



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

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the Language

---

Submitted and Defended by:  
**Saadia LAKHDARI**

On : Sunday, 08 November 2020

## **The Role of Teacher's Feedback in Enhancing EFL Learners' Speaking Skill The Case of EFL Students at Biskra University**

---

### **Board of Examiners :**

Dr.	Hanane SAIHI	MCB	University of Biskra	President
Dr.	Ahlem SALHI	MCB	University of Biskra	Supervisor
Mr.	Abdelhak CHENINI	MAB	University of Biskra	Examiner

Academic Year : 2019-2020

## **Declaration**

I, LAKHDARI Saadia, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria.

Certified:

Miss. LAKHDARI Saadia

Master student, Section of English

Signature:

## Dedication

*I would like to dedicate this work to soul of my father “Ali Belkhattabe”, may he rest in my peace.*

*To my source of inspiration and hope, my beautiful, tenderous and empathic mother “Noui Fella Saadia”. May Allah bless you and thank you for your prayers, patience and tolerance in the most difficult and challenging situations because without you this work would never have been accomplished.*

*To my lovely and adorable sisters “Awatife”, “Soraia”, “Sabrina”, “Yamina”, “Messouda”, “khalisa”.*

*To the dearest father’s friends “Hadjje Abedenacer Alcharife” and “Mrah youcef Sife Eddine” and his kind wife “Yamina”, “Moussa Slimani”, “Slimani Abed Elhafide”, “Brahmi Mohamed”, “Saad Saoud chakhab”, “khalil saleh”, “Dehman Elaroussi” and his wife “Fiarouz”.*

*To Brahim Douida for his support from the beginning until the accomplishment of this work.*

*To the one who gave me precious pieces of advice and encouraged me to accomplish this work Samir Adjiri*

*To the most kind woman Maizi samira*

*To the one who always has been like my brother “Omer Mrah”.*

*To my dearest uncle “Othmane Djamel” and his generous wife “Djamilla”. To my best uncle ever “Lakhadari Ameer” and his wife “Bentamame Yamina”. To my other uncles “Lakhdari Rachid” and “Lakhdari Hicham”.*

*To my adorable aunt “Fatima Lakhdari”.*

*To my dear teacher at the high school “Mrs. Zaghez Randa”.*

*To my dearest cousin “Abir Halibi” and “Mohamed Halibi”.*

*To my best friend “Nisrine Louaifi” and her family especially her mother “Salima Mezghiche”.*

*To all my lovely friends and classmates “Elamra Haricha”, “Laouni Asma hadjer”, “Zineb Khelifa”, “Ryme Thellali”, “Selma Smaine”, “Habiba Helala”, “Fatma Ketfa”, “Bessma Abba”, “Omhani Hofri”.*

## **Acknowledgements**

Above all, full praise and profound gratitude to Almighty **ALLAH** who granted me strength, patience and willingness to undertake and accomplish the research work at hand.

I would like to express my deepest gratitude to my supervisor **Dr. SALHI Ahlem** for her devotion, wise, constant guidance and above all the remarkable support during the various stages of this work. Without your keen criticism, advice, collaboration and patience, this work would have never been accomplished.

I am enormously thankful to the members of the jury: **Mr. CHENINI Abdelhak** and **Dr. SAIHI Hanane** for their valuable remarks and full consent to examine this humble.

I would very much acknowledge my warmest gratitude to my lovely teacher **Mrs. AMRI Boutheina**.

I would like also to thank all the first year the students and particularly group four for their precious collaboration.

## **Abstract**

The majority of EFL students in Algeria are suffering from their poor speaking performance in the classroom and they are struggling to overcome this problem that is extremely influential mainly in their oral performance. Hence, the aim of the current research is to investigate English as a foreign language (EFL) first year students' awareness about the importance of teachers' feedback for the development of their speaking skill. Thus, we hypothesized that teachers' feedback may have a positive effect on EFL students' speaking skill. We adopted the mixed-method approach accordingly. In order to test the validation of our hypothesis, two data collection tools were chosen. A questionnaire was structured and administered to thirty eight EFL first year students who were chosen randomly to be the sample of our study, to explore to what extent can teachers' feedback help students overcome their speaking difficulties and to seek answers for the research questions. Additionally, a classroom observation checklist was designed on EFL first year students in university of Biskra in order to identify the appropriate time for giving corrective feedback and to how first year students react to their teachers' feedback . From the results gained from the two data gathering tools, it can conclude that the teachers' feedback is important in influencing EFL first year students speaking skill. Thus, those results confirmed the validity of the hypothesis. Eventually, some recommendations were suggested depending on the study outcomes, at the end of this research.

***Keywords:*** teachers' feedback, speaking skill

## List of Tables

<b>Table 3.1</b> The choice of learning English at university.....	42
<b>Table 3.2</b> Students' responses about whether they like learning English or not.....	43
<b>Table 3.3</b> Students' opinions about learning English.....	44
<b>Table 3.4</b> The language learning skill that students would like to improve.....	45
<b>Table 3.5</b> Students' definition of mastering the speaking skill.....	46
<b>Table 3.6</b> Students' English language speaking difficulty.....	46
<b>Table 3.7</b> Students' views about the one(s) who speak'(s) the most in the oral expression class.....	48
<b>Table 3.8</b> Frequency of students' English speaking in the classroom.....	49
<b>Table 3.9</b> Students' responses about whether teacher encourages them to speak in English in the classroom or not.....	50
<b>Table 3.9.1</b> Frequency of teacher's encouragement.....	51
<b>Table 3.10</b> The main instructional strategies teachers use to teach speaking skill...	52
<b>Table 3.11</b> The existence of speaking difficulties among EFL students.....	53
<b>Table 3.11.1</b> Kinds of students' speaking difficulties .....	54
<b>Table 3.12</b> The reasons behind students' speaking difficulties.....	55
<b>Table 3.13</b> Students' responses about whether their teacher corrects their speaking mistakes or not.....	56
<b>Table 3.13.1</b> Time of teachers' correction.....	56
<b>Table 3.14</b> Students' feelings when their teacher corrects their speaking mistakes..	57
<b>Table 3.15</b> Frequency of teacher's correction of his/her students' speaking mistakes.....	59
<b>Table 3.16</b> Students' attitudes towards their teacher's feedback.....	60
<b>Table 3.17</b> Students' responses about whether their teacher's feedback improves their speaking performance or not.....	61

## List of Figures

<b>Figure 3.1</b> The choice of learning English at university.....	42
<b>Figure 3.2</b> Students' responses about whether they like learning English or not....	43
<b>Figure 3.3</b> Students' opinions about learning English.....	44
<b>Figure 3.4</b> The language learning skill that students would like to improve.....	45
<b>Figure 3.5</b> Students' definition of mastering the speaking skill.....	46
<b>Figure 3.6</b> Students' English language speaking difficulty .....	47
<b>Figure 3.7</b> Students' views about the one(s) who speak'(s) the most in the oral expression class.....	48
<b>Figure 3.8</b> Frequency of students' English speaking in the classroom.....	49
<b>Figure 3.9</b> Students' responses about whether teacher encourages them to speak in English in the classroom or not.....	50
<b>Figure 3.9.1</b> Frequency of teacher's encouragement.....	51
<b>Figure 3.10</b> The main instructional strategies teachers use to teach speaking skill...	52
<b>Figure 3.11</b> The existence of speaking difficulties among EFL students.....	53
<b>Figure 3.11.1</b> Kinds of students' speaking difficulties.....	54
<b>Figure 3.12</b> The reasons behind students' speaking difficulties.....	55
<b>Figure 3.13</b> Students' responses about whether their teacher corrects their speaking mistakes or not.....	56
<b>Figure 3.13.1</b> Time of teachers' correction.....	57
<b>Figure 3.14</b> Students' feelings when their teacher corrects their speaking mistakes.	58
<b>Figure 3.15</b> Frequency of teacher's correction of his/her students' speaking mistakes.....	59
<b>Figure 3.16</b> Students' attitudes towards their teacher's feedback.....	60
<b>Figure 3.17</b> Students' responses about whether their teacher's feedback improves their speaking performance or not.....	61

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**Etc:** et cetera (and so on, and so forth)

**i.e:** id est (in other words)

**Et al:** et alia (and others)

**&:** and



## **List of Contents**

Declaration.....	II
Dedication.....	III
Acknowledgements.....	IV
Abstract.....	V
List of Tables.....	VI
List of Figures.....	VII
List of Abbreviations and Acronyms.....	VIII
List of Contents.....	IX

