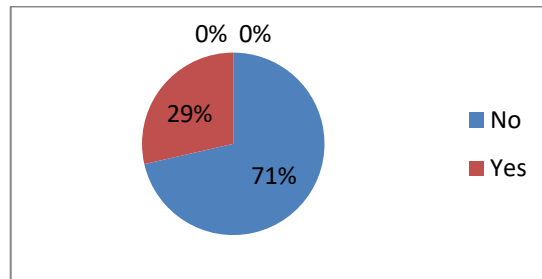


Figure 3.15 Students' Opinion on Oral Expression Course

The pie-chart demonstrates that the majority of the participants 84% respond with a yes; they like oral expression course. This may indicate that speaking in English will offer them the opportunity to communicate and interact with others inside and outside the classroom .On the other hand, the results also indicate that 16% of the students mention that they do not like oral expression course and according to theme this is because:

-They are not interested in the English language.

-They feel shy from speaking in front of others.

Q5: How often do you speak English in the classroom?

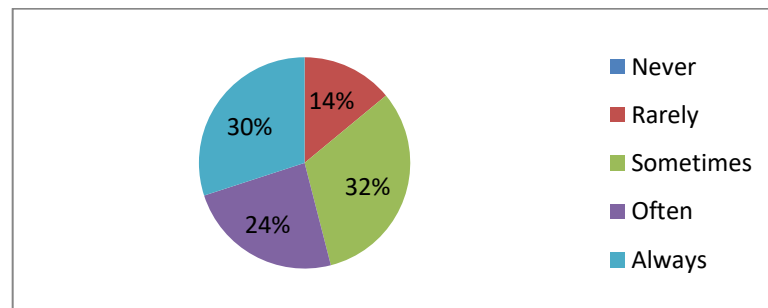


Figure 3.16 Students' Oral Participation in Class

The pie-chart shows that 32% marked for the students who said that they sometimes speak English in the classroom, 30% answered by “Always”. 24% said “Often”. At last just 14% of learners “RARELY” speak English in the classroom.

According to the result, 30% of students answered by “ALWAYS” speak in the classroom when they are sure about their answers. Those who answered by “OFTEN” and “SOMETIMES” are those who receive an encouraging feedback from their teacher. In addition 14% for those who “RARELY” and “NEVER” participate, this may be due to negative atmosphere.

Q6: What type of classroom interaction do you enjoy more?

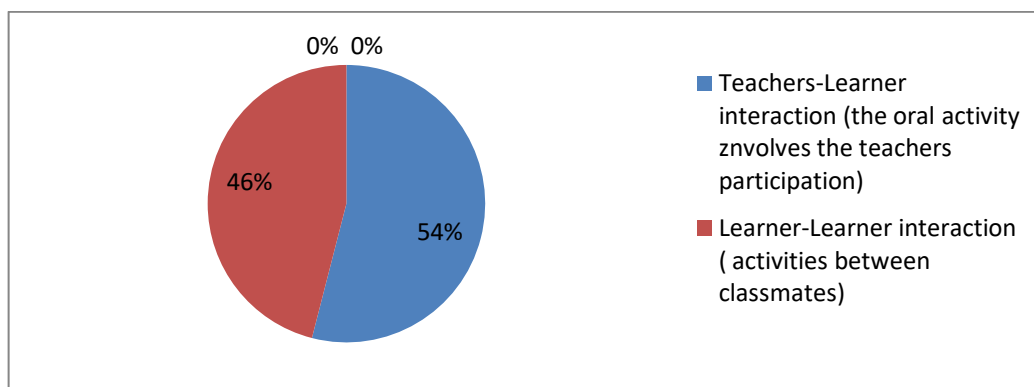


Figure 3.17 Students' Opinion on Classroom Interaction

In this question, students were asked about what type of interaction they enjoy more. 54% of them prefers learner-learner interaction which involves the teachers ‘participation. And the other half 46% enjoy teacher-learners; activities between classmates.

This result shows that the ones who choose teacher-learner interaction maybe they used to be guided by their teacher. On the other hand, those who select learner interaction maybe they feel at ease with their classmates or they prefer challenges.

Q7-a: Do you find difficulties when speaking?

