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Students' and Teachers Perception Of Corrective Feedback

In Oral Proficiency

Case Study: Second Year LMD English Students at Chadli Bendjedid University

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Dedication

I dedicate this humble work to:

My Beloved mother, father.

***To my dear husband Raouf who has been giving me the fuel to follow
my dream and the power to never fall down or give up.***

***Those who helped me continue my study because of their everlasting
affection, support, love.***

My deepest appreciation and love to:

My sisters Ahlem and Intissar

My brother Nawfel

All My beloved friends

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Abstract

Feedback is considered as an important technique in teaching English as foreign language (EFL). This study emphasizes the effects of teachers' feedback on the EFL learners oral production, and therefore, on the effectiveness of their learning. The present study is based on the hypotheses which state that since speaking skill is considered as a difficult task, and students face different obstacles during their oral production. Undertaking teachers' oral feedback would be a motivator that encourages students to overcome their obstacles and to improve their oral performance for a good production. It aims to give some clarification about the reality of EFL learners' oral production and their committed errors in the classroom, and the effectiveness of teachers' feedback as a strategy to overlap students' obstacles during their oral performance and also to encourage EFL students to develop their oral language. In order to conduct this research and check the validity of the main hypotheses, the questionnaire is the tool that is used in this study; the first questionnaire is administrated to second-year students LMD at EL-Tarf University to obtain insights about their teachers' feedback. The second questionnaire is done for teachers of English at EL-Tarf University to get opinions about their learners' obstacles when speaking, and about the effectiveness of the feedback. The findings obtained have shown that EFL students like to practice speaking but they find obstacles during their speech, and the teacher should correct these mistakes by providing their feedback. It can be effective at the end of the students' oral production by giving advice rather than criticism. The feedback is a helpful strategy to enhance EFL learners' speaking production.

Key words: EFL(English as foreign language) ,Feedback ,Speaking

ملخص

تعتبر ردود الفعل كأسلوب مهم في تدريس اللغة الإنجليزية كلغة أجنبية. تركز هذه الدراسة على آثار تعليقات المعلمين على الإنتاج الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية ، وبالتالي على فعالية تعلمهم. تعتمد الدراسة الحالية على الفرضيات التي تنص على أنه نظرًا لأن مهارة التحدث تعتبر مهمة صعبة ، يواجه الطلاب عقبات مختلفة أثناء إنتاجهم الشفهي. إن إبداء الملاحظات الشفهية للمعلمين من شأنه أن يكون محفزًا يشجع الطلاب على التغلب على العقبات التي يواجهونها وتحسين أدائهم الشفوي من أجل إنتاج جيد. ويهدف إلى تقديم بعض التوضيحات حول واقع الإنتاج الشفهي للمتعلمين في اللغة الإنجليزية كلغة أجنبية وأخطائهم المترتبة في الفصل الدراسي ، وفعالية تعليقات المعلمين كإستراتيجية لتجاوز عقبات الطلاب أثناء أدائهم الشفهي ، وكذلك لتشجيع طلاب اللغة الإنجليزية كلغة أجنبية على التطور لغتهم الشفوية. من أجل إجراء هذا البحث والتحقق من صحة الفرضيات الرئيسية لدينا ، فإن الاستبيان هو الأداة المستخدمة في هذه الدراسة ؛ يتم إرشاد الاستبيان الأول إلى طلاب السنة الثانية في جامعة الطارف للتعرف على آراء المعلمين. أما الاستبيان الثاني فهو لمدرسي اللغة الإنجليزية بجامعة الطارف للحصول على آراء حول عوائق المتعلمين عند التحدث . وقد أظهرت النتائج التي تم الحصول عليها أن طلاب اللغة الإنجليزية كلغة أجنبية يفضلون ممارسة التحدث ولكنهم يجدون عقبات خلال حديثهم ، وعلى المعلم تصحيح هذه الأخطاء من خلال تقديم ملاحظاتهم. يمكن أن تكون فعالة في نهاية إنتاج الطلاب عن طريق تقديم المشورة بدلا من النقاد. التغذية المرتدة هي إستراتيجية مفيدة لتعزيز إنتاج متحدثي متعلمي اللغة الإنجليزية كلغة أجنبية

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List Of Abbreviations And Acronyms

EFL :English as Foreign Language

FL : Foreign Language

L2 :Second Language

I.E :It Means

% :Percentage

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General introduction

Students' and teachers' perception of corrective feedback in oral proficiency

Introduction:

Mastering a foreign language has become increasingly important to people for different reasons since it is considered as the most widely spoken language by speakers of other languages . Even though language has four main skills to express with, speaking skill is one of the most important parts of teaching as well as it is commonly apparent that the academic speaking with its development is designed for students at University level.Learners at the university level are supposed to learn how to speak inside the classroom. Students through oral expression course, try to express their ideas without taking into consideration the grammatical rules, the pronunciation rules.The interference of the teacher is important,s/he infers in this situation and gives information through undertaking the feedback to improve the students' performance that we will discuss in our present study.

1.Statement of the problem :

The English language is mainly developed and learned when learners are interacted with the teacher or with each other. This interaction appears in practicing speaking in the classroom. Since speaking is important for teachers and learners. Speaking as a skill has been considered as a part of the syllabus in teaching English language. Teachers provide tasks in order to enable their students to communicate effectively and they should react to their students by giving feedback since feedback and guidance from the teacher are always necessary for students to learn and develop further. This task helps students to overcome the obstacles they face and errors they commit;among them: lack of vocabulary, mispronunciation, overgeneralization...Teachers of oral production use the feedback as an effective strategy to correct learners' errors. So, in this study, we will focus on the different ways feedback is present in oral expression courses, and the students' perception of the use of it in English classes in University level.

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2.Aims Of The Study :

Our study deals with teachers' role in the students' perception of oral feedback in improving their oral production :

- .This study is intended to give some clarification about the reality of EFL learners' oral production and their committed errors in the classroom.
- The effectiveness of teachers' feedback as a strategy to overlap students' obstacles during their oral performance and also to encourage EFL students to develop their oral language.

3.Research Questions :

The research questions selected and used in this project was the following :

- Do students face difficulties through their oral production ?
- Is feedback an effective technique teachers use it to improve students' attitude towards their oral proficiency ?

4. Hypotheses :

According to the questions introduced previously we come to the following hypotheses:

- Since speaking skill is considered as a difficult task,students face different obstacles during their oral production.
- Teachers' oral feedback would be a motivator that encourages students to overcome their obstacles, correct their mistakes and to improve their oral performance for a good production.

4. Methodology :

In order to constrain on the use of feedback to enhance EFL students' oral delivery ,we choose the descriptive method as an appropriate way to investigate our hypotheses.

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4.1.Sample :

The population of this research are Second year LMD English students at EL-Tarf University, the tool that is used is the questionnaire in order to achieve more reliable and comprehensive picture. This sample consists of 40 students and 05 teachers from the department of English.

4.2.Population :

To achieve stated objectives, both teachers and students at EL -Tarf University at the English department will be consulted in order to consider their opinions and to gain insights from their answers about the subject under investigation.

5.Structure Of The Dissertation :

The present research is divided into three chapters. The first chapter deals with theoretical part of the two variables which are :speaking skill and feedback. The second chapter deals with the practical part presents the research methodology , data analysis and interpretation. The final chapter deals with the discussion of the results and recommendations which addressed to the reader in general, teachers and students in specific.

Chapter One: Learners Oral Production And Teachers' Feedback

Part one: Learners Oral Production

Introduction

In teaching and learning a language, there are four skills: listening, speaking, reading and writing. Speaking skill is considered to be one major skill to be developed by EFL learners; since it is important for teachers and learners, speaking skill is the essential pillar to build up the learners competence because it is based on communication and interaction. This part concerns itself with speaking skill, this description go in deep and focus on the process of speaking skill. In addition to, the different stages of speaking, the main causes behind the difficulty of speaking skill and the main challenges that face students in their learning and finally, we are going to tackle the different activities that are used to teach speaking skill.

1. Definition of Speaking Skill:

Speaking is the heart of teaching English, it is considered as a difficult task, since it contains all the main elements of English language which are pronunciation, grammar, vocabulary, syntax, fluency, and accuracy. Speaking is one of the most difficult skills learners have to face, teachers of English, have spent all classroom's time trying to teach students how to write, to read and sometimes even to listen in an L2 because grammar has a long written tradition (Bueno, Madrid, and McLaren, 2006), ie; speaking skill is a way of communication that is used by the learners to exchange ideas in different context. Also speaking is the act of producing and performing the oral language to transmit the message in different situations in order to communicate with each other by expressing their ideas and feelings, responding to someone else, speaking skill is considered as a productive skill for putting the elements of language together to perform, or to construct the intended message. (Lindsay and knight 2006).

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2.Aspects of speaking:

Speaking skill's aspects need to put into consideration. These aspects show some challenges, and identify guidelines for understanding this skill and make activities to prepare learners to be able to communicate effectively.

2.1.Speaking is face to face:

According to (Cornbleet &Carter, 2001),The speakers like to make conversation face to face in order to understand each other and get feedback immediately through many assets, such as body language, gestures and also facial expressions.

2.2.Speaking is interactive:

According to (Bygate, 1998,Cornbleet & Carter,2001),if people are speaking face-to -face or by the telephone, the wheels of conversation usually turn smoothly, with participants offering contributions at possible moments.

3.What Makes Speaking Difficult :

Learning how to speak is very difficult for second language learners,according to (Brown.2000) ,there are some problems that affect students in their learning process:

3.1. Clustering :

According to (Brown.2000), in order to be fluent in speech, students should produce a phrasal speech or word by word.

