



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER Thesis

Letters and Foreign Languages
English Language
Sciences of the Language

Submitted and Defended by:
MESSAOUDI Nesrine

The Role of Teachers' Feedback in Enhancing Speaking Performance

**A Case study of First Year LMD Students at Mohamed Kheider
University of Biskra**

Board of Examiners :

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| Mrs. MESSAIBI Samira | MAA | University of Biskra | Supervisor |
| Dr. LAALA Youcef | MCB | University of Biskra | President |
| Dr. SLIMANI Said | MCB | University of Biskra | Examiner |

Academic Year : 2018 - 2019



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Dedication

I dedicate this work to:

The garden of my life, my mother “khadidja”.

My great hero, my father “Brahim”.

My lovely brother “Mino”.

My lovely sister “Lamia” and her husband.

My future husband “Jalil”.

All my relatives.

My best friends : Ibtissam, Meriem, Nedjla, Lamis, Wissem and Imen.

To every one whom I might forget

Acknowledgments

I make grateful acknowledgments to all people who helped us to accomplish this dissertation.

Special gratitude would go for my supervisor **Mrs. MESSAIBI Samira** for her help, support, guidance, encouragement, and precious pieces of advice to accomplish this work and being a source of motivation to me.

My thanks also go to the members of the jury **Dr. SLIMANI Said** and **Dr. LAALA Youcef** for their efforts in evaluating this work.

I would like to express my gratitude to the teachers who kindly participated in the questionnaire and to the serious collaboration of the first year students in answering the questionnaire at the section of English at Biskra University.

Many thanks go to everyone who helped me in doing this research.

Abstract

The current study aims at describing and investigating the role of the teachers' feedback in improving EFL learners' speaking skill. It further attempts to discover the ways in which teachers' feedback needs to be used in order to foster the effectiveness of the teaching and to facilitate the learning which will contribute to the improvement of learners' speaking skill. Thus, we hypothesized that if teachers of oral expression provide EFL students with a corrective feedback, it will help them to avoid making errors and to speak fluently. For testing this hypothesis, a descriptive research was the appropriate form for this work. Concerning the research tools, there have been two main ones, the first one was a questionnaire addressed randomly to fifty (50) first-year LMD students at the division of English at Mohamed Kheider University of Biskra, and the second tool was also a questionnaire addressed to ten (10) teachers of oral expression module at the same division. After the analysis and the interpretation of the collected data, the findings revealed that the feedback provided by teachers has a positive effect on the students' speaking production. Also the findings revealed that EFL students face a lot of errors during their speech and the teacher should correct these errors by giving feedback. Moreover, teachers' feedback can be effective at the end of the oral production through giving advice or suggestions rather than criticism. At the end, based on the analysis of both questionnaires and the findings, we can say that the hypothesis was confirmed and thus the feedback is an essential strategy that makes the speaking more effective.

List of Abbreviations

EFL: English as a foreign language.

ESL : English as a second language.

OE: Oral Expression.

SL : Second Language.

TL : Target language.

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Introduction

Learning a foreign language is a difficult task for mastering the different skills of language such as reading, listening, speaking and writing. Speaking fluently seems to be one of the most important skills for English students. learners make many errors when speaking which they are incapable to correct. Thus, the effective teaching should focus more on the role of teachers during classroom activities and the teacher's feedback is a necessary part in the teaching and learning processes. Feedback is a form of assessment. It is needed for students to check errors they made during oral activities. It motivates learners to develop and produce sentences without hesitation or anxiety, and rely on teachers' advice and correction.

1. Statement of the Problem

“One of the things that students expect from their teachers is an indication of whether or not they are getting their English right, this is why we have to act as an assessor, offering feedback and correction students in various ways.” (Harmer, 2001).

English language is mainly developed and learned when learners interact with the teacher or with each other, and this interaction appears in practising speaking in the classroom. For this reason, the speaking skill is very important in learning and teaching second or foreign language. Learners are facing many difficulties during the learning process.

Therefore, the teacher uses different strategies to make learners communicate effectively. Thus, EFL teacher should use different oral tasks to improve students' oral performance and make them more self-confident during the learning process. The majority of EFL learners face so many problems and make mistakes and errors when speaking and this situation hinders them from participating and speaking fluently. Consequently, a teacher's corrective feedback can be effective and improve students' speaking skill.

2. Significance of the Study

This study is designed to show the role of teachers in giving feedback during the learning process in order to help students improve their oral performance and correct their errors in different oral activities. This research emphasized both teachers of oral expression and EFL learners concerning the effective use of feedback, including the appropriate type, time and the reaction of students to that feedback in order to produce correct sentences and meaningful speech.

3. Aims of the Study

This study aims at :

- Improving EFL learners' oral production.
- Identifying the different criteria of an effective feedback.
- Making the teacher aware of the appropriate type and time of feedback to motivate learners to develop their speaking skill.
- Encouraging the students to take the teachers' feedback into consideration in order to enhance their oral production.

4. Research Questions

This study will answer the following questions:

- Can the students' speaking performance be improved through the use of feedback?
- What is teacher's corrective feedback ?
- How can the teacher's feedback enhance EFL learners' speaking skill?

5. Hypothesis

We hypothesize that:

If teachers of oral expression provide EFL students with a corrective feedback, it will help them avoid making errors and speak fluently.

6. Research Methodology

6.1. The Choice of the Method

This study is guided through the descriptive method as an appropriate way to investigate the hypothesis which stated that the teacher's feedback is an effective tool to enhance EFL learners' speaking skill.

6.2. The Population

This current study investigates the case study of first year LMD English students at Biskra University. Both teachers and students at Biskra University of the English department were involved in order to know their opinions and acquire insights to confirm the hypothesis.

6.2.1. Teachers' Sample

The sample consists of ten teachers of oral expression course who were chosen randomly and teaching first year LMD students for the academic year 2018/2019. The reason behind choosing those teachers is due to the fact they are supposed to know more about their students' oral proficiency and level, as well as the different mistakes made by the learners. Those teachers are aware of the importance of the feedback they provide for students when committing errors or facing obstacles during the speaking skill.

6.2.2. Students' Sample

The sample consists of fifty students who were chosen randomly from a total population of 700 students, and enrolled for the academic year 2018/2019. They were chosen as participants because First-year were not been introduced to the oral expression course before, where many obstacles during their oral production were observed. Also, the role of the teacher's feedback was apparent in their oral performance.

6.3. Data Gathering Tools

In order to investigate the hypothesis and answer the research questions, a descriptive method had been conducted through the use of questionnaires.

6.3.1. Questionnaires

they are used to get information as well as opinions concerning the subject under investigation.

6.3.1.1. Teachers' Questionnaire

This latter was administrated randomly for 10 teachers of oral expression in order to gain information about their feedback and its effect on students' oral production.

6.3.1.2. Students' Questionnaire

This questionnaire was also administrated randomly to a sample of 50 students in order to examine their opinions about the feedback provided by their oral expression teachers.

7. Limitation of the Study

This study is limited to First-year students at Biskra University. This research is a descriptive one. Because of time constraints, not all students and teachers took part in this study but only the samples mentioned before to know the role of feedback in enhancing EFL learners oral production.

8. Structure of the Dissertation

This dissertation is divided into 3 chapters. Chapter one and two represent the theoretical part while the third one represents the practical part of this work.

The first chapter provides the reader with a general overview of the teachers' feedback which is considered as one of the most important teaching techniques in EFL classrooms, including its various definitions, its types, its criteria, and its efficiency during the oral production, and finally we conclude with its importance for the learning process.

The second chapter is under the conception speaking skill, including its different definitions, its characteristics, its element, and learners' communication strategies to overcome errors, and lastly we conclude with the role of the teacher during the oral work.

The third chapter is about the analysis and interpretation of both students' and teachers' questionnaires.

CHAPTER ONE
TEACHERS' FEEDBACK

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Introduction

The most significant role of the teacher in any foreign language classroom is to help learners produce correct answers and raise their awareness in order to improve their speaking performance. One way of achieving this is by providing those learners with a feedback. Generally, feedback can be given in private when learners possess incorrect information, or in groups to develop the relationship between teacher and students for better production.

This chapter attempts to provide the readers with a general overview about the concept of feedback as a teaching tool, starting with different definitions of the term feedback, then moving to introduce its types and discussing its four levels. Moreover, we will spot light on the difference between the positive and the negative feedback, in addition to the students' response to their teacher feedback. Finally, this chapter will be concluded by showing the importance of this tool on language teaching and learning process.

1.1. Definition of Feedback

In general feedback is a term that has numerous definitions, and it has been proven relatively difficult to define precisely. Moreover, feedback can relate to several issues and it can be used for different purposes. Here, however; the focus is on education and thus definitions related to that context are presented. One way of understanding 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). For Oxford Dictionary feedback is “information about reaction to product, a person's performance of a task, which is used as basis for improvement”. Archer (2010:101) offers a general definition of the term feedback, he noted that “effective feedback may be defined as a feedback in which information about previous performance is used to promote positive and desirable development ” that is to say that positive feedback is to use the current correcting information.

Another definition of feedback is the one of Hattie and Timperely (2007:81) who state that “feedback is information provided by an agent regarding some aspects of one's task performance”. In addition, feedback is a kind of giving a piece of additional information or modification to what the learner performs to get the correct and the suitable answer and to take it in his mind in his future production. Also, Kluger and Denisi (1996:235) define feedback as “actions taken by an external agent to provide information regarding some aspects of one's task performance”. This clearly puts emphasis on performance. In most classrooms performance

concerns the learning, the achievement, or the attitudes about the “work” that is being taught. Feedback may typically be comprised of constructive criticism and advice, but could also be behavior, social interactions, and praise e.g. “good girl”.

In reality, feedback is part of teaching, and it takes place after a learner has been taught something. Practically, information about some aspects of the learning performance is provided as feedback. Feedback can be provided in numerous different ways, including as an affective process (providing motivation, inciting increased effort and engagement) and a cognitive process (restructuring understanding, guiding learners toward directions that they could pursue, and suggesting relevant strategies to comprehend certain knowledge).

1.2.Types of Feedback

Teachers’ feedback can be done in different ways. Oral feedback, written feedback and peer feedback.

1.2.1. Oral Feedback

This type of feedback represents the main concern of this study, it is a natural part of verbal interaction between students and teachers, or students and students. Oral feedback is mostly considered to happen between a teacher and a student, but some researchers (Yang, Badger and Yu, 2006) note that a great deal of verbal feedback also comes from peers. According to Frey and Fisher (2011:77-78), teachers should consider setting, structure, and tone when providing feedback to their learners in order to get positive learners outcome. The following aspects are important to student when providing an oral feedback.

1.2.1.1. Aspects of Oral Feedback

a- Choose an Appropriate Setting

For giving feedback, teachers should select the appropriate place. Frey and Fisher (2010:77) stated that “ the setting is selected in the classroom according to some extents, it gives learners a place to concentrate on what is being said and to determine the tone in which it is delivered”, that is to say that if the teacher’s feedback is brief, the teacher should be close to the student and lower his voice in order to move smoothly in the conversation.

b- Structure the Response

In order to be effective feedback, teachers should be specific and alert students to what is correct or not. Jeff Zwiers (2008) points out three parts of the teacher feedback:

- Showing the result of learner's performance.
- Describing and distinguishing between the right form and the wrong form that should be changed.
- Encouraging and motivating learners to keep going.

c- Use a Supportive Tone

Teachers should not use a sarcastic or a severe tone when correcting their students' mistakes. Thus, the tone of the teacher during the teaching process has an impact on the students' performance. For instance, the non verbal expressions such as: facial expressions, eye contact and intonation can encourage the learner to receive the feedback effectively, whereas rolling eyes, biting tone and speaking volumes affect negatively in receiving feedback.

1.2.2. Written Feedback

The second type of feedback is the written feedback. According to Konold et al (2004:68), "Written feedback can be used for any type of work product and is an especially efficient method to give individualized feedback when large class size or lack of time prevents to one conferences with students". In other words, written feedback takes the form of comments on the learners' pieces of writing in order to point out to them what is abnormal in their writing productions; this feedback is considered as their teacher's reaction to what they write.

In order to have an effective written feedback, Li Waishing (2000) sees that this feedback should follow the next principles:

- "Feedback must be unified within the process of writing".
- "It must be presented as an input and impetus for revision of writing".
- "It must be formative (detailing the writer's strengths and weaknesses as well), not summative (taking the form of grades, marks, or global comments such as good, bad, etc...)".
- "It must be appropriate: corresponding to the student-writer's background knowledge, level of learning, and abilities"(Cited in Lounis. 2010: 22-23).

1.2.3. Peer Feedback

The last type of feedback is the peer feedback, and it is also named peer evaluation, peer review, responses, and peer editing. Harmer (2007:150), notes that peer feedback has a great positive effect on the group togetherness, in clearer words, peer feedback gives the students the opportunity to be a part of the feedback process, which in turn, makes them working and thinking as one group. In other words, it is a practice in language education where feedback is given by one student to another. Peer feedback is used in writing classes of both first language and second language to provide students more opportunities to learn from each other.

1.3. Levels of Feedback

According to Hattie and Timperley (2007), there are four main levels of the oral English teacher's feedback: feedback about the task, feedback about the processing of the task, feedback about self regulation, and finally feedback about the self as a person.

1.3.1. Feedback About the Task

First, feedback can be about the task or product (i.e. Learning new knowledge, learning to conduct an experiment). In this case, feedback is powerful if it is more information focused (e.g. correct or incorrect), leads to acquiring more or different information, and builds more surface knowledge. This type of feedback is most common and most students see feedback in these terms. It is often termed corrective feedback or knowledge of results. It is constantly given in classrooms via teacher questions (as most are at this information level), it is most provided in comments on assignments, it is often specific and not generalizable, and it can be powerful particularly when the learner is a novice (Hattie and Timperely, 2007: 91).

This level includes feedback about how well the task is being accomplished or performed, such as :

- Distinguishing correct from incorrect answers.
- Acquiring more or different information.
- Building more surface knowledge—re-teach through multiple opportunities. (Ibid)

1.3.2. Feedback About the Processing of the Task

The second level is feedback aimed at the processes used to create the product or complete the task. Such feedback can lead to alternative processing, reduction of cognitive load, providing

strategies for error detection, reassessment of approach, cueing to seek more effective information search, and employment of task strategies. (Cited in Hattie and Timperely, 2007: 93).

In addition, feedback at this process level appears to be more effective than at the task level for enhancing deeper learning, and it can have a powerful interactive effect between feedback aimed at improving the strategies and processes and feedback aimed at the more surface task information. For instance, Earley et al. (1990: 103) stated that “using process feedback with goal setting appears to be a direct and powerful way of shaping an individual’s task strategy, and using outcome feedback is a much less efficient way of shaping strategy”.

Such feedback concerns information about

- Relationships among ideas.
- Students’ strategies for error detection.
- Explicitly learning from errors.
- Stimulate the learner to different strategies and errors... (Earley et al, 1990:103)

1.3.3. Feedback About Self-Regulation

The third level is more focused at the self-regulation level or the students’ monitoring of their learning processes. According to Hattie and Timperely(2007), feedback at this level can enhance students’ skills in self-evaluation, provide greater confidence to engage further on the task, can assist in the student seeking and accepting feedback, and can enhance the willingness to invest effort into seeking and dealing with feedback information.

Also Frey and Fisher (2011: 66) have introduced the same point, they claim that “Students must learn to assess their ability, knowledge, cognitive strategies, and achievement. In doing so, they must regulate their behavior and actions, working toward the goal that has been established” which indicate that any foreign or a second language learner needs to be able to manage, control, and assess his/her level in the way of achieving the learning goal.

According to Hattie and Timperely (2007: 93), there are at least six major aspects of self-regulation including:

- The capability to create internal feedback and to self-assess.
- The willingness to invest effort to seek and deal with feedback information.
- The place of self-assessment.

- The degree of confidence in the correctness of the response.
- The attributions about success or failure.
- The level of proficiency at help-seeking.

1.3.4. Feedback About the Self as a Person

The fourth level is feedback directed to the “self ” (e.g. “You are a great student,” “Well done”, “very good”) and so often it directs attention away from the task, processes or self-regulation. Such praise can comfort and support, it is ever-present in many classrooms, it is welcomed and expected by students, but rarely does it enhance achievement or learning. When Kessels, Warner, Holle, and Hannover (2008) provided students with feedback with and without the addition of claims such as that the teachers were proud of them, this led to lower engagement and effort when the statements of pride were made.

According to Hattie and Timperely (2007: 96), “Praise addressed to students is unlikely to be effective, because it carries little information that provides answers to any of the three questions (where am I going, how am I going, and where to next) and too often deflects attention from the task”. That is to say that feedback in the form of praise does not provide the learners with sufficient information about their performance and their level, for that reason, it is considered less powerful feedback.

Self as a person is praise that directs attention away from the task to the self:

- Rarely about the task.
- Contains little task-related information. (Hattie and Timperely, 2007: 96)

The next figure represents ‘A model of feedback to enhance learning’ offered by Hattie, J. & Timperley, H. (2007:87), in which we find an illustration of all what have been said above.

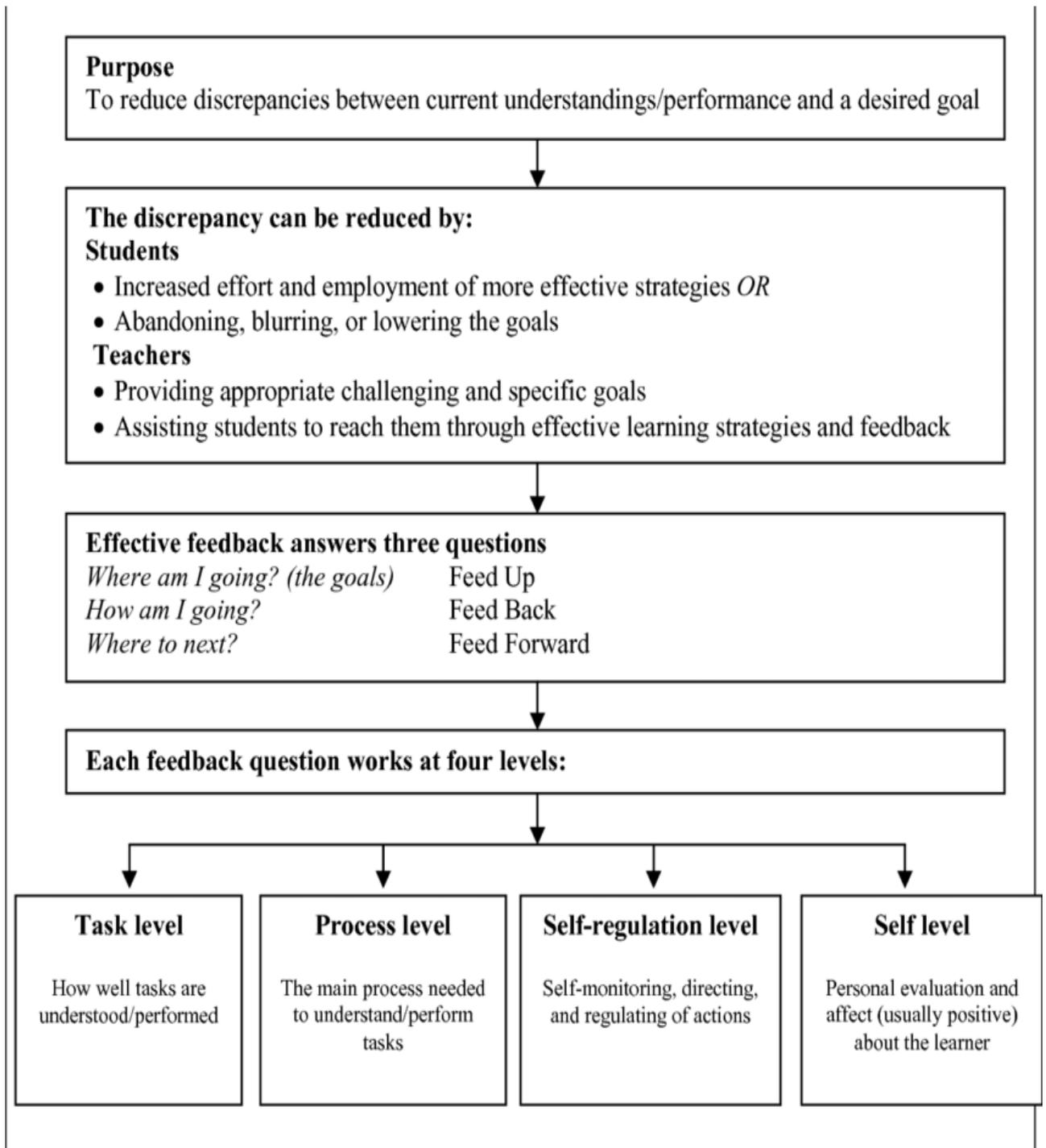


Figure.1. A Model of Feedback to Enhance Learning (Hattie, J. & Timperley, H. 2007:87)

1.4. Criteria For an Effective Feedback

Before the teachers give any types of feedback, they should take into consideration some principles which ensure the effectiveness of providing feedback. According to Frey and Fisher (2011:73), timely, specific, understandable, and actionable are the best principles for an effective feedback.

