People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of BISKRA

Faculty of Arabic Language Arts and Foreign languages

Department of Foreign Languages

Branch of English Studies

The Effects of Oral Expression Teachers' Feedback on Improving Learners' Speaking Performance.

A Case Study of First Year LMD Students of the University of Biskra

Research Project Submitted in Partial Fulfillment of the Requirements for the Master

Degree in Sciences of the Language

Presented by: Ghorab Maroua   **Supervised by:** Dr. N. Betka Rezig

Board of Examiners

Examiner 1: Mr. Laala Youcef   University of Biskra

Supervisor: Dr. N. Betka Rezig   University of Biskra

Examiner 2: .Ms. Moussaoui Naadjette   University of Biskra

June, 2016

Dedication

In the name of Allah, most merciful, most compassionate

I dedicate this work to the memory of my father "Abderaamen". BABA **I** thought that you will be here to see me achieving this, unfortunately death took you away from me, but you are always in my heart. I miss you all the time and I will never stop missing you my hero, I wish you are proud of me daddy.

To you MAMA, my angel, thousand words can not be enough to describe how much you mean to me, you are my everything Momy.

To my adorable brother "Mostafa Said" and his wife "Nabila", thank you a lot for your support and encouragement

To the special one "Abdsamie" thank you brother for your help and patience during all this time.

To my lovely sister "Hana" and her husband "Hamza".

To my cute nieces: Razan and Rahma.

To my best friends and sisters: Sarah S, Sarah T, Feriel, Abir, Zoulikha, Amel, Khaira, Hasiba, Khadija, Mounia, really I am very lucky to have such friends like you. Thank you for being with me all this time.

For all the members of group 05 with whom I shared the best memories ever. Thank you for being part of my life. Love you guys.

Ghorab Maroua

Acknowledgments

First of all, thanks to ALLAH for all the strength and patience he gave me to complete this modest work.

My sincere and deepest gratitude to my supervisor **Dr. Betka Rezig Nadia** for her careful guidance, encouragement, and precious pieces of advise to accomplish this work.

I am so grateful to all the teachers of oral expression module for their help and support, and especially Dr. Bechar Ahmed.

I am also so thankful for all the first year students for their collaboration in completing this research.

I would like also to thank deeply the board of examiners:: **Mr. Laala Youcef**, and **Mrs. Moussaoui Nadjette** for taking pains to review and polish this thesis.

Last but not least Special thanks go to our registry office staff: **Aouatif**, **Youcef Ferradi, Brahim, Abd Raouf, Amira,** for all the facilitations they have kindly offered to me.

Many thanks to my lovely Mother, and to everyone know me and helped me in doing this research.

Abstract

The present study aims at clarifying the relationship between the oral expression 's teachers' feedback and the development of the students' speaking performance. In this study, it is hypothesized that if oral expression's teachers provide their students with an effective or constructive feedback, they will help them to improve their speaking performance. For testing this hypothesis, two research instruments were administered, a questionnaire for first year LMD students of English at Mohamed Kheider University of Biskra, in order to examine their opinions about the feedback provided by their OE teachers, including its favorite form, it's appropriate time, and its effect on their oral production. The second instrument was a classroom observation conducted during the second semester of the academic year 2015/2016, this observation helped us to gain a live data concerning the appropriate use of the teacher's feedback, in addition to gaining a general insight about the students' reaction towards their OE teacher's feedback. The findings uncovered that the feedback provided by the oral expression's teachers has a positive effect on the students' speaking production specially if it was provided at the end of the performance, however, presenting it in a bad way, and in the middle of the oral performance, will confuse the learners and hinder their evolution. Consequently, oral expression's teachers and EFL student are both asked to appreciate the role of feedback and consider it as an essential part during their teaching-learning process.

List of abbreviations

CF: Corrective Feedback

EFL: English as a foreign language.

L1: First Language.

L2: Second Language.

OE: Oral Expression

Q: Question.

List of tables

List of Figures

Content

General Introduction

Chapter one: Speaking Skill

Chapter two: Oral Expression Teachers' Feedback

Chapter Three: The field work

Section two: The Analysis and the Discussion of the Finding

Appendices.

Appendix 1 The Students' Questionnaire

Appendix 2 The Classroom Observation Grid

ملخص

General Introduction

Now within the 21st century, English has become the dominant language in all the world. No one can deny that knowing English has become a necessity for everyone, and in every field. In education, learning the English language means mastering the fours skills, reading, writing, listening, and speaking. Speaking, is one of the most important skill in learning any foreign or second language, it is considered the mean through which students can interact and communicate with each other.

In the oral expression session, students usually have the freedom to discuss their ideas, express their feelings, and give their opinions about a particular subject. However, sometimes, this freedom is faced with some obstacles and problems such as: mispronunciation, negative transfer, grammatical problems… and so on, in such cases teachers' intervention seems to be the appropriate solution, in which, it helps the students and direct them to the correct usage of the language, in other words, the teachers in these situations tend to provide their students with an effective feedback in order to enhance their speaking performance.

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).

In the oral expression session, EFL students usually commit a lot of mistakes, these mistakes affect negatively on their oral production. For that, one of the most significant roles of the teachers is to make their students produce a correct and a fluent language, to do so, teachers should provide their students with an effective feedback in order to help them overcome the obstacles they face and mistakes they commit. In the Algerian Universities,

even though EFL teachers do provide feedback to their students, we have observed that most of these students were still facing a lot of difficulties and committing a lot of mistakes during their speech. On the one hand, this may refer to the ways that the teachers use in giving feedback to the students, which are not effective as it supposed to be, or, on the other hand, the students do not respond to the feedback provided by their oral expression's teachers.

Consequently, this study, tries to investigate how teachers should give feedback, so that, it can be effective and improve the students' speaking skill, also, what is the appropriate time for the effective feedback, and finally, how it will be the students' reaction after receiving a feedback from their oral expression's teachers.

2. Aims and Objectives of the Study

This study aims to:

- Showing feedback as a constructive teaching tool that supports learners to develop their speaking performance, and not as an offending act

- Push the students to take the teachers' feedback into their consideration in order to enhance their oral production

- Identifying the different criteria for an effective feedback

- Make the teacher aware of the appropriate way and time for providing the feedback

- Make both of the EFL students and OE teachers aware of the importance of the feedback in the teaching-learning process

3. Research Questions

Our study will answer the following questions:

- Can the students' speaking performance be improved through the use of feedback?

- What is the appropriate time of providing feedback during an oral performance?

- How can the OE teachers' feedback be beneficial for the students oral performance?

- What is the students' reaction toward their OE teachers' feedback?

4. Hypothesis

We hypothesize that:

- If the oral expression's teachers provide their students with a constructive feedback, they will help them to improve their speaking proficiency.

5. Significance of the Study

This study is designed to give some clarification about the effective ways that the OE teachers should adopt in order to give feedback on their students' oral performance. Throughout this study, the research attempts to provide both EFL learners and OE expression teachers with general insights concerning the effective use of feedback, including the appropriate type, the appropriate time, and different criteria that make it function effectively, and also how it can be the reaction of the students on that feedback.

6. Research Methodology and Data Gathering Tools

In order to investigate our hypothesis and answer our research questions, a descriptive method has been conducted through the use of two research instruments, the first one was a questionnaire for students, this later was administrated randomly to a sample of 100 student, in order to examine their opinion about the feedback provided by their OE teachers, while the

second instrument was a classroom observation conducted during the second semester of the academic year 2015/2016, this observation provided the researcher with a live data concerning the use of feedback and its effect on the students speaking performance. The chosen case study is the first–year LMD students in the department of English at the University of Biskra.

7. Structure of the Study

The present study is divided into three main chapters, the first and the second chapters represent the theoretical part, while the third and the last chapter represents the practical part of this work.

The first chapter provides the readers with a general overview of conception " speaking skill, including its various definitions, its elements, its characteristics, in addition to the different difficulties that face the students during their speech, and the strategies they use to overcome these difficulties, and finally, we conclude the chapter with the teachers' role during the oral work.

In chapter two, the researcher highlights one of the most important teaching techniques in the EFL classrooms which is the teachers' feedback, in which a discussion is made on its different forms, its criteria, also, how do students react to it, and lastly, its important for the learning process.

Chapter three, which represents the practical part of this study, is devoted to the analysis of the data gathered from the student's questionnaire and classroom observation.

Chapter One

The speaking Skill

Introduction

In all the world, learning a second or a foreign language means mastering the language's four skills (Listening, reading, speaking, and writing). However, speaking is considered as the most important skill among the other four skills. When someone tells us that he had learned a particular language, we directly understand that he speaks that language, that's why learning a foreign language is directly linked to the speaking skill. When we start learning a language, the first thing we do is trying to speak before any other thing, all that explains the importance of mastering speaking skill in learning a foreign language

EFL learners when they first start learning English, they focus more on how to speak in English in order to communicate with their teachers, classmates, or even with their friends outside the classroom, and express their ideas, emotions, viewpoints… act, because it is strongly believed that: learning a language is learning how to communicate through that language. In the present chapter light will be shaded on 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, we will set up the different difficulties and problems that face FFL learners during their oral performance, and the strategies that help them to overcome these difficulties .Also, this chapter attempt to give some classroom activities that help EFL learners to improve their speaking proficiency.

1.1. Definition of Speaking

The speaking skill is the mean which enables people to communicate with each other, in order to express their thoughts, feeling, and points of view. The Oxford dictionary defines speaking as an action of conveying information, expressing ideas and feeling in spoken language. Thus, speaking is an essential element that enables people to interact. Tarigam (1990, p. 15) defines speaking as "The competence to express, explain, and convey thinking, feeling, and ideas". So speaking is the ability to interact with people, sending and receiving information. Up to this point, Chaney (1998, p. 13) views speaking as " the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context".

In addition to that, EFL learners are interested more on how to improve their speaking skill, that's because speaking is like a mirror, it reflects their personality, thoughts and self image. Hedge (2000, p. 261) describes speaking as " A skill by which they [people] are judged while their impressions are being formed"

In brief, Speaking is an essential part in learning any foreign or second language, it is the medium through which people are able to express their thoughts, ideas, and emotions, and through which they can communicate with each other..

1.2. The Importance of Speaking

Speaking as a skill is very important in learning a foreign or a second language. According to Ur (2000, p. 120) " Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively 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 , the primary goal of any foreign language learner is to be able to use that language to communicate with people, and mastering speaking considered as the key for achieving that goal. Furthermore, Bygate (1987) stated that "speaking is a skill which deserves attention as much as the literary skills in both native and foreign language." (cited in Urrutia and William, 2010, p. 15). So, we can say that developing speaking skill is extremely important in learning a foreign language.

As a matter of fact, due to the position of the English language as an international language, EFL in the classroom focus more on the skill of speaking and how to develop it, in order to be able to communicate not just inside the classroom but also with other people outside the class. Nowadays, mastering the English language and being able to speak it fluently will offer the learners great opportunities to obtain a better job in the future, also it improve their social status among people. In this vein, Baker and Westrup (2003, p. 05) Claim that "a student who can speak English well may have a greater chance for further education of finding employment and gaining promotion."

1.3. Speaking Characteristics

1.3.1. Fluency

Generally speaking, fluency refers to the speaker's ability to produce the language rapidly and without obstacles. Lennon (2000) defines fluency as "the rapid, smooth, accurate,

lucid, and efficient translation of thought… into language" (cited in Hughes, 2002, p. 263), at the same point Fillmore (1979) sees fluency as the learner's ability to talk without pauses and thinking of the next words (cited in Paul 1987, p. 377). Moreover Hedge sees that the fluent speaker is the one who possess the ability to produce a continued speech without any facing any difficulties, he stated 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 facility and without strain or appropriate slowness, or undue hesitation."

On the other hand, we find that Thornbury (2005, p. 6-7) has a different perspective concerning fluency, he argues that fluency is not just the matter of speaking rapidly, but also pausing is "equally important" as speed, he claims that even native speakers pause from time to time in order to make the interlocutor understand them or take turns in the communication. Thornbuy concludes by giving learners, some "tricks" or strategies that help them to cover the pause when it is "frequent" such as the filler pauses "uh", "um", which give them more time to think about what to say next.

Eventually, it can be said that fluency is very important in mastering speaking, especially in the last few years, where we find that the basic goal of EFL learners is to be a fluent speaker, for that reason, teachers are asked to design activities that help their learners to achieve that goal.

1.3.2. Accuracy

When it is said that this learner is accurate, it means that she/he is able to produce a correct grammatical structure, so, accuracy is the ability to produce language correctly without making grammatical mistakes. Recently, it has been noticed that foreign language learners in the classroom focus more on how to be fluent speakers of the language, and that get them to neglect the notion of accuracy, for that reason, teachers are asked to design activities that work on get learners to be accurate.

In addition, teachers' correction is considered as a fundamental part in making learners accurate, Although, constant correction during learners' performance seems inappropriate, but in the activities that aim to develop learners' accuracy, teachers' interventions might be the best choice In this respect, Harmer (2001, p. 143) argues that "When students are involved in accuracy work, it is a part of the teacher's function to point out and correct the mistakes the students are making. We might call this 'teacher intervention'- a stage where the teacher stops the activity to make the correction". So, in the accuracy work, it is permissible for teachers to correct their learners' mistakes during their performance, but the correction should be in a gentle manner, so that the learners will not feel embarrassed.

Consequently, accuracy is the basic speaking's characteristic that every foreign language learners in order to be an effective language speaker, and it is important to mention that if the learner is not able to produce a correct language structures then he would never be a fluent speaker. Thus, in brief, fluency and accuracy are two speaking characteristics that complete each other, so that one can produce an effective communication.

1.3.2.1. Grammar

According to Ur (2000, p. 75) grammar is usually defined as " the way words are put together to make correct sentences.". When we talk about grammar in term of accuracy, we mean the speaker's ability to produce a correct sentences structure, i.e. The way words are constructed, the place of the verbs in the sentence, and how different grammatical structures are combined together. So, we can say that studying grammar is a major step in the way of accuracy.

1.3.2.2. Vocabulary

Vocabulary is the most essential part in learning any new or foreign 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. The majority of EFL learners has deficiency when it comes to the aspect of vocabulary, for example, when they could not find the appropriate, they tend to use the synonym of that word and in most cases synonyms have not the same meaning. In fact, this difficulty is due to the lack of both listening and reading, these two skills, work on developing learners' knowledge of vocabulary by introducing each time new words or vocabulary (Nation 2001, p. 129)

1.3.2.3. Pronunciation

Pronunciation is the correct way of speaking. It is the ability to produce the word in the correct form. Redmond and Vrchota (2007, p. 104) claim 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." EFL leaner's need to know that the meaning of the words is reflected by the way of their pronunciation, which means that, if the pronunciation is wrong, then the meaning of the word will change. For that reason, the learners are asked to do more practice concerning the aspect of pronunciation, so that, they can be able to perform a correct language.

In brief, fluency and accuracy, are two speaking's characteristics complete each others, so that one can make an effective communication.

1.4. Element of Speaking

In order to be a fluent and accurate foreign language speaker, EFL learners have to be aware of the different speaking element, that work on improving their speaking proficiency. These elements, which are presented below,are proposed by Harmer (2001, p. 269-271).

1.4.1. Language Features

One of the essential element that helps learners to produce an effective communication is language features and it consists of the following.

a. Connected Speech

EFL learners must have the ability to produce connected sounds besides to the individual phonemes, because in the connected speech sounds are changed in a way or another, they may be 'added ', 'modified', or simply 'omitted'.

b. Expressive Discourse

English native speakers while speaking, they use a number devices such as stressing some patterns, raising or lowing tone, using some non-verbal means such as gestures and eye contact. All these devices are considered very essential in conveying the intended meaning, For that reason, the non-native English speakers need to posses at least some of such devices in order to communicate effectively.

c. Lexis and Grammar

It has been noticed that EFL learners have a huge gap when it comes to the performance of language function such as expressing surprise, approval, agreement, or disagreement. A good teacher have to provide his learners with different phrases for different functions of the language in order to enable them to produce an effective oral performance.

d. Negotiation Language

Negotiation language is very beneficial for learners, for instance, when EFL learners find difficulties in understanding others' talking, they usually try to ask for clarification. On one hand, it is the teacher's role to provide his/her learners with the suitable utterances and expression that enable them to express their needs. On the other hand, the speaker is asked to

give a clear and understandable discourse and avoid ambiguity that confuses the hearer and hinder his understanding. The speaker can use some of the following expressions to structure his discourse:

- "The importance thing to grasp is that…
- 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 ...
- … or, to put it another way…
- act." Harmer (2001, p. 270)

1.4.2. Mental / Social Processing00000

A good oral production demands not only language features, but also processing skills are needed.

a. Language Processing

It is the speaker's ability to process language in a logical order so that the hearer can understand the intended meaning of the speaker. Also, what is meant by language processing is that leaner need to be able to retrieve words and expressions from their memory and use it when it is needed.

b. Interacting With Others

Speaking is communication, and communication means people interacting with one another. A good speaker has to be able to understand what others are trying to say and understand their feelings and emotions. A good speaker must be a good listener, in addition to that he must know when he should take turn in the interaction and when he should respect the others turns.

c. Information Processing

Effective communicators should possess the ability to process the information they received rapidly in their minds, so that they respond to the others at the same time. The more response takes time, the less effective communication we get.

1.5.   Classroom Speaking Activities

In the oral expression session, the teachers' basic aim is to develop the students' speaking performance in order to be fluent and accurate communicators, and on the way of achieving that aim, various classroom activities can be designed by teachers. For instance, role plays. Storytelling, classroom discussion, and communication game are activates 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 this sense Thornbury stated that "Whether or not learners will have to give presentation or talk in 'real life', the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real life speaking" (2005, p. 94). Furthermore, teachers should be aware of the kind of activities they delivered to their students, i.e. Learners' level is, so, the activities which are designed for beginners should differ from those designed for advanced. From a several classroom activities, we have chosen the most common ones.

1.5.1. Role Play

Role play is one of the most favorable classroom activities for EFL learners, very effective technique for teaching speaking, Brown (2004, p. 174) stated that" Role playing is a popular pedagogical activity in communicative language teaching classes". In role play activity, learners are asked to imagine themselves in an imaginary situations or play imaginary people in imaginary situations Bygat (1987, p. 117-118). So we can say that role play is the play 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.

Moreover, teaching speaking through role plays should be developed, for beginners, it seems more appropriate if the teacher asks them to perform plays which is concerned with showing directions or a meeting with a doctor, in order to establish their self-confidence first, because standing up in front of more than fifty students and performing an oral speech, is not an easy task to do, after that, the teacher can even allow them to chose the topic of the role play they want to perform. In all, role play is one of the means through which EFL learners can be able to produce an effective and a fluent communication.

1.5.2. Story Telling

Story telling is a common classroom activity in which each student is asked to stand up and tell his/her classmates a particular story. Thornbury (2005, p. 95) defines storytelling as " A universal function of language and one of the main ingredients of casual conversation". Students can narrate an anecdote that they have heard beforehand or read about, and it will be better if the it is one of their own anecdotes, this kind of activities get students to interact with one another, this interaction is very essential in developing students' speaking ability. Thornbury (Ibid, p. 96) granted some sub-activities under storytelling activity. Three of these activities are mentioned below.

1. Guess the Lie

In this sub-activity, the learner is asked to tell his classmates three anecdotes, two of them are totally true, but the third one is a lie, the others have to guess which one of the three is the untrue story and the reasons behind their guessing must be stated.

