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**Enhancing EFL Learners' Oral Proficiency Through Teachers' Positive
Feedback**

Case Study: First Year EFL Students' at Chadli Ben Djedid University El-Tarf

**Dissertation Submitted in Partial Fulfilment of the Requirements for the
Master Degree in “*Didactique de l'Anglais*”.**

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Abstract

This study aims at investigating the importance of teachers' positive feedback in enhancing students' oral proficiency. We hypothesized that teachers' positive feedback develops learners' oral performances. Thus, we conducted this research with 30 first year students of English as a foreign language (EFL) at Chadli Ben Djedid University EL_ Tarf and nine(09) teachers from the same university. We administered two questionnaires for both teachers and students to gather the required data through descriptive research method for this study. Therefore, the results collected from those questionnaires showed that using teachers' positive feedback fosters learners' disposition to perform orally in front of audience and overcome the difficulties that affect their oral production such as: Anxiety, shyness, mother tongue use.... etc. It is recommended that teachers could provide students with the appropriate feedback to guide, correct and motivate them for promoting better oral productions throughout their learning process.

Keywords: positive feedback, speaking proficiency, feedback.

ملخص

تهدف هذه الدراسة إلى دراسة أهمية رد الفعل الإيجابي للأساتذة في تعزيز الكفاءة الشفاهية للطلبة. لقد افترضنا أن رد الفعل الإيجابي للأساتذة يطور الأداء الشفهي للطلبة. حيث أجرينا هذا البحث مع 30 طالبًا من طلاب السنة الأولى للغة الإنجليزية كلغة أجنبية في جامعة الشادلي بن جديد الطارف و 09 أساتذة من نفس الجامعة. قدمنا استبيانين لكل من الأساتذة والطلاب لجمع البيانات المطلوبة من خلال طريقة البحث الوصفي لهذه الدراسة. وقد أظهرت النتائج التي تم جمعها من هذان الاستبيانان أن استخدام الملاحظات الإيجابية للأساتذة يعزز كفاءة الطلاب في الأداء الشفهي أمام الحضور والتغلب على الصعوبات التي تعيق أداءهم الشفهي مثل: القلق ، الخجل ، استخدام اللغة الأمإلخ. يوصى الأساتذة بمنح طلابهم الملاحظات المناسبة و ذلك لتوجيههم ، تصحيح أخطائهم و تحفيزهم لأداء شفهي افضل خلال عملية تعلمهم.

الكلمات المفتاحية: رد الفعل إيجابي ، الكفاءة الشفهية ، رد الفعل, .

List of Abbreviations

CF	Corrective Feedback
EFL	English as a Foreign Language
ESP	English for Specific Purposes
FL	Foreign Language
H	Hypothesis
L2	Second Language
Q	Question

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Chapter One

Introduction to the study

Chapter One: Introduction of the Study

Introduction

Learning a foreign (FL) or a second language (L2) requires communication; communication on the other hand requires speaking. Speaking is a complex process that needs a lot of sub skills to be involved. Speaking skill is a very important part of teaching and learning FL or L2. When learning a FL or L2, learners may produce some mistakes and errors because of the complexity of that language. To solve this problem teachers should provide their learners' with the type of feedback that goes with their needs either positive which informs students that their answers or productions are correct or negative which indicates that something is wrong or missing. So, this chapter sheds the light on the effects of teachers' feedback on students' oral proficiency. The chapter will contain a problem statement, the aims of the study, significance of the study, research questions, hypotheses, the methods we will use, limitations of the study, delimitations of the study, organization of the research, and conclusion.

Statement of the problem

To learn a FL, it is necessary to practice several skills such as: writing, speaking, listening and reading. Speaking skill plays an important role especially during first year EFL students' oral production. Their English language must appear effectively. However, the majority of them suffer from many problems such as: shyness, inhibition, French interference and even grammatical mistakes. So, to overcome those difficulties, oral teachers' should provide some techniques used in classroom to enhance students' oral pronunciation and to avoid the previous problems one of which techniques is using the appropriate feedback that goes with students' needs. This study investigates the effectiveness of teachers' positive feedback in enhancing their students' oral productions.

Significance of the study

This study is intended to give some clarifications about the teachers' feedback and EFL learners' oral proficiency. The investigation emphasizes on providing both teachers and learners with the main effects of using positive feedback in EFL classes. EFL teachers should focus on using positive feedback as a strategy to improve and develop their learner's oral proficiency. This study is also significant for first year EFL learners' at Chadli Benjedid – El Tarf University because it sheds the light on the importance of using and receiving a positive feedback while learning and teaching a FL.

Aims of the Study

This research aims at investigating the role of teachers' positive feedback in enhancing students' speaking proficiency as an effective tool. The purposes of this study are:

- Enhancing students' speaking proficiency through the use of positive feedback.
- Investigating the role of teachers as motivator factor to improve students' speaking proficiency by using positive feedback as an effective tool to motivate them.

Research Questions

This study is based on the following questions:

- Does the use of teachers' positive feedback help EFL students develop their speaking proficiency?
- How can teachers improve students' speaking proficiency through the use of positive feedback?
- What are the major consequences of teachers' positive feedback on EFL students' speaking proficiency?

Hypotheses

Based on the research questions stated above, we hypothesize that:

- **H1:** Teachers' positive feedback significantly improve EFL students' oral proficiency.
- **H2:** The use of teachers' positive feedback can increase learners' speaking proficiency.

Methodology

This study has been conducted through the use of a descriptive research method; which was the appropriate way for us to investigate our hypotheses.

Study Design

The aim of this study is investigating the effectiveness of using positive feedback in enhancing and ameliorating EFL learners' oral proficiency. This research consists of two main parts . The first part is EFL learners' oral proficiency, while the second is teachers' positive feedback.

In order to collect information about the relationship between the two parts, this research includes two questionnaires one for students and the other for teachers.based on a discriptive aproach.

Participants

This research was conducted with first year EFL students at the University of Chadli Ben Djedid -El Tarf for the academic year 2018/2019.The study dealt with 30 students who were randomly selected and 09 teachers from the same university. The result of the study will be generalized.

Data Collection Instruments

In order to validate our hypotheses, we have used one research instrument which is a questionnaire. The questionnaire was designed for both teachers and students. The purpose of using a questionnaire is to gather the necessary data for this study.

Delimitation of the study

The findings of this study could be generalized to all EFL students around the Algerian Universities from any level.

Organization of the Study

This dissertation is divided into five chapters. The first chapter is an introduction for the study; it includes the statement of the problem, the aims of the study, significance of the study, research questions and hypotheses, research methodology, limitations and delimitations of the study, organization of the study and a short conclusion.

The second chapter is concerned with the literature review; it focuses on the definition of speaking and positive feedback, their importance in teaching and learning a FL and the relationship between them.

The third chapter exposes the methodology of the study. It includes the research institution a clarification of participants chosen for the study, the instrument and data collection procedures.

The fourth chapter deals with analysis of the results.

The fifth and the last chapter present discussion of the results we have found. Also it proposes some recommendations and suggestions for further studies.

Conclusion

This chapter includes the main steps of the study. It sheds the light on the significance of the study which encourages researchers to conduct further studies related to the use of positive feedback in EFL classrooms. The chapter includes a statement of the problem, the aims of the study, the research questions and hypotheses, the methodology of the study, limitations and delimitations of the study and the organization of the study

Chapter Two

Literature Review

CHAPTER TWO: LITERATURE REVIEW

Introduction

Speaking is the ability to talk and express what we want to say, it is the umbrella of the communication and to interact in classrooms which enables students to share their ideas orally. This chapter contains two main parts ; the first deals with a general overview of speaking , the common difficulties that face students in the communicative process, some techniques for them which are used in classrooms to enhance their speaking skill, H.D.Brown's principals for teaching the speaking skill, interaction activities and learning to communicate .

The second part consists of definition of feedback, its types, characteristics of providing a good feedback, the importance of teachers' feedback, and feedback during accuracy and fluency work.

Part One: Speaking Skill

1.1. Definition of Speaking Skill

Speaking is the ability to express the ideas in our minds i.e. what we want to say. Martin Bygate states that “It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learned ”. It is also an interactive process of building meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joce, 1997).

To speak we need to translate our ideas into words by producing them orally with other people, and waiting a response from them by receiving other information and ideas to interact and to communicate. Tarigan (1990) states that: “Speaking is the ability to produce articulation sounds or sentences that express an idea or feelings”. According to this quote, it is important for EFL learners' to keep in mind that to speak they need to know how to pronounce the words correctly as a result, they will convey a clear message orally for the

listeners to understand what they said and meant. Also gets the speakers' situation include their feelings, thoughts, points of view ... etc. Speaking requires that learners not only know how to produce specific points of language such as: grammar, pronunciation or vocabulary.

It is necessary for learners to be aware that there are other principals besides the importance of communication, grammar and vocabulary which are: the time, the reason and how to communicate using a FL.

Speaking involves communicating a message orally, to speak we need to pay attention every bit, it is the same for the other skills such as: listening, reading and writing. All these skills linked together, from which EFL learners will be able to produce better communication skills due to all of them. (Bygate, 1987) stated that: A skill which deserves attention every bit as much as literary skills in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. Speaking gives EFL learners the opportunity to express themselves in a good manner or bad one, by sharing their ideas which help them to interact so as to, build relationships by making friends or losing them, due to speaking with confidence. Speaking fluently is almost related to some characteristics that can be done by EFL speakers to produce speech sounds fluently, they need to learn grammar; know how to pronounce words and some care about vocabulary ; listen to native speakers then speaking appears proficiency and fluently .

Brown argued that a good starting dealing to tackle this skill is to ask ourselves; how we achieve this human ability, its form and meaning depends on the participants, their previous experiences, the physical setting and the purpose of speech (Brown, 1994). Moreover, Thornbury (2008: P. 96) said that “For a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. We now know that speaking is much more complex than this and that, it involves both a command of certain skills and several different types of knowledge”.

Bygate and Scott Thornbury shared the same point of view which is, to achieve the speaking skill is to have multiple knowledge from vocabulary, pronunciation and grammar. To have mixture of them, but this is not enough, we need also practice, which plays an important role in enhancing our pronunciations, our self confidence and our proficiency. Because the method of speaking is much more difficult than what we think because, it involves talking smoothly, fluently with self confidence in front of people, add to this EFL learners must practice as much as possible they can, to improve and acquire speaking ability as well as their proficiency skills, and become as a native speaker which is one form the most important challenges that face students of a FL since, speaking is the basic of communication between human beings.

1- 2. H.D. Brown's (1986) Principals for Teaching Speaking Skill

- 1- Focus on both fluency and accuracy depending on your objective.
- 2- Make sure your tasks have a linguistic (Language-based) objective, and help students to perceive and use the building blocks of language.
- 3- “Appeal to students” ultimate goals and interests to their need for knowledge, for status, for achieving competence and autonomy; help them to see how the activity will benefit them.
- 4- Encourage the use of authentic language in meaningful contexts.
- 5- Provide appropriate feedback and correction.
- 6- Capitalize on the natural link between speaking and listening.
- 7- Give students' opportunities to initiate oral communication.
- 8- Encourage the development of speaking strategies.

1- 3. Difficulties that Face Students in their Communicative Speaking Proficiency

Speaking using a foreign language is not easy to do, especially for EFL learners who face lots of difficulties, it is the same for those who know about the system of FL suffer from the same problems, according to (Belhabib16), EFL learners learn English just for a limited time in classrooms, however to get familiar with it they must practice it outside too, which helps them to overcome those difficulties as consequence, speaking fluently. Parrot(1993). Asserts that educators must have a series of tasks to provide learners with confidence and the skills required to take advantages of classrooms opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the FL in classroom:

1- 3. 1. Inhibition

When students perform or participate in classroom, they face some problems due to the fear of making mistakes, or shyness in front of the audience as well as their teachers. Little Wood (1999) argues that “It is too easy for a foreign language classroom to create inhibition and anxiety”. Those factors lead students to be anxious and fear to be criticized. Ur (2000) agrees on this point of view and states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face or simply shy of all the attention that their speech attracts”.