1.4.1. Timely Feedback

Teacher should give the feedback while his/her students are still engaged in the learning goal, so that they can have the opportunity to integrate it in their future performance, which will enable them to improve their abilities from one performance to the next. (Brookhart, S.2008: 10-11)

In other words, students don't learn much from feedback provided weeks after completion of a long-since-forgotten unit or assignment. For most educational purposes, immediate feedback seems preferable, especially when students are learning difficult concepts or procedural skills.

| Examples of Good Feedback Timing | Examples of Bad Feedback Timing |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Returning a test or assignment the next day• Giving immediate oral responses to questions of fact• Giving immediate oral responses to student misconceptions• Providing flash cards (which give immediate right/ wrong feedback) for studying facts | <ul style="list-style-type: none">• Returning a test or assignment two weeks after it is completed• Ignoring errors or misconceptions (thereby implying acceptance)• Going over a test or assignment when the unit is over and there is no opportunity to show improvement |

Table 2: Feedback Timing (Brookhart, S 2008, p. 11)

1.4.2. Specific Feedback

Fisher and Frey (2011) explain that “the specific nature of feedback ensures that students know exactly what parts of their reasoning need revision or what parts of their solution path contain inaccuracies”

Brookhart (2008: 33) noted that “deciding how specific to make your feedback is a matter of the Goldilocks principle: not too narrow, not too broad, but just right”, which indicates that constructive feedback needs to be precise, concise and specific.

1.4.3. Understandable Feedback

In order to develop learners performance, feedback's language must be understood by students and familiar with them. According to Frey and Fisher (2011:73) "Feedback does not do much good if students can't understand it. Just imagine getting feedback from a teacher in a language you do not understand, not much good would come of that", that is to say that feedback will not change anything if the students could not get it.

1.4.4. Actionable Feedback

Students must have the ability to act upon the information provided by teacher's feedback. In other words, Learners should revise, practice, retry, and act upon the feedback they receive. Frey and Fisher claim that "positive effect when teachers provided students with explanations about their correct and incorrect responses" (2011:76). Moreover, teachers' feedback can affect positively or negatively on students' achievement. For instance, positive affect when the teacher provides information to his learners with correct answers while negative affect when the teacher indicates whether his learners answer is right or wrong.

1.5. Feedback During Oral Work

Harmer (2007:106) claims that the teachers' feedback is helpful during the oral tasks, in which the teachers should not react to their learners' oral production in the same way. The decisions about feedback based mainly on the stage of the lesson, the activity, the type of committed errors, and the particular student who is making that error. For that reason, he made a distinction between two situations during the oral feedback .

1.5.1. Feedback During Accuracy Work

Student's error correction is usually made up by the teachers' feedback. At First, teachers show to students the committed mistake , i.e. The mistake that has been made by students and then, they help them to give more explanation about it. Teachers should be aware of the different techniques of showing incorrectness in order to give student effective feedback. When teachers point out to the mistakes which are considered as a language slips, students are able to correct themselves, but if the problem is embedded errors, here the students cannot correct themselves. Harmer (2007: 105-106), suggests the different used techniques of providing feedback :

1.5.1.1. Showing Correctness

It can be done in number of different ways.

a- Repeating: here the teacher asks the students to repeat what they have said to indicate that something wrong or not clear.

b- Echoing: it is a precise way of pin-pointing an error. Here the teacher himself repeat the wrong utterance of the student and stresses the wrong part to indicate the mistake.e.g. Flight 306 GO to Paris?(said with a questioning intonation).

c- Statement and question: teacher can directly indicates the incorrect part by using question form.e.g. Do people think that's correct?

d- Expression: the teacher tends to use a facial expression or gesture to show that something is incorrect, if the teacher knows very well his/her class.

e- Hinting: teacher give hints in a quick way to help students remember the rules that they have already known.e.g.say the word "tense"to make student think that perhaps they should use the past simple rather than present simple.

f- Reformulating: correcting the learner's utterance through reformulating what he said.

e.g: student: I would not have arrived late if I heard the alarm clock.

Teacher: If I had heard...

Student: I had heard the alarm clock.

1.5.1.2. Getting it Right

If the students could not correct themselves or respond to the teachers' reformulation,the teacher should provide learner with a direct answer. For example, the teacher can say the correct form by focusing on the part where there is a problem, and then he/she repeats the sentence normally. Or, he/she can give the answer and add an explanation about the correction, after that he/she asks the student to repeat (Harmer, 2007:107).

1.5.2. Feedback During Fluency Work

According to Harmer (2007:107) ,"The way in which we respond to students when they speak in fluency activity will have a significant bearing not only on how well they perform at

the time but also on how they behave in fluency activities in the future ”,that is to say that, teachers do not focus only on the language performance, but also on how the learners behave in fluency in the future. It will be well if it is done after the task, not during it. Harmer (2007:108) suggests that the teacher can respond to his/her learners’ performances in different ways.

1.5.2.1.Gentle Correction

“If the communication breaks down, the teacher may well have to intervene to continue the communication. If our students do not think of what to say, we may want to prompt them forwards.” (Harmer, 2007:108). In other words, the way of the teachers correcting students, should not stop the flow of the performance. Gentle correction could be done in different forms, for example, reformulation of what has been said, or a simple suggestion to make changes can be considered a gentle correction.

1.5.2.2. Recording Mistakes

Teachers frequently can act as observers, watching and listening to students so that they give feedback afterwards. Such observation allows them give good feedback to their students, on how well they have performed and this may be positive as well as negative. On the other hand, Harmer, J. (2007:109) claimed that, “one of the problems of giving feedback after the event is that it is easy to forget what students have said”, for that reason, he suggested some solutions to this problem, for example, the teacher can draw a small table in which he/she records the most repeated mistakes that the students commits, or, the teacher can use an audio or a video recorder, then he/she divides the students into small groups, each group concentrates on one aspect of the language (grammar, vocabulary, pronunciation...and so on).

1.5.3. After the Event

It is the time to give the appropriate feedback after recording the students’ oral performance. This latter can be given in various ways, for instance, teachers can give an assessment of an activity, saying how well they thought (good or bad). Also, teachers can ask the students about the difficulties they have faced during the performance. In addition, teachers can write some of the mistakes they have recorded on the board, or can write both the correct and incorrect forms and then they ask learners if they can recognize the problem, and whether they can correct the mistakes or pick out the correct one.(Harmer, 2007:109).

1.6. Positive and Negative Feedback

Teachers play a critical role in shaping students' academic careers, as they are responsible for not only educating their students, but also developing students' motivation to learn (DiBiase & Miller, 2012; Harter, 2012; Verschueren, Doumen, & Buyse, 2012). In other words, when teachers provide a positive feedback, they engage with students with more eye contact and clearer directions which make them feel encouraged, interested in their immediate task, and motivated to continue their behavior. So, Positive feedback is not only used to praise students' efforts and behaviors, but is also an effective way to modify behavior. For example, increased use of praise directly impacts student behavior by leading to more on-task behavior, and, when used in conjunction with clear, straightforward, and positively-phrased commands, significantly improves students' compliance to rules (Fagot, 1973; Ferguson & Houghton, 1992; Matheson & Shriver, 2005:8).

On the other side, negative feedback is used more often in the classroom with relatively direct, negative effects (Dobbs & Arnold, 2009; Irvine, 1986; Mazer et al., 2014; Wentzel, 2002). Teachers typically use negative feedback to change a student's behavior, whether that be to stop a disruptive behavior or to make them try harder at a task (Conroy et al., 2014).

However, some other researchers claim that positive feedback can be detrimental to students' learning if it is used without a specific purpose, too frequently, or when it is not necessarily deserved (Cannella, 1986:27). When nonspecific praise is provided, such as indiscriminately saying "good job" or "beautiful," students do not understand what behaviors are approved of and either continue their current behavior or give up trying.

Additionally, the use of positive feedback has implications beyond direct behavior management, as it affects students' behaviors indirectly by influencing their self-perceptions. For example, praise impacts students' self-regard and self-competence, or their beliefs about their ability to be successful at tasks, because students believe themselves to be more capable of success when they receive more praise (Parsons, Kaczala, & Meece, 1982; Worrall, Worrall, & Meldrum, 1983). Also, Negative feedback also affects students' behaviors indirectly by decreasing student's self-concepts and feelings of self-worth (Doumen, Buyse, Colpin, & Verschueren, 2011; Spilt et al., 2016; Weidinger et al., 2016: 27).

Concerning the conception of negative feedback, Deci & Ryan(2016: 28) stated that :

Teachers' consistent use of negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic motivation, and require a reward in order to do a task.

So from the above quotation it can be said that, that negative feedback is more effective than the positive one, that is because, teachers' consistent use of negative feedback can have long-term effects on students' behavior by causing students to develop negative self-perceptions. To conclude, it seems that the effective feedback should be a mixture of positive and negative feedback, because neither too much praise nor too much criticism will be helpful for learners' development.

1.7. Students' Reaction to Teachers' Feedback

After giving any feedback, teachers should expect two things : either students react positively or negatively. According to Frey and Fisher (2001:88), the teachers' feedback can be effective through the right use of its criteria, that is to say that, the teachers' feedback should be timely, specific, understandable, and actionable. In other words, a positive reaction occurs when students takes the feedback into consideration.

On the other hand, negative reaction of student comes from the wrong criteria of the feedback provided by the teachers, i.e. Students do not use, learn from, or react negatively to their teacher's feedback. Frey and Fisher (2011: 89), once again claim that negative reaction could be a result of the emotional impact of the teacher feedback and the damage it may cause on the relationship between the teacher and the students.

Furthermore, before the teachers give student feedback, they really need to check their own motives and current mood-whether they feel stressed, annoyed, jealous, afraid, or simply have antipathy towards the student. And then it is on them to really look at the performance of the student professionally and kindly, with the goal of helping him/her unlock his/her greatest potential.

To sum up, the students' reaction depends mainly on the way of receiving the feedback, for that reason, oral English teachers should always be aware of the basic principles which ensure the effectiveness of their feedback.

1.8. The Importance of Effective Feedback

Feedback is an essential part of effective learning, so it helps students understand the subject being studied and gives them clear guidance on how to improve their learning. According to Professor Yuen Kwong (2001), "Monitoring students' thinking processes, giving them feedback and motivating them to learn are not only very important tasks of a teacher, but they are also intimately related". In addition, Hattie (2007), claims that "the simplest prescription for improving education must be dollops of feedback". Thus, teachers' feedback is a vital part and a very significant teaching tool, which aims at developing the learners' communication abilities. Rogers (2008) states that feedback has a lot of advantages among them:

- It informs the learner about his learning's results, whether it is correct or not, which decrease the learners' stress when he wants to know his performance results.
- It encourages the learner to continue his learning especially when he knows that his production results are correct.
- Encouraging teacher and peer dialogue around learning.
- Delivering high quality information to students about their learning (Cited in Ormshaw, 2007: 38).

To sum up, giving constructive feedback to a student is very important as learners need to feel that they are making progress. However, it needs especially careful handling because teachers should not embarrass a learner in front of peers or appear to favour some rather than others.

1.9. Oral Corrective Feedback in Speaking Class

According to Ellis (2009:6), feedback on oral work can be done in a number of ways. The teacher can put some of the mistakes he has recorded up on the board and ask students firstly if they can recognize the problem, and then they can put it right. Or, the teacher can write both correct and incorrect words, phrases, or sentences on the board and ask the students decide which is correct. When you do this, do not say who made the mistakes since this may expose them in front of their classmates, just concentrate on those mistakes that were made by more

than one person. Another possibility is for the teacher to write individual notes to students, recording mistakes he/she heard from those particular students with suggestions about where they might look for information about the language in dictionaries, grammar books, or on the internet.

Conclusion

Feedback is an essential part of education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. This chapter emphasized the attention on the conception of feedback which provided the reader with a general overview of that concept, including its different definitions and its types and levels. Also, the main principles of the effective feedback were explored. Moreover, the distinction between positive feedback and negative one were made, after that the students' reaction toward their teachers' feedback. As a conclusion, this chapter provides the reader with some clarification concerning the effect of the teacher's feedback on the learning process.

CHAPTER TWO:
SPEAKING SKILL

CHAPTER TWO SPEAKING SKILL

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Introduction

With the corresponding spread of English as a world language used widely in education and everyday's real life situations, learners have become required to be competent speakers, to express themselves, to behave socially and culturally in any communicative context. So, speaking is an important productive skill in learning and teaching English as a foreign language which is considered as an essential process that is helped to evaluate learners' performance in EFL learning.

This chapter will discuss one of the four language skills, which is speaking, its definition, importance among the other skills, as well as its elements, in addition to that oral activities such as role play, storytelling, discussion, information gap activities. Then, it will tackle to the difficulties and problems that face EFL learners during their oral performance, and the strategies that help them to overcome these difficulties. Finally, this chapter will identify the teachers' different roles that exist in speaking.

2.1. Definition of Speaking

According to Chaney (1998:13), "speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching". It means students should be able to communicate with the others to get or to share information and/or to express what they feel. The Oxford Dictionary defines Speaking as "speaking is not merely speaking but it is more than talking". Therefore, language learners should be able to use their thought and sensitivity" (2003: 414). According to Cora and Knight (2000), speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information. Up to this point, Harmer (2000:16) views speaking as:

Speaking in a foreign language has often been viewed as the most demanding of the four skills. In other word, listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.

In addition, Cheng (2007: 99) stated that “effective communication takes more than the ability to talk. It likewise includes the use of one's mental capacities in the choice of words and the ability to make other person understand what one is saying and vice versa. According to Harmer (2007:36), teaching speaking can be beneficial for three reasons. First, it gives students the opportunity of speaking the second or foreign language to known people namely teachers and classmates within the classroom. Second, in teaching speaking, students are given tasks where they take the advantage to express their knowledge freely, in order to explore their strengths and weaknesses. Third, teaching speaking makes all the information about language grammar structures practiced by learners and that leads them to speak fluently and without difficulty.

Moreover, Nunan (2006:1) defines speaking as “ the use of language quickly and confidently with few unnatural pauses, which is called fluency”. Basically, speaking can be either formal or informal. Formal speaking can be found in academic contexts such as schools, as well as business corporations, and institutions; however, informal speaking can be used with relatives, family, friends, and other people that one might be close to.

In brief, speaking is one of the four language skills (reading, writing, listening and speaking), it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

2.2. Elements of Speaking

In order to make EFL learners be fluent and accurate foreign language speaker, Harmer (2001: 269-271) mentions some elements which are very important to develop this skill.

2.2.1. Language Features

The following features are necessary for an effective speaking.

a- Connected Speech

EFL learners must have the ability to produce more connected sounds not only separated phonemes, because these sounds may be modified (assimilation), omitted (Elision), added (linking) or weakened (contractions) in the connected speech.

b- Expressive Discourse

English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non verbal means. These devices help them to convey

their intended meaning. For that reason, the non-native English speakers need to possess at least some of such devices in order to communicate effectively.

c- Lexis and Grammar

EFL learners often use the same lexical structures when it comes to the performance of language function such as expressing surprise, approval, agreement, or disagreement. So, a good teacher has to provide his learners with different phrases which carry different functions in order to help them in the different stages of communication with others (Harmer, 2001: 269-271).

d- Negotiation Language

Learners benefit a lot from the use of negotiation language ,they often ask clarification when they find difficulties in understanding others' talking. Therefore, the teacher's role is to give necessary phrases or expressions that enable them to express their needs. On the other hand, Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them. The speaker can use some of the following expressions to structure his discourse:

- To begin with/and finally...
- What I am trying to say is that...
- What I mean is...
- The point I am trying to say is that.(Harmer, 2001: 270)

2.2. Mental / Social Processing

Not only the knowledge of language features is necessary for the speaking skill, but also the mental and social information processing are needed.

a- Language Processing

“It is the ability of the speakers to process the language in their minds through putting it in a coherent order so that the hearer can understand it and get the intended messages” (Harmer, 2001: 271). Also, language processing is the speakers'ability to retrieve words and phrases from their memories to use them when they are interacting with others.

b- Interacting with Others

Speaking is communication, and communication means people interacting with two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so (Harmer, 2001: 270).

c- Information Processing

This relates to the communicators' ability of processing the information they receive rapidly in their minds, i.e. The time speakers get information, they should be ready to respond to the others' talk. The more response takes time, the less effective communication we get (Harmer, 2001: 270).

2.3. The Importance of Speaking

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. According to Ur (2000: 120), "Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively to be the most important. People who know a language are referred to as 'speakers' of that language, as if speaking includes all other kinds of knowing". In fact, this skill is important since it enables learners to negotiate, express opinions, and share information. Furthermore, the main question often given to foreign language learners is "do you speak English?" or "do you speak French?", but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001:103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication."

As a matter of fact, Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. In this view, Baker and Westrup (2003: 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion". So, speakers of foreign languages have more opportunities to get jobs in such companies. Speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas. According to Bygate (1987:6), "speaking enables the speaker to take decisions regarding what to say, when and how".

In view of this, the skill of speaking enables one to use words meaningfully reflecting some thoughts and ideas. It is important since it can be used to perform professionally in different domains. In addition, it contributes to the success of one's career if it is used effectively. For instance, applying for a particular job requires possessing a good speaking skill, especially in job interviews. Therefore, the speaking skill is essential not only for academic and professional issues, but also for social ones in terms of assisting social relationships and building good rapport with people.

2.4.Characteristics of Speaking

In any communicative approach, teachers should provide learners with elements of enhancing their speaking fluency and accuracy.

2.4.1. Fluency

Generally speaking, fluency refers to the speaker's ability to produce the language rapidly and without obstacles. Hughes (2002:80) defines fluency as "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest". In achieving fluency, teachers are asked to engage their learners in the learning process by giving them the opportunity to speak freely and interact during classroom courses, and through encouraging them not to be afraid of making mistakes. Moreover, Hedge (2000: 54) also adds that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate showiness, or undue hesitation". In other words, the fluent speaker is the one who possess the ability to produce a continued speech without facing any difficulties.

