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## Ministry of Higher Education and Scientific Research

### Belhadj Bouchaib University - Ain Temouchent

**Faculty of Letters and Languages - Department of Letters and English Language**

## *The impact of teacher's feedback on EFL on student's communicative skills.*

The Case of Master 1 English Language Students (Didactics and Applied Linguistics), at Ain Temouchent University

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

*Master's Degree in Didactics and Applied Languages.*

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# *Dedication*

*I dedicate this accomplishment to my dear parents, my lovely mother, supportive father, and caring sisters, the source of affection without your unwavering love and support, none of this work would have been achievable. Thanks also to my friends, cousins and to everyone who have a hand to my success and pushed me a step forward. This accomplishment is dedicated to everyone who is willing to take our education, society, and future a step forward. As well known, the journey of thousands miles begins with one step.*

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# Abstract

The core of our research focuses on improving instructor feedback which is a crucial approach in EFL. Our study emphasizes on its effect on EFL learners' oral/ writing productions, and therefore, on the effectiveness of teacher's feedback learning. The present study is based on the hypothesis which states that undertaking the teacher's feedback would be a motivator that encourages EFL learners to overcome their obstacles and to improve their oral and written performance for a good production  It aims at encouraging EFL teachers to usethe feedback as a correction's form in order to overlap EFL learners' hindrances correct

their learners' committed errors and to improve their speaking performance, and identifying the EFL learners' reactions towards their teachers' feedback, their preferences to the type of feedback they would like their teacher to provide them with, in  addition to the preferable ways on how their teacher should correct errors. In order to achieve these objectives, we use two main data gathering tools. First, questionnaire is administered to Master1 at Ain Temouchent University to obtain insights about their teacher's feedback and its form, about their preferences of the feedback's placement and types. Second, interview is done with the teachers of Ain Temouchent University to get opinions about their learners' errors and obstacles when speaking and writing, about the different techniques used in providing feedback, and about the effectiveness of the feedback. The results of the students' questionnaire and the teachers' interview showed that the EFL students face a lot of errors during their courses and the teacher should correct these errors by giving feedback. It can be effective at the end of the session through giving advice or suggestions rather than criticism. Furthermore, the feedback is useful approach for improving EFL learners' speaking and writing output.

**Key words : Teacher's feedback , English as a foreign language , Communicative skills**

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# List of Acronyms

**EFL :** English as a foreign language

**CLT :** Communicative language Teaching

**CDEA:** Curriculum Design, Evaluation and Assessment**.**

**MCQ** : Multiple Choice Question

# General Introduction
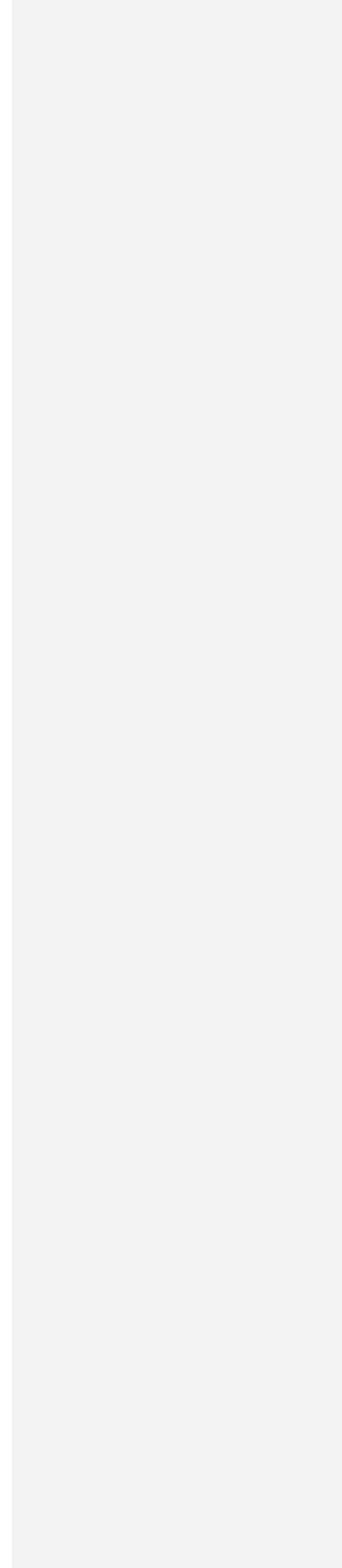
# General Introduction

**General introduction**

We are born with the ability to learn new language. Learning a new language entails gaining new vocabulary and grammar that cope with new ways of thinking and living. when a person's thoughts change. Learning a new language, such as English ,French , or Spanish , is a powerful process that allows individuals to communicate and exchange ideas with foreigners.

Learning English as a foreign language offers the chance to improve a person's confidence, ability to communicate and use the language fluently, and development of certain desires. It is also the most significant factor influencing a person's personality,   English must be given the most attention since it is recognized as the worldwide language with universal standards and ideals in all countries.

To explain the area of research it is important to clarify the definition of feedback. The term feedback refers, to the response given to a person who is in the process of learning. The person who receives the response has performed a task, for example written or orally, and the intention is to develop the person's skillfulness and ability.

Feedback is one the skills of teaching that improves students' learning. Students require feedback in order to reflect on their work or written abilities, whether face to face or online. Through feedback, students are able to revise and edit their errors correctly. Feedback could also be described with the words constructive criticism. It is important for EFL learners to receive feedback from the teachers that make the learner aware of mistakes. When learners receive positive feedback from teacher, they will become more confident and motivated to speak more during the learning process.

When a student interacts with a teacher or with other students, English language is developed and this interaction appears in oral/ written activities in the classroom. Speaking /

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writing in the classroom considered as a skill, included in the teachers' activities to enable students to communicate and write successfully during oral /writing expression sessions. Teachers should provide students with feedback to overcome the problems as they face and mistakes they made such as: mispronunciation, grammatical errors, and lack of vocabulary…etc.

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In other words, the majority of EFL learners face so many problems and make mistakes and errors during speaking/ writing in which they decide not to speak or write because of the embarrassment and they become beginner learners and repeat the same mistakes, each time because of the inappropriate feedback they receive from the teacher.

The research problem is built on two questions, each of which tackles a unique and crucial component of the investigation. The first question is:

- Does the teacher's feedback improve EFL learner's speaking production?
- What are the efficient teaching methods that could be implemented to assist EFL learners during the learning process?

- For this research question, it is expect that teachers' feedback can be a motivator for EFL learners that helps them during the learning process. If teachers' provide EFL learners with feedback during oral activities in the classroom, EFL learners' oral, performance will develop and overcome their problems for better results.

- The second research question address the teachers' feedback on the learning process, as well as a good feedback practice can not only provide helpful information to students in order to improve their learning, but it can also provide useful information to teachers, which can ultimately improve the learning process.

The research is separated into three main chapters, with each chapter providing topics, concepts, and titles that have been extensively studied and analyzed in order to reach trustworthy and accurate result.

The first chapter concentrates on defining core concepts such as language, language functions, language learning, and teaching, teachers' ways of teaching and teaching role during speaking skills, as well as the position of English language in Algeria. In addition, the chapter will discuss about the feedback and the types. similarly, the effect of feedback on the learning process.

The second chapter deals some details about the situation of the department of letter and English of the University of Ain Temouchent, target situation, the research methods, including the case study, sample population/participants, and the data collection instrumentation.

The third and the final chapter is arranged into three sections: data analysis, result

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interpretation/findings, and suggestions. After acquiring the relevant data, the analysis will be carried out using the graphs and pie charts generated by the students' questionnaires and teachers' interview. The findings will then be extracted from the data analysis, and a thorough interpretation will be undertaken. Finally, the chapter will finish with some remarks and recommendations.

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Some constraints impeded the study process while it was being carried out. The largest stumbling barrier was paucity of references. Another issue is a lack of collaboration among students and teachers, as the students' replies to the questionnaire did not match their total number.

The introduction summarizes the thesis's contents in general to help readers comprehend the issue and offer hints of what this study entails. All concepts will be explored in a methodical and orderly manner in the three chapters attached, along with the inferred references, as all outcomes will be supported by charts and analysis and sealed with a list of suggestions.

# Chapter One :
## Literature Review

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**1.1 .Introduction.**

Living in a bilingual society, and knowing more than one language is essential. Many people have studied one or more languages in addition to their native tongue. There are several reasons for this: learning another language my help you develop yourself, raise your awareness of different cultures, and expand your knowledge and comprehension of your own language. Being fluent in a foreign language provides countless opportunities, as well as practical, intellectual, and other benefits.

It means that learning a language such as English as a foreign language is a key for awareness and human cognitive development. Learning a foreign language particularly Englishhelps Algerian students establish future life styles such as work, travel, and making international friends and colleagues.

In this chapter, we will mention the general definition of language, and the teaching process, learning process. Furthermore, we will tackle the position of English in Algerian education system and we will trace to the effect of positive and negative feedback during the learning process, besides, defining feedback and its types.

**1.2 Definition of Language**

Human beings can converse with one another. We communicate knowledge, views, ideas, wants, threats, instructions, gratitude, promises, declarations, and sentiments, with the only limit being our creativity. We can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, we can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger, or a threat, we can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is "language".

Linguists have offered several definitions of language. Language is a shape, not substance. in Chaer Lyons (1995, p60). While Chaer (1995, p14), emphasizes the properties of language

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as a sign of the sound system, which include arbitrary, productive, dynamic, diversified, and compassionate.

Language is viewed as a system, consisting of a number of fixed . In addition language is ordered in a certain manner rather than at random or indiscriminately. While systematic indicate that a language is a single system, it really consists of several subsystems that are distinct from other languages. The language subsystem consists of phonology, morphology, syntax, and lexicon. As a result, the language is often regarded as distinctive while simultaneously being universal. Unique implies having features or attributes that other languages do not have, whereas universal means having traits that present in all languages.

### 1.2.1 Function of Language :

Language is traditionally defined as a tool for interaction or communication, which implies conveying thoughts, ideas, concepts, or even feelings. The notion of language as a medium for conveying thinking has a long history. However, sociolinguistic theory considers this to be overly restrictive because language activity is essentially "who speaks what language to whom, when, and to what end." As a result, sociolinguistics views language functions from several perspectives, including speakers, listeners, themes, codes, and conversation purpose. Chaer and Agustina,( 2004, p15).