Bowman (1989) also supported this view and argues that when oral teachers ask their students to perform in front of their classmates during oral activities, lead many of them to experience inhibition which caused from the previous factors that discourage most of them to speak spontaneously and confidently.

1- 3. 2. Nothing to Say

If teachers ask EFL learners to express their ideas, they will find themselves in a difficult situation and obliged to talk about a given topic.

The common expression will be: “I have no idea”, “No comment”, others would keep silent, these expressions are because the lack of motivation in expressing their thoughts or themselves, or due to the chosen topic by the teachers.

Teacher may have chosen a topic which is disagreeable for learners and ask their students to talk about it knowing that they only know a little about this issue. As a result, they have nothing to express, whether in the native language or the foreign language. Rivers (1968).

Those learners have few ideas about that topic and they might know little vocabulary so that they cannot develop those ideas and could not continue the discussion about the previous topic that they find it not interested for them.

1- 3. 3. Low or Uneven Participation

Participation is known as: “the number of unsolicited responses volunteered”. (Burchfield and Sappington 290), low participation refers to the quantity of every student’s time of talking. Participation in the classroom can be affected by several factors depending on the personality of the EFL learners, according to Rivers (1968), some tend to be dominant by taking the time of others who prefer keeping silent, or perhaps they are unsure about the ideas they have whether correct or not, to avoid embarrassing they ignore participation.. Whereas, others tend to speak only if they are sure about what they want to say; teachers should recognize them and know the students' different abilities. Hence, students who participate dominate the discussion inside the classroom. So, to create a balance between the learners, teachers should motivate them by encouraging them to interact. Harmer (2001) adds another factor that creates difficulties of participation which is the classroom arrangement that did not help learners to perform some speaking activities, and suggests streaming weak participation; teachers can enhance the level of motivation. Bowman (et al). (1989) encouraged the idea by saying that: “traditional classroom seating arrangements of ten works against you in your interactive teaching”.

1- 3. 4. Mother Tongue Use

Most students who speak with the same mother tongue prefer using it outside and inside the classroom because they feel more comfortable and it is easier to use than the target language. According to Baker and Westrup (2003) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a FL”. This learner will face difficulties when they want to speak with the FL; the situation became more complicate if they stay on being influenced by their mother tongue relying to borrow words and terms from it. This leads them to another problem which is the lack of vocabulary of the target language and the case become worse more and more.

1- 4. Techniques that Can be Used in Classrooms to Enhance Students' Speaking Proficiency

Speaking using a FL needs practicing, which is an important factor to improve students' speaking proficiency, and aids them to acquire the language (English) effectively. To do this, teachers provide techniques that can be used in classrooms which play an important role for EFL learners to overcome their speaking mistakes as well as enhancing their speaking proficiency because they are helpful and funny at the same time.

The main goals of those techniques are to encourage students' participation, develop the level of communication between each other, and also help students to face their psychological problems such as: Inhibition or anxiety. Below are some strategies that teachers can suggest for their students:

1- 4. 1. Drills

According to Scott Thorbury (1987) as written in his book *How to Teach Speaking* (P.36- 64), “Drilling that is imitating and repeating words, phrases and even whole utterances may in fact be useful noticing technique. Since it draws attention to material that learners

might not otherwise have registered”. In this activity, students listen carefully to the pronunciation of a certain words spoken by teachers then they repeat what they heard. The purpose of repeating words or even phrases is to make students more fluent. Scott Thorbury adds: “Drilling may also function to move new items from working memory into long-term memory, just as we tend to memorize new pin codes or telephone numbers by repeating them a number of times” (P.64). According to him, drilling is an easy technique to help students memorize new words or expressions through repetition of the same words or expressions, and they will never forget them because they learned them by heart. Eni Kartikasari, et al. (n.d), drilling is a well manipulated oral practice, during this activity teachers give students a key, they listen for them after that they have to respond to it so that, they learn it correctly. In other words, students must listen to what their teachers said and trying to say again the same words or phrases in order to memorize them. Scott adds that due to memorization, learners increase fluency store. This turned a part of a function of having a store of memorized phrases or words that act as island of consistency, in this case the speaker can take a moment of a rest while planning to the next run so, drilling is a help for students as an effective technique to enhance their speaking fluency.

1- 4. 2. Role Plays

Over two thousand years ago, the term “Role” comes from the “Rolled-up” script actors in the ancient Greece, it refers to the playing of roles that take place in theaters or educational settings, by taking of an existing character or person and acting it out with friends in classrooms, and playing the adopted role to assume this role. It can be done either consciously to act out someone else’s role, or unconsciously to fill a social role. It is a kind of instruction inside the classroom in which learners understand a situation from different perspectives than they normally would, according to Scott Thorbury (2008), “Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real life language use. Situations that learners are

likely to encounter when using English in the real world can be simulated and a greater range of registers can be practiced than are normally available in classrooms talk". (P96), he argues that role plays are flexible technique that enables students to act the role of a character in front of their classmates, from an imagination situation to a real life situation; this enjoyable activity helps them to be creative, also teach them how to achieve fluency. Livingstone (1983) shares the same point of view and said that: "Role-play is a classroom activity which gives students the opportunities to practice the language, the aspect of role behavior and the actual roles they may need outside classroom". This means, role-plays help EFL learners to develop their speaking proficiency to better performance, and provide them a good atmosphere to develop their oral competence, and also offers them the changes between each other for who is the best actor or actress. Role plays provide EFL learners with special terms and expressions that they did not use them inside classrooms so that, they will discover new vocabularies that were used outside the classrooms.

Harmer says: Students simulate such as "business meetings, an encounter in an aero plane or an interviewer " a real life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves. (Harmer, 2001 P.274). Generally, role plays help students to speak and break the routine of every day courses in classrooms, by giving them the opportunity to practice different roles, from different characters. To sum up with, role plays help students to learn the English language in real life situations through this funny technique.

1- 4. 3. Group Work Activity

It is one kind from the cooperative learning that teaches learners of English language the speaking skill. The aim of this technique is to develop learners' knowledge, also helps them to participate in classrooms through team work, even those who keep silent most of the time, they will feel more comfortable to work in a group in which they can discuss or share their ideas with their group so, their ability to speak will be increased. Nunan (1989) argues that:

“Group work is essential to any classroom that is based on principals of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them within the classroom to approximate the kinds of things they will need to be able to communicate in the world beyond the classroom”. This means that group work activity increases EFL learners' interactions between each other, it offers them the opportunity to speak freely moreover, it enhances students' motivation to speak and exchange different ideas from different points of view. Add to this, it encourages the critical thinking of students because they find themselves inside many views, and everyone wants to suggest his/her view or supports other's view so, most of them become active and add new information from time to time.

Richard and Rodgers (2001) cited that to increase students' interaction teachers can use this technique, such way learners can exchange their thoughts, ideas that enable them to participate and express their information through cooperation so, all of them have the opportunity to learn from one another as well as they felt that they are involved in such activity in a way or another. The main benefits of this technique are to overcome students' difficulties like shyness, fear of making mistakes or feeling anxious. To avoid shyness for students who suffer from this psychological problem, neglecting the fear if they made a mistake because they are equal and it is not a big deal because all of them are learners and still building self confidence because they are engaged in a situation in which they behave in a good manner and speak with a total freedom in a given language effectively.

To acquire a language, it is important to speak it, which enables learners to communicate so that, teachers provide techniques to enhance students 'communicative speaking skill and do their best to choose the appropriate one for EFL learners to accept it and could profit from it the maximum, due to the double role of these techniques, students can benefit from them by learning new terms, new real life situation and enjoy themselves at the same time. Moreover, they will reduce many problems of speaking production such as:

shyness, anxiety and changing them into more self-confident students with better performance in addition to better speaking ability.

1- 5. Interaction Activities

1- 5. 1. Rivers and Temperley's (1987) Modal

The authors suggest a list of sample activities that teachers can use according to categories to be sure that students are involved in appropriate activities based on the interaction that entail depending on each category.

1- Establishing and maintaining social relations: Short dialogues based on small situation: Answering the door; making a telephone call; giving birthday greetings; interacting to a party; welcome visitors, customers.

2- Hiding one's intentions: students are given a mission to carry out must not reveal it, for example, the group decides on a spying mission and individual group members are questioned by other groups to find out the mission.

3- Talking one's way out of trouble: students are asked awkward or embarrassing questions which they must answer or avoid without making any revelation.

4- Seeking and giving information: interviews, surveys, questionnaires, small projects.

5- Learning or teaching how to make or do something for example, a spot a hobby a craft, dance a game.

6- Conversing over the telephone: social calls or enquiries about goods, services or timetables.

7- Problem solving: Guessing games, interrogation games.

8- Discussion ideas: Arising from reading stories films, projects, controversial debating topics, short texts.

9- Playing with language: Crossword puzzles, spelling games (scrabble, hangman...etc) nonsense rhymes.

10- Acting out social roles: Dramatic improvisations, based on simple situations and character descriptions.

11- Entertaining others through producing a show or concert a TV or radio-type program or show.

12- Displaying one's achievements after another activity such as a project report.

13- Sharing leisure activities: participation in typical national meals, festivities celebration or pastimes.

1- 5. 2. Ur's(1981) Modal

Penny Ur (1981) provides a lot of oral activities, contains communication activities also, a variety of group activities which are classified into three main types: Brain storming activities, organizing activities and compound activities. Those activities help students to think deeply about a given activity so that they help them to be creative and to challenge each other to find solution. The main purposes of such activities are: Help students to work in pair of groups, discuss and exchange different points of view from different students, and participate using oral communication.

❖ Brainstorming Activities

1- Guessing games: Guess the object/ profession / country ;(clues: first sound or letter. Piece of mime; strange picture; a puzzle clue).

2- Ideas from central theme: listening objects with the same qualities; listening different uses of the same object; associations; what will you need; characteristics (example of a good teacher or a car).

3- Implications and interpretations: Doodles, pictures; sounds; faces; explanations for strange situation.

❖ **Organizing Activities**

- 1- Comparisons: Odd man out; categorizing.
- 2- Detecting differences: Picture differences.
- 3- Putting in order: Picture sequence; sentence sequence.
- 4- Priorities: Rating; survival games, features and functions.
- 5- Choosing candidates: Grant-winners; prisoners; victims, teachers.
- 6- Layout problems: Animals in a zoo; dinner placing; marital pairings.
- 7- Combining versions: Combining two or more similar texts into one which will make sense.

❖ **Compound Activities:**

- Debates.
- Advertising campaigns.
- Surveys.
- Planning projects.

All those activities are very useful for learners to achieve speaking skill, relating to the previous activities that enhance their level of thinking so as to practice speaking easily with a better performance as well as students became more cultivate about multiple knowledge and information which are very helpful for them to carry out their discussion or performance in front of people because they practiced many activities before.

1- 6. Learning to Communicate

Rivers and Temperley (1978) provide this diagram, which is about learning to communicate, it contains two main processes which are: skill using and skill getting, both

have a negative goal which is they did not represent successive stages in language learning. Any student has skills and uses them to communicate and express at least what he/she wants to say. This case is especially for beginners, however for other learners it is not the same.

For this, the authors suggest using Pseudo-communicative skill getting activities to help them to communicate spontaneously in order to make the transition between the reception of a message and conveying what they understand using their personal meaning.