## **General Introduction**

Introduction.....	1
1. Statement of the Problem.....	1
2. Research Questions.....	2
3. Research Hypotheses.....	2
4. Research Aims.....	2
5. Significance of the Study.....	2
6. Research Methodology and design.....	3
6.1 Population .....	3
6.2 Sample.....	3
6.3 Data Collection Tools.....	3
7. Research Structure .....	3

## **Chapter One : General Overview about Speaking Skill**

Introduction.....	8
1.1. Definition of Speaking Skill.....	8
1.1.1 Speaking as a skill.....	8

1.1.2 Speaking as a process.....	9
1.2 Importance of Speaking Skills.....	10
1.3 Elements of Speaking Skill.....	11
1.3.1 Language features.....	11
1.3.2 Mental social processing.....	13
1.4.Functions of Speaking.....	14
1.5.Characteristics of Speaking Performance.....	17
1.6.Assessing Speaking.....	19
1.6.1. The cycle of assessing speaking .....	19
Conclusion.....	20
 <b>Chapter Two: Teachers’ Feedback</b>	
Introduction.....	24
2.1. Feedback as a Form of Teachers’ Intervention.....	24
2.1.1. Definition of feedback.....	24
2.1.2. Importance of feedback in learning EFL.....	25
2.2.Criteria of Effective Feedback.....	25
2.2.1. Immediate.....	26
2.2.2. Specific.....	26
2.2.3. Non-judgmental.....	26
2.2.4. First-hand data.....	26
2.2.5. Accurate.....	26
2.2.6. Suggest plans for improvement.....	26
2.2.7. Seen as “helpful”.....	26
2.2.8. Solicited rather than imposed.....	27
2.2.9. Relevant.....	27

2.2.10. Balanced.....	27
2.2.11. Understandable.....	27
2.2.12. Of multiple cycles.....	27
2.2.13. Tailored.....	27
2.2.14. Confident.....	27
2.3. The Three Major Questions Related to Feedback and Levels of feedback.....	28
2.3.1. The three feedback questions.....	28
2.3.1.1. Where am I going?.....	28
2.3.1.2. How am I going?.....	28
2.3.1.3. Where to next?.....	28
2.3.2. Levels of feedback.....	29
2.3.2.1. Task and product.....	29
2.3.2.2. Process.....	29
2.3.2.3. Self-regulation.....	29
2.3.2.4. Self.....	30
2.4. Types of Feedback.....	30
2.4.1. Content feedback.....	30
2.4.2. Form feedback.....	30
2.5. Sources of Feedback.....	34
2.5.1. Peer feedback.....	34
2.5.2. Teacher feedback.....	34
2.5.2.1. Teacher feedback with the big three of teacher feedback.....	35
2.5.3. Self-correction or self-repair.....	35
2.6 Students' Reactions to Receiving and Giving Feedback.....	36
2.6.1 Students' reactions to receiving feedback.....	36

2.6.2 Students' reactions to giving feedback.....	36
2.7 Adopting Various E-feedback Techniques.....	37
2.7.1 Email feedback.....	37
2.7.2 Audio and video feedback.....	37
2.7.3 Screen casts.....	38
2.7.4 Recycling written comments.....	38
Conclusion.....	38
<b>Chapter Three: Research Findings and data Analysis</b>	
Introduction.....	41
3.1 Students' Questionnaire.....	41
3.1.1. Administration and aim of the students' questionnaire.....	41
3.1.2. Description of students' questionnaire.....	41
3.1.3. Analysis of the students' questionnaire.....	42
3.1.4. Discussion of the findings.....	62
3.2. Classroom Observation.....	66
3.2.1. The procedures of classroom observation.....	66
3.2.2. Description of the check list.....	66
3.2.3. Analysis of classroom observation.....	67
3.2.4. Discussion of the findings of the classroom observation.....	77
Conclusion.....	75
General Conclusion.....	75
Recommandations and Implications.....	77
References.....	79

Appendices

الملخص

# **General Introduction**

## **Introduction**

In today's global world, the importance of English cannot be denied and ignored since it is the most common language everywhere. The learning of English language has become necessary and needed for everyone because it is an international language that people from around the world use to speak and to communicate with each other. In addition, the process of learning English language needs the mastery of the four skills: reading, listening, writing and speaking.

Speaking skill is a very necessary element in teaching and learning process. It is essential for EFL students to express their ideas, thoughts and feelings in oral expression classes even if they are making errors or mistakes and teachers are expected to guide them to correct their mistakes step by step. EFL learners need to receive effective feedback from the teachers in order to know the reasons, which make their oral performance wrong or incorrect.

When EFL teachers give feedback to their learners, they will make them aware about their errors during the session of oral expression. If students take their teachers' feedback into consideration, they will speak fluently without any difficulties.

### **1. Statement of the Problem**

In the EFL classroom students are expected to speak and interact with each other and with the teacher in English. They want to improve their capacities in speaking skill especially during oral expression course. When teachers suggest a debatable topic within the classroom, they give chances for learners to speak using the target language in order to develop their oral production.

Moreover, in the Algerian universities, the teaching process does not care about the significance of speaking skill and it focuses more on the other skills such as writing, reading and listening. Then, EFL learners face obstacles during the session of oral

expression because they do not feel comfortable; therefore, they commit lots of errors and mistakes such as overgeneralization, mispronunciation and lack of vocabulary. All these obstacles affect negatively their oral production. For this reason, EFL teachers ought to provide their students with constructive feedback to help them overcome their speaking difficulties and get rid of their errors.

## **2. Research Questions**

This study was based on the following research questions:

**RQ1:** Are first year EFL students aware of the importance of teacher's feedback during the oral expression session?

**RQ2:** How can teachers' feedback affect EFL students' speaking skill?

## **3. Research Hypotheses**

As a first attempt to answer the research questions, we hypothesized that: Teachers' feedback may have a positive effect on EFL students' speaking skill.

## **4. Research Aims**

Through this study, we aimed to:

- Raise first year students' awareness about the importance of teachers' feedback for the development of their speaking skill.
- To explore to what extent can teachers' feedback help students overcome their speaking difficulties.
- To identify the appropriate time for giving corrective feedback.
- To know how first year EFL students react to their teachers feedback

## **5. Significance of the Study**

This study intended to show the importance of teachers' feedback that has a central role during the learning process, and how teachers could help the EFL learners reduce

their errors during the oral activities. This study also emphasized the role of teachers to improve their students speaking skill by providing them with constructive feedback, which is considered as an appropriate tool and solution to face obstacles.

## **6. Research Methodology and Design**

This work took the form of a mixed- method approach as an appropriate way because we are going to use both qualitative and quantitative data gathering tools.

### **6.1 Population**

The population of this research was first year EFL students (N= 300) at Mohamed Kheider University of Biskra. Because they are expected to make different errors when speaking in English and many of them are not motivated to learn English as a foreign language.

### **6.2 Sample**

We chose one group consisting of (N=30) students randomly to be the sample of our study. In addition to an EFL teacher, who teaches oral expression.

### **6.3 Data Collection Tools**

Since we conducted a mixed-method approach, we used two data gathering tools, which are a classroom observation in addition two quantitative data gathering tool, which is a semi-structured questionnaire in order to know students' speaking difficulties and their opinions about their teachers' feedback.

#### **6.3.1 Students' Questionnaire**

The questionnaire was administered to EFL first year students to collect their opinions and attitudes towards our topic that assisted us to answer the addressed questions of this study and to check the hypothesis. A questionnaire was designed as a means for data collection tools because it is a suitable tool in the mixed-method approach.



### **6.3.2 Classroom Observation**

A classroom observation was conducted on one of the EFL students of first year classes in Biskra University during oral expressions session.

## **7. Limitation of the Study**

In designing any study, the researcher encounters some difficulties which obstruct the study progress. In our research, we have encountered some obstacles which are the limitations influence and surface the outcomes of our research. We can mention that the classroom observation was limited to only one group because of time constrains. Moreover, the lack of sources and mainly books was a great obstacle due to the unavailability of the local library because of the pandemic.

## **8. Research Structure**

This current research is divided into three major chapters; the first chapters introduce the theoretical background of this research, and the third chapter dealt with the fieldwork.

The first chapter is devoted to a general overview about the speaking skill which includes the definition of speaking as a skill and as a process, its importance, its elements, its features, its functions and its characteristics. At the end of the chapter, we spoke about the assessment of the speaking skill.