2. Insert the Word

Learners are given small cards from their teacher, on each card there is unfamiliar word, this latter must be hidden, then each one tells his/her classmates an anecdote about the hidden word and they suppose to guess what is that word .

3. Party Jokes

The idea of this sub-activity, is that learners make small groups of two or three students, then they start exchanging jokes, each learner tells a joke and the other learner responds to his joke with another joke. In the end ,their classmates choose the best one among the jokes.

1.5.3. Classroom Discussion

This activity represents one of the most fruitful classroom activities, where learners freely express their thoughts, emotions, views, and all what they have in mind. This kind of activities address learners' speaking skill through developing their cognitive ability, Kayi (2004, p. 1-2) stated that discussion activity " fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.".

However, in some cases, the discussion may fail according to many reasons such as when the topic of discussion is not interesting and do not attract the learner's attention, or when learners face psychological obstacles. Fear of public speaking for instance, make students inhibited to participate in the discussion. In this sense Harmur (2001, p. 272) suggested the "buzz group" as a small activity where students quick the discussion in small group, they discuss the topic with each other first, think about what they are going to say, make everything clear, then they stand up and give their opinion and viewpoints.

As can be seen, classroom discussion is a very effective activity that boost learners' self-confidence, and decrease fear of public speaking, in addition, it considered an excellent way for developing learners' communications' skills.

1.5.4. Communication Games

This kind of activities consisted of different games that are designed to develop learners' thinking and intelligence by offering them the chances to communicate and interact with each other. The information gap activity is one of these games, in which there are two learners, each one of them has a piece of information and they try to link these pieces so that it becomes a whole (Harmer1998, p. 88), and it includes some different types such as: Describe and draw in which students are given a picture and they are asked to describe what it is in this picture (Kayi 2004, p. 1-2).

Moreover, the teachers can bring games from television or radio, for instance; Twenty Questions is very popular radio quiz program, in which the teacher selects one of the learner to be the answerer, then he/she gave him an object but without revealing it to his classmates. The classmates are supposed to detect that object by asking the answerer just 'yes /no' questions. The one who guesses the correct answer will be the winner and the answerer for another round (Harmer 2001, p. 272).

1.6. Learners ' Strategies of Communication

EFL learners during making a conversation or while speaking, may face some problems, these problems prevent their messages from being conveyed, so here, learners become obliged to use some communication strategies in order to deal with these communication problems. Macaro stated that:

"Not give up or hesitate for too long when they cannot think of how to say something. Most of the time they find ways effective speakers do to solve the problem

or ask the person they are speaking with to help them. In this way they are involved in much more exposure and interaction with the L2. When they are not directly involved in the interaction, successful learners seem to use strategies to help them stay focused in the classroom. The more active ones will use strategies to attract the teacher's attention to them." (2001, p. 38)

In this sense, Bygat (1987) identified two (2) strategies of communication: Achievement Strategies and Reduction Strategy.

1.6.1. Achievement Strategies

They refer to the different ways learners use to make their messages understood by the interlocutor, i.e. the learners use the achievement strategies in order to compensate the gap in their speech. There are three types of these strategies

1.6.1.1. Guessing Strategy

The speaker uses this strategy when he/she does not know a word or he/she is not sure about it, so he/she tries to search for words or expression that replace the missing ones. Foreignize, Borrow, Alternatively, and Coining, are four elements that represent the Guessing strategy.

a) 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.

b) Borrow

The speaker here, borrow a word from his mother tongue language, but unlike foreignize, here, the speaker does not change the pronunciation of the word, just produce it as it is, and wishing that the interlocutor will understand it.

c) **Alternatively**

The speaker literally translates from his/her mother tongue word. Bygat (1987, p. 44) gave an example about alternatively "French man may attempt to say 'crescent' instead of 'croissant' ".

d) **Coin a Word**

The speaker, based on his/her knowledge of the language invents a new target language word, hoping that the listener will get his/her idea and understand what he/she is trying to convey

1.6.1.2. **Paraphrase Strategy**

The speaker uses this strategy by referring to his/her knowledge of the target language, and he tries to find an alternative expression or vocabulary, that helps him/her to transmit the message. This can be done in (2) two ways:

a) **Lexical Substitution**

The speaker replaces the missing word by its synonym, or with a word which is more general, for example; instead of saying dog or cat, the speaker may use the word 'animal' which is more general.

b) **Circumlocution**

The speaker tries to transmit the intended meaning in a several words instead of just one word.

1.6.1.3. **Co-operative Strategy**

In this strategy, the speaker asks for the help of the interlocutor, he/she may ask for the translation of the word from the mother tongue language, he/she may use a

paralinguistic cues that indicate the meaning that he/she needs, or by miming. In other words, the speaker and the listener in this strategy co-operate together in order to keep the smooth of the conversation.

1.6.2. Reduction Strategies

The speaker uses reduction strategies when achievement strategies do not help him/her. In these strategies, the speaker reduces the objectives of the communication because he/she is not able to convey them (Bygat, p. 47) .

1.6.2.1.   Avoidance Strategy

The speaker change the objective of the conversation, in order to avoid any problems, in other words, the speaker may avoid producing some difficult sounds, avoid some tricky structure, or he may avoid producing some expressions because of the lack of vocabulary, so, the speaker here is obliged to abandon the message, and talk about other things in order to avoid troubles. Nevertheless, the speaker may alter the message instead of avoiding it, the altering can be done by using something more general, and do not enter into specific details (Thornbury, 2005, p. 30)

In sum, we can say that these communication strategies (Achievement and Reduction strategies) are a very useful means for EFL learners, especially when it comes to beginners as in our case study. First year students are considered novices in learning the English language, so, these strategies is the key for a good communication.

1.7.   Learners' Speaking Difficulties in the Classroom

EFL learners when they are speaking in the classroom, they may encounter several difficulties. In fact, these difficulties are considered as a natural thing in the first stages of

learning any foreign language. However, the difficulties that learners face during speaking in the classroom are a result of various factors. Some of these factors are introduced as below:

1.7.1. The Fear of Making Mistakes

'I will be mistaken', 'I won't be able to pronounce that word', 'They will laugh at me' 'Teacher will punish me', 'It would be better to keep silent'. All these expressions represent what the majority of EFL learners thinks about when they are going to give an oral performance in the classroom. Fear of making mistakes and the fear of teacher and peers' reaction is in the first place of the obstacles that face learners while speaking, in this case learners usually prefer to keep silent and do not participate at all, which lead them to what we call 'inhibition'. Ur (200, p. 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 loosing face, or simply shay of the attention that their speech attracts".

However, the teacher plays a major role to reduce this fear and reinforce learners 'self confidence through making them aware that making mistakes is very natural thing, and it is the first step toward learning, Harmer (1998, p. 62) stated that "All students make mistakes at various stages of their language learning. It is a part of natural process they are going through". In addition, the way the teacher corrects his/her learners's mistakes is very significant, some teachers dent learners' confidence when they correcting them, and that get them to inhibition, so the teachers should be aware of how they correct their learners' mistakes to avoid any problems.

1.7.2. Mother Tongue Interference

One of the factors that hinder EFL learners from being fluent and effective communicators is the use of their first language (L1) while speaking. Baker and Westup (2003, p. 12) claimed that "Barrier to learning can occur if students knowingly or

unknowingly transfer the culture rules from their mother tongue to a foreign language». In fact, when EFL learners feel themselves incapable to carry on the communication task, they tend to use their mother language instead of the target language. Ur sees that the reason behind the use of mother tongue is that learners find it easier to express themselves in their mother language and they become less exposed to the target language (2000, p. 121).

Admittedly, it is the teacher's duty to boost the learners' use of English, and decrease the interference of the L1 in the classroom. For instance, the teacher has to give a clear instruction to the students, in which he/she informs them when to use or not use their native language, also creating an English environment inside the classroom, like giving students English names is a very beneficial way (Harmur 2001, p. 132-133). In all, the main goal of learning a foreign language is being able to speak fluently, but if the learners keep using their L1 all the time, the learning goal will not be achieved.

1.7.3. Low or Uneven Participation

This problem is concerned with the students' participation in the classroom, where there are just a few students dominate the whole class, while others prefer to keep silent (Ur 2000, p. 121). In large classes as we have in our University, it seems impossible to make all students participate since the number is more than sixty students within one class, and the time allocated is just one hour and a half, which means that each one have at maximum just one minute, eventually, that surely will lead to several discipline problems, and it is the teacher responsibility to find ways to deal with such problems.

1.7.4. Nothing to Say

For Ur (2000, p. 121), the 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. This problem is strongly linked to the concept of 'Motivation', when learners are not

motivated or better to say, when the topic is not interesting, the learners seems less engaged in the speaking task, so motivation is an essential factor in learning any new language. Dornyei stated that "Motivation is one of the key factors during language learning success" (2001, p. 91). For that reason the teachers should select topics that attract the learners' attention and provoke them to participate in the class, for instance topics such 'women's work' or 'traditional marriage vs. modern marriage' seems more interesting and give learners more chances to speak the language, in addition to that, the classroom environment plays a major role in helping students to develop their abilities, Dornyei (2001, p. 40) declare "we need to create a pleasant and supportive classroom atmosphere".

1.8.   The Teacher's Role During the Speaking Activities

The teacher is the cornerstone in the classroom. To be a teacher is not an easy role to perform, to be a teacher means you are responsible for a group of people, guide them, control them, and provide them with the information they need. As a matter of fact, the teacher's role has been changed from the traditional role as "authorities expert" to the modern role as a facilitator King (2002, p. 207). For Hedge (2000, p. 26), the teacher has several 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, during the speaking activities, the teacher has a particular role in order to get his/her students speak fluently. Promoter, participant, and feedback provider, are three teachers' roles during the speaking performance suggested by Harmer (200, p. 275-276).

1.8.1. Promoter

EFL learners while they are engaged in the speaking task, they may come across some problems, for example, they miss a word, lose an idea, or lack the fluency, these problems may stop the activity, so the teacher here has two choices, either letting the learners struggling and finding a way for carrying out the activity by themselves, or intervenes and helps them by giving suggestions from time to time. Although, the first choice seems to be the appropriate one because it helps them to rely on themselves, but in some cases, the teacher's intervention is very crucial in order to get the activity continues smoothly. However, the teacher should not intervene too much so that not to disturb the learner's oral performance.

1.8.2. Participant

In some classroom activities such as role play or classroom discussion, the teacher's participation seems very beneficial for the learners, because when the teachers participate in the activity with their learners, this participation, creates an enjoyable and joyful atmosphere in the classroom, at the same time, it ensures that the activity will fulfill its aims. In addition, the teachers' participation provides new information, so that the activity will be more fruitful.

Despite the fact that the teacher's participation is important, teachers should be careful not to participate too much, in order not to draw all the attention to them because there is a huge difference between the teacher's and the learner's level (Harmer, 2001, p. 276).

1.8.3. Feedback provider

The teacher's feedback in general is a mixture of the teachers' correction and reaction, and it is not a pure correction as the majority of people see it. This teacher's role is very sensitive specially with beginner learners whom sees the feedback as a criticism. For that reason, the teachers should be aware of the appropriate time for giving a feedback, also he/she should not keep giving feedback all the time of the performance, because continual feedback

will break the performance and drive the learners to inhibition. In addition, the teachers has to provide their learners not just with negative feedback, but also when the learner do well in an activity, the teachers should give them a positive feedback that encourages them and booster the self-confidence.(Ibid)

Conclusion

On the whole, learning a foreign language means learning how to use that language in real life situation, for that reason from all the language skills, speaking skill is considered the most significant one, because it represents the means which enable people to communicate with each other. This chapter shaded light on the significant of speaking skill, its definition, its importance in learning a foreign language, as well as the activities that help the learners to develop their speaking abilities and the strategies they use while speaking, in addition to the difficulties that the learners encounter in the classroom, and it ended with the roles that the teachers adopt during the learners' oral performance.

The following chapter will deal with the teachers' feedback during the oral performance, explaining its importance, in addition to its role in enhancing learners' speaking performance.

Chapter two

Oral Expression Teachers' Feedback.

Introduction

In any foreign language classroom, the most significant role of the teacher is to help his/her learners to produce a correct English, in order to be able to communicate effectively with others, one way of achieving this, is by providing those learners with a feedback. Generally, feedback is used either to encourage the learners for the right answer, or to correct them for the wrong answer. Therefore, feedback is a mixture of reaction and correction, which the teacher provides to the learners on their oral performance.

This chapter attempts to provide the reader with a general overview about the conception of feedback as a teaching tool, starting with some definitions of the term feedback, introducing its types and discussing its four levels. In addition to spotting light on the different criteria for an effective or a constructive feedback, then, we will provide an analysis of he appropriate time of providing feedback to students, we will also make a distinction between the positive and the negative feedback, as well as exploring the students' reaction toward receiving a feedback from their OE teachers. Lastly, the chapter will be concluded by showing the impact of this tool on the language teaching and learning process.

2.1. Definition of Feedback

Generally speaking, the term feedback in the context of education, refers to the teacher's reaction on his/her students' performance. According to Oxford Dictionary (2012), feedback is defined as an advice, criticism or information about how good or useful something or somebody's work is. Duly, Burt and Krashen (1982, p. 34) offer a general definition of the term feedback, they noted that "feedback generally refers to the listener or reader's response given to the learner's speech or writing", which implies that feedback is a reaction on a performance, this performance could be either an oral performance or a Written performance. Also, Wiggins, G. P. (1993, p. 182) define feedback as "information that provides the performer with direct, usable insights into current performance, based on tangible differences between current performance and hoped-for performance" that is to say that feedback enables the students to know about their performed work, in clearer words, whether their performance is well done or not, and if it is not, what should be done to make it better.

Moreover, Ur provided a more detailed definition of teachers' feedback

Feedback is information that is given to the learner about his/her performance. Some examples in language teaching: the words: "yes, right!" said to a learner who has answered the question; a grade of 70% on an exam; a raised eye bow in response to a mistake in grammar; comment written in the margin of an essay. (1996, p. 242)

In other words, this means that teacher's feedback can be provided in two different forms, Non verbal feedback such as: facial expressions, body posture, gestures, and the Verbal feedback which refers to the use of words, which in turn could be orally or in written form. Another definition of feedback is the one of Hattie and Timperely (2007, p. 81) they state that " feedback is information provided by an agent regarding some aspects of one's task performance". In addition, they illustrate the importance of feedback as a teaching tool, they

claim that feedback is a vital part of learning that's because it enables the learner to evaluate his/her development by answering three main questions: 'where am I going', 'how am I going', and ' where to next'. When the learners answer these questions, they became able to develop their speaking skill and improve their communication abilities (Hattie and Timperely 2007, p. 88).

In a nutshell, from all what have been said previously, we can say that providing EFL students with feedback will help them to improve their oral performance. This feedback in the educational context, can be defined as the information that the teacher gives on his/her students' performance (oral or written performance), this information could be an advice, correction, comments , or even a criticism. Teachers when giving feedback to their students are always asked to provide a comfortable environment so that this feedback can function effectively, and students can use it immediately.

2.2. Types of Feedback

Generally, the teacher's feedback can have several different types. However, the most common once are: oral feedback, written feedback, and peer feedback.

2.2.1. Oral Feedback

This type of feedback represents the main concern of our study, it is provided in a spoken form, which means that, the teacher orally comments on his/her students' performance. However, providing the learners with an oral feedback is not an easy task, teachers should take into account several principals and considerations before giving any oral feedback, so that their feedback could be constructive and affects positively the students' speaking abilities (Sárosdy et al. 2006, p. 125). According to Frey and Fisher (2011, p. 77-78) the teachers should consider setting, structure, and tone when providing feedback to their learners.

❖ **Choose an Appropriate Setting.**

Choosing an appropriate setting means that teachers should select the appropriate place for giving the feedback, Frey and Fisher (2011) stated that "select a place in the classroom that is physically removed from the larger group. This gives students a place to focus on what is being said and to determine the tone in which it is delivered" that is to say that, when giving feedback, it would be better if the teacher selects a place which is near to the learner who have made the performance, especially if the feedback is brief.

❖ **Structure the Response:**

This implies that, the teachers when delivering feedback, they need to make it precise and enable the learner to know about his/her oral production, i.e. what is correct and what is not, so that, the feedback can be constructive and effective. Jeff Zwiers (2008) points out three parts of the teacher feedback:

- Describes the results of learners' performance.
- Directs the learners to what is correct and what should be changed.
- Encouraging learners to keep going. (Cited in Frey and Fisher, 2011, p.78)

❖ **Use a Supportive Tone:**

It is a crucial importance for teachers, when giving an oral feedback, to use an appropriate tone, in other words, the teachers should not use a sharp or a sarcastic tone when correcting their students' mistakes. The tone of the feedback has a great impact on the students' reaction, for that reason, the teachers should always use an encouraging and a motivating tone, so that, the learners will not be inhibited from participating in the classroom. (Frey and Fisher 2011, p. 78).

However, it is generally believed that the oral feedback is more effective than the written one. Up to this point, Frey and Fisher, (2011, p. 78) claimed that "Oral feedback offers an immediacy that written feedback cannot. It also offers the chance to accompany feedback with nonverbal behaviors that can strengthen communication".

2.2.2. Written Feedback

The second type of feedback is the written feedback, this type can be defined as the comments that teachers give on their students' writing production, and it is considered very important for students to move forward in their learning. However, despite the fact that teachers' oral feedback is more effective than their written feedback, the OE teachers can not depend only on the oral feedback, that's because of the constriction of time especially in large classes (Frey and Fisher, 2011, p. 81). Konold et al, (2004, p. 68) points that " 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 one-to-one conferences with students" for these reasons, the teachers usually tend to use the written feedback so that, they can preserve more time for learning, which makes this type of feedback the most used one.

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

- ✓ "Feedback must be integrated 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, M. 2010, p. 22-23)

2.2.3. Peer Feedback

The last type of feedback is the peer feedback, and it is also named peer evaluation, peer, peer review, responses, and peer editing. According to Hyland (2003, p. 198) peer feedback means that, the students receive feedback from their peers on their writing, and now it is considered as an essential " alternative" to the teacher's feedback. Moreover, Harmer (2007, p. 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 an thinking as one group.

However, there are some cases where we find that students prefer to receive feedback from their teachers rather than their peers, in this respect, (Leki, 1990, cited in Hyland 2003, p. 198) suggests some reasons behind this students' preferences, he states that "peers are not trained teachers and their comments may be vague and unhelpful, or even overly critical and sarcastic" that is to say, the way the students give feedback to each other, should be appropriate and constructive in order not to affect negatively on students' progress.

For Hyland (2003, p. 199) peer feedback could have two sides: the positive side and the negative side, and he summarized these sides in the table below:

Advantages	Disadvantages
Active learner participation	The tendency to focus on surface forms
Authentic communicative context	Potential for overly critical comments
Nonjudgmental environment	Cultural reluctance to criticize and judge
Alternative and authentic audience	Students unconvinced of comments' value
Writers gain understanding of reader needs	Weakness of reader's knowledge
Reduced apprehension about writing	Students may not use the feedback in
Development of critical reading skills	revisions
Reduces teacher's workload	Students may prefer teacher feedback

Table 01: Potential Advantages and Disadvantages of Peer Feedback. (Hyland 2003, p. 199)

2.3. Levels of Feedback

According to Frey and Fisher (2011), there are four main levels of the OE 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. It is believed that those four levels have a direct impact on the effectiveness of feedback.