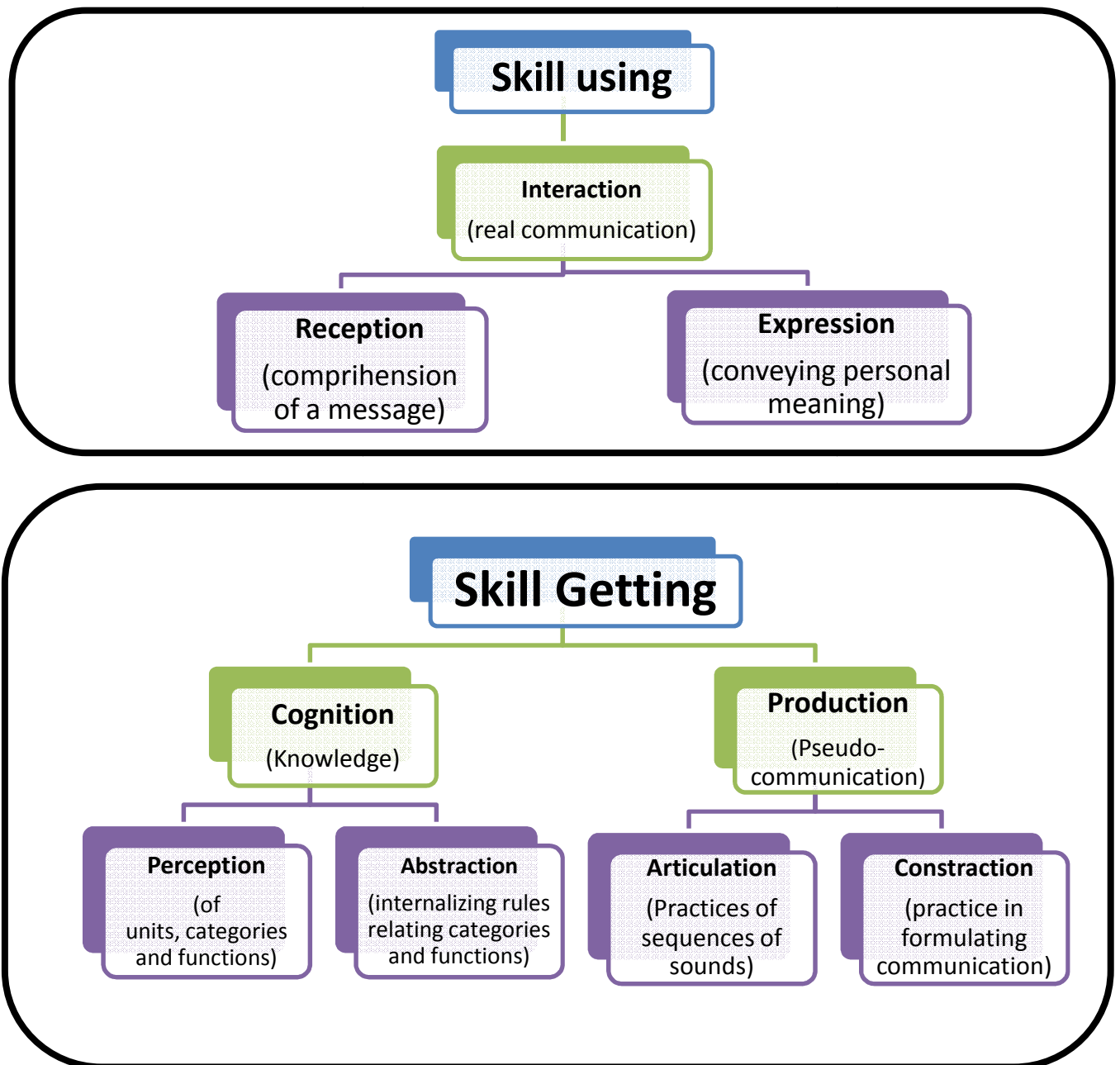


Figure 1: Rivers and Timperley's Framework (1978: 4).

Part Two: Teachers' Feedback

Introduction

In EFL instruction, teachers cannot teach their students a target language without providing them with feedback. This latter informs whether their students have understood the topic or not. EFL teachers' should act as controllers, helpers and correctors by providing the appropriate feedback to correct mistakes as well as assessing and evaluating students' productions. Teachers should let each student knows which areas of study they have doing well on, and which ones they still need to make more efforts on. So, feedback is an important component in EFL learning and teaching and its effects could be either positive or negative.

2- 1. Definition of feedback

Feedback is defined in Merriam Webster dictionary as a helpful information or criticism that is given to someone to say what can be done to improve a performance, product....etc. So, a feedback is information given by the instructor that helps students improving their levels or performances through criticizing their output in order to indicate where they have not yet well assimilated their input, it fills the gape of knowledge. According to Tsui (1995) "Feedback is one element of the classroom interaction that comes after the teacher's questioning and the student response". According to him, feedback is the key of classroom interactions between teachers and students. Penny Ur (1991:P.242) states that "Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance". Wajnryb (1992) agrees that feedback is the responses that teachers give to what their learners produce in the classroom; the same author refers to feedback as the teachers' response to errors. Similarly, Lightbow and Spada (1999) define feedback as "any indication to the learners that their use of the target language is incorrect". Feedback is any kind of information that learners receive

about their performance. This can be corrective feedback CF which focuses on learners' attention on errors, or it can be non-corrective, in the form for praise or encouragement for example. On the other hand, Brookhart (2008) states that "Good feedback should be part of classroom assessment environment in which students see constructive criticism as a good thing and understanding that learning cannot occur without practice". So, teachers should assess their students permanently by giving them the needed feedback in order to maintain them on the right path. . Harmer (1998) states that giving feedback does not involves only correcting students' errors but also praising and encouraging them to do things better in subsequent performances. Then, Harmer (2001) confirms that feedback encompasses not only correcting students, but also assessing their performances, in other words, offering them positive assessment.

2- 2. Types of Feedback

2- 2. 1. Positive Feedback

Feedback is defined by Reynolds (2003) as any response from the teacher in regard to students' performance or behavior. Its purpose is to enhance learners' performance during the learning process so, she encourages teachers to focus on giving the positive feedback during their instruction. This kind of feedback makes students feel more confident and dare to express themselves in front of their classmates as well as in front of their teachers without any hesitation or fear.

Positive feedback informs students that their answers or performances are effective and correct. Positive feedback works on the purpose of constructing students' strengths, in which it tells them that what they are performing is correct and it praises them. Human being in their nature liked to be praised and thanked so, a student when he / she is praised he/she will repeat what he/she did in order to get the same positive feedback.

Positive feedback is useful and helpful technique used by EFL teachers in order to foster the interactions between them and their students. Teachers' positive feedback raises students' self-esteem and pushes them to perform effectively and successfully. Alqahtani (2001) states that: "Positive feedback stands for praising learners for doing a good job. This appraisal helps them to develop a good self-confidence." That is to say, when students are praised, this can make them feel more confident and believe on their capacities. So, they will be daring to communicate, express themselves orally without fearing to be judged negatively.

2- 2. 2. Negative feedback

Teachers' negative feedback indicates that something is missing or wrong in students' performance. Edgar (2014) asserts that the term feedback refers to the interlocutor's response to speaker's utterance when interacting between each other. The converser delivers negative feedback if the performance contains information that is incorrect. In EFL teaching and learning, teachers use this kind of feedback when their students make errors in their learning, these errors could be in grammar, phonetics, spelling,...etc. Teachers here focus on the accuracy of language and this latter is very important when acquiring a foreign language. In this light, Alison (2012) adds that learners receive feedback on their language productions, potentially helping to draw attention to linguistic problems and helping them to notice gaps between features inter-language and the target language. A negative feedback draws the attention of learners towards the linguistic errors that they may commit. It also makes them aware about the gaps that may exist between the features of their inter-language and the target language: English language.

Students cannot learn a target language without making errors; Pasty & Spada (2006) say that: "Errors reflect the pattern of learner's learning developing inter-language systems... showing whether they have over generalized a second language rule or where they have

appropriately transferred a first language pattern to the second language”. EFL teachers see that correcting their students' errors and providing a negative feedback is their responsibilities in order to help their students to do their best. This correction is a stimulus that pushes learners to work hard in order to avoid these errors hence, enhancing their learning of the foreign language; English language.

2- 3. Characteristics of feedback

Providing effective feedback is a complex process that requires skill, practice and graceful execution. According to Grant (2007), there are seven key characteristics of useful and helpful feedback.

First, it should be goal referenced. Students should have goals and realize them. It also should be transparent; need to be concrete and obvious. When a teacher delivers a feedback, it should be clear and not ambiguous. Grant asserts at the same time that feedback is actionable information. It is used to push learners to make more efforts hence, enhancing their level. However, feedback should be used friendly, has much value when it can be understood, not confusing. He adds that feedback is also timely; it should be given in the right time rather than to be immediate. Furthermore, he stated that feedback also should be on going; the more students can get timely feedback, in real time, before it's too late, the better their ultimate performance will be.

Finally, feedback should be consisted; the information delivered by the teacher should be stable, accurate and valuable.

2- 4. The Importance of Teachers' Feedback

Teachers' feedback play a very essential role in teaching and learning a FL, its importance lays mainly in developing the learners' competences. According to Jeremy

Harmer (1988:62) “Correction helps students to clarify their understanding of the meaning and construction of language”. Chaudron also states that feedback in L2 classroom lays at the care of research on teacher-student and student-teacher interaction”. (1988:152). The importance of feedback also lays on its type whether it is positive which informs students that their answers or productions are correct and effective or negative which indicates that something is wrong or missing. On the light of this point, Thornbury (1999) and Brown (2000) state that providing students only with positive feedback is not very useful because a negative feedback could also motivates students to work more on their performances. Tsui (1995) agrees that the missing of teacher’s correction to students’ errors will affect negatively their L2 learning process in which they could use these errors to change their correct hypotheses about the target language on the light of this incorrect information. Allwright and Bailey (1991) write about the importance of teachers' correction in helping their students alter their output for the better. They point out that the goals of EFL teachers should be providing feedback that could help learners getting closer and closer to the target language and this happens when teachers know how to evaluate and turn on students’ errors and weaknesses to strengths.

2- 5. Feedback During Accuracy work

Feedback is very important during accuracy and fluency work. According to (Boughazzoula 19), teachers could use feedback to correct students' errors. Harmer (144) states that it is necessary for oral teachers to provide students with effective feedback by showing them the mistakes that they made in order to avoid such mistakes during their next oral performances.

There are several techniques, we must take them into consideration and which are very helpful for what we assume to be language rather than fixed or systematic errors. The following techniques are used to provide feedback:

✓ **Showing Incorrectness**

- ❖ **Repeating:** We can ask students to repeat what they said.
- ❖ **Statement and question:** We can say simply good try, but that is not totally right. To indicate that something has not work.
- ❖ **Expression:** A simple facial expression or gesture may be enough to indicate that something does not work.
- ❖ **Suggesting:** A quick way of helping students to activate rule that they already know is to give a quick hint and this helps students to correct for themselves.
- ❖ **Reformation:** The teacher repeat the correct version of what students have said, reforming the sentences, but without making a big issue of it. (145).
- ❖ **Getting it right:** If students are unable to correct themselves or respond to reformulation, we need to focus on the correct version in more details. We can say the correct version, emphasizing the part where there is a problem before saying the sentence normally, or we can say the incorrect part correctly. If necessary, we can explain the grammar or the lexical issue. We will ask students to repeat the utterance correctly (145).

2- 6. Feedback During Fluency Work

The way in which we respond to students when they speak in a fluency activities will have a significant behavior not only on how well they perform at the time but also on how they behave in fluency activities in the future. There are different ways that teachers should intervene during activities (145).

