



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid El-Tarf
Faculty of Letters and Languages
Department of English



*Investigating the Effectiveness of Reciprocal Verbal
Feedback in the Oral Classroom*

Dissertation submitted to the Department of English in Partial Fulfillment of the Requirements for
the Master Degree in Didactics of English

Submitted by:

Mr. Mammeri Ahmed Ramzi

Ms. Hamza Riheb

Supervised by:

Dr. Naima LADACI

Board of Examiners

President: Mr. Med Amine Medjabra	MAA	University of Chadli Bendjedid El-Tarf
Supervisor: Dr. Naima Ladaci	MCB	University of Chadli Bendjedid El-Tarf
Examiner: Dr. Sana Bouras	MCB	University of Chadli Bendjedid El-Tarf

Academic Year

2023/2024

Acknowledgments

Our wholehearted gratitude to the Almighty Allah for helping us to finish this journey successfully and giving us the strength and opportunity to complete this research.

We would like to express our sincere gratitude to our dear supervisor **Dr. Naima LADACI** for her wise guidance and remarkable efforts in helping us to accomplish this mission. We also thank her for pushing us forward and imparting her knowledge to us throughout the past four years.

Our heartfelt thanks are extended to the honorable board of examiners, **Dr. BOURAS Sana, Mr. Mohamed Amine MEDJABRA**, who accepted to read, reflect on and evaluate this work.

We also would like to thank **Ms. Mselmi Samar** for allowing us to conduct the experiment during her sessions and welcomed us into her classroom to observe her students. Her contribution was so precious.

Dedication

I dedicate this success to my dear mother, my father and my siblings Rahma, Dikra and Salah and my lovely cats Smokey and Snow.

To my partner Safa, and my best friends: Zinou, Haroune and Ayoub.

I also would like to dedicate this work to all my friends especially Amir and Amira for helping me.

- **Mammeri Ahmed Ramzi**

To my superhero Mama, my siblings Oumaima and Abdou and my father. This would never be done without you.

I dedicate this achievement to my favorite best friend Safa and to my dear Djawhar.

To Mr Foued Djedid for being there for all of us.

To the unforgettable journey and the loveliest memories...

- **Hamza Riheb**

Finally, we enormously thank our dear friend Zinnedine Karboua for guiding us throughout the research by giving us valuable advice and tips.

Abstract

This study aims at investigating the effectiveness of the reciprocal verbal feedback in the oral classroom of EFL learners. The main question that this research aim at answering is whether reciprocal verbal feedback has a positive or a negative impact on learners' oral performance. To test the hypotheses suggested, the research adopted the mixed method design and investigated the problem via a quasi-experiment that involved second year EFL students at Chadli Bendjedid University, El Tarf. Data was also gathered by distributing questionnaires to the sample and observing them during the experiment. It was found that the reciprocal verbal feedback has a positive effect on the oral classroom. Not only this, but it also helps students know where they succeeded in their oral performance and where they failed. It was also concluded that students find it very helpful to use reciprocal verbal feedback in improving their oral skills and feel motivated when receiving it. In addition, students welcome the verbal peer feedback positively and do not feel anxious or stressed to listen to their classmates' feedback. Ultimately, the research hypotheses were validated and some recommendations for developing the reciprocal verbal feedback's use were provided. Suggestions for further studies were also proposed to strengthen the findings of the current research.

Keywords: reciprocal verbal feedback, oral classroom, peer verbal feedback, speaking skills

ملخص

تهدف هذه الدراسة الى التحقق في مدى فاعلية التقييم الشفهي المتبادل في حصة التعبير الشفهي لطلبة اللغة الإنجليزية. الإشكالية الرئيسية التي يهدف البحث للإجابة عنها تدور حول ما إذا كان للتقييم الشفهي المتبادل تأثير إيجابي ام سلبي على الأداء الشفهي للمتعلمين. وللتأكد من صحة الفرضيات المقترحة، تم اعتماد المنهج المختلط وتم التقصي عن طريق القيام بتجربة على طلبة السنة الثانية ليسانس تخصص لغة انجليزية بجامعة الشاذلي بن جديد. المزيد من المعلومات تم جمعها عن طريق الاداتين: الاستبيانات وحصص الملاحظة خلال القيام بالتجربة. وكنتيجة للبحث، وجدنا بأن التقييم الشفهي المتبادل لديه تأثير إيجابي على حصة التعبير الشفهي. كما يساعد الطلبة على معرفة أين نجحوا في أدائهم الشفهي وأين أخفقوا. كما تم استنتاج ان الطلبة يجدون استخدام التقييم الشفهي المتبادل مفيد في تحسين قدراتهم الشفهية ويحفزهم على استقباله من طرف زملائهم. بالإضافة الى ذلك، يرحب الطلبة بتقييم زملائهم لهم بطريقة إيجابية ولا يشعرون بالقلق او التوتر عن سماعهم يقيمون ادأؤهم. في نهاية البحث، تم التأكد من أن الفرضيات صحيحة وتم تقديم اقتراحات لتطوير استعمال التقييم الشفهي المتبادل في حصة التعبير الشفهي كما تم اقتراح أفكار لدراسات أخرى لتدعم هذه الدراسة.

الكلمات المفتاحية: التقييم الشفهي المتبادل، حصة التعبير الشفهي، تقييم الزملاء الشفهي، المهارات الكلامية

LIST OF CONTENT

Acknowledgments.....	I
Dedication.....	II
ABSTRACT.....	III
ملخص	IV
LIST OF CONTENTS.....	V
LIST OF TABLES.....	X
LIST OF FIGURES.....	XII
General Introduction.....	1
1. Statement of the Problem.....	1
2. Aim of the Study.....	2
3. Importance of the Study.....	2
4. Research Questions.....	2
5. Hypotheses.....	3
6. Methodology.....	3
6.1. Data Gathering tools	3
6.2. Population and Sampling.....	3
7. Structure of the Study.....	4
8. Limitation of the Study.....	4
Chapter One: An Overview of Feedback in Foreign Language Settings.....	9
1. Defining Feedback.....	9
1.1. Functions of Feedback.....	9

1.2. The Three Questions of a Feedback.....	10
1.2.1 Where Am I Going?.....	10
1.2.2 How Am I Going?.....	11
1.2.3. Where to Next?.....	11
2. Types of Feedback.....	12
2.1. By function.....	12
2.1.1. Descriptive Feedback.....	12
2.1.2. Evaluative Feedback.....	12
2.2. By Form.....	13
2.2.1. The Verbal Feedback.....	13
2.2.2. The Written Feedback.....	13
3. Sources of Feedback.....	14
3.1. Teacher Feedback.....	14
3.2. Peer Feedback.....	15
3.3. Self-assessment.....	15
4. Criteria of Giving an Effective Feedback.....	16
5. The Role of Reciprocal Verbal Feedback in the Oral Production of EFL learners...	17
5.1. Effects of Reciprocal Verbal Feedback on the Oral Classroom.....	17
5.1.1. The Positive Feedback.....	19
5.1.2. The Negative Feedback.....	20

Conclusion.....	20
Chapter 2: Methodology and Data Analysis.....	25
Introduction.....	25
1. Research Location.....	25
2. Population and Sampling.....	25
3. The research instruments.....	25
3.1. The Pre-experiment questionnaire.....	26
3.2. Post-experiment Questionnaires.....	26
3.3. Control Group Questionnaire.....	27
3.4. Classroom Observation.....	27
4. The Experiment Procedure.....	27
5. Pre-Experiment Questionnaire Analysis.....	28
5.1. Experimental Group Questionnaire Analysis.....	28
5.2. Control Group Questionnaire Analysis.....	39
6. Post-experiment Questionnaire Analysis.....	47
7. The Control Group Second Questionnaire Analysis.....	54
8. Classroom Observation Analysis.....	61
8.1. Control group's Classroom Observation Analysis.....	61
8.1.1. Group A's Observation.....	62
8.1.2. Group B's Observation.....	62
8.2. The Experimental Group's Classroom Observation Analysis.....	63

8.2.1. Group A’s Observation.....	63
8.2.2. Group B’s Observation.....	64
8.2.3. Student C’s Observation.....	65
9. Findings and Discussion.....	66
9.1. Pre-experiment questionnaire.....	66
9.2. Post-experiment Questionnaire.....	67
9.2.1. The Experimental Group Questionnaire.....	67
9.2.2. The Control Group Questionnaire.....	67
9.3. Classroom Observation.....	68
Conclusion.....	68
Chapter Three: Discussion and Recommendations.....	69
Introduction.....	69
1. Discussion.....	69
2. Recommendations.....	70
2.1. Recommendations for the Oral Classroom.....	70
2.1.1. Task Sample for Implementing Reciprocal Verbal Feedback in the Oral Classroom....	71
2.2. Recommendations for Further Studies.....	72
Conclusion.....	72
General Conclusion.....	73
References.....	75

APPENDICES

LIST OF TABLES

Table 01: Participants' gender.....	29
Table 02:Participants' Age.....	29
Table 03: Students' Viewpoints on the Number of Sessions of the Oral Expression Module....	30
Table 04: Students' Self-rating to Oral Skills Level	31
Table 05: The Activities done in the Oral Classroom.....	32
Table 06: Students' Reception of Feedback in Oral Sessions.....	33
Table 07: Students' Source of Feedback.....	34
Table 08: Type of Feedback Students Receive.....	35
Table 09: Students' Perspectives on Giving Verbal Feedback.....	36
Table 10: Students' Frequency of Giving Verbal Feedback.....	37
Table 11: Students' Viewpoints on the Effectiveness of Reciprocal Peer Feedback in Enhancing Oral Skills.....	38
Table 12:Participants' Gender.....	39
Table 13: Participants' Age.....	40
Table 14: Students' Rating to the Amount of Sessions of the Oral Expression Module.....	40
Table 15: Students' Self-rating of Oral Skills Level.....	41
Table 16: The Activities Done in the Oral Classroom.....	42
Table 17: Students' Source of Feedback.....	44
Table 18: Types of Feedback Received by the Students.....	45

Table 19: Students' Classification of Giving Verbal Feedback.....	46
Table 20: Students' Frequency of Giving a Verbal Feedback.....	47
Table 21: Students' classification of Reciprocal Peer Feedback's Role in Enhancing Oral Skills.....	48
Table 22: Students' Perspectives on the Effectiveness of Receiving Verbal Feedback from their Classmates following an Oral Presentation.....	49
Table 23: Ease of Understanding and Implementing Feedback into Revised Presentation...	50
Table 24: Students' Confidence in Delivering the Second Presentation.....	51
Table 25: The Verbal Feedback's Impact on the Improvement of the Revised Presentation of the Students.....	52
Table 26: the Benefits of Receiving Peer Verbal Feedback.....	53
Table 27: Students' Rating of their Presentations.....	55
Table 28: Students' Obstacles in the Preparation of the Oral Presentation.....	56
Table 29: The method Used by Students in the Oral Presentation.....	57
Table 30: Students' Opinions on the Effectiveness of Peer Feedback if Received.....	59
Table 31: Students' Preparation Time in the Context of Peer Feedback	60

LIST OF FIGURES

Figure 01: Students' Viewpoints on the Number of Sessions of the Oral Expression Module.....	31
Figure 02: Students' Self-rating to Oral Skills Level.....	32
Figure 03: The Activities done in the oral classroom.....	33
Figure 04: Students' Reception of Feedback in Oral Sessions.....	34
Figure 05: Students' Source of Feedback.....	35
Figure 06: Type of Feedback Students Receive.....	36
Figure 07: Students' Perspectives on Giving Verbal Feedback.....	37
Figure 08: Students' Frequency of Giving a Verbal Feedback.....	38
Figure 09: Students' Viewpoints on the Effectiveness of Reciprocal Peer Feedback Enhancing Oral Skills.....	39
Figure 10: Students' rating to the amount of sessions of the oral expression module...	41
Figure 11: Students' Self-rating of Oral Skills Level.....	42
Figure 12: The Activities done in the oral classroom.....	43
Figure 13: Students' Source of Feedback.....	44
Figure 14: Types of Feedback Received by the Students.....	45
Figure 15: Students' Classification of Giving Verbal Feedback.....	46
Figure 16: Students' Frequency of Giving a Verbal Feedback.....	47
Figure 17: Students' Classification of Reciprocal Peer Feedback's Role in Enhancing Oral Skills.....	48

Figure 18: Students' Perspectives on the Effectiveness of Receiving Verbal Feedback from their Classmates following an Oral Presentation.....	49
Figure 19: Ease of Understanding and Implementing Feedback into Revised Presentation.....	50
Figure 20: Students' Confidence in Delivering the Second Presentation.....	51
Figure 21: The Verbal Feedback's Impact on the Improvement of the Revised Presentation of the Students.....	52
Figure 22: The Benefits of Receiving Peer Verbal Feedback.....	53
Figure 23: Students' Rating of their Presentations.....	55
Figure 24: Students' Obstacles in the Preparation of the Oral Presentation.....	57
Figure 25: The method Used by Students in the Oral Presentation.....	58
Figure 26: Students' Opinion on the effectiveness of Peer Feedback if Received.....	59
Figure 27: Students' Preparation Time in the Context of Peer Feedback	61

General Introduction

Teaching a foreign language requires developing its four skills: listening, speaking, reading, and writing. However, emphasis is often placed on speaking, as it is a productive skill and a key to effective communication making it the primary goal of any language learning. Learners prioritize speaking proficiency over other skills. Therefore, teaching oral communication is a multifaceted endeavor that demands flexibility from instructors and entails employing various instructional approaches in the speaking classroom to tailor the most effective method for to teach speaking.

Usually, a single method is not effective enough to facilitate speaking proficiency in all learners of a foreign language. Most of the times, a mixture of methods and techniques is the fruitful strategy to make teaching speaking more effective. One of these techniques is giving feedback to learners following their oral delivery. The reaction to their performance is considered as a type of assessment that highlights both the strengths and the weaknesses of the learners' oral production. Educators in the field of foreign language view feedback as a crucial aspect of teacher-learner interaction with specific criteria governing its delivery.

1- Statement of the Problem

Giving feedback is usually a teacher-driven process where learners receive comments, either written or verbal, on their performance highlighting significant positive and negative aspects of their oral delivery. However, this can be time-consuming and demanding for teachers to provide individualized feedback to each learner. Hence, some teachers rely on the reciprocal verbal feedback among learners to alleviate this challenge. This type of feedback involves learners telling their opinions on each other's performance and discuss the weaknesses and strengths of each other. However, it is not clear enough whether the feedback given by peers has a positive or a negative impact on the learners' oral skills. It is not guaranteed that reciprocal verbal feedback is an effective method to enhance learners'

speaking skills even if sometimes it is better to allow learners comment on each other's oral productions.

2- Aims of the Study

This study aims at investigating the effectiveness of reciprocal verbal feedback in the oral classroom. Its purpose is to find out whether this technique helps or hinders learners in developing their oral skills. By conducting this research, teachers can gain insights into the effectiveness of this technique enabling them to make informed decisions about its implementation in their teaching practices.

3- Importance of the Study

Assessing the effectiveness of the reciprocal verbal feedback is essential for facilitating the classroom interactions between the learners. This encourages active listening within learners and fosters the habit of receiving feedback from each other rather than from the teacher only. Besides, it provides the teacher an opportunity to evaluate their thinking and the way they comment on each other's performance.

4- Research Questions

Reflecting on what was mentioned earlier, the research seeks to answer the following questions:

Q1-Does reciprocal verbal feedback have a positive or a negative impact on learners' oral performance?

Q2-How does reciprocal verbal feedback boost learners' speaking abilities?

Q3-Do learners receive the peer feedback the same way they receive it from their teachers.

5- Hypotheses

The questions raised earlier engendered the following hypotheses:

H1- The reciprocal verbal feedback affects learners' oral performance positively.

H2- Reciprocal verbal feedback boosts learners' speaking abilities as it allows them to discover their areas of success and failure in their oral production, hence, work more on their weaknesses and get motivated to reinforce their strengths.

H3- Some learners may receive the peer feedback similarly to how they receive it from the teacher while others may find it different.

6. Methodology

6.1. Data Gathering Tools

In order to answer the research questions and test the hypotheses mentioned earlier, the research was conducted relying on a mixed method to investigate the effectiveness of the reciprocal verbal feedback in the oral classroom. To collect data for the research, two data gathering tools were chosen, questionnaires and a quasi-experiment, which took four sessions to successfully accomplish it. The first questionnaire was designed to measure learners' knowledge about the reciprocal verbal feedback. The second questionnaire was devoted to the experimental group at the end of the quasi-experiment whereas the third questionnaire was given to the control-group. The purpose of conducting a quasi-experiment is to have the ability to manipulate the independent variable that is being studied. In other words, the ability to specify what type of feedback that the participants were asked to give and receive is a suitable procedure to test the effect of the verbal reciprocal feedback on the oral classroom.

6.2. Population and Sampling

The population that was chosen for this study were second year EFL students from Chadli Bendjedid University, El Tarf. Two out of four groups were selected and divided into

an experimental group and a control group. Each group consisted of 20 students. This sample was chosen because of their exposure to different instructional methods and techniques in the oral expression module.

7. Structure of the Study

This study was organized into three main chapters that were preceded by a general introduction in which the problem was introduced and stated, and the research questions were shaped. It also introduced the suggested hypotheses, aim of the study, and the methodology where data gathering tools and the population were introduced. It was followed by explaining the structure of the paper and the research's limitation. The main chapters are the following:

Chapter one, entitled *An Overview of Feedback in Foreign Language Settings*, provides the major information gathered from previous sources about feedback; how it is understood in the field of foreign language teaching and learning, focusing majorly on its effects in the oral classroom.

Chapter Two, entitled *Methodology and Data Analysis*, explains the methodology of the research in details including the tools used to gather the data, the sample chosen and the procedure of the experiment conducted. The methodology section was accompanied by the analysis of the data gathered from the tools used in this study and a discussion of the findings of the study.

Chapter Three, entitled *Discussion and Recommendations*, gives a general discussion of the results obtained and attempts to answer the research questions. It also presents some recommendations for further studies and wraps the whole research with a general conclusion.

8. Limitations of the Study

This study faced few obstacles that have affected the research process. They are listed in the following:

- ✓ Some participants did not provide relevant answers and some did not answer few questions which affected the gathering data process.

- ✓ The sessions of the quasi-experiment were interrupted by a strike of almost three weeks off, which caused the absence of many students that were concerned with the quasi-experiment. This led the research process to be delayed, which created a rush in finishing the study successfully.
- ✓ The sessions of the experiment were interrupted by a strike of almost three weeks off, which caused the absence of many students that were concerned with the experiment. This led the research process to be delayed, which created a rush in finishing the study successfully.
- ✓ Another limitation with the population was their fear of presenting orally in front of an audience. This lowered the number of those who participated in the experiment. This hesitation might have been influenced by the presence of the researchers during the classroom observations, making them anxious to present in their presence.