On the other hand, Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury, (2005:6-7) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. He claims that even native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases,Thornbury suggests what is called "tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean", which give them more time to think about what to say next.

2.4.2. Accuracy

“Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation” (Baker and Westrup, 2003:7). Lacking accuracy means producing incorrect grammatical structures, misusing vocabulary, and pronouncing words wrongly. In particular, a correct use of grammar, proper articulation, and appropriate use of words in the right context are the main features of an accurate speaker.

To put it differently, accuracy refer to the ability to produce language correctly without making grammatical mistakes. Nowadays, most of EFL students seek to be fluent speakers in the target language and neglect the importance of accuracy in their speech, for that reason, teachers are asked to design activities that work on get learners to be accurate.

In addition, without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. In this respect, Barkhuizen (2005:139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language”. So, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation. Thus, in brief, fluency and accuracy are two speaking characteristics that complete each other, so that one can produce an effective communication.

2.4.2.1. Grammar

According to Luoma (2004:12) Learner grammar is defined as a“ handy for judging proficiency because it is easy to detect in speech and writing”. When we talk about grammar in term of accuracy, we mean the speaker’s ability to combining words to form phrases and sentences, i.e., the way words are constructed, the place of the verbs in the sentence, and how different grammatical structures are combined together.

2.4.2.2. Vocabulary

Vocabulary refers to all the words that are used by people, which enable them to produce the language. It covers all the language skills: speaking, writing, listening, and, for instance, when we speak and write we need vocabulary, and when we listen and read we have to understand, which means that the knowledge of vocabulary is the bridge toward learning the foreign

languages, i.e., work on developing learners' knowledge of vocabulary by introducing each time new words or vocabulary (Nation 2001:129).

For this reason, vocabulary concerns studying the use of words. Having the vocabulary of a particular language means being knowledgeable about that language in terms of meanings. To put it differently, it refers to "the words that are known or used by a particular person, or that are used in a language or subject." (Cambridge Dictionaries, 2015).

2.4.2.3. Pronunciation

Pronunciation is the correct way to say something appropriately. Luoma (2004:11) asserts that "Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation", i.e., they should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. Redmond and Vrchota (2007:104) argue that:

It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.

However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved. In brief, fluency and accuracy are two speaking's characteristics that complete each others, so that one can make an effective communication.

2.5.C Classroom Speaking Activities

In the oral expression session, there are many classroom speaking activities used by the learners in order to develop their speaking performance and to be fluent and accurate communicators, so this various classroom activities can be designed by teachers. For instance, role plays. Storytelling, classroom discussion, and communication game are activities which aims to give chances for students to speak and express themselves in front of the whole classroom in order to prepare them for real life situation.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'malley and Pierce (1996:59) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that "different kinds of

speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.” So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

2.5.1. Role Play

“ Role refers to the part learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants” (Richards and Rodgers, 2001).

Ments (1999) says that role play involves “asking someone to imagine that they are either themselves or another person in a particular situation”. So we can say that the role play they may take the role of real people or themselves. According to Lucantoni (2002), role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills. Ments (1999) and Livingstone (1983) agree that role play increases learners’ motivation and involvement in the learning process. Ments (1999) adds that role play lends to “Role play can also require the learners to use their imagination, background knowledge and communications skills”

So we can say that the role play is the play of of imagination which frees learners and enable them to express their thoughts and emotions. It also fosters creativity and maximizes the speaking time, and at last but not least, it decreases the fear of public speaking, all that explains the reasons behind being the most enjoyable activity.

In preparation for role play, learners may need to be introduced to key vocabulary and expressions they will be able to use. Role cards or cue cards, as Bygate (1987) suggests, can also be provided to learners to explain the roles they will be taking on. Then learners should be given “enough time ... to read any necessary information and to formulate their ideas” (Lucantoni, 2002:51). During role plays teachers should encourage learners and reassure them that no penalties will be imposed on them for hesitations or mistakes (Al-Saadat & Afifi, 1997).

2.5.2. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Thornbury (2005:95) defines storytelling as “ a universal function of language and one of the main ingredients of casual conversation”. This means that storytelling helps students express ideas in the format of

beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

2.5.3. Classroom Discussion

The most effective activity that gets students practice talking freely is discussion. Littlewood (1981:47) states that: "discussion provides learners with opportunities to express their own personality and experience through the foreign language". This means that "discussion" is regarded as a real language experience where the students use their abilities in order to deal with such speaking activity. Teachers play an important role in making students share or discuss in such activity. For this sense, Ur (1981: 2-3) mentions that: "The role of the teacher is not to manage the discussion and impose his/her opinion, but instead he/she should encourage them to participate in the conversation and select the topics that fit their interests".

In addition, "in many discussions there is much to be learned" (Ur,1981:3). This means that, discussion can provide learners with opportunities to improve listening and speaking. As it can be seen, classroom discussion is a very effective activity that boost learners' self-confidence, it create a good atmosphere to learners in terms of raising their participation and it considered an excellent way for developing learners' communications' skills.

2.5.4. Communication Games

This kind of games are designed for the sake of provoking communication between the students in order to develop learners' thinking and intelligence by offering them the chances to communicate and interact with each other. The teacher here can bring these activities from radio and TV games into the classroom.

Moreover, according to Bygate (1987) such activities include first, "Describe and Draw" in which one student describes a given picture and the other one draws it. Second, "Describe and Arrange"; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, "Find the difference", two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seeing each others "pictures". O'Malley and Pierce (1996:59) call these activities "information gap activities"; they define them as "the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner".

2.6.Learners' Strategies of Communication

EFL learners may face some problems and obstacles during a conversation or while speaking, therefore, learners become obliged to use some communication strategies in order to deal with these communication problems. Faerch and Kasper (1983:36) stated that “communicative strategy as potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”.

In this way they are involved in explain similar data in terms of an individual's mental response to a problem rather than as a joint response by two people. According to their definition, in general, there are two possible strategies for solving a communication problem: reduction strategies and achievement strategies.

2.6.1. Achievement Strategies

It refers to the different strategies used by the learners in order to make their messages understood by the interlocutor. These strategies are:

2.6.1.1. Guessing Strategy

This strategy used by the speaker to give an answer to a particular question when he /she does not have the correct word or is not sure about it. The four elements that represent the Guessing strategy are: Foreignize, Borrow, Alternatively, and Coining.

a- Borrow

The speaker here, using one primary language, but mixing in words or ideas from another, i.e. In borrowing, the speaker speaks one language, and alters vocabulary from another to fit the primary language. For instance, a fluent French speaker is likely to use English words, altered into French, when speaking about computing concepts that developed in English first: “Avez vous un point d'accès Internet” simply takes the concept “an Internet access point” and makes it fit into French.

b- Foreignize

It means that the speaker uses a word from his mother tongue language and pronounce it as it is a word from a target language. When translators use foreignization, they keep the SL values and make them salient in the TL. Translating verses of the Quran into English shows foreign elements to the English language readership. For example,

و الجبال أوتادا (The Quran, Surat An-Naba',verse 7), is translated into English as “And the mountains as pegs” (Dr. Saleh As-Saleh,The Tafseer (explanation) of Surat An-Naba’). But the English meaning of the verse is ‘Mountains balance earth like anchors to a ship’ (BBC Special Report, February 19, 1998).

c- Alternatively

The speaker literally translates from his/her mother tongue word. Bygat (1987: 44) gave an example about alternatively “French man may attempt to say ‘crescent’ instead of ‘croissant’ ”.

d- Coin a Word

The learner’s creation of a new word in order to communicate a desired concept (e.g. “airball” for “ballon”).

2.6.1.2. Paraphrase Strategy

In a paraphrase, the ideas and meaning of the original source must be maintained by the speaker, but the wording has to be his/her own. This can be done in (2) two ways:

a- Lexical Substitution

Learners use a target language vocabulary item or structure, which he/she knows is not correct, but it shares semantic features with the desired item to satisfy the speaker, i.e. The speaker replaces the missing word by its synonym, or with a word which is more general. for example; instead of saying “water pipe”, the speaker may use the word “pipe” which is more general.

b- Circumlocution

The learner’s describing the characteristic or elements of an object or action instead of using the appropriate TL structure, i.e. The speaker tries to transmit the intended meaning in a several words instead of just one word. For instance, “that thing you put money in” instead of saying “wallet”.

2.6.1.3. Cooperative Strategy

In this strategy, the speaker and the listner work together in order to achieve a common objective and the smooth of the conversation. In other words, the speaker may ask the hearer for the translation of the word from the mother tongue in order to indicate the meaning that he/she needs. For example,

- a. P(rosecutor): Do you have any bank accounts in Swiss banks, Mr.Bronston?
- b.B(ronston): No, sir.

c.P: Have you ever?

d.B: The company had an account there for about six months, in Zurich (Solan & Tiersma, 2005).

2.6.2. Reduction Strategies

The learner in this strategy reduces his or her communicative goal in order to avoid problem, producing non-fluent or incorrect utterances (Faerch and Kasper,1983:53).

2.6.2.1. Avoidance Strategy

The speaker change the objective of the conversation in order to avoid any problems through:

a- Topic Avoidance

It is the strategy where learners try not to talk about concepts they find difficult to express. For instance, the learner avoids saying certain words because he either does not know or forget the English terms.Tarone (1990) gave an example about it "Around a tree the man saw two little a ... er... he walked by the tree...".

b- Message Abandonment

A learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance .(e.g. A learner says "he took the wrong way in mm...". He/she does not continue his/her utterance).

In sum, we can say that these communication strategies can be a great help for many students. These strategies help the learners / students to continue a conversation when they do not know the words or the structures, to gain confidence in speaking, to increase their fluency, to appear interested in communicating, to develop a sense of autonomy.

2.7. Learners' Speaking Difficulties

The learning difficulties facing foreign-language students are a most common fact of life. However, the nature of such difficulties and their effects on the process of learning usually differ from one factor to another. Some of these factors are introduced as below:

2.7.1. The Fear of Making Mistakes

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). Aftat (2008:101) adds that this fear is linked to the issue of correction and negative evaluation received from their peers if they make mistake. In addition, this is also much

influenced by the students' fear of being laughed at by other students in speaking English or being criticized by the teacher, in this case learners usually prefer to keep silent and do not participate at all, which leads them to what we call 'inhibition'. Ur (2000:121) stated 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 the attention that their speech attracts".

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication(cited in Juhana, 2012).

2.7.2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

For Bowen (2005) and Robby (2010) , some learners' shyness is caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk.

Admittedly, it is the teacher's duty to create a friendly and open classroom environment to help shy students to feel fine of making mistakes in their learning. For instance, the teacher has to convince students to look upon shyness as a thing to overcome and do not fear failure or

success in order to help them to be more confident in their speaking. Thus, those students need help and guidance from their teachers(cited in Juhana, 2012).

2.7.3. Lack of Motivation

Learners sometimes can not find a way to express themselves during the classroom activities, and they just keep silent or simply say that they have nothing to say, so from this reason we notice that the problem is strongly linked to the concept of ‘Motivation’(Ur 2000:121).

It is mentioned that motivation is the key to students learning success. According to Siegel (2004, in Aftat, 2008) “motivation is a product of good teaching”. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students’ motivation is really influenced by the teachers’ teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

2.7.4. Lack of Confidence

It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

According to Tsui cited in Nunan (1999) says that “students who lack of confidence about themselves and their English necessarily suffer from communication apprehension”. This shows that building students’ confidence is an important part of teacher’s focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students’ confidence. Moreover, because of their low ability in speaking, many students think that their English is bad and feel that they cannot speak English well. Brown (2001) also adds that the students’ lack of confidence is caused by the lack of encouragement from the teacher because some students find learning demotivating rather than motivating. This makes encouragement a vital thing in building the students’ confidence.

As a result to this problem, Kubo (2009) adds that to build students’ confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English.

2.8.The Role of EFL/ESL Teachers in Teaching Speaking

Teachers have several roles to play in order to make the students comfortable to speak and explore their own thinking and achieve success in the learning process. According to Hedge (2000: 26), the teacher has different roles.

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as an organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.

However, Harmer (2001:275-276) states that “Promoter, participant and feedback provider, are the three important roles that teachers can play if they want to get their learners speak fluently”.

2.8.1. Promoter

Teachers play the role as a prompter when students are not sure about how to do a task, lost for words or become unsure how to proceed. In this case, the teacher usually gives hints, suggests phrases or vocabulary only when necessary. However, the teacher should be careful when he/she gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement (Harmer 2001: 275).

2.8.2. Participant

This role improves the atmosphere in the class when the teacher takes part in an activity. To increase the effectiveness of learning it is sometimes necessary to act with the students on the same level as a participant. Not only will the teacher gain an insight about the way students develop, but also give them the chance to interact with someone who has a much higher comprehension of the target language.

Despite the fact that the teacher’s participation is important, teachers should not take the initiative away from the students. In other words, because of the huge difference between the teacher’s and the learner’s level, teachers should be careful not to participate too much in order not to draw all the attention to them (Harmer, 2001: 276).

2.8.3. Feedback Provider

According to Harmer(2001:276), “teachers are expected to assess their students by correcting them and giving feedback to their development and performance. This teacher’s role is very sensitive specially with beginner learners whom sees the feedback as a criticism. For that reason,teachers should be very careful when they give feedback since over-correction might hinder students’ motivation to talk, but encouraging responses may drive students to carry out the oral tasks with self-confidence which will in turn improve their speaking ability.

Conclusion

Teaching speaking is a very important part of second language learning because it develop learners to communicate in a second language clearly and efficiently in order to contributes success in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. This chapter, focused on the definition of speaking and its importance in the classroom, how to be acquired and developed in terms of accuracy and fluency, as well as the activities that help the learners to develop their speaking abilities. In addition, it focus on the oral communication strategies that EFL learners may use in their speaking in order to overcome the different difficulties, and it ended with the roles that the teachers act during the learners’ oral performance.

CHAPTER THREE
FIELD WORK AND DATA ANALYSIS

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Appendices

Appendix 1 The Students' Questionnaire

Appendix 2 The Teachers' Questionnaire

ملخص

Introduction

This third chapter represents the analysis of students' and teachers' questionnaires to answer the research questions and confirm or reject the hypothesis which investigates the role of teacher's feedback to improve students' speaking skill. This chapter is divided into two parts, the first one presents the research methodology, the participants, and the research instruments which were used to collect data. The second part is concerned with the description and the analysis of the data gathered from teachers' and students' questionnaires.

3.1. Research Methodology

3.1.1. Method

A descriptive method has been chosen in order to investigate the hypothesis which claims that oral expressions' teacher feedback effect positively on the learners' speaking performance.

3.1.2. Participants

The chosen population of this study were the oral expression's teachers and the first year LMD students of English at Mohamed Khaider University of Biskra in the department of foreign languages. The sample consisted of ten teachers of Oral Expression course and Fifty students who were chosen randomly in order to know more about their oral proficiency because at this level students tend to commit a lot of mistakes.

3.1.3. Instruments

Two research instruments have been used in this investigation, the first one was a students' questionnaire which aimed at collecting data from the participants in order to examine their opinion toward the feedback they receive from their teachers. The second instrument was a teachers' questionnaire, this questionnaire aimed to see how teachers provide their students with feedback to investigate the effect of that feedback on the students' speaking performance.

3.2. Description of the Students' Questionnaire

The students' questionnaire includes sixteen (16) questions varied between closed ended questions, open ended questions, and multiple choice questions. The questionnaire is composed of three sections:

Section One: Background Information

There are four questions in this section. These questions aimed to know some general information about the participants, for instance; their gender, age, their level in English, and their choice of studying English.

Section Two: Speaking Skill

This section contains Five questions, which aimed to know about the students' opinion towards speaking skill, the importance of oral expression module in English learning, the difficulties they face during speaking activities and the most preferring oral activities during the learning process.

Section Three: Teachers' Feedback

This section consists of seven questions. The aim of these questions is to know if the students receive feedback from their oral expression' teachers, for instance, the appropriate time of receiving feedback, the preferable way of receiving feedback, the students' reaction toward receiving feedback. Lastly, we concluded this questionnaire with the learners' opinion toward the role of teachers' feedback on improving their speaking performance.

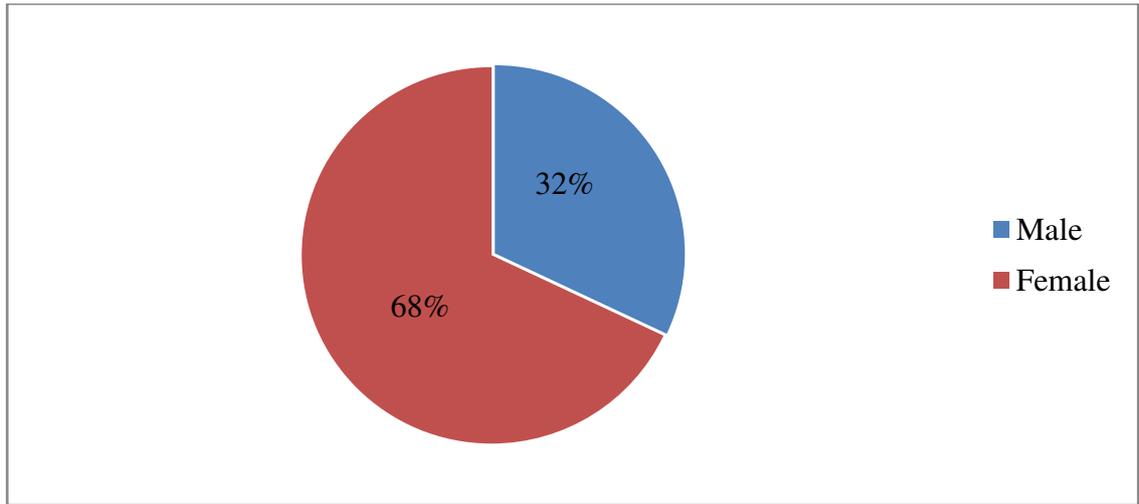
3.2.1. Analysis of the Students' Questionnaire

Section One: Background Information

Question 1. Please specify your gender.

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Male | 16 | 32% |
| Female | 34 | 68% |
| Total | 50 | 100% |

Table 02 : Students' Gender



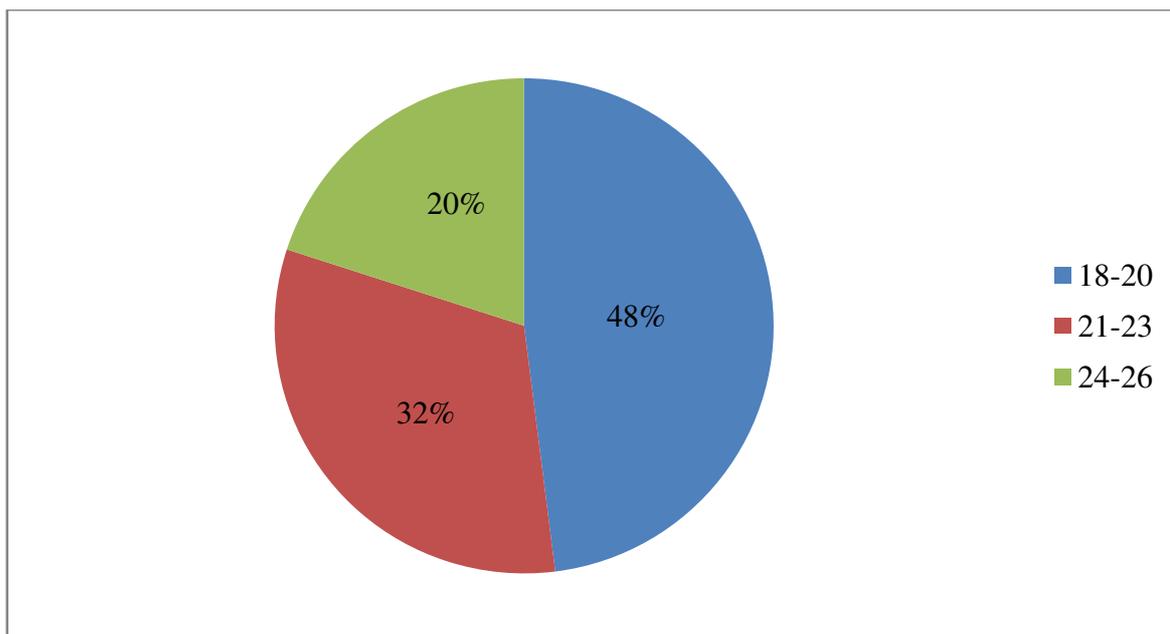
Graph 02: Students' Gender.