This chapter dealt with a general overview about feedback as a form of teachers' intervention under which we defined feedback and provided the importance of feedback in learning EFL. Additionally, we highlighted the criteria of effective feedback, the three major questions related to feedback and levels of feedback, types of feedback and sources of feedback along with students' reactions to giving and receiving feedback and adopting various E. feedback techniques.

The last chapter of this dissertation is devoted to the analysis and the interpretation of the findings, in addition to the discussion of the gathered results through two data collection tools which are the students' questionnaire and the classroom observation checklist.

# **Chapter One**

## **General Overview about Speaking Skill**

## Table of Contents

Introduction.....	8
2.1. Definition of Speaking Skill.....	8
1.1.1. Speaking as a skill.....	8
1.1.2. Speaking as a process.....	9
1.2. Importance of Speaking Skills.....	10
1.3. Elements of Speaking Skill.....	11
1.3.2. Language features.....	11
1.3.3. Mental social processing.....	13
1.4. Functions of Speaking.....	14
1.5. Characteristics of Speaking Performance.....	17
1.6. Assessing Speaking.....	19
1.6.1. The cycle of assessing speaking .....	19
Conclusion.....	20

## **Introduction**

Speaking is a manner of communication that people use to interact with others. It plays a crucial role in both the teaching and the learning process because it is considered to be the most important skill among the four main skills. Through this chapter, we will define speaking as a skill and as a process. Then we will deal with its importance, elements, features, functions and characteristics. At the end, we will speak about the assessment of speaking skill.

### **1.1 Definition of Speaking**

Speaking is seen as a performance of sounds in which people can produce language. It is used as a vehicle to convey ideas and thoughts, to exchange information with each other. Also, speaking is one of the four skills that allow us to make an effective communication. Tarigran (1990) views speaking as the ability to show, explain, transfer thinking, feeling and ideas. Thus, speaking is a productive skill that the speaker can express his feeling and transmit his message to the public.

In addition, according to Nunan (1991, p.39), “speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (as cited in Rabu, 2014, para. 1). In other words, speaking is essential in second or foreign language learning, and being able to make a debate is sign of success.

#### **1.1.1 Speaking as a skill**

Speaking as a skill that can be developed through training and practice, and Bygate (2010, p. 3) defines speaking as a skill as the following:

- **Knowledge and skills**

According to Bygate (2010), among the main problems in foreign language teaching is to make learners able to practice the language. The success of this preparation relies on the teachers understanding of their goals. He adds an example: It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. That is to say, speaking the language needs to have knowledge of grammar and vocabulary (p.3). In addition, he assumes that one of the main causes to justify the difference between knowledge and skill is that the difficulties in each field may demand various pedagogical actions (p. 5).

- **Oral skills and interaction**

Bygate (2010) asserts, skill can be seen through two major ways which are motor perceptive skills in addition to that there are interactive skills. Furthermore, he argues: “motor perceptive skills involve perceiving, recalling and articulating in the correct order sounds and structures of language” (p. 5). To illustrate more, perceiving, recalling and articulating play an important role in motor skills. However, he states that interaction skills contain the competence to practice language so as to satisfy needs which are the internal condition in speech and the dimension of interpersonal interaction in conversation (p. 7).

### **1.1.2 Speaking as process**

According to Ever News (2009), the speaking process entails activities which happened before, during and after real speaking action. Ever News (2009) adds that the speaking skill has three stages and each one is different to another (para. 1):

- **Pre-speaking:** This stage consisting of students’ remarks, experience and interaction inside and outside classroom (para. 9).

- **Speaking (going public):** Speaking actively pushes students to interact with peers and audience. Students have to be in different formal speaking situation and that have to be based upon students goals, these purposes may include expressing of feeling, ideas, or view points; telling story; entertaining or amusing; describing; informing; explaining; requesting, inquiring or questioning; clarifying; exploring and experimenting with a variety of ideas and conversing and discussing (para. 10).
- **Post-speaking (time for reflection and setting goals):** After speaking experience, it is significant to give a feedback to students to upon their performance. This reflection has to involve the teacher who can give students assistance to determine personal goals to enhance their speaking abilities (para. 13).

## 1.2 The importance of Speaking Skills

Speaking skill is important and essential to reflect one's level in the learnt language, Gillis (2013) reports to be able to speak skillfully provides different benefits which are listed below:

- **Ability to inform, persuade and direct:** Clear and confident speaking helps in capturing the attention of the listeners and makes the speaker's message easier to be understood (para. 3).
- **Ability to stand out from the rest:** Being able to stand before others and speaking effectively is a crucial ability which not ordinary because most people have the fear of public speaking, also others find it hard to turn their thoughts into sentences and then presenting these words in a way that influences the audience (para. 4).

- **Ability to benefit derivatively:** The verbal skills which are well-developed can boost person's negotiation skills, self-confidence, increasing sense of comfort that comes from speaking in front of a large audience, a reputation for excellence in speaking can be achieved over time, that way the speaker will seem credible (para. 5).
- **Career enhancement:** For employers the ability to speak well is very essential because it is considered and it will be always considered as significant skills, and deserves making great effort to develop it (para. 6).
- **Personal satisfaction:** The speakers who have the opportunity to speak in front of a large audience via delivering well-prepared presentations often find a deep level of accomplishment which is hardly obtained in other forms of communication (para. 7).

### 1.3 Elements of Speaking

Students need to master the elements of speaking to be able to speak fluently in English, among these elements language features and social mental processing.

#### 1.3.1 Language features

Language features are those characteristics which language learning is based on such as connected speech, lexis and grammar, mental social processing.

- **Connected speech**

According to Nordquist (2019), "connected speech is spoken language in a continuous sequence, as a normal conversation. It is also called connected discourse" (para. 1). It means that, sounds are not produced in isolation; however, words, phrases and sentence are spoken together in order to communicate and make conversations. In



addition, Gilbert (2020) states that, connected speech has aspects which are listed as the following:

- **Rhyme:** Rhyme is known as a sound which occurs at regular intervals.
- **Assimilation:** Means when the phoneme adopts particular characteristics depending on the sounds taking place on either side of it.
- **Liaison or linking:** Means the end of one word is inherently matched to the beginning of the next word.

- **Lexis and grammar**

Nordquist (2020) asserts that lexis in linguistics means the vocabulary of a language and it is a Greek term which signifies “word” or “speech”. In addition, he states that: “grammar is a set of rules and examples dealing with the syntax and word structures (morphology) of a language” (para. 5). That is to say, grammar involves using of rules in which words, sentences and phrases are formed in language.

- **Negotiation and meaning**

According to Mylona (n.d), “Negotiation is back and forth communication designed to reach agreement while leaving the other side intact and positive”. In other words, negotiation is a way of communication which aims to exchange information with the other to make agreement. Moreover, the Merriam Webster online dictionary (2020) defines meaning as: “The thing one intends to convey especially by language”. To explain, meaning is what the speaker wants to transmit to audience mainly through language. In addition to that, negotiation of meaning is a method which the speaker uses it to achieve obvious comprehension of the ideas and thought of each other (British Council, n.d.,para. 1).

### **1.3.2 Mental social processing**

Learning language is not an easy process because it requires having knowledge on each aspect of it, mental social processing involves three main elements which are mentioned and explained as follows:

- **Language processing**

Harmer states that the speech of the speaker have to be understandable and transmit his/her meaning; to reach that, the speaker ought to have the ability of processing of the language in their minds by putting the speech in a cohesive order that helps the learners to realize the intentional meaning. Then, the teachers ought to present types of exercises to make the learners able to recuperate the language from their memory rapidly (as cited in Turki, 2015).

- **Interacting with others**

State Government of Victoria (2019) mentions under this title that: “Learning English requires students to interact with others. Identifying and sharing ideas and new knowledge, as well as listening purposefully should be supported through carefully considered strategies” (para. 1). This means, interaction is necessary in learning English because it allows students to communicate their ideas and knowledge, also listening intentionally.

- **Information processing**

Mcleod (2008) states that: “Cognitive psychology sees the individual as a processor of information, in much the same that a computer takes in information and

follows a program to produce an output” (para. 2). To explain more, people process the information which they get from the surroundings in the same way that the computer works. Similarly, University of South Australia (2020) asserts that: “The information processing theory focuses on the idea that humans process the information they receive from the environment, in the manner of a computer, rather than merely responding to stimuli” (para. 1). That is, the information that humans acquire from the setting they are in, is going to be treated in the same way as the computer processes the information.