2.3.1. Feedback About the Task

Hattie and Timperely (2007, p. 91) state that "This level includes feedback about how well a task is being accomplished or performed, such as distinguishing correct from incorrect answers, acquiring more or different information, and building more surface knowledge", which denotes that this level aims at providing the students with feedback on their performance whether it was right or wrong, good or bad… and so on. Both researchers also indicate that this type of feedback is mainly related to "faulty interpretation" and not to "lack of information" i.e. it is used in the case when students misinterpret the instruction of the task, and not about the information presented.

Furthermore, Frey and Fisher (2011, p. 65) pointed out that this type of feedback is considered as the most prevalent one, which is usually referred to as corrective feedback (CF) and it carries three types: direct corrective feedback, where the teacher directly gives the correct answer to the learner, indirect corrective feedback, here the teacher do not give the answer directly, instead he/she just show the mistake and let the learners correct themselves, and finally, the metalinguistic CF, in which the teacher gives hints about the mistake and leave the learner discover that mistake.

Examples of corrective feedback:

- Your solution to number 12 is exactly right.
- You should reread Section 3 of the text since you've got this question wrong.
- You're pointing to the right one. (Ibid)

2.3.2. Feedback About the Processing of the Task

The second level of feedback deals with the process that students use to accomplish the assigned   task. According to Balzer et al. (1989) "FP is more specific to the processes underlying tasks or relating and extending tasks. Such feedback concerns information about relations in the environment, relations perceived by a person, and relations between the environment and the person's perceptions" (Cited in Hattie and Timperely, 2007, p. 93). Furthermore, Frey and Fisher (2011, p. 65) argue that, this type of feedback is concerned with the process used by the learners while performing the task, they also note that before giving any feedback, the teachers should at first understand the process used by their students so that their feedback can be effective and supportive.

In addition, many studies have shown that teachers' feedback at this level seems to be more effective in improving the students' oral performance than the first level. For instance, Earley et al. (1990, p. 103) stated that 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"

Examples of Feedback about the processing of the task:

- I see that you're estimating and that's working for you.

- It seems like a prediction might help here, right?

- Did you use the •first, outside, inside, last procedure to solve that equation? (Frey and Fisher 2011, p. 66)

2.3.3. Feedback About Self-Regulation

"Self-regulation involves an interplay between commitment, control, and confidence. It addresses the way students monitor, direct, and regulate actions toward the learning goal. It implies autonomy, self-control, self-direction, and self discipline" Hattie and Timperely (2007, p. 93). From this quote, we can say that this level focuses on the students' self control and self direction for achieving the established goal, in other words, the teacher' s feedback in this level, will be on the way students regulate their behavior, emotions, and thoughts in order to fulfill the planned goal.

Also Frey and Fisher (2011, p. 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 need to be able to manage, control, and assess his/her level in the way of achieving the learning goal.

Examples of feedback about self-regulation:

- Your contributions to the group really seemed to result in everyone understanding.

- When you put your head down, you stopped paying attention to the things your group members said

- I think you accomplished what you set out to achieve, right? (Ibid)

2.3.4. Feedback About the Self as a Person

The last and the most utilized type of feedback is feedback about the self as a person. The OE teachers at this level offer feedback such as 'very good', 'excellent accent' to express approbation on their students' performance. However, unlike the other three levels, the self as a person level is not related to the learning goal, which make it less effective than the others, in this respect, Hattie and Timperely (2007, p. 96) mentioned that "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.

Nevertheless, a distinction need to be made between two types of praise, a praise which is given to the student as a person, and the praise which addresses the way and the processes in which the task was accomplished. Because the second type of praise is directed to the learning goal rather than to the student as a person.(Ibid).

Examples of feedback (the teacher's praise here is on the task)

- You have great stamina because I see that you've been working on this for several minutes.
- You're a great student because you're focused on the group dynamics and how the task will be completed.
- I bet you are proud of yourself because you used the strategy we've been talking about, and it worked for you. (Frey and Fisher 2011, p. 67)

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

Purpose To reduce discrepancies between current understandings/performance and a desired goal	

The discrepancy can be reduced by:

Students:

Increased effort or employment of more effective strategies OR Abandoning, blurring, or lowering the goals

Teachers

Providing appropriate challenging and specific goals Assisting students to reach them through

Effective feedback answers three questions

Where am I going? (the goals)   Feed up

 How am I going?   Feed back

Where to next?   Feed Forward

Each feedback question works at four levels:

Task Level	Process Level	Self-regulation level	Self Level
How well tasks are understood/ performed	The main process needed to understand/perform tasks	Self-monitoring, directing and regulating of actions	Personal evaluations and affect (usually positive) about the learner

Figure.1. A model of feedback to enhance learning (Hattie, J. & Timperley, H. 2007, p. 87)

2.4. Criteria For an Effective Feedback

Admittedly, The OE teachers before providing their students with any feedback, they need to take into consideration some principles which ensure the effectiveness of their provided feedback. In this vein, Frey and Fisher (2011) suggest four criteria for an effective feedback (timely, specific, understandable, and actionable)

2.4.1. Timely Feedback

Many scholars have argued that the time of providing students with feedback has a great impact on the function of that feedback. Brookhart, S (2008, p. 10-11) notes that 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. Iron, A. (2008, p. 23) states that "If students don't get the feedback soon enough, then feedback is less likely to be perceived to be useful for their ongoing studies." This indicates that the sooner feedback is given, the more powerful it could be. As a case in a point, she provided some examples of good and bad timing of feedback

Examples of Good Feedback Timing	Examples of Bad Feedback Timing
• 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	• 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)

2.4.2. Specific Feedback.

In order for feedback to be constructive and achieve its planned objectives, it should not be superficial or cursory. Brookhart (2008, p. 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 indicate that constructive feedback need to be precise and specific, so that students could be able to know how well did they perform the task and what to do as a next step.

Furthermore, Frey and Fisher (2011, p. 72) argue that the grades and the marks that the teachers give on a particular performance could not be considered as a feedback, because it does not inform the students exactly in which they have succeeded on and in which they have failed, besides to what should be done for improvement.

2.4.3. Understandable Feedback.

In addition to the above criteria, the language used for delivering a feedback also has an equivalent effect on the effectiveness of feedback. In other words, OE teachers when providing feedback, they must use a language which their students can understand. According to Frey and Fisher (2011, p. 73) feedback means nothing if it is not understood, they state that "Feedback doesn't do much good if students can't understand it. Just imagine getting feedback from a teacher in a language you don't understand—not much good would come of that". Furthermore, Iron, A. (2008, p. 23) claimed that "Feedback should be understandable and communicated in such a way as to enable students to use the feedback to help in achieving the learning outcomes or reaching the required standard", that is to say feedback won't change anything if the students could not get it.

2.4.4. Actionable Feedback.

One of the various roles of teachers' feedback is enabling students to act upon the information provided, in other words, students should revise, review, practice, retry, and act upon the feedback they receive. However, it is believed that teachers' feedback can affect positively or negatively on students' achievement. For instance, the negative effect happens only when the teacher points out weather the answer is right or wrong, on the other hand, if the teacher provides his/her students with some explanation and clarifications about their oral performance, then the feedback will have a positive effect. So, it would better if the OE teachers focus more on the feedback which generate a positive effect. Frey and Fisher (2011, p. 76)

2.5. Feedback During the Oral Work

In general, teachers' feedback has a major role in enhancing student's oral performance, Harmer, J. (2007, p. 142) argues that teachers should react to their students' oral performance in different ways, that's because the way of giving feedback to students depends not just on a single aspect, instead of that, the nature of the lesson, the nature of the committed mistake, the nature of the activity itself, and also the learner who made the mistake, all these aspects effect the way of giving feedback. For that reason, he made a basic distinction between two situations of feedback during the oral work.

2.5.1. Feedback During Accuracy Work

During the oral expression session, when the teacher designs an activity which aims to improve students' accuracy such as: grammar exercises, pronunciation or vocabulary activities, then the teacher has tow techniques for giving feedback. The first one is to show the committed mistake, and it is used only for what we call "language slips". Nevertheless, when the teacher show incorrectness, he/she hopes that the students will correct themselves, but if

they could not do so, here the teacher can intervene to use the second technique which is getting it eight.(Harmer, J. 2007, p. 144)

- **Showing Correctness**

In this technique, the teacher tries to show the students the mistake that they have committed, that's can be done in several ways:

- **Repeating:** teacher can ask the students to repeat what they have said with a tone which indicate that something is wrong.

- **Echoing:** here the teacher himself repeat the wrong utterance of the student and stresses the wrong part to indicate the mistake.

- **Statement and question:** teacher can directly indicate the incorrect part by using question form

- **Expression:** here the teacher tends to use a facial expression to show that something is incorrect, but this could be done only if the teacher knows very well his/her students in order to avoid misunderstanding.

- **Hinting:** this could be used when students know the rule, but they are unable to remember it at the moment. Here the teacher can give hints to help the learners remembering the rule.

- **Reformulation:** according to Harmer, this technique is used during accuracy as well as fluency work wherein the teacher corrects their students by reformulating what has been said with a correct version. (Harmer, J. 2007, p. 144-145)

- **Getting it Right**

This technique can be used by the teacher as the last solution, in the case when all the above procedures of the first technique did not work. In clearer words, when the students could not correct themselves, the teacher here can directly give the correct answer. Also, this can be done in various ways, for example, the teacher can say the correct form by focusing on

the correct part, and then he/she repeat the sentence normally. Or, he/she can give the answer and add an explanation about the correction, after that he/she ask the student to repeat. (Harmer, J. 2007, p. 144-145)

In addition, teachers can ask for help from other students, but here the teacher has to make sure that this will not hurt the student who commit the mistake, at this point Harmer, J. (1998, p. 63) states that "we have to make sure that the student who made the mistake in the first place isn't going to be humiliated by this (how come they all know the answer? I must be stupid).

2.5.2. Feedback During Fluency Work

According to Ur, P. (1996, p.246) " there are some situations when we might prefer not to correct learner's mistake in fluency work, for example, when the learner is in mid-speech, and to correct would disturb and discourage more than help", here, unlike in the accuracy work, in the fluency work, it would be better if the feedback takes place just after the learner's oral performance, in order not to interrupt the speaker, and make him/her lose the thoughts.

However, in some cases, the teacher's intervention could be helpful for the learners, in this respect, Harmer, J. (2007, p. 145) suggests that the teacher can respond to his/her learners' performances in different ways.

1. Gentle Correction

The teachers can intervene and help their students during the fluency activities in the case when the communication completely breakdowns, but it is very important to note that the teacher's correction in those cases has to be done in a gentle way. In other words, the way of 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 consider a gentle correction. (Ibid)

2. Recording Mistakes

When the learners are engaged in the oral task, the teacher plays the role of an observer, this means that, when the students are in the middle of the performance, the teacher has to watch, listen, and record how students are working, so that he/she could be able to give a precise and a constructive feedback. On the other hand, Harmer, J. (2007, p. 146) 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 commit, or, the teacher can use an audio or a video recorders, then he/she divides the students into small groups, each group concentrate on one aspect of the language (grammar, vocabulary, pronunciation...and so on). In this way, the teacher will have all the required information and the students will be a part of the process of providing feedback. (Harmer, J. 2007, p. 146-147)

3. After the Event

After recording the students' oral performance, here comes the time of feedback. This latter can be given in various ways, for instance, thteachers can give just comments about how was the performance (good or bad), also, the teachers may write the mistake on the board and ask the students to correct it, or, they can write both the correct and the incorrect answer and then ask the students to pick out the correct one. However, when doing this, it would be better if the teacher concentrate only on the most repeated mistakes, because constant correction will affect negatively on the students ' progress. (Harmer. 2007, p. 147)

2.6. Positive Vs. Negative Feedback

Generally, when we talk about feedback as a teaching tool, a prevalent distinction is usually made between positive and negative feedback. For many researchers and scholars the positive feedback is considered more effective for enhancing students' learning than the negative feedback. Positive feedback can be defined as a praise teachers give to their students when they perform something correctly and it has two basic functions: the first is informing the learners that their performance was correct while the second function is rising their self-confidence through the use of praise. On the other side, negative feedback occurs when the students' performance is poor or incorrect, in this case the teachers can give a criticism, a punishment, or directly correct the incorrect part. It is strongly believed that this type of feedback has a negative impact on students' development. (Nunan, D.1991, p. 195-197)

However, some other researchers contradicted the above idea which claims that positive feedback is more powerful and negative feedback effect negatively on students' learning process. Those researchers argue that positive feedback which come in the form of praises is likely to be less effective, because it carries just little information about the performed task Hattie, J. & Timperley, H. (2007, p. 96). Also, Harmer, J. (2007, p. 138-139) points out that a lot of praises from the teacher will not improve a lot, instead it will make students " praise junkies", this means that students will be interested more in getting their classmates' attention which make them ignore about the progress they are making.

Concerning the conception of negative feedback, Ackerman, D. S., & Gross, B. L. (2010, p. 174) stated that:

> "Feedback by nature must be negative to an extent if it is to be helpful in improving performance. Much of the feedback that instructors give on assignments is to specifically point out the shortcomings of a student's work and motivate the student toward improvement. Such feedback is intended to be received as 'constructive criticism.' However, although students may say they value feedback in general, when

it is about their own performance and by extension themselves, the impact on self-esteem may provoke a negative reaction."

So from the above quotation it can be said that, that negative feedback is more effective than the positive one, that's because the information which provides, helps more than the information provided by positive feedback. Despite this fact, negative feedback should addressed in a constructive manner, i.e. showing the mistake and showing how to be corrected in a gentle way, in order not to de-motivate the students, according to Harmer, J. (2007, p. 139) in giving a negative feedback, we should at first acknowledge the learners' efforts, then we point out the wrong thing.

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.

2.7. Students' Reaction to Teacher's Feedback

One of the most important questions that must be asked after giving any feedback to students, is how the students will react to that feedback?. As a matter of fact, any student can respond to his/her teacher's feedback in two ways: either positively or negatively. Positive reaction means that the learner takes the feedback into consideration and he/she is ready to use it in future assignments. According to Frey and Fisher (2011, p. 88), if we want our students to use the feedback which we provide, so this feedback should meet certain criteria, that is to say, the teachers' feedback should be timely, specific, understandable, and actionable, so that the learners can use it to improve their learning.

On the other hand, students may show a negative reaction toward the teachers' feedback, Ferries (1997) claims that students' 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, for instance the learner can interpret his/her teacher's

feedback as an offensive act. When this happen the student probably will never use or learn anything from that feedback (Cited in Frey and Fisher, 2011, p. 89).

Furthermore, the teachers' way of providing feedback plays a major role on the students' reaction. In some cases, the teachers' feedback is overly critical, Irons, A. (2008, p. 84) stated that "Being overly critical serves no constructive purposes and can be very demotivating for students" that's indicates, that teachers' unconstructive criticism may discourage and destroy learners' self-confidence, which in turn inhibit them from participating in the classroom in order to avoid negative judgments from their teachers and their peers.

Frey and Fisher, (2011, p. 90) once again, suggest some reasons behind the students' negative reaction.

- Some feedback is just plain bad
- Sometimes feedback isn't timely or specific enough.
- The learner may not understand the feedback
- The learner may not know what action to take based on the feedback. (Frey and Fisher, 2011, p. 90)

In sum, we can say that the students' reaction depends mainly on the way of giving the feedback to them, for that reason, OE teachers should always be aware of the basic principles which ensure the effectiveness of their feedback.

2.8. The Importance of Teachers' Feedback For the Learning Process

Admittedly, the OE teachers' feedback is deemed to be a fundamental part in the learning process, and there are many researchers who have investigated its effects on the students' development. The finding shows that the feedback the teachers gives to their students on their oral performance is the key factor in improving their communication abilities. Dörnyei, Z. (2001, p. 123) states that "feedback is not just a decoration on the cake

or an additional asset that's worth having. It is an essential ingredient of learning", in addition, Hattie, J. & Timperley, H. Claim that:

> "Effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating the students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students. This "second part" is the feedback part". (2007, p. 96)

Thus, the teachers' feedback is more than just few words and expressions which the teachers traditionally give on the performances of their learners, instead of that, it is a vital part and a very significant teaching tool, which aims at developing the learners' communication abilities. Juwah et al. (2004) reports some advantages that could be generated from the teachers' feedback:

✓ Facilitating the development of self-assessment (reflection) in learning.

✓ Encouraging teacher and peer dialogue around learning

✓ Helps clarifying what good performance is (goals, criteria, standards expected).

✓ Providing opportunities to close the gap between current and desired performance.

✓ Delivering high quality information to students about their learning.

✓ Encouraging positive motivational beliefs and self-esteem.

✓ Providing information to teachers that can be used to help shape the teaching. (Cited in Ormshaw, 2007, p. 38).

In short, from all what have been mentioned previously, it can be said that the teachers' feedback is a necessary part in the teaching learning process. It helps both the teacher and the learner in improving their skills, however, the misusing of this teaching tool will eventually lead to the unwished outcomes. For that, teachers should always tray their best to provide

their learners with an effective and a constructive feedback which encourage and increase their motivation for better achievement.

Conclusion

Throughout this chapter we have turned our attention to the conception of feedback, in which we provided the reader with some of its definitions, we have explored its three types and four levels, In additions to the basic principles which ensure its effectiveness, also, we have made an investigation on the appropriate time of giving feedback to the students. Furthermore, we offer a general overview on the students' reaction toward their teachers' feedback, after that we have made a distinction between the positive and the negative feedback. Finally, we conclude this chapter with some clarifications concerning the importance of teacher's feedback in the learning process. Throughout this chapter, it has been noticed that the teachers' feedback has a great impact on students' development, in which it helps them to improve their oral performance and gives them opportunities to communicate effectively both inside and outside the classroom.

Chapter three

The Field Work

Section One: Methodology

Introduction

This third chapter represents the second part of our study, which is the analysis of students' questionnaire and classroom observation. This chapter is divided into two parts, the first one present the research methodology, the participant, and the research instruments which was used to collect data. The second part is concerned with the description and the analysis of the data gathered from students' questionnaires and classroom observation. In the end, we conclude with the discussion of the results in addition to some suggestions and pedagogical recommendations.

3.1.1. Research Method

In order to investigate our hypothesis which claims that oral expressions' teacher feedback effect positively on the learners' speaking performance, a descriptive method has been conducted, the chosen case study was first year EFL students, University of Biskra.

3.1.2. Participants

The chosen population of this study was the first year LMD students of English at Mohammed Khaider University of Biskra in the department of foreign languages, we have selected randomly a sample of one-handred (100) student out of 789 students, we have chosen first year student as a case study because at this level students tend to commit a lot of mistakes, which enable us firstly, to see how teachers provide their students with feedback, secondly to investigate the effect of that feedback on the students' speaking performance. Concerning the oral expression teachers, we have select one teacher among sis teachers for the classroom observation.

3.1.3. Instruments

In this investigation, two research instruments have been used, the first one was a questionnaire for students, this questionnaire aimed at collecting data from the participant in order to examine their opinion toward the feedback they receive from their teachers, and its effect on their oral performance. The second instrument was a classroom observation in which we were able to gather a life data concerning the appropriate use of teachers' feedback during the sessions of the oral expression, in addition to the its impact on EFL students' speaking performance.

3.1.3.1. The description of the students' questionnaire.

The students' questionnaire includes twenty (20) question varied between closed ended questions, open ended questions, and multiple choice questions. It was distributed to one-handed (100) students of English at Mohamed Khieder university of Biskra. The questionnaire is composed of three sections:

- **Section one: background information.**

Consisted of three questions (from question 01 to 03), this section aimed to obtain some general information about the participants, for instance, duration of studying English, the reasons behind their choice to study English at university, in addition to their level in English language, is it good, average poor…and so on.