As it is clear from the result, the majority of the participants are females representing 68% (34 participants) from the whole sample which is 50 participants. On the other side, only 32% of the whole sample was representing males that is 16 males who participated in the study. That means girls are more interested in learning English as a Foreign Language than boys who prefer the scientific branches.

Question 2. Please specify your age.

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| 18-20 | 24 | 48% |
| 21-23 | 16 | 32% |
| 24-26 | 10 | 20% |
| Total | 50 | 100% |

Table 03 : Students' Age.



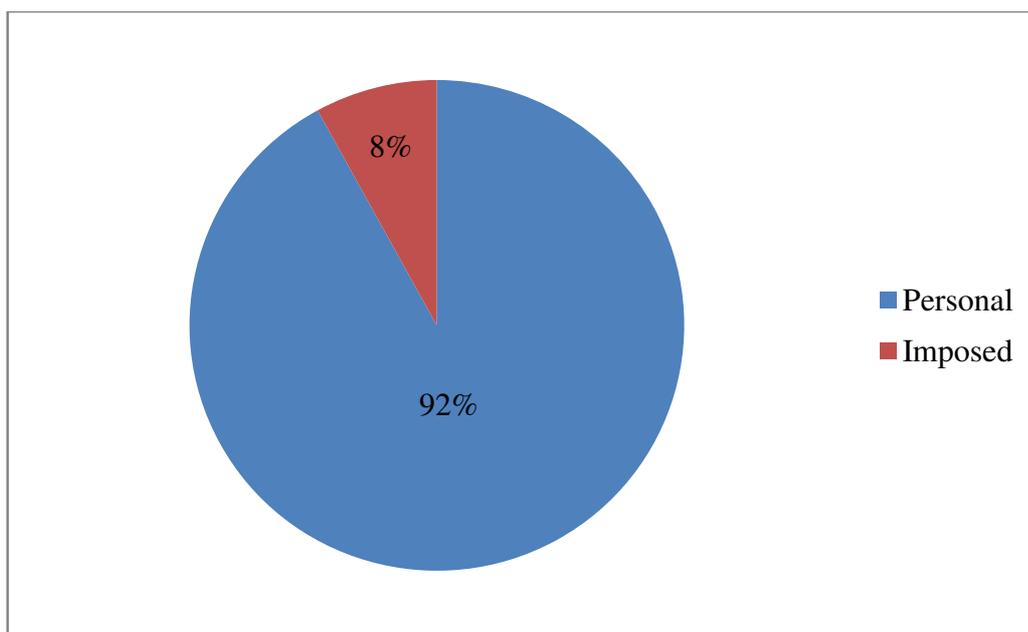
Graph 03: Students' Age.

The table shows that students' age varies between eighteen and twenty-six, so this population is extremely young. The participants between eighteen and twenty represented the biggest population (48%). Therefore, 16 participants who are (32%) aged between twenty-one and twenty-three. Finally, 10 participants are aged between twenty-four and twenty-six.

Question 3. Was it your personal choice to study English?

| Options | Frequencies | Percentages % |
|----------|-------------|---------------|
| Personal | 46 | 92% |
| Imposed | 4 | 8% |
| Others | 0 | 0% |
| Total | 50 | 100% |

Table 04: Students' Choice to Study English.



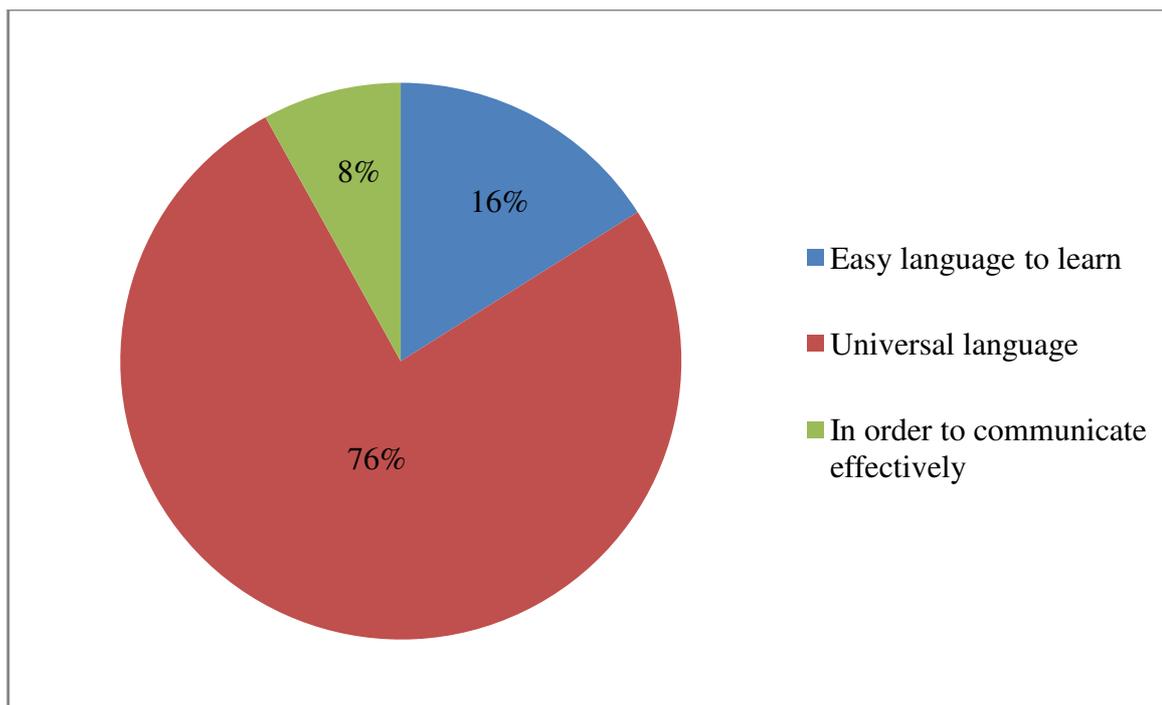
Graph 04: Students' Choice to Study English.

This graph identifies that the most of the students (92%) 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, this could be due to several reasons that will be illustrated in the next table. Whereas, just (8%) of the participants indicate that they were obliged to study English because of some reasons such as parents' pressure.

- If it is Personal , please say why according to the following features:

| Options | Frequencies | Percentages % |
|-------------------------------------|-------------|---------------|
| Easy language to learn | 8 | 16% |
| Universal language | 38 | 76% |
| In order to communicate effectively | 4 | 8% |
| Others | 0 | 0% |
| Total | 50 | 100% |

Table 05: Personal Reasons to Study English.



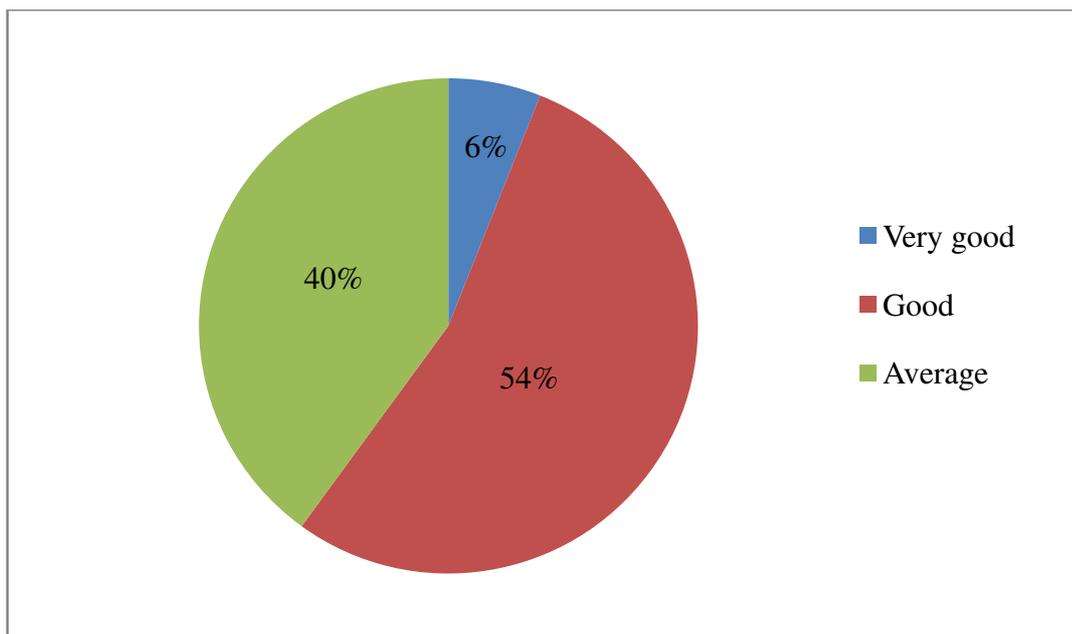
Graph 05: Personal Reasons to Study English.

The results from the table above denote that (76%) of the participants whom English was their personal choice claim that their option was because English is an international language. Others (16%) indicate that the easiness of the English language as it is compared to other fields is the reason behind their choice, while, (8%) of the participants are studying English in order to communicate effectively.

Question 4. What is your level at English?

| Options | Frequencies | Percentages % |
|-----------|-------------|---------------|
| Very good | 3 | 6% |
| Good | 27 | 54% |
| Average | 20 | 40% |
| Poor | 0 | 0% |
| Total | 50 | 100% |

Table 06: Students' Level at English.



Graph 06: Students' Level at English.

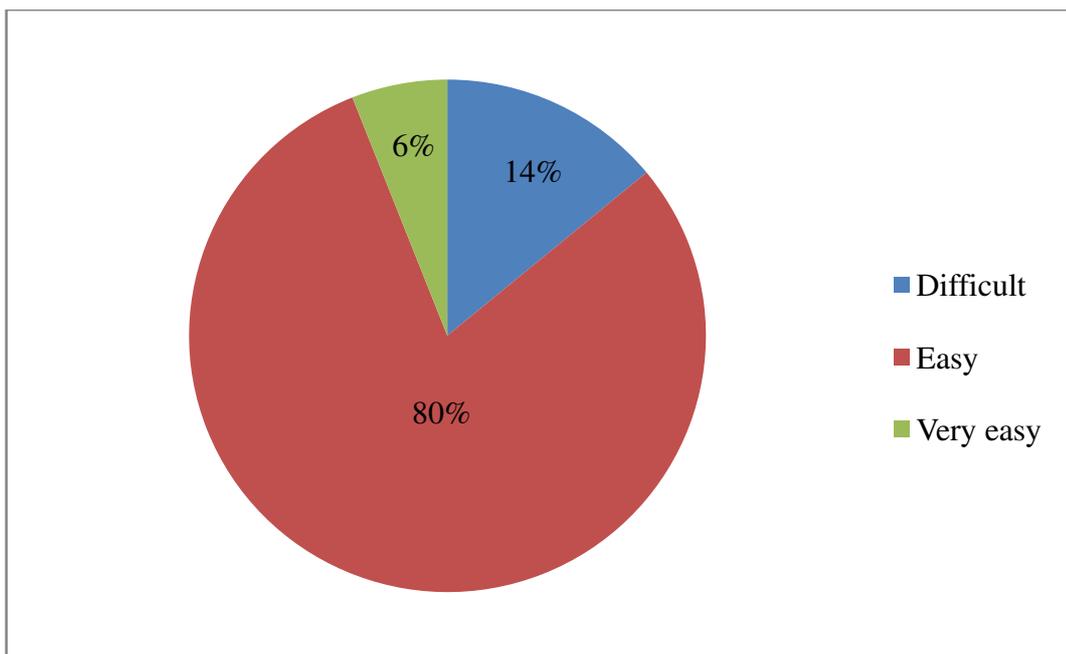
The aim of this question was to find out how participants consider their level in English language. The result as it is shown in table 05 illustrates that three (3) participants evaluated their level very good, while the majority of them representing 54% of the sample considered their level good. The rest of them that are twenty (20) participants mentioned that their level is average. Generally the participants levels are between good and average and few are very good in English language.

Section Two: Speaking Skill

Question 1. In your opinion, Speaking in English is:

| Options | Frequencies | Percentages % |
|----------------|-------------|---------------|
| Very difficult | 0 | 0% |
| Difficult | 7 | 14% |
| Easy | 40 | 80% |
| Very easy | 3 | 6% |
| Total | 50 | 100% |

Table 07: Students' Opinion in English.



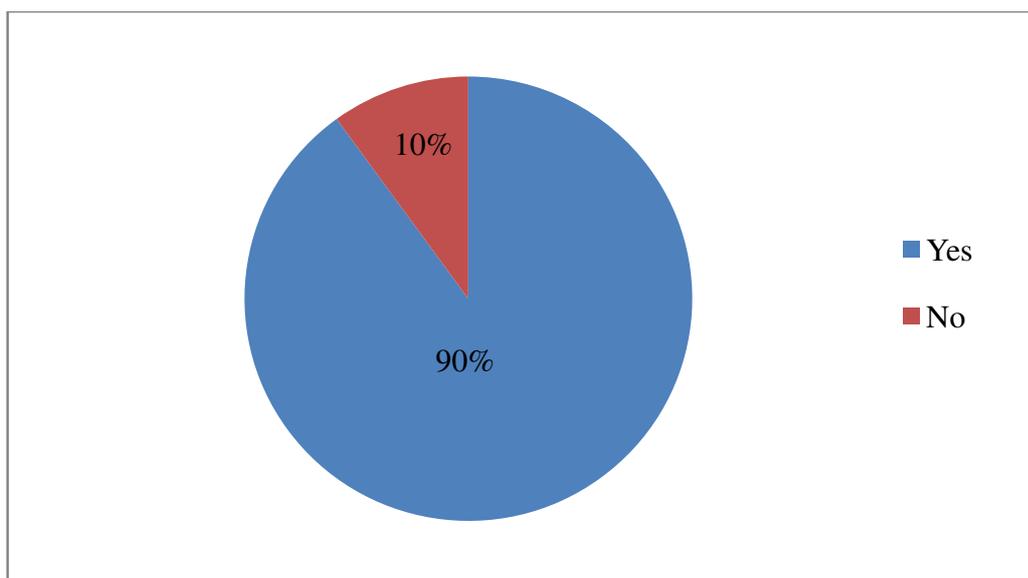
Graph 07: Students’ Opinion in English.

Participants were asked to indicate how they find the process of learning English whether it is very difficult, difficult, easy or very easy. From the result, the majority of the participants representing 80% of the sample mentioned that learning English is easy; whereas, 14% indicated that it is difficult. Moreover, (6 %) of the participants pointed out that speaking in English is very easy. It is clear now that generally learning English is easy, only for some is difficult and very few students consider it as very easy.

Question 2. Do you like to speak English?

| Options | Frequencies | Percentages% |
|---------|-------------|--------------|
| Yes | 45 | 90% |
| No | 5 | 10% |
| Total | 50 | 100% |

Table 08: Students’ Interest in Speaking English.



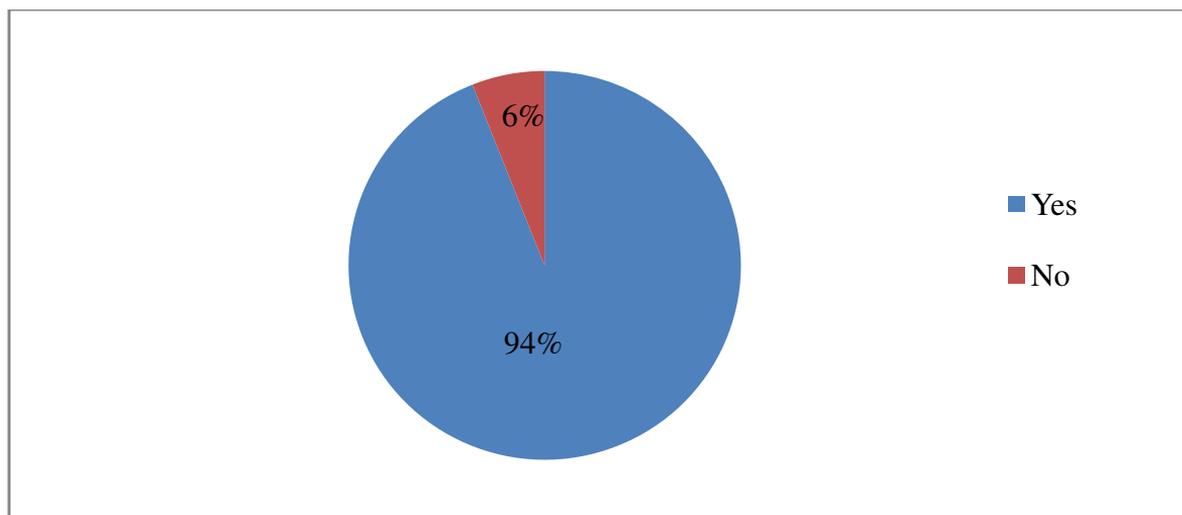
Graph 08: Students' Interest in Speaking English.

Participants were asked to show the extent to which they like or dislike speaking in English. From the result, the majority of the participants representing 90% (45 participants) like to speak in English language. This may indicate that speaking in English is one of the most important skills that improve their capacities in English language in order to communicate effectively. On the other hand, the results also indicate that only (10%) of the students mention that they do not like to speak in English because they are not interested in the English language.

Question 3. Do you think that the module of oral expression is important in learning English?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 47 | 94% |
| No | 3 | 6% |
| Total | 50 | 100% |

Table 09: Students' Opinion about the Importance of Oral Expression Module in Learning English.



Graph 09: Students' Opinion about the Importance of Oral Expression Module in Learning English.