Language functions may be divided into seven major categories, each of which serves a distinct purpose in communication. These include instrumental, regulatory, interactional, personal, informational, heuristic, and imaginative roles.

There are three major functions of language:

Language has many purposes and functions in our society also, language can refer to a lot of things.

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**Informative Language Function:** the communication of information such as facts which affirms or denies propositions, the hypothesis as in science, also is used to describe the world and seeking the truth beyond the information.

**Expressive Language Function**: reports and expresses the feeling or attitudes of the writer or the speaker especially in poetry and literature.

**Directive Language Function:** language deals or used for the purpose of causing (or preventing) overt action

**Figure 1.1: the three major function of language**

## 1.3 Definition of Learning:

According to Thorndike (1928), learning is a permanent change in behaviour as a result of experience, and the behaviour includes both of the external and internal actions of the individual which are observed and remain unobserved by the outside world. It also includes the different ways in which people understand or experience or conceptualize the world around them.

In order to explain the concept of learning, Brown (1994) lists the components of the definition, breaking it down into subparts:

- Learning is acquisition or getting.

- Learning is the retention of information or skills.

- Retention <u>encompases</u> storage systems, memory, and cognitive structure.

- Learning entails actively focusing and responding on events that occur outside or within the body.

- Although learning is permanent, it may be forgotten

- Learning require practice, including encouraged practice.

- Learning involves behavior modification.

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Based on the definitions of several experts above, it can be concluded that learning is an activity of receiving information from teacher or environment and it may happen anywhere and everywhere. Learning can take place in many different settings. Simply stated, the learning setting is the environment or physical surroundings in which learning is expected to take place.

**1.4 Definition of Teaching :**

Teaching is an interactive activity between the teacher and the students. According to Brown (2000, p7), teaching is described as demonstrating or assisting someone in learning how to do something, offering directions, directing in the study of anything, supplying knowledge, and causing to know or comprehend. Based on the definitions provided above, we can infer that teaching is the process of assisting pupils in gaining or acquiring information through a learning activity supervised by the teacher.

### 1.4.1 Teachers' Way of Teaching :

Methodology is a methodical, scientific approach to teaching any topic. It instructs teachers on how to teach and how to make their lessons more successful. It is critical for teachers to understand numerous approaches and tactics for teaching English. Method may also be described as the process of designing, selecting, and assessing linguistic resources and products, teaching strategies. Within the wide field of methodology, individuals discuss about approaches, methods, techniques, and processes, all of which go into the practice of English teaching. These words, relatively ambiguous, are defined (Harmer, 2007, p62).

- **Approach:**

This refers to language and learning theories that serve as the foundation for language teaching practices and concepts. An approach describes how language is used and how its constituent elements interact; in other words, it provides a model of language competency.

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- **Teaching methods**

A method is a practical implementation of an approach. The creators of a method have made judgments regarding the types of activities, the roles of instructors and learners, the kind of materials that would be useful, and a model of syllabus arrangement. There are some methods that use in English language teaching, those are:

❖ Grammar Translation Method : In the nineteenth century, the classical method came to be known as the grammar translation method. There was little to distinguish grammar translation from what had gone on in  foreign language classrooms for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language. Surprisingly, the grammar translation method withstood attempts at the turn of the twentieth century to reform language teaching methodology. Brown (1994).

❖ Communicative language Teaching: According to Brown (1994) The communicative approach – or Communicative language teaching (CLT) is the term  given to a set of views that includes not just a reexamining of which components of language to teach, but also a

shift in focus on how to educate.

❖ Task Based Instruction: As indicated by Brown (1994), Task-Based Instruction is not a novel approach. Rather, it prioritizes the work in one's methodical emphasis. It sees the learning process as a collection of communicative activities that are intimately related to the curricular goals they serve, the aims of which go beyond language practice for its own sake.

- **Teaching techniques:**

A typical strategy for employing video material is silent watching, in which the teacher plays the movie without sound. Silent observing is a technique, not a method, because it is a single activity rather than a series.

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**1.4.2       Teachers Role During Speaking Tasks:**

According to Harmer (2001, p275-6), teachers can play three crucial roles in helping their students communicate smoothly. One of them is a prompter. When pupils are unsure on how to complete a task, teachers frequently serve as prompters. During speaking assignments, learners may struggle to articulate themselves. In this scenario, the teacher often provides pointers, proposes phrases, or terminology. However, the teacher should be careful when he/she gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement. We should not "take the initiative away from the students" Harmer (2007, p109). A good teacher assesses their students' speaking skills through observations as well as quizzes or tests meant to measure learners' speech competency. However, in most language training courses, assessment of students' speaking ability is typically ignored. Organizer is one of the most crucial tasks that teachers do during speaking exercises. This is more than simply discussing or performing some oral exercises. The teacher should know what type of exercise to employ initially and what to do thereafter. This position encompasses several aspects of instructional situations. For example, what sort of approach and supplies the kids require, how to structure an activity and how long it should run, or having alternate activities in case something goes wrong with the current activity.

**1.5  The Position Of The English Language In Algeria :**

Nowadays, English is regarded as the principal international language for technology, education, aviation, global business, and international diplomacy. It is now the most widely used language for worldwide communication. As a result, it goes without saying that teaching English is becoming an increasingly important aspect of education across the world. In the instance of Algeria, the Ministry of Education has recognized the rising relevance of English in the globe today.

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According to David Crystal (2003; p9) "language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language".

English has gradually gained worldwide status among languages that were dominant before to its growth as a universal language; nonetheless, those languages have been degraded as a result of English's rise as a lingua franca. The graphic below depicts the world's 10 most widely spoken language in 2017 .
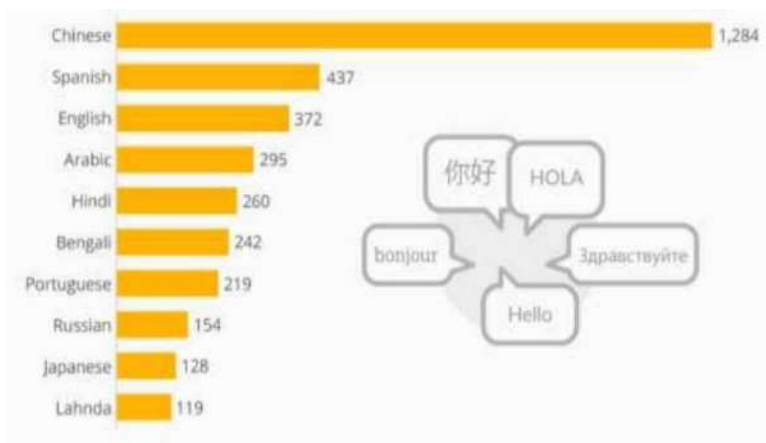


**Figure 1.2 : The World most spoken languages (McCarthy, 2018)**

From value one, Chinese is by a good deal the most spoken language in the World with 1.28 billion speakers (i.e., 16% of the world population), then Spanish with a total of 437 million speakers . At the same time, English has 372 million language speakers. Arabic takes the fourth position of widely spoken languages, and it includes 19 various varieties; Egyptian Arabic (64.5 million speakers) then Algerian Arabic (29.3 million speakers).

Before discussing English education in Algeria, it is important to go back 60 years to understand why French became Algeria's Lingua Franca. The French colonization of Algeria exacerbated illiteracy, which reached 90% of the population by 1962. To combat illiteracy,

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Algeria made schooling compulsory. The Algerian administration strengthened the Arabisation effort in order to decrease the standing of the French language in Algeria, although Algerian linguistic cleansing was unsuccessful. The French language continued to exert its authority for a variety of reasons, with Algerian immigrants in France at the top of the list (Sahel, 2017, p1). The Algerian government is still dealing with the same phenomenon at the time of writing this paper, leading us to argue that reducing the use of French in Algeria and achieving linguistic independence requires acute, severe, and professional work from stakeholders. Regardless of its classification, English is regarded as a foreign language in Algeria and is taught second only to French.

The Ministry of Education announced an educational reform in 2001, and numerous changes have happened in terms of teaching English as a foreign language. While English remains the second foreign language in Algeria's school system after French. Above all things, the English language is introduced at the level of first-year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the high school. This as part of a whole procedure contains designing new syllabuses, curriculum and devising new textbooks and accompanying documents.

## 1.6  Definition of Feedback :

Feedback is an essential part in teaching and learning process. It is a method for rectifying learners' faults. As a result, students avoid making the same mistakes and instead focus on improving their speaking skills. However, feedback may be described as information given or received on how an activity is progressing in terms of its quality for success (Sadler, 1989).

Receiving feedback on learners' performance reflects their degree of achievement and speaking proficiency. Furthermore, feedback should be offered in the form of specific directions to aid learners (Frey and Fisher, p64).

According to (Hattie and Timperley, p81), feedback is defined as information offered by an agent (such as a teacher, peer, book, parent, self, or experience) on elements of one's

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performance or knowledge. A teacher or parent may give corrected information, a peer can provide alternative strategies, a book can supply information to explain ideas, a parent can provide encouragement, and a student can check up the answers to see whether a response is accurate.

Feedback is a type of assessment. It is equally important for both students and teachers. It encourages students to construct and compose sentences without hesitation or concern, relying on instructor help and correction. Feedback can be offered in private, when learners need it, especially if they have inaccurate knowledge, or in groups to improve the relationship between instructor and student for greater performance. Positive and negative feedback can have a good impact on learning, and the consequences vary depending on the feedback intensity. Negative feedback refers to information given to learners that contradicts their knowledge or views about an activity. Negative feedback is also known as disconfirming feedback. Positive feedback is information provided to learners that supports their knowledge or beliefs on an activity. Positive feedback is sometimes called confirmation feedback.

Teachers' feedback allows students to share their thoughts without fear of making mistakes because their mistakes are part of the learning process, which their teachers teach them in the classroom.

### 1.6.1 Types of Feedback :

The two basic forms of feedback are oral and written. We'll define and explain each of these:

❖ Oral feedback: Students rely on the effectiveness of oral feedback to improve their spoken ability. Questioning and conversations with students are essential components of oral effective feedback for instructors; this allows them to identify students' weaknesses and work with them to strengthen them. According to Frey and Fisher (77-78), oral feedback happens

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mostly in spoken form. Oral feedback should be characterized by the structure, context, and tone for beneficial outcomes for learners during the learning process.