❖ **Gentle Correction**

If students cannot think of what to say, we may want to support them. We will not stop the whole activity and insist on everyone to say the item correctly. However, we need to be careful of correction during a fluency stage. What we have to judge is whether a quick formulation may help the conversation move along without intruding too much. It is not necessary and has the possible to get in the way of the conversation. (146).

❖ Recording Mistakes

We can act as observers, watching and listening to students so that we can give feedback afterwards. Such observation allows us to give good feedback to students on how well they have performed. Always remember that we want to give positive feedback as well as negative feedback.

One of the problems of giving feedback after the event is that it is to forget what students have said. Most teachers write down points they want to refer to later, and some like to use charts or other forms of categorization to help them to do this.

Another possibility is for the teacher to transcribe parts of the recording for the future study (147).

❖ After the Event

When we have recorded students' performance, we want to give feedback to class. We might want to give an assessment of an activity. Saying how well we thought the students did in it. And getting the students to tell us what they found the easiest or most difficult. We can put some of the mistakes we have recorded up on the board and ask students first if they can recognize the problem, and then whether they can put it right. Another possibility for teachers is to write individual notes to students, recording mistakes they heard from those particular students with suggestion about where they might look for information about the language in dictionaries, grammar books on internet (147).

Conclusion

Through this chapter we get an overview about speaking and the main strategies used to enhance students' speaking proficiency, add to this we give also a general idea about using positive feedback during learners' oral performances and its effectiveness to reinforce them by mentioning the importance of using positive feedback during accuracy and fluency work. Finally, based on this chapter, we marked the importance of using teachers' positive

feedback in improving students' level of speaking abilities. The following chapter will be the methodology of this research.

Chapter Three

Research Design and

Methodology

Chapter Three: Research Design and Methodology

Introduction

After finishing with the first two chapters, this chapter is a very essential part in our study. It will shed the light on the research institution; including its location, history, number of students, teachers, the levels that are taught at the English department.....etc. A description of the participants is provided also including their age, gender, number, levels and their background information. After that the research instrument which is a questionnaire that has been used in order to collect data about the topic, the term questionnaire will be described including the two types we have used; teacher's questionnaire and student's questionnaire. The aim of using a questionnaire also will be provided

The Research Institution

This study was conducted at Chadli Ben Djedid El Tarf University. The institution mentioned before was previously named El Tarf University and its name changed to Chadli Ben Djedid by the decision of October 23, 2014. It is a higher education institution located in the province of El Tarf in the east of Algeria.

In 2006, the faculty of literatures and languages opened by the decree #06-276 of August 16, 2006. The faculty contains three departments: English, French and Arabic. The English department has been opened in 2009 and offered only the "license" degree at the beginning. After that it started offering the "Master" degree in 2014. There are five levels including the "license" and "master" degree; there are three levels in the "license" degree: First, second and third level. While for the "Master" degree, there are only two levels: First and second. The English department contains (16 permanents and 05 contractors) EFL teachers and (427) EFL students from all the levels.

Population Sampling

The participants of this research were first year EFL students and EFL teachers of the English department at Chadli Ben Djedid University, El Tarf, Algeria, for the academic year of 2018/2019. Students' ages ranged from 18 to 24 years old, males and females, they are not all from El Tarf but they came from different a region that's why they have different cultures, traditions and accents as well. This investigation contains 30 students enlisting in the first year of department of English and 09 teachers from the same institution. It was a very difficult work to gather 30 students from the first level due to some special circumstances and difficulties experienced by the Algerian universities and the country in general.

Research Design and Methodology

In this study; descriptive study, both data are used: Quantitative and qualitative. A qualitative data enables us to discover and describe the relationship between teachers' positive feedback and students' oral proficiency; it also enables us to describe the speaking skill, its meaning, importance, activities...etc, the term positive feedback and its effects on students' oral productions. On the other hand, we have used also quantitative data in order to measure the effectiveness of teachers' positive feedback on students' oral proficiency.

Research Instruments

In this study, a questionnaire was the tool that has been used in order to collect information about the topic. A questionnaire is a set of written questions used for collecting information about the variables and the relationship between them. This study is based on two questionnaires; the first one was designed for 09 teachers from the English department of Chadli Ben Djedid University- El Tarf, Algeria. The second questionnaire was designed for 30 students from the same university. The aim of using a questionnaire is to give students a

chance to describe their opinions, perceptions and reactions. Also emphasize and discuss the effectiveness of teachers' positive feedback on students' oral productions.

Description of the Questionnaire

The two questionnaires were delivered in the second semester to 09 teachers and 30 students from Chadli Ben Djedid University, El Tarf, Algeria. The questionnaire includes two types of questions; Yes or No questions and multiple choices questions

Teachers' questionnaire

Teachers' questionnaire includes 09 questions and one section which is the effectiveness of teachers' positive feedback in enhancing students' oral proficiency.

Students' Questionnaire

Students' questionnaire includes 04 sections. The first section was about students' background information (Q1-Q2), it was about the students' gender and their choice to study English, whether it is personal or imposed. The second section was about students' attitude toward oral proficiency (Q3-Q8) this section were designed to collect information and data about the speaking skill and students' opinions about the importance of this skill. The third section was an overview about teachers' feedback (Q09-Q12) this section used to gather data about the effects of teacher's feedback on student's oral productions. The last section was about students' reactions and perceptions of their teachers' feedback (Q13-Q17). This chapter was designed to collect data about the impact of teachers' feedback and the reaction of their students to that feedback. The aim of this section is to know the effects of teachers' feedback on their students' oral performances.

Conclusion

This chapter provides a view about the methods, the procedures and the tools we have used in order to collect data about the effectiveness of teachers' positive feedback on students' oral productions. The study was conducted in Chadli Ben Djedid University, El Tarf, Algeria. The participants were first year EFL students and EFL teachers at the English department.

Chapter four

Results and Analysis

Chapter Four: Results and Analysis

Introduction

This chapter consists of the findings of the study, interpretation of students' questionnaire which is addressed for 30 students of EFL learners from the department of English at Chadli Ben Djedid El Tarf. In addition, the interpretation of teachers' questionnaire for nine (09) teachers from the same university. Moreover, this research collects data based on those questionnaires to identify different views for learners as well as for teachers.

This chapter deals with two sections, the first includes the analysis of students' questionnaire and the second contains the analysis of teachers' questionnaire.

Analysis of Learners' Questionnaire

- **Question 1: Are you male or female?**

Table 01: Students' gender

Options	Number	Percentage
Male	09	30%
Female	21	70%
Total	30	100%

The analysis of the first question indicates that the majority of the participants (70%) are females, whereas the rest of participants (30%) are males, which means that females are more interested in learning foreign languages than males.

- **Question 02: Was it your personal choice to study English?**

Table02: Student's choice of studying English.

Options	Number	Percentage
Personal	25	83.3%
Imposed	05	16.7%
Total	30	100%

The analysis of the 2nd question shows that the majority of the participants (83.3%) choose to study English. The purpose of asking this question is to know if the EFL students are really interested in studying English or not.

On the other hand, there were only (16%) of participants who did not choose to study English.

They were obliged to study it for several reasons.

Table03: students' reasons for choosing English.

Options	Number	Percentage
easy to learn	05	20%
Universal language	11	44%
For effective communications	03	12%
For other reasons	06	24%
Total	25	100%

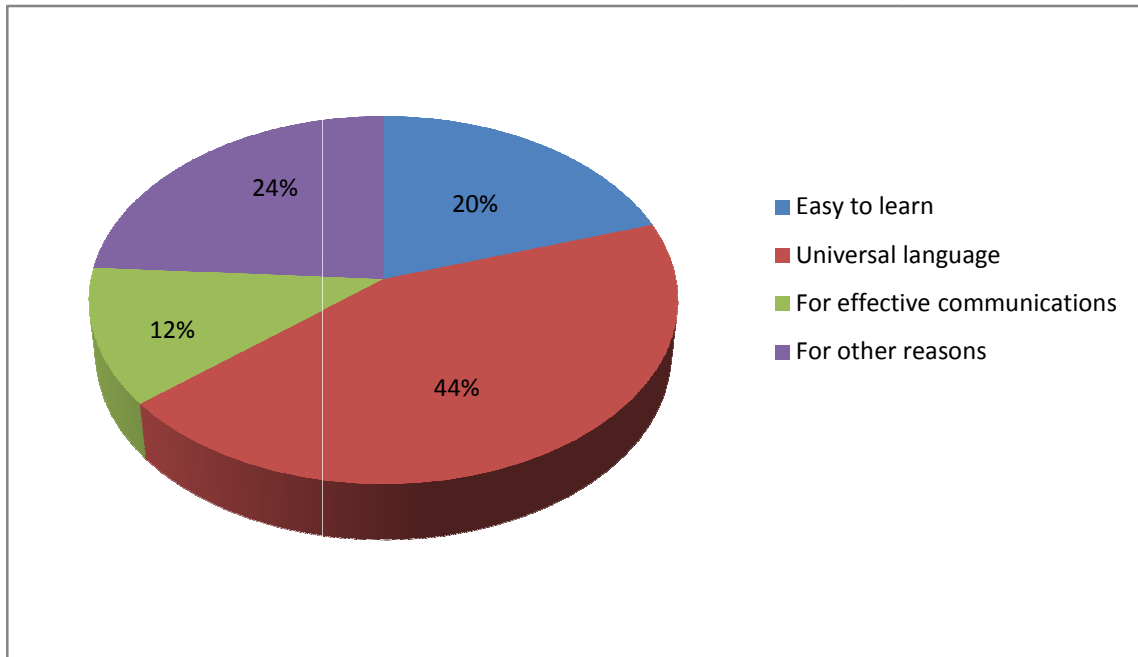


Figure 02: students' reasons for choosing to study English.

The analysis of the 2nd part of the 2nd question shows that the majority of the students who chose to study English (46%) chose it because it's a universal language, (24%) of them chose studying English for their own reasons, some of the participants who chose to study English as a foreign language are workers and they need English for specific purposes (ESP). (20%) chose to study English for effective communications while the rest of participants (12%) chose English because it is easy to learn for them.

- **Question 03: which of the following skills do you like the best?**

Table 04: students' most preferable skill

Options	Number	Percentage
Speaking	13	43.4%
Listening	06	20%
Reading	04	13.33
Writing	07	23.3%
Total	30	100%

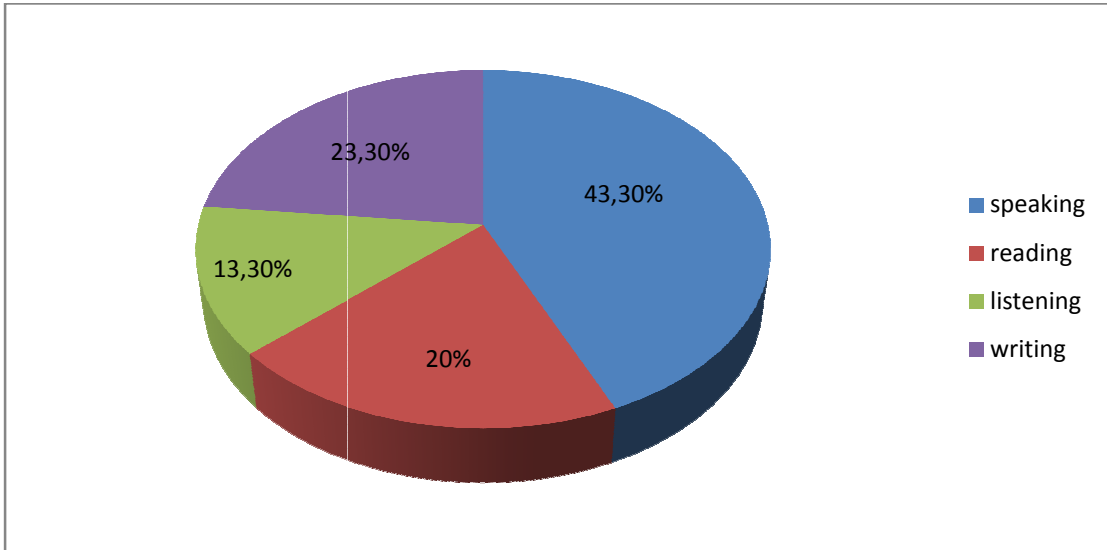


Figure 03: student's most preferable skill

The results of the 4th question show that (43.4%) of first year students were interested in speaking skill which they feel that it is the most important skill which they need to improve. However, only few students were interested in reading (13.3%), while writing (23.3%) and (20%) for listening skill.