- **Section two: the speaking skill and oral expression module.**

Questions from four (4) to nine (09) are designed to provide the researcher with information concerning learners' points of view toward the speaking skill and the module of oral expression, in which question four (04) and five (05) aim to examine the learners' speaking abilities, while, in question six (06) and seven (07) students were asked to identify their preferable module and whether the module of oral expression is beneficial for their English learning or not. In question eight (8) students were asked to identify their favorite classroom activities, and finally, question nine (9) seeks to examine the different difficulties and obstacles that learners encounter during the speaking activities.

- **Section Three: Teachers' Feedback**

This third section consisted of nine questions (from Q10 to Q 19) in which the researcher seeks information about the learners' attitude toward receiving feedback from their oral expression' teachers, for instance, the appropriate time of receiving feedback, the preferable way of receiving feedback, the learners' positive or negative reaction toward receiving feedback, in addition to the learners opinion toward the role of teachers' feedback on improving their speaking performance. Lastly, we conclude this questionnaire with an open ended question in which learners' were asked to add any further suggestions concerning the topic under investigation.

3.1.3.2. The Description of Classroom Observation.

In order to investigate the ways that teachers use to provide feedback to their students, and to see how do learners react to their teachers' feedback, we have conducted a classroom observation In order to know exactly what is happening inside the classroom. Cohen, Manion, Morrison, stated that "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations."(2007, p. 396)

The observation was conducted during the second semester of the academic year 2015/2016 with the first year EFL students and exactly from the first to the twenty fourth of February (01-24/02/2016). We have attended six (06) session of oral expression with group two (02) which was chosen randomly out of twelve groups (12), each session last for one hour and a half (1:30h) and all sessions were in the morning 'from 11:20-12:50). The observation was in the form of an observation grid. This latter involves five (05) items: Students' attendance, Students' Participation, Teachers' Feedback, Time of Feedback, and Students' Reaction to Teachers' Feedback. (Appendix two)

The first and the second items (Attendance and Participation) aimed to investigate the general environment of the observed classroom, i.e. the amount of the students attending the session, and whether the students were asking or answering questions. The third item represents the main concern of our study, which is teachers' feedback, the purpose of this item is to collect data about whether the provided feedback is positive or negative feedback. The fourth item is titled "Time of feedback" this item investigate the appropriate time of giving feedback to the students, in clearer words, whether the teacher gives feedback during or after the student's oral performance. However, the last item " The students' reaction to teachers' feedback" aim to explore the reaction of the student after receiving feedback on their oral performance, here we attempted to see whether the students respond positively or negatively

on their oral expression's teachers' feedback. For instance, did they feel embarrassed, upset, angry, or they accept the feedback and use it in other future performances.

Section Two: The Analysis and Discussion of the Finding

3.2.1. The Analysis of the Students' Questionnaire

Question 01. How long have you been studying English?

Option	Frequency	Percentage %
07 Years	48	48%
08 Years	32	32 %
09 Years	09	09 %
10 Years	10	10 %
14 Years	1	01 %
Total	100	100 %

Table 03: Learners' answers' distribution to question 01
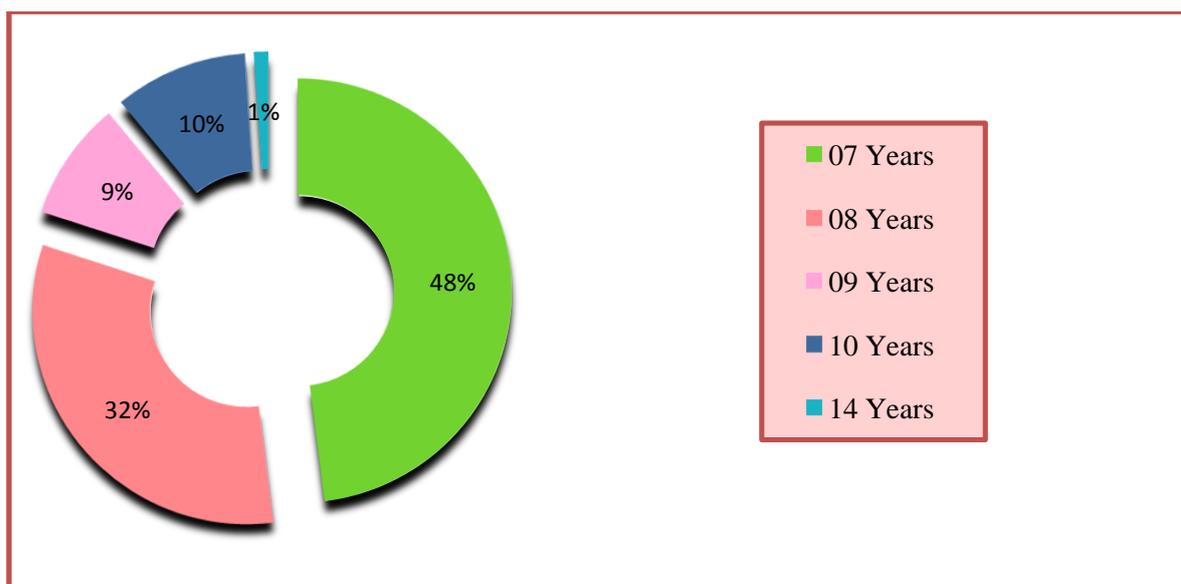
Figure 02: Learners' answers' distribution to question 01

The table above reveals that the high percentage is devoted for the first answer which indicate that most students have been studying English for seven years, and this considered the normal situation according to the Algerian educational system. Also, this may imply that the participants are still beginners and they commit a lot of mistakes. However, (32%) of the students have been studying English for 08 years, and (9%) for nine years, also, (10%) for ten years. While only one student (1%) state that he/she have been studying English for 14 years. This may indicate that they are familiar with the English language.

Question 02. Was your Choice of Studying English:

Option	Frequency	Percentage %
Personal	92	92 %
Imposed on you	08	08 %
Total	100	100 %

Table 04: Learners' answers' distribution to question 02
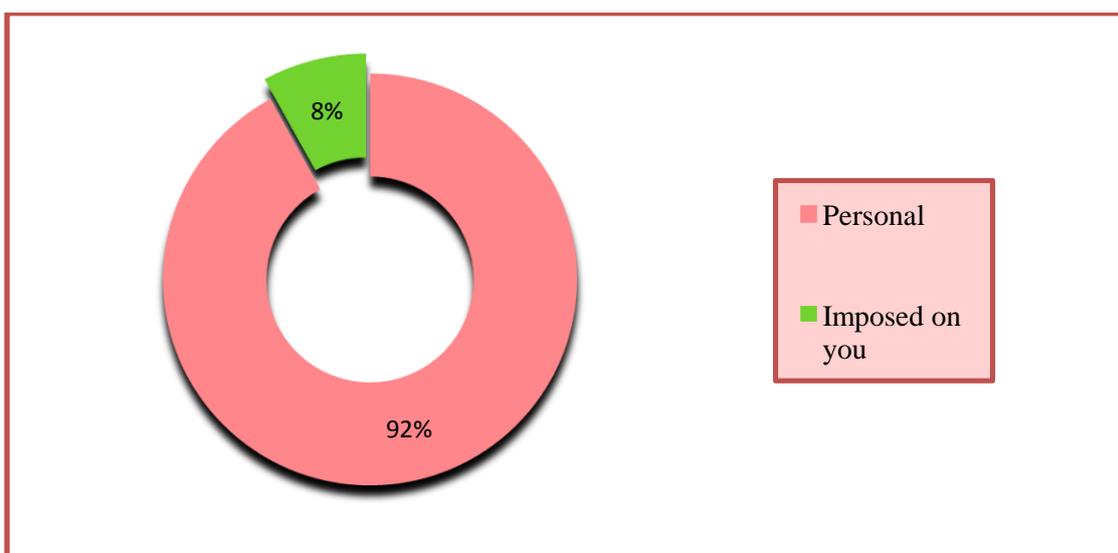
Figure 03: Learners' answers' distribution to question 02

As can be seen from the table above, the majority of the participants, which represent (92 %) have chosen to study English as a personal choice, this could be due to several

reasons, these reasons 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?

Option	Frequency	Percentage %
Easy language	18	20 %
Universal language	47	51 %
In order to get a job in the future	15	16 %
Others	12	13 %
Total	92	100

Table 05: Learners' answers' distribution to the second part of the question 02
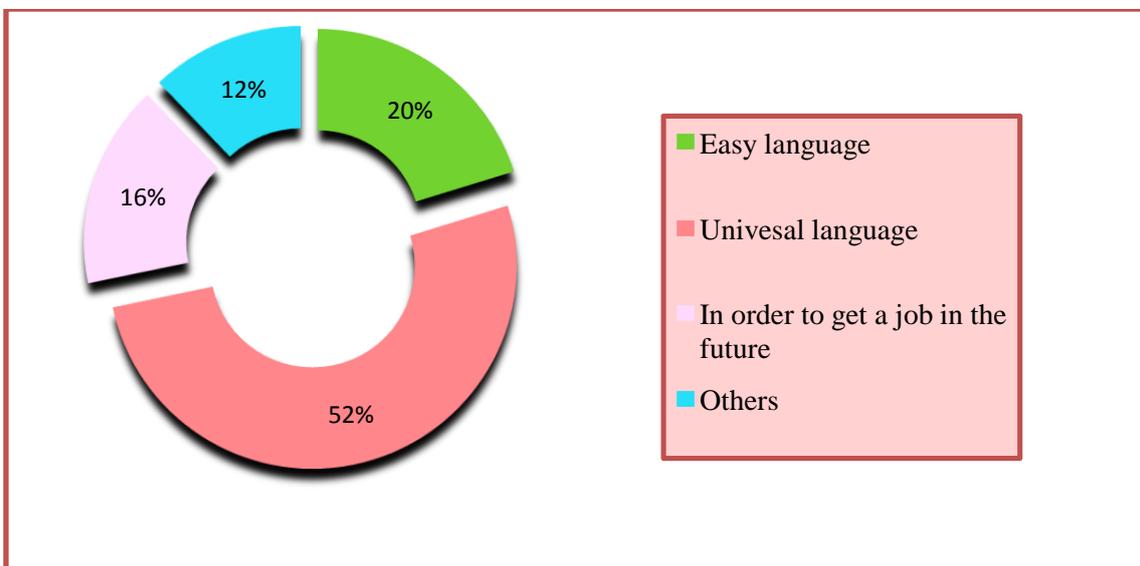
Figure 04: Learners' answers' distribution to the second part of the question 02.

The results from the table above denote that (51%) of the participants whom English was their personal choice claim that their option was because English is an international

language. Others (20%) indicate that the easiness of the English language as it is compared to other fields is the reason behind their choice, while, (16%) of the participants are studying English in order to get a job in the future. However, 12 students, which represent (13%) gave other reasons:

- Because they love the language (09).

- Because they need it for extra study in another field (01).

- In order to improve their position in their work (02).

Question 03   How do you Evaluate your Level in English?

Option	Frequency	Percentage %
Very good	10	10 %
Good	24	24 %
Average	63	63 %
Poor	04	04 %
Total	100	100 %

Table 06: Learners' answers' distribution of the question 03
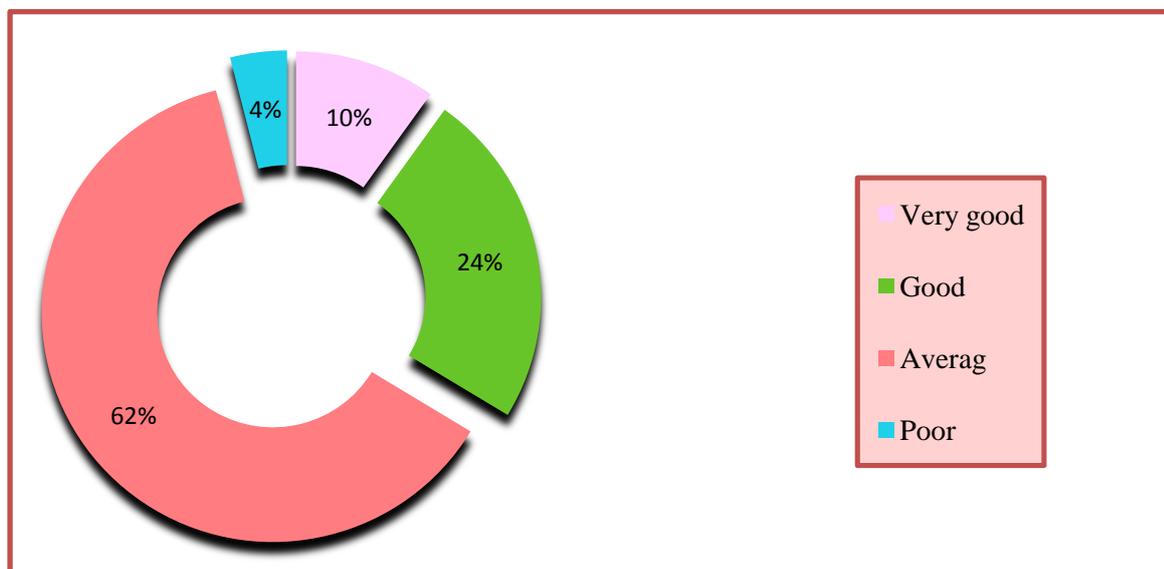
Figure 05: Learners' answers' distribution of the question 03

The table 05 unfolds that more than the half of the total sample (63%) consider their level in the English language is average. Next, (24%) of the participants claim that their level in English is good , however, students who declare that they have an excellent level represent (10%) of the sample. Whereas, only 04 students (4%) report that they have a poor level. The results obtained above reveal that the majority of the participants have an average level in English, this results considered very logical since we are dealing with first year students who are still beginners to have a good or an excellent level.

Section tow: **The Speaking Skill**

Question 04. Do you Like to Speak in English?

Options	Frequency	Percentage %
Yes	98	98 %
No	02	02 %
Total	100	100 %

Table 07: Learners' answers' distribution of the question 04
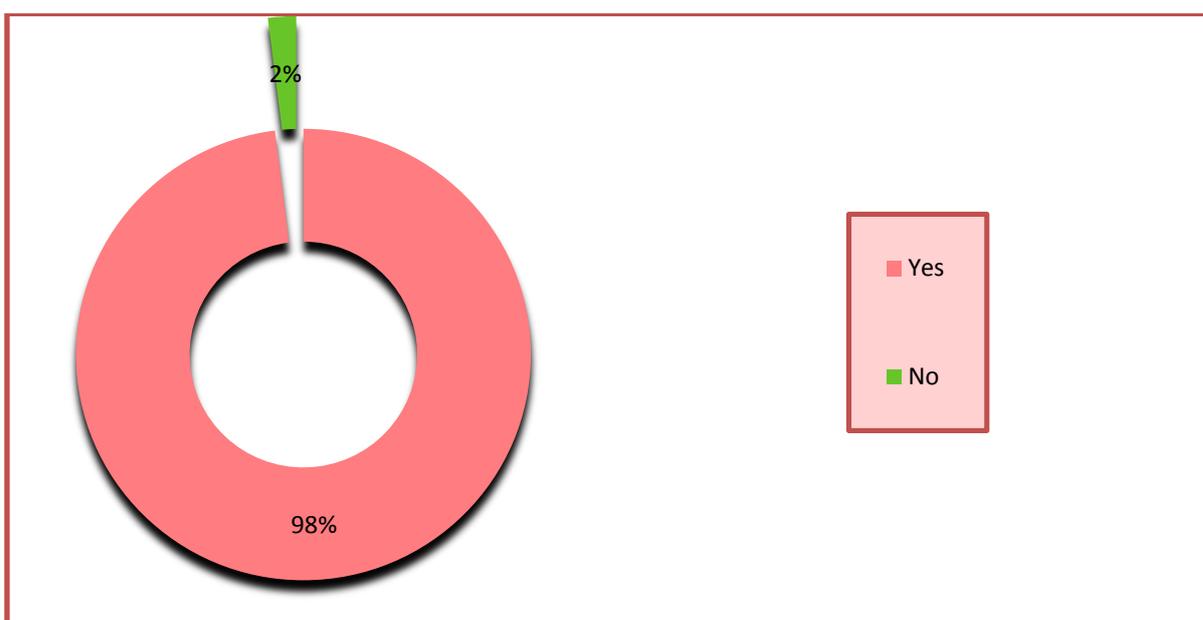
Figure 06: Learners' answers' distribution of the question 04

The table above demonstrates that the overwhelming majority of the participants (98%) respond with a yes: they like to speak in the English language. This may indicate that speaking in English will offer them the opportunity to communicate and interact with other people inside and outside the classroom. On the other hand, the results also indicate that only (02%) of the students mention that they do not like to speak in English and according to them this is because:

- They are not interested in the English language.

- They feel shy from speaking in front of others.

Question 05 In your Opinion, Speaking in English is:

Option	Frequency	Percentage %
Difficult	27	27 %
Very difficult	0	0 %
Easy	56	56 %
Very easy	17	17 %
Total	100	100 %

Table 08: Learners' answers' distribution of the question 05
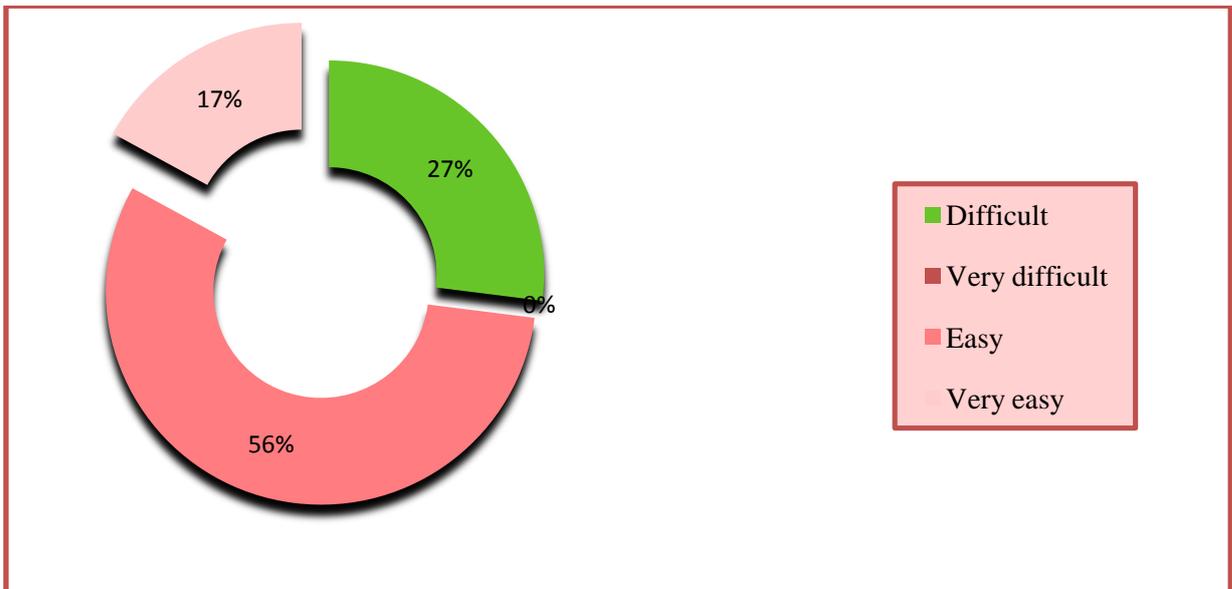
Figure 07: Learners' answers' distribution of the question 05

As displayed in the table, more than the half of the participants claim that speaking in English is an easy task, this may denote that these students do not face a lot of difficulties while speaking, and they are able to communicate their thoughts and emotions effectively. Moreover,(27%) of the participants pointed out that speaking in English is a difficult task, maybe because they encounter some problems such as: fear of making mistakes, lack of vocabulary, mispronunciation, fear of peers' laughing… and so on. In addition, we find also that 17 students (17%) declared that speaking is very easy task to do, while none of the participants stated that speaking in the English language is a very difficult task.