   -Structure of Response To be effective, it must be explicit and inform pupils as to what is proper or incorrect. For effective oral feedback, consider praising, encouraging, and motivating pupils to improve their performance during the learning process. Explain and demonstrate them where they made mistakes, then

   offer them with corrections so that they do not repeat them.

   - Choose an appropriate setting. For Frey and Fisher, the choice of setting determines the tone of the subsequent debate. Choosing a seat in the classroom helps pupils focus on  what the teacher is saying. If the teacher's comment is brief, he should approach the pupils and drop his voice to facilitate the discourse.

   - Use a Supportive Tone The teacher's tone during the teaching process influences the students' performance, such as praising, encouraging, smiling, rolling eyes with words, or offering additional marks to motivate them to improve their verbal fluency.

   ❖  Written Feedback : Written feedback is intended to assist learners improve their language use. In second language schools, spoken feedback is incomplete without written input. Written feedback has a favorable influence on learners' competency levels, as opposed to spoken input, which is quickly forgotten. "Written feedback is an effective method for advancing pupils' learning. Written feedback has the benefit that students may refer to  it again. ("Written feedback: Improving students learning"). Furthermore, there are various strategies for providing good written feedback:

- Instead of telling, ask questions.
- Be positive or neutral, never negative.
- Allow an opportunity for all the students to re-do the work.
- Word your feedback in students' understandable talk.

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- Locate and correct students' errors.

- Awards or scores for students for their correct answers

### 1.6.1.1     The Oral Feedback During Fluency Work:

The way we respond to children who speak in a fluency activity has a substantial impact not just on how well they perform at the time, but also on how they behave in fluency activities in the future. There are several ways that teachers should interfere during activities.

-Recording mistakes. We can act as observers, watching and listening to students and providing feedback afterwards. Such monitoring enables us to  provide  appropriate feedback to our pupils on how well they have performed, keeping in mind that we want to provide both positive and negative feedback. One of the issues with providing feedback after the event is that students tend to forget what they said. Most teachers jot down items they wish to remember later, and some like to utilize charts or other types of classification to assist  them do so. Another option is for the teacher to transcribe portions of the tape for later study.

- Gentle correction. If our kids can't think of anything to say, we may wish to move them forward. We will not halt the activity and require everyone to say the item correctly before proceeding with his or her conversation. However, we need to be careful of overcorrection at a proficiency level.

### 1.6.1.2  Writing Feedback During Accuracy Work:

Teachers demonstrate to students that mistakes have been made and assist them in taking corrective action. The first set of strategies we need to be aware of focuses on demonstrating incorrectness. These strategies are only useful for what we believe to be language'slips', not ingrained or systemic faults. There are several strategies for providing feedback, which are:

❖  Showing Incorrectness

-Repeating: here we can ask the students to repeat what they said.

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-Hinting: a quick way of helping students to activate rule that they already know is to give a quick hint and this help students to correct for themselves.

- Expression: a simple facial expression or gesture may be enough to indicate that something does not quite work.

❖ Getting it Right If the students are unable to correct themselves or respond to reformulation, we must focus on the proper version in greater detail. We can either say the proper version, stressing the problematic section before continuing with the statement normally, or we can pronounce the wrong portion appropriately. If required,

we may clarify the grammatical or lexical issue. We will ask the children to repeat the statement properly.

### 1.6.2    The Effect of The Feedback on The Learning Process:

Feedback is the point in the learning process at which students receive the most personalized instruction possible, when educators are aware of what has improved and strategies for future improvement, and when what educators say and how they say it have a significant impact on student progress and teacher pedagogy. Brookhart (2008) found that effective feedback enhances learning and development in both givers and the receivers of feedback. Effective feedback should be accessible and relevant to students in order to improve their knowledge of their studies and future performance. Timely feedback is essential for improving learning. To put it another way, feedback should be provided in  a timely manner in order to be effective.

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### 1.7  Conclusion:

In this chapter, we spot light on what is language in general and we moved to the position of English in Algerian education because it is necessary to  know languages, in other hands, we define learning and teaching and the methods of teaching. In addition, teacher's feedback, which deals with the role of teacher during the learning process using different teaching methods according to learners' needs and weaknesses. Therefore, we defined feedback in general and from experts' point of view, and we highlighted two types of feedback. Moreover, the teacher's role during oral activities helps learners to succeed and motivates them to develop their level of proficiency. However, feedback can affect in a positive or negative way the learning process and this can cause good or bad results on their oral production and their behaviors during this process. We also incorporated feedback during fluency and accuracy work in the teaching and learning processes.

# Chapter Two :

## Methodology and Data Collection

# Chapter Two: Methodology and Data Collection

# Chapter Two: Methodology and Data Collection

**2.1 Introduction:**

The current chapter , deal with the practical study of this research work starting with the situation of department of Ain Temouchent University, description of the target situation, research objectives, research approaches together with the case study, sample population/participants and the instrumentation used for the data collection, and which was done through the following instruments: the questionnaire for the Master 1 English language students(Didactics and applied linguistics) and the Interview for some teachers from the department of letters and English language.

**2.2 Situation Of Department Of Letters And English Language At The University Of Ain Temouchent :**

The department of letters and English language at Belhadj Bouchaib university of Ain Temouchent has been founded in the year of 2012.

It hosted an common range of 699 college students from both License and Master sections combined, these are divides as the following:

❖ License level studies the common branch of English and has about X students that are disassociated into three categories;

• The First year of license section hosts more than X students divides precisely into groups whom follow a curriculum of modules which include: Grammar, Oral expression, written expression, an introduction into linguistics, literature of the language, culture and civilization of the language basic Spanish, sociology and human science (studied in Arabic), techniques of university work, phonetics.

• The second year section of license also enrobes all the previous modules apart from sociology and human sciences, which make the total studied modules into ten.

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- The third year section, holds about X students and divides into groups that deal with eleven modules, this level of license is "the first last step" in order to attain a diploma in the English section also referred to as "License if English".

❖ Master section, on the other hand, also refers to as the second level of graduation is divides into two major sections.

- Master 1:has two main branches ;Didactics and applied linguistics: is a branch that combines the science of teaching and learning of English language, this particular branch hosts about more than 60 students who are divided into two groups ; most of the modules studied in this section are related to linguistics and didactics and they study throughout the year a numbers of subjects including didactics of EFL , Micro teaching , sociolinguistics ,psycholinguistics ...etc .Literature&civilization : is another branch of English as a foreign language in the university of Belhadj Bouchaib in Ain Temouchent, , the later only a smaller number of students (16 students) , automatically they are gathered in one group, it includes some modules that are concerned with the literatures of English civilizations.

- Master 2 : Didactics and applied linguistics; A number of nearly 59 students divided into two groups occupy this branch, and are exposed to ten modules accordingly; Pragmatics, advanced linguistics, CDEA ,Thesis writing. Literature &civilization; on the other hand, master two students of this section share the same modules the previous years.

In this department, there are a total of 44 teachers, 23 of whom are full-time teachers and 21 are part-time teachers. From the total number of teachers there is one professor, doctors in various specialties of English language, other are doctoral students and some with master degree.

### 2.3Description Of The Target Situation;

This research work was carried out at Ain Temouchent, more specifically in the department of letters and English language.

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This study concern all the master 1 English language students, who belong to the field of didactics and applied linguistics only. Besides, some teachers from the same department have been selected to be part of this study. If we take into account that both the students and teachers are experienced with the feedback on the development of English as foreign language in communicative skills, this will provide the floot for enlarging and motivating the use of feedback in classroom.

**2.4. The Research Objectives :**

The aim of this research work, as previously stated, is to conduct an investigation, an observation and to question the impact of teacher feedback on the development of EFL on student communicative skills; case study of both of EFL master students and teachers at Ain Temouchent University. Additionally, this research aims at opting for the teachers feedback and English and a foreign language. The results of this investigation will expose and prove whether the teachers' feedback is more preferred by the learners of EFL and useful for the teachers.

**2.5.Research Methods/Approaches :**

According to Kothari (2004), research is "a scientific and systematic search for pertinent information on a specific topic". Research also entails creativity used in a methodical manner to increase knowledge, which includes human knowledge, culture, and society.

This means that research is used to study facts, validate the findings of earlier experiments, suggest answers to current or new problems, support theories, and propose new ideas. Furthermore, research include creating information, conducting tests to determine the cause and effect of something, and laying the groundwork for future studies.

The process of acquiring knowledge in order to answer questions or solve issues is commonly known as research. Leedy and Ormrod (2001) defined research as "a way of

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gathering data, analyzing it, and interpreting it in order to comprehend a phenomenon". According to Creswell (2012), research is "a series of steps used to collect and analyze data in order to improve our understanding of a topic or situation" (p.3).This indicates that research is a systematic process of discovering answers to questions, developing hypotheses and gathering evidence or statistics, evaluating data, and deriving conclusions in the form of a problem solution or particular assumptions for an empirical formulation.

The primary purpose of the study is to discover facts and develop fresh viewpoints on a variety of topics (Kothari, 2004). In reality, the research's goal is to collect free information to augment an individual's prior knowledge. It is also vital to grasp what the term methodology means. It is therefore the path/way to take in order to accomplish anything, namely the process of conducting research in our case. Many professionals have effectively defined the idea of methodology. According to Kothari, research approach is:

> Research methodology is a way to systematically solve the research problem. It may be defined as the science of examining how research is conducted scientifically. In it welook at the many phases that a researcher often takes when researching an issue as well as the reasoning behind them.

(2004, p8)

In reality, it is impossible to conduct research or a study without the use of a research strategy, which serves to facilitate the process. There are two basic sorts of research approaches: quantitative and qualitative.

## 2.5.1. Quantitative Research Approach :

Quantitative research described by Aliaga, and Gunderson (2002), as " the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistic." On the other hand, (Leedy & Ormrod 2001;

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Williams, 2011). State that "Quantitative research involves the collection of data so that

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information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims".

It is expressed numerically and graphically. It is used to test or validate hypotheses and assumptions. These kind of investigations can be utilized to establish generalizable knowledge about a specific issue. Experiments, numerical observations, and closed-ended surveys are all examples of common quantitative strategies. It "is based on the measurement of quantity or amount" (Kothari, 2004). According to Kothari (2004), this kind is classified as "inferential, experimental, and simulation approaches". Furthermore, Williams (2011) states that quantitative research begins with a problem description, followed by the development of a hypothesis or research question, a study of relevant literature, and a quantitative analysis of data.

