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Exploring the Importance of Verbal Feedback in Improving English Language Students' Oral Performance

Case Study: First Year EFL Students of Chadli Bendjedid University - El Taref

Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements of the Master Degree of English Didactics

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Dedication

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ABSTRACT

Generally, inside the EFL classrooms, verbal feedback is a significant tool that most teachers use to improve their students' learning. In this context, this study aims at exploring the importance of verbal feedback in improving First year LMD English language students' oral performance at Chadli Bendjedid University. In order to answer the main research question : is verbal feedback important to improve EFL students' oral performance ? And confirm the hypotheses, a mixed method was followed by using three data gathering tools. An interview was run with eight EFL teachers, a questionnaire was given to 20 first year LMD students at the aforementioned university, in addition to, a classroom observation that has been conducted during two sessions to gather more data about the topic under question. The analyses of the results revealed that EFL teachers use verbal feedback as a means to let their students know their weaknesses and correct their errors to improve their oral performance . Besides, the findings show that students perceive their teachers' verbal feedback and actually use it to enhance their oral performance in the next performances. Based on these findings, some pedagogical recommendations have been suggested to be taken into consideration by both teachers and students for the better use of verbal feedback to enhance students' oral skills.

Keywords: verbal feedback, oral performance, English language

ملخص

بشكل عام، داخل فصول تعليم اللغة الإنجليزية كلغة أجنبية، يُعدُّ التقييم الشفهي أداةً هامةً يستخدمها معظم المعلمين لتحسين تعلم الطلاب. في هذا السياق، تهدف هذه الدراسة إلى استكشاف أهمية التقييم الشفهي في تحسين الأداء الشفهي لطلاب السنة أولى ليسانس في جامعة شانلي بن جديد. من أجل الإجابة على سؤال البحث الرئيسي: هل الدعم اللفظي مهم لتحسين الأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية؟ وتأكيد الفرضيات، تم اتباع طريقة منهجية مركبة باستخدام ثلاث أدوات لجمع البيانات. تم إجراء مقابلة مع ثمانية معلمين للغة الإنجليزية كلغة أجنبية، وتم تقديم استبيان لـ 20 طالبًا من السنة الأولى في الجامعة المذكورة، بالإضافة إلى ملاحظة صفية تم تنفيذها خلال جلستين لجمع المزيد من البيانات حول الموضوع الذي قيد البحث. كشفت تحليلات النتائج أن أساتذة اللغة الإنجليزية كلغة أجنبية يستخدمون الدعم اللفظي كوسيلة لإعلام طلابهم بنقاط ضعفهم وتصحيح أخطائهم لتحسين أدائهم الشفهي. بالإضافة إلى ذلك، أظهرت النتائج أن الطلاب يتقهمون الدعم اللفظي من معلمهم ويستخدمونه بالفعل لتحسين أدائهم الشفهي في العروض القادمة. بناءً على هذه النتائج، تم اقتراح بعض التوصيات التربوية التي يجب أخذها في الاعتبار من قبل المعلمين والطلاب لتحقيق أفضل استخدام للدعم اللفظي لتعزيز المهارات الشفهية للطلاب.

الكلمات المفتاحية: التقييم الشفهي، الأداء الشفهي، اللغة الإنجليزية

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List of Acronyms

EFL English as a Foreign Language

FL Foreign Language

L1 First Language

L2 Second Language

Chapter One

The Introductory Chapter

Introduction

Oral communication skills play a crucial role in language learning as they enable learners to effectively communicate and interact in real- life situations. Proficiency in the oral performance is often a target that English language students seek to achieve. In order to reach that end, one of the crucial elements during the course of oral skill learning that students as well as teachers should take into consideration is the role of feedback. The latter is regarded as a valuable tool for promoting language development. It provides learners with information about the areas of weakness that students have to improve to upgrade their level of communication.

Verbal feedback in particular, has the potential to be highly effective in improving oral performance among English language students. This study aims to fill this gap and contribute to the existing body of knowledge. Thus, understanding the impact of verbal feedback on students' oral performance is necessary to be recognized by language teachers, curriculum designers, and language learning institutions. Therefore, this study spots the light on investigating the effects that verbal feedback have on improving the oral performance of EFL learners.

The Statement of the Problem

Despite the acknowledged importance of oral performance in English language learning, there is a gap in the research regarding the specific impact of verbal feedback on the progression of students' oral skills. While feedback is recognized as a valuable tool for language development, there is limited understanding of how English language students

perceive and respond to verbal feedback in the context of oral performance .This lack of research hinders the ability to optimize feedback practices and enhance students'oral communication skills effectively.

The Aims of the Study

The present research seeks to achieve the following aims:

1-To examine the impact of verbal feedback on the progression of English language students'oral performance.

2-To investigate the perception of English language students' regarding the value and effectiveness of verbal feedback in improving their oral communication skills.

3-To explore the perceptions and experiences of English language teachers regarding the effectiveness of providing verbal feedback on students'oral performance and to identify any challenges or best practices associated with implementing feedback strategies in the language learning classrooms.

The Significance of the Study

English language students may face some obstacles when it comes to their oral performance in English, particularly, that it is a foreign language for them. Thus, learners who receive verbal feedback from their teachers during their speaking production will raise their awareness on improving their weaknesses and correcting the errors that they had done. This study intends to explore the importance of teacher's verbal feedback in improving EFL (English as a foreign language) learners' oral production and also to investigate the extent that students perceive and respond to these kinds of feedback.

The Research Questions

The present research seeks to answer the following questions that represent the core of the study :

1-Does teacher's verbal feedback have an important role in improving English language students oral production ?

2-Do English language students perceive and respond to their teacher's verbal feedback ?

The Research Hypotheses

This research work intends to investigate the validity of these hypotheses :

1-Teacher's verbal feedback has an important role in improving English language students oral production.

2-English language students perceive and respond to their teacher's verbal feedback.

The Research Design and Methods

In order to answer the research questions and validate the research hypotheses of this study, the mixed method that mixes both qualitative and quantitative data gathering tools is used as the suitable research design for exploring the importance of verbal feedback in improving English language students' oral performance .During the process of this research work , two sessions of classroom observation have been conducted to check if teachers are relying on the verbal feedback to enhance the oral proficiency of their students or not ,and also to determine the obstacles that EFL students are facing while performing something orally.

During the second session of the classroom observation , a questionnaire has been given to students , and an interview has been conducted with teachers to investigate more about the important role that the oral feedback has in improving students' oral performance .

Population and Sampling

The sample is first year EFL students of Chadli bendjedid university . It is no chosen randomly but purposely , since it is their first time studying oral expression module as English language students .A questionnaire was distributed on 20 students , along with 8 interview that were conducted with teachers . Besides , two sessions of classroom observation that were done during the oral expression module , the first session was on Wednesday and the second one on Sunday in the second semestre of first year EFL students in the oral expression sessions

The Structure of the Study

This study opens with an introductory chapter to th e research that provides a general background the topic, the statement of the problem, the significance of the sudy. It also shows the aims of the study, the research questions, hypotheses as well as the structure of the study which forms the backbone of the research.

The second chapter deals with the literature review that provides an insight on the previous studies and researches that tackled this topic from different perspectives, contexts and even case studies. This chapter provides an overview about the oral performance and its aspects. Next, it presents the oral performance obstacles that EFL students may face while producing something orally. It also shows the teachers' role in improving EFL students oral performance. The last element of this chapter includes the importance of teacher's feedback in improving students' oral production, forms and types of feedback, and a short part to compare the verbal feedback and the written feedback.

The third chapter provides an insight on the research design and the obtained methodology of the research. It shows how data is collected to achieve the requirements of the research. Thus, it exposes the instruments used in this study to get answers to the research questions and validate the hypotheses. The participants who form the sample and part of the

case study of the research are also discussed to show the interest of this study. Furthermore, the research procedure that reflects how the research is conducted is also taken into consideration.

The fourth chapter is devoted to the data analyses which shows a representation of the data collected in figures, tables and pie charts. It provides both quantitative and qualitative data that form the evidence for the conclusions of the research and the aims that it seeks to reach. It is the core of the research that provides significance to the case study that the research is emphasizing.

The fifth and last chapter offers a discussion about the findings of the research. It shows whether this study provides answers to the research questions and which hypotheses are validated. It also presents the implications and recommendations for further studies.

The Limitations of the Study

The limitations of this study were in terms of timing and population, the holy month has come and students started to skip their sessions. In addition, the 15 days of holidays that and after that students went on strike for more than two weeks, so we were unable to distribute the questionnaire.

Moreover, the difficulty of finding professors to complete the oral interview that we needed to support the research results, teachers were too busy with their schedules most of them were not capable of accepting to make an interview .

Chapter Two

Literature Review

Introduction

The present chapter aims at providing a review of literature about the importance of verbal feedback in improving EFL learners' oral production. It gives an overview about oral production including its definition and characteristics. It also reveals some obstacles that EFL learners may face while producing something orally as well as the teacher's role in improving EFL students oral production along with the verbal feedback and its types.

Section One : An Overview about Oral Performance

Definition of Oral Performance

Oral performance is one of the labellings of speaking. In this context, Kürüm (2016) proposed that language speaking proficiency is attained when individuals can construct meaningful sentences. Kürüm further highlighted that learners gauge their foreign language proficiency by assessing their fluency in speaking (Kürüm, 2016). According to Abugohar et al. (2019) speaking is “ a communicating process of interaction which is the foundation of all relationships between humans” (p. 2). As cited in Peña and Onatra (2009), according to Byrne (1991), the conduct of oral tasks requires both of speaking (productive skill) and understanding (receptive skill). We cannot communicate appropriately if we do not understand what the person we are talking to is saying, and this proves the relation between the two language skills which are listening and speaking.

As cited in Bouraya (2012) , it is quoted in Cimogand , Jones.R defines the speaking skill as "...a form of communication, so it is important that what you say is conveyed in the most effective way...". This means that learning a language is not only knowing a set of vocabulary

and some grammar rules, it also means to know when and how to use those words and rules in the appropriate way possible for that specific situation. For Hedge (2000) speaking is defined as, “a skill by which they [people] are judged while first impressions are being formed” (p. 261). Effective communications cannot be made if people remain silent , they should speak so that others can know who they are.

The Importance of Oral Performance

Knowing the English language and being able to speak it are two different things, and students can mix between the two. Knowledge of the grammar rules, vocabulary, and the pronunciation of some words and the inability to produce the language could not make students capable of creating effective communications.