The results of this question indicates that the other skills are less important compared with speaking skill.

- **Question 04: in your opinion, why speaking is so important?**

Table 05: Student's opinions about the importance of speaking

Options	Number	Percentage
Improve fluency	12	40%
For effective communications	09	30%
For other reasons	09	30%
Total	30	100%

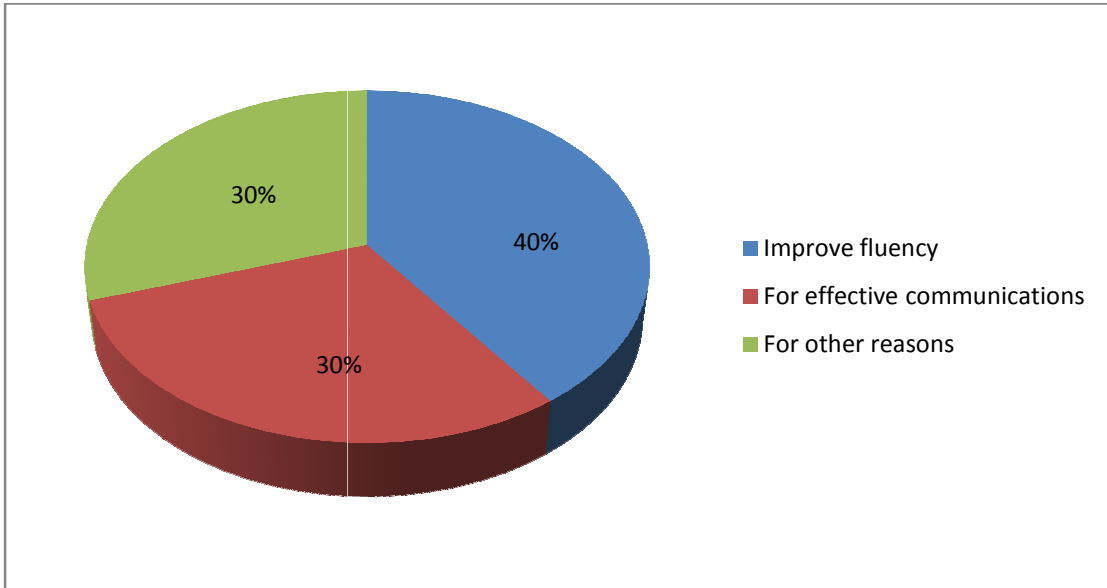


Figure 04: Students' opinions about the importance of speaking

The results of the 4th question indicated that the majority of students (40%) chose to study English to improve fluency. On the other hand (30%) of them chose it for effective communications, the same percentage chose to study English for other reasons one of which was their only choice after passing the baccalaureate exam.

• **Question 05: Do you agree with the saying "to learn a language you must speak it"?**

Table 06: Students' opinions about the saying "to learn a language you must speak it".

Options	Number	Percentage
Agree	21	70%
Disagree	9	30%
Total	30	100%

The analysis of the 5th question shows that the percentage of the students who agree with the saying "to learn a language you must speak it" is the highest (70%). We asked this question to know how EFL students see the importance of speaking in learning a foreign language.

However, only (30%) of them disagree with the saying.

- **Q 06: How much can speaking skill help you to improve your English language on comparison with other skills?**

Table 07: The importance of speaking skill in comparison with other skills

Options	Number	Percentage
More helpful than the other skills	16	53.3%
As helpful as the other skills	13	43.3%
Less helpful than the other skills	01	3.4%
Total	30	100%

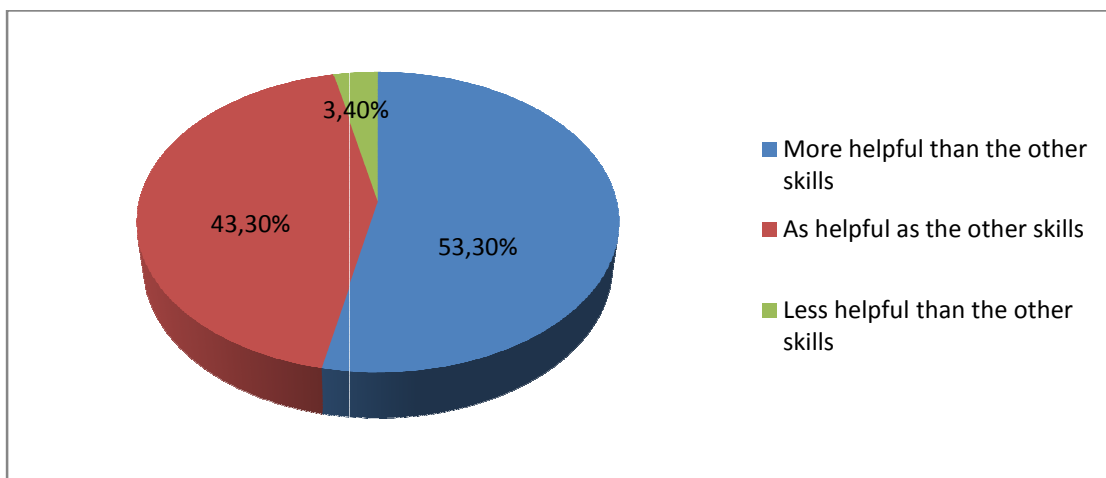


Figure 05: The importance of speaking skill in comparison with other skills

The analysis of the 7th question indicates that the majority of the students (53.3%) see that the speaking skill is more helpful than the other skills to be a good user of English language. On the other hand, (43.3%) of students found that speaking is as helpful as the other skills, while the rest of them (3.4%) said that speaking skill is less helpful than the other skills.

We asked this question to see if the speaking skill is helpful for EFL learners' to be good users of the English language.

- **Question 07: Do you think that you are satisfied about the hours devoted to study oral production module?**
- Table 08: Student's views about the hours devoted to study oral production module.

Options	Number	Percentage
The hours are enough	12	40%
More hours are needed	18	60%
Total	30	100%

The analysis of the 8th question shows that the majority of students (60%) declare that they need more hours to study the oral production module. However, (40%) of them are satisfying about the hours devoted to study oral production module.

- **Question 08: Do you find difficulties during speaking activities?.**

Table 09: Students' views about the difficulties they face during speaking activities.

Options	Number	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

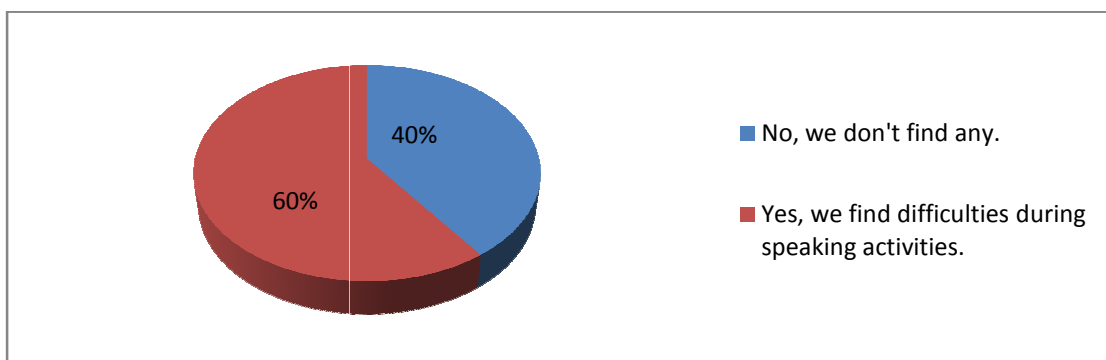


Figure 06: Students' views about the difficulties they face during the speaking activities

The analysis of the 9th question shows that the majority of students (60%) find difficulties during speaking activities. some of these difficulties are the lack of vocabulary, shyness, inhibition and the use of the mother language (tongue). (40%) of students state that they do not find any difficulties during the speaking tasks.

Question 09: Does your oral expression teacher correct all your mistakes?

Table10: teacher's correction of all students' mistakes.

Options	Number	Percentage
Always	04	13.3%
Sometimes	24	80%
Never	02	6.7%
Total	30	100%

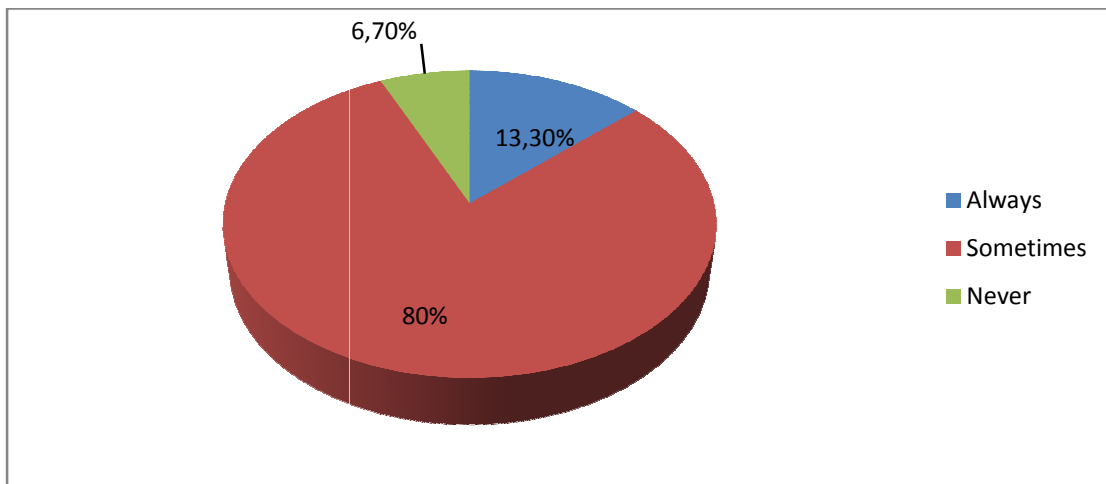


Figure 07: Teacher's correction of all students' mistakes

The analysis of the 9th question shows that the majority of the students (80%) answered that their teachers correct their mistakes sometimes not every time they make mistake, (13.3%) of them answered that their teachers always correct their mistakes, while (6.7%) of students said that their teachers never corrected their mistakes.

Question 10: Do mistakes' correction affect you negatively or positively?

Table 11: The effects of teacher's correction.