## 2.5.2. Qualitative Research Approach :

The term qualitative is derived from the term "quality," implying that a qualitative technique promotes and seeks a comprehensive depiction. This approach is based on a thorough examination of a person's behavior, language context, and other variables. Creswell (2014) defines qualitative research as the interpretation that individuals or groups provide to a social or human issue.

as stated by Denzin and Lincoln (2000), qualitative research uses an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 3). Shank (2002) describes it as "a form of systematic empirical inquiry into meaning" in a similar vein (p. 5).

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Common qualitative strategies consist of interviews with open-ended questions, observations defined in words, and literature reviews which aim at discovering previous and new principles and theories.

Yin (1994), on the other hand, describes "a case study [as] an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). On the other hand, According to Ary et al. (2002), "A case study is an in-depth study of a single unit, such as one individual, one group, one organization, one program, and so on" (p.27).

In reality, there has been considerable debate over the case study's concentration; some academics suggest that it focuses on the participants rather than the techniques and procedures, while others contend that the techniques and methods are the focal point. Yin was one of the researchers who supported the second premise in his book *Case Study Research: Design and Method,* in which he listed three primary categories of case studies. First, there is the 'descriptive' case study, which begins with a definite premise or idea. The subjects are then observed, and the data gathered is compared to the preceding hypothesis/theory.

Second, there's the 'explanatory' case study, which is frequently employed to do causal analyses. As a result, scientists are interested in identifying factors that may have contributed to certain outcomes.

Lastly, there is the 'exploratory' case study, which serves as a precursor to additional, more in-depth investigation. This allows professionals to collect additional data prior to developing their assumptions and research topics.

**Table 2.1:QUALITATIVE VERSUS QUANTITATIVE RESEARCH**

| Criteria | Qualitative research | Quantitative research |
|---|---|---|
| Purpose | To understand & interpret social interactions. | To test hypotheses, look at cause and effect, & make |

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| | | |
|---|---|---|
| | | predictions. |
| group studied | Smaller & not randomly selected. | Larger & randomly selected. |
| Variables | Study of the whole; not variables. | Specific variables studied . |
| Type of data collected | Words, image, or objects. | Numbers and statistics. |
| Form of data collected | Qualitative data such as open-ended responses, interviews, participant observations, field notes, & reflections. | Quantitative data obtained by exact measurement with standardized and certified data gathering devices. |
| Type of data analysis | Identify patterns, characteristics and themes. | Determine the statistical link. |
| Objectivity and subjectivity | Subjectivity can be assumed . | Objectivity is crucial . |
| Role of researcher | Participants in the study may be aware of the researchers' biases, as well as the researchers' knowledge of the participants characteristics. | Participants in the study are unaware of the researchers' prejudices, and participants characteristics are intentionally withheld from the research [double blind studies]. |
| Results | Specific or specialized discoveries that are less generalizable . | Generalizable results that can be applied to diffrent populations. |
| Scientific method | Exploratory or bottom-Up research involves the researcher developing a new hypothesis and theory based on the facts acquired. | Confirmatory or top-down research involves using data to examine theories hypotheses |
| View of human behaviour | Dynamic, contextual, social, and individual. | Consistent and predictable. |

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| Most common research objectives | Explore, discover, & construct. | Describe, explain, & predict. |
|---|---|---|
| Focus | Wide-angle lens: look at the breadth and depth of phenomena. | Narrow-angle lens: investigate a specific theory. |
| Nature of observation | Investigate behaviour in its natural setting. | Investigate behaviour under controlled setting; identify causal consequences. |
| Nature of reality | Multiple realities are subjective. | Single reality are objective. |
| Final report | Narrative report including contextual description and actual quotes from research participants. | Report on statistical including means correlations, comparisons, and statistical significance of results. |

**Johnson, & Christensen, 2008,p. 34;Lichtman, 2006, p7-8;Xavier University Library, 10/12/12)**

The table above vividly illustrates the distinction between qualitative and quantitative methodologies. The chart demonstrates that the primary goal of qualitative research is to understand and interpret social interactions, whereas quantitative research focuses on hypothesis testing, cause-and-effect analysis, and prediction. Furthermore, Fraser Health Authority (2011, p6) defines quantitative research as "traditional scientific research that generates numerical data and usually seeks to establish causal relationships (or associations) between two or more variables, using statistical methods to test the strength and significance of the relationships." To support this, Gelo et al. (2008) argue that "quantitative and qualitative research approaches clearly differ in terms of how data are collected and analyzed." Quantitative research necessitates reducing phenomena to numerical values in order to conduct statistical analysis. In contrast, qualitative research involves the collecting of

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data in a non-numerical form, such as writings, photos, videos, and so on. Variables are vital in quantitative research because they classify and quantify the phenomena.

### 2.6. Participants /Sample Population :

Before tackling or giving any detail about the participants of the research in hand, we need to define and highlight the concept of sampling, mainly sampling selection, "a sample is any subset of population, it represents all types of elements of population is called sample" (Satishparkash, 2020, p7), while population refers to a group of all the units on which the findings of a research need to be limited and applied to. Additionally, Fraenkel, Wallen, and Hyun (2012) defined the sample in a research study as "the group on which information is obtained" (p. 91).

Sampling is the process of selecting or restricting a population to meet the study goals and objectives. It is, in reality, a requirement in many investigations and studies in order to confirm or deny a hypothesis. Simply said, a case study or population is necessary for any research in order to test the hypotheses that lead to the answers to the research questions. Using proper sampling procedures allows researchers to cut research expenditures while also doing research more effectively and with greater flexibility and freedom. According to Dorney (2007), sampling techniques can be divided into two types; probability sampling and non-probability sampling.(As cited in Benguerfi, 2017).

1.  Probability sampling involves picking a sample from a population by randomization, often known as random selection or chance.

2.  Non-probability sampling. Non-probability sampling is a sampling approach that uses the researcher's subjective assessment rather than random selection.

   The diagram below demonstrates the sub-types of each of the two types of sampling :

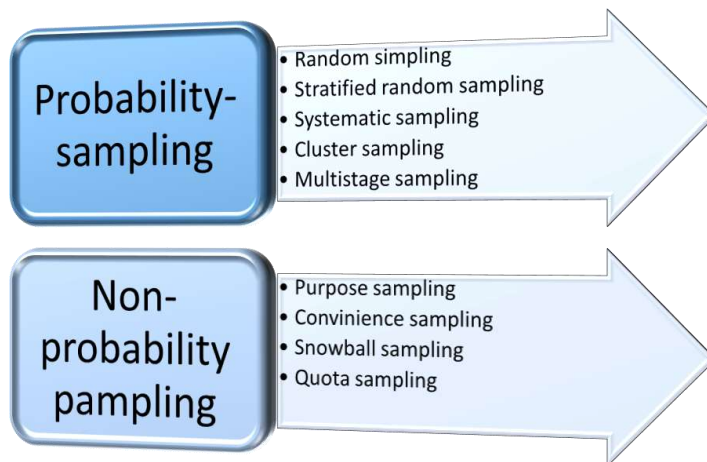# Chapter Two: Methodology and Data Collection



**Figure 2.1: The Major Sub-types of Probability and Non-probability Sampling.**

The researcher used random selection among students who participated in the study. Random sampling is the process of selecting a balanced number of people that are representative of a bigger population that would be difficult to sample efficiently and effectively.

This study's participants include both teachers and English language learners. Thus, two profiles must be described: the teachers' profile and the students' profile.

### 2.6.1.     The teachers' profile :

The teachers occupy a major role in the process of teaching and learning as their participation in this research is prominent. For this, four teachers participated and collaborated to make this research done successfully. The four teachers are teachers of English language in the department of letters and English language in AIN TEMOUCHENT university. All of them are full-time teachers and some of them are specialized in didactics , others in sociolinguistics and few in literature and civilization .It has been taken into consideration the fact that all the chosen teachers has experienced the feedback on students communicative skills.

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### 2.6.2.      The learners' profile

The learners also are an essential part of this research. The participants then, are master1 students of English language, specialized in Didactics and Applied Linguistics, in the department of letters and English language, in AIN TEMOUCHENT University. Their age varies between 20-22 years old as they have distinct backgrounds; some used to belong to the scientific stream in the high school, other to the  literary or foreign languages streams. The total numbers of the students in this speciality (Didactics and Applied Linguistics) is 76 students. They attend lectures in English language on a daily basis as they have experienced the teachers feedback in classroom.

### 2.7. Instrumentation:

Research instruments, also known as research tools, are used when an investigator or researcher want to gather and evaluate data; the researcher must ensure that the instruments he is employing are trustworthy and legitimate. According to Annum (2017, p6), each "research tool or procedure" used to gather data must be extensively analyzed to see whether it is likely to provide the intended results and to test the hypothesis. Data can also be collected using a variety of tools, including observation, tests, questionnaires, and interviews. To accomplish this study and satisfy our aims, we employed one instrument to gather information: questionnaires with students and teachers.

### 2.7.1 Definition of the questionnaire

The most common method of gathering quantitative primary data is through a questionnaire; it allows for the collection of quantitative data in a standardized manner, resulting in data that is suitable, Questionnaires should always have a clear purpose that relates to the study objectives, and it should be obvious from the start how the results will be used.

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"The questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions" (Nunan 1992, p231-232). In other words, this sort of instrument consists of two types of questions: open-ended and closed-ended, which are sometimes known as multiple choice questions (MCQ) since they may include both.

**Table 2.2: Open-ended vs. Close-ended Questions in a Questionnaire**

| Open-ended Questions | Close-ended Questions |
| --- | --- |
| **allow participants to give a free-form text answer** | restrict participants to one of a limited set of possible answers. |
| **these type of inquiries are typically employed in situations whre the selection of answers is unclear or challenging** | these kind of questions are made when it is possible to obtain a respons |
| **The analysis of these questions is qualitative and each of the answers should be analyzed either individually or grouped with the similar answers** | The analysis of these questions is quantitative |
| **Dealing with the analysis can occasionally be challenging since participant responses can differ significantly.** | This kind of inquiry is easier to answer and highly useful in terms of analysis. |
| **The quality of the replies is the reason these kinds of questions are used.** | Using them is done in order to obtain data in the form of statistics and numbers. |

The main features of both open-ended and closed-ended questions are outlined in the table above, which also helps to distinguish between the two by outlining the answers that are

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provided, the purpose of the analysis, when to use which type, the type of analysis, and the degree of difficulty or ease of analysis for each type.