Chapter One

An Overview of Feedback in Foreign Language Settings

Chapter One: An Overview of Feedback in Foreign Language Settings

1. Defining Feedback.....	9
1.1. Functions of Feedback.....	9
1.2. The Three Questions of a Feedback.....	10
1.2.1 Where Am I Going?.....	10
1.2.2 How Am I Going?.....	11
1.2.3. Where to Next?.....	11
2. Types of Feedback.....	12
2.1. By function.....	12
2.1.1. Descriptive Feedback.....	12
2.1.2. Evaluative Feedback.....	12
2.2. By Form.....	13
2.2.1. The Verbal Feedback.....	13
2.2.2. The Written Feedback.....	13
3. Sources of Feedback.....	14
3.1. Teacher Feedback.....	14
3.2. Peer Feedback.....	15
3.3. Self-assessment.....	15
4. Criteria of Giving an Effective Feedback.....	16
5. The Role of Reciprocal Verbal Feedback in the Oral Production of EFL learners...	16
5.1. Effects of Reciprocal Verbal Feedback on the Oral Classroom.....	17

5.1.1....The Positive Feedback.....	19
5.1.2....The Negative Feedback.....	20
Conclusion.....	20

Chapter One: An Overview of Feedback in Foreign Language Settings

Introduction

In the new learning environment, fastening the process of improvement is essential due to the quick changes that not only learning and education are exploring, but also the whole world is witnessing. Feedback plays an important role in facilitating the improvement of the learning process, underscoring its presence in the classroom environment. This chapter provides insights into feedback, focusing on its definition, the conditions it should meet, its various types and importance in the learning environment. The ultimate purpose of this chapter is to pave the way for a deeper understanding of how feedback affects the dynamics of the oral classroom.

1. Defining Feedback

Feedback is conceptualized as “ information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding” (Hattie & Timperley, 2007, p.81). This means that feedback involves giving a response to an action taken by an individual; it can be also understood as an assessment to one’s performance or work. This assessment helps the performer to build an understanding of how others perceive their work and spots areas for improvement in subsequent performances. Kanna et al (2024, p.9672) stated, “Feedback plays a pivotal role in the learning process by providing students with insights into their strengths and areas for improvement”. This sheds light on the fact that the purpose of feedback is not only to improve learners’ weaknesses, but also to reinforce their strengths.

1.1. Functions of Feedback

Beside spotting weaknesses and strengths, Hattie and Clarke (2019,p.5) claim that “feedback can have many functions: reinforcing success, correcting errors, helping to unravel misconceptions, suggesting specific improvements, giving improvement advice for the future, praising, punishing or rewarding, all with different levels of effectiveness”. In other words, providing feedback involves identifying the areas in which the performer succeeded, which gives him approval to how he accomplished that success. A feedback can also serve as an error correcting statement, assisting the learner in avoiding similar errors in further times. Additionally, it could offer suggestions or advice to enhance the performance, as it might be an expression of punishment or a reward. An expression like “you shall rewrite the essay and bring it tomorrow” can be a punishment to the learner who failed to fulfill a given task while telling another learner “good job, you have an extra point!” which is considered as a reward to the learner who successfully fulfilled the same task.

1.2. The Three Questions of a Feedback

In a study conducted in 2007, Hattie and Timperley found that to fill the gap between what is understood and what is aimed to be understood, both the teacher and the learner need to answer three feedback questions that are: Where am I going? How am I going? Where to next? They are explained in the following sections.

1.2.1. Where Am I Going?

“The first question fixes upon the role of clearly articulated goals” (Benassi et al 2014, p.48). This demonstrates the importance of precisely determining a goal for the given task and clarifying it to learners in order to receive successful performance. A teacher cannot expect a good performance unless he explained the goal of the task clearly. If it is not the case then feedback will not be necessary since it does not align with what was poorly explained. In this line of thought, Hattie & Timperley (2007, p. 89) state: “If feedback does not lead to reducing the discrepancy between current understandings and goals, students are

likely to close the gap by overstating their current status or claiming various attributions that reduce effort and engagement”. This rises the responses of students to ineffective feedback following an unclear goal. Learners can claim awareness of what they know in the current moment or may relate it to insufficient explanation from the teacher; they may even resort to other excuses that allow them to exert less effort.

Therefore, providing a clear and a thorough explanation of the goals contributes in delivering an effective feedback after the performance, bridging the gap between what is currently known and what needs to be known successfully.

1.2.2. How Am I Going?

The answer to the question *how* is probably the most important answer the learner seeks prior to performing any task. Explaining the importance of this question to the feedback concept, Hattie and Timperley (2007, p.89) stated “feedback is effective when it consists of information about progress, and/or about how to proceed”. It is providing learners with information about the way to accomplish the task goal. This information may include some standard steps or sub goals that are essential for the task to be successfully performed. Hence, the answer to this question relates to giving an effective feedback about the process learners went through in order to finish the task. If this process is not explained or not clear enough, a feedback would then be unnecessary.

1.2.3. Where to Next?

This question can be described as the goal of giving feedback to learners. It is the answer that holds future potential development in the learners’ performance. Students expect the teacher to give them a feedback about where they succeeded and where they failed in order to avoid making the same errors in their future performances. This is why feedback cannot be complete without instructing or advising learners on what to avoid in future tasks and what aspects to reinforce.

2. Types of Feedback

A student can receive multiple feedbacks for a single performance. The feedback can come from the teacher, from the peers or even from the student himself. Therefore, a feedback cannot have one form, and cannot be limited to one category. The types of feedback can be categorized based on two criteria:

- By function.
- By form.

2.1. By function

Since feedback can be given to both a regular performance and an evaluative task, a feedback in this case can either be descriptive or evaluative. It can function as a description to what the performer did concerning all the requirements demanded in the task, and it can function as a grading method without going into the details of the performance.

2.1.1. Descriptive Feedback

A descriptive feedback is what is seen as a response to a performance without judging it or giving it a grade. Cetinkaya (2015) mentioned that “descriptive feedback provides information that is explanatory and focuses on how the work can be developed” which emphasizes the idea of explaining how the learner can improve in the subsequent performances without providing any judgment. Brookhart (2008) claimed in her book that students do not prefer a descriptive feedback that is followed by a grade or a judgment. This clarifies the aim behind giving a descriptive feedback after a certain task. A learner learns about details of his performance from this type of feedback; it may motivate him to fix the flaws at ease since he does not expect any type of grading or judgment, which may seem demotivating to the learners. An example of a descriptive feedback can be: “you have a good repertoire of words, but you should focus more on when to use the past perfect”.

2.1.2. Evaluative Feedback

An evaluative feedback is the comment that is accompanied with a judgment of the performance. “Evaluative feedback focuses only on accuracy or inaccuracy of the work performed by students” (Cetinkaya, 2015, p.323), which means that it targets whether the learner has successfully completed the performance or not. It may be accompanied with a grade as well. The evaluative feedback is divided into two types: positive evaluative feedback and negative evaluative feedback. Brookhart (2008) demonstrated the positive evaluative feedback as praising the learner’s work and providing a reward, unlike the negative evaluative feedback that is delivered in a form of a general criticism or a punishment. An example of an evaluative feedback is : “your presentation was excellent, good job”.

2.2. By Form

The form that a feedback can be delivered in matters, since teachers cannot stick to one form due to the diversity of tasks that learners take in the classroom. Hence, a feedback is better to be given verbally in some cases, but a written one is more suitable in some other cases.

2.2.1. The Verbal Feedback

A verbal feedback, also known as the oral feedback is considered as a comment that is given in a spoken form to the learner. Kutasi (2023) views that the timing of giving an oral feedback is when “the teacher gives verbal feedback before, during, and after class sessions and projects, discussions, and exercises” which means that a verbal feedback is more spontaneous, interactive and momentary. “Oral feedback is particularly useful for informal observations of students in the course of their daily work” (Brookhart, 2008, p.46). This demonstrates the degree of formality that the verbal feedback has. A written feedback is more formal than a spoken one since the latter is more spontaneous.

2.2.2. The Written Feedback

A written feedback is a statement that contains a comment on the student's work. This type of feedback is more formal and less spontaneous and usually comes after the accomplishment of a certain task by the student. "Written feedback from a teacher is a crucial instructional communication strategy" (Kutasi, 2023, p.16) which can be given in different ways and methods. Shatri and Zabeli (2022) stated that "methods of written feedback include handwritten comments, individual face-to-face feedback, group feedback in the classroom, printed word-processed feedback, feedback via e-mail, or other means of communication". These methods leave a trace of the feedback behind unlike the verbal feedback, which reflects the importance of choosing wisely what to write as a feedback to the students. A written feedback is thus, less spontaneous and more formal.

3. Sources of Feedback

The different types of feedback that the student is exposed to does not come only from the teacher. It can come from other sources like the classmates or even the student himself. "Traditionally, the teacher has been the sought-after expert in the classroom, the only person capable of providing students with the feedback they need. If we shift our mindset, we realize that we have many experts in the room who can help peers along in their learning" (Sacksten, 2017, p.14). Furthermore, the variety of sources of feedback allows learners to cope with their preferred source of feedback to avoid any psychological obstacle in the learning process. The main sources of feedback are: teacher feedback, peer feedback and self assessment.

3.1. Teacher Feedback

It can be said that the teacher is the main source of feedback since he is the person who is considered as an expert in the classroom. Thus, "teacher feedback seems to be a

fundamental aspect on learning outcomes and student engagement, encouraging student awareness of their achievement and learning needs” (Carvalho et al., 2014, p.219-220). The teacher’s response or comment is simply the door to the student’s realization of what has been achieved and what is in need of improvement. Without the teacher’s feedback, a student may remain confused about his performance, damaging the process of learning.

3.2. Peer Feedback

By peer feedback “we mean a communication process through which learners enter into dialogues related to performance and standards” (Liu & Carless, 2006, p.280). This communication process represents a learner-learner interaction that allows students to exchange opinions, experiences and knowledge about the material studied. Peer feedback is sometimes highly recommended because “...the feedback given is from their peers who are in the same age and education” (Muamaroh & Pratiwi, 2022, p.1122). This may lower anxiety for some students who may find it demotivating or embarrassing to receive a feedback from the teacher. Since they are of similar age and learning level, a peer feedback can be considered for them as a friend advice or a helpful tip given by a classmate. This reduces the formality of the feedback and makes it more acceptable for some learners.

3.3. Self-assessment

Self-assessment can be considered as a source of feedback because “when asked to self- assess their performance, students have to compare their answer to an internal standard (i.e., knowledge of what constitutes poor, average, or good performance) unless an external standard is available (i.e., criteria are given)” (Raaijmakers et al., 2019, p13). This internal standard is like an internal feedback that the learner will make for himself when self-assessing. Even when students are given criteria to rely on, students may make themselves a feedback on how much they accomplished of the criteria. Since self-assessment contains

feedback, we can define it as a self-feedback. Hence, we can define the latter as “the implementation of self-assessment in ways that generate feedback information and processes for students’ own purposes (e.g. achieving educational gains).” (Panadero et al., 2019, p.3).

4. Criteria of Giving an Effective Feedback

In order to guarantee the effectiveness of the feedback given, few criteria need to be taken into consideration to avoid a negative outcome that the feedback given may cause. In fact, the starting point comes with determining the participants of the process. A teacher is a provider of the feedback, the student or the learner is the receiver and the message transmitted in this discourse is the feedback that is as previously defined, a response to a particular task completed by the learner. “To provide effective feedback and to maximize learning, the receiver should be engaged at the beginning of the learning experience” (Jug et al., 2019, p.246). In other words, if the student is not aware of the learning objectives, or how he is going to learn specific materials, it is unnecessary to engage him into tasks or give him a feedback on a performance he does not have a clear understanding about. Hence, it is very important that the atmosphere be well prepared for the success of feedback provision.

Dawson et al. (2018, p.33) conducted a study concerning the effectiveness of feedback and results showed that “feedback was made effective through high-quality comments which were usable, sufficiently detailed, attended to affect and appeared to be about the student’s own work”. This emphasizes the necessity of words choice prior to delivering a feedback to learners. An ineffective feedback is usually random and insufficient. An educator should pay attention to the whole task of the learner to spot the details and comment precisely on what should be notified to the learner. A feedback as “you did fine” is not enough to be effective and it will not help the student to improve his performance.

Another important aspect of an effective feedback is the timing. Brookhart (2008, p.12)

claimed that in order to assume when to say a feedback, a teacher must put himself in the learner's position and reckon when that learner needs to hear the feedback. Henderson (2019, p.1408) stated, "Feedback should be timely, that is, it should occur when it is likely to have the most impact". This means that a feedback does not have a specific time to be given. Differently put, it can be immediate to the action or delayed until the end of the action. It depends on when the learner is ready to hear the feedback, and when it is suitable and fruitful to say it. Sometimes, saying the feedback during the task is better than waiting until the learner finishes and vice versa. The feedback becomes unnecessary if the timing is wrong.

One of the most crucial aspects that should exist in an effective feedback is that it should be constructive. "Constructive feedback offers more information than whether a student was right or wrong; instead, it demonstrates that the teacher will support students in reaching their goals" (Payne & Swanson, 2021, p.5). The construction feature appears in the feedback when there is guidance that aids the student to improve his skills and performance. Hardavella et al. (2017, p.331) claimed that receiving a constructive feedback may affect learners' positively at the level of their personal and professional improvement. Therefore, a constructive feedback, even when it comes with criticism, should be used inside the classroom. Instead of saying, "the conclusion of your essay should be revised", a teacher can say "the conclusion is missing a good closure; remember that the conclusion part should end the whole essay by either summarizing it, calling for an action or suggesting a possible solution for a particular phenomenon".

Briefly, an effective feedback should have the right quantity and quality concerning word choice and the specification of what is commented on. It should be also stated at the appropriate time since it differs from a task to another as well as it should be constructive, which gives the student the sense of collaborating with the teacher to accomplish the task successfully.

5. The Role of Reciprocal Verbal Feedback in the Oral Production of EFL Learners

Speaking is a tool of communication that guarantees a transmission of a particular message between two interlocutors via producing verbal utterances. “The mastery of speaking skills in language has become a priority for many second and foreign language learners” (Saeed et al., 2016, p. 235) which explains the focus of EFL learners on learning speaking claiming that communication is very important for mastering the English languages. Hence, EFL educators try their best to provide learners with various methods and techniques in order to develop their speaking skills inside the oral classroom.

The more exposure to language students receive, the better results are expected. Therefore, teachers tend to put students in different activities and situations to help them gain a better language proficiency when it comes to speaking. During this process, the teacher is seen as the only one who can tell what is done successfully and what is not. Nevertheless, this has changed with time and as stated previously, sources of feedback overcame the teacher and both learner and his classmates became involved in producing feedback. Chekol (2020, p.24) explained that with the change of teaching and learning methods to the communicative approach, the teacher was no longer the only person to give feedback and since the new methods are learner-centered, techniques like peer feedback appeared.

Peer feedback is the interaction among learners inside the oral classroom that may contain some evaluation. “Learning speaking is fully concerned with active participation, communication or interaction with others” (Alam & Uzzamam, 2018, p.46) and this interaction inside the classroom can be an effective way of generating feedback among students. This feedback can be in both forms; written and/or oral. “Oral feedback was

reported to play a central role in enhancing the learners' interaction and communicability in the classroom” (Zrair, 2019, p.183) and this is due to the nature of the class which is oral. This not only enhances students’ speaking skills, but it can actually help them build an evaluative skill to assess others’ works and automatically improve their own performance.

5.1. Effects of Reciprocal Verbal Feedback in the Oral Classroom

Lynch (1996, p.118) stated that nowadays, studies are focusing on how to encourage learners on peer feedback. Lynch (1996) stated the following reasons:

- It increases learners’ speaking opportunities.
- It develops a conscious focus on language form.
- It encourages them to express their own judgments on language points.
- It is an acknowledgment that different individuals know more about specific areas than others.
- It provides an opportunity for real communication.

In other words, peer feedback is a tool for students to communicate with each other, discover different perspectives on a particular matter about oral activities, present their own opinions on others’ ideas and performances and develop communicative skills. If this is considered as the positive effect of peer feedback on the oral classroom, the quality of it may be critical sometimes.

The student is the one who provides feedback in this case. This rises the concern of the student’s readiness and ability to give a feedback. Hence, the quality of peer feedback is sometimes questioned. Therefore, peer feedback is divided into two types when it comes to quality. A positive feedback and a negative feedback.

5.1.1. The Positive Feedback

Leeman, (2007, p.112) stated, “The positive feedback consists of information that the process was successful”. In other words, the positive feedback is the one given to approve the achievement of the task objectives successfully. It is a constructive one that contains a praise to the performance of the learner. Giving a positive feedback in the oral classroom is useful for mentioning where the student succeeded in his performance. An example of a positive feedback is: “you did a great job in organizing your ideas”, or “your language was very accurate, well done”. This encourages the student to keep those elements as they are or enhance them more.

5.1.2. The Negative Feedback

The negative feedback is defined as the one that “informs of failure [...]is contingent on learner error” (Leeman, 2007, p.112). This doesn't mean that negative feedback is destructive. It actually works on spotting learner's errors in order to work on correcting them. It is a constructive feedback in a way that builds learner's knowledge and realization of his mistakes. A negative feedback in an oral classroom can be given as a piece of advice like: “you should focus on your use of tenses”, or it can be given directly as a remark like: “you didn't make eye contact with your audience”.

It is very important to know when to use positive and negative feedback. Using both of them is inevitable, but the timing and the manner is very crucial. Students are different and they don't accept or welcome all types of feedback equally. Therefore, minding the psychological aspects of learners and the situation that learners are in is necessary to deliveran effective verbal feedback.

Conclusion

This chapter exposed the definition of feedback by stating its function and the three questions that define the feedback's nature, and the different types and sources of feedback. It emphasized the role of the verbal peer feedback on the oral classroom and reported why it is important for this class. In addition to that, this chapter highlighted the difference between the positive and the negative feedback and how important it is to deliver them mindfully.

Chapter Two:

Methodology and Data Analysis

Chapter 2: Methodology and Data Analysis

Introduction.....	25
1. Research Location.....	25
2. Population and Sampling.....	25
3. The Research Instruments.....	25
3.1. The Pre-experiment Questionnaire.....	26
3.2. Post-experiment Questionnaires.....	26
3.3. Control Group Questionnaire.....	27
3.4. Classroom Observation.....	27
4. The Experiment Procedure.....	27
5. Pre-Experiment Questionnaire Analysis.....	28
5.1. Experimental Group Questionnaire Analysis.....	28
5.2. Control Group Questionnaire Analysis.....	39
6. Post-experiment Questionnaire Analysis.....	48
7. The Control Group Second Questionnaire Analysis.....	54
8. Classroom Observation Analysis.....	61
8.1. Control Group's Classroom Observation Analysis.....	61
8.1.1. Group A's Observation.....	62

8.1.2. Group B's Observation.....	62
8.2. The Experimental Group's Classroom Observation Analysis.....	63
8.2.1. Group A's Observation.....	63
8.2.2. Group B's Observation.....	64
8.2.3. Student C's Observation.....	65
9. Findings and Discussion.....	66
9.1. Pre-experiment questionnaire.....	66
9.2. Post-experiment Questionnaire.....	67
9.3. The Control Group Second Questionnaire.....	67
9.4. Classroom Observation.....	68
Conclusion.....	68

Chapter 2: Methodology and Data Analysis

Introduction

The second chapter of the research, which follows the literature review, is concerned with the steps that we took in order to prove the legitimacy of the previously suggested hypotheses. This chapter studies this research methodology, the way it was conducted and it also aims to analyze the data that was gathered by the tools used.

1. Research Location

The research took place at the university of Chadli Bendjedid situated in the city of El-Tarf, Algeria. This location was chosen for the availability of the targeted population and the facility of conducting the quasi-experiment at the department of the English language.