## **1.4 Functions of Speaking**

Richards (n.d) asserts that many trials have been formed to order the function of speaking in human interaction (p. 2). In addition, Brown and Yule (1983) suggests a useful comparison between the interaction function of speaking (in which it works to construct and keep the relationships in the society) and transactional functions (that pays attention to the interchanging of information (as cited in Richards, n.d).

There are three functions which are: talk as interaction, talk as transaction and talk as performance.

- **Talk as interaction**

Normally, that indicates the notion of “conversation” and portrays interaction that presents a firstly social function. Wherever people meet, they interchange greeting and they communicate together by making small shit chat; talking about new experiences because they want to make a friendship and to construct a comfortable area of interaction with others. Moreover, speakers desire to show themselves to each other, they concentrate first on the presentation of themselves more than on the message (Brown and Yule, 1983, as cited in Richards, n.d., p. 2).

Richards (n.d, p. 2) summarized the major functions of talk as interaction which are as follows: Initially, it has a primarily social function and it reflects role relationships. In addition, it may be formal or casual and it uses conversational conventions. Also, it reflects speaker's identity, degree of politeness. Moreover, it employs many generic words and it uses conversational register. Therefore, talk as interaction deal with social function, relationship, formality and informality, conversational conversations, the identity of speaker, politeness, generic words and conversational register.

Richards (n.d., p. 3) also listed some skills involved in using talk as interaction as follows: Opening and closing conversations, choosing topics, making small talk, recounting personal incidents and experiences, turn-taking, using adjacency-pairs, interrupting and reacting to others. In short, talk as interaction is build based mainly on conversations and how to communicate with others.

- **Talk as transaction**

Richards (n.d) stated that this kind of talk refers to positions where the concentration is on the speech and the behavior. The main concern here is the message that makes oneself comprehends clearly rather than entrants and how they interact with each other (p. 3).

According to Richards (n.d, p. 4), there are certain features of talk as transaction. One of these features is that it has a primarily information focus. Moreover, its main focus is the message and not the participants. Along with, participants in talk as transaction employ communication strategies to make their speech comprehensible. Besides, in this kind of talk there may be frequent questions, repetitions, and comprehension checks in addition to negotiation and digression. The last feature is that linguistic accuracy is not always important in talk as transaction. Thus, talk as transaction is concerned about

information, message, participants, communication strategies, questions, repetitions, comprehension, negotiation, digression and accuracy.

He (n.d., p. 4) notes also that there are some skills involved in using talk for transaction which are as follows: The speaker should explain his/her need or intention and he should describe something. Additionally, s/he should ask questions and confirm information. Moreover, s/he should justify his/her opinion and make suggestions. Furthermore, clarifying understanding making comparisons agreeing and disagreeing are among the important skills included in using talk for transaction. In short, talk as transaction is mainly about giving explanations, descriptions, asking, confirmation, justifying, suggesting, clarifying, comparing, agreeing and disagreeing.

- **Talk as performance**

Richard (n.d) states that the third kind of talk which can effectively be differentiated has been known as: talk as performance. This means talking in front of a public, in other words, speaking which transfer information before a group of people; for example, morning talks, public announcements, and speeches (p. 4).

Richards (n.d., p. 5) highlights that there are certain main features of talk as performance which are: First, it focuses on both message and audience and it reflects organization and sequencing. Besides, it gives importance to form and accuracy. Moreover, in this type of talk language is more like written language. Finally, talk as performance is often monologic. As a result, message, audience, organization; sequencing; Form; accuracy; written language; monologic characterize talking as performance.

Richards (n.d., p. 5) also mentioned some skills involved in using talk as performance which are as follows: The speaker should use an appropriate format and

present information in an appropriate sequence. Moreover, s/he should maintain audience engagement using correct pronunciation and grammar as well as, s/he should create an effect on the audience and use appropriate vocabulary. The speaker also should use appropriate opening and closing. Thus, talk as performance pays attention to appropriate choices in terms of format, presenting information, vocabulary, opening and closing as well as engagement, pronunciation, grammar and influencing the audience.

## **1.5 Characteristics of Speaking Performance**

The speaking performance is highlighted by various characteristics among them: fluency, accuracy, grammar, vocabulary, and pronunciation.

- **Fluency**

The oral fluency is the major purpose which teachers want to reach in teaching the productive skill of speaking. It is the major characteristic of speaker performance, oneself should have the ability to express in an intelligible, reasonable and accurate manner without too much hesitancy; on other hands, if the listeners have not a desire to interest, the communication will break down. The teachers ought to give learners the opportunity to practice their personal language in order to use it freely by expressing their ideas and thoughts without any copy of modal of some type (Nigmatullaevna, para. 1).

- **Accuracy**

Teachers of foreign language focus on the concept of accuracy because they remark that their learners' interest more how to be fluent and they do not care of being accurate. Speakers will not be comprehended without structuring accurate speech and their interlocutors will lose interest whether they perform or do wrong utterances each time. Moreover, the attention to correctness and completeness of language form is of

significance for oral proficiency. Also learners ought to concentrate on several of things in their oral production, mainly the structure of grammar, pronunciation and vocabulary (Nigmatullaevna, para. 2).

- **Grammar**

According to (Nigmatullaevna, para. 3), the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that writing. It is shown that; the accuracy of grammar refers to how learners use the structure of grammar appropriately and the grammatical structure that learners are used; it includes the complexity of the utterances and the competence of using the subordinating clauses. The grammar of speech and the grammar of writing are not the same (Nigmatullaevna, para. 3).

- **Vocabulary**

The term vocabulary means achieving accuracy which refers to the suitable choosing of words during speaking. When students train to express what they need to say; they often face obstacles because they have not the appropriate vocabulary; also they sometimes make mistakes and they use the words incorrectly for instance in the case of synonyms that do not have the same meaning in all the context. Then, students should have the ability of using words and expiration accurately.

Moreover, the pronunciation of English language is not easy; either native speakers or nonnative speakers consider it as difficult task and who see to enhance their speaking skill in English ought to use and practice pronunciation overall, they should pay attention to the several sounds and its features and where these sounds take place in one's mouth

also they have to be pay attention to placement where words are stressed; when to use up intonation and when to use down one. Several types of issues supply them extra information about how to practice and speak English correctly and accurately and help to reach the purpose of better comprehension of spoken language (Nigmatullaevna, para. 4).

- **Pronunciation**

According to Merriam-Webster's online dictionary (2020), "pronunciation is the act of pronouncing something". Similarly, Nordquist (2020) states: "pronunciation is the act or manner of speaking a word" (para. 1). Thus, pronunciation deals with how words are produced by the speaker.

## **1.6 Assessing Speaking**

EFL learners should be able to speak and practice the language in the classroom and interact with each other in order to give for their teachers the opportunity to evaluate their pronunciation; grammar and vocabulary. Luoma(2004, p. 1) asserted, that "Assessing speaking is challenging; however, because there are so many factors that influence our impression of how well someone can speak a language,and because we expect test scores to be accurate, just and appropriate for our purpose". To illustrate, assessing speaking is considered as a testing that teachers uses as an effective tool to see the levels of their students if they are competent or not.

### **1.6.1 The Cycle of Assessing Speaking**

According to Luoma (2004, p. 4), assessing speaking is a process that passes through many steps. At each step, people exchange information with each other to improve something for the following step; speaking assessment cycle is used by the assessment developers who are considered as the core players in it.



## **Conclusion**

The conclusion that can be drawn from this chapter is that improving students' speaking skill is not an easy task because teachers need to work on making learners able to practice English. For this reason, they need to teach them how to develop their motor perceptive skills and interactive skills. In addition, mastering this skill has different benefits such as being able to inform and persuade. Moreover, EFL learners need to pay attention to language features and mental social processing. The former includes connected speech, lexis and grammar, negotiation and meaning. However, the latter involves language processing, interacting with others and information processing. Besides, it is vital to mention that speaking skill is characterized by fluency, accuracy, grammar, vocabulary and pronunciation. Furthermore, teachers should assess learners speaking to investigate their level in this skill and to explore their speaking difficulties.