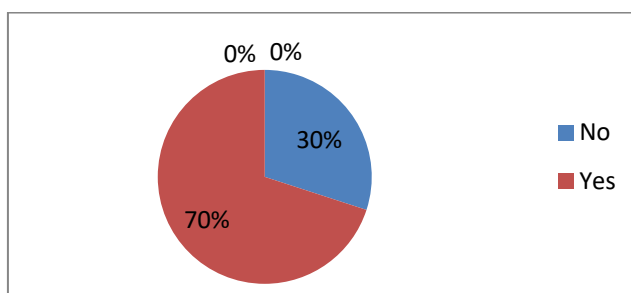


Figure 3.18 Students' Difficulties While Speaking

70% of the students answered by “yes”, they find difficulties when speaking, and the others 30% stated that they do not have any difficulties.

Q7-b: If yes, what are the speaking problems you face the most?(you may select multiple answers).

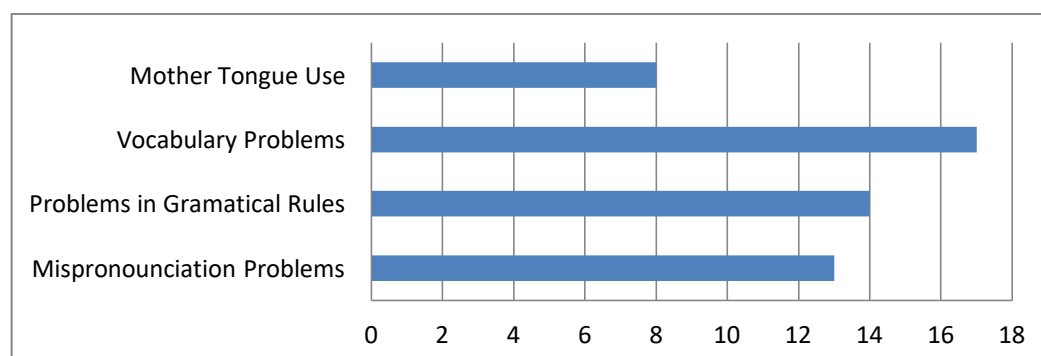


Figure 3.19 Students' Mistakes

The results show that vocabulary is the main problem students face is vocabulary shortage with a rate of 43.6% .Then mispronunciation problems 33,3% ,problems in grammatical rules 35,9% . And mother tongue use with a rate of 20.5%.

Q8-a: Are you afraid of participating in oral expression lecture?

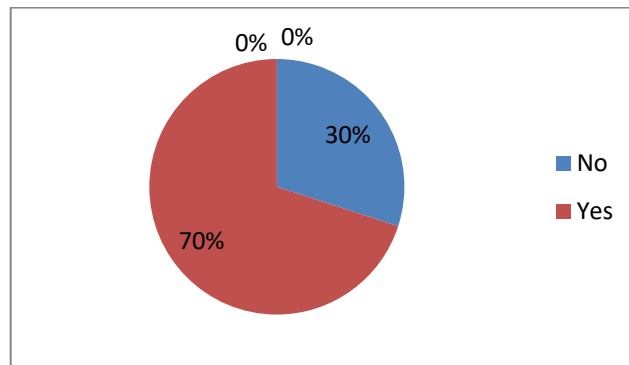


Figure 3.20 Students' Fear

Most of learners 70% state that they are afraid of participating in oral expression lecture, other 30% state they are not afraid.

These results represent the different feelings that the participants experience during oral expression lecture. This happened due to many factors, maybe they feel a state of uncomfortability, and they are embarrassed or shy. However, other participants do not feel any of the above mentioned negative feelings.

Q8-b: If yes, is it because of

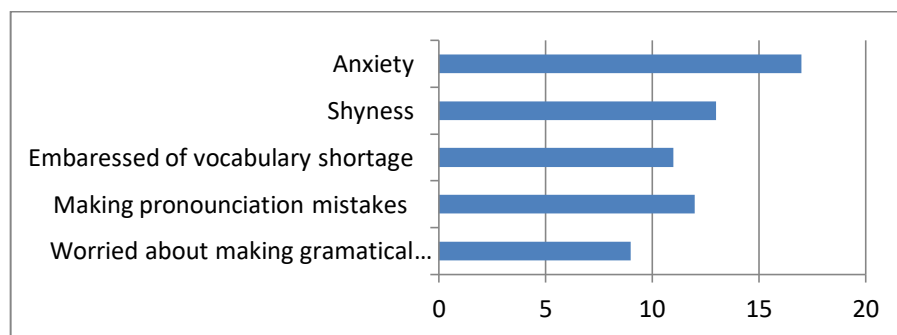


Figure 3.21 The Reason Behind Students' Fear

These results represent the different feelings that the participants experience during oral experience lecture. This happened due to many reasons, one of which is worrying about making grammatical mistakes 23.7%. 28.9% embarrassment of vocabulary shortage and

31.6% for making pronunciation mistakes. And 34.2% for shyness. Lastly, the highest rate was registered by 44.7% for anxiety.