2. Population and Sampling

The targeted population were EFL students enrolling at the aforementioned university. The research's sample were second year students, more precisely the first and the second group totaling 37 students in all. This sample was chosen because their curriculum included the module of oral expression, which fits the research purposes. In order to prove the effectiveness of the verbal reciprocal feedback in the oral classroom, two groups out of four groups of the four groups were selected as an experimental group and a control-group. To go under a quasi-experiment that aims at testing students' reaction to the reciprocal verbal feedback in the oral expression session. The groups were never put together in one session of oral expression, which reinforces the credibility of the results.

3. The Research Instruments

Regarding the type of research conducted, the questionnaire and classroom observation were two major tools that helped in gathering data about the problem. The

sample were handed two questionnaires for each group; both groups received the same questionnaire separately before starting the experiment. This was to collect enough information about each group to take into consideration the differences between them. A post-experiment questionnaire was handed to the experimental group and a second questionnaire was given to the control-group after presenting twice about the same topic without receiving any feedback.

3.1. The Pre-experiment Questionnaire

This questionnaire marked the start of the experiment, this was delivered to the 37 second-year English students from Chadli Bendjedid University El Tarf, Each group received it separately from the other even though the questions were the same. The aim behind giving it separately is to compare each group's prior knowledge about feedback with what would be resulted after the experiment.

This questionnaire was made for the purpose of getting an overview about the students' knowledge and experience concerning feedback generally and in an oral classroom specifically. The pre-experiment questionnaire was composed of 13 questions divided into three sections. The first section involved general information about the students like age and gender while the second section dealt more with the students' experiences in oral classroom and their background. The third section was mainly concerned with feedback in oral classroom and specifically the peer feedback. These three sections contained open-ended questions and closed-ended questions.

3.2. Post-experiment Questionnaire

This questionnaire was administered to the experimental group after they were experimented. It is made of one section that contains eight questions about the verbal feedback they received from their peers after their oral presentations. The questions were a mixture of open-ended and closed-ended questions. This was to give the participants the

opportunity to express themselves using their own words. It asked questions about students' perceptions towards giving and receiving feedback, as well as how the interaction with their classmates contributed to their readiness for upcoming oral presentations. As it should be noted, only those who presented twice (before and after receiving a verbal peer feedback) who answered this questionnaire since the experience is not the same for those who presented and those who did not.

3.3. Control Group Second Questionnaire

Those who presented twice in the control-group received another questionnaire made of eleven questions split into two sections. The first section investigated general information about the presentations and students' reflection on them whereas the second section dealt with their expectations if they received peer feedback and how that would change their second presentations.

3.2. Classroom Observation

During the four sessions that took place at the level of the English language department classrooms, with both the experimental and the control-group; we observed the performances of the participants and took notes on how the verbal feedback was given and received among the students. During the observation, some students seemed to be aware of being observed even though we remained silent, which caused some obstacles in delivering their oral presentation. The purpose of this observation was to track participants' behavior and reaction to the feedback they received, to write down the feedback that students give to each other and spot the differences between the experimental group's outcomes after receiving the verbal peer feedback and the control-group's outcomes that are not supposed to receive feedback.

4. The Experiment Procedure

The first step of the quasi-experiment was to choose two groups of the sample and label

them as; an experimental group and a control-group .The experimental group were asked to deliver oral presentations and then listen to their classmates' verbal feedback whereas the control-group were asked to give an oral presentation without receiving any feedback. The students divided themselves into groups to deliver the presentation. In the experimental group, two groups presented, and the control-group had the same number of groups who presented. After this, both experimental and control-group were asked to repeat the oral presentations for a second time about the same topic.

During their second presentation session, learners were given a second questionnaire, but not the same one for both groups. The experimental group was asked about the effect of the reciprocal verbal feedback on their performance while the control-group were mainly asked if they would prepare better if they received feedback from their classmates. During the quasi-experiment, we observed the participants to compare their two presentations and check their perspectives of giving and receiving a verbal feedback to each other without the intervention of the teacher. It should be mentioned that the teacher of the oral expression module was the one to give them the instructions to avoid telling the participants that they were under a quasi-experiment. Telling the participants that they were under a quasi-experiment could cause bias and this would affect the results of the quasi-experiment and the research as a whole.

5. Pre-Experiment Questionnaire Analysis

5.1. Experimental Group Questionnaire Analysis

Before participating in the experiment, the experimental group were handed a questionnaire to gather information about their oral classroom experience. The results are presented in the following:

Section One: Participants' Information

Table 01: *Participants' Gender*

Option	Male	Female	Total
Population	8	13	21
Percentage	38.10 %	61.90 %	100%

The experimental group was comprised of 21 participants, 38.10% of the participants are males and 61.90% are females. The purpose behind asking the participants about the gender is related to its effects on the quality and content of the feedback. A study was conducted by Ocampo et al (2023, p.15) who found that “women provided more peer feedback than men [...] the gender of the assessor did affect feedback characteristics on some occasions”. Thus, this was taken into consideration to check whether the perception of each gender's feedback is the same or not.

Table 02: *Participants' Age*

Option	18 – 24	25 – 34	35 and above	total
Population	20	0	1	21
Percentage	95.24%	0%	4.76%%	100%

As for the age, 95.24% of them are aged between 18 and 24 and 4.76% participants are aged above 35. Students were asked about their age because it may have an impact on the feedback giving and receiving process. For instance, young students may have barriers to give older students a feedback. Some students might find it disrespectful to give a negative comment for example to an elder. In addition to that, Older students are likely to be more experienced than young students are, which may affect how older students produce feedback and how young

learners receive it from them.

In this case, the experimental group consists of students of the same age, which may facilitate the quasi-experiment process, additionally; the majority of them are girls, which means that more peer verbal feedback is more likely to be given.

Section Two: Oral Expression Background

Q1: How many oral expression sessions do you have per week?

The answers to this question revealed that all the participants have two oral expression sessions per week. What can be added to their answers is that some students may require additional sessions or extra speaking activities to fully boost their speaking abilities. Given that the curriculum or the instructional conditions limit the teaching of oral expression to no more than two sessions per week, students can benefit from independent practice outside the classroom in order to ensure having enough opportunities of language practice and hence more chances of language progress and enhancement of their oral communication skills.

Q2: Do you think the number of sessions you have per week is enough?

Table 03: *Students' Viewpoints on the Number of Sessions of the Oral Expression Module*

Option	Less than enough	Enough	Too much	N/A	Total
Population	9	11	0	1	21
Percentage	42.86 %	52.38 %	0%	4.76 %	100%

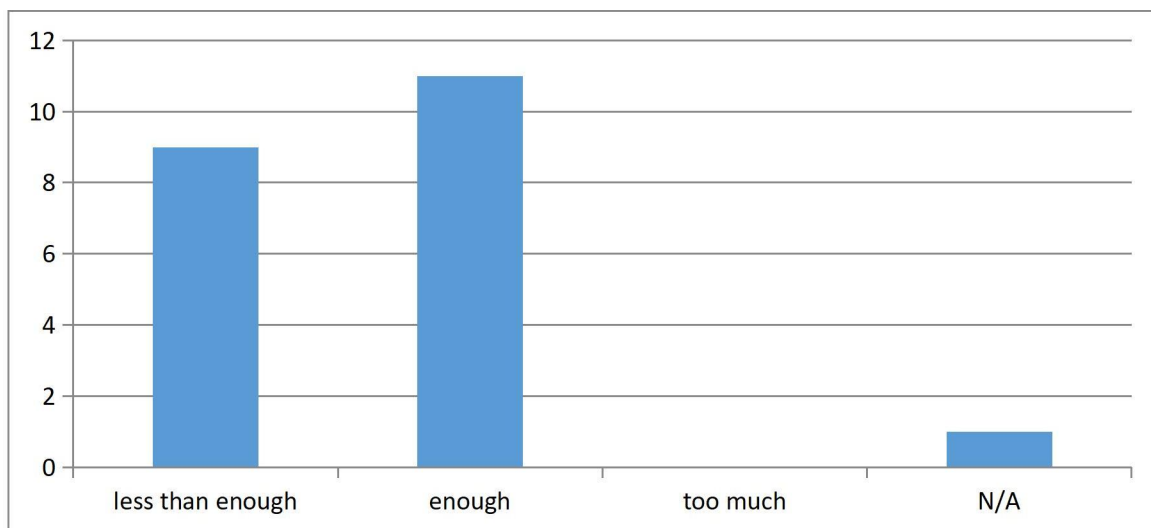


Figure 01: Students' Viewpoints on the Number of Sessions of the Oral Expression Module

From the gathered results, 42.86 % of the participants think that the number of sessions that they have per week is not enough for the development of speaking. Whereas 52.38 % of the participants find it sufficient to have two sessions per week for the oral expression class. No one claimed that the number of sessions is too much and one participant did not answer the question. As stated previously, students who think that the number of sessions is not enough to help them boost their communication skills may benefit from additional support outside the classroom either by their involvement in speaking activities with their peers, with foreign speakers if possible and even engaging in individual speaking practices.

Q3: How do you rate your level in oral skills?

Table 04: Students' Self-rating of their Oral Skills Level

Option	Weak	Average	Good	Excellent	Total
Population	1	4	15	1	21
Percentage	4.76 %	19.05 %	71.43 %	4.76 %	100%

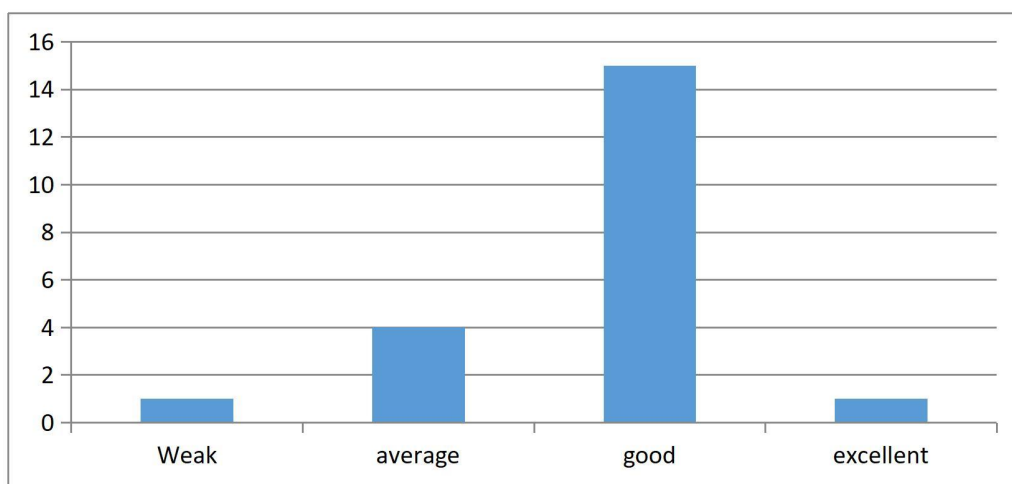


Figure 02: Students' Self-rating of their Oral Skills Level

This question aims to uncover students' perceptions of their own abilities in speaking English. Their responses demonstrated that 4.76 % of them have a weak level and 19.05 % of them think that their oral skills are average. Moreover, 71.43 % of the participants stated that they have good oral skills and 4.76 % of them stated that they have an excellent level.

Q4: What type of activities do you have in your oral classroom?

Table 05: *The Activities Done in the Oral Classroom*

Option	Oral presentations	In-class Conversations	Role-Plays	Games	Other	Total
Population	20	18	12	19	0	21

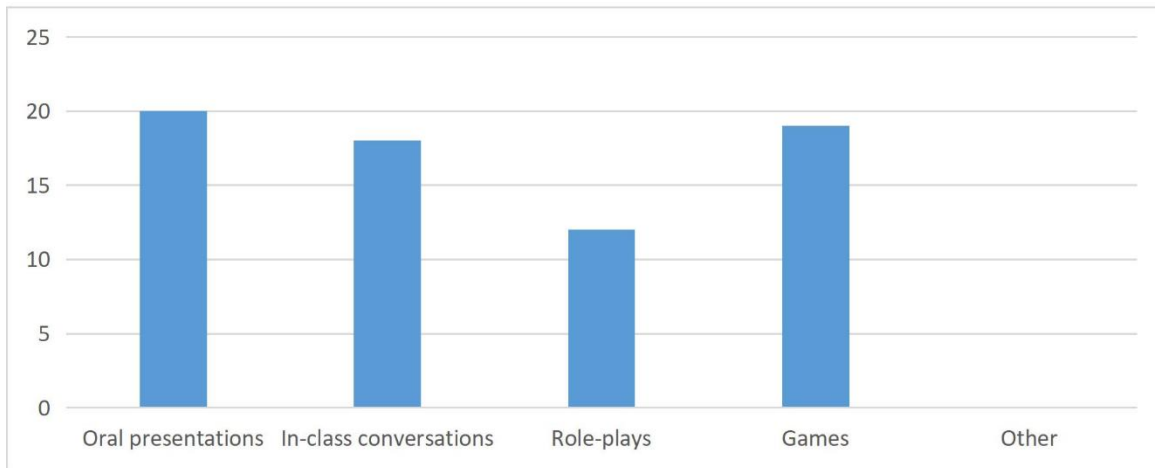


Figure 03: The Activities done in the Oral Classroom

In this question, the participants were allowed to choose among multiple answers. From the results obtained, 20 participants stated that they do oral presentations, 18 chose in-class conversations while 12 stated that they do role-plays in class awhile 19 participants mentioned games as an oral class activity. None of the participants, however, mentioned any other type of activities. This implies that there is a diversity in the quality of activities, which put the students in different contexts, and different methods of learning how to speak English language.

Section Three: Feedback in the Oral Classroom

Q1: Do you receive feedback in your oral session?

Table 06: *Students' Reception of Feedback in Oral Sessions*

Option	Yes	No	Total
Population	16	5	21
Percentage	76.19 %	23.81 %	100%

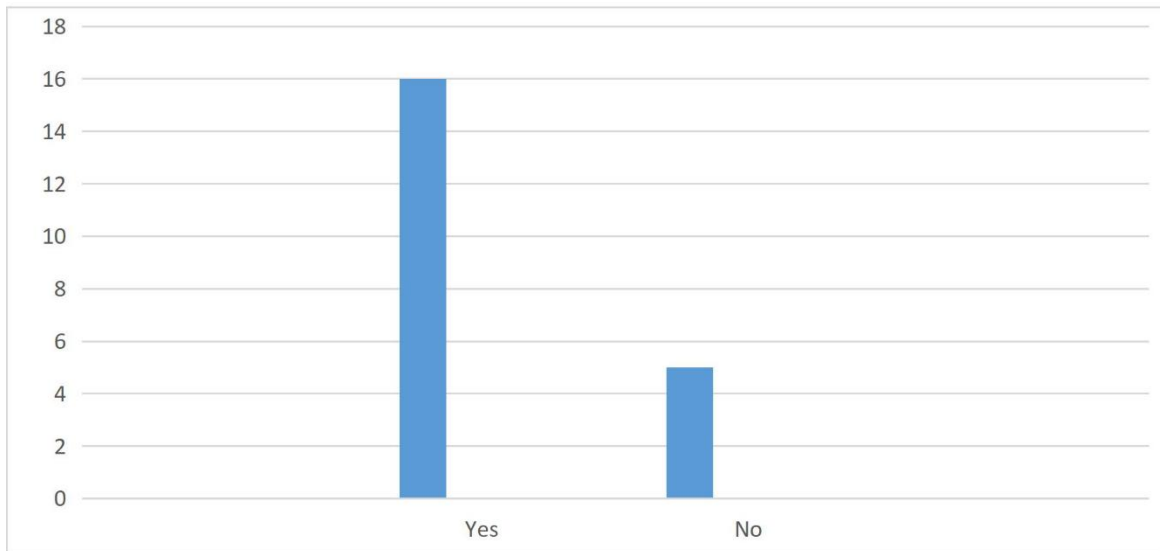


Figure 04: Students' Reception of Feedback in Oral Sessions

Within the experimental group, 76.19 % of the participants stated that they receive feedback in the oral class while 23.81 % participants reported the opposite. The fact that 23.81% of the participants reported not receiving feedback is quite perplexing. On one hand, this can be interpreted as these participants may demonstrate exceptional performance, which leads instructors to perceive feedback as unnecessary, yet reinforcement through positive feedback in this case is needed. On the other hand, the absence of feedback reception might indicate a gap in the teaching practices or communication channels within the classroom environment. Still, very confusing since the majority revealed the opposite.

Q2: If yes, who do you receive feedback from?

Table 07: Students' Source of Feedback

Option	Teacher	Classmate	Both	Total
Population	2	0	14	16
Percentage	12.50%	0%	87.50%	100%

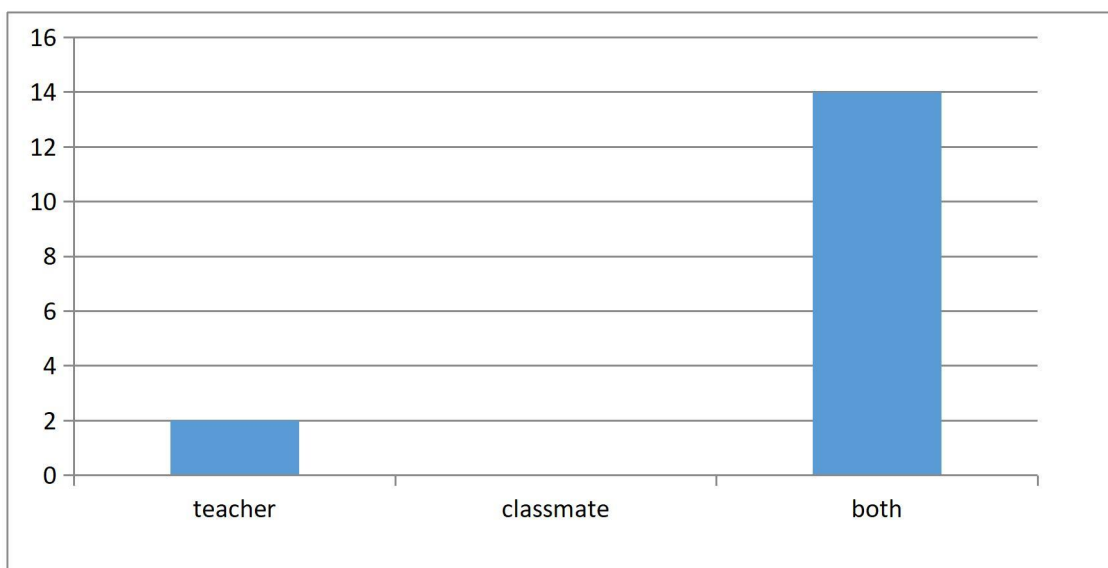


Figure 05: Students' Source of Feedback

Among the students who answered the previous question positively, 87.50%, representing the majority stated that they receive feedback from both their classmates and from their teacher while 12.50% of them revealed that they receive it from their teacher only. The answers provided to this question reveal that both the participant students and the teacher are aware of the importance of reciprocal feedback in language classrooms.

Q3: What type of feedback do you receive?