# **Chapter Two**

## **Teacher's Feedback**

## Table of Contents

Introduction.....	24
2.1. Feedback as a Form of Teachers’ Intervention.....	24
2.1.1. Definition of feedback.....	24
2.1.2. Importance of feedback in learning EFL.....	25
2.2. Criteria of Effective Feedback.....	25
2.2.1. Immediate .....	26
2.2.2. Specific.....	26
2.2.3. Non-judgmental.....	26
2.2.4. First-hand data.....	26
2.2.5. Accurate.....	26
2.2.6. Suggest plans for improvement.....	26
2.2.7. Seen as “helpful”.....	26
2.2.8. Solicited rather than imposed.....	27
2.2.9. Relevant.....	27
2.2.10. Balanced.....	27
2.2.11. Understandable.....	27
2.2.12. Of multiple cycles.....	27
2.2.13. Tailored.....	27
2.2.14. Confident.....	27
2.3. The Three Major Questions Related to Feedback and Levels of Feedback.....	28
2.3.1. The three feedback questions.....	28
2.3.1.1. Where am I going?.....	28
2.3.1.2. How am I going?.....	28
2.3.1.3. Where to next?.....	28

2.3.2. Levels of feedback.....	29
2.3.2.1. Task and product.....	29
2.3.2.2. Process.....	29
2.3.2.3. Self-regulation.....	29
2.3.2.4. Self.....	30
2.4. Types of Feedback.....	30
2.4.1. Content feedback.....	30
2.4.2. Form feedback.....	30
2.5. Sources of Feedback.....	34
2.5.1. Peer feedback.....	34
2.5.2. Teacher feedback.....	34
2.5.2.1. Teacher feedback with the big three of teacher feedback.....	35
2.5.3. Self-correction or self-repair.....	35
2.6. Students' Reactions to Receiving and Giving Feedback.....	36
2.6.1. Students' reactions to receiving feedback.....	36
2.6.2. Students' reactions to giving feedback.....	36
2.7. Adopting Various E-feedback Techniques.....	37
2.7.1. Email feedback.....	37
2.7.2. Audio and video feedback.....	37
2.7.3. Screen casts.....	38
2.7.4. Recycling written comments.....	38
Conclusion.....	38

## **Introduction**

Feedback is a vital element in EFL learning. It paves the way to ameliorate students' performance, because it guides them through the learning process and results a development in their capacities. In addition, numerous researchers and scholars shed light in its significance for EFL learners. In particular, this current chapter will deal with feedback as a form of teachers' intervention which includes different definitions of feedback and its importance in learning EFL. In addition, it will deal with the needed criteria to construct an effective feedback, then three major questions related to feedback and levels of feedback, followed by its types and sources. Finally, students' reactions to receiving and giving feedback and adopting various E-feedback techniques will be the last two elements.

### **2.1 Feedback as a Form of Teachers' Intervention**

Feedback is a main part of both the teaching and learning process. The teachers' feedback shows students the care and support of their teachers towards ameliorating their level.

#### **2.1.1 Definition of feedback**

Feedback has been defined by many expert people such as Sarosdy, Farczadi Bencze, Poor and Vadnay (2006) who stated: "feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement" (p. 121). That is to say, feedback can be the comments, remarks, gestures and notes which are provided by the teacher to students about their performance. In the same sense, feedback can be defined as the information which an agent gives to evaluate the understanding or the performance of someone, the

agent can be teachers, peers, books, parent, self and experience (Hattie and Timperley, 2007).

Moreover, Teaching Development Unit, LSN, Curtin University of Technology (n.d, p. 2) reported that: “feedback is any response made in relation to students’ work such as an assessment task, a performance or product. It can be given by teacher, an external assessor or a student peer. It is usually spoken or written”. This means, how the teacher reacts concerning their students’ work either orally and written.

### **2.1.2 The importance of feedback in learning EFL**

Feedback is an important in EFL learning because it serves significant aims. One of its purposes is improving learner performance. Besides, feedback guides learners in their effort to improve their performance levels. Feedback is also important because it motivates and informs students (Sarosdyet.al., 2006). In the same vein, as a general rule, feedback is valued by learners when it is given by someone who they respect as a role model. A suitable feedback contributes importantly in the improvement of learners’ abilities. Moreover, it supports learners to think about the cavity between the actual and desired performance also indicates manners to narrow the cavity and enhance it (Hardavella, Aamli-Gaagnat, Saad, Rousalova and Sreter, 2017).

### **2.2 Criteria of Effective Feedback**

In the field of EFL learning, teachers are expected to give effective feedback to their learners in order to enhance their levels and their language proficiency. However, effective feedback is not given randomly; it is based on certain important criteria. For this, Omer and Abdularhim (2017, p. 45-47) listed the following criteria of effective feedback:

**2.2.1 Immediate:** Feedback should be given directly at the moment when the teacher observes the student's mistake and the information still fresh in students' mind.

**2.2.2 Specific:** Feedback should not be generalized, it should be based on certain points of performance and learners seen most effective feedback when it basis on specific performance especially if it is accompanied by causes of why performance was not adequate.

**2.2.3 Non-judgmental:**It is better for teachers to show exactly what the student's performance lacks or determine the mistake(s) rather than giving judgments.

**2.2.4 First-hand data:**The teacher's feedback has to be more factual to increase teacher's credibility.

**2.2.5 Accurate:** Phrased on real observation and assessment of performance, it should avoid bias and state the events as they have happened. Moreover, if the feedback is not shown as accurate and acceptable, it will cause disagreement between the feedback provider and receiver.

**2.2.6 Suggest plans for improvement:** The core element of effective feedback is that gives choices for improvement in future task that raises its influence and permit students to see it as a chance for the process of learning.

**2.2.7 Seen as "helpful":** Feedback should target the student's performance and not his/her personality in order to avoid embarrassing the student, it should contain both negative and positive sides of the performance.

**2.2.8 Solicited rather than imposed:** Feedback has to be given in formal and informal occasions to raise their students' motivation in the learning process.

**2.2.9 Relevant:** The feedback has to be mainly concerned with certain learning performance and built upon the individual needs and interests of learners.

**2.2.10 Balanced:** The given feedback should be neither long nor short, and the amount of feedback provided by teachers should fit the amount of information that students can receive.

**2.2.11 Understandable:** The feedback should be understandable by learners and ends with pieces of advice in order to help them make a positive change in their performance.

**2.2.12 Of multiple cycles:** Teachers' feedback should be given sequentially over the extended time to make the students remember what they have simply done with previous feedback.

**2.2.13 Tailored:** Feedback should match students' level, which means it should fit their capacities.

**2.2.14 Confident:** Feedback should be provided directly to students without an intermediate and in appropriate situations where the student will not be embarrassed.

### **2.3 Three Major Questions Related to Feedback and Levels of Feedback**

Hattie and Timperley (2007) are from the important researchers who gave attention to feedback and spoke about it. They reported three feedback questions and four levels of feedback and they stated that each question works at the four levels of feedback.



### **2.3.1 The three feedback questions**

#### **2.3.1.1 Where am I going?**

Students should understand the goals of the lessons that the teachers give to them and should comprehend the significance of the learning aims which are the results of the comprehension of goals. These latter are important for students because they make the feedback more effective.

#### **2.3.1.2 How am I going?**

This question emphasizes the concept of progress feedback. This means feedback is related to the first and last point of the task-expressed, which is related to expected criteria, previous performance and making success or failure in certain part of the task.

#### **2.3.1.3 Where to next?**

This question spotlights on how feedback helps in selecting the most suitable challenges and permit the learners to become more self-organized over the process of learning more fluent and spontaneous.

### **2.3.2 Levels of feedback**

According to Hattie and Timperley (2007) there are four main levels of feedback which are as followed:

#### **2.3.2.1 Task and product**

Feedback is more effective at this level especially when it concentrates mainly on the information either it is correct or incorrect, it pushes learners to gain more different information and establish more surface level knowledge. This kind of feedback is frequently used in classroom where the teacher gives it through questioning, comments

and assignment. In addition, it is often referred to as corrective feedback; it often specific not generalized.

### **2.3.2.2 Process**

The use of feedback at this level is to construct the product and to encourage the fulfillment of the task hand. This feedback offers substitutional processing strategies, improving strategies of learning to indicate the mistakes, teaching for more powerful information, observing relationship between ideas and working larger strategies.

### **2.3.2.3 Self-regulation**

Feedback at this level is based on the encouragement of students to control their own processes of learning and this can help them in improving their skills in self-evolution, supplying them with more trust in task engagement, requiring and accepting feedback, ameliorating the desire to exploit effort in both requiring and transacting feedback information and decreasing the contradiction between where they are in their learning and the willingness results.