3.2. Redundancy :

Learners, in this case, try to repeat, rephrase, and use the different expression such as: “I mean”...during their performance to make their passage understood.

3.3. Reduced Forms :

There are many reduced forms that affect the spoken language; morphological, syntactic, and phonological forms. morphological, and syntactic. Such reductions might be hard for students who have been studying “full forms” of the language.

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3.4. Performing Variable :

Learners should think at the same time of their oral performance using (uh,um...etc.).

3.5.Colloquial Language :

Learners have found difficulties to get used to the colloquial language (idioms, slang, and cultural knowledge.). the teachers have to get his students communicate using these forms.

3.6.Rate of Delivery :

Second language learners may face another problem which is to communicate fluently using the target language, so, the teacher has to speak the language rapidly and fluently.

3.7.Stress and Rhythm and Intonation :

These are characteristics of English pronunciation and they are considered to be very important to produce meaningful speech.

3.8. Interaction :

Interaction helps the student to develop their language when they are exchanging meaning,giving feedback, asking for an explanation.

4.The Importance of Speaking Skill :

learning a foreign language helps us to interact and communicate effectively outside or inside the classroom.According to (Ur 12 as cited In Kouicem 29),even though language has four main skills, people prefer to speak as if speaking skill is easy for them to express their ideas.Learners in EFL students are exposed to speak rather than write and read because they consider the development of the foreign language depends on the speaking skill. Thus , if they master the speaking skill they can easily master all the other skills. Speaking skill helps learners to express themselves, their ideas, their emotions and the other functions of the language.

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5. Classroom Oral Activities :

The teacher should present these types of activities to his student to provide them with opportunities to express their opinions. oral activities are considered as a part of the course in the classroom and also as a kind of speaking practice inside it.

According to (Lindsay and knight 2006), they state that the learners need to practice the Foreign Language in the classroom through exchanging ideas with each other. Among these activities the most widely used in the classroom are:

5.1. Role Play:

Role plays make learners imagine themselves in a situation outside the classroom ,and using the language appropriate to the context. Role play is the most common classroom speaking activities. the teachers use it to vary the kinds of the spoken interaction experienced inside classroom. also it helps students to develop their perspective by exploring feelings in the given situation. This activity is said to have positive impacts on students. It gives students the ability to share feelings with each other, practice their oral skills and interpretations, and also it develops both speaking and listening activities.

5.2. Simulation :

Simulation is a kind of role-play activity that can develop fluency. Students in simulation speak and react to themselves. For a simulation to work, it must have characteristics, hence, the students feel their involvement in the situation and they act as a real participant, also the teacher creates the appropriate environment. However, it seems somehow difficult to differentiate between the two activities (role play and simulation as a type of a role play) , but the clear difference lies in the fact that simulation is more difficult than role play since it requires learners not to act as characters that are not their own but get more personally involved (using their own background). In simulation students generally, work with small groups to feel confident, cooperative, sharing ideas and create motivation.

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5.3. Story- Telling:

stories have the benefits to help students produces the language.(Thornbury 2008) says: “Storytelling is a universal function of language and one of the main ingredients of casual conversation”. also, he claimed that narration is one of the classroom means of practicing speaking their; its aim is to give learners chances to narrate folk jokes or dramatic incidents depending on exposed pictures.

5.4. Discussion (debate):

The most preferred activity and the best ways of presenting a speech is the discussion since it is an interesting form of oral practice inside the classroom, the teachers prefer to make discussion because it supplies enjoyable and productive speaking in the language classroom. The discussion becomes effective when it happens spontaneously. Discussion activity helps students inside the classroom to develop their communicative abilities since it gives them the chance of expressing ideas orally in a good manner, find an alternative solution because, during the discussion , learners can give their personal experiences and, where they tackle different topics and subjects which concern every individual.

5.5. Information Gap Activities:

This kind of activity gives the learners the opportunity to exchange information. According to (Lindsay and knight 2006), information gap activities is the act of interaction between students to give information as the learners help each other. They denote some arrangements of information gap activity such as :

- Describe and draw: one learner describes a picture that is drawn by the other partner .
- Describe and arrange: one learner arranges objects which the other partner instructs .

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- Describe and identify: learner tries to identify a picture that is described by his partner from a set of pictures .
- Find the Differences: each learner in pairs has the similar pictures and he tries to describe his picture to his partner in order to find differences between them.
- Asking for information: learner asks for necessary information he needs from his partner .
- Asking for and giving directions: learner indicates to his partner certain places marked on the map .

6.EFL Students Make Mistakes and Errors:

When EFL learners produce the second language, they face many obstacles and commit mistakes because they have enough knowledge to master the language as the native speakers. The teachers must take into their consideration that the students make mistakes as a useful way of the learning process. This mistakes can be divided into types: “ slips” when the students correct themselves, “errors ” when the student cannot correct themselves, the teacher gives his explanation, and “ attempt” when the learner try to correct themselves without knowing the correct form.

6.1. Overgeneralization:

According to (Brown 2000), he denotes that it is a process we found it in the second language learning. Overgeneralization is the act of generalization of structures, rules in the target language, not affected by the first language. It happens when the learners are not familiar with the second language.

6.2. Interference:

Learners of EFL sometimes interfere their first language when they produce the second language, in order to overcome problems that affect their oral production.

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According to (Brown 2000), the person should facilitate the second language learning through using his/her previous knowledge and experience. However, he also declares that the native language is the first experience, and the interference is affiliated to the negative transfer of the first language into the second language. If learners know how to benefit from their knowledge where they transfer positively from first language to second language.

6.3.Fossilization:

Fossilization is one of the most manifested phenomena in EFL learners' speech. This latter almost happens in the early stages of learning a second language. It refers to the incorrect information that is held in learners' minds. (Brown 2000) notes that Fossilization is affected by the absence of internal motivating factors, seeking interaction with others, consciously focusing on forms, and one's strategic investment in the writing process.

6.4. Problems with Grammar:

Grammar is one of the most crucial elements in the English language written or orally, hence, learners should use the features of the grammar in order to express their ideas during the oral performance. (Thornbury 2008) state the different features of the grammar in Speaking 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 the vagueness 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 ellipsis.
- Using the performance effects which refer to what the speaker indicates when he

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faces difficulties. These performance effects can be as hesitation, repetition, false starts, incomplete utterance, and the ambiguity of the structure. Without these feature , learners cannot communicate and interact with others successfully.

EFL learners commit many grammatical errors in their oral production , the common ones are :

- they do not know how to use the pronouns.
- The miss use of the transition signals.
- Difficulties in choosing tenses according to the context.
- Mistakes in the addition of “s” in the present tense.
- The miss use of word-order for instance in the placement of the adverbs and adjectives.

6.5. Vocabulary:

According to (Thornbury 2008),EFL learners should enrich their knowledge of vocabularies in order to develop their English language learning, they cannot acquire more vocabularies without know the correct form. There are many difficulties and obstacles that affect learners in undertaking the appropriate vocabularies for expressing meaning because they miss practicing them in their speech, they do not know how and where the vocabularies are used, they lack practicing reading and listening, they just use certain vocabularies for conveying the intended message in the course.

6.6.The Lack of Fluency:

Also(Thornbury 2008) notes that fluency is considered as the most important features of the speaking form. Learners in EFL classes, face a big problem which is the lack of fluency. They try to produce the English language orally without taking fluency into their consideration because they have no idea about it, and how it works, so, they hesitate, and cannot speak fluently for a long time. Hence, the teacher should make students familiar with fluency, he should show them how it positively involves their speaking.

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Learners have to train the speaking skill outside classrooms to improve their oral production.

6.7. Misspronunciation:

Pronunciation is the core of speaking skill and the intonation. Pronunciation is the students' ability to articulate sounds for communicating with each other. Most of the learners pronounce words incorrectly because of the lack practice of listening, the miss of teachers pronunciation, and fluency. Teachers should provide their learners with the correct pronunciation of the new words.

7. Error Correction:

During a speech, EFL learners face many errors, the teacher should avoid these errors, and correct them in several ways. According to (Doff 1995), the teacher must be aware and flexible on each learner error corrections'.

Teachers use positive strategies to correct the learners' errors :

- The teacher gives his learner the chance to say the sentence correctly.
- The teacher shows his learner the error then he asks him to try to correct himself.
- The teacher gives the same question to another learner in order to correct his classmate mistake, and then he returns back to the first learner to say the correct sentence.

Conclusion:

speaking skill is an important point in teaching the second language since it is should be given an emphasis in order to develop the learners' production and learning. Also the teacher should use the different oral activities, in order to involve his learners in the task and to motivate them orally. Through the EFL learners' speaking production, they deal with problems they find in their communication by using either the achievement strategies or the reduction strategies in order to communicate correctly. The teacher's role in this situation is to listen to what his learners said in order to correct these mistakes in different ways.

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Part two: teachers' feedback

Introduction:

In teaching the English Language, the teacher has to apply many activities in order to develop his learners oral production. So, the teacher should act as a helper, corrector, controller, or providing feedback to correct their students' mistakes. The feedback is one of the teacher tasks to correct the committed mistakes during students' speech. However, the teachers look for their students' reaction to the given feedback to guess to what extent the feedback is useful. In this part, we will tackle the teacher feedback in which we will discuss its definitions, types, and the importance of the feedback, then to the feedback during the oral tasks which are concerned with the accuracy tasks and the fluency tasks, in addition to the students' response to their teacher feedback, and finally it will be dealt with the effect of the feedback.