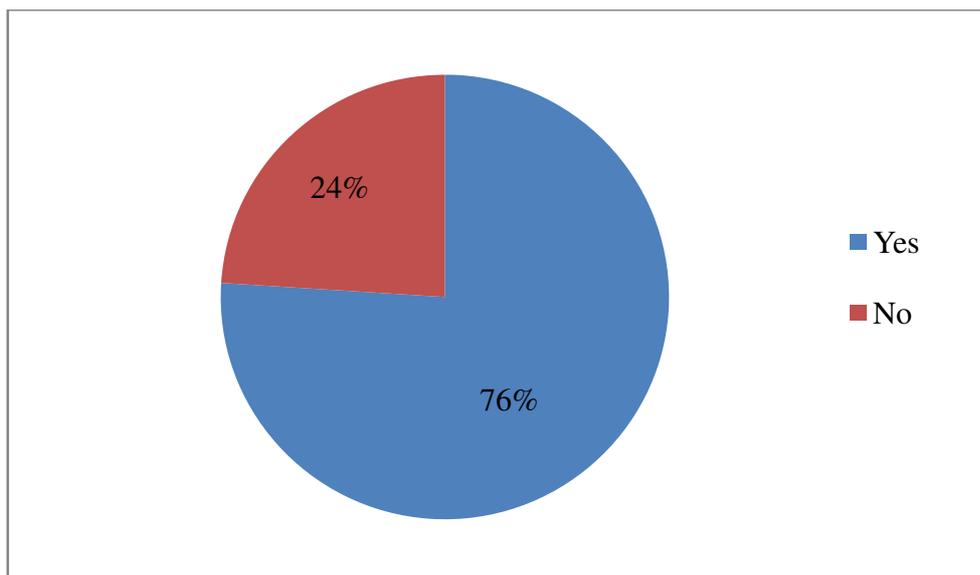
This question was designed to figure out and understand the students' attitudes toward oral expression module and its importance in learning. From the result, the majority of the participants (94%) answered positively the question which indicates that, the students are aware of the importance of the oral expression module for their learning of the English language. Whereas, only three (3) students of the sample considered this module as not important for learning English, which may imply that this students may have some problems in speaking or in front of others. Students who consider oral expression module as an important one justified their answers by saying that:

- It helps in developing their speaking skill.
- It improve their pronunciation level and more importantly because they enjoy the language and want to become fluent speakers.

Question 4. Do you find difficulties when speaking?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 38 | 76% |
| No | 12 | 24% |
| Total | 50 | 100% |

Table 10: Students Difficulties during Speaking Activities.



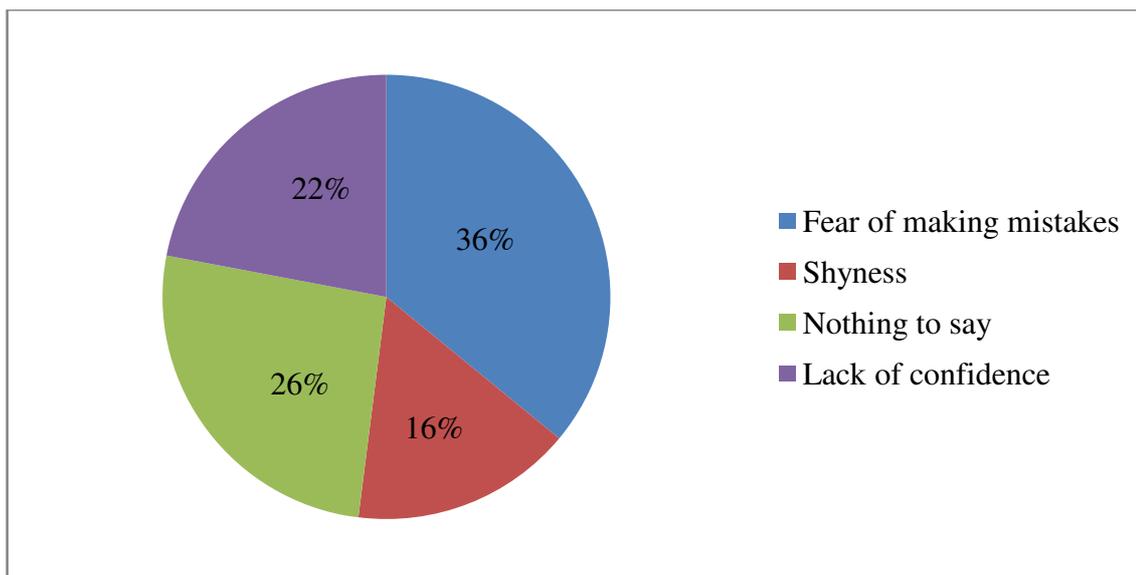
Graph 10: Students Difficulties during Speaking Activities.

From the results above,(76%) of the participants found difficulties during speaking activities, while (24%) of them did not face any problems during oral activities.

-If yes, say what are these difficulties?

| Options | Frequencies | Percentages % |
|-------------------------|-------------|---------------|
| Fear of making mistakes | 14 | 36% |
| Shyness | 6 | 16% |
| Nothing to say | 10 | 26% |
| Lack of confidence | 8 | 22% |
| Total | 38 | 100% |

Table 11: Students Difficulties in Speaking Activities.



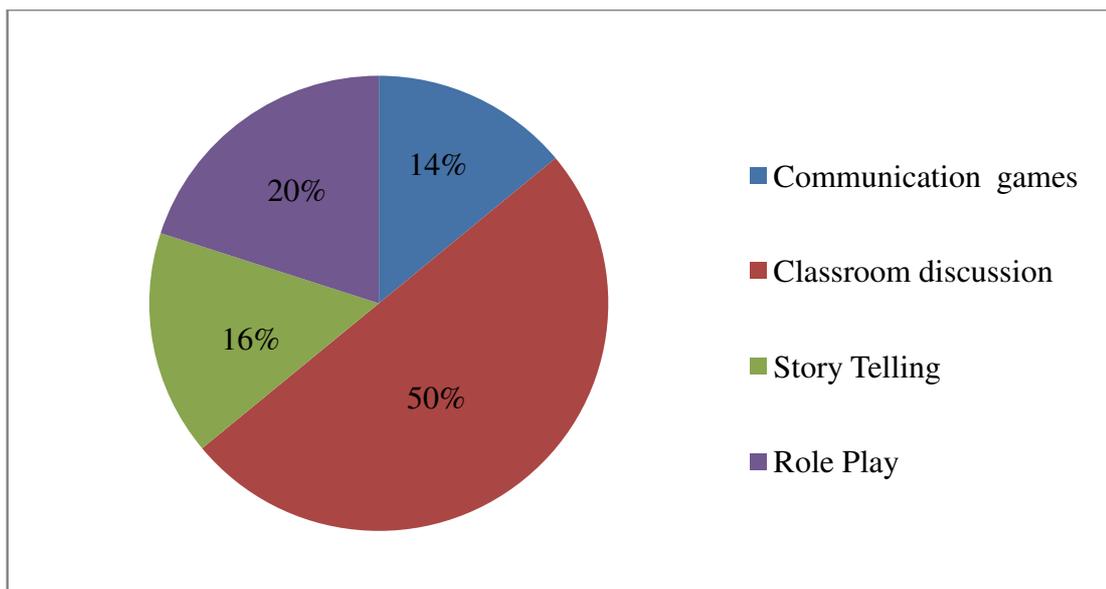
Graph 11: Students Difficulties in Speaking Activities.

In this part of question, participants were asked to indicate the extent to which they find difficulties with the statement of speaking. According to the students' difficulties they faced during the speaking activities, (36%) of the participants faced fear of making mistakes and (16%) of them faced shyness especially when they expressed or discussed their ideas in front to other students. However, (22%) of learners faced lack of confidence, (26%) of them have nothing to say because they were very anxious. Problems like shyness, nothing to say and fear of making mistakes in front of other students, led students to less participation in classroom and might produced incorrect language.

Question 5. Which of these activities do you like the most?

| Options | Frequencies | Percentages % |
|----------------------|-------------|---------------|
| Communication games | 7 | 14% |
| Classroom discussion | 25 | 50% |
| Story Telling | 8 | 16% |
| Role Play | 10 | 20% |
| Others | 0 | 0% |
| Total | 50 | 100% |

Table 12: Speaking Activities that Students Prefer.



Graph 12: Speaking Activities that Students Prefer.

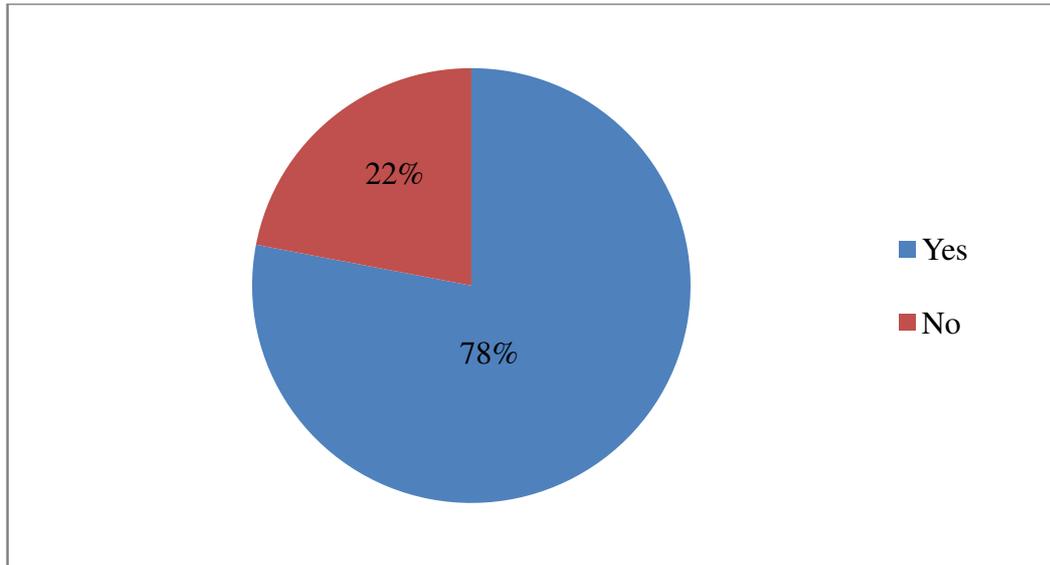
In this question, participants were asked to mention the activities that they preferred in the classroom. The above table denotes that, the highest number of students (50%) declare that classroom discussion is the most preferable classroom activity for them, because maybe during this activity, they feel free to discuss and talk about what they want and need, while (20%) of learners liked role-plays activities because they use language in comfortable way and they interact with other students. Others (16%) claim that storytelling is the best activity in the classroom, because in this activity, students tend to tell their own stories or hear their classmates’ stories. The rest of participants(14%), preferred communication games because they make them feel so excited to show their talents.

Section Three: Teachers’Feedback

Question 1. While speaking, does your teacher correct your mistakes?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 39 | 78% |
| No | 11 | 22% |
| Total | 50 | 100% |

Table 13: Students’ Opinion about Teacher Correction.



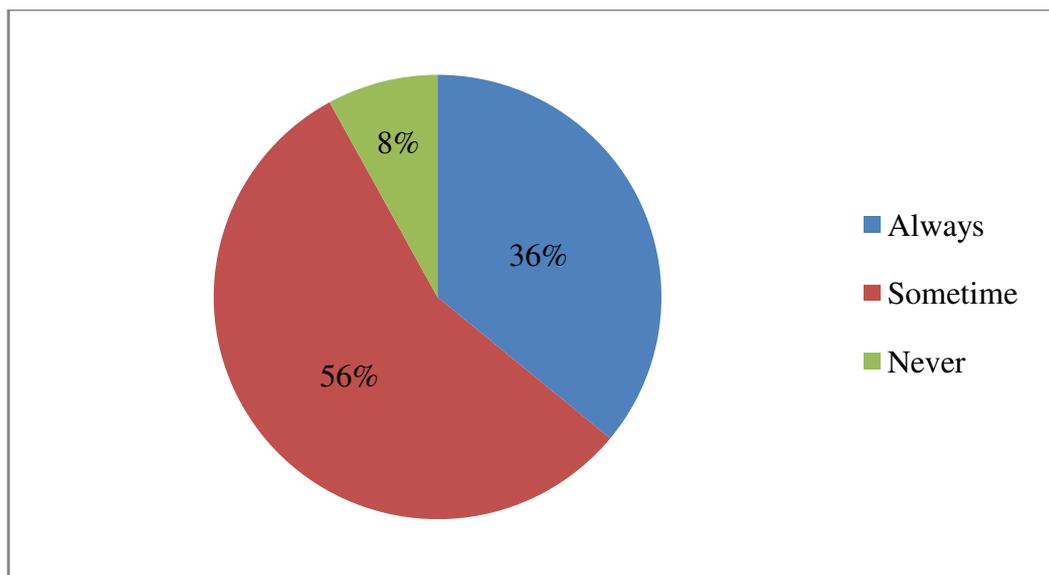
Graph 13: Students' Opinion about Teacher Correction.

In this question participants were asked to determine whether they receive the teachers' feedback in classrooms or not. From table 11, it seems that (78%) of the participants declared that their teachers correct their mistakes while speaking so as not to repeat them again and enhanced their level, whereas (22%) declared that they do not receive any correction from their teachers which may make students unaware of their mistakes and problems.

Question 2. Does your teacher provide you with feedback during tasks ?

| Options | Frequencies | Percentages% |
|----------|-------------|--------------|
| Always | 18 | 36% |
| Sometime | 28 | 56% |
| Never | 4 | 8% |
| Total | 50 | 100% |

Table 14: Students' Opinions about Receiving Feedback from Teacher.



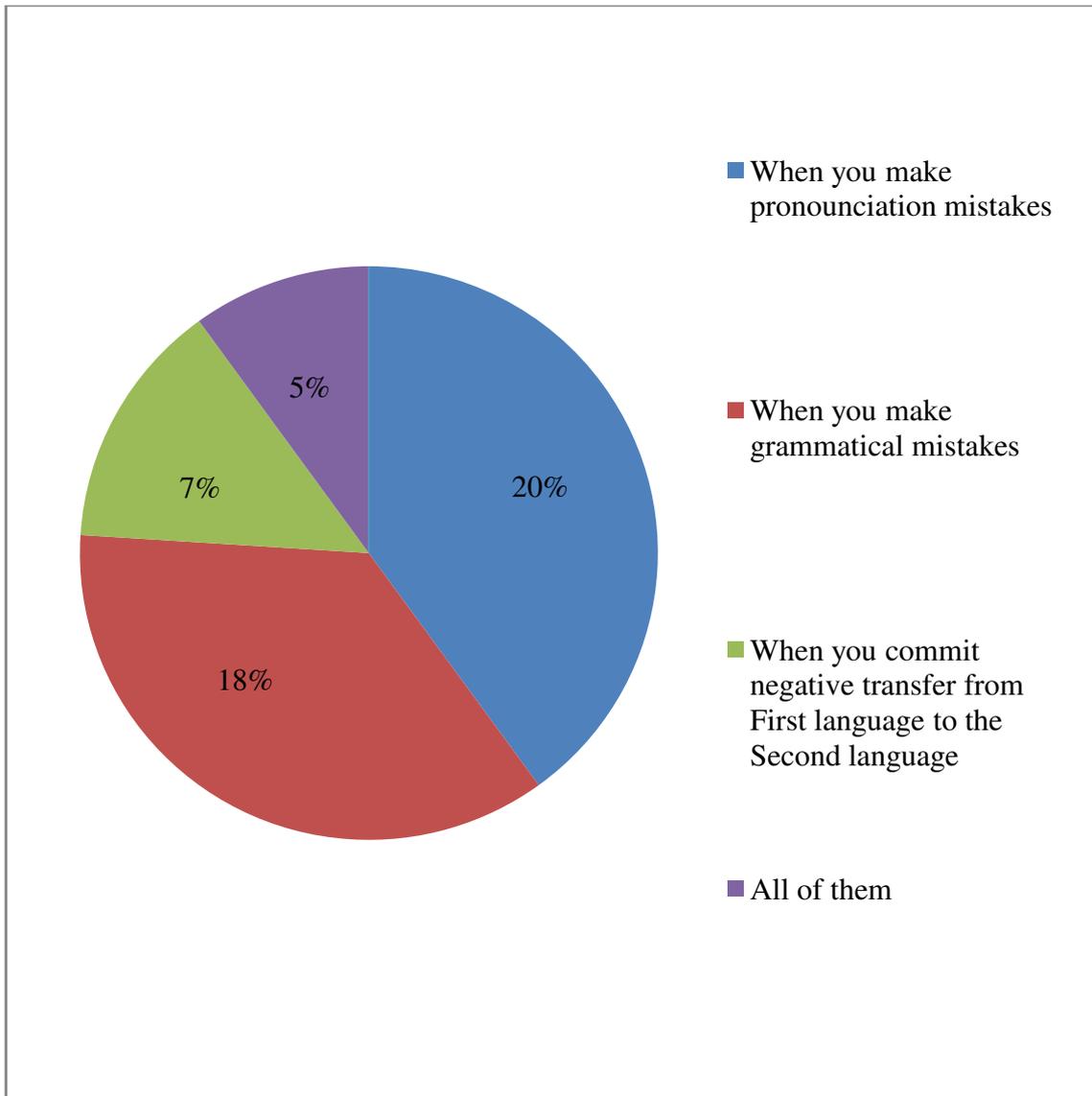
Graph 14: Students' Opinions about Receiving Feedback from Teacher.

Out of 50, 28 participants (56%) said that their teachers do sometime provide them with feedback, this could mean that teacher does not recognize the importance of feedback in improving learners' oral proficiency, and 18 participants (36%) chose the first answer which states that the teacher always gives feedback to his students. This could mean that teachers are aware of their students' mistakes and they are always trying to give them feedback in order to improve their oral performance. Nevertheless, only 4 participants (8%) chose the third answers which stated that the teacher never gives feedback which shows that the teacher does not give importance to his students' errors.

Question 3. When does the teacher give feedback ?

| Options | Frequencies | Percentages |
|------------------------------------------------------------------------------|-------------|-------------|
| | | % |
| When you make pronunciation mistakes | 20 | 40% |
| When you make grammatical mistakes | 18 | 36% |
| When you commit negative transfer from First language to the Second language | 7 | 14% |
| All of them | 5 | 10% |
| Others | 0 | 0% |
| Total | 50 | 100% |

Table 15: Students' Opinions about the Situations when the Teacher Gives Them Feedback.



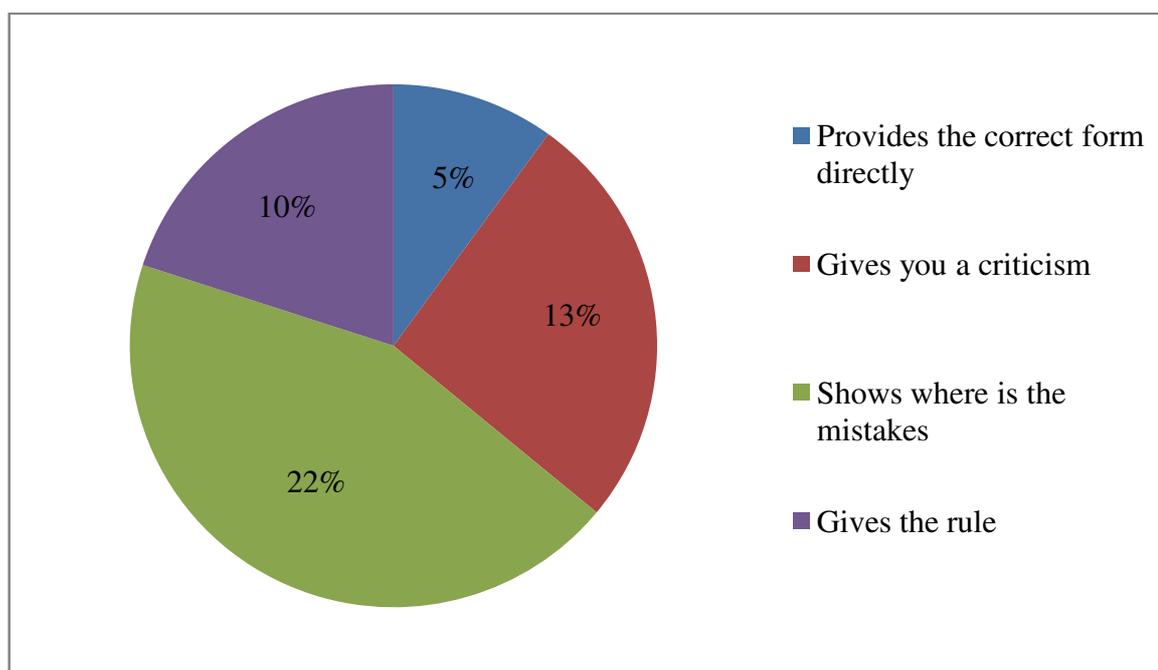
Graph 15: Students' Opinions about the Situations when the Teacher Gives Them Feedback.