### **2.3.2.4 Self**

Feedback at this level concerns what is directly to the self for example saying “well done” and “you are great student”, which means praising students and this leads to comforting and supporting them. That praise is accepted and expected by most of students and is available in classrooms, but it often makes attention away from feedback which is related to the processes.

## **2.4 The Types of Feedback**

Harmer (1991) distinguished between two distinctive types of feedback which as followed content and form feedback:

### **2.4.1 Content feedback**

It includes the evaluation of the students' performance in the communicative activity, it based on their capacities to implement teachers' assignment rather than focusing on the correctness of their language in activity.

### **2.4.2 Form feedback**

Teachers will take the errors that students do when they have an activity, and will submit the feedback on their successful improvement; along with, debatable errors and mistakes form feedback involves the linguistic accuracy of the students' performance (all what related to language).

In addition to the previously mentioned types, Ongphet (2013) listed other types which are:

- **Verbal feedback**

It is direct and does not need the attention of teachers or few seconds of their time, and it may contain short comments that determine the given answer (Siewert, 2011).

- **Written feedback**

This kind of feedback demands more attention and teachers' time, the aim of written feedback is to make the students realize how they are effectively can restore

information about the notion which has been taught up to a particular point (Kulhavy, 1997). Kulhavy added two types of written feedback.

#### ❖ **Directed corrective feedback**

There are numerous researchers who defined the concept of directed corrective feedback, each one of them gives a different meaning. According to Elis et al(2008)claimed that “direct corrective feedback is corrective feedback that supplies learners with the corrected target language form when they make an error” that means whenever the students make an error, the corrective feedback provides them with the correct target language form. Moreover, Chandler (2003) asserted that direct corrective feedback aids learners in observing directly the correct form that is given by their teacher. He also asserted that there is not sufficient information for learners, in order to correct their own production if the indirect corrective feedback is given.

#### ❖ **Indirect corrective feedback**

Many definitions is used by many researchers to define the notion of indirect corrective feedback. For example, Eliss et al (2008) defined the indirect corrective feedback as “various strategies that encourage learners to self-correct their errors”. This means the indirect corrective feedback is the several steps which support the learners to correct their errors by themselves.

In addition, Bitchener and Knoch (2010) noted that indirect corrective feedback determines the error in some way without giving correction. It is given in two manners. First, indicating the error by circle or underlining it, yet the second manner is noting in the margin how many errors are done in a given line; both ways lead the writer to solve and edit the problem which has been captured their attention. Besides, Lalande (1982, cited in

Ferris et al, 2012) stated that the indirect corrective feedback is more beneficial for learners rather than the direct corrective feedback because it demands from students resolving and inverting their own capacities in writing that increase long self-monitoring competence.

Furthermore, Hawkins (2015) mentioned five types according to Carl Rodgers.

Hawkins defines these types as mentioned in the following table:

<p><b>Evaluative feedback</b></p> <ul style="list-style-type: none"> <li>•A judgment about the person’s worth or goodness</li> <li>–Personal evaluation judges the entire person</li> <li>•She is a nasty person</li> <li>•He is very conservative</li> <li>–Behavior evaluation judges the actions of that person</li> <li>•The student’s lack of use of a gait belt during all activities showed decreased safety awareness</li> </ul>	<p><b>Interpretive feedback</b></p> <ul style="list-style-type: none"> <li>•Seeking understanding of what the student said or did</li> <li>•Repeating back to the person with your interpretation of meaning</li> <li>–So, you feel the cause of the pain in the patient’s knee is related to weakness in the gluteus medius?</li> </ul>
<p><b>Supportive feedback</b></p> <ul style="list-style-type: none"> <li>•Statements that affirm the otherperson’s action or statement</li> <li>–Yes! Thatpatient demonstrates the signs of supraspinatus tendinitis.</li> </ul>	<p><b>Probing feedback</b></p> <ul style="list-style-type: none"> <li>•Feedback to requests further information to</li> <li>bring more detail</li> <li>–What are the possible differential diagnoses?</li> <li>–What are the affected muscles?</li> <li>•VERY VALUABLE with teaching</li> </ul>

	<p>students</p> <p>critical thinking and clinical reasoning</p>
<p><b>Understanding feedback</b></p> <ul style="list-style-type: none"> <li>•Requesting information to understand not just what was said, but also the intent of the speaker</li> <li>•Also very valuable <ul style="list-style-type: none"> <li>–So, you are saying that you think that the knee pain is really coming from the back?</li> <li>Why do you think that?</li> </ul> </li> </ul>	

In brief, evaluative feedback gives a judgment about what is good in person. The personal evaluation judges the whole of the person, but the behavior evolution is related to the actions of the person. In addition, supportive feedback is related to the statements which state the actions of others. Furthermore, interpretive feedback looks for the comprehension of what the student did or said. Then, the probing feedback concerned with more information to get a large amount of information. Finally, understanding feedback is asking for information to comprehend not only what was said but the intention of the speaker.

## 2.5 Source of Feedback

EFL learners need feedback in their process of learning because it guides them and improve their skills. However, effective feedback is not only limited to the teacher, which means there are other sources than can benefit learners.

### 2.5.1 Peer feedback

Black and William (1998) confirmed that feedback is essential to learning and it has a significant role in the educational improvement of the student. The key of success of

the learning process is often influenced to a large degree by the amount of encouragement that students receive from their teachers (As cited in Reitbauer, Campbell, Mercer, Fauster and Vaupetitsch (eds.), 2013).

Liu and carless (2006, p. 276) defined peer feedback as “communicative process through which learners engage in reflective criticism and enter into dialogues related to performance and standards of other students work”(as cited in Reitbauer, et.al., 2013).To simplify, the way students communicate and their engagement in reflective criticism to make dialogues which has a relationship to performance and criterions of other students performance.

### **2.5.2Teacher feedback**

Paulus (1999) noted that teacher feedback can be regarded as the most frequently known kind of feedback because the teacher is the richest source of the target content in the classroom. Considering the process approach in language learning, the teacher is the usual and continuous provider and source of feedback. This signifies that the teacher is the most appropriate source to improve students’ learning in the classroom. Thus, the teacher is viewed as a crucial source of feedback and a successful tool which is provided to assist students in their performance (as cited in Tasdemir and Arslan, 2018).

#### **2.5.2.1Teacher feedback with the big three**

Sadlier (2020) spoke about three main groups of stakeholders which are: students, colleagues/mentors/administrators and themselves.

**Area1:** Student Evaluation: It is significant to acquire feedback from students. This involves having knowledge about what was and was not efficient about the process of his/her teaching during the year (students are the ones who are with

the teacher in the classroom and they can evaluate him/her), and how s/he communicates with other teacher and classes.

**Area 2:** Colleague, mentor and/or administrative feedback the teacher receive feedback from another teacher, mentor and/or administrator. They transmit credible and effective feedback.

**Area 3:**Evaluating yourself or internal evaluation: The teacher here assesses him/herself through asking different questions related to different aspects of the teaching profession, such as did (s/he) know his/her content well and communicate that content to students?

### **2.5.3 Self-correction or Self-repair**

The last source of feedback can be learners themselves who often reform their outputs (Bitchener, Young, & Cameron, 2005; Chandler, 2003) as cited in (Tasdemir and Arslan, 2018).

## **2.6 Students' Reactions to Receiving and Giving Feedback**

Yusoff (2013) mentioned students' reactions to receiving and giving feedback written by Lee (2008) and Spencer & Schmelkin (2002). These reactions are:

### **2.6.1 Students' reactions to receiving feedback**

Students have various reactions to receiving feedback. From these reactions, students consider teachers 'feedback as a very beneficial tool because it helps them to improve their learning attainments; student favor teachers 'feedback which emphasis is more on specific matters than general ones; the eagerness of the student to get all of their



mistakes that are mentioned by the teachers; the students want to be actively a part in the teacher feedback process; students favor to get proofs about their errors; students need to receive feedback in a suitable educational context and to have a constructive feedback; also they prefer to receive written feedback from their teachers; students focus on that teachers give feedback on content more than on other aspects of an educational task; academically good students are less resistance than academically weak students to feedback which based on errors.

### **2.6.2 Students reactions to giving feedback**

Students can give feedback to their teachers. Students have different reactions to giving feedback which are: students understand that their feedback to teacher is significant; they are competent to rate their teachers; also students are not too hopeful about the total weight put on their teachers; they do not averse giving feedback to their teachers; students do not stress about the possibility of results of their feedback provided to teachers; students believe that they are not unfair when deliver feedback to their teachers and they do not have knowledge to give feedback which could affects the process of teaching.