1. Definition of feedback :

The term feedback can relate to many issues, and can be used for different purposes. So it has several definitions. To understand feedback; is to see it as "information that students are given about their performance with the intention of guiding them in acquiring desired attitudes and skills" (Westberg and Hilliard 2001:13).

Also (Hattie and Timperley 2007) modestly say feedback to be "one of the most powerful influences on learning and achievement". With this note, it is crucial to indeed see the effect that feedback has on people in different contexts and situations, all the way from homes to schools and classrooms. Feedback is relating also to the ground of education arises from the suppositions that feedback is what one needs in order to learn.

From A dictionary, feedback is defined in the following: "helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc."

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(Merriam-Webster 2015). According to this statement, feedback can be given on multiple results and with different approaches. The fact that is given to ameliorate the receiver's performance is the important one in the future.

Further, Askew (2000:6) claims that feedback is simply "a judgement about the performance of another". Here, She continues to say, when the feedback is given, the one who receives is always someone who is not as accomplished in that topic as the one who gives feedback. In other words, it is pretended that the one giving feedback is more knowledgeable to advise someone else. This is the case with teacher-student feedback since the teacher helps the students by using expertise. Moreover, it can be pretended that whether the one giving feedback is a student talking to another, or a child giving feedback to an adult, the receiver of the feedback is someone who is not aware of the results. These assumptions that will not always hold true, but are a good base for the concept of feedback.

According to those definitions, it can be said that feedback is defined as a kind of correcting learners' mistakes and errors in the process of learning in order to differentiate between the correct and the incorrect form, to learn the language, and to enhance the proficiency level.

According to (Duly, Bust and Krashen 34. As cited In Maarek 19), feedback refers to the information or suggestion that the listener or a reader gives or provides to his learners speaking performance or written proficiency.

(Mc Donough et al. ibid.) identify two components of feedback: assessment and correction. Correction consists in giving information on what is right or wrong on the different aspects of learner's performance, while Assessment consists in giving information on how well a learner has performed. Feedback is the input from a reader to the writer with the effects of providing information to the writer for revision. (Keh, 1990: 294).

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2.Types of Feedback:

Teachers' feedback can be done in different ways. The oral feedback, written feedback and peer feedback.

2.1. The Oral Feedback:

Oral feedback can be given to an individual, to a group or to the whole class (Brookhart 2008). Oral feedback is considered as the most natural one, because it can be given frequently (Clarke 2003), since the learner knows what one has done right, and what can be improved after the performance, not a day or a week later.

2.2 The written feedback :

It is the most important part of the feedback system. With written feedback, one basically aspires to achieve the same goals as with oral feedback. (Ken 1990) defines the written feedback as: "...written substantial comment on their papers, justifying the grade they have given and providing a reader reaction ". In another word, the written feedback is a form of comments on the learners' piece of writing in order to tackle what is abnormal in their writing production.

2.3 Peer Feedback:

According to (Hyland 2003), the effect of peer feedback is focused on the use of the comment of peers in their tasks; students should comment on their classmates brain storming and outlines of their ideas before doing the draft. Peer feedback has an advantage of making students exchanging their ideas, and do not only have to rely on the teacher's knowledge. However, peer feedback does not work well in every situation. Peer feedback can be less trustworthy than the teacher's feedback. Students may not know how to give feedback properly, or are not motivated to do so. (Brown 2004).

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2.4. Corrective feedback :

In Lyster and Ranta's study (1997), corrective feedback is either a positive or negative evidence provided by the teacher to the students who make a mistake in their utterance.

They divided it into six types :

2.4.1. Explicit correction : the teacher indicate that the student's utterance was wrong, and provides the correct form. . For example : the bison and the cr...crane." And the crane. We say crane."

2.4.2.. Recast : the teacher implicitly correct the student's mistake ; he repeats the student's utterance and use the correct form *without* indicating that the utterance of the student' was incorrect. For example :

S1 –When you're phone partners, did you talk long time?

T –When you were phone partners, did you talk for a long time?

S2 – Yes, my first one I talked for 30 minutes.

S1 –Why you don't like Marc?

T –Why don't you like Marc?

S2 –I don't know, I don't like him.

2.4.3. Clarification request : By using phrases like "Excuse me?" or "I don't understand,"

In this type the teacher indicates that there is an error in the utterance of the learner ,and it needs a reformulation . For example :

T –How often do you wash the dishes?

S –Fourteen.

T –Excuse me. (Clarification request)

S –Fourteen.

T –Fourteen what? (Clarification request)

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S –Fourteen for a week.

T –Fourteen times a week? (Recast)

S –Yes. Dinner and supper.

2.4.4. Elicitation : The teacher directly elicits the correct form from the student by asking questions. For example :

S –My father cleans the plate.

T –Excuse me, he cleans the???

S –Plates?

2.4.5. Repetition: The teacher tries to repeat the student's error and adjusts intonation to draw student's attention to it. for example: "The...the giraffe?", "The giraffe?".

3. The importance of feedback :

The most important aspect of the teacher is to provide feedback to student responses. When this feedback becomes absent, students know that there will be something unsatisfactory with their answer (Tsui, 1995). According to Tsui (1995), teacher's feedback is a part of evaluating and providing information related to students' responses.

It is very crucial for teachers to define what an error is, if it has to be reformed immediately, who has to do the correction and, finally, what type of correction is suitable for learning purposes. Studies in error treatment have pointed out that the best thing the teacher can do is to ignore the error, in circumstances where students do not seem to have reached a stage in interlanguage development where they will benefit from the corrective feedback provided by the teacher (Allwright and Bailey, 1991, as cited in Tsui 1995).

4. Effects of feedback :

While the feedback is given in usefulness, and the student who receives it is motivated, it can be effective for students to gain a better knowledge of the language. There are many different components that may have effects on the learners' comprehension and uptake. This

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latter refers to “a learner’s immediate response to corrective feedback on his/her utterances” (Lightbown & Spada, 1999:179), when corrective feedback is used as “an indication to a learner that his or her use of the target language is incorrect” (Lightbown & Spada, 1999:172). However, feedback is not appropriate in all situations. For instance, the teacher cannot interrupt or give feedback when a student is making a speech. Since the student cannot concentrate on the given feedback. (Hedge, 2000:164).

5. The teaching of oral skills :

For the English subject in the high education system, a student should acquire “an ability to master a language’s form, i.e. its vocabulary, phraseology, pronunciation, spelling and grammar. Competence is also developed in forming linguistically coherent utterances, which in terms of their contents and form are progressively adapted to the situation and audience”. (Skolverket: Språk 2000).

It often says that “English should not be divided up into different parts to be learnt in a specific sequence”. As stated before, both form and content are important and the teacher should help the students to find how to gain these goals. Goals to aim for, when it comes to oral production, is to help students “develop their ability to take part in conversations, discussions and negotiations and express with subtlety their own views and consider those of others” and “develop their ability to speak in a well-structured way, adapted to the subject and situation”. (Skolverket: Språk 2000).

In higher education class, students practise their oral skills as one important aspect of their foreign language. When students pronounce words incorrectly, make syntax errors, or use words in a context where they do not belong, the student have to receive feedback that makes him/her aware of the error and thus provides information about how to avoid making the same mistake again.

6. Teacher's Feedback During the Oral Work:

(Harmer 2001) claims that teacher's feedback is helpful through the oral tasks, in which the teachers should react to their learners' performance in a different way; the helpful feedback based on the activity, the type of committed errors, the stage of the lesson, and the particular receiver of the feedback.

6.1. Feedback During Accuracy Work:

Firstly, teacher shows to their students the mistakes, and then they explain or give information about these mistakes. teachers should be aware of the several techniques to show the correctness of the mistakes in order to provide the effective feedback. Since the teacher point out to the mistakes that are considered as slips, the learner is able to correct themselves.

6.2. Feedback During Fluency Work:

It happens when the teacher respond to the student's speaking in a fluency task; they do not focus just on the performance, but also on the way the learners behave in fluency tasks in the future. It will be well if it is done after the task, not during it.

7. Students Reaction to Teacher's Feedback:

The usefulness of the teacher's feedback depends on the students' reaction to it, whether positively or negatively.

According to (Bloxham and Boyd 2007), teacher's feedback can take many forms that the learners should perceive such as feedback from peers, or question and answer; then, they claim that the students ask for clarification of the provided feedback. The teacher makes the value of the feedback's effectiveness when the learners learn something in their oral performance.

Conclusion:

this part which is entitled "The Teacher's Feedback" dealt with teachers as an important elements in learning and it is considered as the teacher is the core of the teaching process, he

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has many characteristics that help them to succeed in his teaching and to motivate his learners develop their language level and proficiency. The feedback is a form of giving information to correct learners' mistakes in order to develop their oral production. It will be effective when the learners respond positively. the EFL teacher concerns the feedback as a helpful technique to improve his learners speaking performance and to increase their language proficiency.

Chapter Two : Research Methodology And Data Analysis

Part One : Research Methodology

Introduction

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

1. Research Design :

The Descriptive method is an appropriate way to investigate the previous hypotheses by using the case study of second year LMD students of English at EL-Tarf university.

2. Sample :

2.1. Teachers' sample :

The sample of this study contains five teachers, three teachers of oral expression and the two rest teachers of different modules. They are chosen randomly. The reason behind choosing this sample is to know more about the students' oral proficiency. As well as the mistakes made by the learner. The two types of teachers represent the sample to obtain useful information that serves the investigation.

2.2. Students' sample :

There are 115 second year LMD English students, this sample consists of forty students, and they are enrolled for the academic year 2017/2018. This sample has chosen according to the reasons of :

- Second-year English students have been studied oral expression course in the previous year they are more experienced in using the English language in the classroom.