Question 06. Which of the Following Modules you Prefer the Most?

Option	Frequency	Percentage %
Oral expression	63	63 %
Written expression	37	37 %
Total	100	100 %

Table 09: Learners' answers' distribution of the question 06
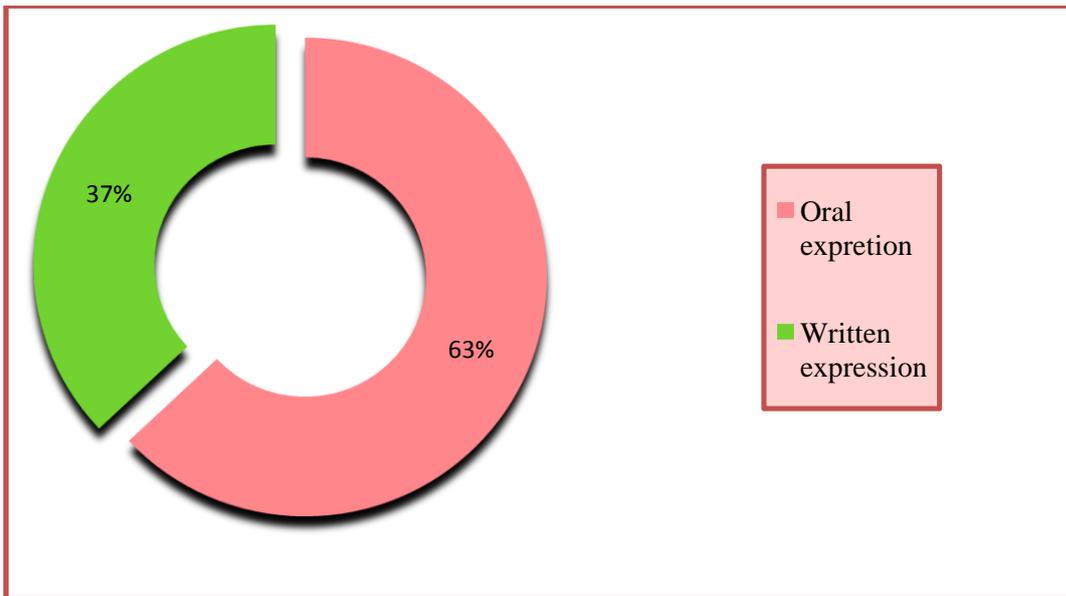
**Figure 08: Learners' answers' distribution of the question 06**

Regarding students' answers to question 06, (63%) of the sample view that the module of oral expression is the most preferable one. They justify their answers with the following reasons:

Option	Frequency	Percentage %
Because it offers them the opportunity to share and discuss their ideas with their teacher and classmates.	23	37%
Because there are a lot of interesting activities such as: singing, performing plays, discussing new topics… act.	11	17%
Because if there are no limits, they can say what they want.	15	24%
Because it enables them to communicate and interact with others, especially native speakers.	14	22%
Total	63	100%

Table 10: Learners' answers' distribution to the second part of the question 06

On the other side, the graph above shows that 37 students, which represent (37%), state that they prefer more the writing expression module then oral expression. According to them this is because:

Option	Students' answers.	N	%
Writing expression	- Writing expression is easier than oral expression.	11	30%
	- They have more time to think of what to write.	16	43%
	- They feel shy and uncomfortable to speak in front of people	10	27%
	Total	37	100%

Table 11: Learners' answers' distribution to the second part of the question 06

Question 07. Do you Think that the Module of Oral Expression is Important in Learning English?

Option	Frequency	Percentage %
Yes	99	99 %
No	01	01 %
Total	100	100 %

Table 12: Learners' answers' distribution of the question 07
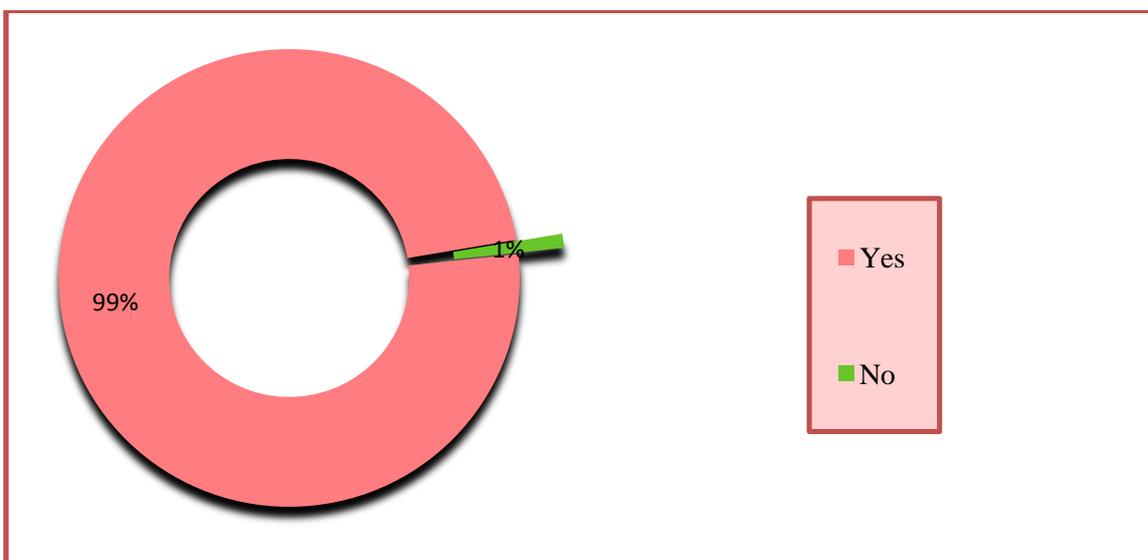
Figure 09: Learners' answers' distribution of the question 07

The table 10 clearly shows that nearly the whole number of the participants (99%) answered positively on the question, which indicates that, the students are aware of the importance of the oral expression module for their learning of the English language. This could be because that in this module, the students feel free to express their thoughts, emotions, point view… and so on. Whereas. Only one student of the sample who considers that this module is not important for learning English, which may imply that this student may has some problems in speaking with or in front of others.

Question 08. Learners' Favorable Classroom Activities :

Option	Frequency	Percentage %
Storytelling	21	21 %
Role play	25	25 %
Classroom discussion	29	29 %
Communication games	25	25 %
Total	100 %	100 %

Table 13: Learners' answers' distribution of the question 08
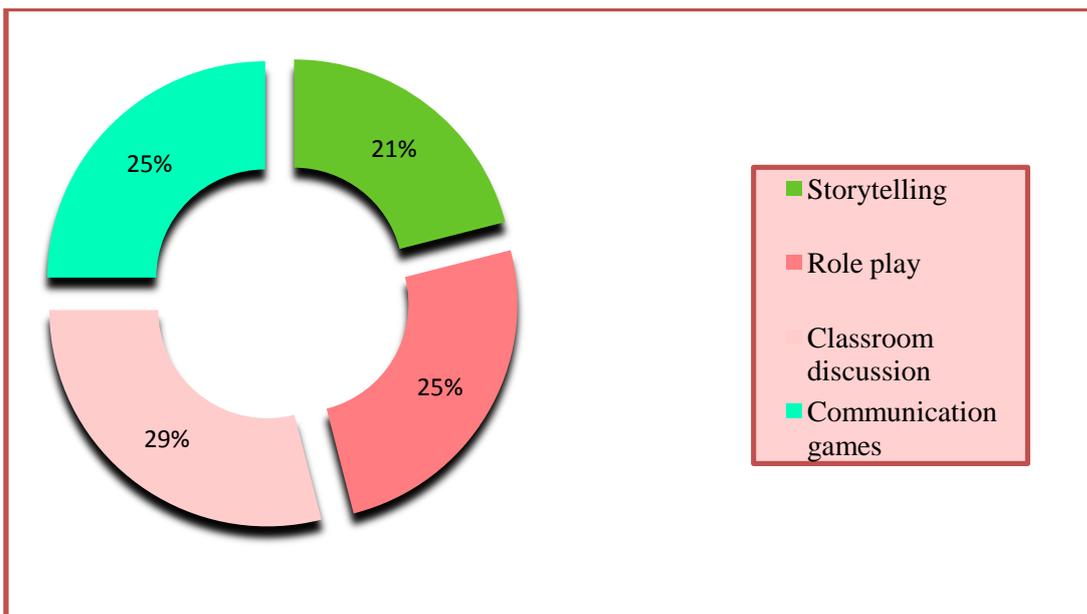
**Figure 10: Learners' Answers' Distribution of the Question 08**

The above table denotes that, the highest number of students (29%) 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. Others (21%) claim that storytelling is the best activity in the classroom, this could be because in this activity, students tend to tell their own stories or hear their classmates' stories. However, we have an equivalent number of students (25%) who have mentioned that role play and communication games are their favorite classroom activities, maybe in these activities students feel so excited to show their abilities and talents.

Question 09. Do you Find Difficulties During the Speaking Activities ?

Option	Frequency	Percentage %
Yes	57	57 %
No	43	43 %
Total	100	100 %

Table 14: Learners' answers' distribution of the question 09
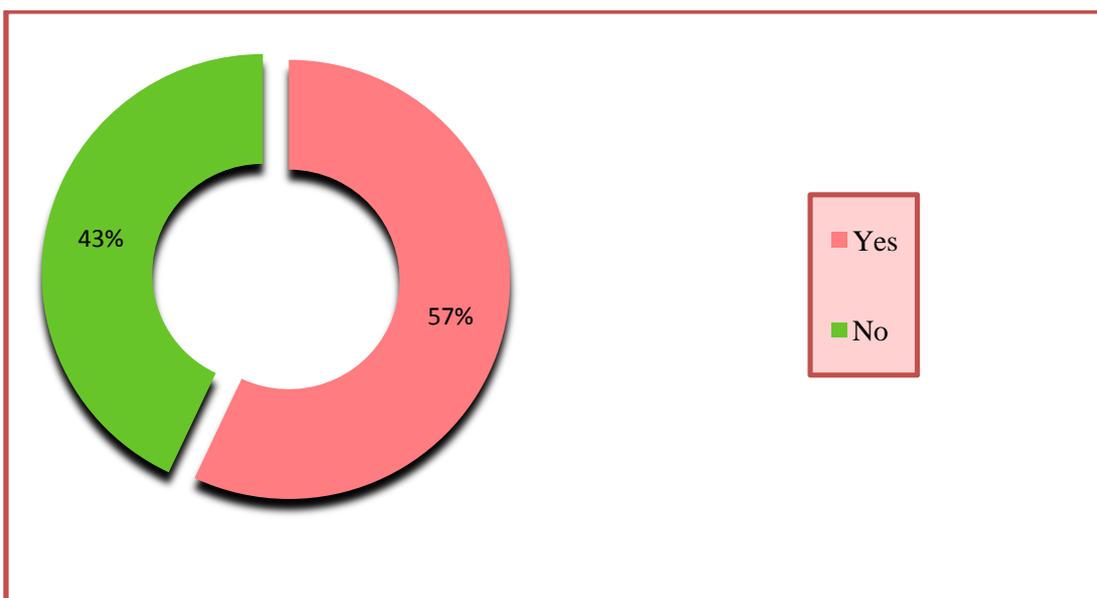
Figure 11: Learners' answers' distribution of the question 09

As can be seen from the table, the number of students who claim that they have no difficulties in speaking, represent (44%), however, more than the half of the participants (57%) state that they do have some difficulties while speaking, and this is normally considered a very natural situation for the students who are non-native speakers and especially for first year students who are still beginners. Some of these difficulties we have: fear of peers' laughing, mispronunciation, first language transfer… and so on.

- If 'Yes' which are these Difficulties?: (You may Opt for More than one Answer)

Option	Frequency	Percentage %
a- Fear of peers' laughing	09	17 %
b- First language transfer	02	3 %
c- Lack of vocabulary	05	9 %
d- Wrong pronunciation	08	14 %
e- Grammatical mistakes	03	5 %
a+d	09	15 %
b+e	07	12 %
c+d+e	06	11 %
c+d	08	14 %
Total	57	100 %

Table 15: Learners' answers' distribution of the second part of question 09
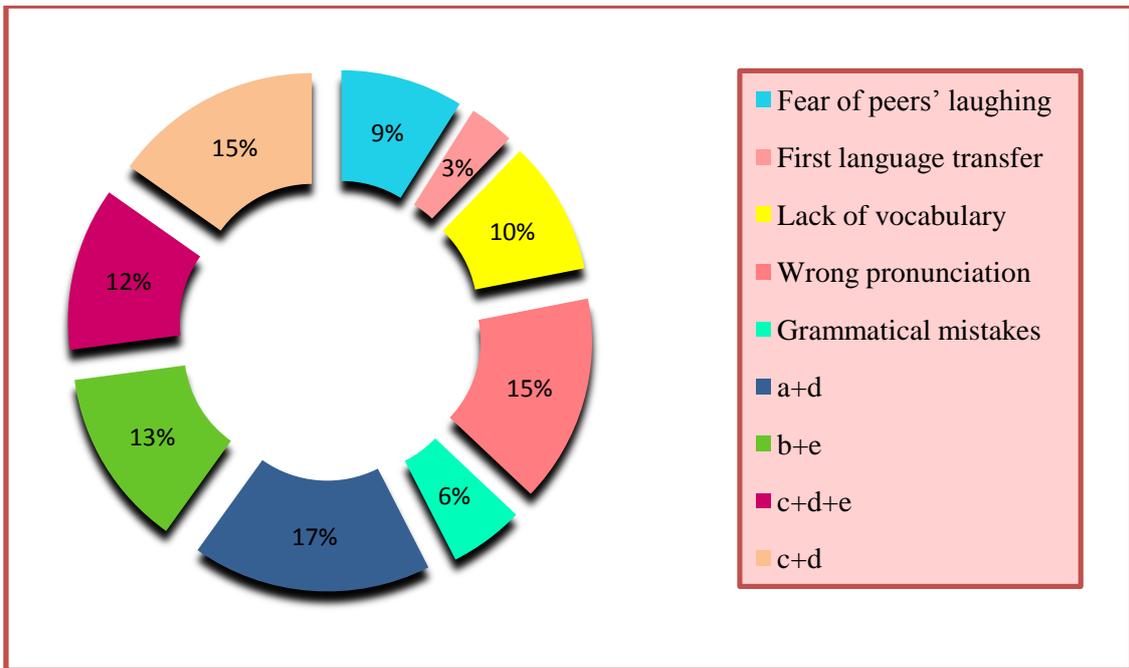
Figure 12: Learners' answers' distribution of the second part of question 09

According to the results obtained from the above question which is a multiple choice question, we have (16%) of the students claim that fear of peers' laughing is their big obstacle while they are performing an oral task . (3%) of students declared that the main problem they face is while speaking is the negative transfer from the first language to the target language, also, five students, which represent (9%) of the sample state that they always have difficulties in finding the appropriate vocabulary when they are speaking. Others, (4%) claim that their speaking problem is the wrong pronunciation of the words. Another (5%) of the students said that while speaking, they find huge difficulties in applying the grammar rules. However, we found that (15%) of the sample who state that the major problems they face are fear of peers' laughing and mispronunciation, others (12%) mention that they have problems in both first language transfer and grammar rules, (11%) of the sample indicate that they encounter three problems: lack of vocabulary, mispronunciation, and grammatical mistakes. Finally, another (14%) of the participant declared that the major problems are lack of vocabulary and mispronunciation.

Section three: Oral Expression' Teachers' Feedback

Question 10. Does your Teacher Correct your Mistakes While Speaking?

Option	Frequency	Percentage %
Yes	86	86 %
No	14	14 %
Total	100	100 %

Table 16. Learners' answers' distribution of the question 10
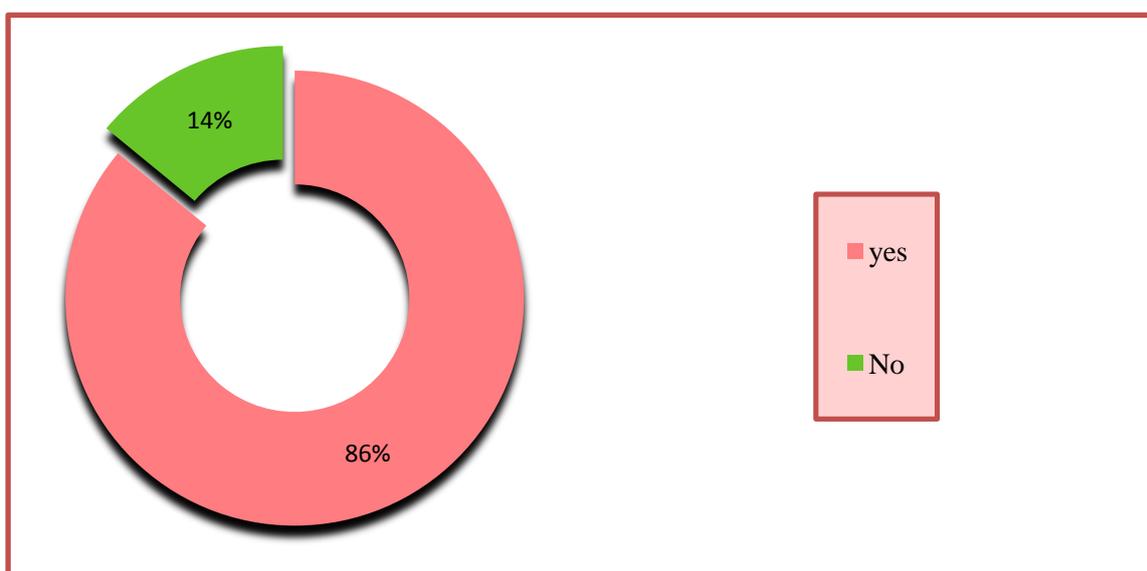
Figure 13: Learners' answers' distribution of the question 10

From the table 13, we can notice that nearly the whole sample (86%) has declared that their teachers do correct their mistakes while speaking, which may indicate that teachers are always trying to improve and develop their students' speaking abilities. However, (14%) of the participants claim that they do not receive any correction from their teachers which may make students unaware of their mistakes and problems and probably they could never improve their speaking skill.

Question 11. How Often does your Teacher Provide you with Feedback During the Speaking Performance?