## **2.7 Adopting Various E-feedback Techniques**

This element reveals some E-feedback techniques which aids in making the feedback more effective and valuable. These techniques are stated by Mamoon-Al-Bashir, Kabi and Rahman (2016).

### **2.7.1 Email feedback**

Email is considered as an easy and effective manner that is used to give feedback to students. There are distinctive types of email feedback. A number of emails can essentially supply general comments to an entire group of students especially if one teacher is teaching a big group whereas, another type of e-mail feedback is conveying electronic versions of feedback types when the feedback is given to certain student.

### **2.7.2 Audio and video feedback**

When the use of MP3 players became widely spread, it inspired teachers to use them as a medium to convey feedback to their learners. It is called as podcast in academic arena, podcasts are most of the time used incorporation with different types of feedback. In addition, teachers who rely on podcasts to give feedback to their learners regard them a useful and facile technique. This technique gives adequate feedback very fastly, it does not need the physical meeting with the learner.

### **2.7.3 Screen casts**

Screen casting is a modern technology, which enables teachers displaying the correct way of doing things to their students. This technique allows teachers to register the tasks on a computer screen, which indicates that it is highly beneficial for exhibiting; for instance, showing the way of writing or using software, or the procedures in a calculation. It exhibits the operation needed to do a given thing. It is also used in presenting a model answer for a specific type of problem. Many students can use a screen cast in the same time. Therefore, teachers can use it to give effective feedback on frequent obstacles which students face in course works.

#### **2.7.4 Recycling written comments**

Written feedback that concerns one a particular student is significant in learning, yet it wastes time because if the number of learners is elevated, the teacher will more stressed because he needs much time to give these comments. This part portrays methods of “recycling” comments in which teachers repeat giving comments on common issues in learner course works.

### **Conclusion**

To sum up, feedback is a form of teacher’s intervention because it is considered as a main part of both the teaching and the learning process. Moreover, feedback is a set of comments, remarks that teachers give to their students about their performance in a given task. Additionally, teacher’s feedback contributes in the development of students abilities in English language because it guides them through the learning process. Besides, teachers need to follow various criteria to provide an effective feedback; for instance, the given feedback needs to be immediate and accurate. Furthermore, feedback has different types such as content feedback, form feedback, verbal feedback and written feedback. Besides, it is important for learners to know that the teacher is not the only source of feedback because it can be provided by peers as well. Along with, learners have several reactions to receiving and giving feedback; however, they are aware of its significance. Finally, feedback can adopt various E- feedback techniques such as email feedback.

# **Chapter Three**

## **Research Findings and Data Analysis**

## **Table of Contents**

Introduction.....	41
3.1.Students' Questionnaire.....	41
3.1.1. Administration and aim of the students' questionnaire.....	41
3.1.2. Description of students' questionnaire.....	41
3.1.3. Analysis of the students' questionnaire.....	42
3.1.4. Discussion of the findings.....	62
3.2.Classroom Observation.....	66
3.2.1. The procedures of classroom observation.....	66
3.2.2. Description of the check list.....	66
3.2.3. Analysis of classroom observation.....	67
3.2.4. Discussion of the findings of the classroom observation.....	73
Conclusion.....	75

## **Introduction**

The current chapter is devoted to the field work of this study. To start, this study is provided to collect and analyze data. Accordingly, the data collection tools involve teachers' questionnaire and classroom of observation checklist. The data collection tools are demonstrated on the basis of the theoretical part of this research study. This chapter is considered as an attempt to gather data in order to examine the main research questions. In addition, it looks for analyzing and discussing the obtained outcomes and use results to validate the research hypothesis requiring that the role of teachers' feedback in enhancing EFL learners' speaking.

### **3.1 Students' Questionnaire**

#### **3.1.1 Administration and aim of the students' questionnaire**

This questionnaire was administrated on line through the social media application "facebook.com" in the group of the first year EFL students of Biskra University. In one week, (45) students answered this questionnaire. We chose (38) questionnaires which were clear and well understood. The aim of this questionnaire is to investigate first year EFL students' awareness about the importance of teachers 'feedback for the development of their speaking skill.

#### **3.1.2 Description of the students' questionnaire**

The present questionnaire is mainly composed of (17) questions that are divided into four sections which involve distinct kinds of questions, close-ended and open-ended questions. This questionnaire is designed for first year EFL students of Biskra University to investigate the significance of teachers' feedback in enhancing their speaking skill. The first section of this questionnaire contains two items which aim to collect personal

information about students related to their reason behind learning English language and whether they like to study it or not.

Section two includes four items to discover the EFL students' attitudes towards speaking in English. The questions of this section seek to get information about English language; whether it is an easy or not and about the help of teachers' encouragement in improving the students' speaking performance. Moreover, the third section consists of four items. This section is about the teachers' instructional strategies. Along with, the fourth section of this questionnaire is composed of seven items. We asked these questions to indicate the importance of teachers' feedback in ameliorating students' speaking performance.

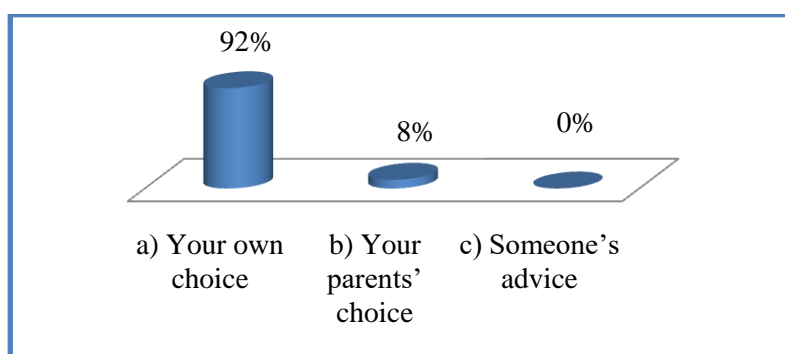
### 3.1.3 Analysis of the students' questionnaire

#### 3.1.3.1 Section One: Personnel Information

**Item 1.** The learning of English at university was:

**Table 3.1** The choice of learning English at university

Option	Participants	Percentage
a) Your own choice	35	92%
b) Your parents' choice	3	8%
c) Someone's advice	0	0%
<b>Total</b>	<b>38</b>	<b>100%</b>



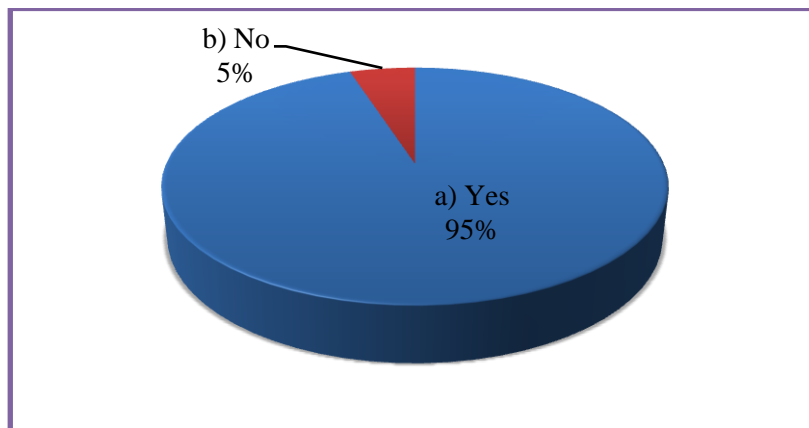
**Figure 3.1** The choice of learning English at university

This item is designed to show the reasons that led first year students to choose learning English language at university. As the results show, the vast majority of respondents (92%) chose learning English due to own desire. On the other hand, (8%) of respondents selected the second choice (their parents' choice). None of the respondents answered with (someone's advice). As a result, most of respondents are aware of the importance of learning English language.

**Item 2.** Howdo you like learning English language?

**Table 3.2** Students' responses about whether they like learning English or not

Option	Participants	Percentage
a) Yes	36	95%
b) No	2	5%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.2** Students' responses about whether they like learning English or not

The respondents in this item were demanded to say whether they like learning English or not. Based on the table and the figure above, the great majority (95%) of respondents said that they prefer learn it. This supports their answers in first question. Whereas, (5%) of respondents said no. Therefore, most respondents enjoy learning English.