Table 08: *Type of Feedback Students Receive*

Option	Verbal feedback	Written feedback	Both	Total
Population	10	1	5	16
Percentage	62.50 %	6.25 %	31.25 %	100%

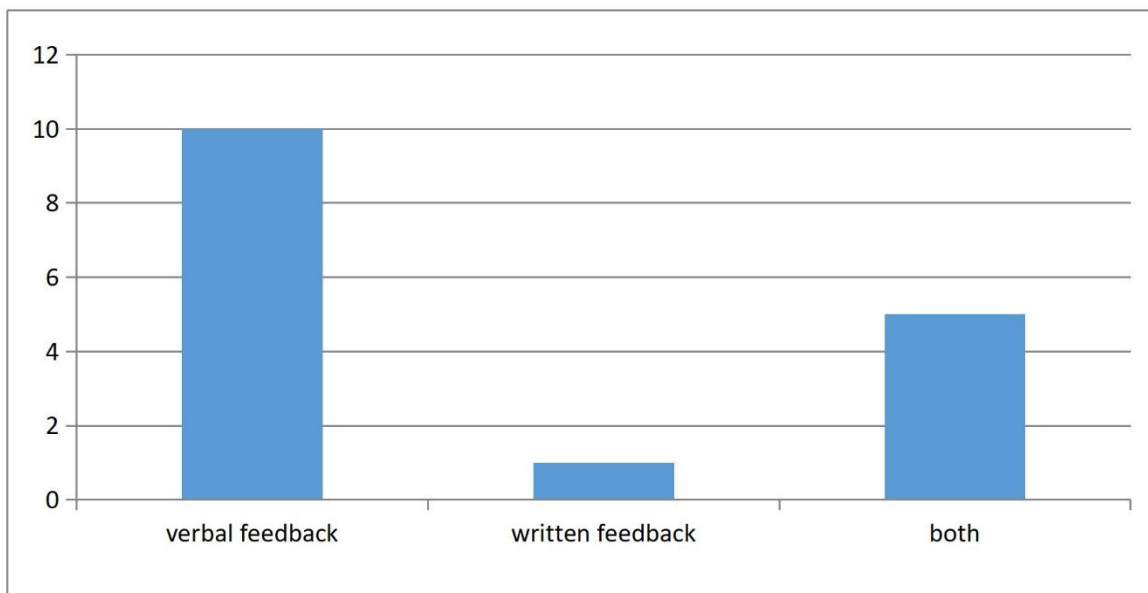


Figure 06: Type of Feedback Students Receive

Among the participants who revealed that they receive feedback, 62.50 % of them mentioned that they receive verbal feedback, while 6.25 % said that written feedback is what they get, and 31.25 % of the participant students stated that they usually receive both types of feedback. A variety of feedback, therefore, is provided in EFL classrooms to create a supportive and dynamic learning environment.

Q4: Have you ever given verbal feedback?

Table 09: Students' Perspectives on Giving Verbal Feedback

Option	Yes	No	Total
Population	15	6	21
Percentage	71.43 %	28.57 %	100%

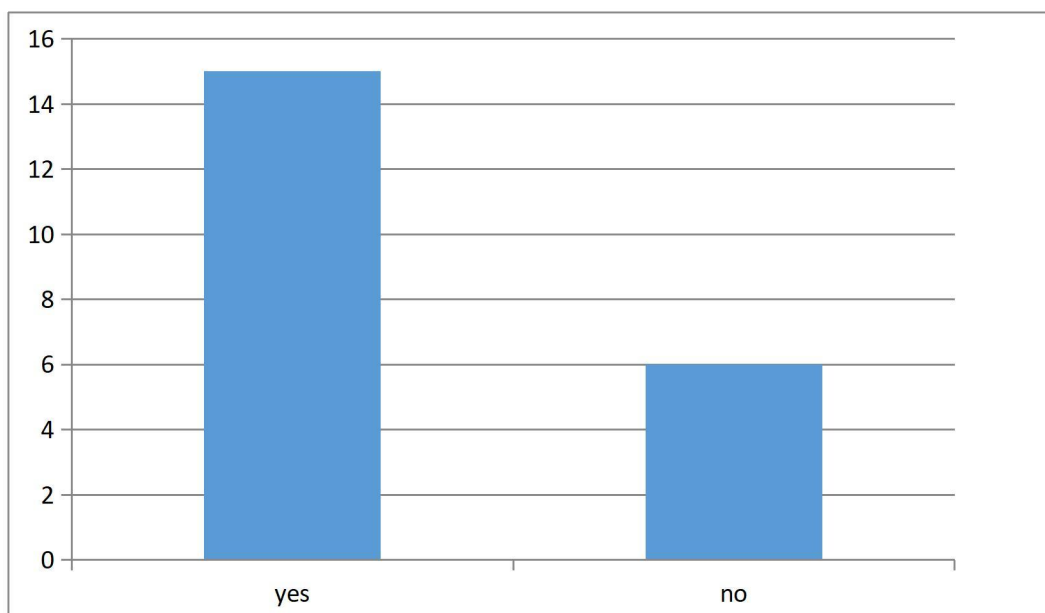


Figure 07: Students' Perspectives on Giving Verbal Feedback

In response to the question about giving verbal feedback, 71.43 % of the participant students revealed that they give feedback to their classmates, whereas the other 28.57 % do not. The immediate analysis of these results indicates that the majority of the participants consider reciprocal feedback as an effective method for mutual learning and for building their communication skills.

Q5: If yes, how often have you given them?

Table 10: Students' Frequency of Giving-Verbal Feedback

Option	Never	Rarely	Sometimes	Always	Total
Population	0	3	8	4	15
Percentage	0%	20.00 %	53.33 %	26.67 %	100%

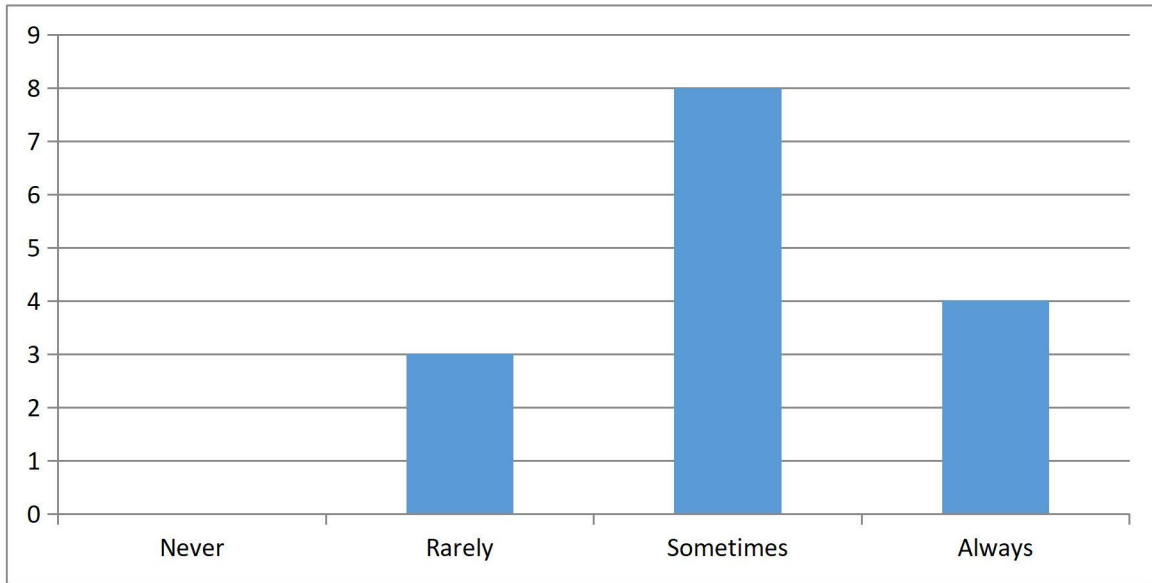


Figure 08: Students' Frequency of Giving Verbal Feedback

The analysis of the participants' answers regarding the frequency of giving verbal feedback denoted that none of them reported never giving feedback, 26.67 % of them revealed that they always give peer verbal feedback, while 53.33 % of them reported that they sometimes give a verbal feedback. The 26.67% who reported always providing feedback acknowledge the significance attributed to active participation and mutual learning. In fact, teachers need to encourage collaborative learning environments and set the scene for ongoing participation in feedback exchanges in order to enhance learners' oral skills and their learning.

Q6: Do you think that reciprocal peer feedback helps in enhancing your oral skills?

Table 11: *Students' Viewpoints on the Effectiveness of Reciprocal Peer Feedback in Enhancing Oral Skills*

Option	Yes	No	Total
Population	13	8	21
Percentage	61.90 %	38.10 %	100%

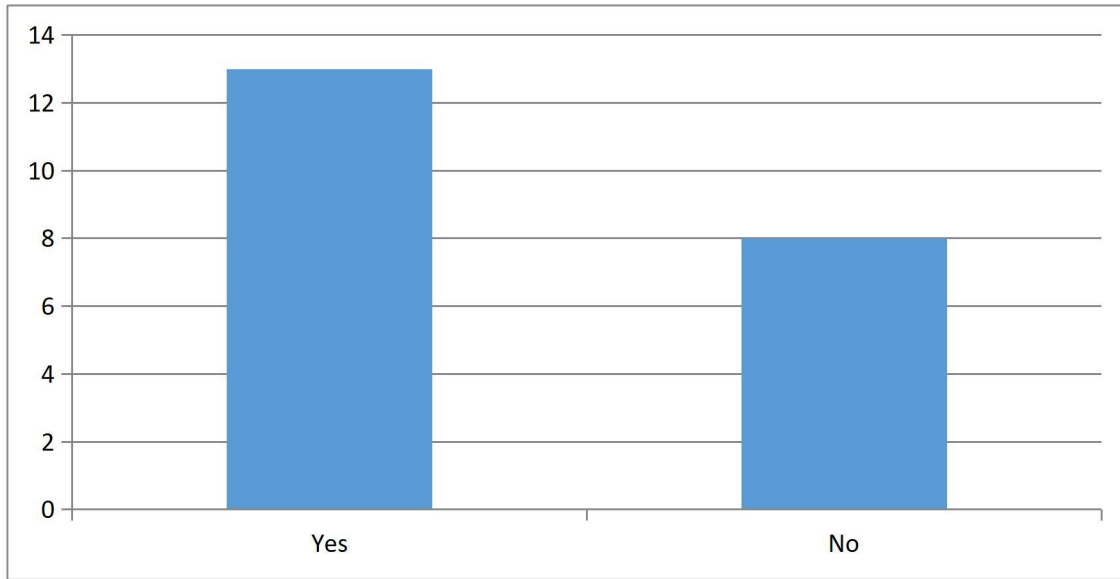


Figure 09: Students' Viewpoints on the Effectiveness of Reciprocal Peer Feedback in Enhancing Oral Skills

Out of 21 participants, 61.90% of the students believe that reciprocal feedback contributes to enhancing their oral skills, whereas the remaining 38.10% contend that it does not have this effect. Further exploration into the reasons behind these varying viewpoints could offer valuable insights into individual learning preferences, experiences, and perceptions.

5.2. Control Group Questionnaire Analysis

In order to compare the answers of the experimental group and the control group, we gave the same pre-experiment questionnaire to the latter. The following tables and charts display the results found:

Section one: Participants' Information

Table 12: *Participants' Gender*

Option	Male	Female	Total
Population	2	14	16
Percentage	12.50%	87.50%	100%

The data gathered about the participants' information show that out of the 16 students, 87.50% of them are females and 12.50% are males. As for the age, all the participants were between the age of 18 and 24. As it is the case with the experimental group, the majority of students are girls and all of them are around the same age. This similarity in age and gender between the experimental and control group is very important in this quasi-experiment because any difference can cause a change in the results. The purpose is to keep both groups almost identical to achieve relevant outcomes that can show the effect of the independent variable.

Table 13: *Participants' Age*

Option	18 – 24	25 - 34	35 and above	Total
Population	16	0	0	16
Percentage	100%	0%	0%	100%

Section Two: Oral Expression Background.

Q1: How many oral expression sessions do you have per week?

As the experimental group stated, the control group agreed that they have two sessions of oral expression per week.

Q2: Do you think the amount of sessions you have per week is enough?

Table 14: *Students' rating to the amount of sessions of the oral expression module*

Option	Less than enough	enough	Too much	Total
Population	7	8	1	16
Percentage	43.75 %	50.00%	6.25 %	100%

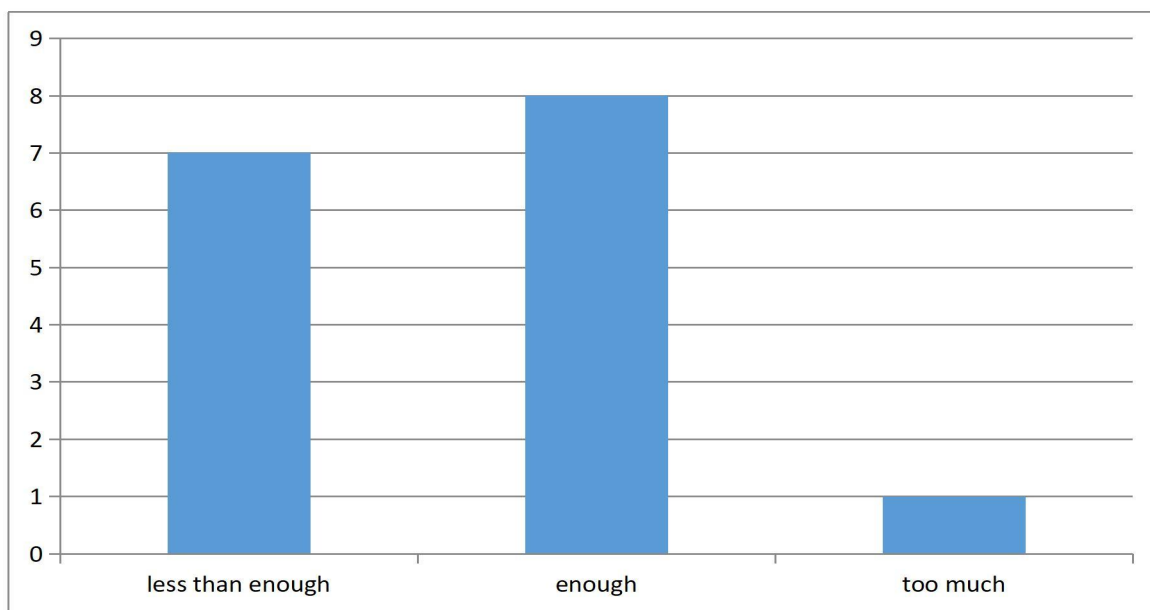


Figure 10: Students' rating to the amount of sessions of the oral expression module

The results showed that 43.75 % participants find the number of sessions that they have per week is less than enough for them. Meanwhile, 50 %, which represent half of the respondents, claim that two sessions per week are enough, and 6.25 % participants claimed that two sessions per week are more than enough. The answers are similar to the experimental group's answers which confirms that the whole sample are equally exposed to speaking training regardless any personal efforts done outside the classroom by students.

Q3: How do you rate your level in oral skills?

Table 15: Students' Self-rating of Oral Skills Level

Option	Weak	Average	Good	Excellent	Total
Population	3	10	3	0	16
Percentage	18.75 %	62.50 %	18.75 %	0%	100%

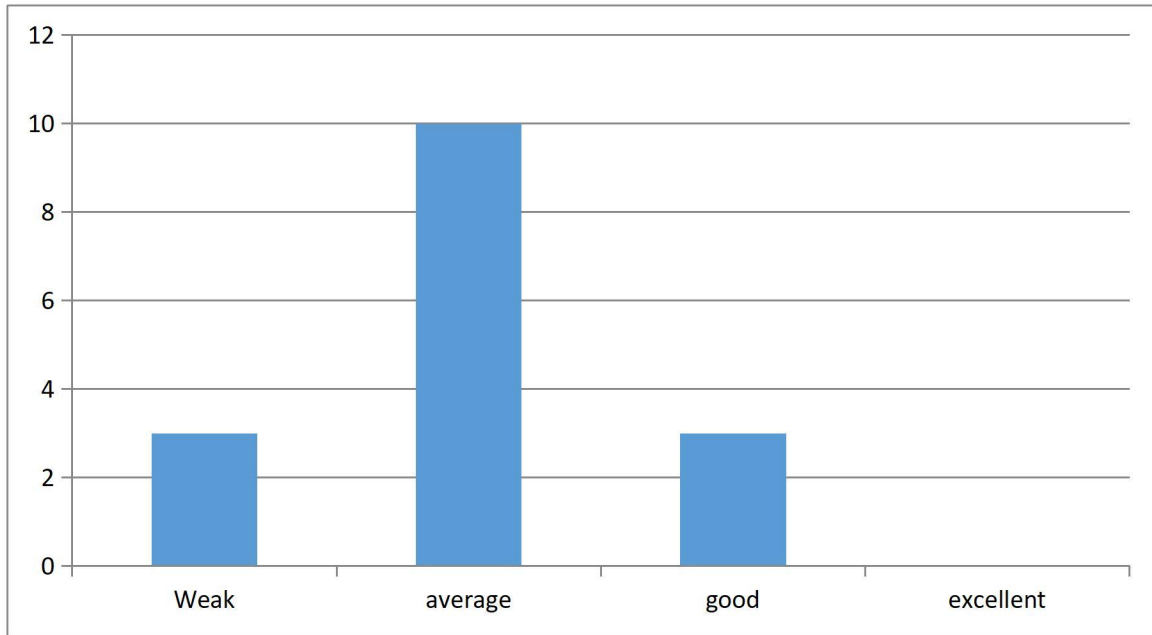


Figure 11: Students' Self-rating of Oral Skills Level

The participants were asked to rate their oral skills, 18.75% of them admitted that they have a weak level, 62.50% claimed they are average, 18.75% of the participants stated that they have good oral skills and no one claimed having excellent oral skills. Thus, the control group generally have an average level in oral skills unlike the experimental group who claimed they have a good level. This means that the experimental group have potentials to give a good verbal feedback since they have good oral skills whereas the control group may be in need of the verbal feedback since they are average.

Q4: What type of activities do you have in your oral classroom?

Table 16: The Activities Done in the Oral Classroom

Option	Oral presentations	In-class conversations	Role-plays	Games	Other	Total
Population	16	14	12	15	0	16

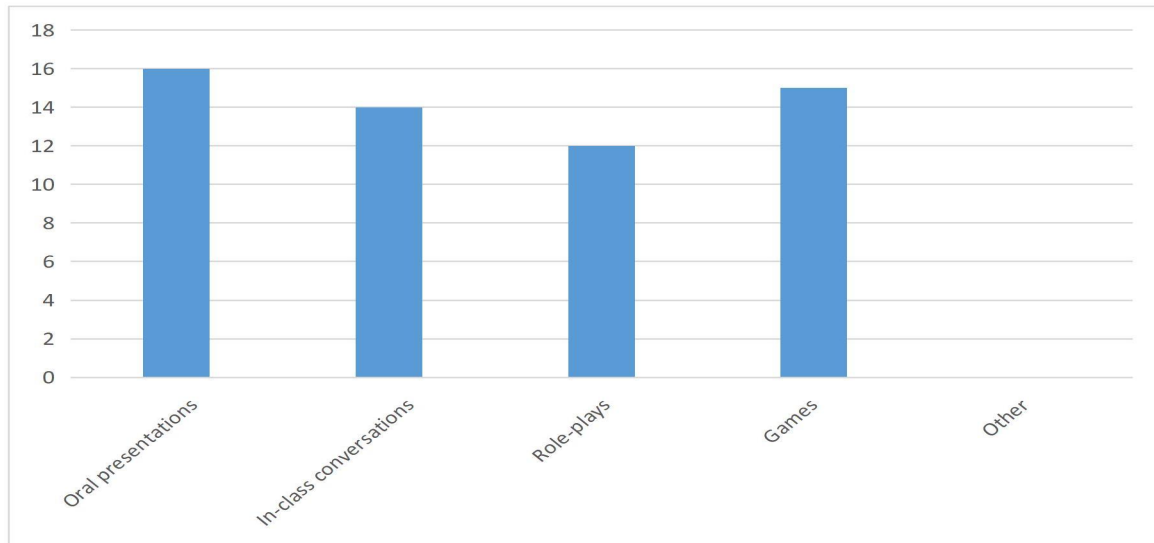


Figure 12: The Activities Done in the Oral Classroom

Most of the participants agreed as the experimental group stated, that the activities taken in the oral classroom are oral presentations, in-class conversations, role-plays and games. However, the activity that students practice the most is the oral presentation, which means that they are already aware of how to make an oral presentation and this boosts the flow of the quasi-experiment since its main activity is for the sample to present orally.