Option	Frequency	Percentage %
Always	34	34 %
Sometimes	60	60 %
Never	06	06 %
Total	100	100 %

Table 17: Learners' answers' distribution of the question 11
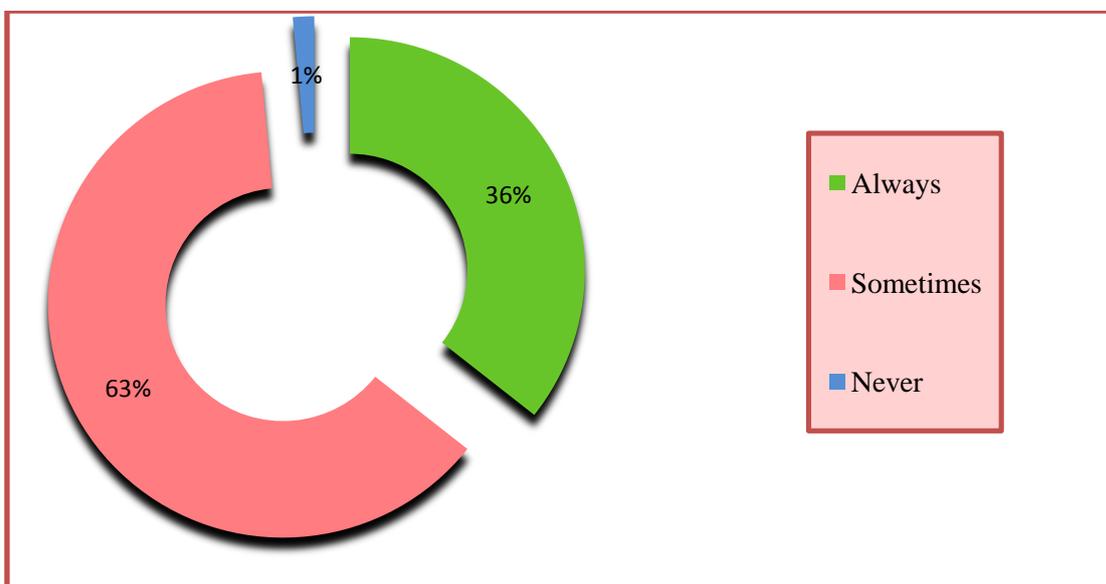
Figure 14: Learners' answers' distribution of the question 11

As it is shown from the table, (34%) of the participants said that their teachers do always provide them with feedback, 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. Whereas, the majority of the students (63%) state that their teachers sometimes give them feedback, which may imply that teachers tries to provide their students with the appropriate amount of feedback, so that the feedback could be effective and do not bother the students. Nevertheless, only (6%) of the students claim that they do never receive feedback

from their teachers, this may denotes that teachers are not aware of the importance of the feedback in improving their students speaking performance, or they are not aware of their students' mistakes.

Question 12. The Teacher Gives you Feedback when you Make? (You May Opt for More than one Answer)

Option	Frequency	Percentage %
a- Pronnunciation mistakes	18	18 %
b- Grammatical mistakes	22	22 %
c- First language transfer	05	05 %
d- All of them	27	27 %
e- Others	0	0 %
a+c	05	05 %
b+c	01	01 %
a+b	22	22 %
Total	100	100 %

Table 18: Learners' answers' distribution of the question 12
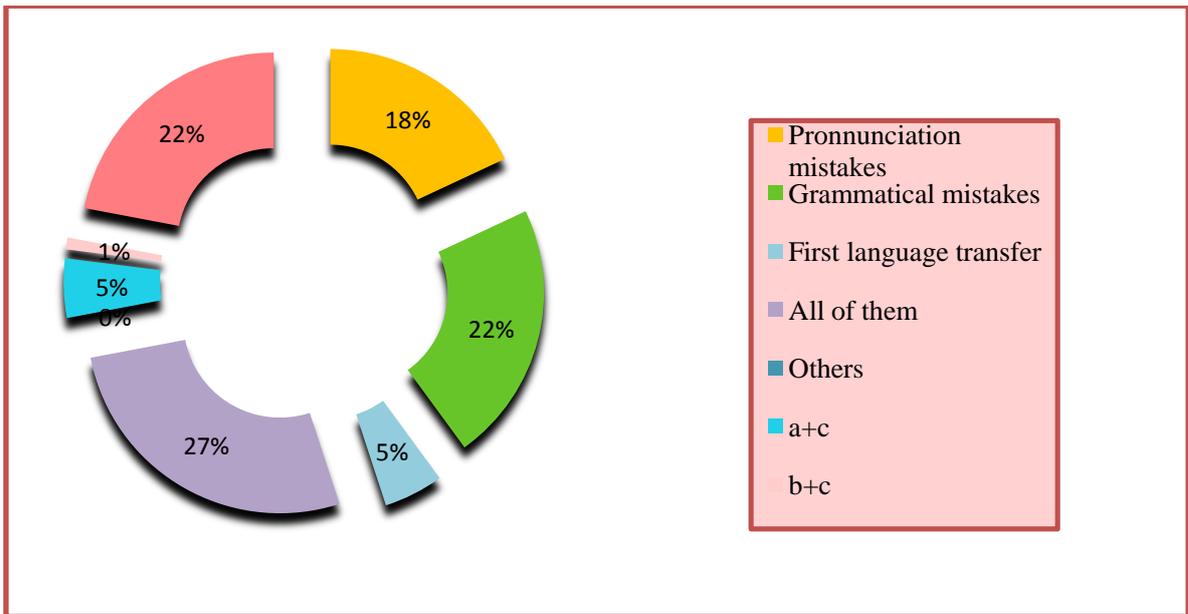
Figure 15: Learners' answers' distribution of the question 12

The results obtained denote that (18%) of the students receive feedback on the pronunciation mistakes, while (22%) of them receive it on the grammatical mistakes, also around (5%) 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. On the other hand, since this question is a multiple choice, we find that (5%) of the students have stated that they receive feedback on pronunciation mistakes and grammatical mistakes, while only one student (1%) who declared that he/she perceive feedback when making a grammatical mistake and negative transfer. Others (22%) receive feedback on pronunciation mistakes and first language transfer, whereas (27%) of the sample declare that their teacher provides them with feedback on all the mentioned mistakes. Lastly, none of the participant gave us other situations where their teachers give them feedback.

Question 13. How Does your Teacher Correct your Mistakes?

Option	Frequency	Percentage %
Directly gives you the correct form	40	40 %
Shows you where the mistake is	53	53 %
Gives you a criticism	07	07 %
Others	0	0 %
Total	100	100 %

Table 19: Learners' Answers' Distribution of the Question 13
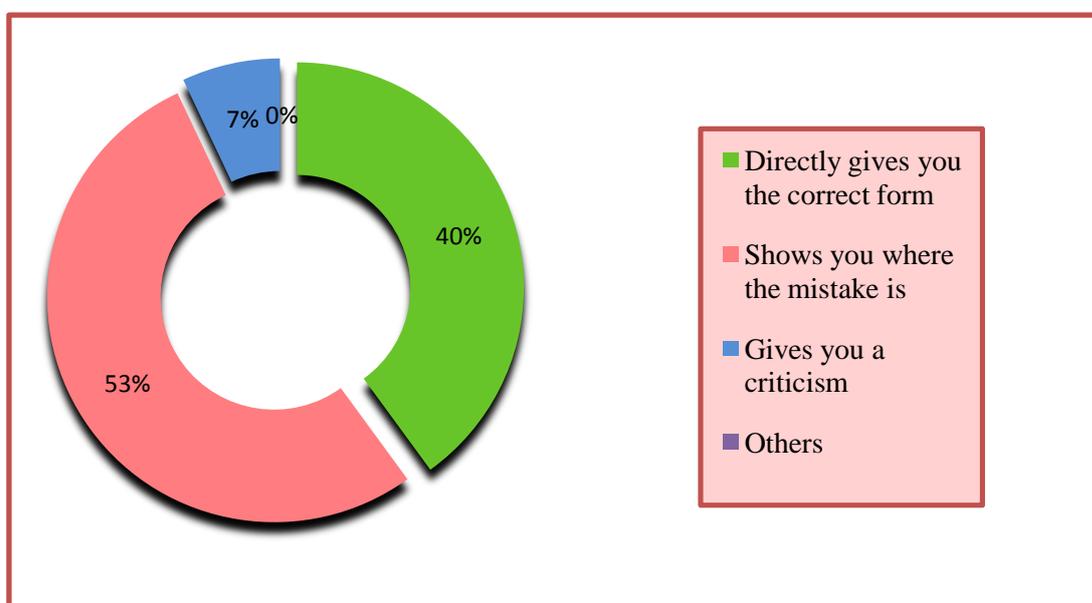
**Figure 16: Learners' Answers' Distribution of the Question 13**

The aim of this question is to investigate the different ways that teachers use in providing feedback to their students. As can be seen from the table (40%) of the participants said that when they commit any mistake, their teacher directly provides them with the correct answer, teachers may use this way because the time is not enough for giving hints or explaining the committed mistake. Whereas, the majority of the participants (53%) state that their teachers always show them where the mistake is, and ask them to correct it by

themselves, this way may be is the best one because it makes students more aware of their deficiencies. Finally, only (7%) of the participants declared that their teachers criticize them when they give a wrong answer, this way of giving feedback may affect on the students' speaking performance.

Question 14. How do you Prefer to Receive Feedback?

Option	Frequency	Percentage%
Oral feedback	51	51 %
Written feedback	36	36 %
Peers' feedback	13	13 %
Total	100	100 %

Table 20: Learners' answers' distribution of the question 14
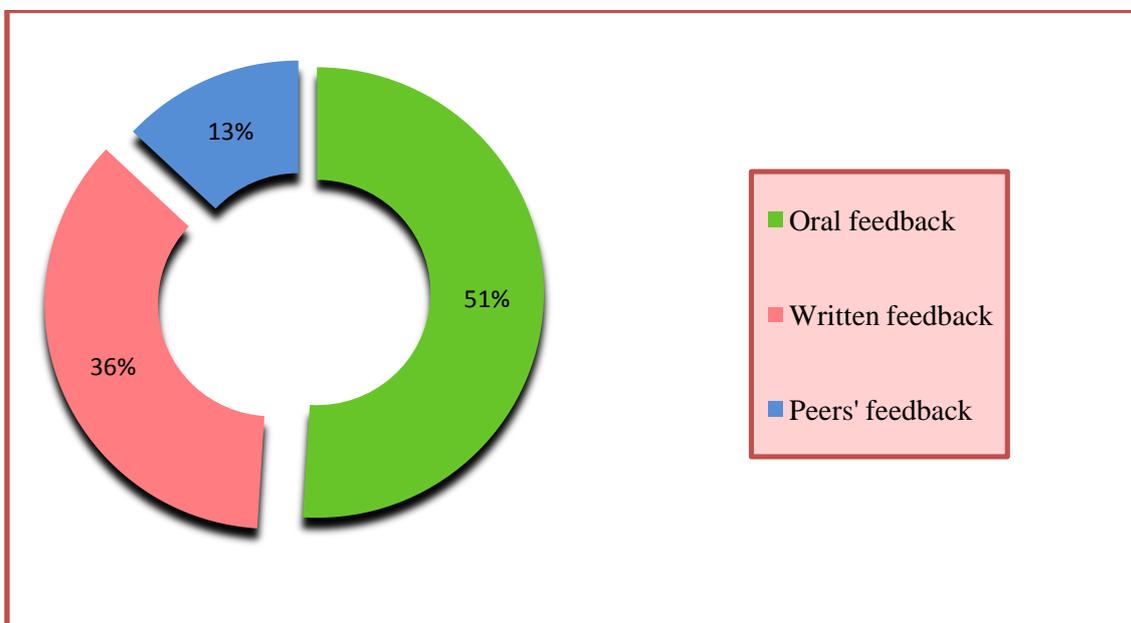
Figure 17: Learners' answers' distribution of the question 14

According to the above results, we can notice that the high percentage is devoted to the first option i.e (51%) of the students prefer to receive an oral feedback, this could be because

in that way they will never forget it. Whereas, (36%) of them state that they prefer the written feedback, maybe to avoid embarrassment in front of their peers. Moreover, (13%) of the sample claim that they prefer to get feedback from their peers rather than their teachers, maybe because getting feedback from a friend is more comfortable than getting it from the teacher.

Question 15. When you Commit Mistakes, your Teacher?

Option	Frequency	Percentage %
Corrects all of them	42	42 %
Corrects the most repeated	58	58 %
Total	100 %	100 %

Table 21: Learners' answers' distribution of the question 15
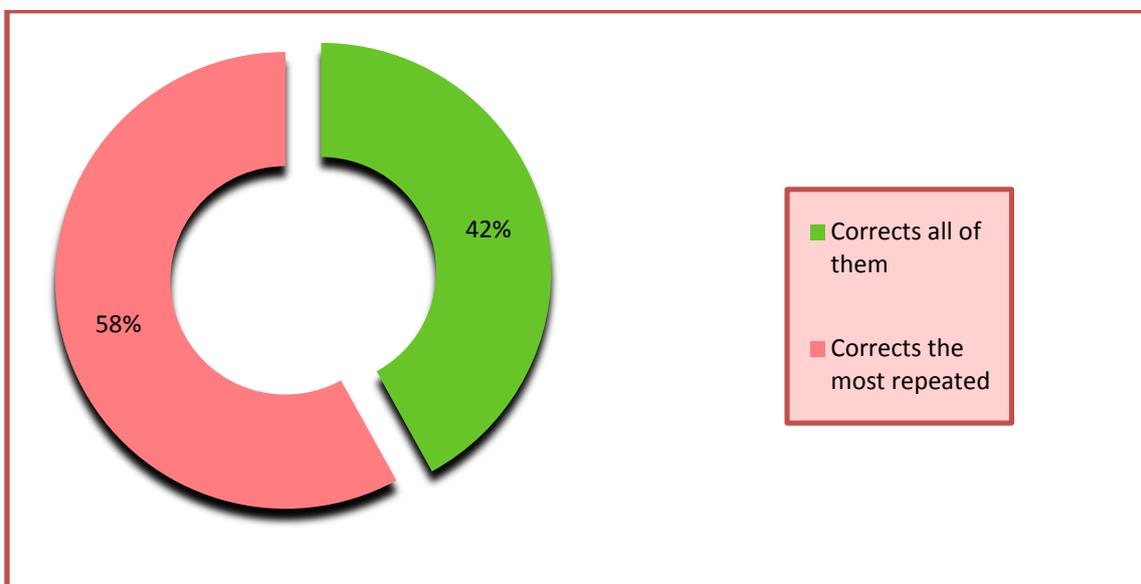
**Figure 18: Learners' answers' distribution of the question 15**

The above table indicates that (40%) of the participants claim that their teachers of oral expression, correct all the mistakes they commit while speaking, which may imply that the teachers are trying to make their students aware of the mistakes they are making. While, most of the participants mention that their oral expression's teachers do not correct every single

committed mistake, instead of that, they correct only the most repeated ones, maybe because teachers are aware that constant correction will interrupt their students' performance and make them lose their ideas, for that, they correct only the frequent ones.

Question 16. Do you Feel Embarrassed when your Teacher Gives you Feedback?

Option	Frequency	Percentage %
Always	10	10 %
Sometimes	55	55 %
Never	35	35 %
Total	100	100 %

Table 22: Learners' answers' distribution of the question 16
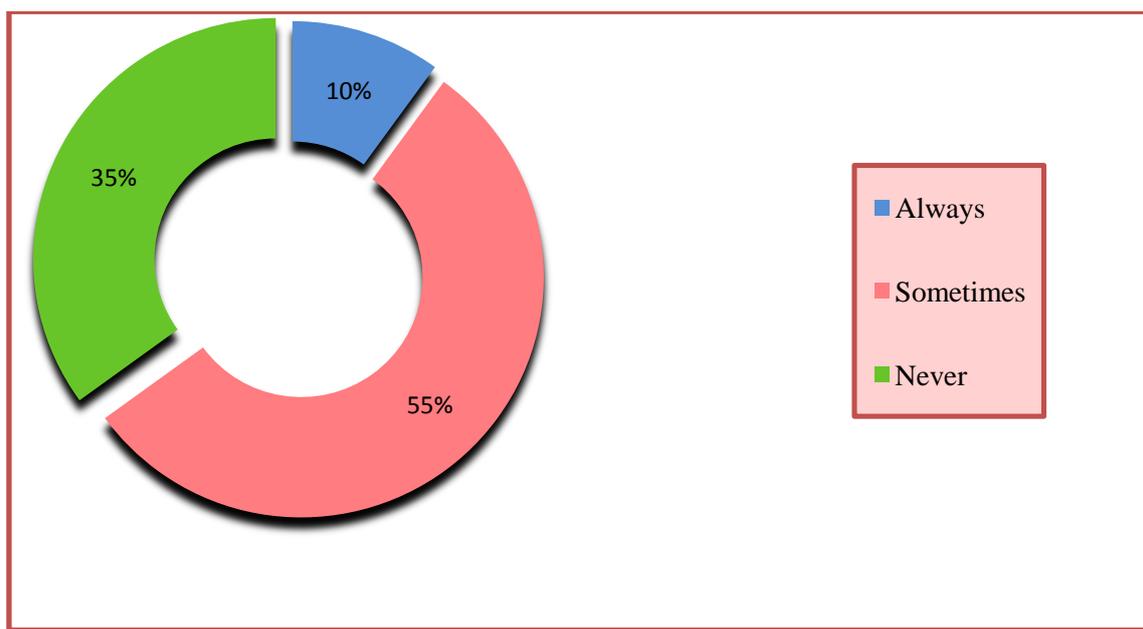
Figure 19: Learners' answers' distribution of the question 16

This present question investigates learners' attitudes toward receiving feedback from their teachers. From the table above, we notice that more than the half of the participants answered that "sometimes" they feel embarrassed from their teachers' feedback and they give some justification on this answer:

Option	Students' answers	N	%
Sometimes	- When they receive feedback on a silly mistake	22	40%
	- When the teacher uses a harsh tone when giving feedback	25	45%
	- When the feedback is on the aspect of pronunciation	08	15%
	Total	55	100%

Table 23: Learners' answers' distribution to the second part of the question 16

Others (35%) claim that they do never feel shy when they are corrected, these students agree on three points:

Option	Students' answers.	N	%
Never	- Making mistakes is the first step in learning.	07	20%
	- We are all here to learn.	12	34%
	- No one is perfect, we all make mistakes	16	46%
	Total	35	100%

Table 24: Learners' answers' distribution to the second part of the question 16

While, only (10%) students mentioned that they always feel embarrassed when receiving feedback from their teachers, but they did not give any justification for their answer.

Question 17. Do you Repeat the Mistake when your Teacher Corrects you?

Option	Frequency	Percentage %
Yes	11	11 %
No	89	89 %
Total	100	100 %

Table 25: Learners' answers' distribution of the question 17
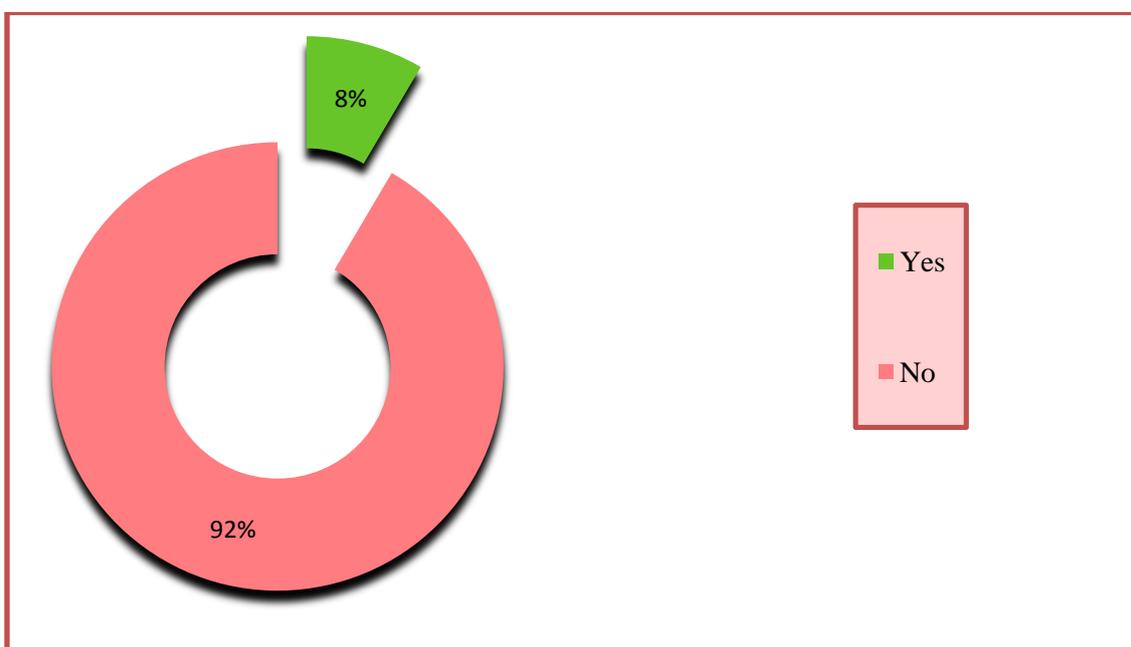
**Figure 20: Learners' answers' distribution of the question 17**

The table 21 shows that the majority of the sample (92%) has declared that they do not repeat the same mistake if they were corrected, this may indicate that the teachers provide their students with an effective feedback, i.e. the feedback is timely, understandable, actionable, and specific. However, (18%) 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 unconstructive.