Q9: What is, in your stance, the reason behind students' poor accuracy in speaking?

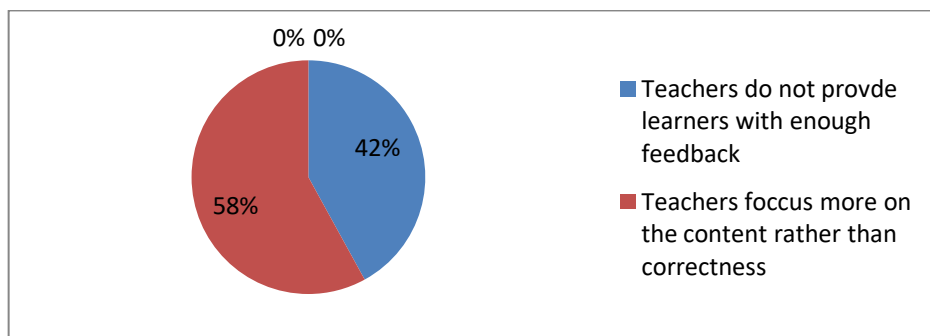


Figure 3.22 Students' Opinion on Their Poor Accuracy in Speaking

According to the results, 58% of the students view that teachers' corrective feedback's fundamental aim is to ensure students' ability to communicate their ideas and express themselves properly. Therefore, less attention is paid to giving much corrective feedback about the students' mistakes and errors concerning grammar and phonology.

Q10: How often the teacher gives you opportunity to speak?

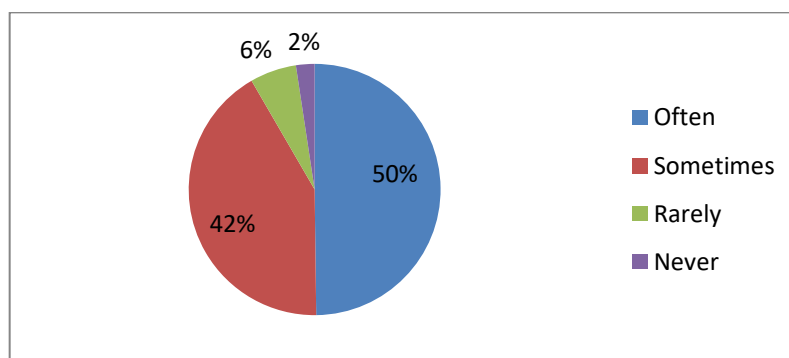


Figure 3.23 Given opportunity for classroom speaking

As it is shown in the above pie-chart, the results indicate that 50% are often the opportunity to participate freely during oral expression sessions while 42% mentioned that they are sometimes given the opportunity to speak. 6% of the participants claim that they are not given the opportunity to speak and only 2% say they are never allowed

to speak. From these results, we can say that the majority of students (50% often, 42%) hold a positive attitude towards classroom participation.

Q11: How often does your teacher correct your errors when you are speaking?

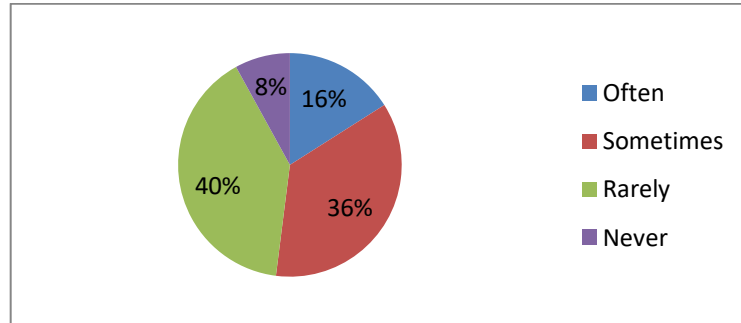


Figure 3.24 Teachers' Correction of Students' Errors

The pie-chart shows that the higher rate assures that 36% of the students said that they are “sometimes” corrected when they speak English in the classroom. 40% answered by “Rarely”. 16% said “Often”. Alas, just 8% of learners “Never” get corrected while speaking English. According to the result, the students who answered “Often” and “Always” commit much mistakes and errors that peel to the course objective and that pulls the teachers attention and requires its immediate correction than the other students who provided the answers of “Rarely” and “Never” which may imply that they often participate less than the others or simply their level is advanced.