Rao (2019) suggested that « As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world ». He also claimed that out of the four main language competencies, speaking is regarded as the primary skill when it comes to acquiring a foreign or second language.

As cited in Rao (2019) Brown and Yuke (1983) said “Speaking is the skill that the students will be judged upon most in real life situations”. Effective oral communication is crucial for social integration, professional success, and cultural immersion. Thus, prioritizing speaking skills in language education can better prepare learners for real-world interactions and empower them to confidently navigate linguistic challenges.

The Importance of Teaching Speaking

Kayi (2006) believed that being able to express oneself clearly and effectively in another language significantly aids learners not only in academic settings but also in their everyday activities later on . Rao (2019) said :

Speaking skills are also useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. (p.9)

Brown (2004) suggested that in the process of learning to speak, English as a Foreign Language (EFL) learners will develop both macro-skills and micro-skills. He emphasizes that mastering micro-skills involves the ability to discern various aspects of language usage such as phonetics, intonation, and syntax, as well as understanding how a single meaning can be expressed in different grammatical forms. Macro skills in speaking encompass fluency, discourse, functional style, cohesion, and non-verbal communication (p. 4). Brown (2004) emphasized the importance of learners' mastering and use of these skills in the appropriate way to effectively express themselves, communicate, and engage with others. In summary, teaching speaking skills in language classes is highly important because by being good speakers, students will be able to communicate with others, feel more confident, understand different cultures, and do better in their future careers (p. 4).

Characteristics of the Oral Performance

Dahmani (2021) claimed that in any spoken interaction or dialogue, three key components are essential: the individual speaking, the content being communicated (expressed through speech), and the recipient of that communication. As cited in Dahmani (2021) Vanderkevent (1990) suggested, the speaker is the one who articulates and delivers the message, typically in the form of spoken words and sentences while the listener is the one who

comprehends and receives this structured communication. Recognizing these roles not only enhances our understanding of communication processes but also informs strategies for improving communication skills in various contexts.

Fluency

As cited in Dörnyei (2009) , Fillmore (1979) stated that “the primary meaning of fluency in linguistics is associated with the temporal aspect of oral language production, referring to a non-hesitant flow of continuous speech with few pauses and interruption. Dahmani (2021) claimed that teachers work diligently to help learners become adept at speaking fluently, clearly, and accurately while also alleviating any anxiety they may feel. Furthermore, they aim to capture the attention and interest of their audience, as effective communication hinges on active listeners. In this regard, as cited in Dahmani (2022) , Abdullaeva (2018) said that teachers play a crucial role in creating opportunities for learners to express themselves authentically, encouraging them to communicate their ideas without imitating the others, and to inject their own individuality into their speech .

Accuracy

In discussions on the characteristics of the oral production, As cited in Dahmani (2022) , Abdullaeva (2018) shed light on a common phenomenon among foreign language learners. He suggested that they often prioritize speaking fluently over speaking accurately. Dahmani (2022) said that teachers emphasize the importance of accuracy because without it, understanding can be compromised. Furthermore, she added that becoming proficient in speaking a foreign language entails paying attention to both the completeness and correctness of language usage. Learners should also focus on fundamental aspects of oral communication, including sentence structure, pronunciation, and vocabulary.

Vocabulary

Vocabulary serves as the building blocks of communication, enabling learners to express their thoughts, ideas, and emotions effectively. In the EFL context, developing a rich and varied vocabulary is essential for learners to engage in meaningful interactions, comprehend spoken language, and convey their messages accurately. Students often struggle to express themselves because they lack the necessary vocabulary, this can result in using words incorrectly, such as swapping similar words with different meanings (Dahmani ,2022). When teaching vocabulary, teachers should take into consideration to let the students know the right usage of those words learnt , and in what context they can include them.

Pronunciation

Bouraya (2012) « pronunciation is considered as the core of the speaking skill, in addition also to the intonation. It is the learners' ability to articulate sounds for communicating with others. »(p.22). Pronunciation is the art of articulating the different sounds of speech, focusing on how language is spoken (Oxford Learner's Pocket Dictionary, 2003). It holds significant importance in language communication as the proper use of stress and tones ensures the accurate interpretation of the conveyed message (Dahmani, 2022). By addressing pronunciation challenges through targeted instruction and practice, educators can empower learners to achieve greater fluency and accuracy in spoken English, thereby enhancing their ability to engage in meaningful communication.

Listening and responding

Various researchers pointed to the strong connection between reading and writing, in general, and speaking with listening in particular. This is related to the close link between speaking and the listening ability (Dahmani ,2022). These characteristics involve understanding spoken language and providing appropriate reactions to engage in meaningful dialogue. As cited in Batite (2013), Anderson and Lynch (2000) expressed this idea by stating:

For L2 to be a proficient partner in conversation, he needs to be skilled as both speaker and listener. However, this interdependence has not always been appreciated by language teachers and course writers, who have often separated off “listening” and “speaking” as discrete parts of language competence, learners need to have opportunities to practice both sets of skills and to integrate them in conversation. (p.15)

The quote emphasizes the essential link between being a proficient participant in conversations in a second language and mastering both speaking and listening skills. It suggests that historically, language teachers and curriculum developers have often treated listening and speaking as separate abilities, but to develop language competence, learners must have chances to practice both skills and combine them naturally in conversation.

Classroom Interaction

According to Khalili and Lemguedrez (2020) suggested that classroom interaction has gained recognition as a crucial aspect of foreign language instruction, involving the interaction between two individuals engaging in real communication using language.

In fact, this type of interaction is key in preparing students to use the language effectively in various settings, both inside and outside the classroom. It lays the groundwork for their ability to engage in English communication authentically. Such interaction fosters students' language development, making communication easier for them (Khalili & Lemguedrez ,2020). Successful classroom interaction encourages involvement, enhances learning, and cultivates a nurturing academic environment where students are at ease sharing thoughts, posing inquiries, and participating in valuable discussions with both their peers and instructors.

Types of Classroom Interaction

Teacher-Learner Interaction

As cited in Khalili and Lemguedrez, Coulthard (1977) described this form of interaction as the dynamism between the teacher and the students. He believed that the teacher actively engages with the class, clarifies meanings, encourages participation, delivers instruction, and poses questions.

Khalili and Lemguedrez (2020) said that when interacting with students, teachers must consider certain factors. Harmer (2009) underscores three key aspects for teacher-learner interaction. Firstly, teachers should use language that is comprehensible to students. Secondly, they should carefully plan their speech, as it serves as a valuable resource for learners. Lastly, teachers should be mindful of the manner in which they communicate, including their tone, voice, and intonation.

Lynch (1996) demonstrated that within the classroom setting, learners engage in negotiating meaning, both with their instructor and among themselves. Additionally, they take the initiative to pose questions to the teacher. According to Lynch, this interaction between teacher and learner is an essential component of classroom dynamics. Positive teacher-student interaction cultivates a supportive learning atmosphere, where students feel appreciated, encouraged, and eager to participate actively in their learning. It encourages engagement, fosters critical thinking, and deepens understanding of the material.

Learner-Learner Interaction

Khalili and Lemguedrez (2020) said that this form of interaction plays a crucial role in improving students' skills. This interaction occurs when learners collaborate in groups or in pairs to clarify meanings, practice speaking, provide feedback, and correct each other's mistakes in the classroom (Mackey, 2013). In this type of interaction, the teacher serves as a monitor while the learners take on the primary roles (Khalil & Lemguedrez, 2020). When interaction

occurs among students in groups, it is referred to as student-student interaction whereas interaction between two students is termed peer interaction (Tuan & Nhu, 2010). By promoting collaboration, communication, and critical thinking among students, learner-learner interaction enhances learning outcomes and prepares students to become active and independent learners.

Obstacles that EFL Students may Face in Oral Performance

Nunan (1991) said "for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and its success is measured in terms of the ability to carry out a conversation in the language" . However, EFL students may encounter many difficulties when they attempt to express themselves orally (Zidane, 2018). These difficulties may include the following :

Inhibition

Dahmani (2021) said that inhibition is a significant obstacle that learners of English as a Foreign Language (EFL) face. She also added that this psychological barrier can manifest in various forms, affecting learners' ability to engage fully with the language learning process(Dahmani , 2021). In this vein, Ur (1991, p. 121) highlighted that the fear of making mistakes and the fear of criticism from others inhibit students from attempting to speak and practice English as a foreign language.

As cited in Harmer (2001, p.99) and claimed by Edge (1989), mistakes can be categorized into three groups: "Slips," where learners can self-correct once the mistake is identified; "errors," which require further explanation as learners are unable to correct themselves; and "attempts," where learners endeavor to produce second language utterances without knowing the correct form. This issue can be worsened by factors such as cultural background, personality traits, classroom dynamics, and previous learning experiences. To help students overcome inhibition, teachers can establish a supportive and non-judgmental

atmosphere, gradually boost students' confidence, promote risk-taking, use technology for practice, and offer personalized support to meet individual needs.

Lack of Self-Confidence

Rehim (2023) said that learners with low confidence, low self-esteem, and a lack of motivation often feel uncomfortable and struggle to speak English, which adversely affects their performance in classroom activities. As asserted by Wright (2008, p.3), " Step by step, right foot then left foot and you are on your way". This approach reminds us that progress is made through consistent actions for making improvements. Self-confidence is not an innate skill, it can be developed through time and by doing efforts. Teachers should be aware that their actions and feedback have a direct impact on students' self-esteem. As a result, they must motivate and boost their motivation and confidence in speaking English (Rehim, 2023). To resolve this obstacle, teachers should create a supportive and encouraging learning atmosphere, offer positive feedback, and create activities aiming at boosting learners' self-esteem.

L1 Interference

One common challenge EFL students face is linguistic interference, where elements of their native language impact their use of the target language. As cited in Bouraya (2012) ,Brown (2000) defined interference as follow “ It is clear from learning theory that a person will use whatever previous experience he or she has had we the language to facilitate the second language learning”.

Karboua (2022) suggested that mother tongue interference is a term used to describe any hindrance or challenge stemming from an individual's native language (mother tongue) when attempting to speak, write, or utilize a second language. He also believed that this hindrance often results in errors in word composition, pronunciation, meaning, sentence structure, and even in the semantic understanding of the language, commonly known as

thinking in L1. Additionally, this interference may involve the application of rules from the native language into the target language (Karboua, 2022). This insight emphasize the importance of educators being aware of learners' linguistic backgrounds and addressing potential areas of interference in their teaching strategies.