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- The role of teachers' feedback will be apparent in their oral performance.

3.Data Gathering Tools :

To answer the reasearch questions,qualitative data from teachers' questionnaire would be collected.

3.1. The Questionnaire:

It is an instrument for data gathering; it is done to collect information in order to answer the research questions.

3.1.1. The Description of Students' Questionnaire:

The students' questionnaire is designed by the fact of combining it with the theoretical part. It consists of fifteen questions. It is given to forty-second year LMD English students at EL- chadli benjdid University in El Taref. It is administrated in the second week after spring's holidays, exactly on 15th April; I is given to students of one group because most of them are absent. Fortunately, all of them give back it in the same session. The questionnaire includes three sections: background information, speaking skill, and teacher's feedback.

- Section One: Background Information

From question one to question four, they are designed to get general background about the participants through exposing to their gender, their age, the main reasons to chose to study the English language at the University, their evaluation to their level in English,with justification.

- Section Two: Speaking Skill

From question five to question ten, they are allowed to obtain participants' background in oral expression course.The information is got through their interest in oral expression course, about whether they are interested in oral expression,if this course helps them to improve their speaking, about their preferred oral activities,do they like speaking,their opinion about speaking skill as a task,and their reaction to these difficulties.

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- Section Three: Teacher's Feedback

From question eleven to question fourteen, they are designed to collect students' background about the teacher's undertaking feedback, the focus when the teacher corrects his learners errors, the situations in which the teacher provides feedback, the way the teacher follows to correct their learners' mistakes, their feeling when they are receiving feedback. The final question is opening ended which allows the students to be free in their answers to this question in order to collect more explanations about the role of teachers feedback in improving their oral performance.

3.1.2.The Description of teachers' Questionnaire:

The questionnaire is handed out to a total of five teachers who are teaching oral expression .It contains thirteen questions. Question numbers 3and 4 will respond if the time for teaching oral is enough to improve speaking skill, and about the errors, students commit in their speech. the question 5to 13 will answer if the teachers think that feedback is important at all and what type they prefer. These questions is helped to determine if teachers use oral feedback when they correct their students' oral mistakes.

- Section one :background information

This section is designed to know about the teachers' experience in teaching English, and the level they have taught through their career.

- Section two :speaking skill

Two questions in this section are allowed to obtain teachers' opinion about whether the time of teaching oral expression is enough,and the errors that students commit.

- Section three :Teachers feedback

From question five to thirteen,they are designed to gather teachers' opinion about feedback task,the importance of giving feedback to students,what does teacher comments through giving oral feedback,and whether feedback is effective or not.

Part two: the Analysis of Students' and Teachers' Questionnaire

1- The Analysis of Students' Questionnaire :

Section one : General Information

Question 1. Gender Distribution

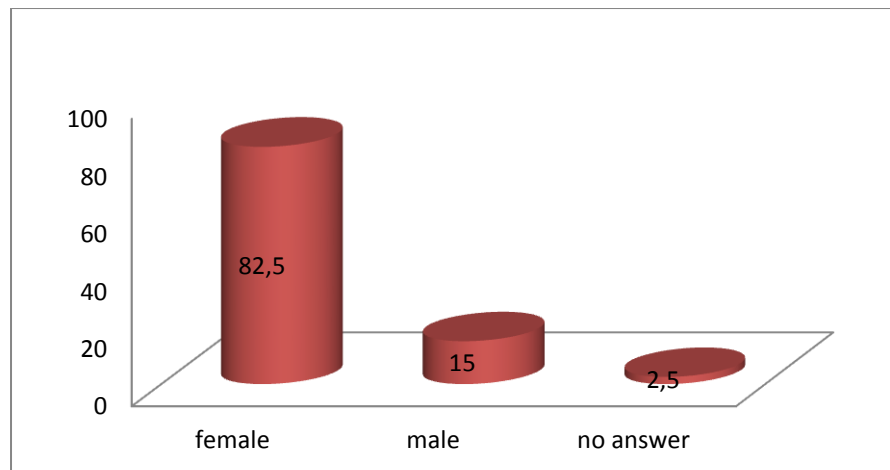


Figure 01: students' gender

From the above figure, it has been noticed that more than a half 82.5% (33) of students are females, whereas the remaining ones are males. One student does not mention his gender. The population is characterized by a female over presentation, which means that this latter may be more interested to learn Foreign Languages.

Question 2. Age Distribution

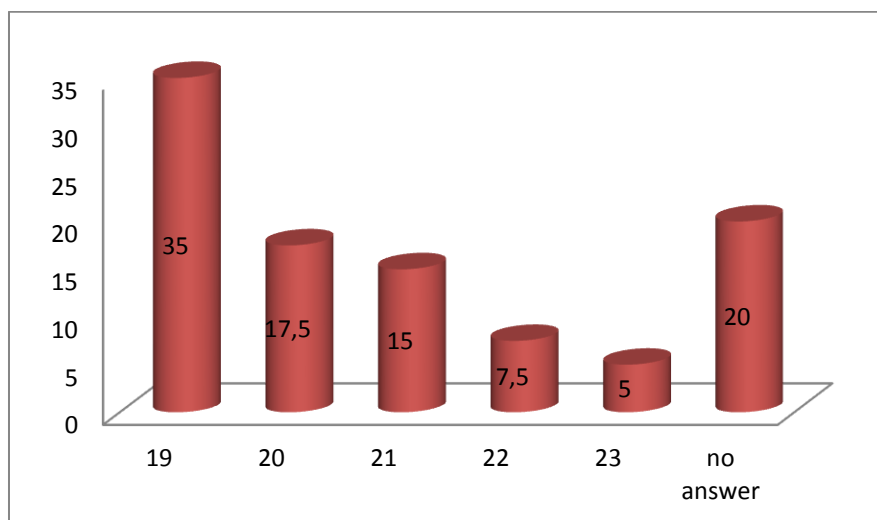


Figure 02: participants' age distribution

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According to the chart results, the students' scope of age is between nineteen and twenty three years. Our population is extremely a young one. This biggest population refers to those whose age is twenty years old than those of 21-22-23 years old. 08 students among the whole did not respond to the question. The results shown indicate that this young population is suitable for the study. Young population is related to motivation and interest to produce a correct language. This is may be through being introduced to teacher feedback's importance to realize that goal.

Question 3. The Choice to Study English is :

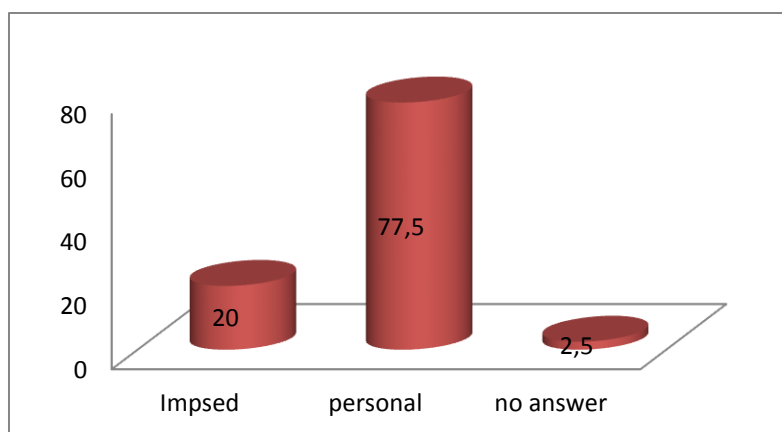


Figure 03: participants' choice to study English at the University

This graph identifies that the most of the students (77.5%) declare that their choice to study English is personal. this means that they are motivated, anxious, and desired to learn more about the English language: they choose to study English because they love English language, as it is considered as the first language in the world, they are ambitious to know more about the language, they want to use English language for communication, for teaching, or other future requirements. Whereas the remaining ones (20%) mention that their choice to study English was imposed because of many reasons. Among which were imposed by their parents or their marks do not allow them to study English. One student does not mention his choice. Students personal willingness to study English confirms the view which states that the respondents have a real wish to gain a better oral performance.

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Question 4. Are you interested in oral expression course?

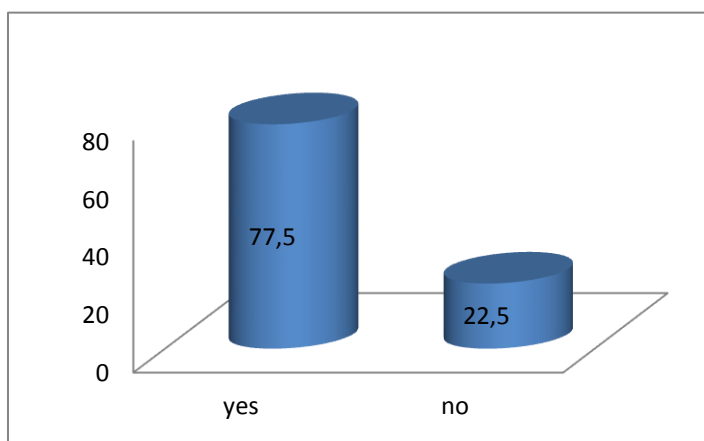


Figure 04: participants' attitudes towards the oral expression course

The students' responses indicate that 77.5% of the sample are interested in oral expression course because they think that this course encourages them to develop their speaking and their listening skill in the English language and to express their ideas correctly, in addition, it provides them with the chance to get the new vocabulary and good pronunciation. Moreover, they think that during that course they can perceive their mistakes and they learn how they correct these mistakes. While 22.5% are not interested in oral expression course because of the boring tackled subjects, the lack of audio visual aids, the shyness from their mistakes, and the hinders when speaking. So, they think that they can improve their proficiency in other ways.