Q12: What do you think immediately after the teacher’s corrective feedback?

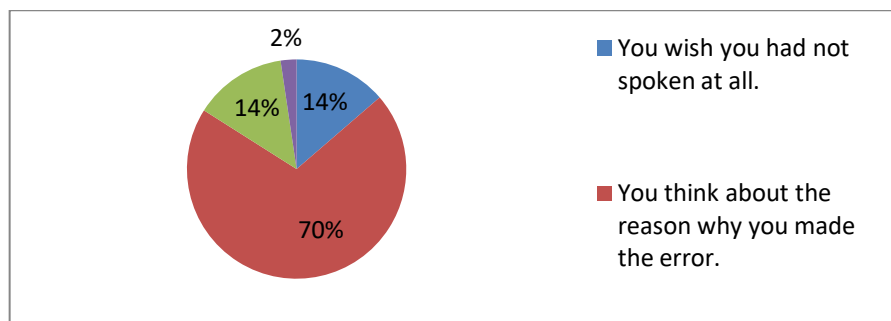


Figure 3.25 Students' Immediate Opinion on Their Teachers' Corrective Feedback

72% of the students mentioned that the first thing that comes to their minds is the reason why they made the errors while 14% mentioned that they suppose that the teacher is not patient enough to wait for them to correct themselves; and 14% wish they had not spoken at all to avoid the embarrassment of the situation.

Q13: When your teacher gives you corrective feedback, does he;

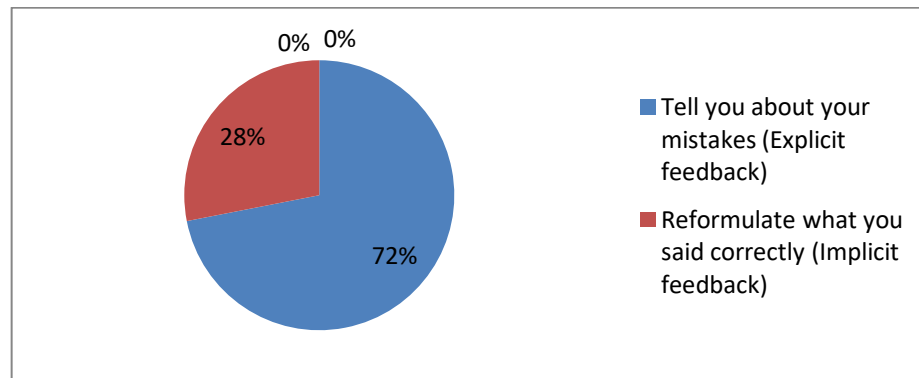


Figure 3.26 Teachers' Used Feedback Strategy

The pie-chart shows that the higher rate is 70% for teachers using implicit feedback as a corrective strategy as they reformulate and correct their students' mistakes. While 30% use explicit feedback where they make sure to indicate where and what the mistake is exactly than correct it.

Q14: Which corrective feedback strategy you prefer more?

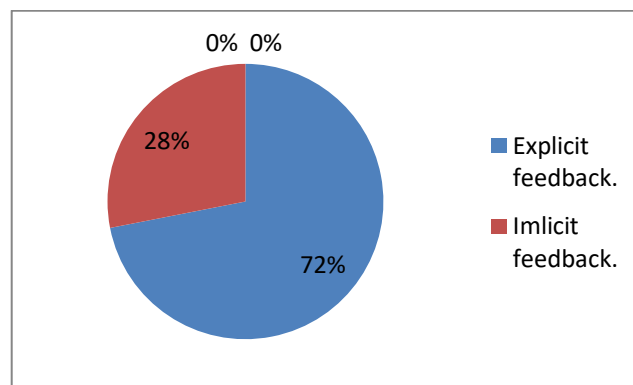


Figure 3.27 Students' Preferable Corrective Feedback Strategy

In the last question of this questionnaire, students were asked which strategy they prefer and 60% answered that they prefer the explicit feedback. Whereas, 40% said they preferred implicit feedback.