Generalization

As cited in Bouraya (2012) , according to Brown (2000), overgeneralization is a particular subset of generalization, and he defines it as follows “to generalize means to infer or drive a law, rule, or conclusion, usually from the observation of particular instances” (p. 95). In addition, he declared that overgeneralization is a process included into the second language learning. Bouraya (2012) said that overgeneralization is the act of generalization of rules, or structures in the target language, not affected by the first language, and it is done according to reasonable conditions. Furthermore, it occurs when the learners do not yet know all rules of the second language with its exceptions, or when they are not familiar with second language. Teachers can help learners overcome this obstacle by offering clear explanations of language rules, providing plenty of practice opportunities, and offering corrective feedback to promote a deeper understanding of the language.

Fossilization

Fossilization refers to the incorrect information that is held in learners' minds as the correct one (Bouaraya, 2012). As cited in Bouraya (2012) , Brown (2000) defined fossilization as “the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence” (p.231).

As cited in Bouraya (2012) Brown (2000) noted that fossilization occurs as a result of several causes among them ; the absence of internal motivating factors, of seeking interaction with others, of consciously focusing on forms, and of one's strategic investment in the writing

process (p.233). Fossilization can cause learners to feel frustrated and demotivated, as they perceive themselves to be stuck at a certain proficiency level without progressing. To resist fossilization, both learners and educators should actively identify and correct persistent errors, use effective learning strategies, seek authentic language exposure, and ensure regular feedback and opportunities for improvement.

Grammar

Batko and Rosenheim (2004) defined grammar as the fundamental rules and structures that govern a language, including the correct formation of sentences and the use of suitable vocabulary. Any learners struggle with the complex rules and exceptions that grammar entails, which can lead to confusion and errors in both written and spoken language. Ellis (2005) explained that errors made by language learners stem from their lack of understanding of the correct structures, highlighting gaps in their knowledge. Grammatical errors can affect students' classroom performance and hinder their progress (Rehim, 2023).

As cited in Bouraya (2012), Thornbury (2008) stated the different features of grammar in the spoken form which are:

- The utterance can be accomplished by optional head and tail slots.
- The utterance can include tag questions.
- The utterance can be direct instead of the reported form.
- Using vague expressions in order to reduce the face threaten of the assertiveness, and to keep one of the main Grice's maxims which is the quality in learners' speech.
- The speech contains a lot of ellipses.

-Using the performance effects which refer to what the speaker indicates when he faces difficulties. These performance effects can be as hesitation, repetition, false starts, incomplete utterances, and the ambiguity of the structure.

Bouraya (2012) suggested that if learners are not familiar with these characteristics, they won't be able to effectively communicate and engage with others. Additionally, she added that EFL learners often make numerous grammatical mistakes in their spoken language, including:

-Improper use of pronouns.

-Improper use of transition and coordinating signals.

-Challenges in selecting the correct tense based on the context.

-Errors in adding "s" in the present tense.

-Improper word order, especially the placement of adverbs and adjectives.

Vocabulary

As cited in Zidani (2018) , Thornbury (2005) pointed out that “spoken language has a relatively high proportion of words and expressions” (p22). Harmer (1991) stated: “if language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh”. To enhance their English language learning, EFL learners need to expand their vocabulary knowledge (Bouraya ,2012). Bouraya added that learners struggle to choose the right words to convey their intended message and this is because they haven't had enough practice using them in conversation, and they are unfamiliar with the various contexts in which these words are appropriate.

For Thornbury (2008) chunks represent a vocabulary form utilized in speech, where words are combined in an unplanned manner during oral communication. Bouaraya (2012) explained this saying that these chunks encompass various types, including collocations,

phrasal verbs, idioms, catchphrases, sayings, sentence frames, and discourse markers. Rehim (2023) said that the development of vocabulary is crucial for progressing from an intermediate to a higher level of language proficiency. Lack of vocabulary is a significant obstacle in language learning, as it limits learners' ability to understand and produce the language effectively. To address this issue, educators should focus on systematic vocabulary instruction, incorporating diverse and context-rich learning opportunities that help learners expand their word knowledge and usage.

Pronunciation

Students' pronunciation is the first aspect evaluated when they speak, as incorrect pronunciation can cause listeners to misunderstand them (Zidani, 2018). Bouaraya (2012) believed that pronunciation, alongside intonation, is fundamental to speaking proficiency, reflecting learners' capacity to produce sounds for effective communication. She added that in our EFL classes, students frequently mispronounce words due to various factors, including insufficient listening practice, difficulty with unfamiliar sounds, prioritizing word meaning over pronunciation, and a lack of fluency. As cited in Rehim (2023) , Berry (2021) argues that for EFL students to communicate effectively, they need a thorough grasp of the sound system, which includes different speech units that must be pronounced precisely and clearly. Following this point, Rehim (2023) said that EFL learners can enhance their pronunciation skills and communicate effectively in the target language only by understanding these units as a whole. This difficulty is often exacerbated by insufficient listening practice, lack of exposure to native pronunciation, and inadequate feedback. To overcome this obstacle, learners need systematic pronunciation training, sufficient listening and speaking practice, and corrective feedback to develop accurate and confident pronunciation skills.

Teacher's Role in Improving Students' Oral Performance

Bouraya (2012) suggested that the teacher is regarded as the core of the teaching process. If the teacher fulfills all his responsibilities, he can effectively meet the learners' needs, leading to successful learning. EFL teachers consistently choose the most suitable teaching methods to work effectively based on their students' proficiency levels and they employ various approaches and techniques to manage their classrooms throughout the teaching process.

Harmer (1991) stated that “over correction may inhibit them and take the communicativeness out of the activity”. Bouraya (2012) explained this quote saying that when the teacher frequently corrects errors, the feedback is often received negatively. However, feedback can be positive if corrections are made in a gentle and supportive manner, helping EFL learners to avoid misunderstandings and hesitation. Hedge (2000, pp. 290-291) observed numerous teachers in the classrooms and spotted various strategies for error correction :

1. The teacher encourages the student who made the mistake to rephrase his answer with support from a peer.
2. The teacher echoes the student's response exactly, emphasizing the mistake with intonation, enabling the student to recognize and rectify the error by himself.
3. When the teacher asks a question using the past tense but the student responds in the present tense, the teacher restates the question, stressing the appropriate tense, encouraging the student to recognize and rectify his mistake independently.
4. The student employs incorrect intonation in a question. The teacher rectifies it and then reiterates the question, prompting group repetition, followed by individual repetition, and ultimately returning to the original student.
5. The teacher expresses confusion regarding the student's answer and asks for clarification to let the student recognize his error and learn self-correction.

6. The teacher utilizes hand gestures to indicate the error, corrects it, and then instructs the students to repeat the corrected version.

The Importance of Verbal Feedback in Improving EFL Learners Speaking Skills

Definition of Feedback

The word feedback in general means getting an information or a reaction after performing something. Askew (2000) defines feedback as « a judgement about the performance of another with the intentions to close a gap in knowledge and skills » (p. 6). The educational meaning of the word feedback is to give students comments about a work or a performance that has been done. Sarosdy et al. (2006) defined feedback as “feedback refers to the information on their performance. This will help them take self corrective measures and improve their achievements”(p.121).

Forms of Feedback : Teacher’s Feedback and Peer Feedback

Teacher’s Feedback

In fact, feedback should be given with specific guidance to be beneficial for learners (Frey & Fisher, p.64). It is one of the most important ways to improve students’ oral production. By receiving feedback from teachers, students will know the points that they need to work on and the points that they have to keep them up. This underscores the significance of the feedback given by the instructor as a suitable resource and an effective instrument for enhancing students' classroom performance (as cited in Tasdemir & Arslan, 2018,). Effective feedback depends largely on the lesson stage, the activity, the type of errors made, and the specific recipient of the feedback.

Types of Teacher’s Feedback

As cited in Zidani (2018) Ur suggested that :

Feedback given to learners has two main distinguishable components: assessment and correction. In assessment, the learner is simply informed how well or badly s/he has performed. In correction, some specific information is provided on aspects of the learner's performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner.(2006, p. 110).

Zidani (2018) explained this quote saying that Ur (2006) highlighted two distinct aspects of feedback provided to learners. The first involves assessment where learners are evaluated based solely on their performance with the teacher indicating whether they have performed well or not and the second aspect involves correction where the instructor offers learners specific information to help them improve.

The Verbal Feedback

Rehim (2023) defined the verbal feedback as oral feedback that consists of verbal or face-to-face comments made by teachers regarding the accuracy of students' responses, and it can be addressed to either a group or an individual. Frey and Fisher state that it primarily happens through spoken form (p. 77-78). Oral feedback serves as a mode of communication through which students receive information aimed at either implicitly or explicitly correcting their performances or clarifying their answers (Mahdi & El Saadany, 2013). Indeed, Race and Brown (2005) asserted that the students' reaction towards oral feedback is extremely related to their mood and state of mind whilst it is given, for instance, if they are in good humor they might remember the positive; if they are not they may recall the negative. Zamel (1985) underscored the positivity expressed by both teachers and students regarding the benefits of oral feedback. Furthermore, the author suggested that students often receive more targeted and beneficial feedback through oral means compared to written feedback. Kulger and Denisi

(1996) proposed that feedback varies in its effectiveness for promoting learning, suggesting that not all feedback yields the same results. In addition, they suggested that there are two types of oral feedback positive and negative.

Positive Verbal Feedback

Moreover, various theories indicate that positive feedback plays a role in fostering students' belief in their capability to succeed (Barbara Cross Davis, 1999). Positive verbal feedbacks are comments that students receive after a behaviour that was successful as an affirmation to keep that behaviour up and continue doing it (Federation University, 2021, para,8). A comparable perspective was shared by Fishbach, Tale Eyal, and Stacey Finkestein (2010) who argued that positive feedback enhances individuals' confidence in their ability to achieve their goals. Brown (1994 , p.58) suggested that instructors should provide their students with a positive verbal feedback after they finish speaking immediately in order to boost their self-confidence .

Negative Feedback

It refers to statements made by the instructor in response to students' errors (Fossati, 2008). Hammouche and becissa (2021) said that while some researchers perceive negative feedback as a straightforward method with considerable influence on the learning process, Others view it as criticism of students' behavior. In reality, negative feedback wields substantial influence; it has the capacity to generate a negative classroom environment and can pose potential harm (Kim, 2004).