Section Three: Feedback in the Oral Classroom

Q1: Do you receive feedback in your oral session?

The answers to this question show that all the participants agreed that they have received feedback in their oral sessions in the previous year. This indicates that the control-group has already experienced working on their skills relying on a given feedback. After the first presentations, they are not supposed to receive a feedback so that the comparison between both groups can show the effect of the reciprocal verbal feedback. Hence, their previous experience with receiving feedback in the oral expression module may help in testing if they can improve their presentation by themselves without receiving feedback, and help in comparing their second presentations that are prepared without relying on a given feedback with the experimental group's second presentations that are prepared using the verbal feedback they receive from their classmates.

Q2: If yes, who do you receive feedback from?

Table 17: Students' Source of Feedback

Option	Teacher	Classmate	Both	Total
Population	3	3	10	16
Percentage	18.75 %	18.75 %	62.50 %	100%

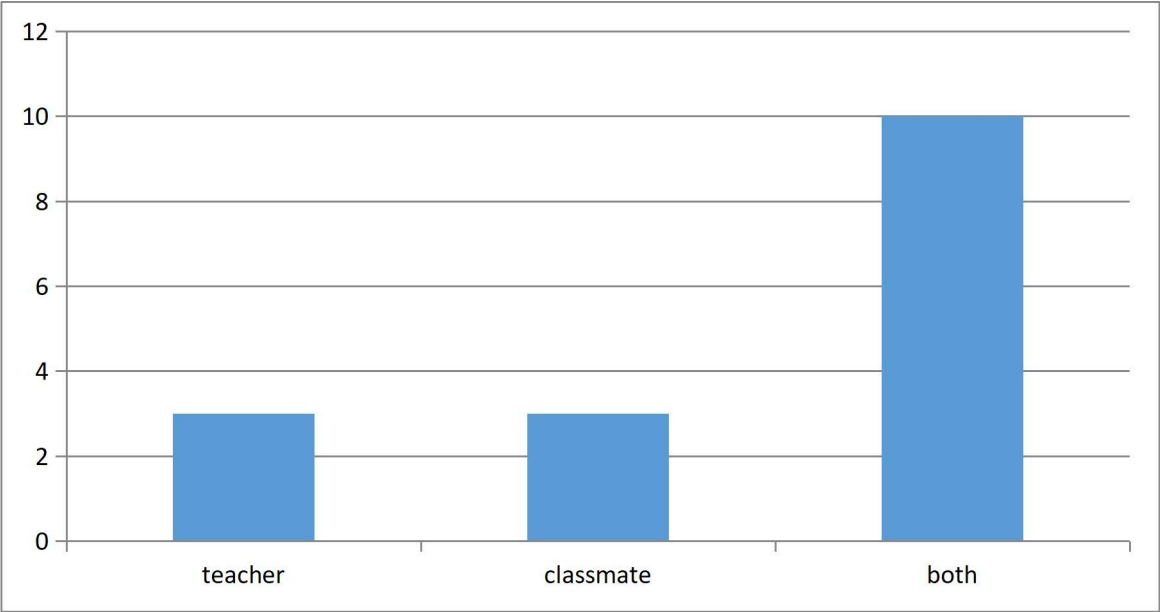


Figure 13: Students' Source of Feedback

Among the students who answered the previous question positively, 62.50 % stated that they receive feedback from both their classmates and their teacher, while 18.75 % of them reported that they only receive feedback from their teacher and the other 18.75 % of the participants claimed receiving feedback from their peers only. This shows that they are not only exposed to one source of feedback, but they actually receive it from different agents, which confirms teacher and students' awareness of the importance of feedback source's variety.

Q3: What type of feedback do you receive?

Table 18: *Types of Feedback Received by the Students*

Option	Verbal feedback	Written feedback	Both	Total
Population	11	2	3	16
Percentage	68.75%	12.50%	18.75%	100%

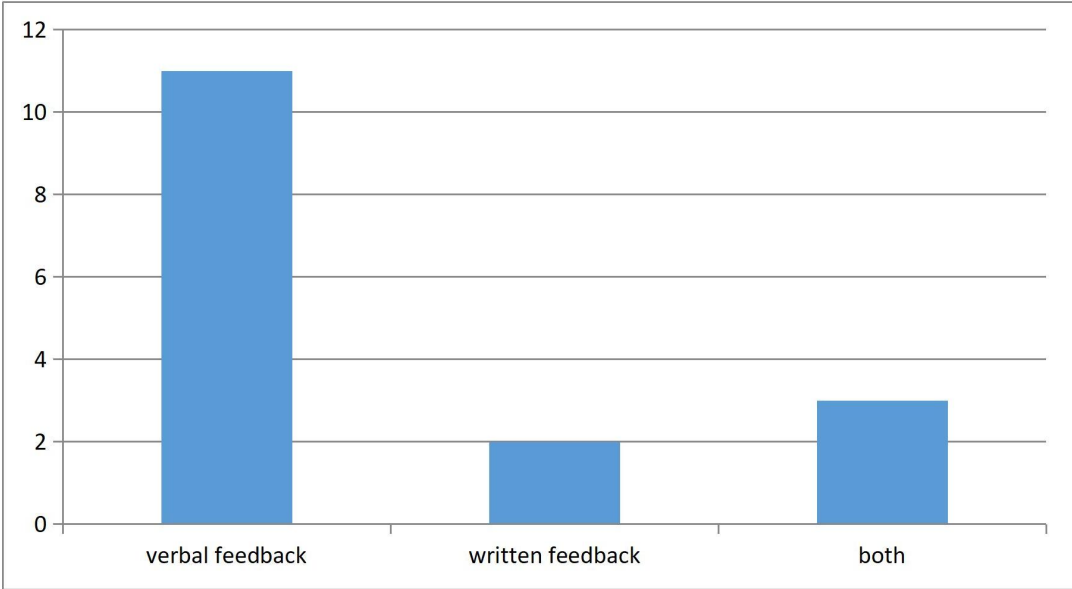


Figure 14: Types of Feedback Received by the Students

From the 16 students who revealed that they receive feedback, 68.75% of them said they receive verbal feedback, while 12.50% said they usually receive written feedback, and 18.75% students stated they receive both types of feedback. The answers translate students’ awareness of the verbal feedback like the experimental group and that the oral classroom require students’ engagement orally the most for achieving the communicative goals. This also helps in the quasi-experiment procedure because knowing that both groups have the same conditions to go under the quasi-experiment is very useful for achieving positive results.

Q4: Have you ever given verbal feedback?

Table 19: *Students' Classification of Giving Verbal Feedback*

Option	Yes	No	Total
Population	11	5	16
Percentage	68.75%	31.25%	100%

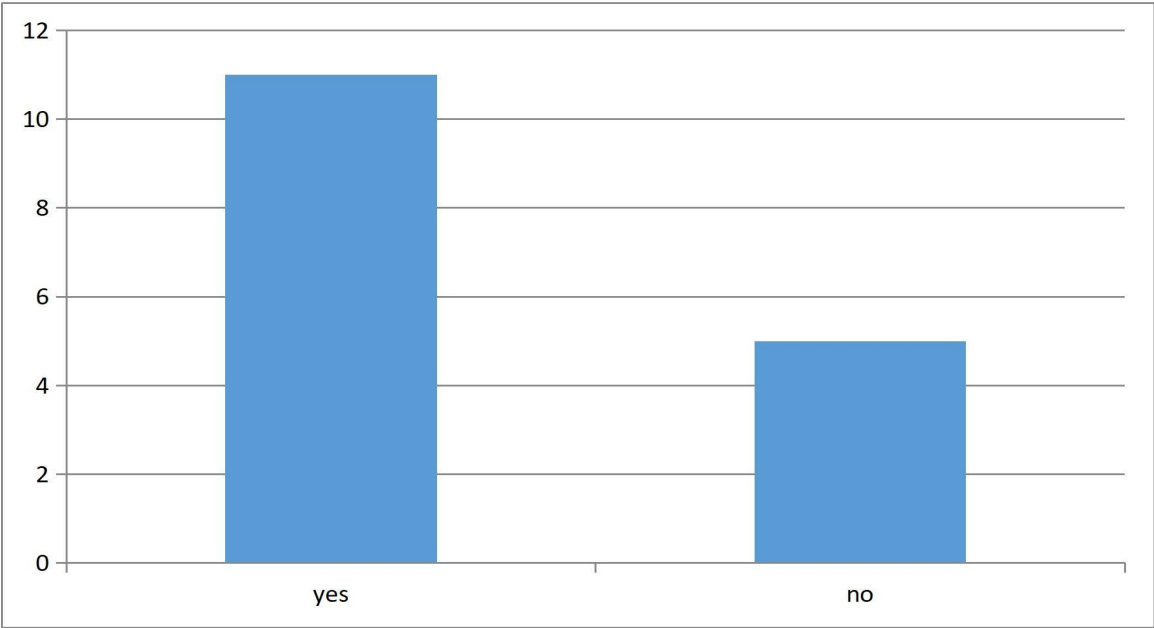


Figure 15: Students' Classification of Giving Verbal Feedback

Discussing peer feedback, 68.75% of the students give feedback to their classmates, whereas the other 31.25% does not. This means that students in the control group have a collaborative atmosphere when it comes to learning oral skills and that students of the control group have already experienced giving verbal feedback which gives them the chance to realize the differences between presentations which are commented on by peers and presentations which are not.

Q5: If yes, how frequent have you given them?

Table 20: *Students' Frequency of Giving Verbal Feedback*

Option	Never	Rarely	Sometimes	Always	Total
Population	0	3	8	0	11
Percentage	0%	27.27%	72.73%	0%	100%

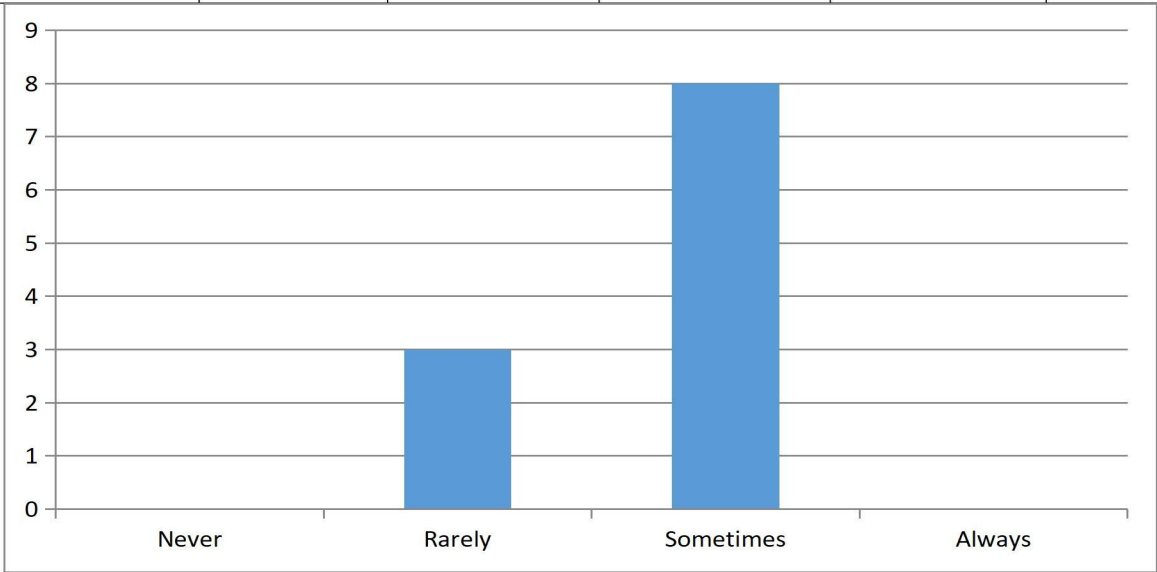


Figure 16: Students' Frequency of Giving Verbal Feedback

From the total number of participants who reported giving feedback, 72.73% sometimes do it while 27.27% students rarely give peer feedback. This reflects that peer verbal feedback is not always the tool that the teacher relies on to assess students' performances because intensive peer feedback can be harmful sometimes.

Q6: Do you think that reciprocal peer feedback helps in enhancing your oral skills?

Table 21: *Students’ classification of Reciprocal Peer Feedback’s role in Enhancing Oral Skills*

Option	Yes	No	Total
Population	13	3	16
Percentage	81.25%	18.75%	100%

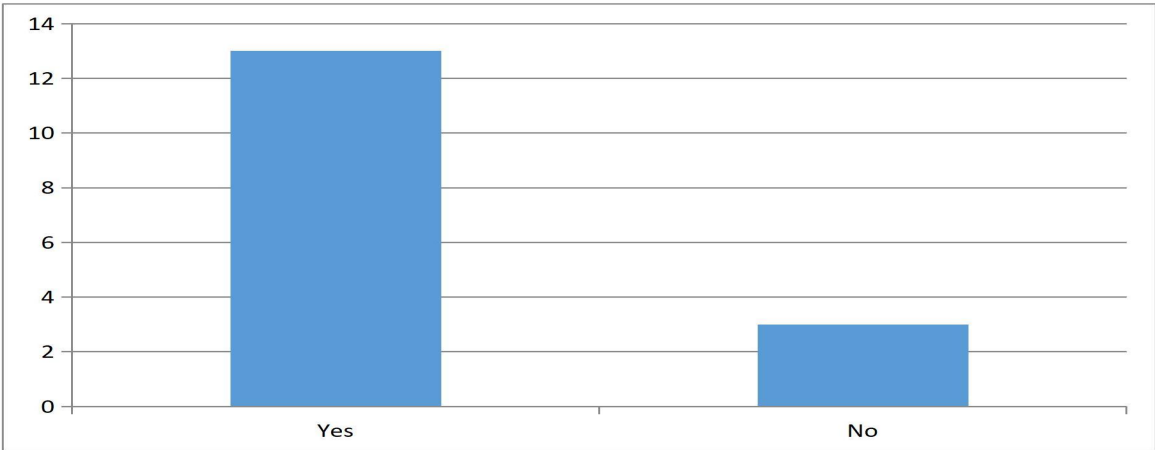


Figure 17: *Students’ classification of Reciprocal Peer Feedback’s role in Enhancing Oral Skills*

From 21 participants, 81.25% students think reciprocal feedback help in enhancing their oral skills, while the other 18.75% argue it does not. This explains their prior successful experiences with receiving the verbal peer feedback that helped them improve their performance.

6. Post-experiment Questionnaire Analysis

This questionnaire was handed to the experimental group after going through the experiment. The following tables and charts represent the results obtained:

Section one: The Received Feedback.

From the 21 students of the experimental group, eleven students presented orally in the first session of the experiment, and nine students presented twice in both sessions while the

rest collaborated by providing verbal feedback to their classmates. The two other students were absent in the second session of the experiment.

Q1: How helpful did you find the verbal feedback that you received from your classmates?

Table 22: *Students’ Perspectives on the Effectiveness of Receiving Verbal Feedback from their Classmates following an Oral Presentation*

Option	Not helpful at all	Somehow helpful	Neutral	Helpful	Very Helpful	Total
Population	0	3	0	5	1	9
Percentage	0%	33.33%	0%	55.56%	11.11%	100%

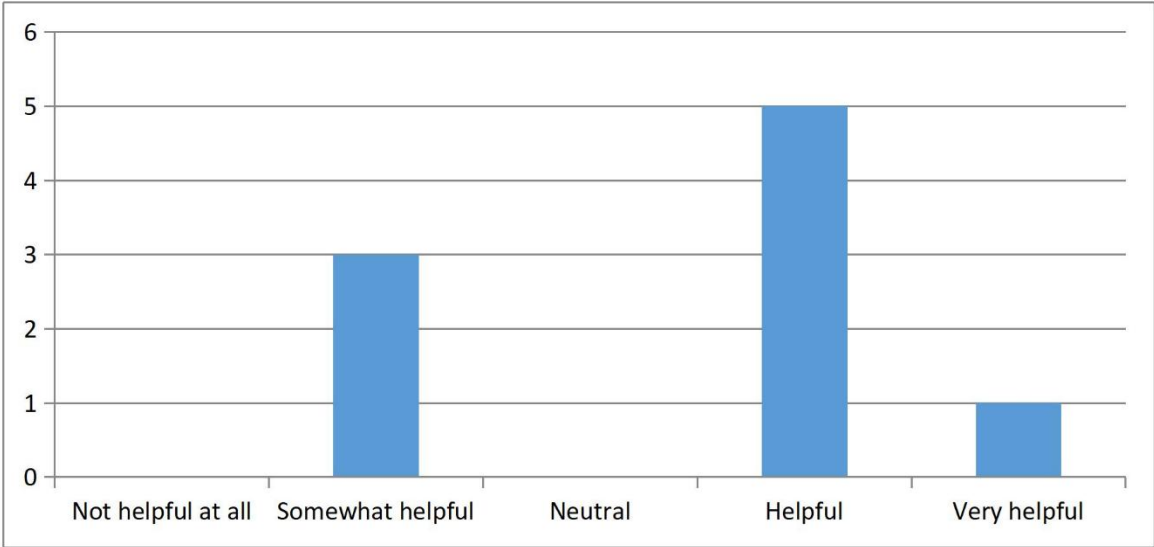


Figure 18: Students’ Perspectives on the Effectiveness of Receiving Verbal Feedback from their Classmates following an Oral Presentation

Among the participants, 55.56% students found the verbal feedback they received was helpful, 33.33% of the participants think it was somewhat helpful and 11.11% claim that receiving a verbal feedback from their classmates was very helpful. This means that the verbal peer feedback should be promoted in the oral classroom for the helpfulness that students find in this type of feedback.

Q2: how easy was it for you to understand and implement the feedback you received into your revised presentation?