Question 5. Did that course help you to improve your oral performance?

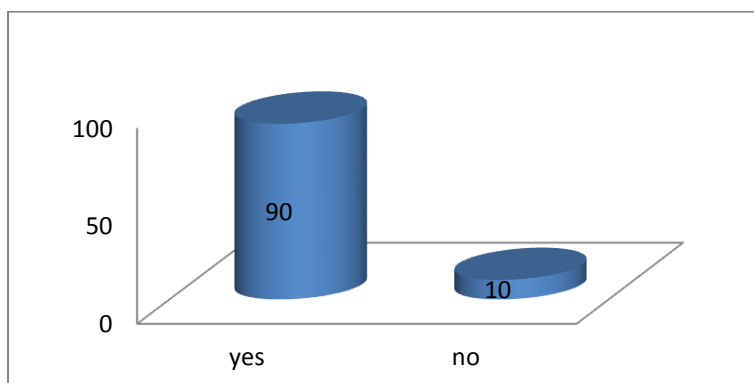


Figure 05: participants' attitudes towards the improvement of the oral performance during the oral expression course

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As it is apparent from figure 05, most of the students (36) respond positively to the question and state that the oral expression course helps them to improve their oral performance. So, they declare that through this course they develop not only the speaking but also the other skills and consider the speaking skill as the basic one, they acquire new vocabularies, they express their ideas and speak fluently without shame, they recognize their mistakes then correct them .(as one of the students states that this course is like a correction of the committed mistakes), they deal with the different activities and tasks, and they are encouraged to speak. The four rest students said that oral expression course does not help them to improve their oral performance.

Question 6. What is your preferred oral activity?

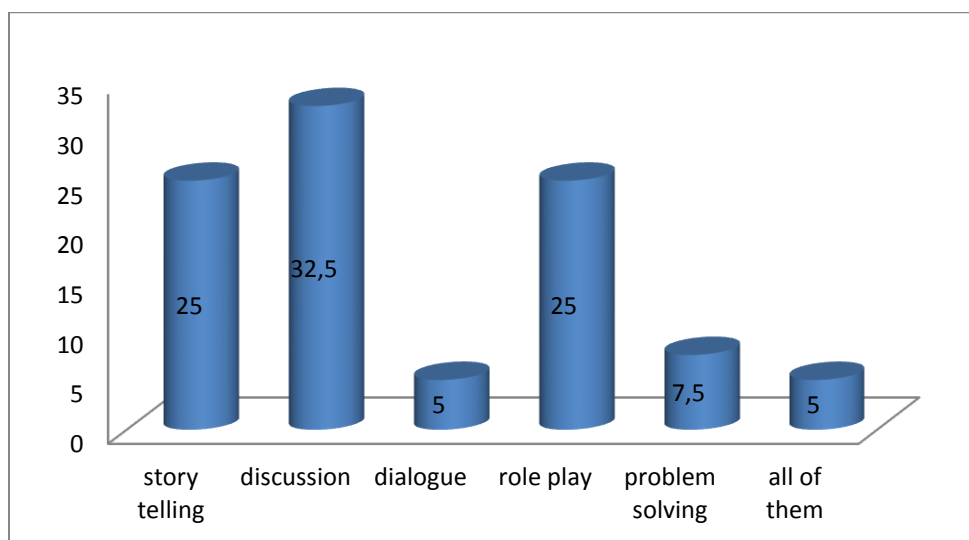


Figure 06: the students' perspective toward their preferred activities to be tackled in oral expression course

According to the results mentioned in the above graph, the high percentage is for the discussion activities and then the story telling and role play. The students prefer these kinds of activities because they may enjoy in acting, in expressing opinions, and in narrating a stories; furthermore, these activities encourage and motivate the learners to acquire more the oral language and to feel free to express themselves. The low percentage is for the two other

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activities which are problem solving and dialogue because the students do not find them beneficial to acquire the oral language.

Question 7. Do you like speaking?

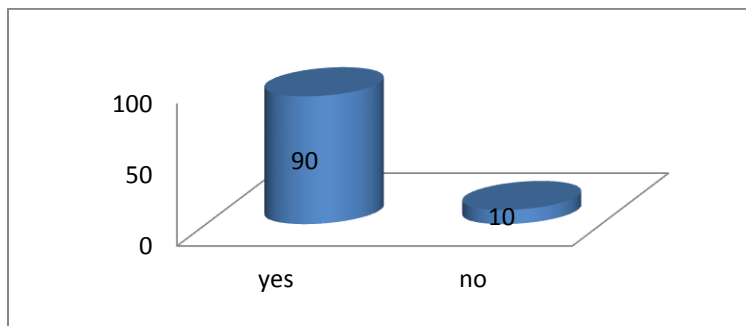


Figure 07: participants' attitudes toward the speaking skill.

The participants' answers show that 90% from the sample demonstrate that they like speaking. This factor motivates them to speak without constraints; for example, fear of making mistakes, shyness, lack of vocabulary, etc.... Moreover, they give some justification about their answer: They stated that the speaking is one of the most important skills that improve their capacities in English language in order to communicate effectively, and to be good user of the language. However, the others (10%) do not like speaking which is due to facing obstacles when speaking such as: lack of vocabulary, mispronunciation, grammatical mistakes, interferences, bothering from their teacher's strict way of correcting mistakes, or tackling the boring subject.

Question 8. In your opinion, speaking in English is :

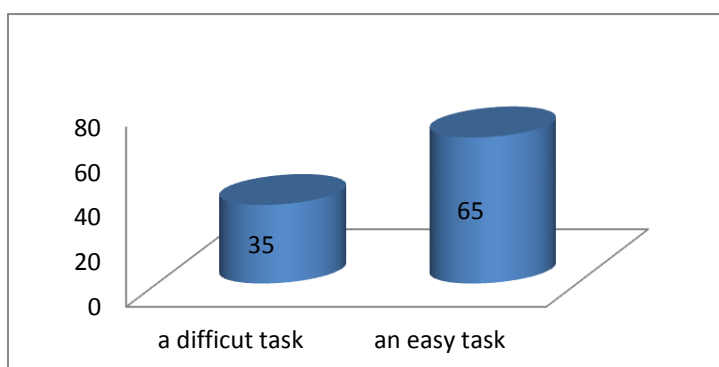


Figure 08: the students' responses towards the difficulty of speaking skill

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It can be noticed from the analysis of the question 08 that 14 students considered the speaking skill as a difficult task which refers to the existence of difficulties when speaking, so they need a help from their teacher to overcome these difficulties through controlling them then giving some encouragements, advice, suggestions, or more explanation in order to speak easily and correctly. In the other side, 26 students declared that the speaking skill is an easy task because they may be motivated to learn the language, they are aware of their mistakes and given the chance to correct them whether individually or by their teacher, and are fluent in their speech.

Question 9. Do you find difficulties when speaking?

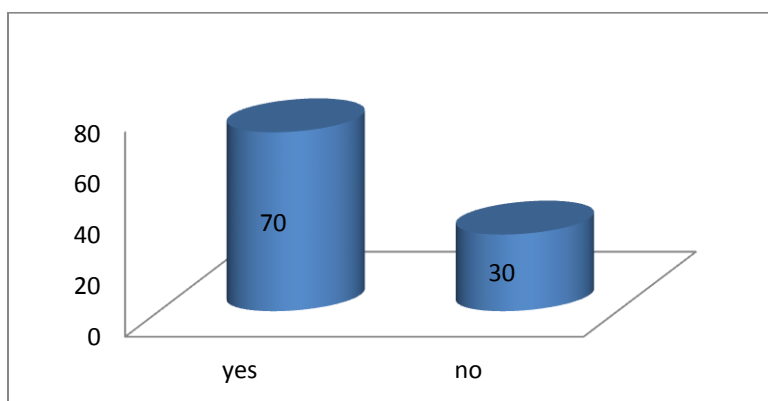


Figure 09: participants' attitudes toward their difficulties when speaking

From the replies to this item, find 70% of the sample face difficulties in their speaking which refers to what it mentions in the previous item. Whereas 30% of the students show that they do not face difficulties when speaking because they may aware of the English language.

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***if yes, what are they?**

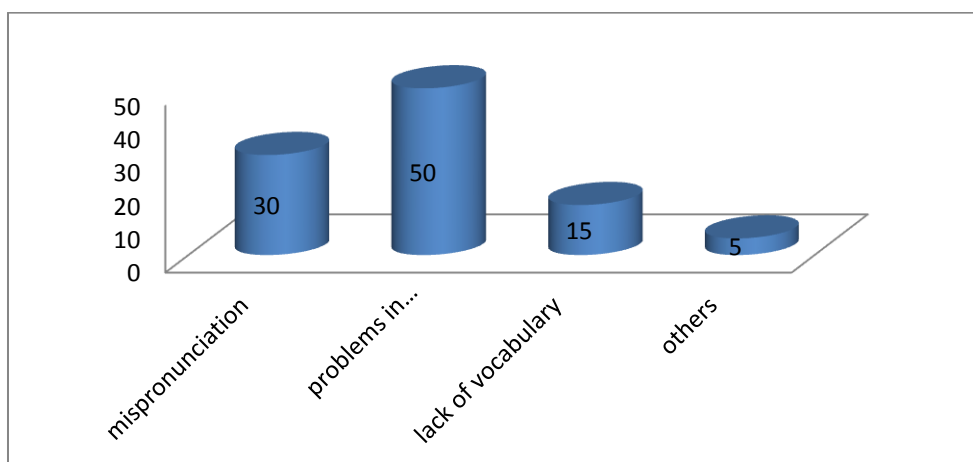


Figure 10: the different difficulties which the students encounter when speaking

When the above result is encountered, it has been found that the number of answers and the percentage of all of them is more than the sample that is used. These are due to the multiple choices of the students answer the same question. According to the students' views, 50% of the students declared that the big problem they faced when speaking performance is the grammatical mistakes, 15% of students stated that they face lack of vocabulary when speaking, 30% of students stated that they face mispronunciations, while 5% students mention other difficulties during their oral performance among them: they feel shy, they do not study English before, and they do not habituate speaking in their daily life.