There are other types of feedback that were mentioned in Labiod and Arbaoui (2020). The first type is the oral corrective feedback which they have defined as « it pertains to explicitly providing the correct form ». In other words, the teacher directly supplies the correct version of the student's error. Ferris and Roberts (2001) examine how explicit error feedback

should be to enable students to self-edit their texts. Typically, teachers employ this type of feedback with learners who have low proficiency levels, as they are unable to identify the correct form on their own (Labioud & Arbaoui, 2020). This method establishes a foundation for these learners, progressively improving their comprehension and allowing them to independently identify and correct errors as they advance.

The second type of oral feedback that Labioud and Arbaoui (2020) stressed is the recast which they described as stating that the student's utterance was incorrect, by implicitly reformulating the student's error or providing the correction. According to Lyster and Ranta (1997), “Recast is a teacher’s reformulation of all or part of a student’s utterance, minus the error without directly indicating that the student’s utterance was incorrect, the teacher implicitly reformulates the student’s error, or provides the correction” (pp. 37-66). In other words, this type of feedback is beneficial for shy learners, helping them feel more comfortable and relaxed (Labioud & Arbaoui, 2020). By reducing anxiety, it encourages participation and fosters a more supportive learning environment, ultimately enhancing their confidence and engagement in the classroom.

The third type of the verbal feedback is clarification request (Labioud & Arbaoui, 2020). They said that this is employed when the teacher wishes to signal that the message was not understood or that the student's utterance included an error, necessitating reformulation. According to Labioud and Arbaoui (2020) this type of feedback is typically used to provide learners with more opportunities to correct their own errors. A clarification request, as a type of verbal request, seeks to obtain further understanding or information about a statement or concept. It aims to clarify any ambiguity or confusion in communication by prompting the speaker to provide additional details or explanations.

The fourth type of oral feedback is elicitation (Labioud & Arbaoui, 2020). Labioud and Arbaoui (2020) suggested that the teacher directly employs this method to prompt students to

produce the correct form. This can involve pausing learners to allow them to complete their sentence, asking a question to prompt the correct response, or requesting students to rephrase their statement . According to Panova and Lyster (2002) :

Elicitation is a correction technique that prompts the learner to self-correct and may be accomplished in one of three following ways during face-to-face interaction, through the use of open questions, and the use of strategic pauses which allows learners to complete their utterance(p. 19).

Additionally, the process of elicitation allows learners to apply their knowledge and test their understanding in a supportive environment, leading to increased confidence and proficiency over time. Overall, elicitation promotes active learning and empowers learners to take ownership of their language acquisition journey.

The fifth type of oral feedback is repetition, which entails repeating a student's incorrect statement (Labiod & Arbaoui, 2020). Panova and Lyster (2002) argued that “this feedback is the teacher’s or interlocutor’s repetition of the ill-formed part of the students’ utterance, usually with a change in intonation” (p. 19). Repetition as a type of verbal feedback in EFL classrooms serves multiple purposes. Firstly, it highlights errors made by students, drawing attention to areas in need of correction. Secondly, it provides an opportunity for students to hear the correct form or pronunciation modeled by the teacher, aiding in reinforcement and internalization of language patterns. Additionally, repetition can serve as a form of confirmation or affirmation, signaling to students that their contribution has been heard and acknowledged. Overall, repetition in EFL classrooms acts as a corrective, instructional, and validating tool, contributing to the enhancement of students' language skills and confidence.

The Written Feedback

Teachers' written feedback is regarded as a crucial component in second language writing classes (Bouraya , 2012) . Hyland (2003) stated that the written feedback is a "...written substantial comment on their papers, justifying the grade they have given and providing a reader reaction ". Ferris (2003) said that "This type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it" (p. 41). This approach not only clarifies the rationale behind the evaluation but also engages students with constructive criticism, guiding them toward improvement and deeper understanding of the subject matter.

Peer Feedback

As cited in Rehim (2023) , Harmer (2007) suggested that peer feedback plays a crucial role in fostering collaborative work and critical thinking within a group, enabling individuals to actively participate in the feedback loop. Hyland (2003) believed that the efficacy of peer feedback primarily relies on how peers integrate comments into their revisions. Moreover, factors such as second language proficiency, previous experience, and group dynamics are likely to influence the provision of peer feedback. The latter undoubtedly influences learning outcomes; nevertheless, due to peers' limited language proficiency, it may not be as valuable as feedback provided by teachers (Rehim, 2023). The effectiveness of peer feedback may vary based on factors such as students' willingness to participate, the clarity of feedback guidelines, and the extent to which students are trained in providing constructive criticism.

Conclusion

It is noteworthy to conclude that this chapter enlightened the readers about the importance of oral production in language learning, its characteristics and the obstacles that students may face to develop their oral proficiency. It also provided a look on the importance of verbal feedback given by teachers in improving students' oral

performance in the EFL classroom context. Besides, it discussed the significance of both types of feedback either verbal or written one in helping students overcome their difficulties in the oral production. The following chapter is going to describe the overall methodology used to gather the required data for the accomplishment of this project work.

Chapter Three

Research Design and Methodology

Introduction

This chapter is devoted to show the overall methodology used to explore the impact of verbal feedback on students' oral performance. It enlightens the readers about the research design employed for reaching desirable results for the research. It seeks to reveal the tools that the researchers employed to answer the research questions, to achieve the objectives of the research and to prove the validity of the hypotheses. So, the chapter spots the light on the targeted populations, the instruments that the researchers relied on to collect the data and the procedures that reflect the way they conducted their search.

The Research Design and Method

This research embraces a descriptive design aiming at investigating the importance of verbal feedback in enhancing EFL learners' speaking skills. This study was run using the mixed method as an overall methodology by incorporating three data collection instruments: a questionnaire, a classroom observation and an interview. The use of these data gathering tools is intended to collect the maximum amount of data about the topic to reach the desirable results and achieve the objectives of the research.

Population and Sampling

The sampling process was made by random selection of the subjects in order to identify the real reactions of the students towards the teachers' verbal feedback. The participants of this study are 20 first year students from the English department at the University of Chadli Bendjedid who enrolled during the academic year 2023-2024. In addition to the participant students, eight (8) teachers from the same department have been selected to answer six

questions in an interview to examine the extent of verbal feedback and strategies for using it by teachers.

Data Gathering Tools and Research Procedures

In order to gather the required data for the research, the researchers relied on three instruments which are: a questionnaire for the students, an interview for the teachers, in addition to a classroom observation.

Students' Questionnaire

In order to assess students' awareness about the importance of verbal feedback in improving their speaking skills, a questionnaire has been designed and administered to 20 first year EFL students at Chadli Bendjedid University during the second semester of the academic year 2023-2024. The questionnaire comprises of 14 questions mixed of multiple-choice questions and text box questions in order to give the students some freedom to express their thoughts and justifications when needed in addition to "yes or no" questions. The questionnaire is split into three sections, each section includes questions that lead and prepare for the next section to collect data in a more organized approach.

The first section entitled "students' level in English" intends to find out students' familiarity with the English language. The second section under the title of "Importance of verbal feedback in improving student' speaking skills" endeavors to discover students' awareness about the importance of verbal feedback and the types of verbal feedback that they usually receive from their teachers. It also tries to discover students' different reactions when they receive verbal feedback either positive or negative. The third section having the title of "students 'needs and expectations from verbal feedback" deals with students' real need for verbal feedback from their teachers according to their expectations, the positive impact of

verbal feedback on students' performance after its reception. In addition to clarifying the impact of negative verbal feedback on students' oral production.

Students were very welcoming and glad to answer the questionnaire but the distribution of the papers took some time because of the strike. Students were given the questionnaire during the break of their learning sessions. It was necessary to give a brief explanation of the term feedback and verbal feedback to make things easier and give them the occasion to answer comfortably. Students' answers were distinct; some of them answered very briefly in terms of justifying their responses while others gave very detailed answers to all questions.

Teachers' Interview

The researchers employed a sample of eight (8) teachers interviewed by asking them six questions that are divided into two main sections. The first section attempts to answer three questions related to the importance of using verbal feedback in enhancing students' oral skills and the strategies used by the teachers to use it effectively. However, the second section seeks to find the relationship between the verbal feedback and the assessment of the learners' level especially in oral activities.

In fact, it was not easy to convince the teachers to participate in the interview. Most of them claimed that they were busy and had no time to answer our questions; only eight teachers accepted to take a part in our research.

Classroom Observation

In this research, the classroom observation took place at the end of the second semester in order to know whether the verbal feedback really has an impact during the sessions. The observation was also made to check students' reactions when they receive verbal feedback from their teachers and how they interact orally with their peers and their teachers during discussions.

It was also conducted to observe the differences between students' responses. The observation took place during the two last sessions of the oral expression module with the first year LMD groups at Chadli Bendjedid University. Regarding the classroom observation, the teachers were welcoming and allowed us to carry out the observation freely.

Conclusion

To conclude, this chapter provided an outline of the obtained methodology that helped in the collection of data to answer the questions of the research, to achieve the objectives of the research in terms of reaching consistent results and drawing conclusions about the topic and proving the validity of the hypotheses. However, the coming chapter will be devoted to the analyses of the data collected from the students' questionnaire, the classroom observation and the teachers' interview.

Chapter Four Data Analysis (Results)

Introduction

This chapter intends to present the analyses of the data that have been gathered from three research tools: students' questionnaire, teachers' interview and classroom observation. It aims at introducing answers to the research questions and provide evidence about the validity of the hypotheses. Thus, this chapter provides the results that the research intends to reach.

Analysis of Students' Questionnaire

Q1. How long have you been studying English ?