Option	Number	Percentage
Positive	26	86.7%
Negative	04	13.3%
Total	30	100%

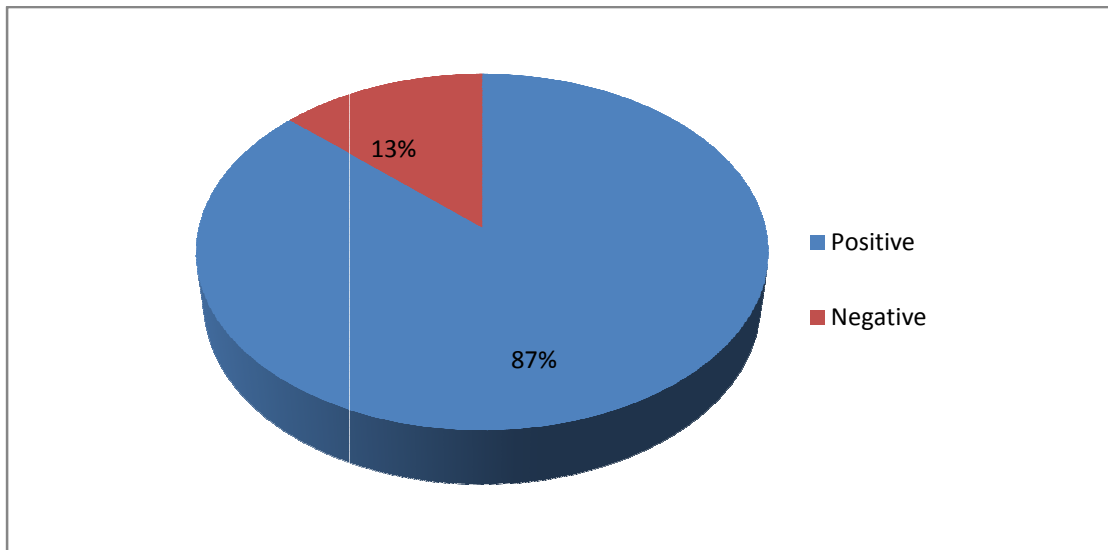


Figure 08: The effects of teacher's correction

The results of the 10th question indicate that the majority of students (86.7%) answered that their teacher's correction affect them positively and only (13.3%) of them answered that they are affected negatively by this correction.

Question 11: Does your oral expression's teacher interrupt you while speaking utterance to correct your mistakes?

Table 12: Teacher's intervention to correct

Options	Number	Percentage
Always	06	20%
Sometimes	16	53.3%
Never	08	26.7%
Total	30	100%

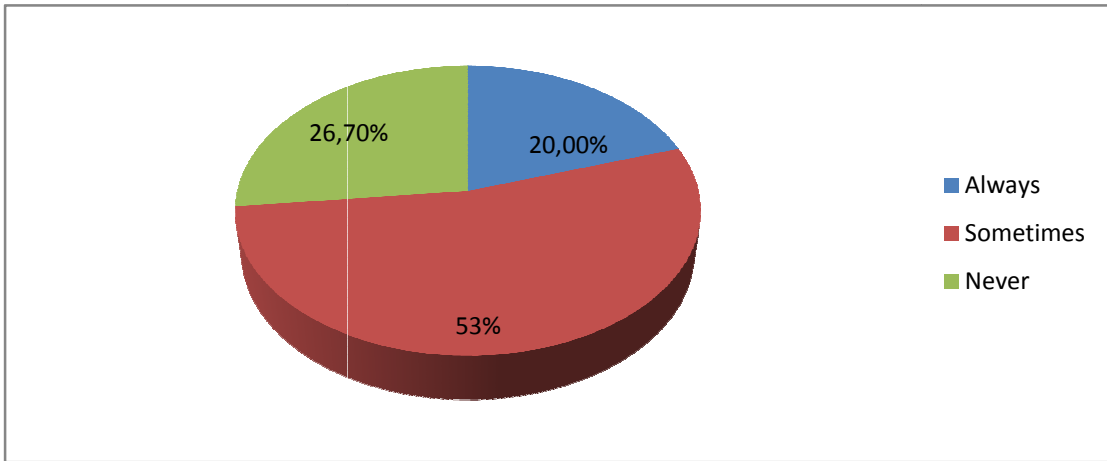


Figure 09: Teachers' intervention to correct

The analysis of the 11th question shows that (53.3%) of students said that sometimes their oral expression's teachers interrupt them to correct their mistakes, (26.7%) of students answered that their oral teachers never interrupt them when correcting their mistakes, (20%) of them answered that their teachers always interrupt them to correct their mistakes.

- **Question 12: In your oral expression session, do your classmates correct your mistakes?**

Table 13: Students providing corrective feedback to each other

Option	Number	Percentage
Always	02	6.7%
Sometimes	17	56.7%
Never	11	36.6%
Total	30	100%

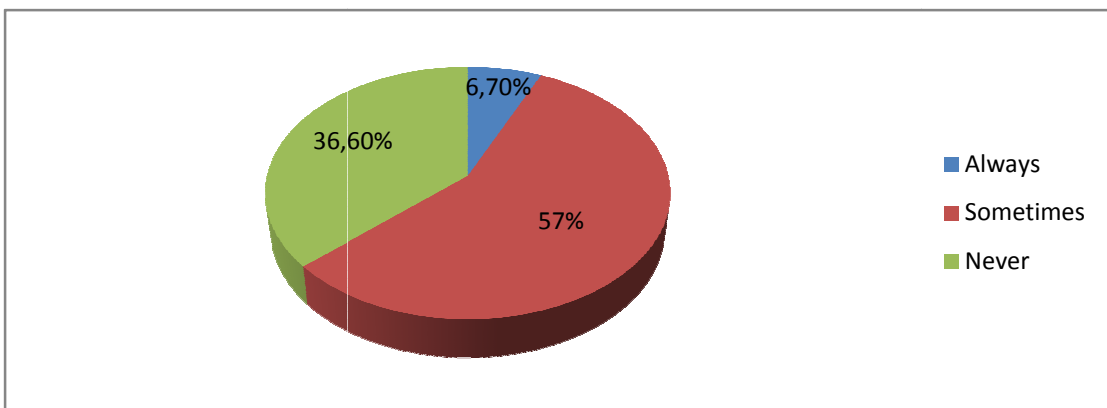


Figure 10: Students providing corrective feedback to each other

The results of question 12 show that the majority of participants (56.7%) answered that their classmates correct their mistakes sometimes, while (6.7%) answered that they were always corrected by their classmates. The rest (36.6%) answered that their classmates never correct their mistakes.

- **Q uestion13: Do you lose the idea you want to transmit when your teacher correct the mistake you have made?**

Table 14: Loosing the idea when the teacher correct a student's mistake

Options	Number	Percentage
Always	05	16.7%
Sometimes	16	53.3%
Never	09	30%
Total	30	100%

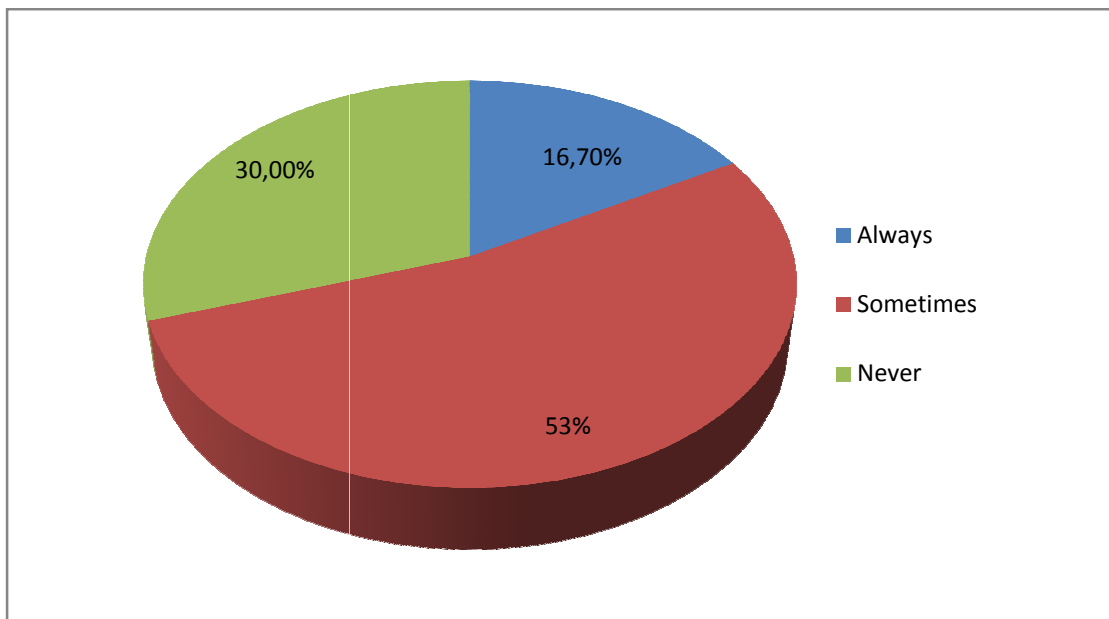


Figure 11: Loosing the idea when the teacher correct a student's mistake

The result of question 13 indicates that the majority of students (53.3%) sometimes lose the idea when their teacher corrects their mistake. However, (16.7%) of students answered that they always lose the idea when their teacher corrects their mistakes. (30%) of students answered that they never lose the idea when their teacher corrects their mistakes.

- **Question 14: Do you find it easy to carry on (continue) speaking while your teacher corrects your mistakes?**

Table 15: The continuation of student’s talk after the teacher correction of mistakes

Options	Number	Percentage
Always	06	20%
Sometimes	20	66.7%
Never	04	13.3%
Total	30	100%

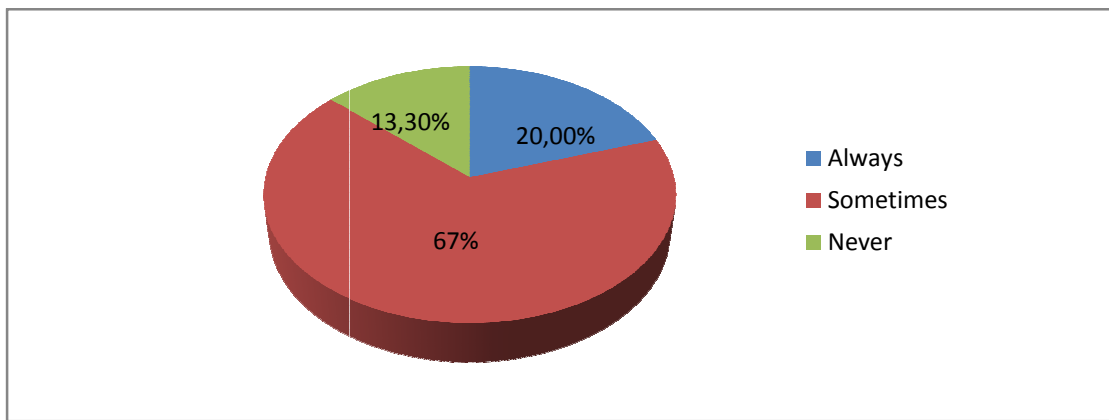


Figure 12: The continuation of student’s talk after the teacher correction of mistakes

The analysis of the 14th question shows that the majority of students (66.7%) said that it’s easy to continue speaking while teachers are correcting their mistakes. In the other hand, (20%) of students said that they always find it easy to carry on speaking while their teachers are correcting their mistakes. The rest (13.3%) of students said that they find it hard to carry on speaking while their teachers are correcting their mistakes.

- **Question 15: Do you feel less competent when your teachers correct your mistakes several times?**

Table 16: Feeling less competent when the teacher correct students’ mistakes

Options	Number	Percentage
Yes	19	63.3%
No	11	36.7%
Total	30	100%

The results of the 15th question show that the majority of students (63.3%) feel less competent when their teachers correct their mistakes several times. While the rest of them (36.7%) did not lose their competence even if their teachers are correcting their mistakes several times.