### 2.7.2. Learners' Questionnaire

The learners' questionnaire contains eleven (11) questions designed to assist the investigator in gathering the necessary information .In the form of yes/no and multiple-choice questions, the questionnaire addresses various perspectives on teachers feedback on the development of communicative skills. The questionnaire includes four sections: back ground information, oral expression course, speaking skill, and teacher's feedback.

➢    The first portion of questions comprises of three (03) questions to identify the profile of selected students and assess their prior knowledge and skill in English as a foreign language.

➢    The Oral Expression Course From questions four to six, we may learn about the participants' background in the oral expression course. We learn about their interest in the oral expression course, if it helps students enhance their speaking skills, and their preferred oral activities.

➢    In Speaking Skill questions four, six, and seven, students are asked about their attitude towards speaking, the level of difficulty, obstacles they face, their reaction to these difficulties, and their teacher's correction of errors.

➢    Teacher feedback From questions eight to eleven, they are designed to collect students' background about the teacher's undertaking feedback, the situations in which the teacher provides feedback, the different forms of feedback, the focus when the teacher corrects his learners' errors, their feeling towards receiving feedback, and their repetition of the mistakes after receiving feedback.

### 2.7.3. Definition Of Interview

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An interview is broadly defined as "the elicitation of data by one person from another through person-to-person encounters" (Nunan, 1992, p231). An interview is characterized as a purposeful discussion between the interviewer and the interviewee (Dexter, 1970; Moser & Kalton, 1971), or as "a guided conversation" (Lofland & Lofland, 1984, p2).

Interviews are a popular method for gathering information about people's experiences, as well as their inner perceptions, attitudes, and sentiments about reality. Interviews are classified into three types based on their level of structure: structured interviews, semi-structured interviews, and unstructured interviews (Fontana & Frey, 2005).

### 2.7.4. Teachers' Interview

Four (04) educators from Ain Temouchent University's English department were asked to complete the questionnaire. Teachers' questionnaire contains six (06) open-ended questions that revolve about teachers feedback; the questions include the following ideas:

✓ The objective of the 1$^{st}$ question tackles the way teachers present their course.

✓ Our objective of the 2$^{nd}$ question is to know if there is interaction between the teachers and their students,

✓ The objective of the 3$^{rd}$ question tackle Their undertaking of the feedback as a tool to correct these errors, the type of the provided feedback,

✓ The objective of the 4$^{th}$ question is How do they push their learners take the feedback into considerations.

✓ The objective of the 5$^{th}$ question is The students' reaction to it

✓ The objective of the 6$^{th}$ question is Their role when the learners commit errors.

### 2.8. Data Analyses Procedures

In this research work, the researcher used one research instrument, a quantitative digital questionnaire created using "Google Form," a free open-source online tool from the tech giant
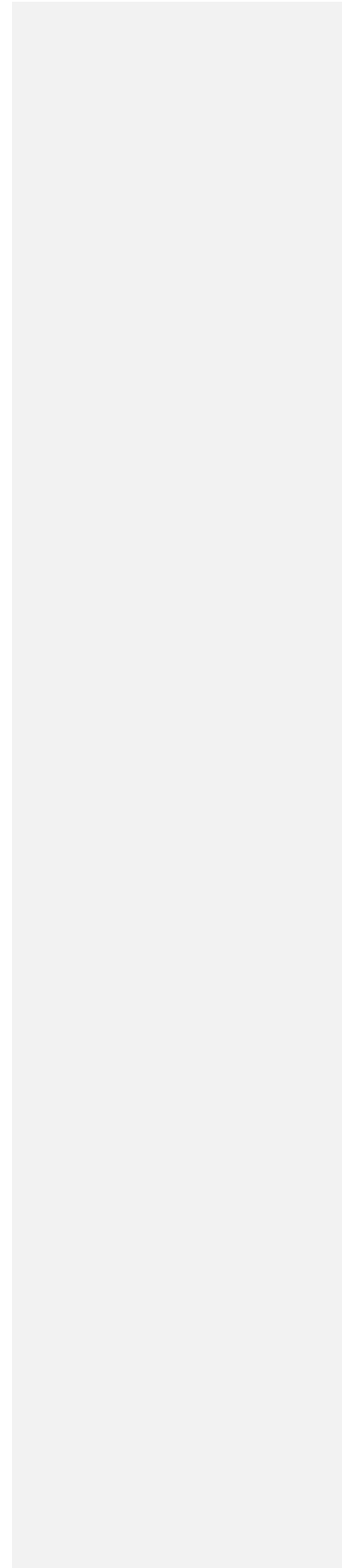
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Google that allows users and researchers to create forms or quizzes, as well as surveys, which are collaboratively used by researchers and students to collect data and information.

### 2.9. Conclusion

This chapter has intended to focus on the research methodology and the techniques that

have been used in this study, i.e., is a case study that investigates the impact of teachers feedback on the development of EFL of students of the master one sections of the Department of English- Ain Temouchent university. The subsequent part envelops the research methodology and the instrumentation utilized for collecting data including the survey for both the Master 1 English language students (Didactics and Applied Linguistics) and few educators from the same department, at the University of AIN TEMOUCHENT.

# Chapter Three:

## Data Analysis, Results Interpretation and Recommendations

# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

### 3.1. Introduction:

The present chapter is aimed to collect data about the students' attitude, about their obstacles that they face during their speech, and about teacher's feedback and its influence on their oral and written performance, in addition to collect the teacher's insights towards his learners speaking and writing performance and their reaction to the provided feedback. Throughout this chapter, we will analyze the data collected from the teachers' interview and from students' questionnaire accordingly to our research question and to our stated hypothesis in order to diagnose the role of teacher's feedback on improving EFL learners' oral production.

### 3.2. Data Analysis:

### 3.2.1. Analysis of the Students' Questionnaire:

**Question 1:** How long have you been learning English!

o    4-5 years

o    More than 5 years
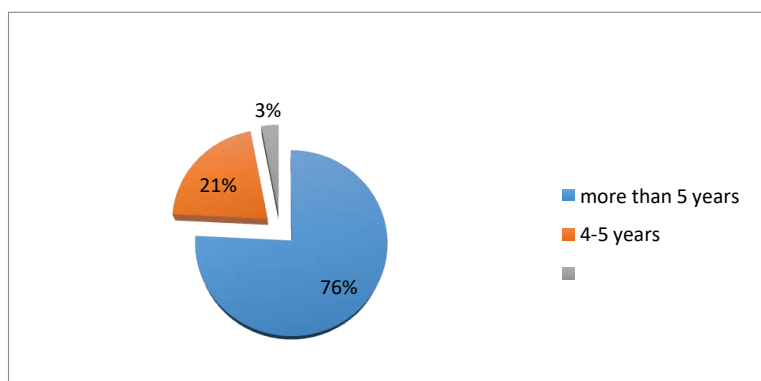
# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

**Figure 3. 1: participant's years of learning English**

It is observed in the figure above that, the totality of the students with a percentage of 75,8%, announced that they learned English more than 5 years, while 21,2 % said that they learned between 4 and 5 years, there are one student who claimed that S/he learned it between 2-3 years  with a percentage of 3%.

**Question 3**; The Choice to Study English is :
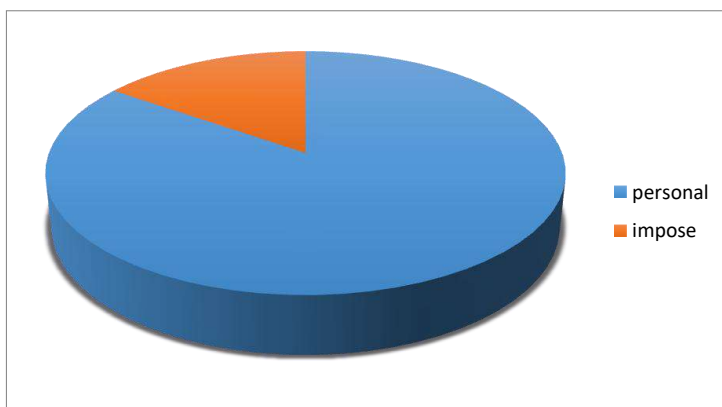o   Personal
o   Impose



**Figure 3.2. participants' choice to study English at the university**

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This pie chart identifies that the most of the students (84,4%) declare that their choice to study English is personal. this means that they are motivated, anxious, and desired to learn more about the English language. Whereas the remaining ones (15,2%) mention that their choice to study the English was imposed because of many reasons. being imposed maybe by their parents or their marks do not allow them to study English.

**Question 4**; Are you interested in oral/writing expression module?
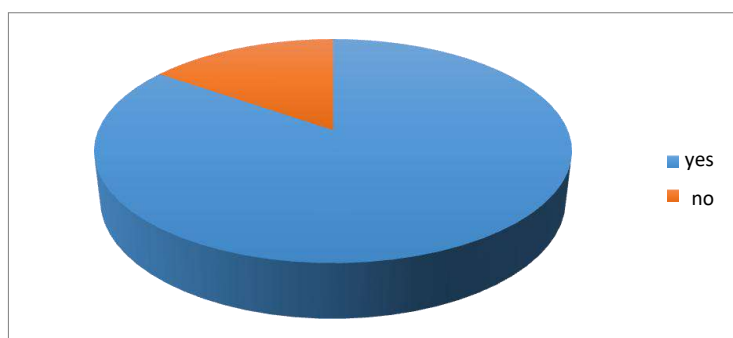
o **Yes**

o **No**



**Figure 3.3. participants' attitudes towards the oral / writing expression course**

The students' responses indicate that 84,4% from our sample are interested in oral expression course because they think that this course encourages them to develop their speaking and their listening skill in the English language and to express their ideas correctly, in addition, it provides them with chance to get new vocabulary and good pronunciation.. While 15,2% are not interested in oral expression course because of the boring tackled subjects, the lack of audio visual aids, the shyness from their mistakes, and the hinders when speaking.