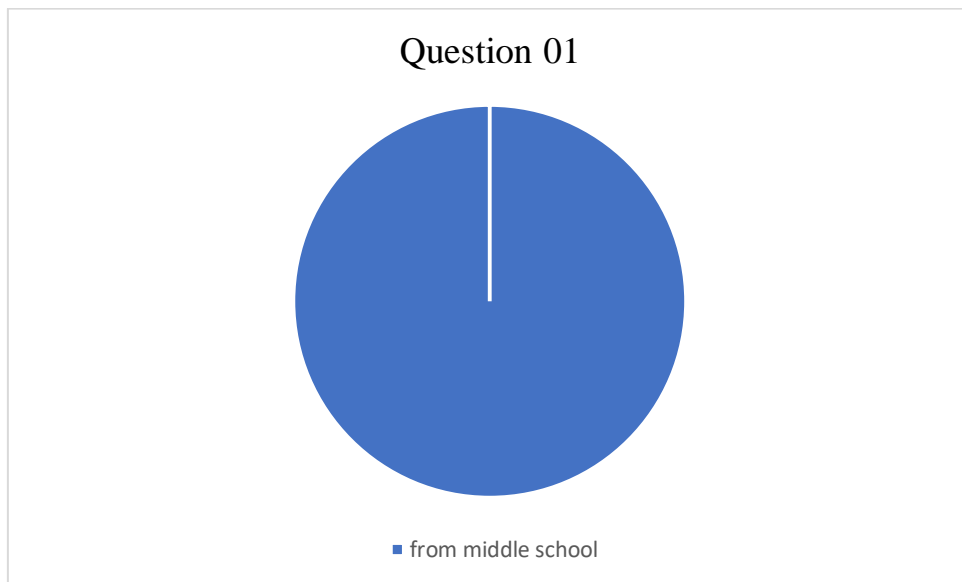


Figure 01 : The Period of Time in which Students have Started Studying English

As it is shown in the 1st figure, all first year students of Chadli Bendjedid university have started studying English from their first year in middle school. This question aims to explore the familiarity of the students to the English language.

Q2. What is your current level of English proficiency ?

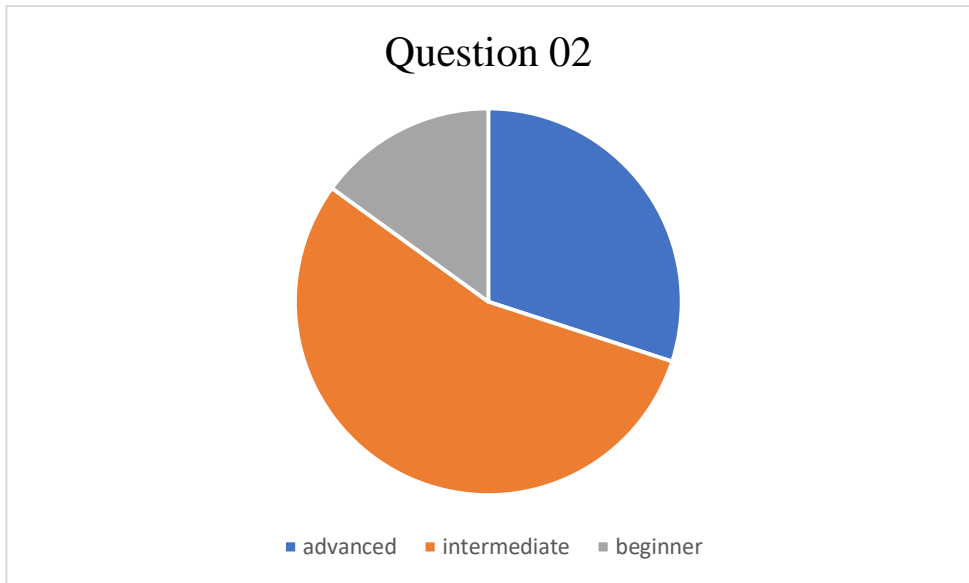


Figure 02 : Students current level of English Proficiency

The 2nd figure reveals that 30% of first year EFL students believe that they have an advanced level of English proficiency while 55% of them think that they have an intermediate level of English proficiency. The remaining 15% of them claimed that they are beginners.

Q3. Do you Think verbal feedback are important in improving your speaking skills ?

Table 01

The Importance of Verbal Feedback in Improving Students Speaking Skills

Option	Yes	Somehow	Not really	No
Percentage	90%	10%	0%	0%
Population	18	2	0	0

Throughout the obtained data, 90% of students think that the verbal feedback is so important in improving their speaking skills whereas only 10% of them believe that it is somehow

important when it comes to enhancing their oral skills . These data show that students really find that receiving verbal feedback has a crucial role to improve their speaking skills.

Q4. How often do you receive verbal feedback from your teachers ?

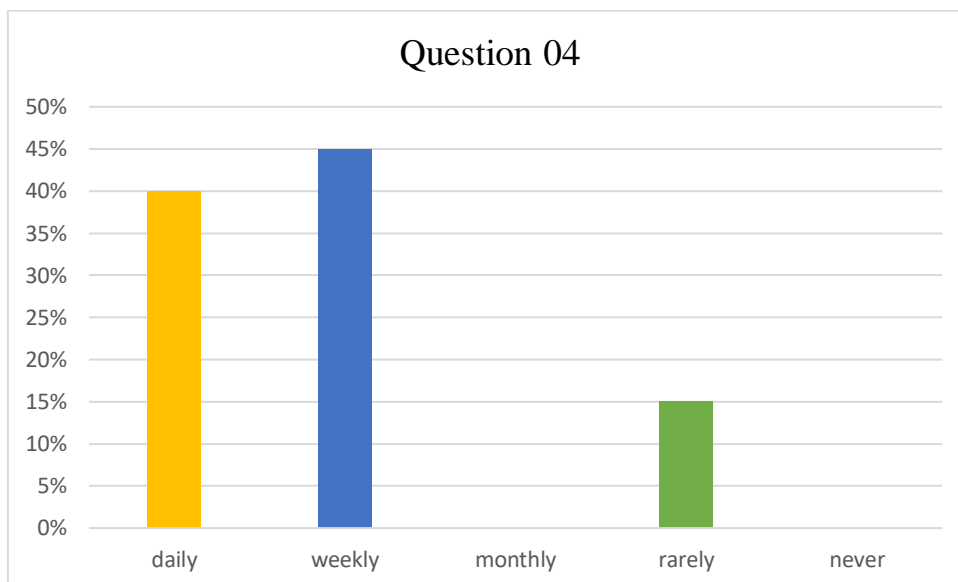


Figure 03 : Phases of Receiving a Verbal Feedback from Teachers

As shown in Figure 03, 40% of first year students claimed that they receive verbal feedback from their teachers on a daily basis while 45% of them pointed that they receive such type of feedback from their teachers on a weekly basis. Only a minority of the students representing 15% said that they rarely receive an oral feedback. These data show that students are getting verbal feedback from their teachers.

Q5. What was the verbal feedback that you have received about ?

Table 02

The Subject that Students Got a Verbal Feedback about.

Option	Pronunciation	Grammar	Vocabulary	Body gestures
Percentage	40%	25%	35%	45%
Population	8	5	7	9

According to the analysis of the question number five, 45% of the students said that they received a verbal feedback about body gestures. While 40% claimed that they received it about pronunciation whereas 35% answered by saying that they received this type of feedback about vocabulary, and 25% of the students said that they received the oral feedback about grammar . this in fact shows that the three main obstacles that students receive a verbal feedback about from their teachers are both body gestures and pronunciation.

Q6. How do you feel when you receive verbal feedback on your oral production from your teacher ?

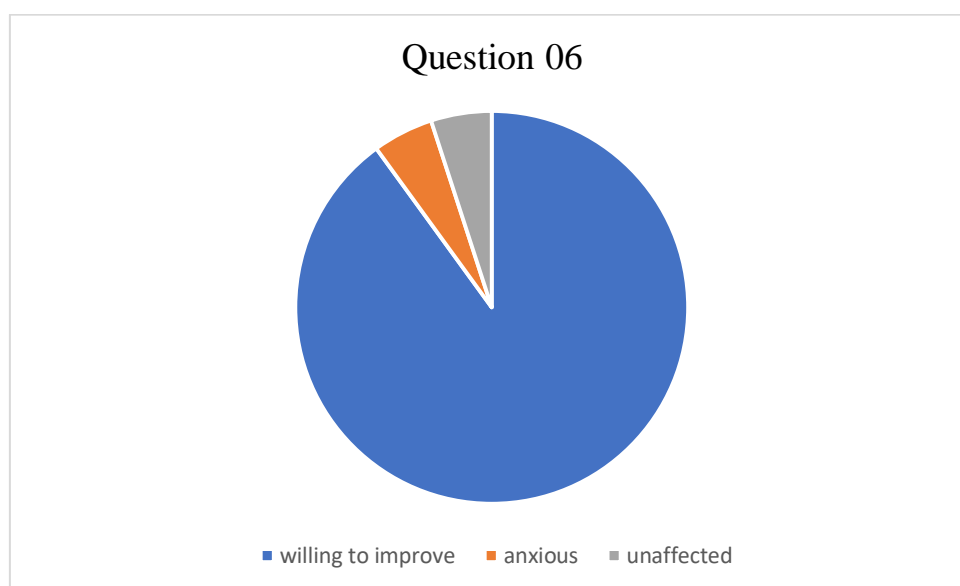


Figure 04 : Students Feelings after Receiving a Verbal Feedback on their Oral Performance from their Teachers .

The figure number 04 shows that 90% of the students have a positive feeling represented in a willing to improve after receiving a verbal feedback from their teachers. While 5% of the students said that they feel anxious, the other 5% of them feel unaffected. These resonsees show that students’ reactions to teachers’ verbal feedback are positive.

Q7. Do you find it comfortable to receive verbal feedback in front of your classmates ?

Table 03

The Amount of Comfort Students Feel When they Receive Verbal Feedbacks in front of their Classmates

Option	Yes	Somehow	No
Percentage	55%	40%	5%
Population	11	8	1

As regards question 07, 55% of students said « yes » for feeling comfortable when they receive verbal feedback in front of their classmates. While 40% of them said that they « somehow » feel comfortable when receiving verbal feedback in front of their classmates, 5% percent of the students claimed that they do not feel comfortable at all when they receive verbal feedback in front of their classmates. This data analysis shows that receiving verbal feedback in front of their classmates does not make students feel uncomfortable but instead it was welcomed reflecting their awareness about the importance of verbal feedback in the classroom context at the time of their oral performance.

Q8. Do you feel motivated to speak up when you know that you will receive verbal feedback from your teacher ?