- **Question16: Do you think that your teacher's corrections encourage you to participate in the classroom?**

Table17: Encouraging students to participate when correcting them

Options	Number	Percentage
Yes	13	43.3%
No	17	56.7%
Total	30	100%

The results of the 16th question show that the majority of students (56.3%) said that teacher's correction of mistakes is not encouraging for them to participate more in classroom. While the rest of them (43.3%) find teacher's correcting of their mistakes encouraging.

- **Question17: Do you agree with the following statements?**

A. I cannot speak a lot because my oral expression teacher interrupts me to correct my mistakes.

Table 18: Interrupting students discouraging them to speak.

Options	Number	Percentage
Strongly agree	04	13.3%
Agree	11	36.7%
Strongly disagree	07	23.3%
Disagree	8	26.7%
Total	30	100%

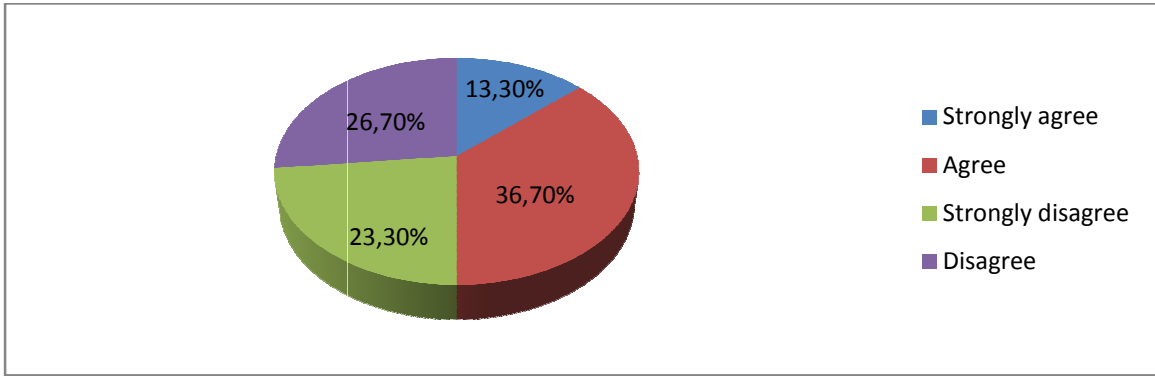


Figure 13: Interrupting students discouraging them to speak

The results of the first statement show that (36.7%) of students agree with the fact that they could not speak a lot when teachers are correcting their mistakes and interrupting them. (13.3%) strongly agree with this statement while (23.3%) strongly disagree and say that teacher’s interruption does not bother them at all. The rest (26.7%) also disagree with the statement.

B. I feel more comfortable when my teacher neglects the mistakes I have made.

Table19: Feeling comfortable when the teacher neglects student’s mistakes.

Options	Number	Percentage
Yes	21	70%
No	09	30%
Total	30	100%

The results of the 2nd statement show that the majority of the students (70%) feel more comfortable when the teacher neglects their mistakes. While (30%) of them feel less comfortable when their teachers correct their mistakes.

C. Whenever I make a mistake, my oral expression teacher intrudes to correct that mistake.

Table 20: The teachers' intervention to correct mistakes

Options	Number	Percentage
Yes	17	56.7%
No	13	43.3%
Total	30	100%

The results of the students' opinions about the above statement indicate that most of students (56.7%) were corrected by their teachers each time they made a mistake. However, (43.3%) of students answered that their teachers did not correct them whenever they made a mistake.

D. My oral expression's teacher's correction is worthless since it does not give as freedom to speak.

Table 21: Consideration of teachers' correction as worthless

Options	Number	Percentage
Strongly agree	02	6.7%
Agree	08	26.6%
Strongly disagree	11	36.7%
Disagree	09	30%
Total	30	100%

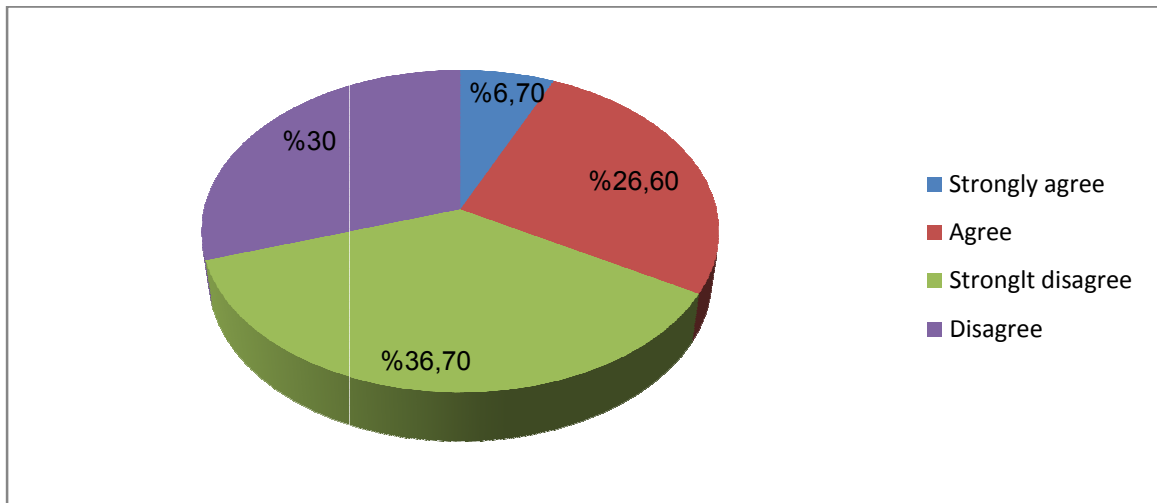


Figure 14: The consideration of teachers' correction as worthless

The results of this statement show that the majority of the students (36.7%) are strongly disagreeing with the statement mentioned before. (330%) of students disagree with the same statement. On the other hand, only (26.6%) of students agree that the teacher's correction is worthless since it doesn't give them the freedom to speak and (6.7%) of students were strongly agreeing with the same opinion.

Analysis of Teachers' Questionnaire

- **Question 01: what is your degree?**

Table 22: teachers' qualifications

Choices	Number	Percentages
Master/Magister	8	88.88%
PhD	1	11.11%
Total	9	100%

According to the table, we notice that the majority of teachers' qualifications have the Master/Magister Degree 88.88% (8) and only 11.11% (1) has the PhD.

- **Question 02: for how many years have you been a teacher of oral expression module?**

Table 23: Teachers' period of teaching oral expression module

Choices	Numbers	Percentages
Never	2	22.22%
1 year to 2 years	2	22.22%
3years to 5 years	2	22.22%
6years to 13years	3	33.33%
Total	9	100%

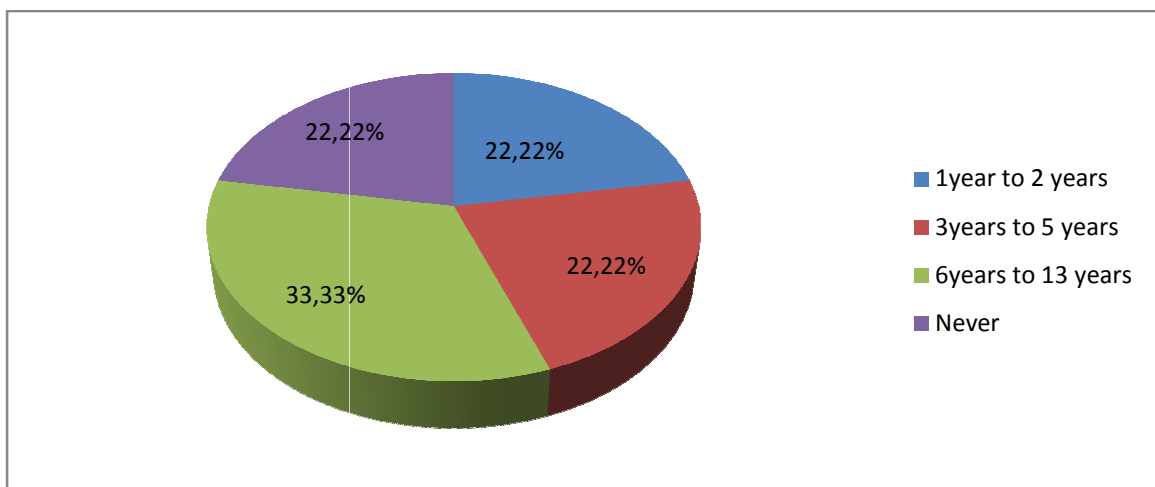


Figure 15: Teachers' period of teaching oral expression module

The result of this question indicates that two teachers have been teaching oral expression module from one year to two years. Two other teachers have been teaching oral expression from three to five years. Three teachers have been teaching it for six to thirteen years. And two teachers never thought this module before.

- **Question 03: In your opinion, how much important is speaking skill in comparison with the other skills (listening, reading and writing)?**

Table 24: Teachers' opinions about the importance of speaking skill in comparison with the other skills

Choices	Responses	Percentages
More important than the other skills	1	11.11%
As important as the other skills	8	88.88%
Less important than the other skills	0	0%
Total	9	100%

From this table we notice that the majority of teachers (88.88%) consider speaking skill as important as the other skills because they are related and complete each other. And only one teacher sees that speaking skill is more important than the other skills.

- **Question 04: Do you provide your students with feedback during the speaking task?**

Table25: Teachers' feedback during the speaking task.

Choices	Responses	Percentages
Always	7	77.77%
Sometimes	2	22.22%
Rarely	0	0%
Never	0	0%
Total	9	100%

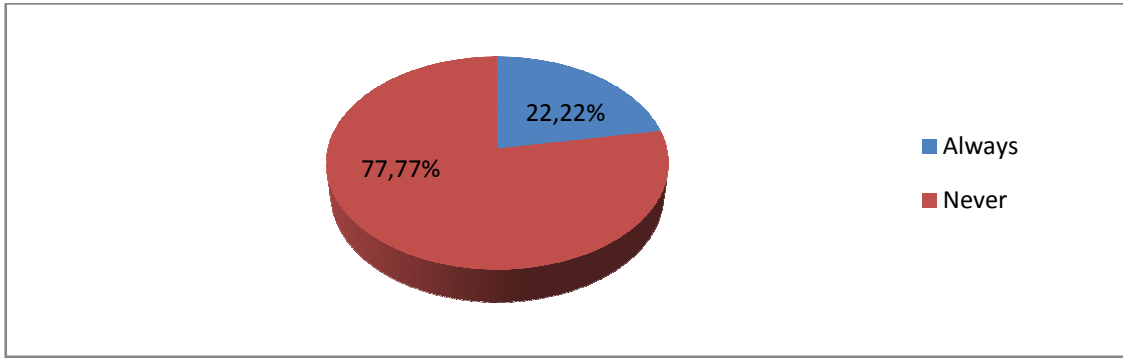


Figure 16: Teachers' feedback during the speaking task.

According to teachers' answers, the majority of them (77.77%) say that they always provide learners with feedback during the speaking tasks, and the rest (22.22%) say that they sometimes give some comments to students. This shows that most of teachers are aware of the importance of feedback in order to correct students' mistakes and guide them. As a result learners avoid the same mistakes and improve their level of performance.

- **Question 5: What kind of feedback do you use for your learners during the learning process?**

Table26: different kinds of feedback that teachers provide.

Answers	Responses	Percentage
Oral feedback	2	22.22%
Written feedback	0	0
Both	7	77.77
Total	9	100%

The results of this question indicate that most of the teachers give oral and written feedback for learners during the learning process to point out the errors that their students made, also to encourage them to avoid repeating the same mistakes again.

However, other teachers state that they use oral feedback by correcting the pronounced mistakes during the oral production of the learners because they probably repeat the same word incorrectly if the teacher did not correct it from the first time so as to the learners be aware of the mistakes that they made before.