Table 23: *Ease of Understanding and Implementing Feedback into Revised Presentation*

Option	Not easy at all	Somewhat difficult	Neutral	Somewhat easy	Very easy	Total
Population	0	1	4	2	2	9
Percentage	0%	11.11%	44.44%	22.22%	22.23%	100%

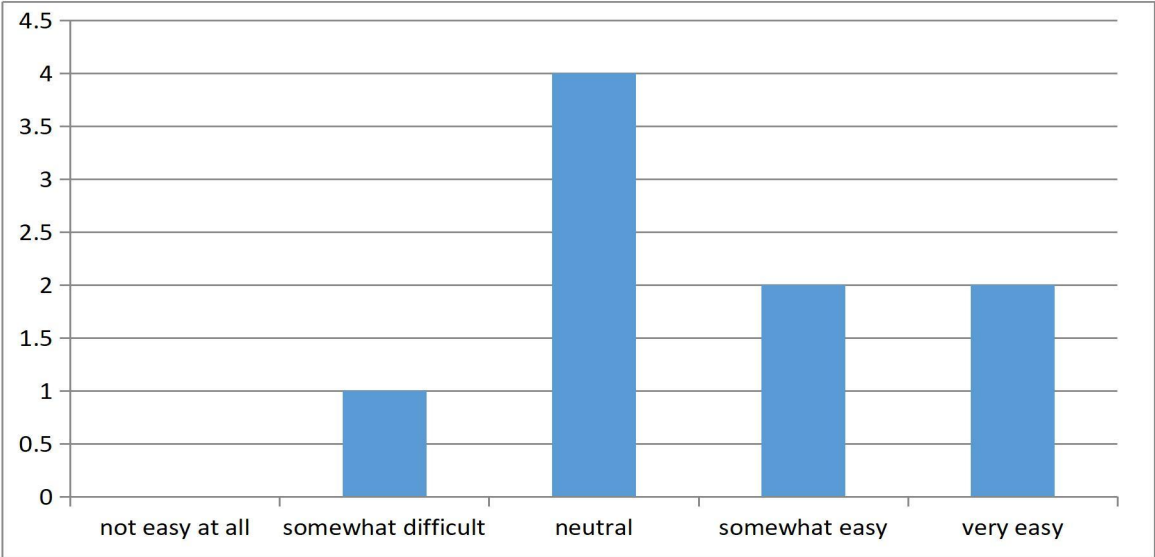


Figure 19: Ease of Understanding and Implementing Feedback into Revised Presentation

The answers to this question showed that 22.22% of students found it very easy to understand the received verbal feedback and implement it in their future preparation for the upcoming presentations while the other 22.22% participants claimed it was somewhat easy whereas 44.44% remained neutral.

Q3: Compared to your initial presentation, how confident were you delivering your revised presentation?

Table 24: *Students’ Confidence in Delivering the Second Presentation*

Option	Not confident at all	Somehow less confident	Neutral	Somehow more confident	Much more confident	Total
Population	0	1	5	1	2	9
Percentage	0%	11.11%	55.56%	11.11%	22.22%	100%

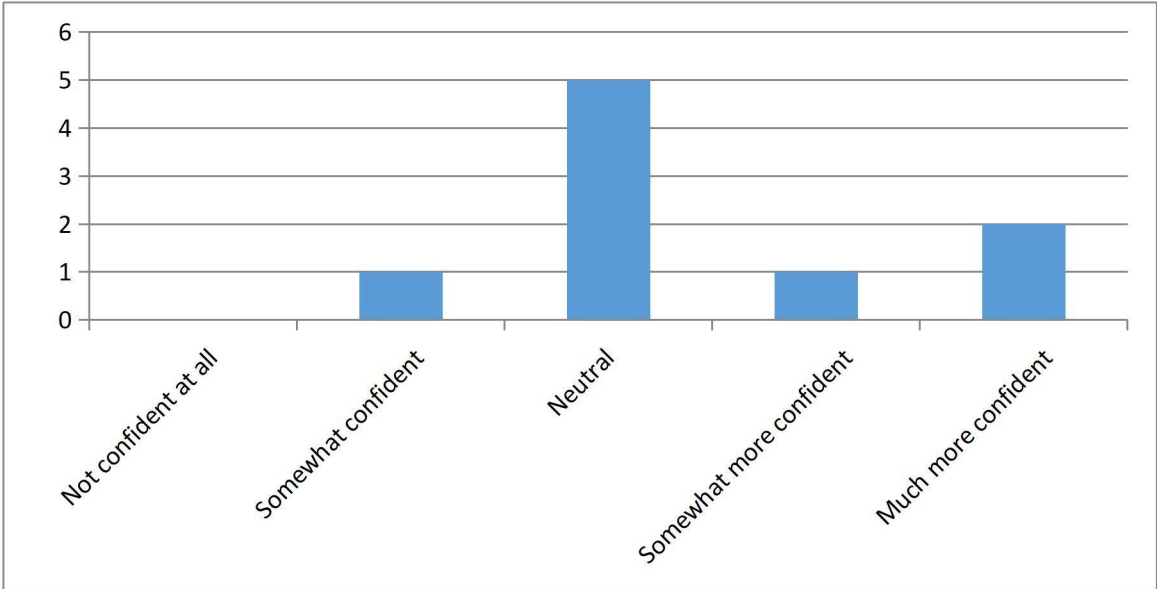


Figure 20: *Students’ Confidence in Delivering the Second Presentation*

When the participants were asked about their confidence in delivering the second (revised) oral presentation, 22.22% of them were much more confident than the first presentation, 11.11% were somehow more confident, 55.56% found their confidence level neutral and 11.11% felt somehow confident in the revised presentation. None of the students stated that they were not confident at all. From the results obtained, we can say that the feedback they received did not affect participants’ level of confidence negatively. In fact, some students felt much more confident in the second presentation.

Q4: In your opinion, how much did the feedback improve the overall quality of your revised presentation?

Table 25: *The Verbal Feedback’s Impact on the Improvement of the Revised Presentation of the Students*

Option	Not improved at All	Slightly improved	Somewhat improved	Moderately improved	Significantly improved	Total
Population	0	2	2	5	0	9
Percentage	0%	22.22%	22.22%	55.56%	0%	100%

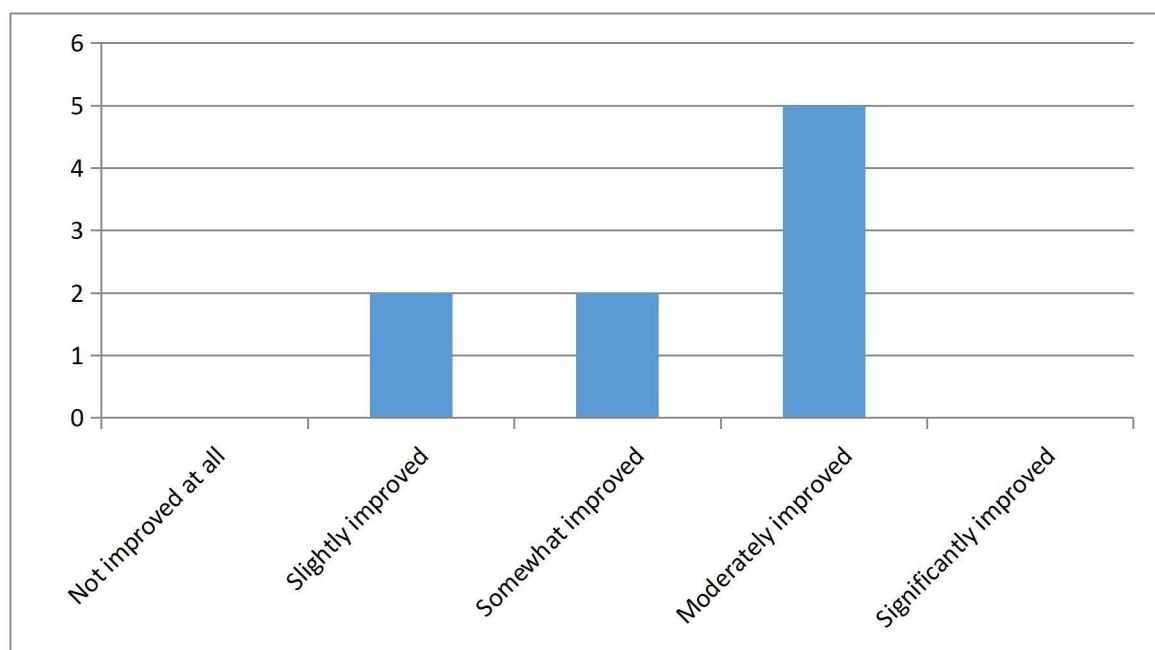


Figure 21: The Verbal Feedback’s Impact on the Improvement of the Revised Presentation of the Students

The verbal feedback made the second presentation of 55.56% of the participants moderately improved while 22.22% found their presentations somewhat improved and other 22.22% of the students felt it was slightly improved while none of the participants claimed their second presentations were not improved at all. The information resulted from these answers is that students found it beneficial to receive the reciprocal verbal feedback and actually helped them improve their presentations.

Q5: What were the biggest benefits of receiving verbal feedback from your classmates?

Table 26: *The Benefits of Receiving Peer Verbal Feedback*

Option	It helped me improve my performance	It motivates me to see how the audience see my performance	It does not come with an evaluative grade that may make me stressful	Other benefits
Population	5	5	0	1

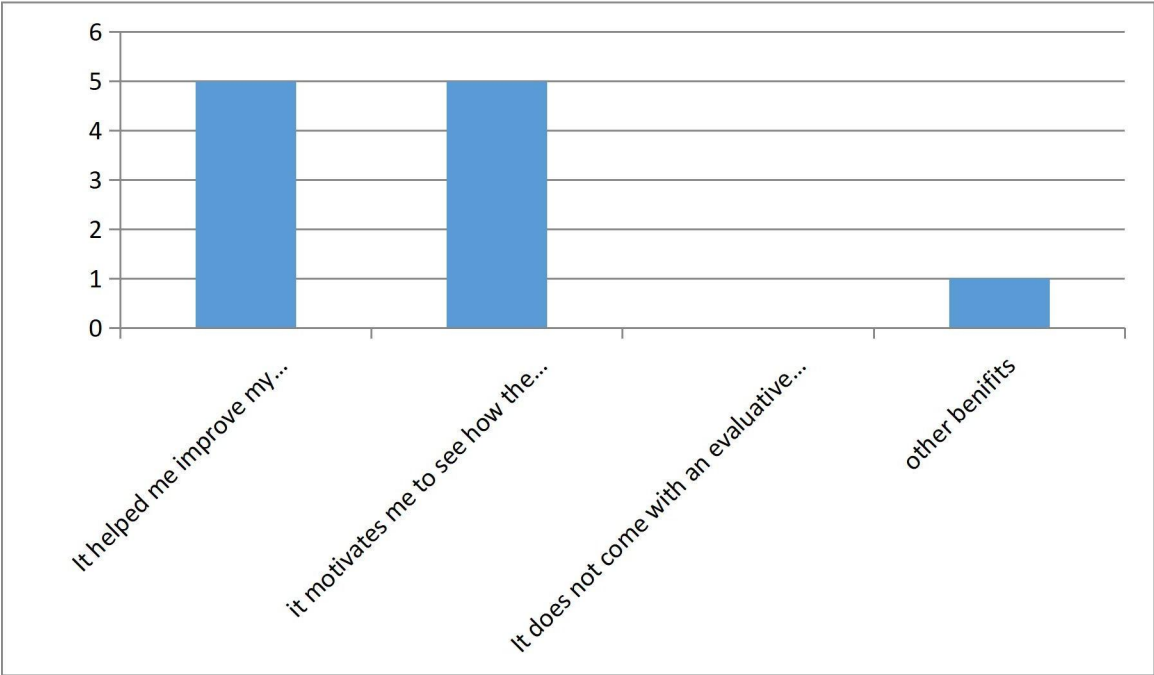


Figure 22: the Benefits of Receiving Peer Verbal Feedback

In this question, participants were invited to choose multiple answers; five students reported that the verbal peer feedback they received helped them improve their performance while the other five students claimed that it motivated them to see how the audience viewed their performance. None of the participants answered that the peer verbal feedback does not come with an evaluative grade that may make students stressful. One participant gave another benefit, which was “growth”. This means that the reciprocal verbal feedback not only helps students improve their performance but also motivates them to do so and see how the audience perceive their presentations.

Q6: would you recommend receiving verbal feedback from classmates before revising an oral presentation?

All nine students recommend receiving verbal feedback from classmates before revising an oral presentation. Admittedly, receiving verbal feedback from peers allows the opportunities of various perspectives and constructive criticism the fact that helps performers to identify areas that require improvement and offers them valuable insights that might not have been considered prior to feedback reception.

Q7: Is there anything else you would like to share about your experience with receiving feedback and revising your presentation?

The comments and answers received from this question were:

- "I felt more comfortable".
- "More aware of my mistakes".
- "It gave valuable insight".
- "It helped improve my presentation".
- "They use it to judge and criticize us". (this comment was given three times in different statements)

These comments came with the conclusion that reciprocal verbal feedback is a tool of improvement that students welcome in the oral classroom. However, some students may use it wrongly or without guidance. This is an opportunity for rising the point of training learners on how to give a verbal feedback to classmates.

7. The Control Group Second Questionnaire Analysis

A second questionnaire was handed to those who presented orally twice about the same topic to the control group. Out of the 16 students of the control group, only five students presented in both sessions. This was due to the absence of students factor and some students refused to present a second time. The results of the questionnaire are displayed in the following:

Section one: Oral Presentations (1 and 2)

Q1: What was your topic in the oral classroom presentation?

The results of this question show that all the five participants presented twice about “phases of the brain development relevant to the language acquisition”. The teacher gave this topic to them.

Q2: How would you rate your two presentations from 1 to 5?

Table 27: Students’ Rating of their Presentations

Option	Presentation 1	Presentation 2
Student 1	4/5	4.5/5
Student 2	5/5	5/5
Student 3	4/5	4/5
Student 4	4.5/5	4/5
Student 5	2.5/5	3/5

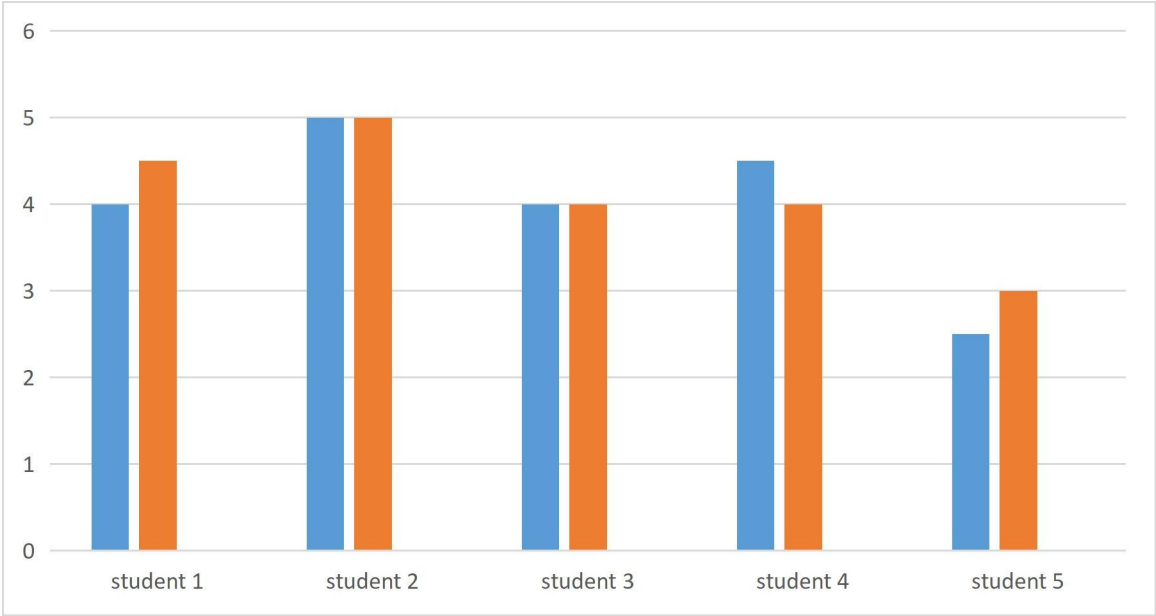


Figure 23: Students’ Rating of their Presentations

After presenting the same topic twice, the five students rated their presentations from one to five. Student 1 gave his second presentation a higher rate while student 2 and student 3 gave the same rating to both of their presentations. Student 4 thought that his first presentation

was better than the second one whereas student 5 claimed otherwise about his presentations. This shows that students are not sure of their performances and whether they did better in the second presentations or not.

Q3: How much time did you take to prepare the presentation?

The answers to this question were the following:

- “A day”.
- “5 minutes”.
- “15 minutes”.
- “30 minutes”.
- “4 hours”.

These answers display the varying durations of preparation time among students for their initial presentations. Three out of five students did not take more than half an hour to prepare the presentation whereas the other two students spent hours to a whole day preparing it.

Q4: What part did you struggle while preparing the oral presentation?

Table 28: *Students’ Obstacles in the Preparation of the Oral Presentation*

Option	Gathering information about the topic	Finding the right vocabulary	Time limitation	Structure and grammar	other	Total
Population	1	1	1	0	2	5
Percentage	20%	20%	20%	0%	40%	100%

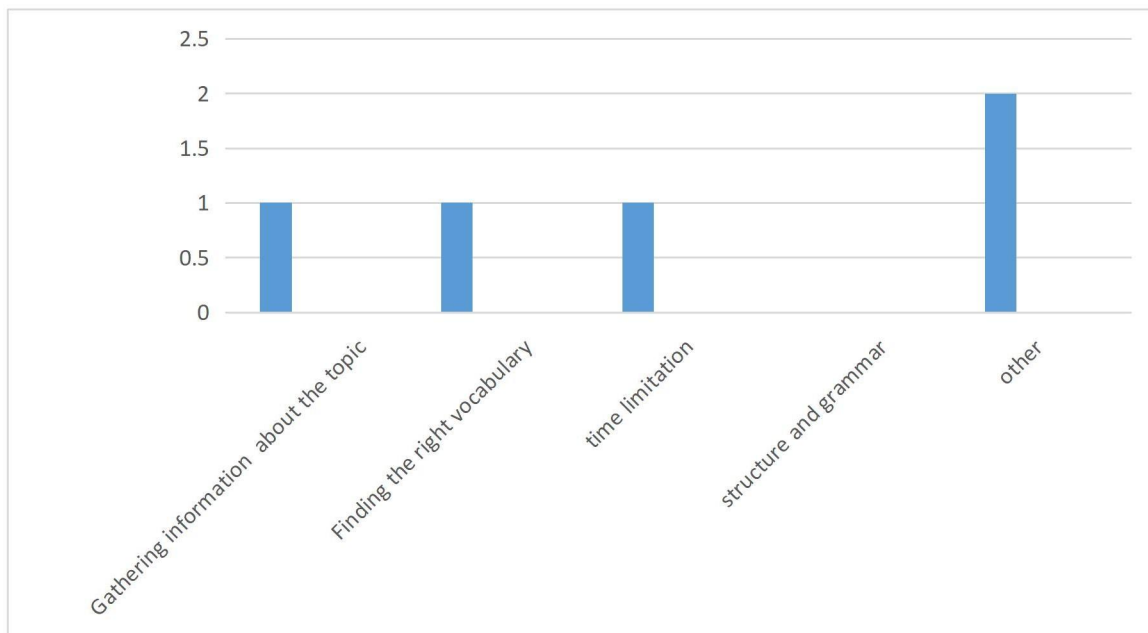


Figure 24: Students' Obstacles in the Preparation of the Oral Presentation

The results show that 20% of the participants found it hard to gather information about the topic given, 20% stated that finding the right vocabulary was an obstacle during the preparation while 20% claimed that there was not enough time to prepare and none of the participants found difficulty in the grammatical aspects of the presentation. 40% stated other obstacles, which were “the scientific terms of the topic” and “organizing the information”. This means that students were already aware of what would be commented on in their oral presentations. For example, those with the obstacle of the scientific terms may expect peers to comment on how to pronounce those words, or those who struggle with time limitation could be given feedback on the organization of the ideas or any other aspect that may be affected by not preparing for enough time. As for those who did not find any struggle with grammar, they may receive a positive feedback on how accurate they are in their presentations.