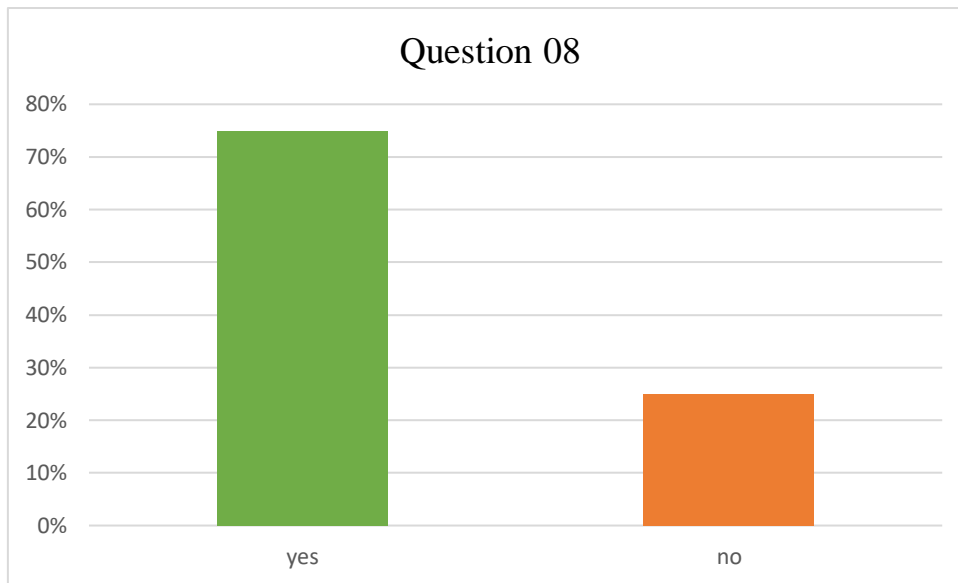


Figure 05 : The motivation to speak up that students feel when they know that they will receive a verbal feedback from their teacher

According to figure 05, 75% of the respondents answered with « yes » confirming their feeling of motivation to speak up when they know that they will receive verbal feedback. While 25% of them responded with « no » ; negating their feeling of being motivated to speak up when they know that they will receive a verbal feedback from their teachers. These interpretations clarify that students' knowledge that they will receive verbal feedback after speaking raises their motivation to speak and share their thoughts. It also denotes students' readiness to correct their mistakes and overcome the obstacles that hinder or weaken their oral proficiency.

Q9. Did you take into consideration your teacher's verbal feedback and applied it when you performed something orally afterwards ?

Table 04

The Application of Teacher's Verbal Feedback When Performing Something Orally Afterwards

Option	Yes	Somehow	No
Percentage	75%	20%	5%
Population	15	4	1

As can be shown in Table 04, 75% of the participants answered with « yes » pointing to their responsiveness for applying their teacher’s verbal feedback in next oral performances. While 20% of the students said that they « somehow » apply the received feedback, the rest who form only 5% answered with « no » denoting their carelessness about their teachers’ verbal feedback as did not try to apply it even for once in their oral performances. On the basis of these answers, it is clear that the majority of students took into considerations their teachers’ verbal feedback and got advantage of it displaying their will to enhance their oral skills.

Q10. Would you prefer to receive more or less verbal feedbacks during speaking activities ?

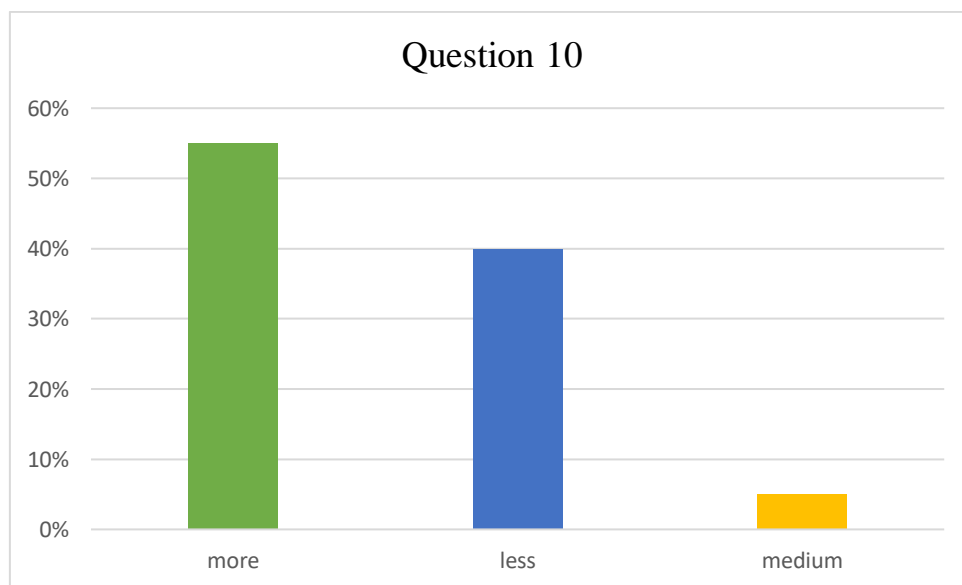


Figure 06 : Students Preference of Receiving the Verbal Feedbacks during Speaking Activities.

The results of the 10th question show that 55% of the students wanted to receive more verbal feedback from their teachers during speaking activities. An average of the students 40% expressed less desire for receiving verbal feedback and only a minority of them forming 5% confirmed their desire for receiving verbal feedback during speaking activities at a medium level. The outcome of these responses clarify that the majority of the students wanted to receive more verbal feedback during their speaking activities which means that they have felt its positive advantage on their speaking skills.

Q11. Have you felt any improvement in your oral performance after receiving oral feedback from your teacher ?

Table 05

The Improvement that Students Feel in their Oral Performance after Receiving Oral Feedback from their Teachers .

Option	Yes	Somehow	No
Percentage	75%	25%	0%
Population	15	5	0

According to the results of question 11, 75% of the students answered with « yes » agreeing about the the good impact that verbal feedback had on their oral performance as received from their teachers. Only 25% of the respondents claimed that they « somehow » feel that their oral performance got improved after receiving verbal feedback from their teachers. This shows that verbal feedback is effective in improving the learners' oral performance.

Q12. What aspects of verbal feedback do you find most beneficial for improving your oral production skills ? (select all that apply)

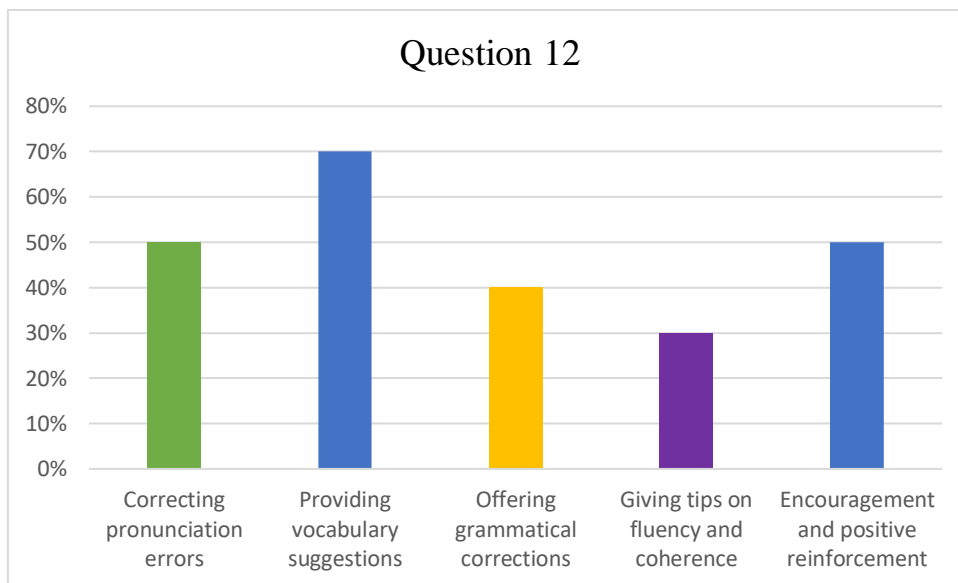


Figure 07 : The Aspects of verbal feedback that students find most beneficial for improving their oral production skills.

As regards Figure 07, 70% of the students think that providing vocabulary suggestions is the best aspect of verbal feedback and the most beneficial for improving their oral production. However, 50% indicated that both correcting pronunciation and giving encouragement and positive reinforcement are the most beneficial to enhance their speaking skills while 40% of them said offering grammatical corrections is the best feedback they can get. For the rest who form only 30%, they think that giving tips on fluency and coherence are the most beneficial. Thus, overall the provision of vocabulary suggestions is seen as the most beneficial aspect of the verbal feedback.

Q13. How do you incorporate verbal feedback into your language learning practice ?

Table 06

Verbal Feedback Incorporation into Students' Language Learning Practice

Option	Actively practicing suggested corrections	Reflecting on feedback during language practice	Seeking further clarification from the teacher
Percentage	65%	30%	15%
Population	13	6	3

On the basis of the answers of the question 13, 65% of the participants responded that they actively practice suggested corrections while 30% of them said that they reflect on feedback during their practice. Only 15% claimed that they seek further clarification from the teacher. So, on the whole students responded to the feedbacks given by their teachers.

Q14. How do you think verbal feedback compares to written feedback in terms of its effectiveness for improving oral production skills ?

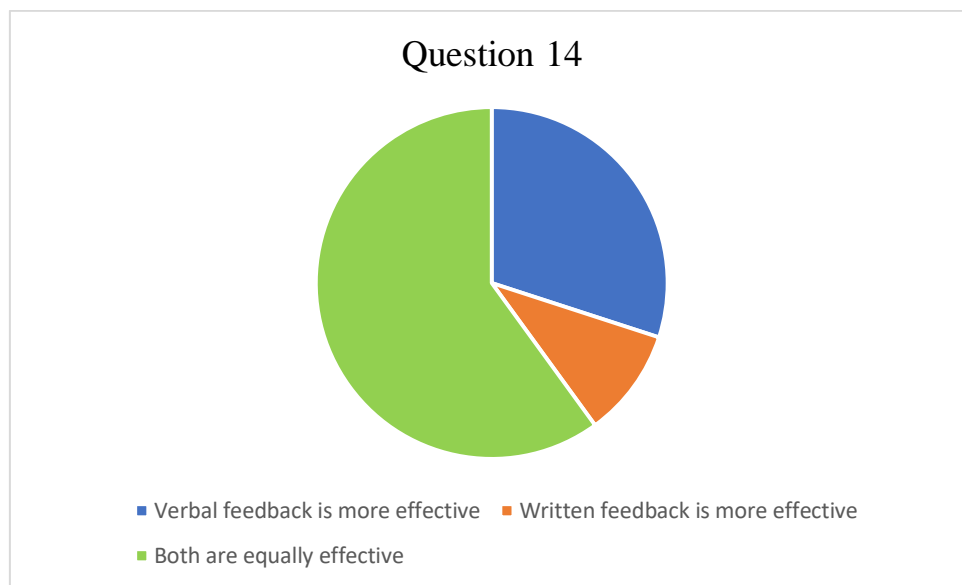


Figure 08 : Comparison between the Effectiveness of both Oral and Written Feedback

The results of question 14 reveal that the majority of the respondents 60% think that verbal and written feedbacks are equally effective while 30% of them claimed that verbal feedback is more effective than written feedback. The remaining minority 10% of them pointed that written

feedback is the most effective. On that basis, it is likely to note that both of verbal and written feedbacks are equally crucial for boosting students' oral performance.