- **Question05: Teachers' explanation about using positive feedback in enhancing learners' oral proficiency.**

Teacher 1: By using it, students would feel more comfortable and self confident to start a new task and to evaluate them.

Teacher 2: This encourages and forces learners to move forward and continue their performances.

Teacher 3: Positive feedback for errors even motivates students to perform to be more involved; and by that practice their oral skills and enhance it eventually.

Teacher 4: Positive feedback is the real life learning situation, where students can have the possibility to reveal their oral proficiency to have the idea developed by the teacher once again.

Teacher 5: Learners will be motivated to speak and express freely when the teacher gives them a positive feedback so, this will boost their oral proficiency.

Teacher 6, 7 and 8: Positive feedback can boost the learners' motivation and self-confidence to learn and enhance their oral skills also reinforces the occurrence of the oral performance which may attain proficiency after rehearsing and producing the language.

Teacher 9: Neglects to explain.

From the results above most teachers agree with each other that positive feedback motivates their students so they feel self confidence and enhances their oral proficiency. The others share the same point of view which is positive feedback can boost learners' motivation and encourages their oral performance accurately and this became after rehearsing and producing language.

- **Question 6: Do you feel that using the positive feedback can enhance your learners' oral proficiency?**

Table 27: The importance of positive feedback in enhancing learners' oral proficiency

Answers	Responses	Percentages
Yes	9	100%
No	0	0
Total	9	100%

According to the table above, all teachers agree that positive feedback can enhance the learners' oral proficiency certainly because it is an effective tool to encourage them to speak spontaneously. Moreover, it helps learners to feel more comfortable instead of being anxious and satisfied about their performances so, they reduce their anxiety, shyness and also will be brave during the oral production.

- **Question 7: How do students react to your feedback?**

Table28: students' reaction to teachers' feedback.

Answers	Responses	Percentage
Positive reaction	4	44.44%
Negative	0	0
Both	5	55.55
Total	9	100%

From teachers' answers we noticed that five teachers argue that their learners react positively and negatively too depending on the feedback given to learners from their teachers and the way that is given. Moreover; four teachers state that learners react positively if they want to enhance their speaking proficiency they must accept all types of feedback even the negative one, and they should not consider it as personal or critical, however it is just a kind of help to develop their level of performance.

- **Question 08: In your opinion, what is (are) the effect (s) of positive feedback on EFL learners 'oral proficiency?**

Teacher 1: positive feedback raises student's motivation and engagement in the speaking task.

Teacher 2: positive feedback allows students to gain more confidence to speak and express.

- Be enthusiastic in classes, having an active role in the learning process.
- Boosting them and enhancing their oral production
- Motivates them to learn more and do their best in the future.
- Ending learners' fear of speaking in public and practice their language.

Teacher 3: It motivates students to speak more, to practice more and since practice is essential in speaking, they will become more fluent speakers.

Teacher 4: Said that:

- Teacher's positive feedback encourages students to be involved and practices more.
- Practice makes perfection and feedback guides that.

Teacher 5: Students would be better trained, skilled and able to practice relying on strong basis and they would also improve themselves mainly after having recognized their weaknesses.

Teacher 6: positive feedback is so beneficial and effective.

Teacher 7: positive feedback enhances learners' oral proficiency.

Teacher 08: said that:

- Encourages students to deliver lectures individually.
- Reminds students about the steps to present their lectures.

- Boosts students' motivation to speak.
- Promoting discussion and supporting ideas and arguments.

Teacher 9: Neglects this question.

From the teachers' answers above we notice that all teachers agree on the same ideas in a way or another because there are multiple effects of positive feedback on students such as:

Improving themselves, their oral proficiency, their motivation and their self confidence. Add to this students be engaged in the speaking task and be enthusiastic in classes. Having an active role for example to deliver lectures and to sum up; learners could practice speaking easily without shyness or fear of making mistakes in front of the public.

Question 9: In your opinion, would the absence of teachers' feedback make any difference for students' level? Please explain how?

Teacher 1: It's not a must! However, feedback encourages students to do more and instruct them as active members of the learning process.

Teacher 2: If students are not, for instance corrected on a wrong structure they produced orally; and then they will always consider it as accurate. This will be fossilized in their minds. Therefore; it is mandatory to give feedback whenever necessary.

Teacher 03: It depends on the students' self readiness for learning.

Teacher 4: Yes it would, because learners will feel lost and confused about their oral production so, this will affect their level and the learning process in general. Learners need to know where their learning process is.

Teachers5 &6: Of course it does, teachers' feedback is an essential aspect for learners because it helps them to know where they lack and where are their mistakes to improve themselves.

Teachers 7, 8 and 9: Students are in need for teachers' feedback to monitor and guide them since they are in a way or another still building their confidence and they are learning they cannot do it by themselves without guidance and help of teachers.

According to teachers' answers, we notice that all of them agree that the absence of teachers' feedback make a difference because learners could not be aware of their mistakes so that they can improve themselves with some guidance from teachers' feedback due to they are still learning and building their confidence . They need more help from teachers as they are monitors for them.

However, except teacher 3 who says that the absence of teachers' feedback depends on students' self readiness for learning this means that some students could know their mistakes and improve themselves relying on themselves, if they want to develop their level since they are ready to learn in a way or another. Moreover; teacher (01) argues that teachers are not obliged to provide their learners with feedback but it encourages them to do more and to be active members in the learning process.

Generally feedback must be correct and given whenever necessary to enhance learners' level otherwise, if feedback was wrong or absent this would decrease their skills in the learning process.

Conclusion

The purpose of this study is to investigate the role of teachers' positive feedback in improving students' oral proficiency. The analysis of students' questionnaire shows that teachers' feedback influences them and for sure motivates them during their oral performance. In the other hand, the analysis of teachers' questionnaire indicates that positive or even negative feedback encourages learners' motivation, self confidence and boosts them to better delivering. Students' reactions should be positive and they should also accept any kind of feedback also taking it into account to improve themselves.

Chapter Five

Discussions

Chapter Five: Discussion

Introduction

This chapter discusses the main results of the study depending on the hypotheses add to this, it includes implications of the research which shed the light on the importance of using positive feedback from teachers to develop students' speaking abilities also it includes suggestions and recommendations for further researches.

Discussion of the Hypotheses

Hypothesis One

In this study, we have hypothesized that teachers' positive feedback will significantly improve EFL students' oral proficiency. the hypothesis has been confirmed through the analysis of teachers' and students' questionnaires, which showed that both EFL teachers' and students' at Chadli Ben djedid university agree that using positive feedback inside classroom will significantly improve the oral productions. Thus, this hypothesis is validates.

Hypothesis Two

The third hypothesis of this study was: Teachers' positive feedback has many consequences on EFL learners' oral productions. This hypothesis has been confirmed through the analysis of the questionnaires' results which indicated that using positive feedback inside EFL classroom has many effects on learners' oral productions. Thus, this hypothesis is also validated.

Implications of the study

Positive feedback is an effective method that teachers use inside classrooms during the oral process for the following purposes:

- Positive feedback identifies students' strengths to continue their delivery.
- It helps them to overcome the different difficulties as well as avoiding repeating the same mistakes.
- It motivates, encourages and boosts them to move forward so, they feel more confident and they will express their ideas freely.
- It offers learners the power to perform in front of the public without fearing of being embarrassed due to making some mistakes.
- Feedback is a kind of help which enables learners to express their ideas without fearing of making mistakes as well as being judged from their educators.
- Teachers should provide their learners with positive feedback to show that they want to guide them and to develop students' speaking proficiency in a better manner.
- Teachers' positive feedback increases students' self confidence towards themselves and helps them to create a strong relationship with their teachers so, it leads students to respect their teachers and follow the instructions more and more.

Suggestions and Recommendations

EFL learners face many difficulties so; teachers would provide feedback to improve students' speaking skills, the aim of this feedback is to guide students for better performance, also to overcome their psychological difficulties which decrease their levels. Teachers use positive feedback because it is the best way to aid students, therefore; we propose these recommendations.

For Learners

- Students must be active members in classroom activities without waiting teachers to suggest some techniques to involve them to improve themselves.
- Learners are obliged to increase their levels by avoiding the common mistakes and difficulties that they face relying on themselves.
- It is preferable for learners to participate in classrooms and share their ideas without waiting teachers to pick up some learners.
- To enhance speaking skill, learners must talk and participate because both make things move smoothly and easier.
- It is preferable for students to make self evaluation so as to know their area of weaknesses and focus on them for better improvement.
- It is advisable to not feel shy or embarrassed of making mistakes because it is one way of the learning process.
- Students must profit the maximum of teachers' feedback to enhance speaking skill.

For Teachers

- It is preferable for teachers to be aware about the way that they give feedback to boost learners' motivation to speak fluently and express their ideas.
- They should offer students the opportunity to speak and participate for all of them.
- It is preferable to decrease time of teachers' talk and offer the whole time for learners to talk about whatever subject during special sessions.
- It is obligatory to suggest feedback whenever necessary to improve students' level since speaking is a challenge for both.
- To help students to overcome their difficulties, it is advisable to provide favorable strategies and enjoyable atmosphere to feel more comfortable.

- Teachers should focus more on students' weaknesses and correct their mistakes as soon as possible by providing them with the appropriate kind of feedback (positive or negative).
- Practice is very important therefore; they ought to offer learners sufficient time to practice.

For Further Studies

For researchers who want to conduct a research about the same topic, they could conduct a study with the same strategy which is providing a positive feedback but with different skill i.e. reading, writing or listening. Researchers also could conduct the same research topic in which they could check the effectiveness of teachers' feedback and testing it on other sample of EFL students from other universities.

Limitations of the study

Every research is under some constrains which may result in inability to cover all the aspects that concern a given research topic. While conducting this study, we have found a number of limitations. The first limitation was that this work is our first academic research, so as new researchers, we have found some problems with the research methodology and the process of collecting data. The other limitations were outside our control such as the limited number of EFL teachers at the English department in Chadli Ben Djedid University in addition to the special conditions which experienced the Algerian university due to the Hirak (an Arabic word for a revolution) and its negative effects on our research process

Conclusion

In this last chapter, the three research hypotheses were discussed in relation to the results of the study. The first hypothesis which indicated that teachers' positive feedback will significantly improve EFL learners' oral proficiency has been validated. The second hypothesis which predicated that the use of positive feedback can increase EFL learners' motivation to speak in English was validated too since the analysis of students' questionnaire indicated that. The last hypothesis which indicated that teachers' positive feedback has many consequences on EFL learners' oral productions was also validated after we have discussed the results of both teachers' and students' questionnaires.

General Conclusion

Speaking is an important skill to learn a FL because it helps EFL learners to express themselves, their points of view and even their thoughts orally into a meaningful context.

In this research we concentrate on EFL students' difficulties during the oral production and the main techniques that are suggested by the oral teachers which aim at enhancing students' oral proficiency. These strategies play an important role on students' speaking abilities because they prove that they increase their level effectively, depending on their weaknesses and the mistakes that they make. Also help them to be more involved in classroom activities in a way or another during the learning process in order to master this oral skill.

Moreover, the key to develop students' oral proficiency can appear from teachers' feedback according to learners' needs, because feedback influences their oral performance positively; it enables them to be aware of their mistakes and to be able to correct them at the same time.

However, teachers' absence of feedback affects learners' level negatively because they keep repeating the same errors which make their level decreased due to this absence of feedback, and since learners' did not know their mistakes, this does not make any change on learners' levels.

Besides this, oral teachers would provide positive feedback as a kind of help for better improvement due to some EFL learners are sensitive and feel embarrassed from teachers' way of correction in front of their classmates. As a result, teachers' positive feedback is a helpful tool to enhance students' speaking proficiency in general.

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