**Question 4;** What are your preferences concerning oral expression activities?

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o   Story telling

o   Discussion
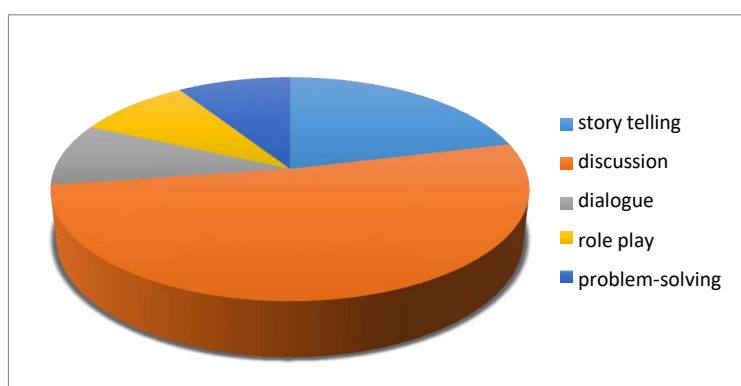
o   Dialogue

o   Role play

o   Problem-solving



**Figure 3.3. the students' perspective toward their preferred activities to be tackled in oral expression course**

Concerning the resulted mentioned in the above pie chart, the high percentage is for the discussion    activities and the story telling . The students prefer these kinds of activities because they may enjoy in acting, in expressing opinions, and in narrating a stories; furthermore, these activities encourage and motivate the learners to acquire more the oral language and to feel free to express themselves. In addition, the percentage of the three activities are equal ( Dialogue , Role play, and Problem-solving) the above preferred activities open the way to EFL learners to create oral performance, and then to commit the errors, and to be corrected at the same time.

**Question 4**; In your opinion, Speaking/writing in English is :

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o   A difficult task

o   An average task
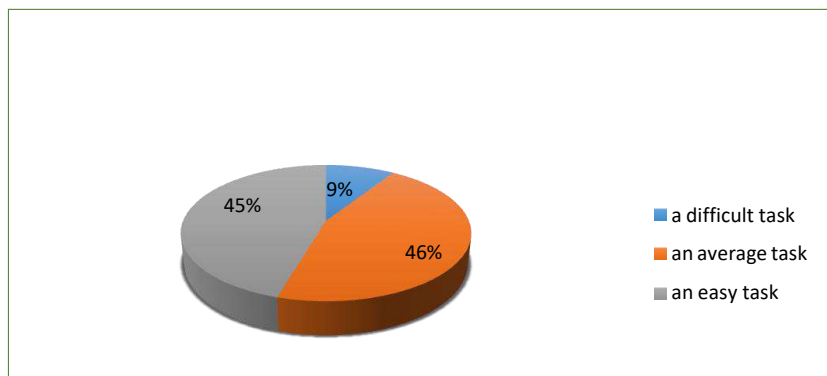
o   An easy task



**Figure 3.4. : the students' responses towards the difficulty of speaking/writing  skills**

We can notice from the analysis of the question 06 that 9,1% of students considered the speaking/ writing skill as a difficult task which refers to the existence of difficulties when speaking, so they need a help from their teacher to overcome these difficulties through controlling them then giving some encouragements, advice, suggestions, or more explanation in order to speak easily and correctly. In the other side, 45,5% of students declared that the speaking/ writing skills  is an average and easy task because may be they are motivated to learn the language, are aware about their mistakes and given the chance to correct them whether individually or by their teacher, and are fluent in their speech.

**Question 6;** Do you find difficulties while speaking?

o   Yes

o   No

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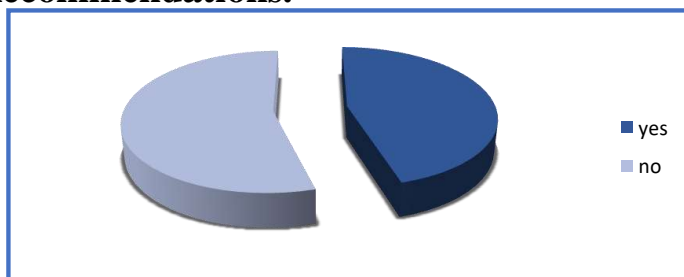


**Figure 3.5. participants' attitudes toward their difficulties when speaking**

From the replies to this item, we find 45,5% from our sample face difficulties in their speaking which refers to what we mention in the previous item. Whereas 54,5% of the students show that they do not face difficulties when speaking.

**If yes, what are they?**
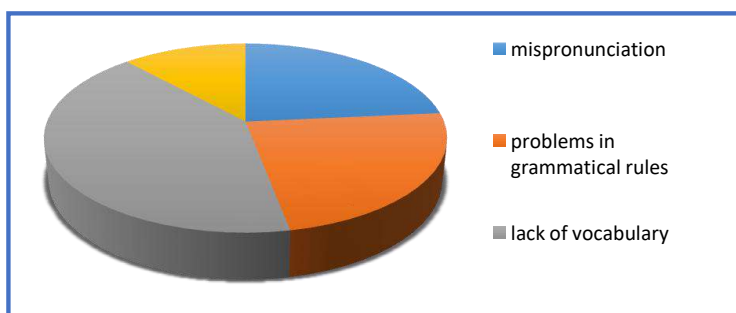


**Figure 3.6. the different difficulties which the students encounter when speaking**

These due to the multiple choices of the students answer to the same question. According to the students' views, 41,2% of the student declared that the big problem they faced when speaking performance is the lack of vocabulary, 23,5% of students stated that they face grammatical mistakes and mispronunciations when speaking , while 11,8% declared that they faced difficulties in the transfer from first language to the second language. And 16 students do not answer this question .

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**Question 7 ;** Does your teacher give you feedback during your speaking/writing tasks?

(Feedback is advice or criticism that the teacher gives you when you make mistakes) ;

o   Always
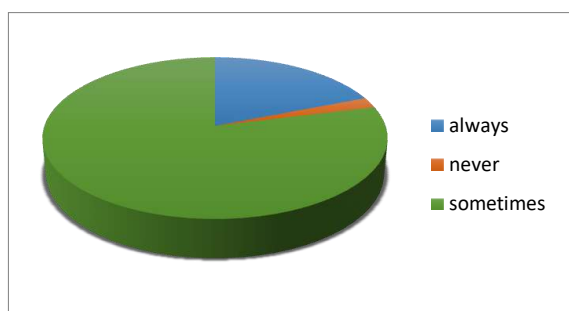
o   Sometimes

o   Never



**Figure 3.7. teacher's frequency to give feedback during his learners' oral /writing performance**

The high percentage is devoted for the second answer which states that the teacher sometimes gives feedback to his students. because he thinks that the provided feedback makes them feel angry or he does not recognize the importance of his feedback in improving his learners' oral/ writing proficiency .Only few of them (6) stated that the teacher always gives feedback to their students This refers that the teacher is aware of their students' mistakes and he provides them with more explanation or advice in the appropriate time to correct these mistakes; moreover, he does not only help his students to improve their proficiency and their oral production but also it expose them to correction and evaluation. The last percentage is devoted for the third question which stated that the teacher never gives feedback which refers that the teacher does not give importance to his students' errors. And  14 students didn't answer about this question .

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**Question 9 ;** S/He gives feedback

o   When you commit grammar mistakes

o   When you commit pronunciation mistakes

o   When you commit poor vocabulary

o   When negative transfer from first language to the second language
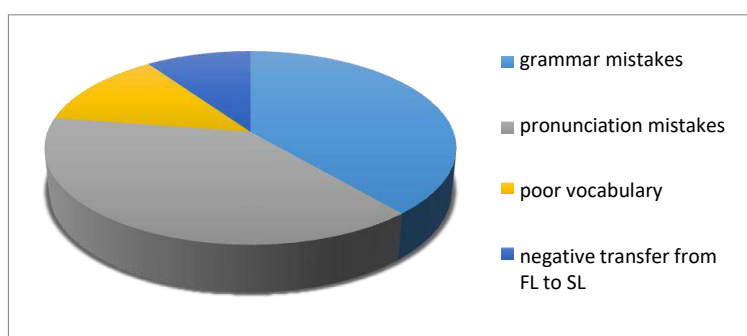


**Figure 3.9. students' attitudes towards the situations when they are provided by feedback**

According to grathis pie chart, the percentage of the students teacher given feedback was arranged as follow: 38,7% of our sample stated that their teacher gives feedback when they commit grammar mistakes, 38,7% of our sample stated that their teacher gives feedback when they commit pronunciation mistakes, 12,9% of our sample stated that their teacher gives feedback when they lack vocabularies, 9,7% of our sample stated that their teacher gives feedback when they transfer negatively from the first language to the second language.

**Question 9;** How did your teacher correct your errors?

o   Providing the correct form

o   Demonstranting  the mistakes

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o    Giving the rule

o    Giving advice

o    Giving criticism
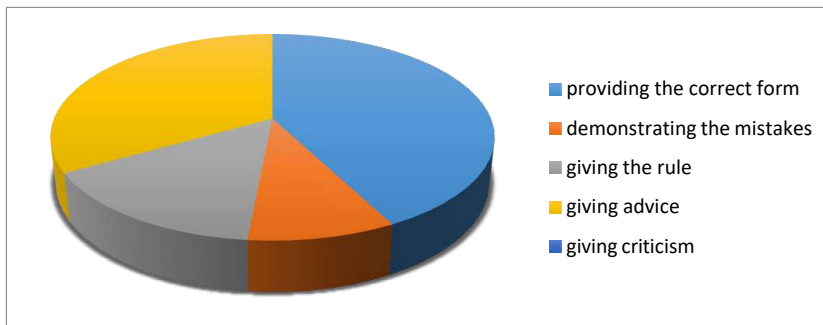


**Figure 3.9. participants' responses about their teacher's form of giving feedback**

The results mentioned in the pie chart , show that the high percentage of the students' answers is devoted for their teacher's correction through providing the correct form and through giving advice because their teacher found that the first form of correction are the appropriate ones to make them learn from their mistakes and giving them advice  for encourage them. Less percentage is devoted for the teacher's correction through giving the rule and demonstrating he mistakes because their teacher noticed that these forms  of correction are somehow ineffective. The last no one the students answer about the giving criticism because their teacher's maybe infers that the criticism makes his students feel angry or bothered and react negatively to the teacher's feedback.