Analysis of Teachers' Interview

Q 01. How often do you provide verbal feedback to your students during speaking activities?

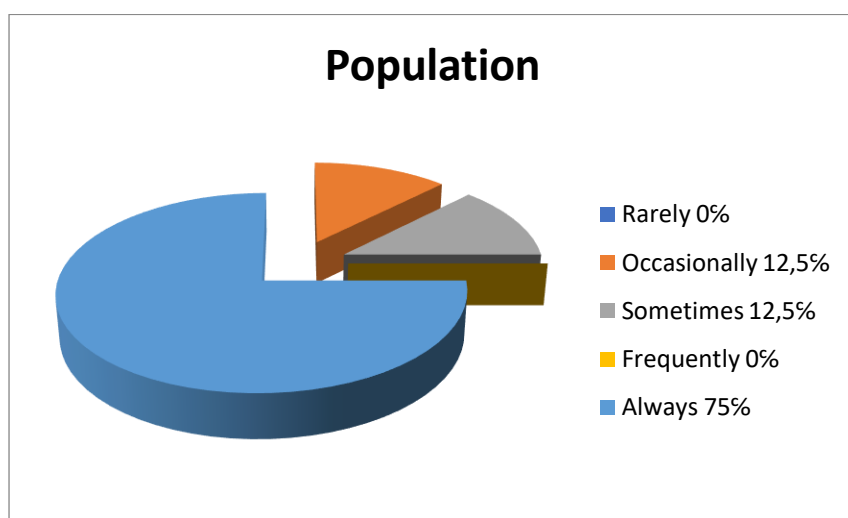


Figure 9. Teachers' Use of Verbal Feedback

From the obtained results, the majority of teachers (75 %) responded that they “always” provide verbal feedback to their students which indicates teachers' awareness and devotion to improve their learners' oral performance. The other teachers provide verbal feedback with less intensity; (12.5%) related to teachers who said that they occasionally provide feedback orally to their students. The same percentage of teachers said that they “sometimes” give such type of feedback.

Q 02. In your opinion, how important is verbal feedback in improving students' oral performance?

Table 07

Importance of Using Verbal Feedback

Option	Important	Not important
Percentage	100%	0%
Population	08	0

On the basis of the obtained results, it is noticeable that all teachers agreed that verbal feedback plays a crucial role in improving student's oral performance for several reasons.

These include:

Motivation and confidence: positive feedback acknowledges a student's effort and achievement, which can be highly motivating, it builds their confidence to participate actively and take risks in speaking further.

Focus on strengths: It highlights the points that the students did well, drawing their attention to successful use of language or communication strategies. This reinforces desired behaviours and encourages them to build upon those strengths.

Reduced anxiety: oral performance can be nerve-racking for students, positive feedback helps alleviate anxiety by creating a safe and supportive learning environment. Students feel more comfortable trying new things and experimenting with their speaking skills.

Targeted improvement: when positive feedback is specific, it can nudge students in the right direction for improvement. For example praising a student's clear pronunciation of a difficult word encourages them to focus on pronunciation in future speaking tasks.

Growth mindset: positive feedback fosters a growth mindset where students view challenges as opportunities to learn and grow. They are more likely to persist through difficulties and keep participating their speaking skills

Q 03. What types of verbal feedback do you find most effective in enhancing student's speaking skills?

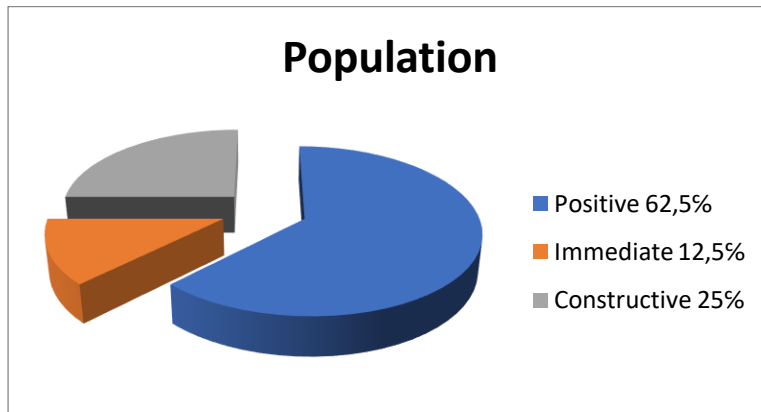


Figure 10. Types of Verbal Feedback Used by Teachers

As shown in figure 03 and table 03, positive feedback is the most used type of verbal feedback given by teachers. The other types of verbal feedback are given with a minimal rate; the constructive one is given with 25% while the immediate one is provided with 12.5 %. On the basis of the teachers' answers, it is important to say that most of them focused on the positive type which reflects their inclination to motivate their students and encourage them to maintain the good points of their oral production.

Q 04. Have you noticed any differences in your students' oral performance when verbal feedback is provided consistently and inconsistently?

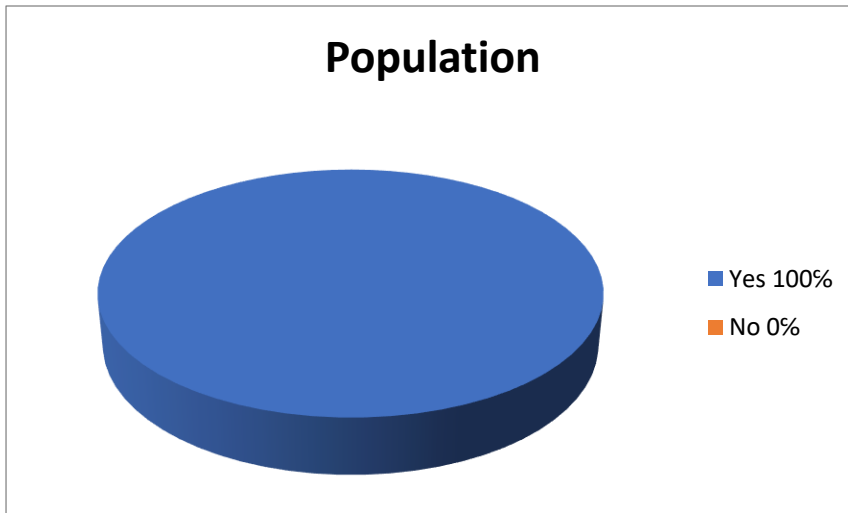


Figure11. The Use of Verbal Feedback Consistently and its Effect on Student’s Oral Performance

As regards question 04, table and figure (04) indicate that 100% of the respondents (teachers) noticed differences in their students’ oral performance when verbal feedback is provided to them consistently.

Question 05: Do you assess the impact of verbal feedback on students’ speaking skills over time?

Table 08

Assessment of the Impact of Verbal Feedback on Students Speaking Skills

<i>Option</i>	<i>Yes</i>	<i>No</i>
<i>Percentage</i>	<i>100%</i>	<i>0%</i>
<i>Population</i>	<i>08</i>	<i>0</i>

Teacher’s answers to question 05 indicated that all the teachers noticed that positive verbal feedback has a good impact on student’s speaking skills over time when they were assessed.

This would mean that it is effective in improving students' learning achievements in the context of speaking activities.

Q 06. Have you encountered any challenges in providing effective verbal feedback to students during speaking activities?

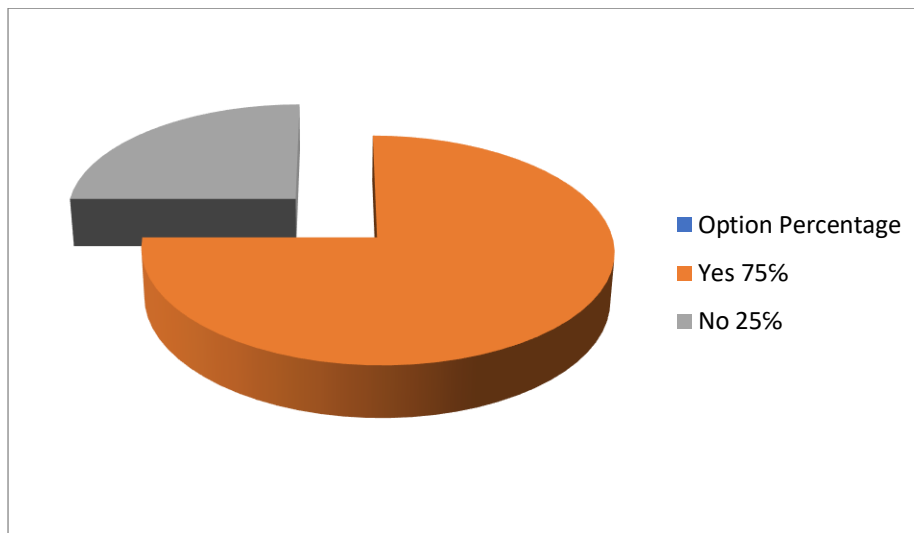


Figure12. Challenges in Providing Verbal Feedback

According to the analysis of table and figure 06, the majority of teachers (75%) claimed that they encountered challenges in providing effective verbal feedback to students during speaking activities while only a minority of them (25%) pointed that they did not encounter such challenges. the majority of teachers mainly (06) ones confirmed that they face some challenges in providing effective positive verbal feedback during speaking skills activities that are illustrated in the following:

- **Balancing Positivity and Constructive Criticism:** Finding the right balance between highlighting strengths and offering suggestions for improvement can be tricky.
- **Specificity vs. Time Constraints:** Providing detailed, specific feedback can be time consuming, especially in large classes.

- **Sincerity and Authenticity:** Insincere praise can be counterproductive. It's important to ensure feedback feels genuine and believable.
- **Catering to Individual Needs:** Tailoring feedback to each student's strengths and goals requires flexibility and adapting your approach.

The remaining minority of teachers (02) claimed that they did not face any challenges when they provide positive verbal feedback during speaking activities.