From this table, we notice that (40%) is the highest percentage for the participants who received feedback from the teacher for pronunciation mistakes and this affected their level and made them less confident, while (36%) of them receive it on the grammatical mistakes because unrestricted sentence may give a different meaning. Also around (14%) of the students claim that their teachers provide them with corrective feedback when they make a negative transfer from their native language to the target language. Lastly, (10%) of participants have been provided by feedback from the teacher for all mistakes mentioned, and that made students less active and shy during the classroom activities. So, teacher commit different mistakes that student made during speaking.

Question 4. How did your teacher correct your mistakes?

| Options | Frequencies | Percentages % |
|------------------------------------|-------------|---------------|
| Provides the correct form directly | 5 | 10% |
| Gives you a criticism | 13 | 26% |
| Shows where is the mistakes | 22 | 44% |
| Gives the rule | 10 | 22% |
| Others | 0 | 0% |
| Total | 50 | 100% |

Table 16: Participants' Responses about Their Teacher's Form of Giving Feedback.



Graph 16: Participants' Responses about Their Teacher's Form of Giving Feedback.

Table 16 indicates that out of 50, 5 participants (10%) said that they are preferred their teacher's correction through providing the correct form directly. On the other hand, 22 participants (44%) claimed that they were show the mistake because their teacher found that this form of correction is the appropriate one to make them learn from their mistakes; however, 13 students (26%) are preferred for teacher's correction through giving criticism because he infers that the criticism makes his students react negatively to the teacher's

feedback. Lastly, 10 participants (22%) claimed for their teacher’s correction through giving rule.

Question 5. Do you feel embarrassed when you receive feedback?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 22 | 44% |
| No | 28 | 56% |
| Total | 50 | 100% |

Table 17: participants’ Reaction towards Receiving Feedback.

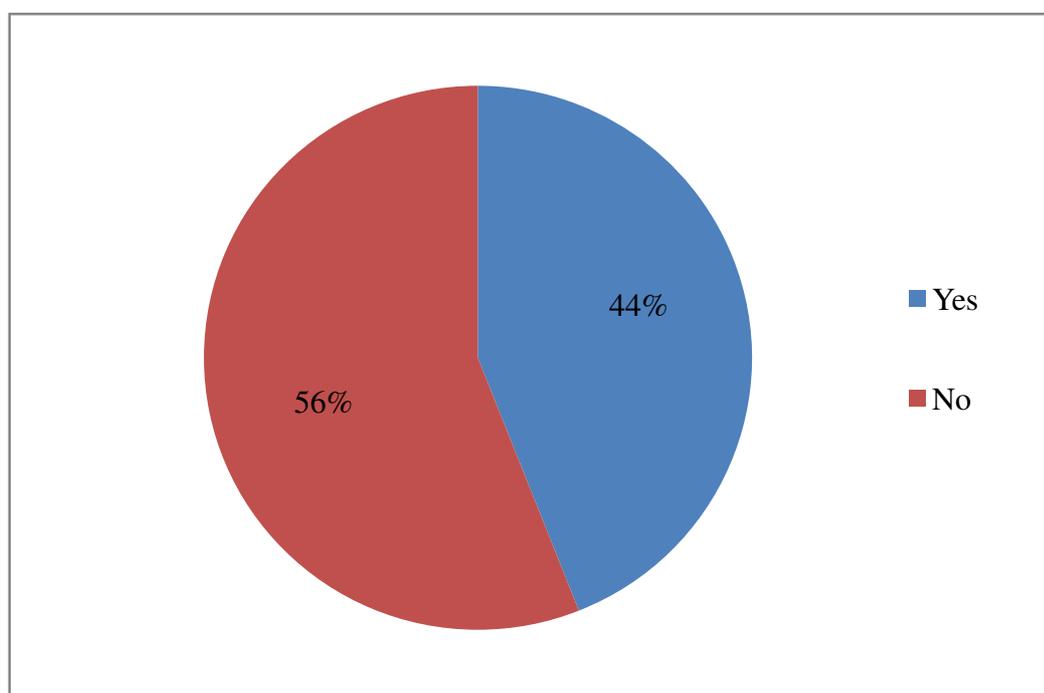


Table 17: Participants’ Reaction towards Receiving Feedback.

We noticed from table 17, twenty-eight (56%) students said that they responded positively towards receiving feedback and they did not feel embarrassed when they receive it, as it is expected to help them learn more about the language from their errors. Twenty-two (44%) students argue that they feel embarrassed when they receive feedback because:

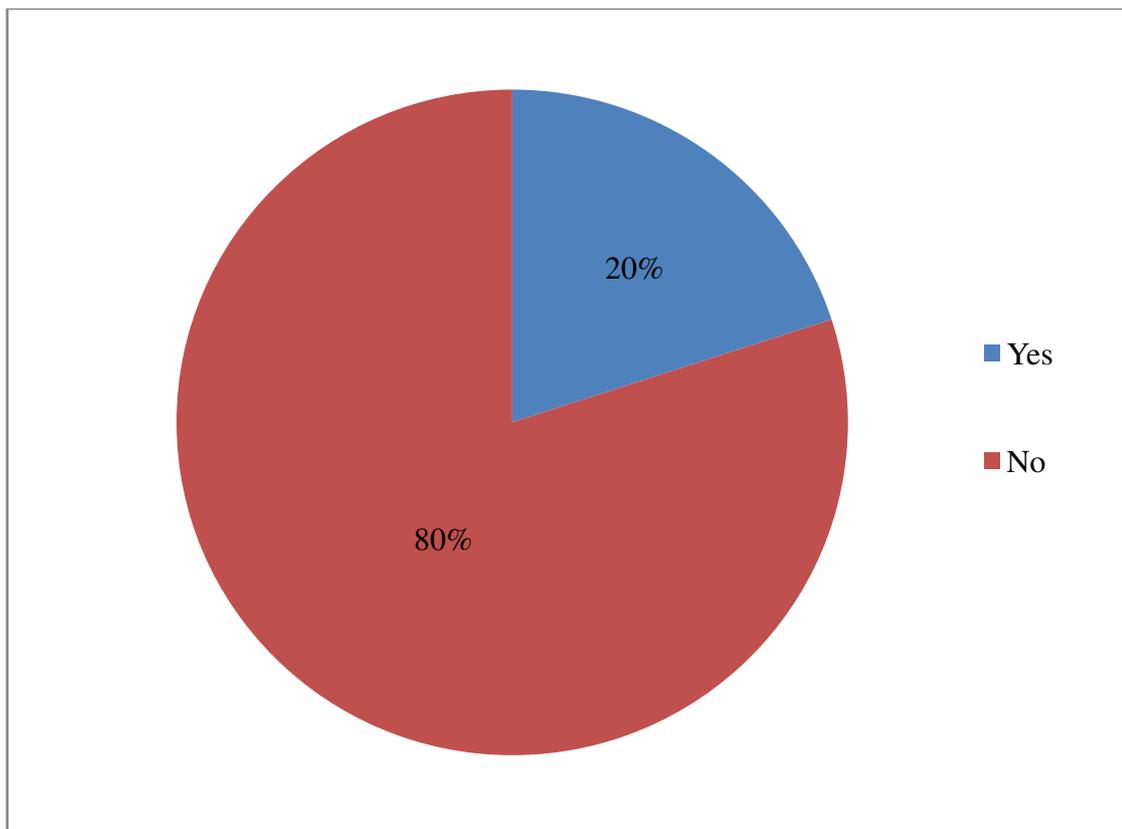
- If they receive a criticism feedback.

- They feel shy and nervous when they receive feedback front to their classmates especially.
- When it is provided in inappropriate situation.

Question 6. Do you repeat the same mistake when your teacher gives you a kind of correction?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 10 | 20% |
| No | 40 | 80% |
| Total | 50 | 100% |

Table 18: Participants' Repetition of the Corrected Mistakes.



Graph 18: Participants' Repetition of the Corrected Mistakes.

Table 18 shows that the majority of the sample (80%) declared that they do not repeat the same mistake if they were corrected, this may indicate that teachers provide their students

with an effective feedback. However, (10%) of the students said that they do repeat the same mistake even if they were corrected, because either the feedback is not clear or the way of giving feedback is not clear.

- If yes, please say why?

| Options | Frequencies | Percentages % |
|--------------------------------------------------------|-------------|---------------|
| Because of the teachers'way of presenting the feedback | 7 | 70% |
| BeCuase of the feedback is not clear | 3 | 30% |
| Total | 10 | 100% |

Table 19: Participants' Responses to the Cause of Repeating the Same Mistakes even When a Kind of Receiving Feedback.

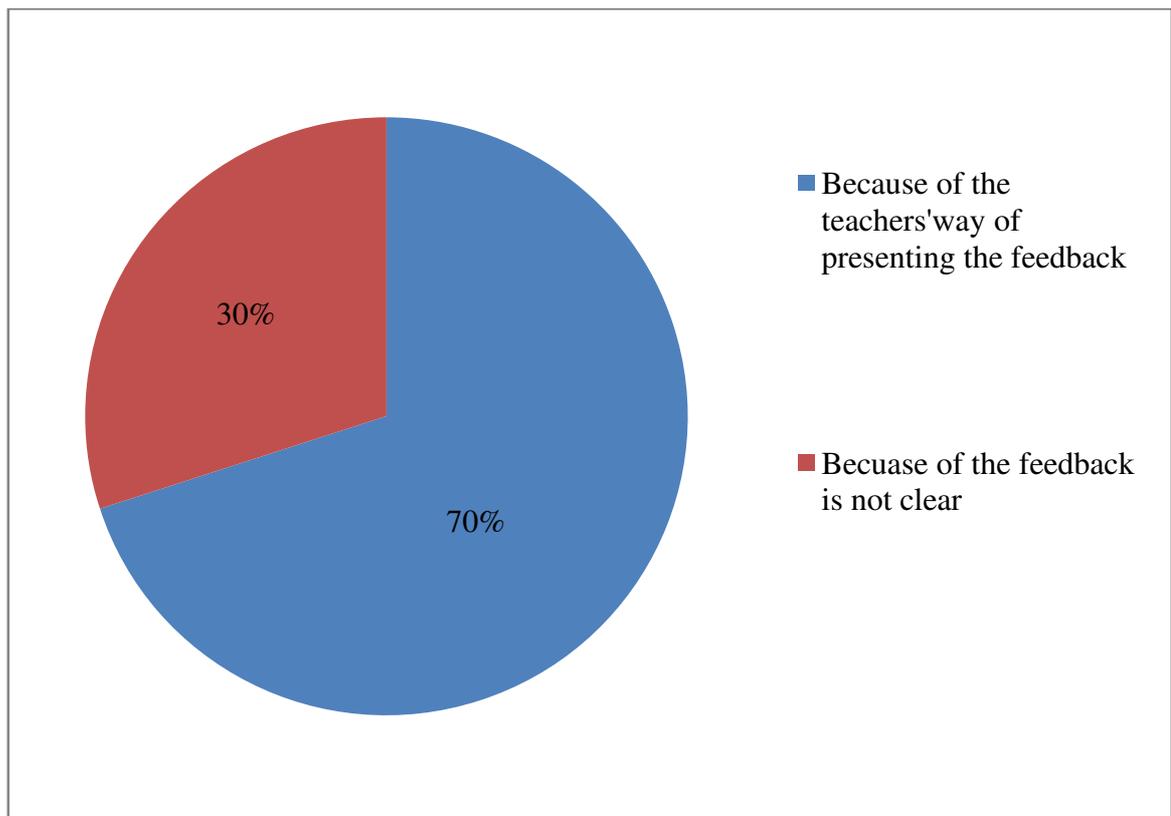


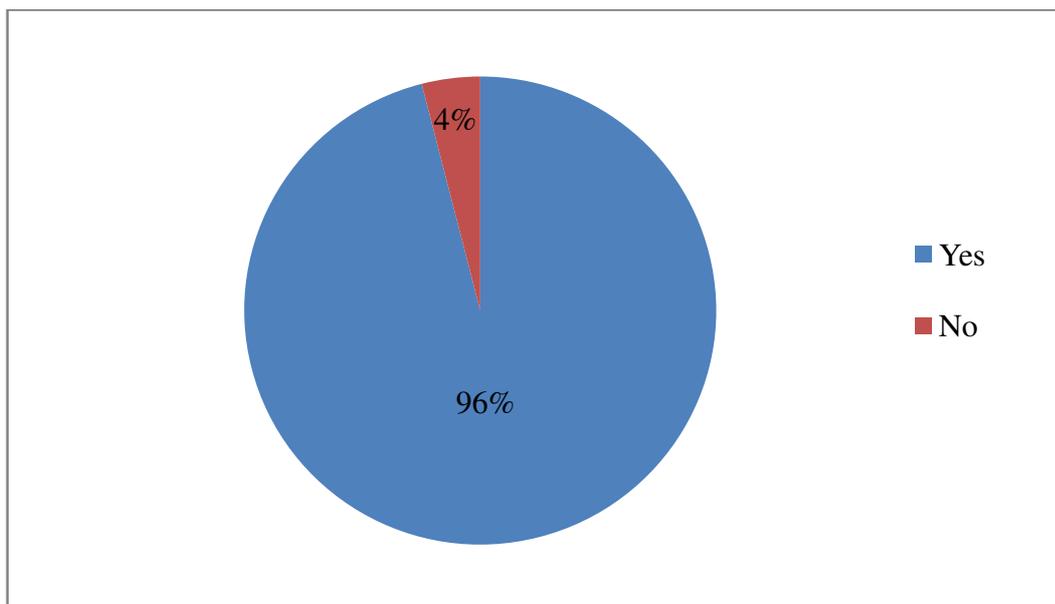
Table 19: Participants' Responses to the Cause of Repeating the Same Mistakes even When a Kind of Receiving Feedback.

As it is clear from the above table, ten students (20%) have mentioned that they repeat the same mistake even if they were corrected, three of them (30%) justify this by the ambiguity of their teachers' feedback, while seven students (70%) state that the way of providing them with feedback. From this result, we can say that OE teachers should always try their best to provide their learners with an effective and constructive feedback.

Question 7. Do you think that the teacher's feedback improves your speaking performance?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 48 | 96% |
| No | 2 | 4% |
| Total | 50 | 100% |

Table 20: Students' Opinion about the Importance of the Feedback.



Graph 20: Students' Opinion about the Importance of the Feedback.

Out of 50, forty-eight (48) participants with a percentage of 96% answered with "yes", whereas a very small number of participants that is two (2) with a percentage of 4% answered with "no". Hence providing feedback in classroom can aid students to correct errors and improve their speaking performance.

3.3. Description of the Teachers' Questionnaire

The teachers' questionnaire includes fourteen (14) questions varied between closed ended questions, open ended questions, and multiple choice questions. The questionnaire is composed of three

sections:

Section One: Background Information

It consisted of two questions. This section aimed to obtain some information about the teachers' degree and their experience in teaching oral expression.

Section Two: Speaking Skill

Questions from One (01) to Three (03) are designed to provide the researcher with information concerning the teachers' points of view toward the classification of the speaking skill to the others. Question Two (02) aims to examine if the time for the oral expression course sufficient for improving students speaking skills, and finally, question Three (03) seeks to identify the different oral activities given by teachers in oral expression course.

Section Three: Teachers' Feedback

This third section consisted of nine questions (from Q1 to Q 09). The purpose of these questions is to get information about the difference between mistakes and errors, the common errors students make in their speech, the kind of the given feedback, the reaction of the learners toward the feedback given, in addition to the main causes of committing errors by the students. Lastly, we concluded this questionnaire with an open ended question in which teachers were asked to add any further suggestions concerning the topic under investigation.

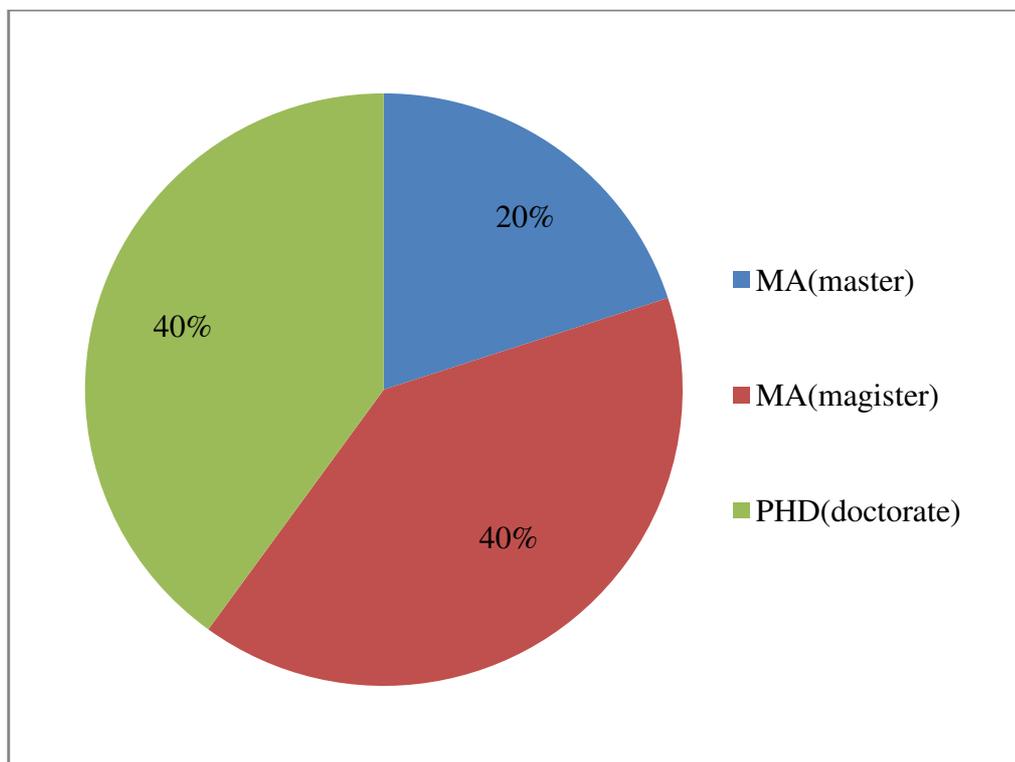
3.3.1. Analysis of the Teachers' Questionnaire

Section One: Background Information

Question 1. What is your degree ?

| Options | Frequencies | Percentages % |
|----------------|-------------|---------------|
| BA(licence) | 0 | 0% |
| MA(master) | 2 | 20% |
| MA(magister) | 4 | 40% |
| PHD(doctorate) | 4 | 40% |
| Total | 10 | 100% |

Table 21: Teachers' Qualification.