Question 10. Does your teacher try to correct your errors when speaking?

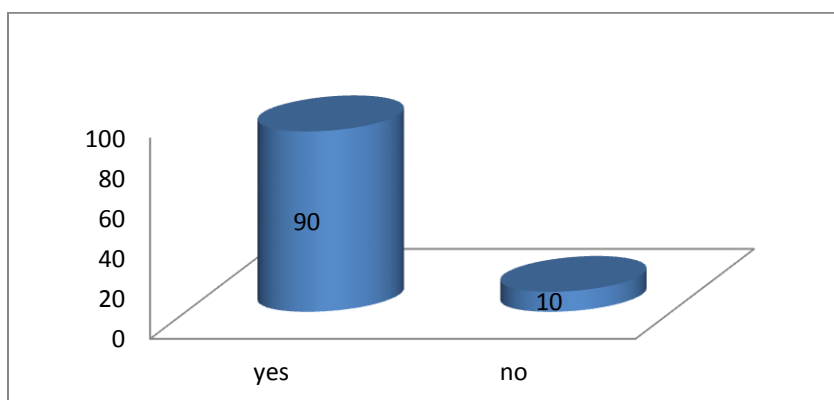


Figure 11: teacher's correction of his learners' errors when speaking

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The above results show that 90% (36) of participants claimed that their teachers try to correct their errors i.e their teachers are aware of their students' needs to be exposed to a correct form of language, and they try to improve their proficiency in speaking and to encourage their students to learn more about the language. 10% (04) of participants declared that their teachers do not try to correct their mistakes which make them repeating the same mistakes each time because they do not distinguish between the wrong form and the correct form, or they think that what they have produced is correct since they have not been corrected.

Question 11. Does your teacher give you feedback during your speaking tasks?

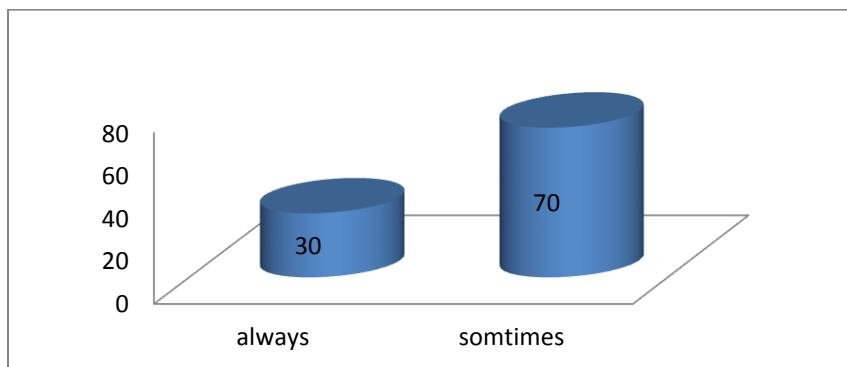


Figure 12: teacher's frequency to give feedback during his learners' oral performance

The high percentage is devoted for the second answer which states that the teacher sometimes gives feedback to their students because he thinks that the provided feedback makes them feel angry or he does not recognize the importance of his feedback in improving his learners' oral proficiency. Only a few of them (12) stated that the teacher always gives feedback to his students. This refers that the teacher is not aware of their students' mistakes and he does not provide them with more explanation or advice in the appropriate time to correct these mistakes which refer that the teacher does not give importance to his students' errors.

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Question 12. How did your teacher correct your errors?

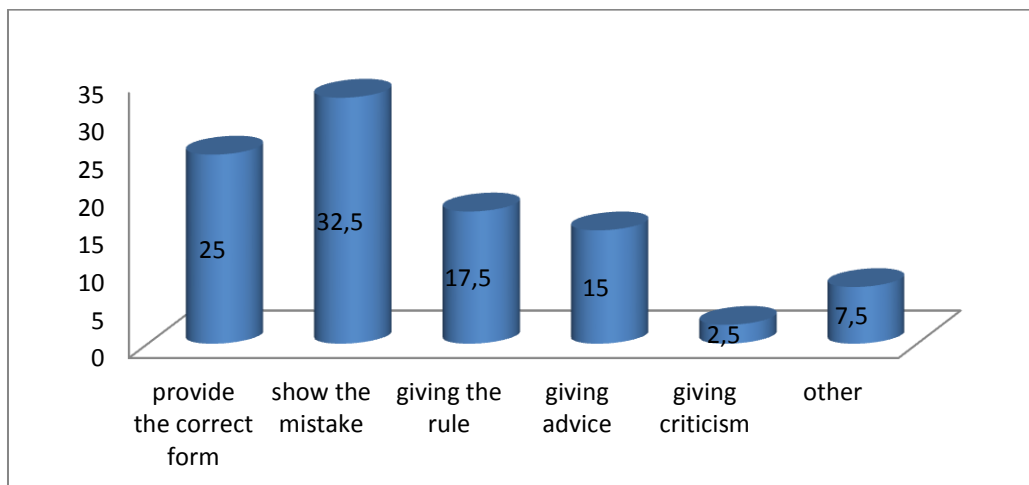


Figure 13: participants' responses about their teacher's form of giving feedback

The results mentioned in figure 13 show that the high percentage of the students' answers is devoted for their teacher's correction through showing the mistake and through providing the correct form because their teacher found that these two forms of correction are the appropriate ones to make them learn from their mistakes. Less percentage is devoted to the teacher's correction through giving the rule and giving advice because their teacher noticed that these forms of correction are somehow ineffective. The low percentage is devoted to teacher's correction through giving criticism because he infers that the criticism makes his students feel angry or bothered and react negatively to the teacher's feedback.

Question 13. Do you feel bothered when you receive feedback?

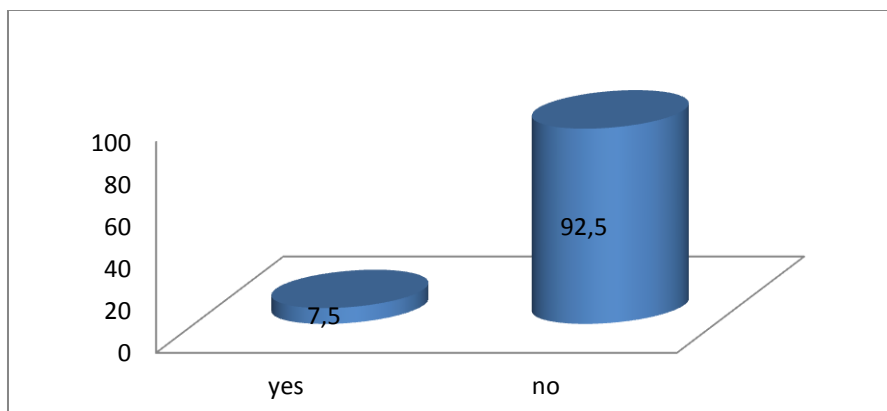


Figure 14: participants' reaction towards receiving feedback

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We can notice from the chart 14, thirty seven (92.5%)students said that they responded positively towards receiving feedback and they did not feel bothered when they receive it, as it is expected to help them learn more about the language from their errors and to develop their oral performance. Three students argue that they feel bothered when they receive feedback. They give some justifications among them:

- Because it creates certain stress for them in front of their classmates
- They feel bothered when the feedback provided to them more than once for the same mistakes
- If it is provided in inappropriate situation or in a hard way.

Question 14. In your opinion, explain the role of teacher's feedback in improving your oral performance?

The students' answers to this open-ended question vary to include the following:

- It helps me to improve my pronunciation and the way of speaking .
- It is important for me because I take a lot of benefits from it in order not to repeat the mistake again.
- feedback makes me speak correctly
- It is considered as the correct input in the class.
- It is as a leader, motivator, guide, and helper for improving my speaking performance.
- Teacher should give different exercises to avoid mistakes and give the chance to correct each other.
- The effective feedback depends mainly on teacher's way and manner of giving it.
- Teacher's feedback should be at the end of the learners' oral performance in order not to confuse them with their performance. When the teacher gives criticism during the learners speaking performance, they lost their confidence.

2-The Analysis of Teacher' Questionnaire :

Section one :background information :

Question 01. how long have you been teaching English?

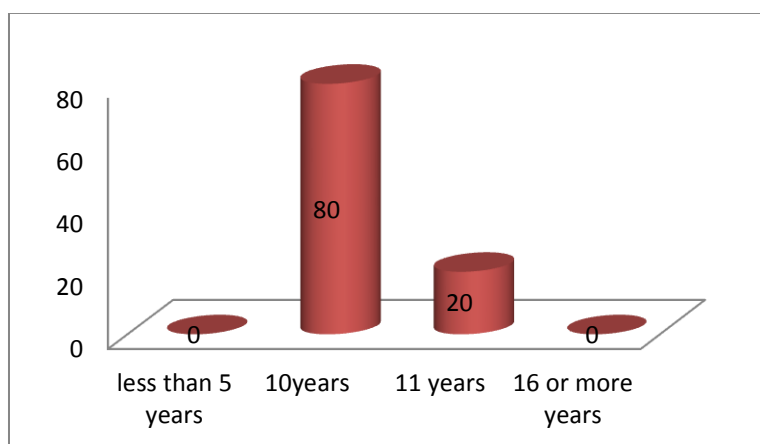


Figure 15 : Years of teaching English

The figure below shows that most of the teachers that are asked to answer the questionnaire have been teaching for many years, in fact four of the teachers in this investigation have been teaching 10 years .and also one teacher have more than ten years experience of teaching English as a second and foreign language.