**Question 10;** Do you feel bothered/ embarrassed when you receive feedback?

o    Yes

o    No

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**Figure 3.10. participants' reaction towards receiving feedback**

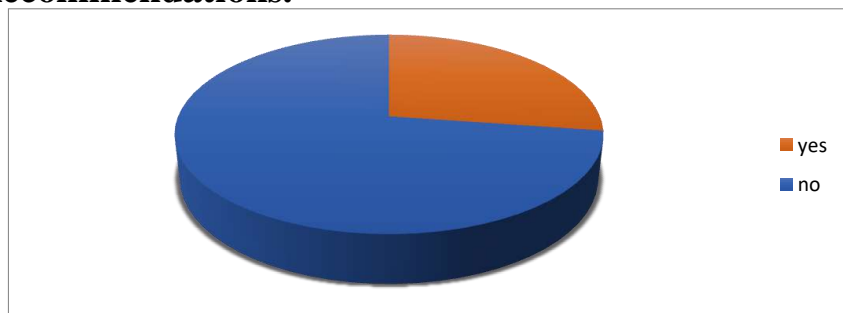We can notice from the pie chart, (72,7%)students said that they responded positively towards receiving feedback and they did not feel bothered when they receive it, as it is expected to help them learn more about the language from their errors and to develop their oral performance. (27,3%) students argue that they feel bothered when they receive feedback.

### 3.2.2. The analysis of the teachers' interview :

The interview results will be presented and clarified using percentages and statistics in this section of the research.

**Question 1**: How do you present your course!

**Teacher1:** well, the presentation of the course depends on the subject itself and on the group I am teaching. There are certain subjects that need no introduction, no activities to be presented.

**Teacher2:** I present my course in various ways I generally do not forget the data show or make use of it whenever possible when the data show is not possible to use I share generally the tools are used via mail so that students can easily follow with me, when there is none of this sometimes I failed to prepare my material before the session or sometimes just to break the routine sometimes I use the board. Students are invited to use the phone because the material even if the data shows on they have access to it via phones in order to help them concentrate a bit.

**Teacher3:** the presentation of the course depends on the activity I deal with, I produce it to my students then I have what is called the post listening, or what my students perform.

**Teacher4:** really, I focus more on the pair works or group works.

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The four teachers have different ways of presenting their course because each one finds the most appropriate way which fits his students in order to help them developing and acquiring more vocabularies, grammatical rule, pronunciation, fluency, and the differences between the first language and the second language.

**Question 2**: Is there any kind of interaction between you and your students?

**Teacher1:** rarely

**Teacher2**: it's not a vivid interaction over the timer sometimes the interaction is limited to a number of students and sometimes I tried to create this interaction by giving students enough background information to react.

**Teacher3:** of course

**Teacher4:** yes, of course

All the teacher argue that their students interact with them. This means that their students are motivated and desired to speak through expressing their ideas with caring about their little knowledge of the English language. It is due their teachers' encouragement and motivation in addition to their way of teaching, or their high rate of self confidence and self esteem.

**Question 3:** Which kind of feedback do you provide to your students?

**Teacher1:** the oral feedback

**Teacher2:** it depends

**Teacher3:** it can be oral, written, or personal.

**Teacher4:** oral or written sometimes I help the students get access to the feedback I want them or to the idea I want them to think about by making them to guess, I give them the first word of the term I'm seeking for the last one and then it is kind of a puzzle, I try to make the feedback not related entirely to me.

The four teachers showed that they use different types of feedback which are oral feedback, written feedback, or personal feedback, it can be orally by saying the correct word pronunciation, by giving more explanations, by asking to think again or to check their dictionaries, by asking them to repeat what they said to perceive the mistake if they know thw correct form or not, or by repeating their utterance wit focusing more or stressing the mistake

# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

they commit. In addition, it can be written by writing the incorrect word or utterance in the board then they show to them their errors and they try to correct them. It can be also personal between the teacher and the student through writing it in a piece of paper in order to not make the student feels shy in front of their classmates.

**Question 4:** do your students respond to your feedback?

**Teacher1:** mostly, yes

**Teacher2:** sure

**Teacher3:** yes, most of the time

**Teacher4:** in the most of case yes. They respond and they reformulate what they said by using the corrective feedback.

All of the teachers argue that their students respond to their feedback. This is apparent from the changes and the reformulations that the students do when they repeat what they said by undertaking the corrective feedback. Thus, the teacher can measure the feedbacks effectiveness from his students' responses. Sometimes, students does not react to their teachers' feedback and they repeat the same mistakes as a challenge to their teacher because of the teacher way of presenting it, or because they cannot be corrected by another one and they consider the feedback as offended criticism.

**Question5:** Do you undertake the feedback as a tool to correct their errors?

**Teacher1:** whether I ask them to think again or I try to correct their mistakes. As a tool of course.

**Teacher2:** yes, I do

**Teacher3:** yes, for sure

**Teacher4:** of course, yes

According to the teachers' answers, we find that all the above teachers undertake the feedback as a tool to correct and to overcome their students' errors and obstacles especially in the oral expression course.

**Question 6** how do you make your students take the feedback in their consideration?

# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

**Teacher1:** by encouraging them to think positively of feedback as a friend rather than an intimidating activity.

**Teacher2:** just through the repetition of this technique.

**Teacher3:** I state it orally.

**Teacher4:** the teacher should inform his learners that making mistakes is a natural thing in their learning process.

In order to make students take the feedback into consideration, they should know that making mistakes in natural process in learning the second language and they have to accept criticism from their teacher that is not for the sake of criticizing or offending them, but it is for the sake of teaching them how to speak well because they are still learners. In the other side, their teacher should repeat this technique during their oral/written production, and they should encourage their learners to think positively of feedback as a friend rather than an intimidating activity.

### 3.3. Results / Findings Interpretation:

The students' questionnaire revealed that they like practicing speaking through their chosen oral activities, motivating them to enhance their ability. However, they discover several mistakes and impediments during their speech; they are worried. It's about them. Students require assistance from their teacher while making several blunders that impede their ability to speak effectively. This may be accomplished by offering feedback in many formats. Students prefer constructive feedback at the end of their work, such as advice, explanation, and suggestions, rather than criticism, which can undermine their confidence when speaking.

The teacher's interview stated that teachers present their course according to their students' interaction between the teacher and the students in order to help them. Although the insufficient time for the course, the teacher varies the tackled activities to develop his students' communication strategies and to be fluent speakers. He claimed that his learners encounter several difficulties, and it is up to the teacher to help them overcome those letters

# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

by providing feedback to learners, he helps them to realize all weaknesses. Moreover, the teacher emphasizes that the provided feedback is considered as a tool to correct his learners' mistakes through different forms. In addition, he considers the students' reaction as a parameter to evaluate the effectiveness of the feedback; he makes sure that the effective feedback is placed at the end of the students' course, but in some cases especially when the communication breaks down the teacher should intervene to move smoothly. In order to improve the EFL learners speaking/ writing performance, the teacher encourages his learners to put the feedback in their minds as a form of learning a new oral language not as offending form.

### 3.4. Suggestions and recommendations:

Given the novelty of the issue presented in this study in Algerian institutions, as well as the scarcity of resources, there are certain recommendations that will surely contribute to the success of feedback on EFL students. The suggestions are as follows:

➢ Practicing English with friends, classmates, and online. Listening to actual language is also suggested.

➢ Teachers should not interrupt their students in the middle of their speech when they make a mistake.

➢ Teachers should be kind while giving corrective comments.

➢ Teachers should not disregard student faults.

➢ When correcting students, teachers should consider their particular needs and preferences, as they vary greatly.

➢ Teachers should consider students' emotional elements when offering comments.

➢ Teachers' feedback can help students improve their writing and speaking skills.

# Chapter Three: Data Analysis; Results Interpretation and Recommendations.

➢ Early and continual feedback has a favorable influence on students' academic achievements , hence it is recommended to avoid providing feedback at the conclusion of a trimester or semester.

➢ Teachers should urge pupils to seek prompt feedback on their writing problems.

➢ Feedback should be precise, explicit, and thorough.

➢ Frequent teacher-student conferencing can foster personal engagement and encourage students to discuss difficulties openly.

### 3.5. Conclusion:

This last session had three major sections: information inspection, outcomes comprehension, and what we recommend as solutions and readings. The results have been justified with a reference to the study of the information obtained, followed by an itemized analysis and interpretation.

# General Conclusion
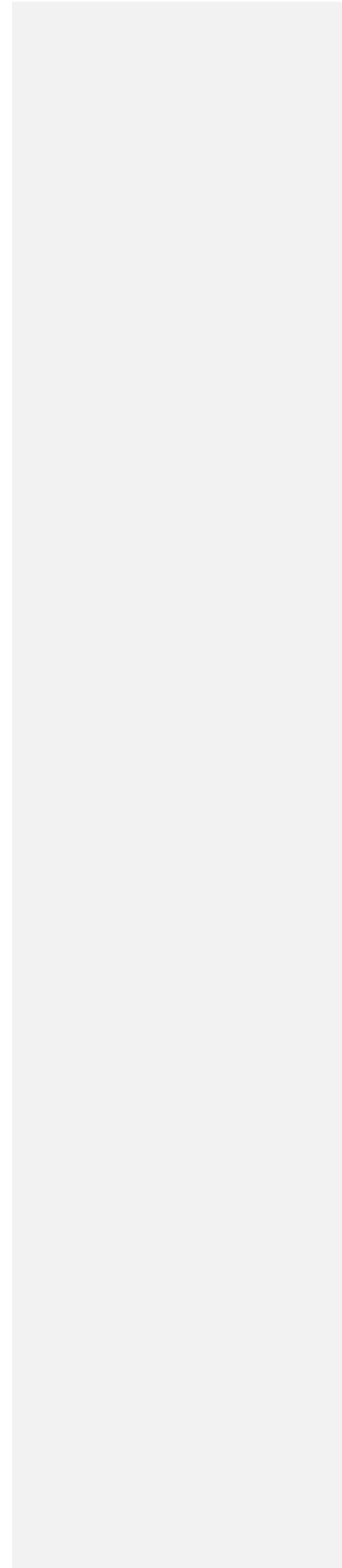
# General Conclusion

**General Conclusion:**

Teacher's feedback in teaching English as a foreign language is considered as an issue that many researchers had tackled, but each one focuses on one among its aspects. Our learners in EFL context claimed having many problems dealing with writing\ speaking, and it is up to all concerned sides to look for remedies among which teachers' feedback seems to be one of them as, it helps to provide the learners with correct input for a better writing and oral performance and enables them to realize their weaknesses in the target language. Many teachers select some ways of providing feedback without taking into account students' preferences and positive responses. So, they should examine their ways when they respond to their students' oral production and written production and they should ensure the effectiveness of the feedback according to their students' reaction to it. Moreover, they should be aware of the effect of their feedback on their students through observing their improvement in their communicative skills ( speaking & writing).