- If yes, please say why?

Option	Frequency	Percentage %
The feedback is not clear	06	55 %
The teachers'' way of giving the feedback	04	36%
Others	01	9%
Total	11	100 %

Table 26: Learners' answers' distribution of the question 17
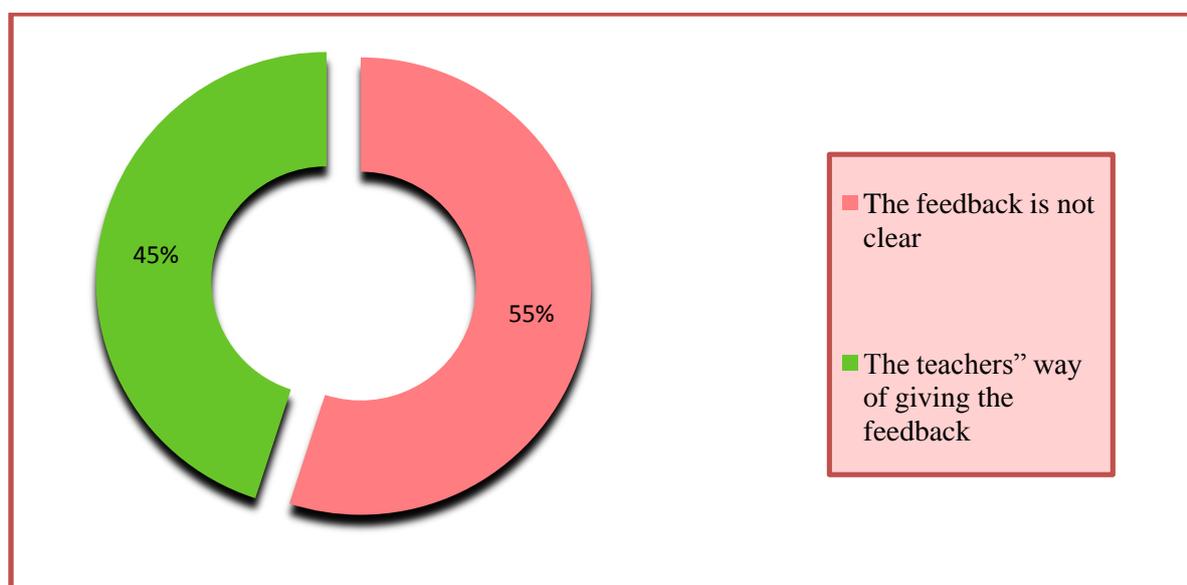
**Figure 21: Learners' answers' distribution of the question 17**

As it is clear from the above table, eleven students (11%) have mentioned that they repeat the same mistake even if they were corrected, six of them (55%) justify this by the ambiguity of their teachers' feedback, while four students (45%) state that the way of providing them with feedback is not constructive, and only one (9%) of them mentioned that he/she repeat the same mistake because he/she just forget it. From this result, we can say that OE teachers should always try their best to provide their learners with an effective and constructive feedback.

Questions 18. In your opinion, Which is the Appropriate Time for Receiving Feedback?

Option	Frequency	Percentage
During the oral task	48	48 %
After the oral task	52	52 %
Total	100	100 %

Table 27: Learners' answers' distribution of the question 18
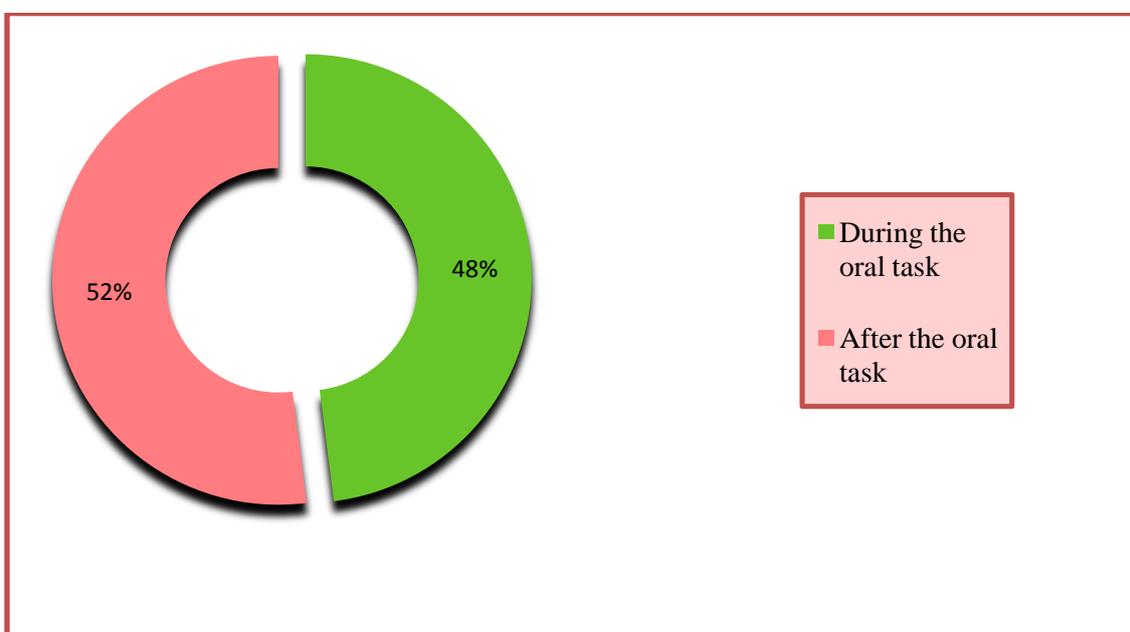
Figure 22: Learners' answers' distribution of the question 18

This question aims to see the students' opinion about the appropriate time of receiving feedback, and as the table shows, most students (52%) said that receiving feedback after finishing their oral performance is the most appropriate time. According to them this is due to several reasons:

Option	Students' answers	N	%
After	- In order to concentrate only on the performance.	10	19%
	- In order to finish their performance and avoid interruption	02	4%
	- In order not to lose self confidence and feel embarrassed in front of others.	03	6%
	- In order not to lose their ideas and destroy the purpose of the oral performance	32	62%
	- In order to understand better the feedback	05	10%
	Total	52	100%

Table 28: Learners' answers' distribution to the second part of the question 18

On the other hand, (48%) of them prefer to receive the feedback while they are still engaged in the oral task. They justify their option with the following reasons:

Option	Students' answers	N	%
During	- In order not to forget it (the feedback)	39	81%
	- In order not to repeat the mistake while speaking	04	8%
	- It is easy to learn it by heart	05	10%
	Total	48	100%

Table 29: Learners' answers' distribution to the second part of the question 18

Question 19 Do you Think that you Teacher's Feedback Improve your Speaking

Performance?

Option	Frequency	Percentage %
Yes	91	91 %
No	9	9 %
Total	100	100 %

Table 30: Learners' answers' distribution of the question 19
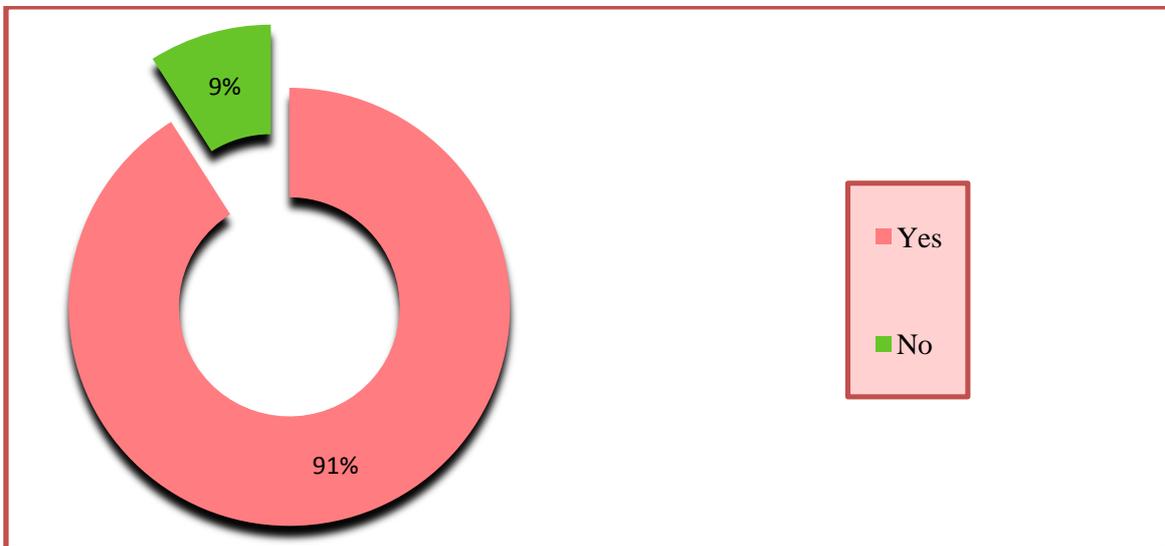
**Figure 23: Learners' answers' distribution of the question 19**

According to the results shown in the table 24, the majority of the subjects (91%) believe that teachers' feedback has a great impact on improving their speaking abilities, for them their teachers' feedback helps them to:

Option	Students' answers	N	%
Yes	- Learn from their mistakes so that they will not repeat it again.	69	76%
	- Develop their communication skills and enrich their knowledge	03	3%
		01	1%
	- Learn new things and obtain new information	16	18%
	- Know what is their weaknesses and what is their strengths.	02	2%
	- Evaluate their speaking skill and find some ways to enhance it		
	Total	91	100%

Table 31: Learners' answers' distribution to the second part of the question 19

Whereas, only nine subjects (9%) state that the teachers' feedback does not help them in improving their speaking, they claim that:

Option	Students' answers	N	%
No	- Teachers use bad ways to correct their mistakes.	03	33%
	- Feedback always make them feel stressed and embarrassed.	04	44%
	- Feedback in front of their classmates makes them upset and nervous.	02	22%
	Total	09	100%

Table 32: Learners' answers' distribution to the second part of the question 19

So, from all what have been declared above, we can assert that teachers' feedback has a major role in improving learners' speaking performance, but giving it in un-constructive manner will affect negatively on their development.

Question 20. Any further suggestions or points of view are most welcome:

Option	Frequency	Percentage %
Answers	04	04 %
No answers	96	96 %
Total	100	100 %

Table 33: Learners' answers' distribution of the question 20
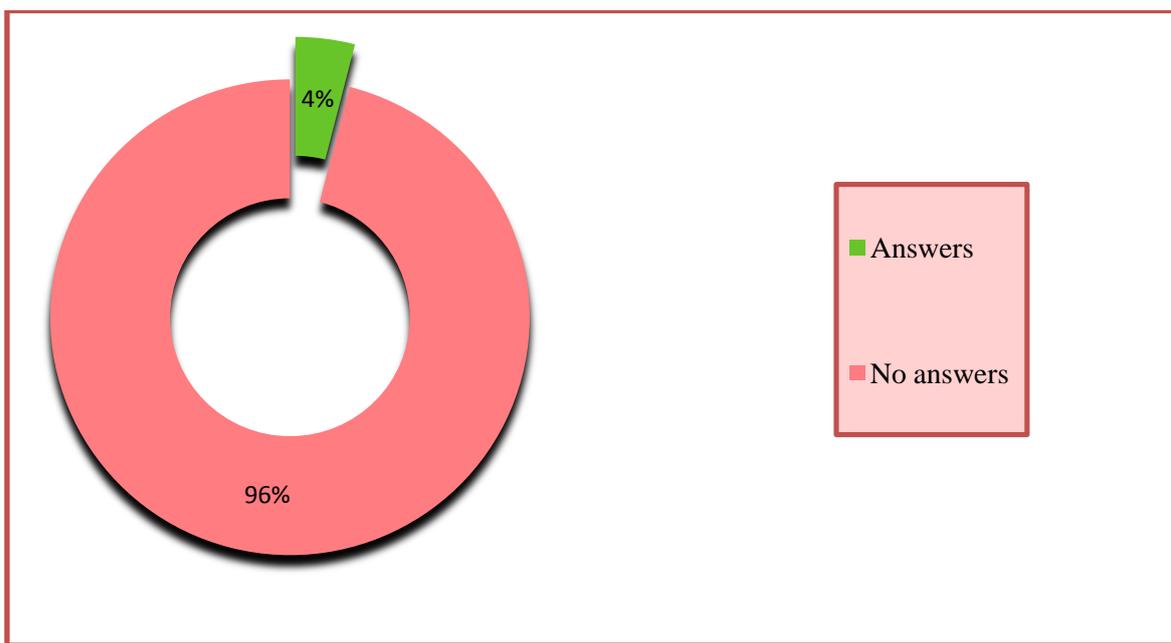
Figure 24: Learners' answers' distribution of the question 20

For this question, we have only four students (4%) who have offered some suggestions, this later are presented as follows:

- Teachers should not give us negative feedback in front of our classmates.

- Teacher's tone of giving feedback should be more gentle.

- It would be better if the teachers give us an oral feedback, so that we can remember it, and everyone can benefit from it.

- Our teacher always interrupts us with feedback, I think teachers should not give feedback all the time.

3.2.2. The Analysis of the classroom observation

Item 01: students' attendance

	Session 01	Session 02	Session 03	Session 04	Session 05	Session 06
Attendance	36	35	32	35	37	38
Percentage %	54%	53%	48%	53%	56%	58%

Table 34: students' attendance

As it is shown above, in the first session 36 students (54%) out of 66 one attended the session, however, in the second and third session, students' attendance was equal and it reached (53%) of the whole number. In session three, the presence of the students did not reach the half of the class, while in the last two sessions, the number of the students attending the session increased to reach (37%) and (38%) of the total number.

So, during the six sessions that we have attended with this group (group 02), we have observed that the presence of the students to the module of oral expression was wobbling, this may refer to the time of programming the session that was at the end of the morning's sessions (11:20 to 12:40), which is a time usually devoted for taking lunch, but, in the other hand, this number is considered very suitable if we take the classroom size into consideration.

Item 02: students' participation

	Session 01		Session 02		Session 03		Session 04		Session 05		Session 06	
	N°	%	N	%	N	%	N	%	N	%	N	%
Asking	02	12%	01	6%	02	15%	02	9%	04	17%	01	8%
Answering	11	69%	15	83%	11	85%	20	87%	19	79%	10	84%
Asking and answering	03	19%	02	11%	0	0%	01	4%	01	4%	01	8%
Total	16	100%	18	100%	13	100%	23	100%	24	100%	12	100%

Table 35 students' participation

The main purpose behind observing students' participation is to see how it will be the teacher's feedback on that participation. During the first session, we noticed that the students do not participate a lot, in which we found that (69%) of the students were answering their teachers' questions, others, (12%) were asking questions and (19%) were asking and answering in the same time. In session two, only (6%) of the participants asked questions to their teachers, while (85%) were answering the questions posed by the teacher, and (11%) were both answering and asking. In the third session, we noticed that the number of the participant decreased, in which we found that (15%) of the participants were asking questions, whereas (85%) were just answering the questions. However, in the fourth session, the number of the participants acceded the half of the attendance (23 out of 35 students), here, we have (9%) of the participants were asking questions, in addition, the proportion of the participants who were answering reached (87%), while only one student (4%) was asking and answering his/her teacher's question. During the fifth session, the number of the participants reached the maximum as compared with the other sessions, in this session, (17%) of the students were posing questions to their teacher and classmates, others (79%) were answering on the questions, and also in this session, only one student (4%) was asking and answering at the same time. Finally, in the last session, the number of participants reached the minimal, we have just one student (8%) who was posing questions, while, (84%) of the participants were answering on the posed questions, and also here we have only one participant who was answering and asking questions.

According to the above results, we can notice that in all the six sessions that we attended, the students during the oral expression course did not participate too much, this may refer to the various difficulties that students face while they are performing a speaking task such as, fear of making mistakes, shy, fear of peer's laughing.. act. We have observed also, that the majority of the participants was just answering on the questions, while just few

numbers were asking or asking and answering, this may indicate that most of the students feel scare from taking risk and asking questions or giving comments, or, maybe students did not like or are not interested in the topic or in the module itself.

Item 03: teachers' feedback

	Session 01		Session 02		Session 03		Session 04		Session 05		Session 06	
	N	%	N	%	N	%	N	%	N	%	N	%
Positive feedback	11	69%	11	61%	07	54%	14	61%	20	83%	08	67%
Negative feedback	05	31%	07	39%	06	46%	09	39%	04	17%	04	33%
Total	16	100%	18	100%	13	100%	23	100%	24	100%	12	100%

Table 36: Teachers' feedback

The third item represents the main concern of our investigation, which is teacher' feedback, the researcher here tends to observe the ways that the teacher use to give the feedback on her students' participation, in clearer words, does the observed teacher give more positive feedback than negative feedback or the vise versa.

During the first session that we have attended, we have observed that most of the feedback that the teacher provided was positive (69%), whereas, negative feedback was given only to five students which represents (31%). In the second and the fourth session, we have also noticed that positive feedback was provided more than negative one, in which we found positive feedback reached (61%), while negative feedback represents (39%). However, in session three, we have observed that negative feedback was given to (06) student out of (13) student, which indicate that the use of negative feedback increased, this may refer to the teacher's anger, because in this session the students were too noisy and the teacher was very angry about that situation. During the fifth and six sessions, things did not change a lot from the first sessions, the teacher always provides positive feedback rather than negative feedback.

As it is illustrated above, we have observed that the teacher was always trying to provide her students with a positive feedback either on the correct answer or even on the

incorrect one, she was all the time using expressions such as: very well, good answer, yes, but it would be better if you use … good tray… act. The teacher was using this expression in order to motivate her students and do not discourage them. However, we have also also that the teacher sometimes gives negative feedback to her students, and this was happening either unconsciously or when there is a lot of noise and the students do not listen to her instructions.

Item 04: time of feedback

	Session 01		Session 02		Session 03		Session 04		Session 05		Session 06	
	N	%	N	%	N	%	N	%	N	%	N	%
During the task	02	13%	00	0%	01	8%	02	9%	02	8%	02	17%
After the task	14	87%	18	100 %	12	92%	21	91%	22	92%	10	83%
Total	16	100%	18	100%	13	100%	23	100%	24	100%	12	100%

Table 37: Teachers' feedback

This item aims to investigate the appropriate time of providing feedback to the students in order to see whether the effective feedback should be during or after the students' oral performance.