Question 02.which level have the teachers taught through their carrer ?

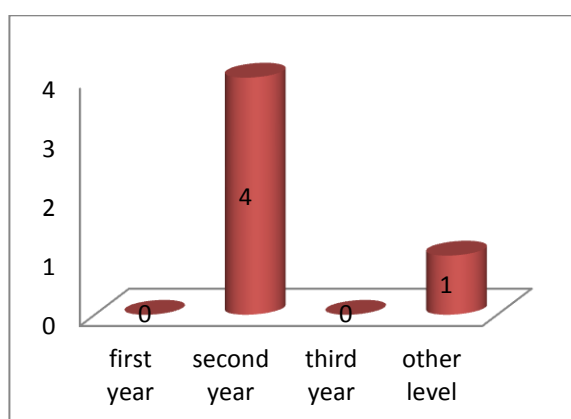


Figure 16 : level of teaching

Most of the teachers have taught second year students,just one teacher have taught oral expression to master level.

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Question 03. do you think that the time for teaching oral expression course is enough to improve speaking skill?

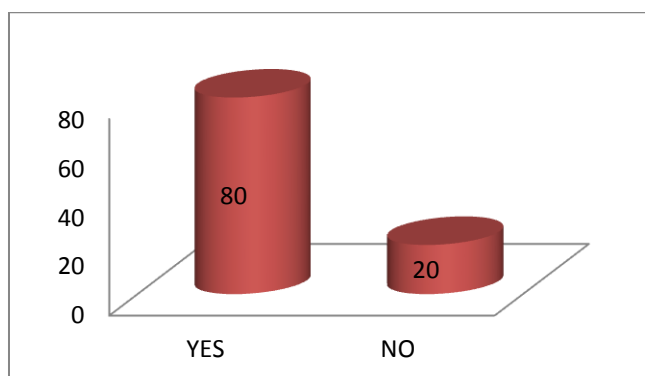


Figure 17. Time of teaching oral expression.

The above figure mentions that the majority of teachers indicated that the time given is not enough for teaching oral expression course to fully develop the EFL learners oral proficiency; furthermore, they agreed on the importance of this module to help learners enhancing their communicative abilities.

Question 04. what are the errors that the students commit in their speech?

The replies showed that learners commit many errors when speaking among them: interference, mispronunciation, problems in grammar, of utterance structure, the use of adjectives and adverbs, and the poor of vocabulary. They claim that their students know how to speak, but they cannot produce the oral language.

Question 05. Do you undertake the feedback as a tool to correct their errors?

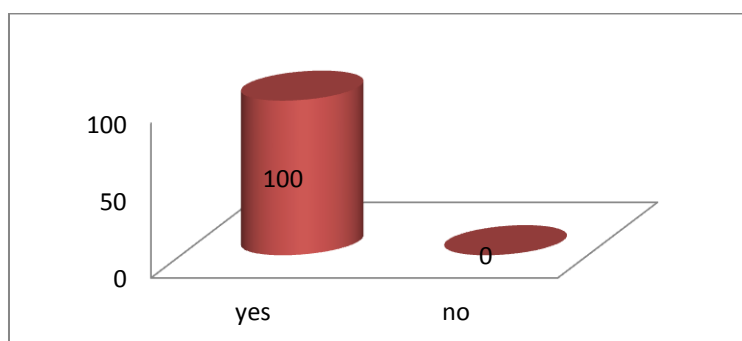


Figure 18 : feedback as a tool to correct students' mistakes

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Considering the answers that have been gained from the teachers, it has been found that the teacher helps their students when they face obstacles in many ways; the teacher tries to guide them, corrects their mistakes. All the teachers undertake the feedback as a tool to correct and to overcome their students' errors and obstacles, especially in the oral expression course.

Question 06.how important do you think it is to give oral feedback when your students speak English :

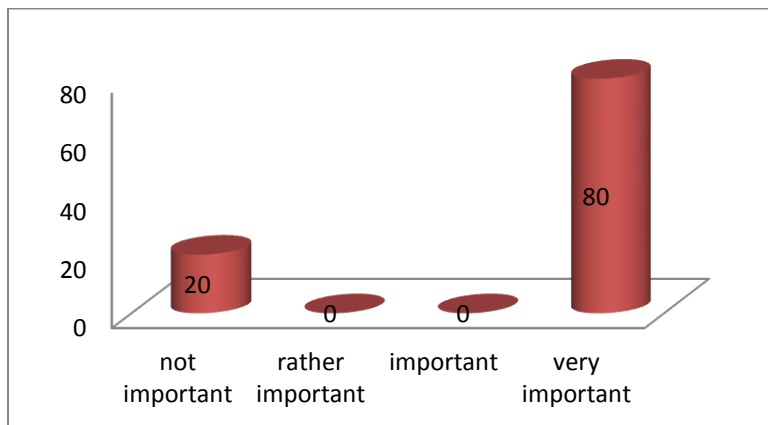


Figure 19 : the importance of giving feedback

Oral feedback was very important for four teachers 80%, while one teacher 20% did not think it was important at all. The most important reasons for giving feedback, according to the teachers, were to confirm that they have understood what the student has said and also if the teachers are preparing for the Test's speaking part. Some teachers also commented that it depended on the situation if feedback was important or not. The teacher who answered that feedback was not so important commented that s/he usually takes notes when the students speak and instead, s/he always gives positive or negative feedback when working with students in groups of three or four students at the time.

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Question 7.what do you usually comment on when you give oral feedback ?

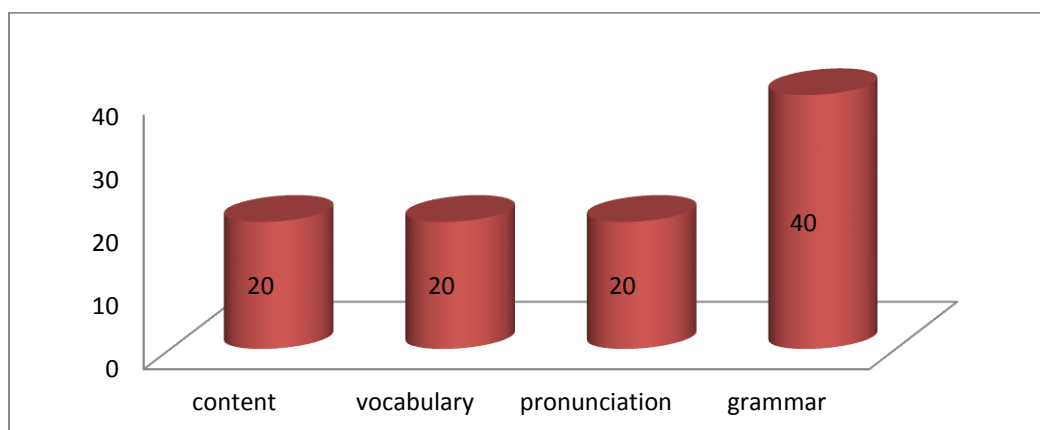


Figure 20 : What do teachers usually comment on when giving oral feedback?

The figure below shows what teachers usually comment on when giving oral feedback. Most commonly, oral feedback is used when the student makes errors regarding content (20%) and pronunciation (20%). Not so many teachers think it is necessary to comment on grammar (40%) and vocabulary errors (20%).

Question 08.when do you give oral feedback to students making oral mistakes in the classroom ?

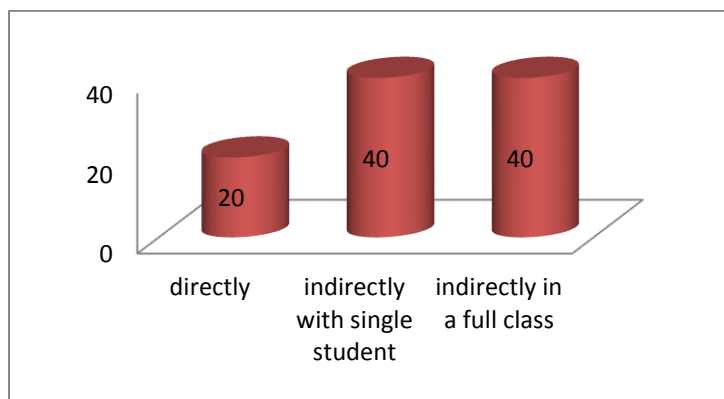


Figure 21 : when do teachers give oral feedback

Most teachers prefer to give oral feedback indirectly later on to the single student or indirectly in a full class activity. Only one teachers prefer to give feedback directly. The teachers marked that both types of indirect feedback was useful depending on situation and

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student. One teacher did not mark any alternative at all even though he/she thought oral feedback was important.

Question 09. In your opinion, what type of feedback will give the best student uptake :

When asking what type of feedback will produce the best student uptake, it has received that mainly two different answers as well as a lot of comments. Two teachers thought that recasts were the approach that would give the best student uptake. A reason given by one of the teachers for choosing this approach is that it does not embarrass the student. One teacher answered clarification requests. The rest of the teachers answered that it depends on the situation, the specific student and his/her learning strategies and what the teacher is commenting on. Some of the teachers also pointed out that a mix is needed.