Throughout this study, we investigate the impact of teachers' feedback in enhancing EFL students' communicative skills (speaking and writing). The results indicate that the students like speaking they have the desire to learn more about its oral aspects, but they face a lot of problems as they make mistakes when speaking. So, they need a help from their teachers to correct these errors. Their teachers undertake the feedback as a tool to encourage their students to correct their mistakes and to improve their oral and written performances; furthermore, the provided feedback should meet some features to be effective, in other words, it should be at the end of their learners performance, it should meet the learners preferable way of presenting it and their preferences type and form, it should be stated clearly, and the learners should take the feedback in consideration as a motivator not as offending to learning. It is considered that the teacher is the core of the teaching process, he has characteristics that help them to succeed in his teaching and to motivate his learners develop their language level
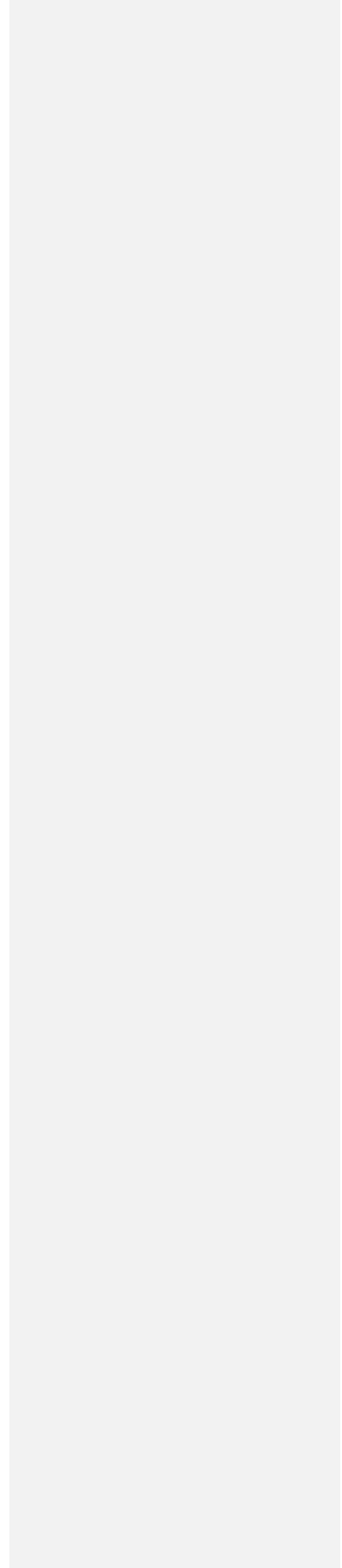
# General Conclusion

and proficiency. Moreover, the teachers' role when he listens to his learners' is to provide an effective feedback. The feedback is given information through meeting certain criteria to incorrect learners' oral and written production in order to correct their committed mistakes.

# Appendices
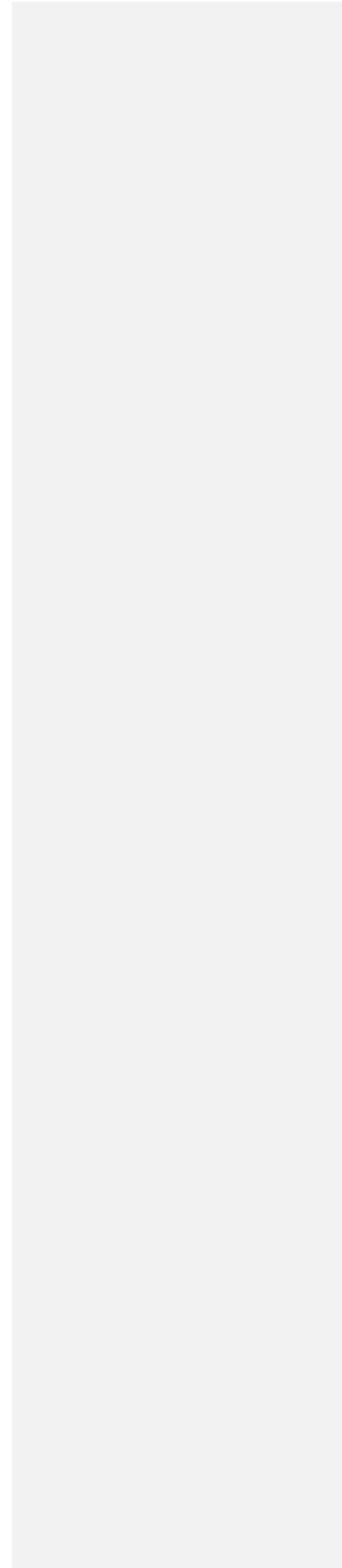
# Appendix A

# . Students' Questionnaire :

Dear colleagues, by answering the following form will contribute to the credibility of my research paper, please take your time to answer the below questions based on teachers feedback.

1/-How long have you been learning English!

- 2-3 years

- 4-5 years

- More than 5years

2/- Your choice to study English was:

- Personal

- Imposed

3/-Are you interested in oral/writing expression module?

- Yes

- No

4/- What are your preferences concerning oral expression activities?

- Story telling

- Discussion

- Dialogue

- Role play

- Problem-solving

5/- In your opinion, Speaking/writing in English is :

- A difficult task

- An average task

-  An easy task

6/- Do you find difficulties while speaking?

- Yes

- No

- ❖ If yes, what are they?
  - o Mispronunciation
  - o Problems in grammatical rules
  - o Lack of vocabulary
  - o Difficulties in transfer from the first language to the second language

7/- Does your teacher give you feedback during your speaking/writing tasks? (Feedback is advice or criticism that the teacher gives you when you make mistakes)

- Always

- Sometimes

-  Never

8/- S/He gives feedback

- When you commit grammar mistakes

-  When you commit pronunciation mistakes

- When you commit poor vocabulary

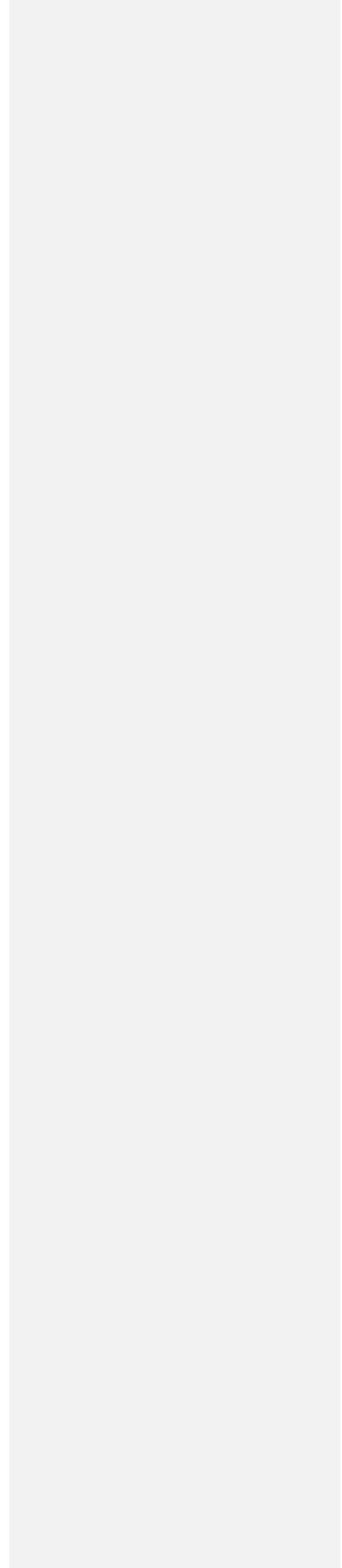- When negative transfer from first language to the second language

9/- How did your teacher correct your errors?

- Providing the correct form

- Demonstrating the mistake

-  Giving the rule

- Giving advice

- Giving criticism

10/- Do you feel bothered/ embarrassed when you receive feedback?

- Yes

- No

# Appendix B

# Teachers' interview :

. 1/- How do you present your course!

2/- Is there any kind of interaction between you and your students?

3/- Which kind of feedback do you provide to your students?

4/- do your students respond to your feedback?

5/- Do you undertake the feedback as a tool to correct their errors?

6/- how do you make your students take the feedback in their consideration?

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**The Summary :**

Teaching English as a foreign language requires a variety of assignments to enhance students' speaking and writing abilities. To assist EFL learners rectify their faults, teachers should serve as controllers, helpers, correctors, recorders, and provide feedback. Additionally, teachers should spend more time assessing students' oral and writing performance. Teachers provide feedback to address student mistakes through guidance, suggestions, explanation, general rules, and criticism. Furthermore, the instructor assesses the value of feedback by seeing his pupils' reactions. The instructor teaches children to see feedback as a natural corrective rather as a kind of subnormal criticism.

**الملخص**

يتطلب تدريس اللغة الإنجليزية كلغة أجنبية مجموعة متنوعة من المهام لتعزيز قدرات التحدث و الكتابة لدى الطالب. ولمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على تصحيح أخطائهم، يجب على المعلمين أن يعملوا كمراقبين ومساعدين ومصححين ومسجلين ومقدمي الملحظات. بالإضافة إلى ذلك، يجب على المعلمين قضاء المزيد من الوقت في تقييم أداء الطالب الشفهي والكتابي و يقدم المعلم الملحظات لمعالجة أخطاء الطالب من خلال التوجيه والاقتراحات والشرح والقواعد العامة والنقد. علاوة على ذلك، يقوم المعلم بتقييم قيمة الملحظات من خلال رؤية ردود أفعال تلميذه. يقوم المعلم بتعليم الأطفال رؤية الملحظات كنوع من التصحيح الطبيعي وليس كنوع من النقد دون الطبيعي

**Résumé :**

L'enseignement de l'anglais en tant que langue étrangère nécessite une variété de tâches pour améliorer les capacités d'expression orale et écrite des étudiants. Pour aider les apprenants EFL à corriger leurs fautes, les enseignants doivent jouer le rôle de contrôleurs, d'aides, de correcteurs, d'enregistreurs et fournir un retour d'information. En outre, les enseignants devraient consacrer plus de temps à l'évaluation des performances orales et écrites des étudiants. Les enseignants fournissent un retour d'information pour remédier aux erreurs des élèves par le biais de conseils, de suggestions, d'explications, de règles générales et de critiques. En outre, l'enseignant évalue la valeur du retour d'information en observant les réactions de ses élèves. Il apprend aux enfants à considérer le retour d'information comme un correctif naturel plutôt que comme une sorte de critique subnormale.