As shown in the table (34), in the first session, most of the provided feedback (87%) was given when the students finished his/her performance, whereas, only (13%) of the feedback was provided during performing the oral task. During the second session, we noticed that all the provided feedback (100%) took place directly after the end of the students' performance. In session three and five, the feedback which was after the oral performance represents (92%), while, the other (8%) represents the feedback which was provided in the middle of the students' performance. Also, in the fourth session, the feedback was given mostly (91%) in the end of the oral task, furthermore, things remain the same concerning the six sessions, the teacher always prefers to provide feedback after the students' work (83%) rather than giving it in the middle of the oral work (17%).

The results obtained from the observation concerning this item (time of the teachers' feedback) reveals that, in all the sessions that we have attended, the teacher always provide the feedback when the students fished their oral performance, the reason behind choosing this time for giving feedback to students, is to avoid interruption, which indicates that the observed teacher is aware that giving feedback while the students are in the middle of the performance, will confuse them and make them lose their ideas and thoughts. However, in some cases, such as when the communication breakdowns and the students could not find what to say, or when the students made a mistake that affects the whole performance, we noticed that the teacher intervene to provide feedback to the student in order to encourage and help him/her to continue the performance.

Item 05: Students' reaction to teacher feedback

	Session 01		Session 02		Session 03		Session 04		Session 05		Session 06	
	N	%	N	%	N	%	N	%	N	%	N	%
Positive reaction	11	69%	13	72%	10	77%	16	70%	21	88%	10	83%
Negative reaction	05	31%	05	28%	03	23%	07	30%	03	12%	02	17%
Total	16	100%	18	100%	13%	100%	23	100%	24	100%	12	100%

Table 38: students' reaction to teacher feedback

The fifth and the last item of our observation investigates a very sensitive point in our study, which is the students' reaction or attitude toward their teacher's feedback. In this item, we attempts to examine how it will be the reaction of the students after receiving a positive or a negative feedback from their oral expression's teacher.

In session one, (69%) of the participants have reacted positively on their teacher's feedback, while, only five students (31%) have reacted negatively on the provided feedback. During the second session, thirteen (13) out of eighteen (18) student have shown a positive reaction, and, we have also here another five (5) students who were annoyed from receiving

feedback from their teachers. In the third session, (77%) of the students have accepted their teacher's feedback in a positive way, whereas, only a few students (23%) who have shown their refusing to the feedback of the teacher. In session four, we have noticed that students with a positive attitude represents (70%) of the participants, and (30%) for the students with a negative attitude. Session five, the positive attitude reached (88%), while negative reaction were (12%). The same thing has been observed during the last session, the students always showed a positive reaction (83%) rather than a negative reaction (17%).

The data illustrated in table above, shown that in all the sessions that the researcher have attended, the students shown more positive than negative attitude toward their teacher's feedback, this may reveals that the students are very aware that the feedback that their teacher provide to them works on improving their oral performance, and it is not considered as a criticism. Or, this may indicate that the way that their oral expression's teacher use to provide feedback, is very supportive and constructive, which make the students feel safe from receiving feedback.

3.2.3. The Discussion of the Results

After the analysis of both students' questionnaire and classroom observation, a lot of data has been gathered. For instance, The analysis of the students' questionnaire revealed that for the vast 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: because it is an easy language, because it is a universal language, or just because they love this language, for these reasons, we found (63%) of the students are very interested in the module of oral expression, because during this course, the students tend to have more freedom to express their thoughts and improve their communications' abilities, this can be realized through engaging in some enjoyable activities such as: classroom discussion, role play, storytelling…act.

Despite the fact that most of the students have shown their willingness to learn English and their interest in the oral expression course, (57%) of them claimed that they face a lot of difficulties and obstacles which affect their oral performance such as: fear of making mistakes, first language transfer, mispronunciation, making grammatical mistakes... act. Here, comers the role of the teachers to help their students to overcome these problems. This can be achieved by providing them with a constructive feedback. In this respect, the results shown that (36%) of the oral expression teachers always provide their learners with feedback, whereas, we found that (60%) of the teachers do 'sometimes' provide feedback to their learners, apparently, those teachers are very aware that giving feedback all the time will interrupt their students and destroy their self-confidence, for that, we found that (58%) of the oral expression's teachers provide feedback just on the most repeated mistakes.

Concerning the most preferred form of feedback, more than the half of the participants (51%) prefer to receive an oral feedback, because for them, this latter cannot be forgotten easily, while, (36%) of them considered written feedback is most appropriate for them, 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 appropriate time of receiving feedback, we have (52%) of the students agreed that an effective feedback should be delivered after finishing the oral task and not during the performance. Which implies that the learners are very aware that receiving feedback while they are still engaged in the oral work will confuse them and make them lose their ideas and thought

On the other hand, the analysis of the classroom observation provided us with a real information concerning the use of feedback as a teaching technique to improve the learners speaking performance. During the sessions that we have attended, we noticed that the EFL students while they were speaking, they committed a lot of mistakes such us, grammatical mistakes, negative transfer, mispronunciation…act, committing such mistakes confused the

learners and made them feel embarrassed. But fortunately, it was noticed that the teacher was aware of this point, for that, she was always trying to avoid the constant correction, in order to reduce this confusion. We have noticed also, that most of the provided feedback was a positive one, this means that the teacher was fully aware that positive feedback encourage and motivate their students, unlike the negative feedback which de-motivate them and make them feel upset. However, this was not the case for some students, along with the six sessions that we attended, we found that the students who have a high level did not show any negative reaction when they received a negative feedback. This implies that the students' reaction to negative feedback differ from one student to another according to their levels. For that, teachers should take the level of their students into their consideration before presenting any feedback to them.

Concerning the appropriate time of receiving feedback, we have noticed that in most cases, the teacher gives feedback at the end of her students' performance. This result reflected students' answers to question eighteen, where we found most of them preferred to receive feedback after the end of their performance, this means that, the teacher is aware of her learners' needs, and also aware that an effective feedback have not to be in the middle of the performance, in order not to interrupt them.

Consequently, based on the findings obtained from both research tools (students' questionnaire and classroom observation) we can say that our staple hypothesis has been confirmed.

Conclusion

After the end of this chapter, and on the basis of the analysis of the students' questionnaire and classroom observation, we can deduce that the feedback provided by the teachers of oral expression, plays an essential role in improving students' speaking performance. 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. For instance, from the analysis of the students' questionnaire, we have noticed that almost all the students are interested in the English language and they are very motivated to improve their speaking abilities, but unfortunately, those students, during the oral performance, they face a lot of difficulties and obstacles which inhibit them and hinder their improvements, for that, we found that those 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 six sessions that we have attended as a classroom observation, helped us a lot in identifying which is the appropriate time for giving an feedback and whether this feedback have a positive or a negative impact on the students' development. Eventually, we can say that this practical part offers us a great opportunity to test our hypothesis and answer our research questions concerning the effect of oral expression teachers' feedback in improving learners' speaking performance.

Pedagogical recommendation

After the analysis of the students' questionnaire and classroom observation, it would be better if we conclude this present chapter with some pedagogical recommendation for both oral expression's teachers and EFL learners, in order to make them fully aware of the role of feedback as an effective teaching tool in the teaching-learning process.

For learners:

➢ The learners should not be afraid of making mistakes.

➢ The learners should know that making mistakes is an indispensable component in the learning process, and it is the first step toward success.

➢ The learners should take their teachers' feedback into their consideration in order to enhance their oral production.

➢ The learners should know that their teachers' feedback works for their betterment and not for criticizing them.

For teachers:

➢ The OE teachers are required to present their feedback in a constructive form, so that it can function effectively.

➢ The OE teachers must be aware of the appropriate time of providing their learners with a feedback in order to avoid interruption.

➢ The OE teachers must avoid constant correction in order not to confuse their learners and make them feel bothered.

➢ The OE teachers must create a relaxed and an enjoyable learning environment so that the students can feel safe when making mistakes.

➢ The OE teachers must take their learners' level into consideration before delivering any feedback to them.

- The OE teachers should make their students aware of the importance of feedback for their betterment, and push them to consider it as one of the teaching tools and not as an offending act.

- The OE teachers should involve their learners in the feedback process in order to decrease their compression toward it.

General conclusion

The optimal goal of this dissertation is to investigate the role OE teachers' feedback as a teaching technique to improve students' speaking performance This research endeavored to confirm or reject the hypothesis which says that the improvement of the students' speaking performance is affected by their oral expression's teachers' feedback. In order to test this hypothesis, we have directed two research tools: a questionnaire was presented to first year students in the English department, University of Biskra, to a sample of one-handed student (100), and, a classroom observation carried out during the second semester of the academic year 2015/2016.

The analysis of these tools showed that the first year students are very motivated to learn the English language and to be capable to speak it fluently, but regrettably, while they are engaged in the oral task, they confront a lot of difficulties that make them commit a lot of mistakes, so here, the teachers' intervention is very helpful this intervention can be done by providing the students with a feedback which encourage them and direct them to the correct use of the language. Moreover, the analysis also revealed that providing the feedback after the end of the students' performance seems to be more efficient than giving it in the middle of the performance.

Overall, this work highlighted one of the most interesting issues in the EFL classrooms which is teachers' feedback. The feedback that we have defined in the second chapter as any information, correction, advice, or even a criticism, the teacher gives on his/her students' oral performance, proved to be an essential part in the teaching-learning process, which indicates that, the main objective of this research has been reached. And the fundamental hypothesis has confirmed that OE teachers' feedback plays a major role in enhancing students' speaking performance.

Bibliography

Ackerman, D. S. and Gross, B. L. (2010). Instructor Feedback: How Much to Students Really Want? *Journal of Marketing Education, 32* (2), 172-181.

Baker, J. & Westrup. H. (2003). Essential *Speaking Skills: A Handbook for English Language Teachers*. London: Continuun International Publishing.

Brookhart, S. M. (2008). *How to Give Effective Feedback to your Students*. Alexandria, VA: ASCD.

Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Pearson Education: Longman.

Bygate, M. (1987) – *Speaking*, Oxford University Press.

Chaney, A. L., & Burke, T.L. (1998). *Teaching Oral Communication in Grades* K-8. Boston: Allyn&Bacon

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. London: Routledge.

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Earley, P. C., Northcraft, G. B., Lee, C., & Lituchy, T. R. (1990). Impact of Process and Outcome Feedback on the Relation of Goal Setting to Task Performance. *Academy of Management Journal,* 33(1), 87–105.

Frey, N., & Fisher, D. (2011). *The Formative Assessment Action Alan: Practical steps to more successful teaching and learning*. Alexandria, VA: ASCD.

Harmer, J. (2001). *The Practice of English Language Teaching*. Warlow: Pearson Education .LTd

Harmer, J. (2007). *The Practice of English Language Teaching*. Warlow: Pearson Education .LTd (4th ed.)

Harmer, J. (2005).*How to Teach English*: *An Introduction to the Practice of Language Teaching*. Adison Wesly : Long man.

Hattie, J., &Timpereley, H. (2007).The Power of Feedback. *Review of educational research.* p. 81-112

Hedge, T. (2000).Teaching and Learning in the Language Classroom. Oxford : Oxford University Press

https://edulibs.org/get_paper.php?id=61882468.

Hughes, R. (2002). *Teaching and Researching Speaking.* New York: Pearson Education.

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Irons, A. (2008). *Enhancing Learning Through Formative Assessment and Feedback*.

King, J (2002). Preparing EFL Learner For Oral Presentation. *Dong Hina Journal of Humanistic Studies,*401-114.

Konold, K. E., & Miller, S. P., & Konold, K. B. (2004). Using Teacher Feedback to Enhance Student Learning. *Teaching Exceptional Children*. Volume 36/6.

Luoma, S. (2004). Assessing Speaking. Cambridge : Cambridge University Press.

Lounis, M. (2010). *Students' Response to Teachers' Feedback on Writing* (Unpublished master's thesis). University of Constantine.

Macaro, E (2001*) Learning Strategies in Foreign and Second Language Classrooms*. London: Continuum.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook For Teachers*. New York: Prentice Hall.

Nunan, D. (2000). Practical English LanguageTeaching.Boston: McGrawHill.

Ormshaw, N. (2007). *'In Search of Assessment Feedback' - Student View on the Finnish and Britsh Higher Education* (Unpublished doctoral dissertation). University of Jyväskylä Finland, Finland.

Redmond, M.V. & Vrchota, D. (2007). *Everyday Public Speaking*. England: Pearson Education.

Sárosdy, J., & Farczádi Bencze, T., & Poór, Z., & Vadnay, M. (2006). *Applied Linguistics for BA Students In English*. Hungary: Bölcsész Konzorcium.

Sárosdy, J. (2006). *Applied linguistics I: For BA Students in English.* Budapest: Bölcsész Konzorcium

Tarigan, H. G. (1985). *Prinsip-Prinsip Dasar Sastra. Bandung: PT Aksara. Teaching.* Cambridge: Cambridge University Press. Tests. London: Longman.

Thornbury, S. (2005). *How to Teach Speaking*. New York.

Thornbury, S. (2002).*How to Teach Vocabulary*.Pearson Longman.

Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Ur, P. (2000). *A Course in Language Teaching : practice and theory*. Cambridge: Cambridge University Press.

Urrutia Leon, & William, V. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. (PROFILE) *Issues in Teachers' Professional Development;* Vol. 12, núm. 1 (2010): PROFILE Journal Vol.12 No.

Wiggins, G. P. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. San Francisco: Jossey-Bass Publishers.

Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*.Cambridge: Cambridge University Press

Appendices

Appendix 1

Students' Questionnaire

Dear students,

This questionnaire is designed to investigate the effect of Oral Expression Teachers' feedback on Learners Speaking Performance (The feedback is the information, correction, advice, or criticism teacher gives on the students oral performance). YOU are kindly asked to help us in this investigation by answering the following questions , you can use 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- How long have you been studying English?

2- Was your choice of studying English :

Personal   Imposed on you

- If it is Personal please say why?

- Because it is an easy language.

- Because it is a universal language.

- In order to communicate effectively

- Others? Please say it :

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………

3- How do you evaluate your level in English?

- Very good ⬡

- Good ⬡

- Average ⬡

- Poor ⬡

Section Two: Speaking kill

1- Do you like to speak in English?

Yes ⬡   No ⬡

➢ If "No" say Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………

2- In your opinion, speaking in English is :

- Difficult ⬡

- Very difficult ⬡

- Easy ⬡

- Very easy ⬡

3- Which of the following modules, you prefer the most?

- Oral Expression ⬡

- Writing Expression ⬡

Please justify your answer :

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………

4- Do you think that the module of oral expression is important in learning English?

- Yes ⬡   -   No ⬡

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

- Storytelling ⬡

- Role play ⬡

- Classroom discussion ⬡

- Communication games ⬡

6- Do you find difficulties during the speaking activities?

- Yes ⬡   - No ⬡

If 'Yes' which are these difficulties?

- Fear of peers' laughing ⬡

- First language transfer ⬡

- Lack of vocabulary ⬡

- Wrong pronunciation ⬡

- Grammatical mistakes ⬡

Section Three: Teachers' Feedback

1- Does your teacher correct your mistakes while speaking?

Yes ⬡   No ⬡

2- How often does your teacher provide you with Feedback during the speaking activities ? (Feedback is the correction, information, advice, or criticism teacher gives on his/her students' performance):

- Always ⬡

- Sometimes ⬡

- Never ⬡

3- The teacher gives you feedback when you make (You may opt for more than one answer). :

- Pronunciation mistake ⬡

- Grammatical mistakes ⬡

- First language transfer ⬡

- All of them ⬡

- Others ⬡

    If others, please write it:

    ....
    ....

    ....

    ....
    ....

4- How do you prefer to receive feedback?

- Oral feedback ⬡

- Written feedback ⬡

- Peer (friend) feedback ⬡

-

5- How do you prefer to receive feedback?

- Directly gives you the correct form. ⬡

- Just shows you where the mistake is. ⬡

- Gives you a criticism. ⬡

- Other, please specify?

………
………
………
……………………………………………

6- When you commit mistakes, your teacher

- Corrects all of them ⬡

- Corrects just the most repeated ⬡

7- Do you feel embarrassed when your teacher gives you feedback ?

- Always ⬡   - Sometimes ⬡   - Never ⬡

Why?..
....
....
....

8- Do you repeat the same mistake when your teacher corrects you?

➢ Yes ⬡   No ⬡

. If 'yes ', why?

- Because the feedback is not clear ⬡

- Because of the teachers` way of presenting the feedback ⬡

9- In your opinion, which is the appropriate time for receiving feedback?

- During the oral task ⬡

- After the oral task ⬡

Please justify your answer:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………..

10- Do you think that you teacher's feedback improves your speaking performance?

Yes ⬡   No ⬡

Please explain:

.................…………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………

11- Any further suggestions or points of view are most welcome:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………

Ghorab Maroua

Please accept my gratitude for your contribution.

Appendix 2

Classroom Observation Grade

Teacher: **Teacher x**   **Date:**

Observer: **Ghorab Maroua**   **Time:**

Class observed: **Group 02**   **Topic:**

Students'Name	Students' Attandance	Students' Participation		Teachers' feedback	Time of Feedback		Students' reaction,
		Asking	Anwering		During	After	
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							
Student 7							
Student 8							
Student 9							
Student 10							
Student 11							
Student 12							
Student 13							
Student 14							
Student 15							
Student 16							
Student 17							
Student 18							
Student 19							

Student 20							
Student 21							
Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							
Student 29							
Student 30							
Student 31							
Student 32							
Student 33							
Student 34							
Student 35							
Student 36							
Student 37							
Student 38							
Student 39							
Student 40							
Student 41							
Student 42							
Student 43							
Student 44							
Student 45							
Student 46							
Student 47							
Student 48							
Student 49							
Student 50							
Student 51							
Student 52							
Student 53							
Student 54							
Student 55							
Student 56							
Student 57							
Student 58							
Student 59							
Student 60							
Student 61							
Student 62							

Student 63							
Student 64							
Student 65							
Student 66							

ملخص

يهدف البحث الحالي الى دراسة و تحليل اثار التقييم الذي يقدمه اساتذة التعبير الشفهي على الاداء الكلامي لطلاب السنة الاولى انجليزية بجامعة محمد خيضر ـ بسكرة ، و لقد افترضنا في هذا الصدد انه اذا قام اساتذة التعبير الشفهي بتقديم تقييم فعال و بناء لطلابهم، سيتمكنون من مساعدتهم في تحسين اداءهم الكلامي. من اجل اثبات او نفي هته الفرضية، اعتمدنا الدراسة النوعية (الوصفية) حيث قمنا باستعمال وسيلتي بحث. الاولى تتمثل في استبيان كان قد وزع على مائة طالب من السنة الاولى آل ـ آم ـ دي تخصص اللغة الانجليزية بجامعة محمد خيضر ـ بسكرة، و ذالك من اجل استطلاع اراءهم حول التقييم الذي يقدمه اساتذة التعبير الشفهي لهم. الوسيلة الثانية تمثلت في مراقبة الفصول الدراسية، و ذالك من اجل الحصول على معلومات اكثر دقة و مصداقية حول الموضوع قيد التحقيق. النتائج المتحصل عليها وضحت لنا اهمية استعمال التقييم كوسيلة تعليمية من اجل تحسين الاداء الشفوي للطلاب، مما يدفعنا الى القول ان نوعية تقييم الاستاد للطلبة تؤثر ايجابيا على ادائهم في التعبير الشفوي.