Q5: What method did you rely on to present in class?

Table 29: The Method Used by Students in the Oral Presentation

Option	Memorization	Improvisation	Bullet notes	Other	Total
Population	2	3	1	1	7

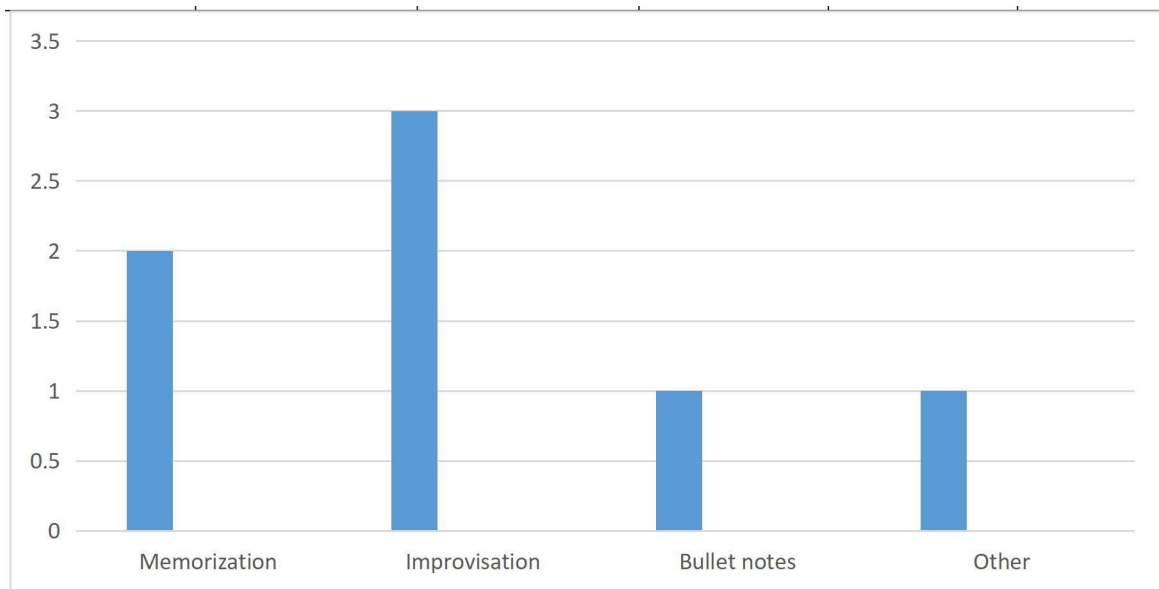


Figure 25: The Method Used by Students in the Oral Presentation

In this question, students were allowed to choose among multiple answers. Two students memorized their presentations beforehand, three students relied on improvisation, one student said he made bullet notes and one other student relied on another method that is his past knowledge. We can say that this variety of methods may encourage peers to generate feedback and comment on which method is the most suitable for an oral presentation.

Q6: In which presentation do you believe you performed better?

Students' reflection on their presentations revealed that three students think they performed better in the first presentation while one student thinks he performed better in the second one. One student said that both of his presentations were the same and none of them was better than the other. This reinforces the idea that students were not aware of whether they improved their performances or not.

Section Two: Peer Feedback

Q1: Have you received any feedback from your classmates after your performance?

The participants were asked whether they received feedback after their presentations, all of them answered that they did not receive any feedback which was very crucial not to receive any since we wanted them to present the second time without relying on any feedback.

Q2: If no, do you think it would be helpful if they did?

Table 30: *Students’ Opinions on the Effectiveness of Peer Feedback if Received*

Option	Yes	No	total
Population	4	1	5
Percentage	80%	20%	100%

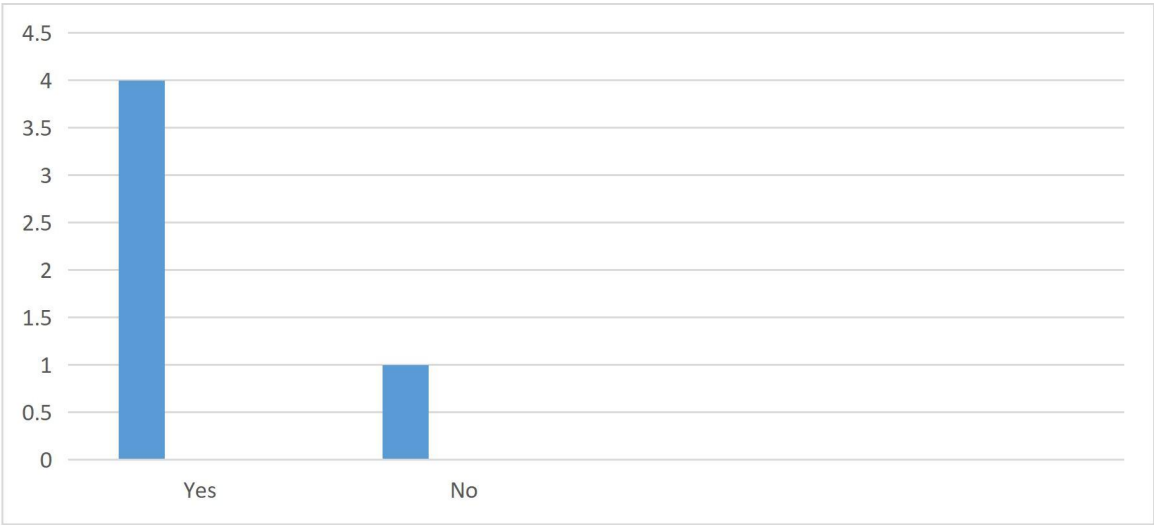


Figure 26: Students’ Opinion on the effectiveness of Peer Feedback if Received

The answers provided to this question allowed us to notice that most of the participants claimed that if they received a peer feedback, it would be helpful for them to present again. Only one student thought that it would not be helpful. This sheds light on the readiness and the openness of students to peer feedback in the oral classroom.

If yes, why?

Those who answered the previous question positively were asked to justify their choice so that it could be possible to spot how peer feedback contributes in the enhancement of the oral skills of the students. Two students claimed that it helps to “enhance what is good and fix what is bad”, quoting them, whereas the two other students said that peer feedback can help students recognize their mistakes. This shows that students want to benefit from their classmates’ comments to know where they did well and where they failed in their

presentations.

Q3: Do you think that peer feedback would affect your oral production negatively or positively? Justify

All the students answered that peer feedback affects their oral production positively. Their justifications poured in two main ideas. Three students claimed that peer feedback has a positive effect because it motivates them. The other two students see that peer feedback enhances their oral skills.

Q4: How would the peer feedback of the first presentation help you prepare for the second one?

This open-ended question was answered as follows:

- “It would have enhanced few things”.
- “I don’t know”.
- “Understanding how to present”.
- “Correct previous mistakes”.
- “Fix my mistakes”.

This indicates that students are sure that if they received a verbal peer feedback after their first presentation, it would have helped them improve the second one and do better.

Q5: Do you think that if you received peer feedback, it would have helped you prepare in a shorter time?

Table 31: *Students’ Preparation Time in the Context of Peer Feedback*

Option	Yes	No	I don’t know	Total
Population	3	0	2	5
Percentage	60%	0%	40%	100%

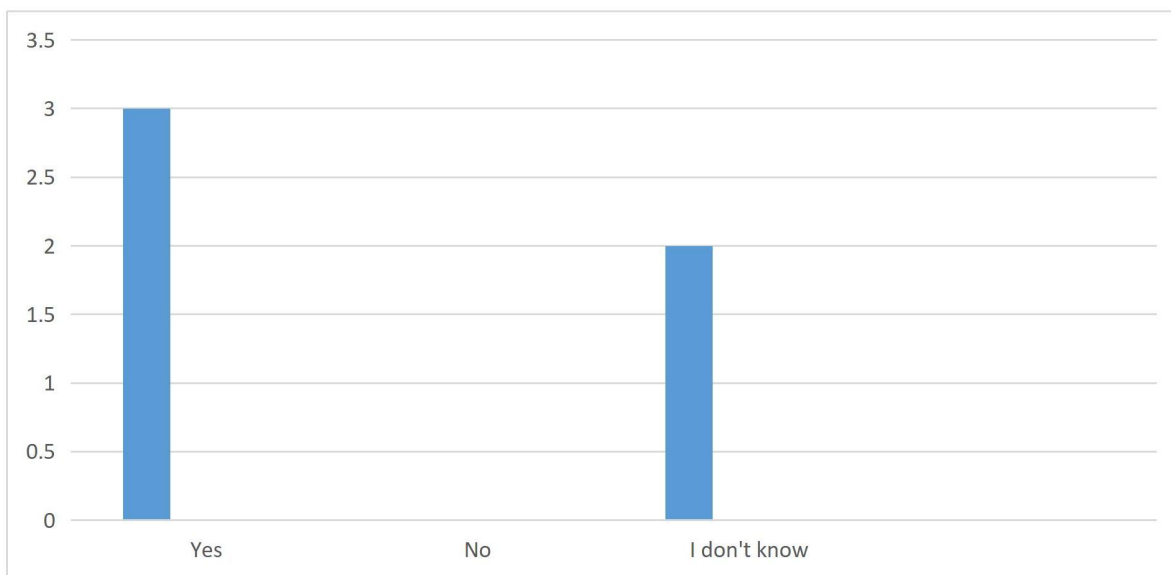


Figure 27: Students' Preparation Time in the Context of Peer Feedback

The participants were asked to estimate whether the preparation time was going to be shorter if the peer feedback was given or not. Three students said yes, no one said no and two students claimed that they do not know whether the preparation would be in a shorter time or not. This means that even the time consumed to prepare for the second presentation would have been affected if students received peer feedback after their first presentation.

Q6: Do you have any additional information / opinion you would like to add?

Given the limited responses to this question, it is important to report that only two participants answered this question. A student highlighted the significance of peer feedback in improving oral skills and communication when he stated: “peer feedback can have great information”. In addition, another student emphasized the importance of speaking as a crucial skill when he said that speaking is the most important skill. Their viewpoints align with the research’s emphasis, which is the relevance of feedback, and peer feedback in enhancing speaking and oral communication skills.

8. Classroom Observation Analysis

During the four sessions of the quasi-experiment, students were observed for the sake of tracking the quasi-experiment’s progress and check the following points:

- Assessing the control group’s presentations in the absence of the reciprocal verbal feedback among students.

- Assessing the oral presentations of the participants to see how the reciprocal verbal feedback will affect them.
- The verbal feedback given by peers to those who presented concerning both quantity and quality.
- The amount of students' engagement in giving feedback, and how performers perceive it and use it.

8.1.Control group's Classroom Observation Analysis

The participants who presented in the first session that was one hour and a half long were divided into two groups. Same amount of time was given for the second session in which they presented again about the same topic. Group A was composed of two boys who were the first to present, and group B was composed of three girls. The topic was as stated previously "phases of the brain development relevant to the language acquisition". One of the obstacles that we struggled with was the time gap between the first session and the second session. It was a gap of 16 days for the experimental group and a gap of 20 days for the control group. This was due to a strike that students performed in the middle of their academic semester.

8.1.1. Group A's Observation

8.1.1.1.Presentation 1, April 21st, 2024

The first thing that was noticed on the first presentation was that they did not introduce themselves nor the topic. They prepared their information about the topic on the phone and they sometimes read from it. They kept a good eye contact with the audience, but they quickly finished their presentation and went back to their places. They had some grammar errors like forgetting to add the "s" to the verbs that come with the personal pronoun "it" and they had some pronunciation mistakes in the scientific terms like the word "Wernicke" area.

8.1.1.2.Presentation 2, May 12th, 2024

In the second presentation, both of the students forgot about their presentation's details due to the time gap. However, they tried to improvise some information they kept in mind.

They made less contact with the audience and they weren't organized as the first presentation. They made more mistakes in grammar, and there were several pauses that broke the chain of ideas.

If we compare both presentations, it can be said that there was no improvement, and there was no repairing for any of the errors made in the first presentation. In fact, the first presentation was better than the second one.

8.1.2. Group B's Observation

8.1.2.1. Presentation 1, April 21st, 2024

This group was composed of three girls, and they were the second to present. Their first presentation was well organized and had a good flow of ideas. They introduced themselves and the topic and had a good body language with the audience. The only flaw in their presentation were the grammar mistakes and the length of the presentation that contained too much information.

8.1.2.2. Presentation 2, May 12th, 2024

In the second presentation, the girls were less organized than the first presentation. In addition to that, one of them kept reminding herself with the ideas from the phone, which led her to make less contact with the audience. However, they kept a good body language, interacted with the audience and provided less information. They also struggled with recalling the scientific terms and the names of scholars.

As a comparison, both presentations seemed to be close in the level. Nevertheless, the drawbacks of the first presentation were not fixed in the second one since they said before starting their second performance that they were not ready to present.

From this classroom observation of the control group, we can say that the absence of a verbal peer feedback affected the second presentation negatively and made students unready to take the stage for a second time even though it was about the same topic, which would make it easier rather than preparing a presentation for another topic.

8.2. The Experimental Group's Classroom Observation Analysis

The first session with the experimental group was the session that proceeded the control group's session. The students struggled to show interaction at first, but they slowly started to interact with each other. Those who presented in the experimental group were divided into three groups; group A was composed of three boys, group B was composed of five girls and the third presentation was given by an individual student which we will name "student C".

8.2.1. Group A's Observation

8.2.1.1. Presentation 1, April 21st, 2024

The three boys gave a good introduction to the topic and shared the points they will talk about, but they forgot to introduce themselves to the audience. Their performance missed some interaction with the audience in terms of body language and they made some errors of pronunciation concerning scientific terms. Once they finished, they welcomed their friends' feedback which were the following:

F1- You should make more eye contact with everyone.

F2- You forgot to introduce yourselves to us.

F3- it was a good presentation because you said good information.

Those three comments were given by their peers as they listened to them and then gave the stage to the following group to present.

8.2.1.2. Presentation 2, May 8th, 2024

In the second presentation, the improvement was seen on this group. Firstly, they did not forget to say their names and introduce themselves as classmates of the audience. Two out of the three students tried to keep an eye contact with the audience and the presentation was concise but beneficial.

From both presentations, we can say that the feedback given by their peers helped them to amend their performance and add what was missing in the first presentation. The students

seemed at ease to receive peer feedback and they did not show any sign of anxiety or embarrassment, which explains students' acceptance to peer verbal feedback.

8.2.2. Group B's Observation

8.2.2.1. Presentation 1, April 21st, 2024

This group was composed of five girls who seemed to divide the presentations into five parts, each part for one of them. They seemed nervous and afraid, which made them make no eye contact with the students. They focused mainly on the teacher's reaction. The ideas were a bit messy due to stress, but one of the girls asked questions to the audience to reduce her anxiety and make interaction with her classmates. The feedback they received was:

F1- information was there, but not really organized.

F2- you didn't make eye contact because you were stressed, don't be stressed next time.

F3- even though you made some errors, but I liked how you presented things.

F4- I like that you asked us questions. I felt involved.

After listening to their peers, the girls left the stage for the next oral delivery as one of those five girls was seen taking notes on the paper that she used to present.

8.2.2.2. Presentation 2, May 8th, 2024

The first thing that was remarked was the change of order in the parts of their presentations. The one who introduced the topic in the first presentation took the conclusion part and the same happened to the other girls. This made things more organized and understandable. They used the board as well, and they all managed to make more eye contact. The most important thing is that they felt more comfortable to be on the stage, which made them reduce their errors.

This group showed the best results for the quasi-experiment and we can say that the feedback they received was beneficial for them minding that two of who gave them comments were from the other groups that performed on the same day.

8.2.3. Student C's Observation

8.2.3.1. Presentation 1, April 21st, 2024

This student struggled a bit to start the presentation due to the fear of public. She introduced herself and the topic, then briefly stated some information about the areas responsible for language acquisition in the brain, and then ended the presentation. The feedback that she received was:

F1- it was too brief, you should have taken your time.

F2- you gave a good short presentation even though you were stressed.

F3- I liked that you were accurate and concise, but you should practice controlling your anxiety.

F4- as an advice, talk to your friends before you present to us. It will decrease your stress.

Student C was welcoming their comments anxiously, but she showed acceptance by the end and left the stage.

8.2.3.2. Presentation 2, May 8th, 2024

In the second presentation, this student was the first to raise her hand to present. It was still a brief presentation, but a remarkable improvement in her psychological behavior was seen. She was more careful with her body language and she tried to smile more and make eye contact with everybody. Her anxiety was lowered and it was less exposed to the audience.

From her presentations, we can conclude that a verbal peer feedback may not fix or detect all errors and help to improve them all, but it can enlighten students with their major error and push them to work on at least one aspect. The feedback given by all students to the different groups were brief and not detailed, but it managed to help a little, which means that a good verbal feedback does not need to be long to be effective. A short sentence can be enough to direct students' attention to their mistakes. What was also noticed was that all students welcomed this type of feedback and almost none of them showed any kind of rejection

towards their peers' feedback. It is important also to say that mixing between negative and positive feedbacks can be useful for students to enhance their performances through negative feedback and be motivated to reinforce their good aspects through positive feedback.

9. Findings and Discussion

After obtaining those results and analyzing them carefully, the findings are discussed as the following:

9.1.Pre-experiment questionnaire

The pre-experiment questionnaire's aim was to test the background of the sample concerning their level in the speaking skill, their knowledge about the reciprocal verbal feedback and their prior experiences with it. It was also made to check the similarities between both groups (experimental and control) to guarantee that the conditions and criteria of both groups were too similar so that the results of the quasi-experiment would be more relevant and not affected by any external factor like the presence of many older students or not having enough information about what is a verbal peer feedback.

The pre-experiment questionnaire analysis showed that the sample had a good background about feedback with its different sources and types in general, and about the reciprocal verbal feedback specifically. It also showed that the teacher used it as a technique to rise the interaction among students. In addition, their answers showed that they were suitable for the quasi-experiment aim by stating that they already practice oral presentations and other different activities in which the teacher sometimes asked them to give each other comments.

9.2. Post-experiment Questionnaire

9.2.1. The Experimental Group Questionnaire

The analysis of this questionnaire's results show the positive effects that the reciprocal verbal feedback has on the students and the oral classroom in general. It reflected students' perspective on the peer verbal feedback they received in the first session of the quasi-

experiment and how helpful they found it to prepare for the second presentation. It is found that the reciprocal verbal feedback helped them correct their first presentations' errors and motivated them to do better in the second one, which can be interpreted into a conclusion that reciprocal verbal feedback has a positive effect on the oral classroom. The findings also showed that the quasi-experiment was successful and that students found peer verbal feedback a positive tool to use in order to improve their speaking skills.

9.2.2. The Control Group Questionnaire

The findings of the control group questionnaire give an insight into how uncomfortable students were in the second presentation since they weren't given a feedback in the first presentation. Students weren't able to judge their own performances and which presentation they did better in. In fact, they expressed how useful it would be if they received feedback from their classmates to help them fix their flaws and do better in the second presentation. This draws the importance of the reciprocal verbal feedback and the students' awareness of its effectiveness in enhancing their oral performance.