Q15-a: When you make errors during the classroom interaction, do you prefer?

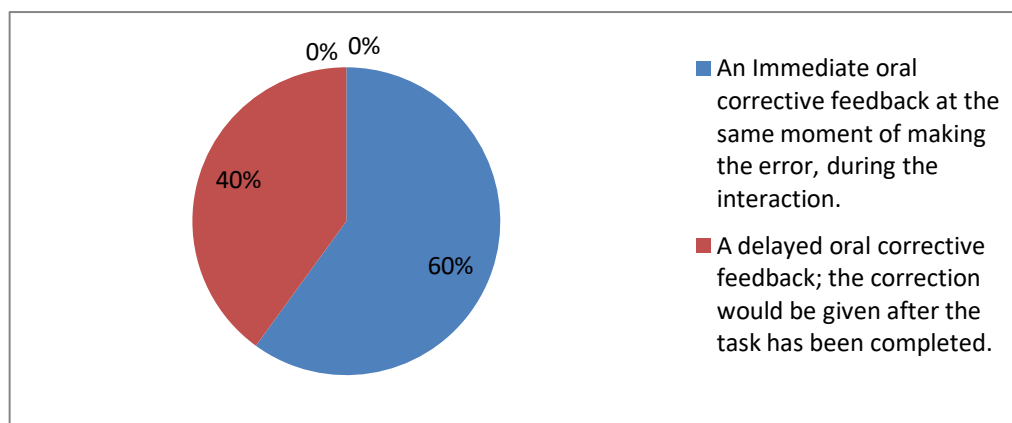


Figure 3.28 Students' Preferable Corrective Feedback Strategy

Q15-b: Please, justify your answer

When asked to submit their justification for their choices on which corrective feedback they preferred, several answers evolved around explicit feedback giving them more insight on their mistakes and making them conscious about it which helps with avoiding the same mistakes in future oral exchanges. Whilst, other students prefer implicit feedback to avoid awkward situations and humiliation in front of their classmates or in other cases it helps them relax and encourages them to participate more.

3.2.3. Classroom Observation

The use of this instrument seeks to help reduce any ambiguity raised by the previous questionnaires. The observation was held at multiple sessions, for four sessions with two different groups that consist of approximately 40 students.

The gathered data showed that the teachers' corrective feedback was often immediate after the students' errors were uttered. While in other cases teachers avoid or ignore submitting corrective feedback to their students if the mistakes were minor errors or already corrected for example on the first session, a student from teachers' 'A' class committed a grammatical mistake in conjugating the verb "to be" with different pronouns, the teacher provided the correction only once; when the first mistake occurred. The correction of the students' mistakes was often light, positive and short. The teachers made sure to provide clear feedback taking into consideration the students' personality, their level of shyness, anxiety and mood during class. The teachers have shown more interest in the participation more than the correctness of their grammar. The conducted observation cleared that the teachers were more interested in the students' vocabulary and its right employment and their phonological correctness rather than grammatical correctness.

On the other hand, students were often viewed as hesitant to participate. The classroom consists of different levels; students each with his/her own capacities and talent. The student showed positive reactions to their teachers' corrective feedback in several situations and avoided successfully repeating the previous corrected mistakes.

3.3 Discussion and Interpretation of the Findings

The conducted study required the use of two different tools which were two different questionnaires one for the teachers and another for students. In addition to an observation that aimed to investigate teachers' and students' attitudes and opinions towards oral corrective feedback in the development of the- students' oral performances and skills.

This study concluded that the teachers are well aware of the importance of oral corrective feedback and its major role in students' oral skills welfare. The teachers often pay extra attention to the corrective strategies and methods they employ in the given feedback to

make sure the students benefit the most from it taking into consideration the students' personality, emotions and feeling.

Moreover, the students are equally aware of their teachers' oral corrective feedback role in building their oral skills. Therefore, most of their attitudes and reactions are positive and obedient for their teachers' advice.

3.4 Recommendations

The result of this experiment states that the use of teachers' feedback in EFL classroom is a powerful strategy for developing learners' speaking proficiency. Teachers face some difficulties in the process of delivering an effective corrective feedback that can improve the students' accuracy. This part attempts to put at hand a list of recommendations for both teachers and students concerning the use of feedback.

a. Recommendation for Teachers

Teachers should raise their students' awareness of the importance of both corrective feedback and grammatical accuracy.