The Classroom Observation

One of the tools that have been used to collect the data in this research work is the classroom observation. Two classroom observations have been conducted during two sessions of the oral expression module with first year LMD groups of the Chadli Bendjedid University -El Tarf. While observing the classroom interaction between the students and their teacher, a number of points have been taken into consideration :

- 1-The receipt of teacher's verbal feedback.
- 2-The response of students after they receive a verbal feedback.
- 3-The type of verbal feedback.
- 4-The problems that students were facing.

After the observation was done, we came up with these answers :

- 1-Students were receiving verbal feedbacks from their teachers during and after the performance.
- 2-Students were listening carefully to what their teacher was saying after their performance, and they also tried to correct the mistakes their teacher was correcting during their performance.

3-The errors that students were receiving verbal feedbacks about were :

- Pronunciation corrections.
- The wrong choice of vocabulary.
- Reformulation of sentence structures.
- Grammar correction.
- Providing solutions.
- Reading from a piece of paper while performing.
- Long pauses.
- Remaining silent while presenting a debatable subject.

4-Students problems :

- Vocabulary choice.
- Grammatical mistakes.
- Psychological problems (stress)
- Body gestures.

Conclusion

In conclusion, it is important to note that this chapter dealt with the fulfilment of the main aims of this research work in terms of checking whether teachers consider the role of their verbal feedback and its importance in improving their students' oral performance. It has also investigated whether students responded to their teachers' verbal feedback or not. In fact, the objectives of the research were possible to be achieved in terms of data analyses thanks to the tools of the research that have been used illustrated in the students' questionnaire, the

classroom observation and the teachers' interview. Thus, as the present chapter represented the quantitative and qualitative analyses of the data, the coming chapter will be devoted to the discussion of the findings in order to confirm the validation of the hypotheses and show whether the questions of the research have been answered or not.

Chapter Five

Discussion, Implications and Recommendations

Introduction

Based on the analyses of the research findings of the previous chapter, this final chapter aims to discuss the research questions and the hypotheses of this dissertation along with giving some implications and recommendations for further studies. Thus , some strategies were suggested for teachers to improve their interaction with their students and also to be able to know when and how to provide verbal feedbacks for their students . Furthermore, some techniques were suggested for students to be able of taking their teachers' feedback into consideration and actually work on improving their oral performance. Finally, some recommendations were proposed also for future reseach works.

Discussion of the Research Questions and the Hypotheses

For the research questions which are : « Does teacher's verbal feedback have an important role in improving English language students oral production ? », the results from the data collected show that the answer is positive as the respondents confirmed with « yes ». this would mean that teachers observed the positive effect that verbal feedback has on their students' oral performance after its reception. Besides, for the question « Do English language students perceive and respond to their teacher's verbal feedback ? », the answer was « yes » as well because the findings has proved that EFL students perceive and respond to their teacher's oral feedback.

Concerning the hypotheses, the first one which is « teacher's verbal feedback has an important role in improving English language students' oral production » is confirmed. All the research findings show that both teachers and students agree on the idea that teacher's verbal

feedback is important in improving EFL learners oral performance. Even the two sessions of the classroom observation showed that receiving a verbal feedback whether during or after performing orally is important to produce desirable results.

For the second hypothesis which is « English language students perceive and respond to their teacher's verbal feedback » is also confirmed. As students did not have a difficulty in answering the question of choosing on what exactly they received a verbal feedback before , it shows that they understand what is the verbal feedback. Also their answers on the question about if they use the verbal feedback that they receive from their teacher in next oral performances show that they respond to their teacher's oral feedback and take it into consideration.

Implications for Teachers

Based on the results of this research work , it is going to be better to include some funny activities and let learners feel more comfortable and engaged in the classroom environment .

Role Plays

Role plays are going to be one of the best options as it is going to let students act and get involved in the task unconsciously with no overthinking about the mistakes they are going to make when they produce the language. The role plays are really effective because the focus is going to be shifted to how to succeed in acting.

Comfortable and Engaging Atmosphere

Teachers should let students feel as comfortable as possible in the classroom, so that they can recognize their students weaknesses and improve them. The circle sitting method is going to be better than the ordinary shape of the classroom tables, because everyone is going to

feel seen and heard. Teachers should respect students' weaknesses and let them know that they are there to help them to be better learners and speakers of the language.

A Teaching Training for Teachers

Teachers should get trained on how to teach. The content-based method is not sufficient enough to provide effective feedback to their learners. The involvement of teachers in contest workshops would help them to develop their practical skills about the several ways for giving feedback according to the appropriate context and the personality of their students. Providing verbal feedbacks should be a part of that practice because random comments are not going to be considered as feedback. The verbal feedback should be respectful, well-structured, and has an aim to be achieved.

Implications for Learners

Learners should take into consideration their teachers' verbal feedback. Besides , asking for clarifications , asking for help , and asking for ways to improve their speaking skills from their teacher is going to let them make great steps forward . Teachers are there to help and teach, so learners should try as much as possible to take advantage of their teachers knowledge and feedbacks.

Recommendations

We recommend delving into the impact of incorporating oral feedback on improving FL learners' speaking| skills. By exploring various strategies and techniques tailored to individual learners' needs. The significance of constructive oral feedback is important for enhancing students' speaking proficiency. Additionally, investigating the effects of this feedback on learners' motivation, engagement, and overall language acquisition can offer

valuable insights for optimizing EFL teaching practices and promoting effective learning outcomes.

Recognizing that each student has unique learning needs, teachers should offer diverse feedback approaches. This can include verbal feedback during classroom discussions, written comments on assignments, or the use of digital tools and online platforms for personalized feedback. Providing different feedback types allow for a comprehensive understanding of students' strengths and areas for improvement.

Taking advantage of technological tools to facilitate the feedback process and provide personalized learning experiences are very crucial. These include : online platforms, language learning apps, and digital recording tools that assist in assessing students' speaking skills, tracking their progress, and offering targeted feedback. This integration of technology enhances engagement and enables students to practice speaking in various contexts.

Raising teachers' awareness for dedicating specific time for students to reflect on their language development and identify the areas of strength and weakness. This self-reflection can be facilitated through journaling, self-assessments, or group discussions. Encouraging students to take an active role in monitoring their progress fosters autonomy and self-awareness in their language learning journey.

Conclusion

As a conclusion, the present chapter provided the core of the research as it presented a detailed discussion of the research questions and the hypotheses. It provided a summary for the practical side of the research in terms of giving a conclusion to the findings. It also provided further ideas for ongoing research and for using verbal feedback appropriately to promote students' oral skills to an advanced level.

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APPENDICES
Students' Questionnaire

Dear participant,

Thank you for agreeing to take part in this questionnaire. The purpose of this questionnaire is to gather information about your experience and perceptions regarding the importance of verbal feedback in improving your oral production skills in the English language .Your responses will remain anonymous and will only be used for research purposes Please answer these questions honestly and to the best of your ability .

Questions :

1-How long have you been studying english ?

.....

2-What is your current level of english proficiency ?

a-Advanced

b-Intermediate

c-Beginner

3-Do you think verbal feedbacks are important in improving your speaking skills ?

a-Yes

b-Somehow

c-Not really

d-No

4-How often do you receive verbal feedback from your teachers ?

a-Daily

b-Weekly

c-Monhtly

d-Rarely

e-Never

5-What was the verbal feedback that you have received about ?

a-Pronunciation

b-Grammar

c-Vocabulary

d-Body gestures

6-How do you feel when you receive verbal feedback on your oral production from your teahcer ?

a-Willing to improve

b-Anxious

c-Unaffected

7-Do you find it comfortable to receive verbal feedbacks in front of your classmates ?

a-Yes

b-Somehow

c-No

8-Do you feel motivated to speak up when you know that you will receive a verbal feedback from your teacher ?

a-Yes

b-No

9-Did you take into consideration your teacher's verbal feedback and applied it when you performed something orally afterwards ?

a-Yes

b-Somehow

c-No

10-Would you prefer to receive more or less verbal feedbacks during speaking activities ?

a-More

b-Less

11-Have you felt any improvement in your oral performance after receiving oral feedback from your teacher ?

a-Yes

b-Somehow

c-No

12- What aspects of verbal feedback do you find most beneficial for improving your oral production skills ?(select all that apply)

-Correcting pronunciation errors

-Providing vocabulary suggestions

- Offering grammatical corrections
- Giving tips on fluency and coherence
- Encouragement and positive reinforcement
- Other :

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

13-How do you incorporate verbal feedback into your language learning practice ?

- Actively practicing suggested corrections
- Reflecting on feedback during language practice
- Seeking further clarification from the teacher
- Other :

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

14-How do you think verbal feedback compares to written feedback in terms of its effectiveness for improving oral production skills ?

- Verbal feedback is more effective
- Written feedback is more effective
- Both are equally effective

EFL TEACHER FEEDBACK INTERVIEW

Dear teachers,

We would like you to answer the present interview which is part of our research under the title of " The Impact of Oral Feedback in Improving EFL learners' speaking skills". Our objective is to gather information about your experience as teachers in giving oral feedback to your students in the EFL classroom for conducting our Master 2 dissertation. We are so grateful for your collaboration and your answers will remain absolutely anonymous.

Thank you in advance

Feedback on Verbal Communication:

1. How often do you provide verbal feedback to your students during speaking activities?

- a) Rarely
- b) Occasionally
- c) Sometimes
- d) Frequently
- e) Always

2. In your opinion, how important is positive verbal feedback in improving students' oral performance?

Please explain:

3. What types of positive verbal feedback do you find most effective in enhancing students' speaking skills?

Please provide examples:

Feedback Strategies:

4. Have you noticed any differences in students' oral performance when positive verbal

feedback is provided consistently versus inconsistently?

Please describe:

Assessment and Challenges:

5. do you assess the impact of positive verbal feedback on students' speaking skills over time?

Please explain:

6. Have you encountered any challenges in providing effective positive verbal feedback to students during speaking activities?

Please describe:

Classroom Observation

One of the tools that have been used to collect the data in this research work is the classroom observation. Two classroom observations have been conducted during two sessions of the oral expression module with first year LMD groups of the Chadli Bendjedid University -El Tarf. While observing the classroom interaction between the students and their teacher, a number of points have been taken into consideration :

- 1-The receipt of teacher's verbal feedback.
- 2-The response of students after they receive a verbal feedback.
- 3-The type of verbal feedback.
- 4-The problems that students were facing.