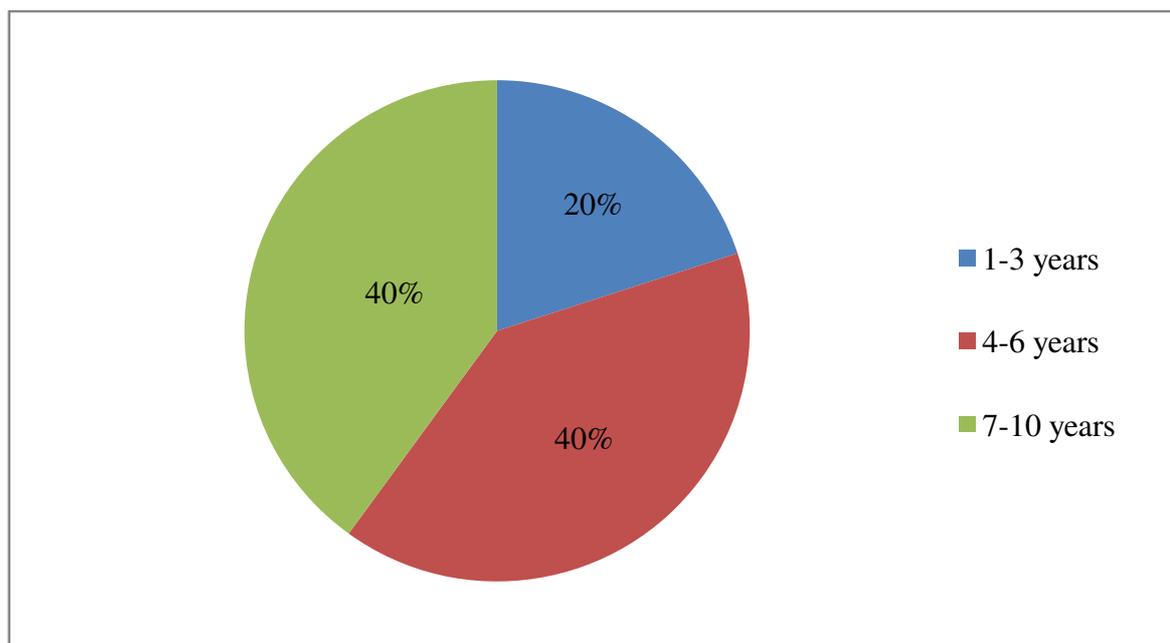
Graph 21: Teachers' Qualification.

From the table above, teachers' qualifications are different. Two (02) of them have master degree while four (04) teachers have magister degree and also four of them have doctorate degree. So, this variety of teachers' qualifications help us to get more information and opinions about the discussed study through their experience in teaching.

Question 2. How long have you been teaching oral expression course?

| Options | Frequencies | Percentages % |
|------------|-------------|---------------|
| 1-3 years | 2 | 20% |
| 4-6 years | 4 | 40% |
| 7-10 years | 4 | 40% |
| Total | 10 | 100% |

Table 22: Teachers’ Period of Teaching Oral Expression Module.



Graph 22: Teachers’ Period of Teaching Oral Expression Module.

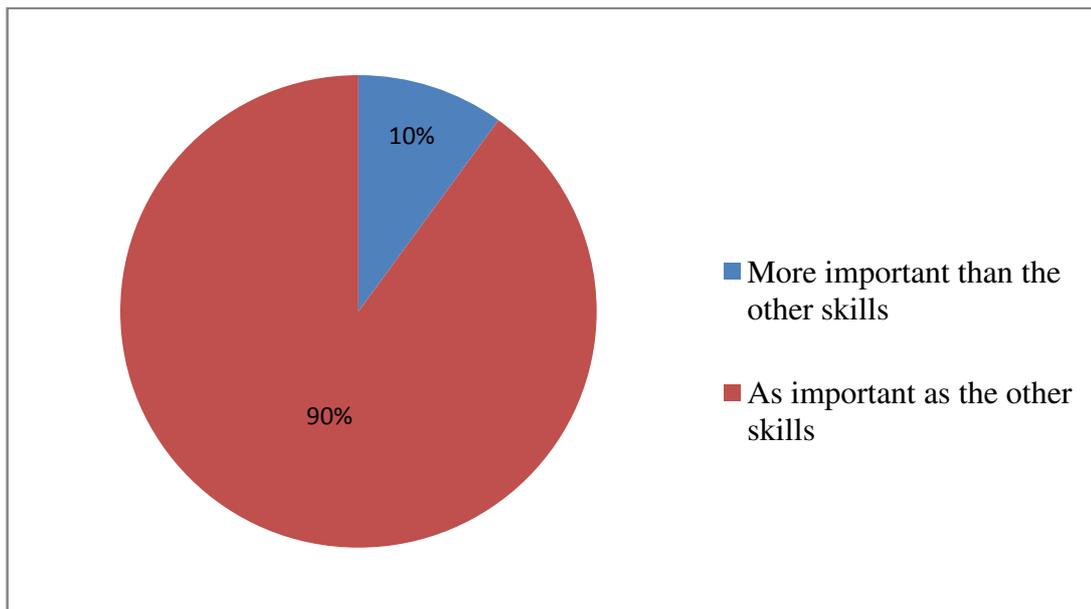
Table 22 indicates that out of 10, 4 teachers (40%) have been teaching oral expression module between four years to six years. On the other hand, 4 teachers (40%) have been teaching oral expression for seven years to ten years while 2 teachers (20%) have been teaching oral expression for one years to three years.

Section Two: Speaking Skill

Question 1. How do you classify speaking in comparison to other skills?(listening, reading and writing)

| Options | Frequencies | Percentages % |
|---------------------------------------|-------------|---------------|
| More important than the other skills | 1 | 10% |
| As important as the other skills | 9 | 90% |
| Less important than the others skills | 0 | 0% |
| Total | 10 | 100% |

Table 23: Teachers' Opinion about the Importance of Speaking Skill in Comparison to Other Skills.



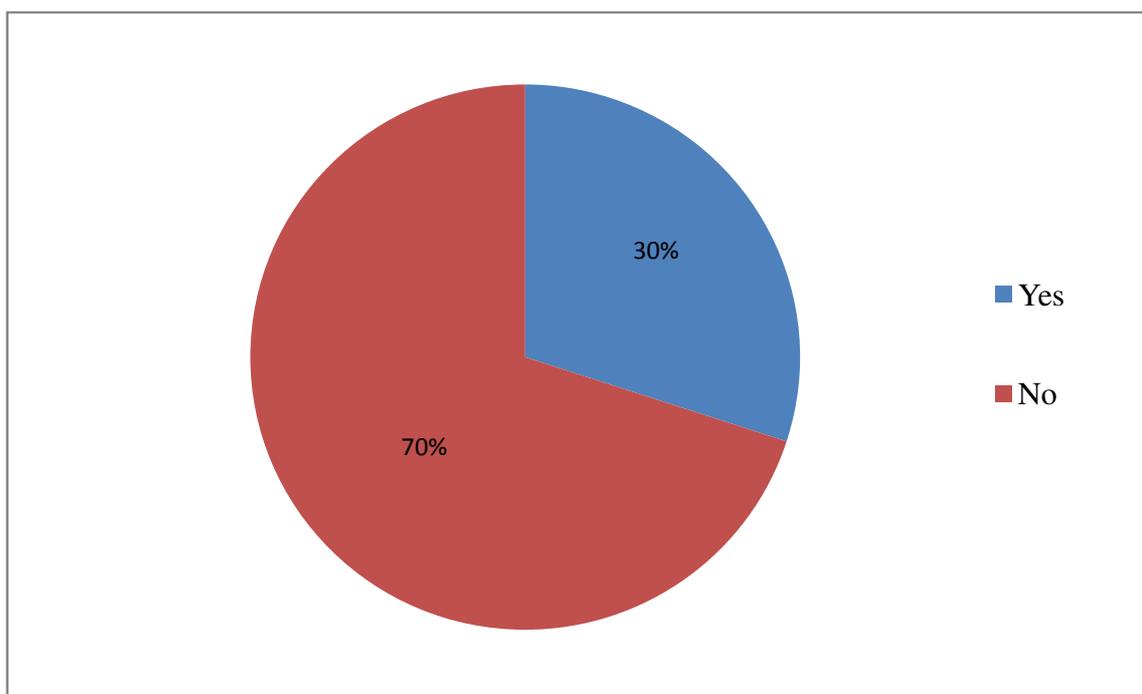
Graph 23: Teachers' Opinion about the Importance of Speaking Skill in Comparison to Other Skills.

In this question teachers were asked to determine the importance of speaking skill to the other skills. From the result, the majority of teachers (90%) answered that this skill is as important as the other skills, which indicates that, the teachers are aware of the importance of the oral expression module for their teaching of the English language. Whereas, only one (1) teacher of the sample who considers that this skill is more important than the other skills.

Question 2. Is the time for the oral expression course sufficient for improving students speaking skills?

| Options | Frequencies | Percentages % |
|---------|-------------|---------------|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

Table 24: Teachers’ Opinion about the Time for Oral Expression Course.



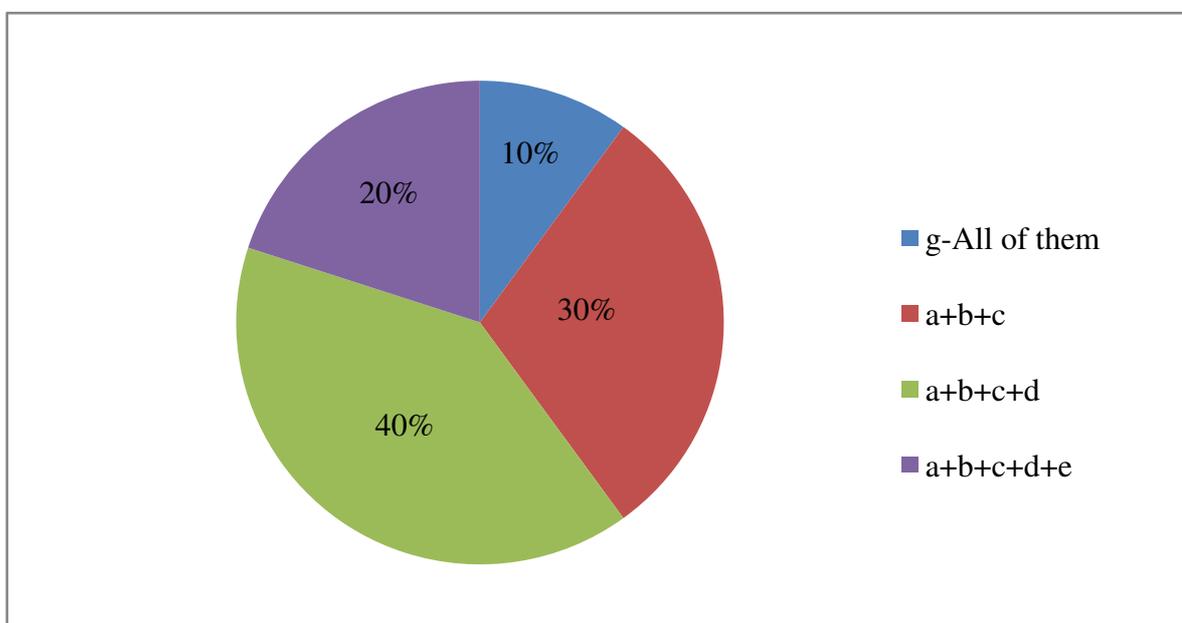
Graph 24: Teachers’ Opinion about the Time for Oral Expression Course.

The table shows that the majority of teachers (70%) agreed that the time allocated for oral expression course is not sufficient for improving learners’ speaking skill, while only three teachers disagree and considered that the time for the oral expression course is sufficient for improving students speaking skills.

Question 3. What are the different oral activities which you give your students in oral expression course?

| Options | Frequencies | Percentages % |
|----------------------------------|-------------|---------------|
| a-Role play activity | 0 | 0% |
| b-Pair or group work activity | 0 | 0% |
| c-Debate and discussion activity | 0 | 0% |
| d-Problem solving activity | 0 | 0% |
| e-Puzzle activity | 0 | 0% |
| f-Filling gaps activity | 0 | 0% |
| g-All of them | 1 | 10% |
| a+b+c | 3 | 30% |
| a+b+c+d | 4 | 40% |
| a+b+c+d+e | 2 | 20% |
| Total | 10 | 100% |

Table 25: The Different Activities that Teachers' Give for Students' during Oral Expression Session.



Graph 25: The Different Activities that Teachers' Give for Students' during Oral Expression Session.

From the table above, (30%) teachers chose three activities: role-Play, pair or group work and discussion activities for learners because they are a funny and comfortable method to enhance their level of speaking, while one teacher (10%) opted for all activities for their learners because they allow them to interact and exchange ideas with each other. However, (40%) teachers chose role-play, pair or group work, discussion activity and problem solving activities because they make them express their ideas and points of view freely in front of the whole classroom during oral expression sessions. Finally, (20%) of teachers declared that the major activities are role-Play, pair or group work, discussion activity, problem solving and puzzle activities.

Section Three: Teachers' Feedback

Question 1. What is a mistake and what is an error?

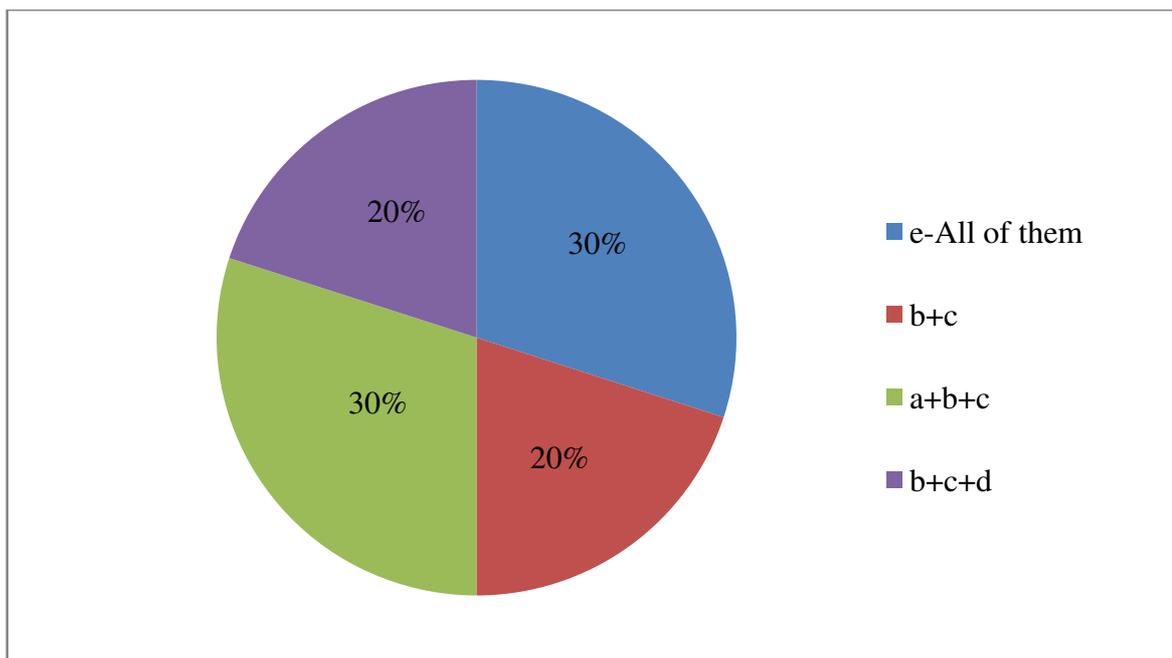
This question reveals different perspectives from teachers, each one has his own point of view, for example some teachers show that a mistake is when a student does something wrong without knowing the right side of it, however; an error is when he takes it wrongly and keeps using it, so this mean that a mistake is part of the learner's performance, but an error is part of the learners's competence. Therefore, other teachers define a mistake as a break of rules due to external or mental circumstances such as fatigue, stress...etc; whereas an error is due to the ignorance of the rule, this mean that a mistake is most deliberately made without attention; while an error is a sign of lack of proficiency. In addition to that, the rest of teachers point out that a mistake can be corrected by the student him/her self, but the error requires the interreaction of the teacher.

From the results above, all teachers declared that a mistake is usually accidental, you know it is wrong. However, an error is usually made due to the lack of knowledge and is more formal than a mistake."Machines never make mistakes, but rather they make errors. People can make both."

Question 2. What are the common errors that your students commit in their speech?

| Options | Frequencies | Percentages % |
|----------------------------------------|-------------|---------------|
| a-Misuse of vocabulary | 0 | 0% |
| b-Grammatical errors | 0 | 0% |
| c-Negative transfer from mother tongue | 0 | 0% |
| d-Mispronunciation errors | 0 | 0% |
| e-All of them | 3 | 30% |
| b+c | 2 | 20% |
| a+b+c | 3 | 30% |
| b+c+d | 2 | 20% |
| Total | 10 | 100% |

Table 26: Teachers' Opinions about the Common Errors that Learners Make during the Learning Process.



Graph 26: Teachers' Opinions about the Common Errors that Learners Make during the Learning Process.

According to the figure above, two teachers (20%) chose mispronunciation, negative transfer from mother tongue and grammatical errors as the most common errors that their students tend to make during learning process because they feel anxious and shy when they speak in front of other learners. Three teachers (30%) selected misuse of vocabulary, grammatical errors and negative transfer from mother tongue because their learners did not learn the grammatical rules correctly from the beginning, (20%) teacher ticked misuse of vocabulary, negative transfer from mother tongue and mispronunciation errors because learners do not have enough vocabulary luggage to express their ideas in a correct way. Lastly, one teacher claimed all the errors provided.

Question 3. How do you correct errors?

This question reveals that all the teachers have their own method to correct the students' errors. For example, most teachers stated that correcting errors depended on explaining rules to give opportunities for them to exchange ideas and information to interact with each other. One of them provides an example concerning the negative transfer from mother tongue, he stated that he tends to ask them to reformulate the sentence without depending on the Arabic version (in their mind), however; for the grammatical errors, he asked them to focus on grammar and sometimes he/she corrected them. Then, few teachers stated that by giving them different types of feedback. This can happen due to different methods such as:

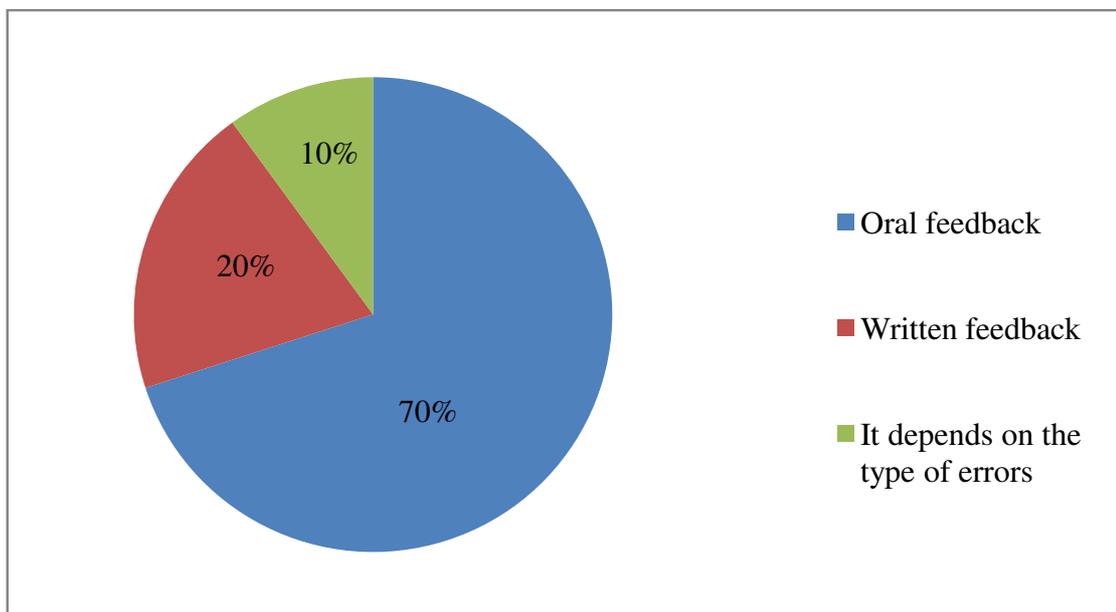
- Asking students to check lexical items in question.
- Driving students' attention to the different rules.
- Raising students' awareness of the linguistic interference.