Teachers should use feedback as a pedagogical tool for improving learners' speaking accuracy.

Teachers are recommended to discuss the CF strategies and their timing with their students.

Teachers should provide much time in the class for speaking activities.

Teachers are advised to vary their corrections between individual and group corrections in order to avoid threatening the student's self-esteem.

Teachers should neither overcorrect nor tolerate their students' grammatical errors.

b. Recommendation for Learners

- Students should not be ashamed of making errors since it is a healthy natural phenomenon.
- Students should have a positive attitude towards their teacher's CF.
- Using feedback that they receive from their teachers in order to ameliorate their level.
- Learners should speak extensively in order to develop their speaking accuracy.
- Learners ought to interact with their teachers to gain feedback and accurate speech.

These recommendations should not be taken as an obligatory guideline. It is more like a set of propositions that can be discussed and negotiated to reach the optimal effective CF.

3.5 Limitations of the Study

The findings of this study have to be seen in light of some limitations. First, we have faced a small number of questioned teachers. Second, the small number of observations may have prevented the study from covering all the aspects of CF provision. Then there was the problem of time; students didn't reply to the questionnaire in the exact time frame.

3.6 Conclusion

In the end of this chapter, and based on the analysis of students' and teachers' questionnaires and classroom observations, we can conclude that teachers' feedback on speaking plays an essential role in improving students' speaking skills. Therefore, both speaking teachers and EFL students are encouraged to consider the concept of feedback during the teaching learning process. For example, from the student survey analysis, we have noticed that almost all the students are interested in English language and are highly motivated to improve their speaking skills, but unfortunately, during the speaking test, those

students face many difficulties and obstacles that hinder them and hinder improvements, so we found that those students greatly appreciated the role of the feedback their teachers gave them and found it very important in the development of their learning. Furthermore, the six sessions we attended as class observation helped us tremendously in determining the right time to give feedback and whether this feedback has a positive or negative impact on students' development. In conclusion, we can say that this practical part offers us a great opportunity to test our hypotheses and answer our research questions on the effect of teachers' feedback on oral expression in improving students' speaking skills.

General Conclusion

Based on the previous literature, it can be concluded that both teachers' direct and indirect feedback, especially in oral forms, are beneficial to the correction of EFL students speaking errors. Which type of feedback is the most effective depends on various factors. In addition to teachers' feedback, another important factor that cannot be overlooked is a good relationship between teachers and students. Clear, precise and encouraging teacher feedback can absolutely contribute to EFL students' oral performance improvement. With effective techniques and understanding between teachers and students, it is not far from reach for students to produce a good piece of oral communicative speech. Although verbal corrective feedback from teachers in English language teaching and learning is an issue that has been examined and addressed in numerous studies, many questions remain unanswered and what is known about how teachers' verbal CF affects students' speaking skills is elaborated in this piece of work to shed light and give insight about its effectiveness.

EFL students at the University of Ain Temouchent reported having many difficulties in speaking during oral interactions in class and at the same time, teachers providing oral CFs for these poor oral performances with the appropriate tools by providing clear and concise information to help students understand spoken language correctly and use the provided corrective feedback appropriately to improve their speaking skills. The main objective of this study is to investigate the effect of verbal corrective feedback provided by teachers on improving the language skills of EFL students. As a result, the majority of students cleared that their teachers grant them the absolute freedom to participate and express themselves. And expressed their worries about actually participating during oral activities due to anxiety, making phonological mistakes, lack of vocabulary and shyness. of the students mentioned that they face difficulties while speaking during oral expression, vocabulary shortage problems, mispronunciation problems, grammatical problems and mother tongue interference problems. The students mentioned that they are sometimes corrected by their teachers when committing different mistakes. When asked about their opinion on the reason behind students poor

accuracy in speaking declared that its related to teachers not providing enough feedback to their students, while explained it with the teachers focus on the content rather than the correctness. The students shared that their teachers often use an implicit corrective feedback and that in fact it is not what they prefer. They prefer explicit feedback to be more aware of their mistake and avoid it in coming scenarios. The students also mentioned they equally prefer both of teacher learners' interaction and learner-learner interaction in class. In other words, a given verbal CF must meet several characteristics to be effective. If an error occurs, it should occur immediately. It must also correspond to the type of learning desired and the way in which it is delivered. For example, the explicit corrective feedback should be clearly indicated and students should not see this as a humiliating factor, but rather as a motivation for learning L2. Overall, oral CF has a major impact on learner development and L2 speaking skills.