Question 10. When do you think that the feedback is helpful and effective to improve the oral performance ?

The effectiveness of teacher feedback depends mainly on the time when the teacher provides it. So, the teachers mentioned that in most cases they always provide the feedback when their students finish their presentation of their own oral performance through gentle correction, not through negative criticism. In some cases as in monologue, the teacher should provide the feedback during their production in a smooth way when their learners repeat the same mistake. One teacher from the sample declares that the effective and helpful feedback is provided when his students trust their teacher, and when the teacher does not offend their pride and self-esteem.

Question 11. Do you adapt your feedback to the needs of individual students ?

All the teachers answered that they almost always adopt the type of oral feedback depending on the needs of individual students. Some teachers pointed out that when there are many students in each class, it takes time to get to know each individual student, which means

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that it is not possible to vary the type of feedback until you know the specific student well enough.

Question 12.do you think that the feedback is an important technique in teaching to correct mistakes the learners face,and to improve their speaking production :

The above answers claimed that all the five teachers consider the feedback as an important technique in their teaching process to correct their learners' mistakes, and to improve their oral performance in terms of grammar, structure, semantics, and pronunciation. As it is mentioned that feedback is helpful also in written expression and in some other modules.

Question 13.how do you make your learners take feedback into consideration ?

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

Conclusion :

This study was conducted at EL-chadli benjdid University in EL-Tarf. The participants were second-year students LMD. The current chapter started by providing an overview of the research design which includes the sample, data gathering tool, as well as the description of students' and teachers' questionnaires,and it dealt with the different results we could conclude from students' and teachers' questionnaires that includes some questions which could help to discover the results that are aimed to find.

Chapter Three : Discussion Of The Results And Recommendations

Students' and teachers' perception of corrective feedback in oral proficiency

Introduction :

this chapter will deal with the discussion of both teachers' and students' questionnaires. This research aimed to find out students' and teachers' perception of feedback in oral proficiency in University level. Next, the results of the study and possible implications in greater depth. Moreover, the success of the study, along with the suggestions for future research are considered.

1. Discussion :

In order to make a clear result to the findings and exploring the final conclusions, and solutions, the discussion of the two conducted questionnaires about teachers and students must be done.

1.1. discussion of students' questionnaire :

After the analysis of the students' questionnaire, it has been found that they like to practice speaking during the preferred oral activities to make them motivated to enhance their speaking performance. But they find some obstacles during their speech; they are bothered about them. So, they need a help from their teacher when they commit several mistakes which hinder their speech. This can be done by providing a feedback through different forms. According to the students, they prefer to receive effectively the feedback at the end of their production, through advising, explaining, and suggesting, not through criticism because the latter in addition to the repetition of feedback each time make them lose their self- confidence concerning speaking.

1.2. discussion of teachers' questionnaire :

On the other hand, the teacher's questionnaire stated that teachers present their oral course according to their students' interaction between the teacher and the students in order to help them to acquire the oral language. Although the insufficient time for oral expression course,

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the teacher makes different activities to develop his students' communication strategies and to be fluent speakers. The teacher claimed that his learners encounter several difficulties, and it is up to the teacher to help them overcome those letters by providing feedback to learners, he helps them to realize all weaknesses. Moreover, the teacher emphasizes that the provided feedback is considered as a tool to correct his learners' mistakes through different forms. In addition, he considers the students' reaction as a parameter to evaluate the effectiveness of the feedback; he makes sure that the effective feedback is placed at the end of the students' oral production, but in some cases especially when the communication breaks down the teacher should intervene to move smoothly. In order to improve the EFL learners speaking performance, the teacher encourages his learners to put the feedback in their minds as a form of learning a new oral language, not as an offending form.

2.Recommendations :

This present work aims at investigating the perception of students oral feedback in oral proficiency.it has been administrated two questionnaires one for teachers and one for students of second-year LMD. On the basis of the present research findings, it would like to lay down some recommendations :

- Due to the several problems that students face during their oral performance; teachers need to correctly handle the students' ability of speaking,and also they should encourage students to participate in oral communication to be more fluent.
- Teachers need to provide their students with effective activities to correct their commit mistakes in their oral performance.
- Teachers should know when and where they interfere and use the feedback through the performance of their students.

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- Teachers should reduce their speaking time during the session to give more improvement to their students by their feedback, and make them confident in expressing themselves in the target language.

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General conclusion :

In this study, it has been investigated to what extent oral feedback is effective to improve students' oral production, teachers' opinions about oral feedback and students' perspective on oral feedback. The teachers' feedback is considered as an issue that many researchers had tackled. Learners in EFL context claimed to have problems dealing with speaking skill, and it is up to all concerned sides to look for remedies among which teachers' feedback seems to be one of them as it helps to provide the learners with the correct input for a better oral performance and enables them to realize their weaknesses in the target language. Many teachers select some ways of providing feedback. So, they should examine their ways when they respond to their students' oral production and they should ensure the effectiveness of the feedback according to their students' reaction to it. Moreover, they should be aware of the effect of their feedback on their students through observing their improvement in their speaking performance.

Throughout this study, it has investigated the importance of the teachers' feedback role to enhance learners' oral performance. The result shows that students like speaking but they face many problems as they make problems when speaking. So, they need a help to correct their errors. The teacher undertake feedback as a tool to encourage their students to improve their oral performance ;furthermore, the provided feedback should meet some features to be effective, in other words, it should be at the end of their learners performance, it should meet the learners preferable way of presenting it and their preferences type and form, and the learners should take the feedback in consideration as a motivator .

Finally, this study made us as future teacher fully aware of the variety of oral feedback that could be given to our future students and how important it is to fulfill the students needs when it comes to oral feedback in the EFL classroom while still doing what you as a teacher believe will benefit your students. Therefore, it has been stressed the importance of learner

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preferences where the teacher could adjust feedback types depending on what the students prefer. But we are fully aware of that this study is limited to one single faculty and that there could be different results depending on context, teachers, students and faculty meaning that the results are not presented as a definite answer to what kind of oral feedback is most efficient.

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APPENDICES

Appendix I: Students' Questionnaire

Student's Questionnaire

Dear students

We would be very grateful if you could answer the following questions for the sake of our study. It aims at investigating the perception of teacher's and student's feedback on improving learners oral performance.

Please, tick the appropriate box (✓) and make full statements whenever necessary.

May I thank you in advance for your collaboration.

Section one :background information

1. Gender

Male ☐

Female ☐

2. Age ☐

3. Your choice of study English was

Imposed ☐

Personnel ☐

Justify?.....

Section two :speaking skill

4. Are you interested in oral expression module?

Yes ☐

No ☐

Justify?.....

5. Did that course help you to improve your oral performance?

Yes ☐

No ☐

Justify?.....

6. What are your preferred oral activitie

Story telling ☐

Discussion ☐

Dialogue ☐

Role play ☐

7. Do you like speaking?

Yes ☐

No ☐

Justify?.....

8. In your opinion, Speaking in English is :

A difficult task ☐

An easy task ☐

9. Do you find difficulties when speaking?

Yes ☐ No ☐

If yes, what are they?.....

Mispronunciation ☐ grammatical rules ☐ Lack of vocabulary ☐

Others ☐

Section three :teacher s feedback

10. Does your teacher try to correct your errors when speaking?

Yes ☐ No ☐

11. Does your teacher give you feedback during your speaking tasks? (feedback is advice or criticism that the teacher give you when you make mistakes)

Always ☐ Sometimes ☐ Never ☐

12. How did your teacher correct your errors?

Provide the correct form ☐ Show the mistake ☐ Giving the rule ☐

Giving advice ☐ Giving criticism ☐ Other ☐

If others, Please specify?.....

13. Do you feel bothered when you receive feedback?

Yes ☐ No ☐

If yes, why?.....

14. In your opinion, explain the role of teacher's feedback in improving your oral performance?.....

.....
.....

Thank you for collaboration

Appendix II :Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers

I will be very grateful if you help me to answer these questions which aim to gather information about teacher's role during his learner's speaking production, about his conceptions of feedback, and about the way the teacher incorporates feedback to correct his students'

errors in speaking.

I would appreciate your collaboration if you share your ideas and opinions.

Section one :background information

1. How long have you been teaching English:

less than 5 years ☐ 6 – 10 years ☐ 11 – 15 years ☐ other level ☐

2. as a teacher of oral expression, which level have you taught throughout your career?

First level ☐ Second level ☐ Third level ☐ All levels ☐

Section two :speaking skill

3.Do you think that the time for teaching oral expression course is enough to improve Speaking skill?.....

4.What are the errors students commit in their speech?.....
.....

Section three :teachers feedback

5.Do you undertake the feedback as a tool to correct their mistakes?
.....

6. How important do you think it is to give oral feedback when your students speak English?

Not important ☐ Rather important ☐ Fairly important ☐ Very important ☐

Comments:.....

7. What do you usually comment on when you give oral feedback?

Content ☐ Vocabulary ☐ Pronunciation ☐ Grammar ☐

8. When do you give oral feedback to students making oral mistakes in the classroom?

- Directly, e.g. 'feedback when the error is made, in front of the whole class. ☐

- Indirectly, e.g. 'feedback later on to that single student'. ☐

- Indirectly in a full class activity. ☐

9. In your opinion, what type of feedback will give the best student uptake?
.....

10. When do you think that the feedback is helpful and effective to improve the oral performance?.....

.....

11. Do you adapt your feedback to the needs of individual students?

.....

12.do you think that the feedback is an important technique in teaching to correct mistakes the learners face, and to improve their speaking production?.....

.....

.....

13. How do you make your learners take feedback into consideration?

.....

.....

Thanks for help