From teachers' answers, we notice that the correction by the teacher depends on the type of the errors that the learners make during the learning process.

Question 4. Which kind of feedback do you provide to them?

| Options | Frequencies | Percentages % |
|----------------------------------|-------------|---------------|
| Oral feedback | 7 | 70% |
| Written feedback | 2 | 20% |
| It depends on the type of errors | 1 | 10% |
| Total | 10 | 100% |

Table 27: The Types of Feedback that Teachers Use during Learning Process.



Graph 27: The Types of Feedback that Teachers Use during Learning Process.

According to the results, one teacher claimed that this depends on the type of error, Two teachers chosed written feedback for learners so as not to forget correction , while seven teachers agreed on oral feedback that they use for learners during oral activities to encourage their students not to repeat the errors again.

Question 5. How do students respond to your feedback?

This question has reveals different answers suggested by teachers which explain the students' reaction toward a feedback. From the answers, three teachers stated that learners reacted positively to their feedback because it helps them to improve their level and become effective learners during the learning process. While four teacher claimed that some students considered it as critique, so they repeat the same errors. The rest of teachers declared that some learners often appreciate it as a part of their learning and corrects their errors by doing their best so as not to repeat them. Thus, when feedback is positive, students' performance at the end of the course will be better than at the beginning ;when comments are negative, post performance is lower.

Question 6. How do you make your learners take feedback into consideration?

From this question, we may deduce that most teachers try to use appropriate methods and strategies in order to correct students' errors. They proposed some beneficial strategies such as:

- Drawing students'attention to the common errors and the extent to which they are influential.
- Checking their understanding and stressing the importance of being accurate and fluent.
- Giving them more practice and keep correcting errors and reinforcing the use of rules and structures.
- Raising a spirit of competition among them which makes them want to do the task in the best way they can.
- Making it part and parcel of their learning and correct quietly .

From the teachers'answers, we conclude that all teachers have different ways of presenting their feedback because each one finds the most appropriate way which fits his students in order to help them correct their errors, develop and acquire more vocabularies, grammatical rule, pronunciation, fluency and accuracy.

Question 7. In your opinion, Why do students make errors?

| Options | Frequencies | Percentages % |
|-------------------------------------------------|-------------|---------------|
| a-The inability to apply what they have learned | 0 | 0% |
| b-Not knowing the structure of the language | 0 | 0% |
| c-Ignorance of not knowing the rules | 2 | 20% |
| All of them | 5 | 50% |
| Others | 3 | 30% |
| Total | 10 | 100% |

Table 28: Teachers’ Opinion about the Reasons behind Students Making Errors.

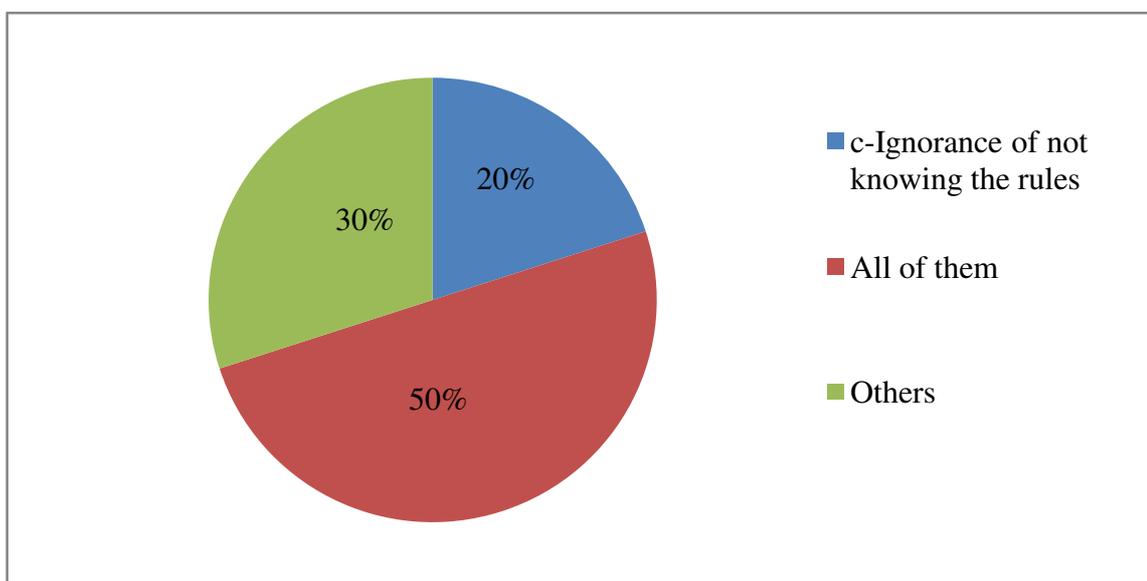


Table 28: Teachers’ Opinion about the Reasons behind Students Making Errors.

In this question, teachers were asked to indicate the reason behind students making errors. The result recorded revealed that the option of “ignorance of not knowing the rules” was selected by two (2) teachers (20%). Another form of answer was mentioned which is making errors because: “ignorance of not knowing the rules”, “for not knowing the structure of the language” and “the inability to apply what they have learned”. The previous answer was selected by five (5) teachers that are 50% of the sample. The last 3 teachers mentioned other reasons some of them are:

- The lack of a daily contact with the language for some students.

- Psychological (lack of self confidence).
- Pedagogical (they were poorly thought).
- Social and cultural (people are punished when they make a mistake).
- Lack of concentration.

Question 8. Does the absence of the teacher's feedback make any difference for the students' level? Please explain how.

All teachers agreed that the absence of the teacher's feedback may affect negatively on the students' level. Some teachers suggest that the absence of the teachers' feedback leads students to make mistakes, so they will not realize that they are committing mistakes and this might grow into errors. Others claimed that the teachers' role is crucial and he is a guide on the side, this means that the teacher's feedback improves and enhances the students's level, however; not giving feedback will not help the students in developing their level. The rest of teachers agreed that without an appropriate feedback, learners can not progress, so they need feedback to know more about their errors and how to avoid them. Thus, all 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, meaning, and pronunciation.

Question 9. Any further points of view are most welcome.

For this question, we have only one teacher who have offered a suggestion, this later is presented as follows:

- Errors are part of the learning process. If learners do not commit errors they will not develop their learning process. However, teachers should know how and when to give feedback.

3.4. Discussion of the Results

To review, the objective of the current study was to investigate the effectiveness of teacher's feedback in improving EFL learners' speaking performance. Hence, it aimed at helping learners to enhance their grammatical competence in terms of producing accurate, fluent and correct sentences. Also, the study pursued raising students' attention to their mistakes and errors through the immediate corrective feedback. The findings of this study which have been drawn from the analysis of the two data gathering methods were positive in

many aspects. For instance, the analysis of the students' questionnaire revealed that the majority of the participants, studying English at the university was their personal choice and it was not imposed on them, this choice was a result of many factors such as: the easiness of language, it is a universal language, or in order to communicate effectively, for these reasons, (90%) of the students were motivated to enhance their speaking level through different oral activities such as: classroom discussion, role play, storytelling and communication games. However, (76%) of them claimed that they face a lot of difficulties and obstacles which affect their oral performance such as: fear of making mistakes, shyness, nothing to say and lack of confidence. So, for that they need the correction and encouragement from teachers, and this happened through feedback.

According to the participants, (36%) of the learners received teacher's feedback during grammatical mistakes, and (40%) of them received it when they made pronunciation mistakes, and (14%) When they commit negative transfer from First language to the Second language, this makes them shy and anxious about making mistakes again. In this respect, the results shown that (36%) of the oral expression teachers always provide their learners with feedback, whereas, we found that (56%) of the teachers do 'sometimes' provide feedback to their learners and (8%) of the teachers never provide feedback.

Concerning the way the feedback is given, (44%) of participants receive feedback by showing the mistakes, while (26%) of them receive it as criticism, whereas (10%) receive it directly and (22%) receive it by giving the rule maybe because this type of feedback make them avoid embarrassment in front of their classmates. Moreover, in order to answer one of the most important research questions of this study, which is about the importance of the teachers' feedback, we have (96%) of the students agreed that teachers' feedback is an effective method to overcome their mistakes and errors. Which implies that the learners are very aware that receiving feedback while making errors will improve their speaking performance.

On the other hand, the analysis of the teachers' questionnaire provided us with an effective information concerning the use of feedback as a teaching technique to improve the learners speaking performance. The majority of EFL teachers claimed that the time for oral expression course is insufficient to discuss and develop learners' speaking abilities. Also, teachers tackled to various activities in order to develop learners' communication, some of them prefer role-play activities for the students during oral expression sessions because they allow them to

express their ideas freely, and others prefer pair or group work activities to exchange ideas and interact with other learners. Furthermore, they expressed their point of view about the two concepts error and mistake then they distinct between them. Moreover, teachers stated that learners tend to make different errors such as: misuse of vocabulary, grammatical errors and mispronunciation. So in this vein, teachers use different kinds of feedback in order to correct his learners' mistakes and make him/her more active in the classroom activities and react positively. To conclude this discussion, the study findings revealed that teachers' feedback is an effective method to be adapted in teaching in order to improve learners' speaking performance.

Conclusion

The present chapter included the analysis and the discussion of the students' and teachers' questionnaires. The results obtained from the analysis of both research tools revealed that the use of feedback as a teaching strategy plays an effective role in improving students' speaking performance. From the analysis of the students' questionnaire, we found that students appreciate a lot the role of the feedback that their teachers delivered to them, and considered it very important in the development of their learning. In addition, the results of the teachers' questionnaire have showed that the teachers' feedback is considered as a positive method to improve students level of proficiency. For that, oral expression's teachers and EFL students are both asked to take the conception of feedback into their consideration during the teaching-learning process.

General Conclusion

The current dissertation has explored the role of the teachers' feedback in improving EFL learners' speaking performance in the department of English at Mohamed Kheider University of Biskra. It was mainly built upon a hypothesis which was if teachers of oral expression provide EFL students with a corrective feedback, it will help them to avoid making errors and to speak fluently. In order to test this hypothesis, we have directed two research tools: a questionnaire was presented to first year students in the English department, and another questionnaire was presented to oral expression teachers.

First of all, it is essential to review the related literature which was presented in the first two chapters. The first chapter provided a complete analysis about the teachers' feedback, stating its definition with tackling the different types, its levels and criteria, and its effectiveness on teaching and learning. Meanwhile, the second chapter dealt with the speaking which considered as a productive skill in learning and teaching English as a foreign language. The chapter consisted of the basic concepts and definitions, its importance among the other skills, its elements and oral activities, and its difficulties and problems that face EFL learners during their oral performance, then the strategies that help students to overcome these difficulties.

Through this study, the results of the questionnaires indicate that the use of the feedback in classrooms can reduce the students' mistakes and errors which may direct them to the correct use of the language, so here, teachers undertake the feedback as a tool to encourage their students to correct their mistakes and to improve their oral performance. Moreover, the analysis also revealed that providing the feedback should be at the end of the students' performance to be more efficient than giving it in the middle of the performance, it should meet the learners preferable way of presenting it and their preferences type and form, it should be stated clearly, and the learners should take the feedback into consideration as a motivator not as offending to learning. As a final point, the dissertation is provided with some pedagogical recommendations and remarks for the future. The oral expression teachers must take their learners' level into consideration before providing any feedback to them in order to enhance their speaking performance.

Finally, the present dissertation has mainly investigated the role of the teachers' feedback as an effective tool with some advantages in improving EFL learners speaking performance.

This tool has been confirmed to be an aid to improve EFL students performance and language skills, particularly their grammar learning.

Pedagogical Recommendations

The present study attempted to shed the light on the role of teachers' feedback in improving EFL student's speaking skill. The results obtained from this research have strongly confirmed that student's oral skills (speaking) can be improved through the implementation of teachers' feedback, which in turn confirms the current research's hypothesis. On the basis of these findings, some recommendations can be set down:

For students:

- Students should take their teachers' feedback into consideration in order to enhance their speaking performance.
- Students should not be embarrassed of making errors because it is part of the learning process.
- Students should not repeat the same mistake when teacher provides a kind of correction.
- Students should avoid the negative transfer from mother tongue language to second language when participating in classroom activities.

For teachers:

- The oral expression teachers must take their learners' level into consideration before providing any feedback to them.
- The oral expression teachers should use different teaching materials and strategies to get students' attention and motivate them to improve their speaking skill.
- The oral expression teachers should varried the classroom activities according to the students' needs in order to encourage them to practice more.
- The oral expression teachers should be aware of the appropriate time of giving the feedback.
- The oral expression teachers should provide a comfortable and an enjoyable environment for learning.

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Appendices

Appendix 1:

Students' Questionnaire

Dear students,

This questionnaire is designed to investigate the role of teachers' feedback in improving learners' speaking skill during the learning process (The feedback is the helpful information, correction, advice, or criticism teacher gives on the students oral performance). We are grateful if you could answer these questions to help us getting your views about your speaking performance and about your teacher's feedback,by using a cross (×) or a tick (√)to indicate your answer. Be sure that the answer you provide is not a matter of right or wrong it is YOUR pure opinion that for sure we respect.

thank you in advance for your collaboration

Section one : Background Information

1. Please specify your gender.

Female

Male

2. Please specify your age.

3. Was it your personal choice to study English?

Personal

Imposed on you

- If it is Personal , please say why according to the following features:

- Easy language to learn

- Universal language

-In order to communicate effectively

- Others? Please say it :

.....
.....

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

4. What is your level at English?

- Very good

- Good

- Average

- Poor

Section two : Speaking skill

1. In your opinion, Speaking in English is

- Very difficult

- Difficult

- Easy

- very easy

2. Do you like to speak English?

-Yes

- No

3. Do you think that the module of oral expression is important in learning English?

- Yes

- No

If “yes” say Why?

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

4. Do you find difficulties when speaking?

-Yes

-No

If yes, say what are these difficulties?

- Fear of Making Mistakes

- Shyness

- Lack of Motivation

- Lack of Confidence

5. Which of these activities do you like the most?

-Communication games

- Classroom discussion

- Storytelling

- Role play

- Others

If others mention them

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

Section Three : Teachers' Feedback

Feedback is the correction, helpful information, advice, or criticism teacher gives when you make mistakes in your performance.

1. While speaking, does your teacher correct your mistakes?

-Yes

-No

2. Does your teacher provide you with feedback during tasks ?

- Always
- Sometimes
- Never

3. The teacher gives you feedback

- When you make pronunciation mistakes
- When you make Grammatical mistakes
- When you commit negative transfer from First language to the Second language
- All of them
- Others

If others, please write it:

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

4. How did your teacher correct your mistakes?

- Provides the correct form directly
- Gives you a criticism
- Shows where is the mistake
- Gives the rule
- Others, Please specify?

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

5. Do you feel embarrassed when you receive feedback?

-Yes

- No

If yes, why?

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

6. Do you repeat the same mistake when your teacher gives you a kind of correction?

-Yes

- No

If 'yes ', is it ?

- Because of teachers' way of presenting the feedback

- Because the feedback is not clear

7. Do you think that the teacher's feedback improves your speaking performance?

- Yes

- No

Messaoudi Nesrine

Please accept my gratitude for your contribution.

Appendix 2:

Teachers' Questionnaire

Dear teachers,

We would be so grateful if you answer this questionnaire which is attempt to gather information needed for the accomplishment of Master dissertation. Through this work, we attempt to investigate "The Role of the Teacher Feedback to Improve Learners' Speaking Skill". Your answers will be of great help to get your opinion since you represent the source of this inquiry. Please, use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed. Be sure that the answers you provide will remain confidential and will only be used for reaserch purposes.

Thank you in advance for your collaboration

Section One: Background Information

1. What is your degree ?

- BA (license)
- MA (master)
- MA(magister)
- PHD (doctorate)

2. How long have you been teaching oral expression course?

.....years.

Section Two: Speaking Skill

1. How do you classify speaking in comparaisn to other skills?(listening,reading and writing)

- More important than the other skills
- As important as the other skills
- Less important than the other skills

2. Is the time for the oral expression course sufficient for improving students speaking skills?

-Yes

-No

3. What are the different oral activities which you give your students in oral expression course?

-Role-Play activity

-Pair or group work activity

- Debate and discussion activity

- Problem solving activity

- Puzzle activity

- Filling gaps activity

- All of them

Section Three: Teachers'Feedback

1.What is a mistake and what is an error?

.....

.....

.....

2. What are the common errors that your students commit in their speech?

- Misuse of vocabulary

- Grammatical errors

- Negative transfer from mother tongue

- Mispronunciation errors

- All of them

3. How do you correct errors?

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

4. Which kind of feedback do you provide to them?

- Oral feedback
- Written feedback
- It depends on the type of errors

5. How do students respond to your feedback?

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

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

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

7. In your opinion, Why do students make errors?

- Ignorance of not knowing the rules
- Not knowing the structure of the language
- The inability to apply what they have learned
- Others , please justify

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

8. Does the absence of the teacher's feedback make any difference for the students' level? Please explain how.

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

9. Any further points of view are most welcome:

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

Messaoudi Nesrine

Thank you so much for your collaboration.

ملخص

تهدف الدراسة الحالية إلى وصف ودراسة دور ردود فعل الاساتذة في تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. كما تحاول هذه الدراسة أيضًا اكتشاف الطرق التي يجب أن تستخدم من طرف الاساتذة من أجل تعزيز فعالية التدريس وتسهيل التعلم الذي سيساهم في تحسين مهارات الاداء الكلامي لدى الطلاب، و لهذا افترضنا أنه إذا قام اساتذة التعبير الشفهي بتقديم تقييم فعال و بناء لطلابهم ، سوف يساعدهم ذلك على تجنب ارتكاب الأخطاء والتحدث بطلاقة. لاختبار هذه الفرضية، تم استخدام البحث الوصفي كمنهجية لهذا العمل حيث قمنا باستعمال وسيلتي بحث. الاولى تتمثل في استبيان كان موجه بشكل عشوائي إلى خمسين (50) طالبًا من السنة الأولى في قسم اللغة الإنجليزية بجامعة محمد خيضر- بسكرة، والأداة الثانية هي أيضًا استبيان موجه إلى عشرة (10) اساتذة من مادة التعبير الشفهي في القسم نفسه. بعد تحليل وتفسير البيانات التي تم جمعها ، كشفت النتائج أن التقييم الشفهي البناء الذي يقدمه الاساتذة له تأثير إيجابي في تطوير النطق لدى الطلاب. كما كشفت النتائج ايضا أن طلاب اللغة الإنجليزية يواجهون الكثير من الأخطاء أثناء كلامهم لذلك يجب على الاساتذ تصحيح هذه الأخطاء من خلال تقديم ملاحظات. علاوة على ذلك ، يمكن أن يكون تقييم الاساتذة فعال في نهاية الاداء الشفهي من خلال تقديم القواعد أو الاقتراحات بدلاً من النقد. في النهاية ، و بناءً على تحليل كل من الاستبيانات والنتائج ، يمكننا القول أن الفرضية قد تم تأكيدها ، وبالتالي فإن التقييم الشفهي هو استراتيجية أساسية تجعل عملية التعليم والتعلم أكثر فعالية.