Another survey of teachers' Oral CF was conducted to find out if teachers' oral CF were effective in improving students' oral skills. The results of this survey showed that the majority of EFL teachers pay more attention to student-student interaction to intervene when students make mistakes and immediately use the correct verbal CF strategies during verbal interactions. The teachers submitted they often focus on using positive corrective feedback when dealing with students' errors and mistakes especially that their students often commit grammatical and phonological mistakes and suffer from mother tongue interference. Overall, analysis of teacher surveys suggests that supportive oral feedback is the most appropriate classroom strategy for first year learners to improve their speaking skills. The student-to-student comparison is interesting. Teachers' responses showed that teachers and students shared similar preferences, attitudes, and behaviors toward oral corrective feedback; these responses were more obvious during the observational session of the designated classrooms. The study proved that both students and teachers value the oral corrective feedback and see it as an important part of teaching English as a foreign language. Teachers and students believe

that oral corrective feedback affects all aspects of English language learning and acquisition, especially a student's fluency and communication skills. Thus, the above hypotheses were successfully confirmed.

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Appendices

Appendice A

Teachers' Questionnaire

Dear Teacher,

This questionnaire is designed to investigate the effect of Oral Expression Teachers' feedback on Learners' Speaking Performance (The feedback is the information, correction, advice, or criticism the teacher gives on the student's oral performance). YOU are kindly asked to help us in this investigation by answering the following questions. Be sure that the answer YOU provide is not a matter of right or wrong it is YOUR pure opinion that for sure we respect.

Thank you, in advance, for your collaboration.

Q1: What is the highest educational qualification held?

- BA (Licence) - MA (Master/ Magister) -Ph.D (Doctorate)

Q2: How long have you been teaching English?

- -5 years - 5-10 years - +10 years

Q3: How do you manage a speaking task? focusing more on;

- Teacher- Learner Interaction.

- Learner- Learner Interaction.

Q4: What kind of errors do students make more?

-Grammatical errors

- Morphosyntactic errors

-Phonological errors

- Lexical errors

- Semantic and Pragmatic errors

-Mother tongue interference

Q5-a: Do you correct students' errors when they are speaking?

- Yes -No

Q5-b: If so, which errors you focus on?

Q6: Are there times when you choose not to correct errors ? When is that and why?

Q7: How often do you give your students corrective feedback during their speaking tasks?

-Always - Usually - Often -Sometime - rarely - never

Q8: How do you usually correct the learners' errors?

- a. Implicitly (you try to draw the learner's attention to the error without informing him directly)
- b. Explicitly (you draw the learner's attention to the error made overtly)

Q9: Which of the following activities do you mostly use?

- Role play.
- Debate and discussion activities.
- Information gap activities.
- Problem solving activities.
- Listening activities.
- Games.
- Drills.
- Reports.

Q10-a: Do you think that the activities you are using are enough to improve learners' accuracy?

- Yes
- No

Q10-b: What do you think immediately after the teacher's corrective feedback?

- You wish you had not spoken at all.
- You think about the reason why you made the error.
- You suppose that the teacher was not patient enough to wait for you to self correct.






Q11: When giving feedback, do you focus more on;

- Positive Feedback.
- Negative feedback.

Q12: How do your students react to your given feedback?

Q13: When you make errors during the classroom interaction, do you prefer?

Q14: To what extent is the provision of teachers' oral Corrective Feedback useful in affecting the EFL learners' speaking skills?

-1  -2  -3  -4  -5 

The Online Forum :

<https://forms.gle/ZSZDtiUUNRjx2RzH9>

Learners' Questionnaire

Dear students,

This questionnaire is designed to investigate the effect of Oral Expression Teachers' feedback on Learners Speaking Performance (The feedback is the information, correction, advice, or criticism teacher gives on the students oral performance). YOU are kindly asked to help us in this investigation by answering the following questions, you can use a cross (×) or a tick (√) to indicate your answer. Be sure that the answer YOU provide is not a matter of right or wrong it is YOUR pure opinion that for sure we respect.

Thank you, in advance, for your collaboration.

Q1: Your age

-17-21

-22-25

-26-30

-30+

Q2: Gender

-Male

-Female

Q3: How could you describe your level in English?

-Very good

-Good

-Average

-Bad

-Very bad

Q4: Do you like oral expression course? -Yes

-No

Q5: How often do you speak English in the classroom?