9.3. Classroom Observation

From the classroom observation results, we find that what was discussed previously is confirmed by what was observed in the classroom while students were performing. The peer verbal feedback aided participants of the experimental group to show progress in their second presentations, and its absence in the control group affected their performances negatively. This can only reinforce the role of reciprocal verbal feedback in the oral classroom as a strategy used to boost learners towards developing their speaking skills by exchanging tips, advice and opinions via verbal statements given to each other. Moreover, one of the aims behind conducting a classroom observation was to check students' responses to the feedback received and check their psychological state during the quasi-experiment. As a result, we found that the reciprocal verbal feedback seemed to lower any kind of anxiety or stress the students may have encountered. This means that students feel comfortable to receive feedback

from their classmates.

On the other hand, the classroom observation results give an insight into how students use verbal peer feedback in terms of quantity and quality. They tend to use both negative and positive feedback, but the negative feedback was more used. They also used short statements and undetailed comments since each student focused on one aspect of the presentation. This may indicate lack of training on how to give a feedback, but with such small experience, they could manage to help each other improve their skills. Hence, students need to be trained on how to give and use the verbal peer feedback.

Conclusion

This chapter dealt with the major part of the research, which is the methodology, and the results of the data gathering process. The first section discussed the methodology used in this study and explained how the quasi-experiment was conducted. After that, the data gathered from the questionnaires and the classroom observation was displayed in details along with its analysis. Finally, results were interpreted into findings and were discussed in details.

Chapter Three:
Discussion and Recommendations

Chapter Three: Discussion and Recommendations.....	69
Introduction.....	69
1. Discussion.....	69
2. Recommendations.....	70
2.1..Recommendations for the Oral Classroom.....	70
2.1.1. Task Sample for Implementing Reciprocal Verbal Feedback in the Oral Classroom	71
2.2. Recommendations for Further Studies.....	72
Conclusion.....	72

Chapter Three: Discussion and Recommendations

Introduction

After discussing what is found from conducting this research, this chapter comes with the answers to the research questions and discusses the hypotheses by drawing what the final findings of the research proved. It also suggests few recommendations that can be complementary to this paper and wraps this study with a conclusion.

1. Discussion

The questions of this research were about whether the reciprocal verbal feedback affect the oral classroom or not and how it helps learners to enhance their speaking skills. This research questioned whether students receive peer verbal feedback same way they receive their teacher's feedback or not. All of these questions were given a hypothesis before starting to gather data and get the answers and after conducting a quasi-experiment and gathering information using two different tools, the hypotheses are discussed below.

The first hypothesis claimed that the reciprocal verbal feedback affects learners' oral performance positively. This was proven by the findings of the questionnaires and classroom observation data analyses, which stated that students showed improvement in their oral performances after receiving the feedback. The analysis of their answers declares that they found it helpful and motivating to receive a peer verbal feedback regarding their learning process and their psychological aspects too. This concludes that the hypothesis suggested is true.

As for the second hypothesis, we claimed that the reciprocal verbal feedback would help students improve their speaking skills by spotting their weaknesses and push them to fix their errors, and by announcing their strengths to motivate them to reinforce their areas of success. This was also concluded from what was found in the data gathered. The latter demonstrates how students reduced their mistakes and worked on them in the second presentation after taking

comments from their classmates, as it showed how confused students of the control group were when they presented the second time without receiving a verbal peer feedback. This proves that the hypothesis given as an answer to one of the research questions is correct.

The third and last hypothesis suggested that some students might receive the peer feedback same way they receive it from their teachers and some might not. The findings show that students welcome peer verbal feedback and use it mindfully. This means that the majority do not find a problem in receiving a comment from a classmate. Their interactions during the classroom observation seemed friendly and reciprocal, which means that students were more at ease in the absence of the teacher's feedback. Hence, the hypothesis is true.

2. Recommendations

2.1. Recommendations for the Oral Classroom

The reciprocal verbal feedback is found to be an effective technique to be used in the oral classroom. Therefore, it is essential for teachers to include it in their learning journey and train them on using it right. This can be done via:

- ✓ Teaching students about the importance of creating interactions with each other by transmitting personal experiences and sharing opinions about how they want to receive feedback.
- ✓ Exemplifying to students how peer feedback should be, whether it is a written one or a verbal one by showing them videos of a good peer feedback or by putting students in action and then try to adjust it. This can work as a guide for them to learn from it.
- ✓ Putting students more in situations and contexts where they can get to know each other more and create a friendly atmosphere, which will automatically lead the facility of accepting peer feedback as a friend advice or tip. This creates familiarity among students and allows them to be comfortable in giving each other feedback.
- ✓ Giving students activities that aim at both enhancing their speaking skills and giving and receiving feedback. These activities can be group discussions (giving them topics

related to reciprocal feedback, etc) or role-plays that simulate a situation where students are exchanging feedback.

- ✓ Using technology to allow students generate feedback to each other like sending anonymous feedback online to each other after the session is over could be a good technique to implement feedback in the students' learning experience.

As a suggestion for a task that can help implement the reciprocal verbal feedback in the learning and development of the oral skills of EFL learners, this sample represents a task that may aid students improve their skills of giving and receiving verbal feedback:

2.1.1. A Sample Task for Implementing Reciprocal Verbal Feedback in the Oral Classroom

This task is designed for second year EFL learners in a session of one hour and thirty minutes.

- **Objectives of the task:** By the end of the task, students will be able to:
 - To give a verbal feedback to each other after and during an oral performance.
 - To use the verbal peer feedback to improve their performances.
- **Task Activities**
 - First thing to do is to divide students into groups. Each group will be handed a poem (that could be taken from the literature class syllabus for instance).
 - Groups are asked to sit circles apart from each other and practice reading the poem. Each member of the group should perform it to his teammates.
 - The teammates are asked to give a verbal feedback to each member who performs the poem to correct each other's mistakes. This process goes for each member with his teammates only.
 - After that, groups are asked to select one member to perform the poem to the whole class and the rest will give the performer their verbal feedback after he finishes performing.

- To make the task more challenging and motivating, a reward should be decided for the best performer.
- **Assessment:** As an assignment to assess students' comprehension and use of feedback, students will be asked to write down the most useful verbal feedback they received while preparing and express how and to what extent the verbal feedback helped them.

2.2. Recommendations for Further Studies

As this study answered the questions surrounding the effectiveness of the reciprocal verbal feedback in the oral classroom, it also opened the doors for other studies and questions that can be answered in other researches. The following points are some recommendations for the upcoming studies that can be complementary to this study:

- ✓ The negative effects that reciprocal verbal feedback may have when it is not used in the right way.
- ✓ The use of the written feedback in the oral classroom, and how it can help in improving learners' oral skills.
- ✓ A comparison between peer verbal feedback and teacher verbal feedback in the oral classroom.

Conclusion

This chapter dealt with the discussion of the hypotheses that were previously before investigating the answers to the research questions. It was proven for the three hypotheses to be true and the answer was finally shaped. Along with the hypotheses discussion, recommendations for implementing the reciprocal verbal feedback in the oral classroom was suggested as a strategy to benefit from in developing students' academic achievements. Finally, we gave recommendations for further studies that can align with the purpose of this study and give significant additions to what is concluded from this research.

General Conclusion

For serving the academic field of EFL teaching, this research was conducted to investigate the effectiveness of reciprocal verbal feedback in the oral classroom. This was to test how the reciprocal verbal feedback among students affects the oral production of EFL learners who may set speaking the English language accurately and fluently as their priority in their learning journey. The main problem discussed was whether the verbal peer feedback would help them improve their skills or not.

To successfully test the hypotheses of this research, we used the mixed method design by conducting a quasi-experiment that took us four sessions to accomplish, and collected data via two tools, which are questionnaires that were given to students of the sample and a classroom observation that was done during the whole quasi-experiment. The population chosen to be experimented were the second year EFL learners of Chadli Bendjedid University, precisely two groups out of four. The quasi-experiment and the results obtained from the gathering data tools show that reciprocal verbal feedback has a positive effect on the oral classroom of EFL learners. It also came with a conclusion that students use this type of feedback in boosting their oral performances and motivating themselves to work better on their both areas of success and failure. It was also proven that students welcome feedback from their classmates and have readiness towards receiving and giving verbal peer feedback.

After these results were discussed, the study was wrapped with a general discussion of what was found and recommended few techniques that may develop the reciprocal verbal feedback use inside the oral classroom like training students on how use it and exemplifying for them how the verbal peer feedback should be. In addition to that, we recommended some ideas for further studies like the negative effects of the reciprocal verbal feedback and the difference between peer verbal feedback and teacher verbal feedback in the oral classroom. These recommendations would be beneficial for EFL students and for teachers to improve the quality of teaching to guarantee achieving the learning objectives.

References

- Alam, M., Alaul, & Uzzaman, Md. A. (2018). Challenges of Developing Speaking Skill through Classroom Interaction of EFL learners. *Prime University Journal*, 12(1), 1995–5332.
- Ali Nasser Zrair. (2019). The Use of Oral Feedback in Developing the Speaking Skills of Saudi EFL Students. *Journal of Applied Linguistics and Language Research*, 6(3), 183–198.
- Benassi, V. A., Overson, C. E., & Hakala, C. M. (2014). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from <http://teachpsych.org/ebooks/asle2014/index.php>
- Brookhart, S. (2008). *How to give effective feedback to your students* (2nd ed.). Alexandria, Virginia: Ascd.
- Carvalho, C., Martins, D., Santana, L. E., & Feliciano, L. (2014). Teacher Feedback: Educational Guidance in Different School Contexts. *Procedia - Social and Behavioral Sciences*, 159, 219–223. <https://doi.org/10.1016/j.sbspro.2014.12.360>
- Dagnew Chekol, A. (2020). Investigating the Influence of Using Peer Feedback on EFL Students' Speaking Achievement and Their Perceptions Towards Peer Feedback. *Arabic Language, Literature & Culture*, 5(3), 23. <https://doi.org/10.11648/j.allc.20200503.11>
- Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2018). What Makes for Effective feedback: Staff and Student Perspectives. *Assessment & Evaluation in Higher Education*, 44(1), 25–36. <https://doi.org/10.1080/02602938.2018.1467877>
- Gashi Shatri, Z., & Zabeli, N. (2022). Implementation of verbal and written feedback classroom practices by teachers. *South African Journal of Education*, 42(Supplement 1), S1–S7. <https://doi.org/10.15700/saje.v42ns1a2262>
- Gökhan Çetinkaya. (2015). Examining Characteristics of Teacher Feedback in Organizing Written Texts. *International J. Soc. Sci. & Education*, 5(2), 322–331.

- Hardavella, G., Aamli-Gaagnat, A., Saad, N., Rousalova, I., & Sreter, K. B. (2020). How to Give and Receive Feedback Effectively. *Breathe*, 13(4), 327–333. <https://doi.org/10.1183/20734735.009917>
- Hattie, J., & Clarke, S. (2019). *Visible Learning: Feedback*. London: Routledge, Taylor & FrancisGroup.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1),81–112. <https://doi.org/10.3102/003465430298487>
- Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (2019). Conditions that enable effective feedback. *Higher Education Research & Development*, 38(7), 1401–1416. tandfonline. <https://doi.org/10.1080/07294360.2019.1657807>
- José Carlos Ocampo, Panadero, E., Zamorano, D., Iván Sánchez-Iglesias, & Fernando Diez Ruiz. (2023). The effects of gender and training on peer feedback characteristics. *Assessment and Evaluation in Higher Education/Assessment & Evaluation in Higher Education*, 1–17. <https://doi.org/10.1080/02602938.2023.2286432>
- Jug, R., Jiang, X., & Bean, S. M. (2019). Giving and Receiving Effective Feedback: a Review Article and How-To Guide. *Archives of Pathology & Laboratory Medicine*, 143(2), 244–250. <https://doi.org/10.5858/arpa.2018-0058-ra>
- Leeman, J. (2007). Feedback in L2 learning: Responding to errors during practice. In R. DeKeyser (Ed.) *Practice in a Second Language: Perspectives From Linguistics and Psychology*, *Cambridge Applied Linguistics Series*, Cambridge: Cambridge University Press. 111-137.
- Liu, N.-F., & Carless, D. (2006). Peer feedback: the Learning Element of Peer Assessment. *Teaching in Higher Education*, 11(3), 279–290. <https://doi.org/10.1080/13562510600680582>
- Lynch, T. (1996). *Communication in the language classroom*. Oxford Cambridgeshire, England ;New York: Oxford University Press.

- McKimm, J. (2009). Giving effective feedback. *British Journal of Hospital Medicine*, 70(3), 158–161.
<https://doi.org/10.12968/hmed.2009.70.3.40570>
- Muamaroh, M., & Pratiwi, U. S. (2022). Advantages and Disadvantages of Peer Feedback on EFL Students Essay Writing at Tertiary Level. *Advances in Social Science, Education and Humanities Research*, 662, 1122–1128.
<https://doi.org/10.2991/assehr.k.220503.124>
- Panadero, E., Lipnevich, A., & Broadbent, J. (2019). Turning Self-Assessment into Self-Feedback. *The Impact of Feedback in Higher Education*, 147–163.
https://doi.org/10.1007/978-3-030-25112-3_9
- Payne, B., & Swanson, E. (2021). *How to provide meaningful feedback: Teacher's guide*. The Meadows Center for Preventing Educational Risk
- Raaijmakers, S. F., Baars, M., Paas, F., van Merriënboer, J. J. G., & van Gog, T. (2019). Effects of self-assessment feedback on self-assessment and task-selection accuracy. *Metacognition and Learning*, 14(1), 21–42. <https://doi.org/10.1007/s11409-019-09189-5>
- Rajesh Kanna M.R, Raju, G., Sharma, A., Suresh, R., & Sridharan, A. (2024). Teacher-Student Feedback Dynamics And Their Implications For Effective Teaching. *Educational Administration: Theory and Practice*, 30(5), 9671–9677.
<https://doi.org/10.53555/kuey.v30i5.4636>
- Reka KUTASI. (2023). FEEDBACK: UNVEILING ITS IMPACT AND ENHANCING ITSEFFECTIVENESS IN EDUCATION. *Revista de Pedagogie, LXXI(2)*, 7–32.
<https://doi.org/10.26755/revped/2023.2/7>
- Sackstein, S. (2017). *Peer feedback in the classroom : empowering students to be the experts*. Alexandria, Virginia, Usa: Ascd.
- Saeed, K. M., Khaksari, M., Eng, L. S., & Ghani, A. M. A. (2016). The Role of Learner-learner Interaction in the Development of Speaking Skills. *Theory and Practice in Language Studies*, 6(2), 235. <https://doi.org/10.17507/tpls.0602.03>

Appendices

Appendix A

Pre-Experiment Questionnaire

Dear student,

We kindly ask you to answer this questionnaire in order to help us gather data about our research.

P.s. Reciprocal verbal feedback is the comments and response that students give to each other during the oral classroom after their oral productions (speaking tasks given in class).

Section one: Participants' information:

1. Gender: Male Female
2. Age: 18-24 25-34 above 35

Section 2: Oral expression background

1. How many oral expression sessions do you have per week?
 - a- 1 time per week.
 - b- 2 times per week.
 - c- 3 times or more per week.
 2. do you think the amount of sessions you have per week is:
 - a- Less than enough.
 - b- Enough.
 - c- Too much.
 3. How do you rate your level in oral skills?
 - a- Weak.
 - b- Average.
 - c- Good.
 - d- Excellent.
 4. What type of activities do you have in your oral classroom?
 - a- Oral presentations.
 - b- In-class conversations.
 - c- Role-plays.
 - d- Games.
 - e- Other (please mention)
-

Section 3: Feedback in the oral classroom.

1. Do you receive feedback in your oral session?
 - a- Yes.
 - b- No.
2. If yes, from who do you receive feedback?
 - a- Teacher.
 - b- Classmates.
 - c- Both.
3. What type of feedback do you receive?
 - a- Verbal feedback.
 - b- Written feedback.

- c- Both.
- 4. Have you ever given a verbal feedback to your classmates?
 - a- Yes.
 - b- No.
- 5. If yes, how frequent have you given them?
 - a- Never.
 - b- Rarely.
 - c- Sometimes.
 - d- Always.
- 6. Do you think that reciprocal peer feedback helps in enhancing your oral skills?
 - a- Yes.
 - b- No.

If yes,

How?

.....

.....

- 7. How do you feel when you receive a verbal feedback from your classmates?

.....

.....

.....

.....

.....

- 8. To your opinion, what is the most effective method to give verbal feedback in the oral session? Justify.

.....

.....

.....

.....

.....

Thank you so much for participating in this questionnaire, mind that you helped us very much in our research.

Appendix B

Post-Experiment Questionnaire (experimental group)

Dear students.

Please answer the following questionnaire in order to gather more data about our research.

Section one: The Received Feedback (please, circle the letter of your answer)

How helpful did you find the verbal feedback you received from your classmates?

- a- Not helpful at all
- b- Somewhat helpful
- c- Neutral
- d- Helpful
- e- Very helpful

How easy was it for you to understand and implement the feedback you received into your revised presentation?

- a- Not easy at all
- b- Somewhat difficult
- c- Neutral
- d- Somewhat easy
- e- Very easy

Compared to your initial presentation, how confident were you delivering your revised presentation?

- a- Not confident at all
- b- Somewhat less confident
- c- Neutral
- d- Somewhat more confident
- e- Much more confident

In your opinion, how much did the feedback improve the overall quality of your revised presentation?

- a- Not improved at all
- b- Slightly improved
- c- Somewhat improved
- d- Moderately improved
- e- Significantly improved

Briefly explain how the feedback helped you improve your revised presentation.

.....
.....
.....
.....
.....

What were the biggest benefits of receiving verbal feedback from your classmates?

- a- It helped me improve my performance
- b- It motivates me to see how the audience see my performance
- c- It does not come with an evaluative grade that may make me stressful
- d- Other benefits, please mention:

.....
.....

.....
.....

Would you recommend receiving verbal feedback from classmates before revising an oral presentation?

- a- Yes
- b- No

If no, please explain

why:
.....
.....
.....

Is there anything else you would like to share about your experience with receiving feedback and revising your presentation?

.....
.....
.....
.....
.....

Thank you again for your participation!

Appendix C

Control Group Second Questionnaire

Dear student,

We kindly ask you to carefully answer the following questions to help us gather enough data for our research.

Section one: oral presentations (1 and 2)

1. What was your topic in the oral classroom presentation?

.....
.....

2. How would you rate your both presentations from 1 to 5?

Presentation 1:

Presentation 2:

3. How much time did you take to prepare the presentation?

.....
.....

4. What part did you struggle while preparing the oral presentation?

a- gathering information about the topic.

b- finding the right vocabulary.

c- time limitation.

d- structure and grammar.

e- other, please

mention:

5. What method did you rely on to present in class?

a- memorization.

b- improvisation.

c- bullet notes.

d- other, please

mention:

6. Which presentation do you think you performed better in?

a- presentation 1.

b- presentation 2.

Section two: peer feedback

1. Have you received any feedback from your classmates after your performance?

a- yes.

b- no.

2. If no, do you think it would be helpful if they did?

a- yes.

b- no.

If yes,

why?

.....

.....

.....
.....

3. Do you think that peer feedback would affect your oral production negatively or positively?

a- positively.

b- negatively.

Justify:

.....
.....
.....
.....

4. How would the peer feedback of the first presentation help you prepare for the second one?

.....
.....
.....
.....

5. Do you think that if you received peer feedback, it would have helped you prepare in a shorter time?

a- yes.

b- no.

c- I don't know.

6. Do you have any additional information / opinion you would like to add?

.....
.....
.....
.....

Thank you so much for your cooperation! Wish you best of luck in your studies!