-Always

- Often

-Sometimes

- rarely

- never

Q6: What type of classroom interaction do you enjoy more?

a- Teacher-learners interaction

b- Learner-learner interaction

Q7-a: Do you find difficulties when speaking? - Yes

-No

Q7-b: If yes, what are the speaking problems you face the most? (You may select multiple answers).

a- Mispronunciation problems.

b- Problems in grammatical rules.

c- Vocabulary problems.

d- Mother tongue use.

Q8-a: Are you afraid of participating in oral expression lecture?

- Yes

-No

Q8-b: If yes, is it because of:

- a- Worried about making grammatical mistakes.
- b- Making pronunciation mistakes.
- c- Embarrassed of vocabulary shortage.
- d- Shyness.
- e- Anxiety.

Q9: What is, in your stance, the reason behind the students' poor accuracy in speaking?

- Teachers do not provide learners with enough feedback.
- Teachers focus more on the content rather than correctness.

Q10: How often the teacher gives you opportunity to speak??

- Often
- Sometimes
- rarely
- never

Q11: How often does your teacher correct your errors when you are speaking?

- Often
- Sometimes
- rarely
- never

Q12: What do you think immediately after the teacher's corrective feedback?

- You wish you had not spoken at all.
- You think about the reason why you made the error.
- You suppose that the teacher was not patient enough to wait for you to self correct.

Q13: When your teacher gives you corrective feedback, does he;


- Tell you about your mistakes (Explicit feedback).
- Reformulate what you said correctly (Implicit feedback).

Q14: Which corrective feedback strategy you prefer more?

- Explicit feedback.
- Implicit feedback.

Q15-a: When you make errors during the classroom interaction, do you prefer?

- An immediate oral corrective feedback at the same moment of making the error, during the interaction.

- A delayed oral corrective feedback; the correction would be given after the task has been completed. 

Q15-b: Please, justify your answer.

The Online forum:

<https://forms.gle/FsZ6ctUAK5HV3wN79>

Observation

Total Grp :

Total class :

Session:

Teacher:

		Students' Participation		Teachers'	Time of Feedback		Students'
		Asking	Anwering		During	After	
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							
Student 7							
Student 8							
Student 9							
Student 10							
Student 11							

Note :

ملخص:

تلقي الدراسة الحالية الضوء على ملاحظات المعلمين التصحيحية وتأثيرها على الأداء الشفهي للطلاب في الفصول الدراسية الغرض من هذا البحث هو التحقيق في مواقف كل من الطلاب والمعلمين تجاه توقيت الملاحظات التصحيحية للمدرسين والإستراتيجية المستخدمة في فصول اللغة الإنجليزية كلغة أجنبية ، بالإضافة إلى استكشاف الأسباب التي تدفع معلمي اللغة الإنجليزية إلى استخدام الملاحظات السلبية / الإيجابية واستراتيجيات التغذية الراجعة الصريحة / الضمنية في الفصول الدراسية. الكلمات الأساسية: التغذية الراجعة التصحيحية، الأداء الشفهي للطلاب، فصول اللغة الإنجليزية كلغة أجنبية.

Résumé:

Cette étude examine les attitudes des étudiants et des enseignants envers les commentaires correctifs dans les salles de classe EFL. Les résultats montrent que la majorité des élèves et des enseignants ont des attitudes positives à l'égard de la rétroaction corrective, les enseignants utilisant une rétroaction implicite positive immédiate pour faciliter la correction et les élèves préférant une rétroaction explicite positive immédiate.

Mots clés : Rétroaction corrective Performance orale des élèves, salles de classe EFL.

Summary:

The current study sheds light on Teachers' corrective feedback and its effect on students' oral performance in Algerian (EFL) classrooms. The purpose of this research is to investigate the attitudes of both students and teachers towards teachers' corrective feedback timing and used strategy in EFL classrooms, besides exploring the reasons that lead English teachers to use negative/ positive feedback and explicit/ implicit feedback strategies in the classrooms. The results reveal that the majority of students and teachers have positive attitudes toward corrective feedback in EFL classrooms. The findings also show that teachers use immediate positive implicit feedback more to facilitate the correction and avoid students' embarrassment while students actually prefer immediate positive explicit feedback to assure that the correction is direct and clear.

Key Words: Corrective feedback, students' oral performance, EFL classrooms.