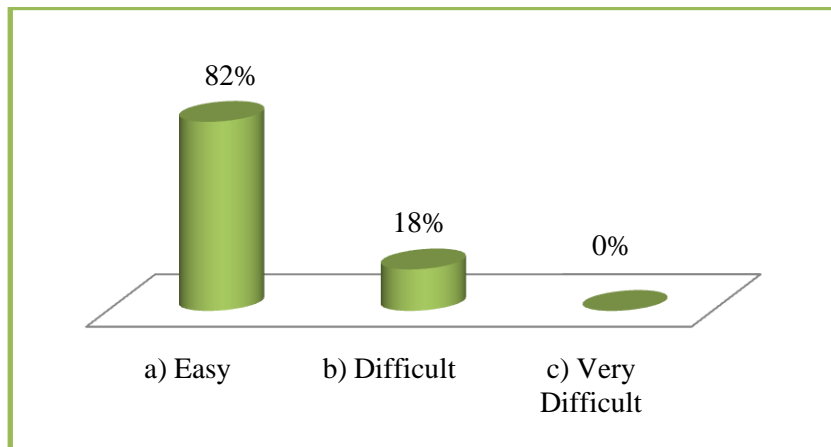


### 3.1.3.2 Section Two: EFL Students' Attitudes towards Speaking in English

**Item 3.** How do you find learning English?

**Table 3.3** Students' opinions about learning English

Option	Participants	Percentage
a) Easy	31	82%
b) Difficult	7	18%
c) Very Difficult	0	0%
<b>Total</b>	<b>38</b>	<b>100%</b>



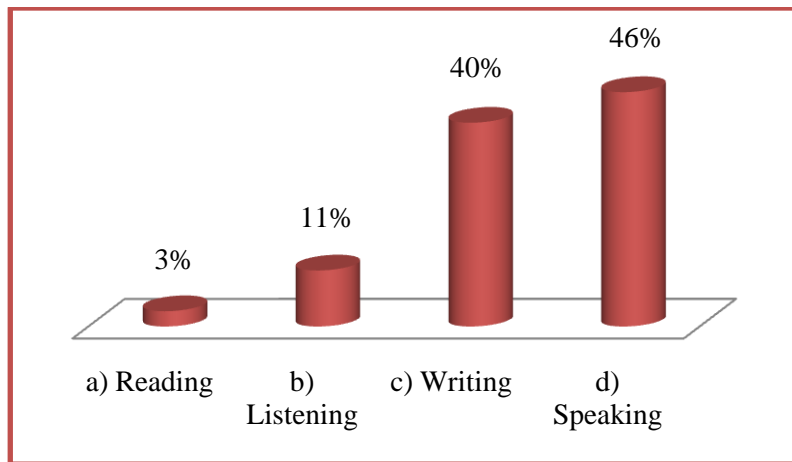
**Figure 3.3** Students' opinions about learning English

The main goal of this question is to reveal students' views towards learning English. As the findings display, the highest percentage is (82%) which reflects the ones who asserted that English is easy to learn. While, low percentage of respondents (18%) answered that learning English language is difficult. No one of respondents (0%) said that the learning English language is very difficult. Thus; learning English is regarded as an easy task for most first year EFL learners.

**Item 4.** Which of the following language learning skills you would like to improve most?

**Table 3.4** The language learning skill that students would like to improve

Option	Participants	Percentage
a) Reading	1	3%
b) Listening	4	11%
c) Writing	15	40%
d) Speaking	18	46%
<b>Total</b>	<b>38</b>	<b>100%</b>



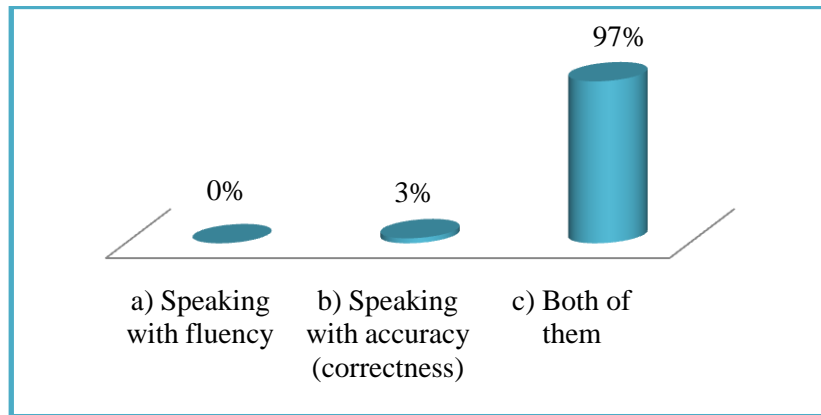
**Figure 3.4** The language learning skill that students would like to improve

The above item is meant to discover which of the four skills students seek to develop the most. According to displayed results, (46%) of respondents agreed on that the speaking skill is the most important skill that they need to improve in the learning process. Then, writing with the percentage of (40%). On the other hand, listening with the percentage of (11%). The remaining respondents who chose the reading skill formulate (03%) of the whole sample. It can be concluded that speaking is the first interest for most first year EFL learners.

**Item 5.**In your opinion, mastering the speaking skill means:

**Table 3.5** Students’ definition of mastering the speaking skill

Option	Participants	Percentage
a) Speaking with fluency	0	0%
b) Speaking with accuracy (correctness)	1	3%
c) Both of them	37	97%
<b>Total</b>	<b>38</b>	<b>100%</b>



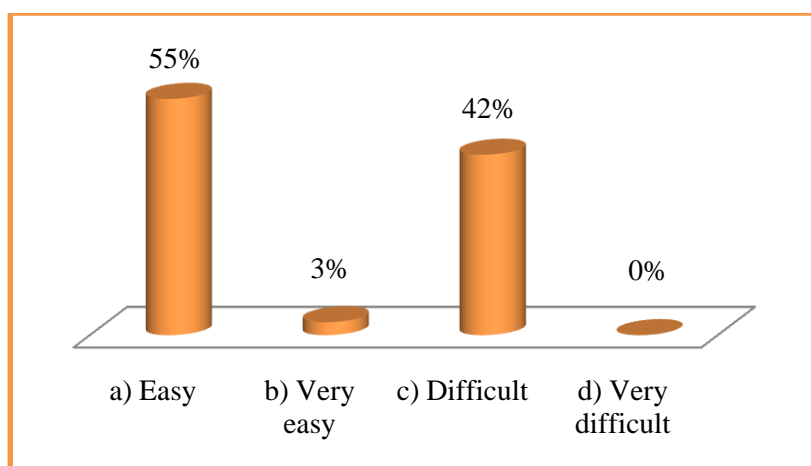
**Figure 3.5** Students’ definition of mastering the speaking skill

This question intends to reveal students’ definition of mastering the speaking skill either fluency or accuracy, or both. It is noticed that the majority of respondents with highest percentage (97%) answered that they should master both speaking with fluency and with accuracy whereas, some of respondents with the percentage of (03%) said that they need to speak with accuracy. No one of respondents opted for the choice of “speaking with accuracy”. Therefore, most of respondents are aware of the significance both fluency and accuracy in mastering the speaking skill.

**Item 6.** Do you find speaking in English?

**Table 3.6** Students’ English language speaking difficulty

Option	Participants	Percentage
a) Easy	21	55%
b) Very easy	1	3%
c) Difficult	16	42%
d) Very difficult	0	0%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.6** Students' English language speaking difficulty

The present question seeks to view students' attitudes towards speaking English. It is clear that more than the half of respondents (55%) regard speaking English easy, yet (42%) said that English is difficult to speak. Whereas, only one student (3%) answered with "very easy", yet no one answered with "very difficult". From these results, one can deduce that most first year EFL students do not face difficulties when they speak English.

### **Respondents' justifications of their answers**

In this item, all of respondents were demanded to justify their answers and this provided several and valuable justifications. To begin with, those who said that it is easy to speak English noted that they found that the EFL does not need an effort or intelligence; as well as, it is not complicated. Other respondents justified their choice saying that speaking English language is an easy task comparing to other languages. One of the respondents claimed that learners who speak English they have a background about the language.

Another student noted that they are exposed to English almost everywhere which helps them improve their speaking. This may reflect the role of the social media. Moreover, two respondents asserted that speaking English is not a hard task, it just need daily practice. On the other hand, only one of the respondents claimed that speaking

English is very easy because he started learning English at an early age by watching movies which helped him to find speaking English very easy.

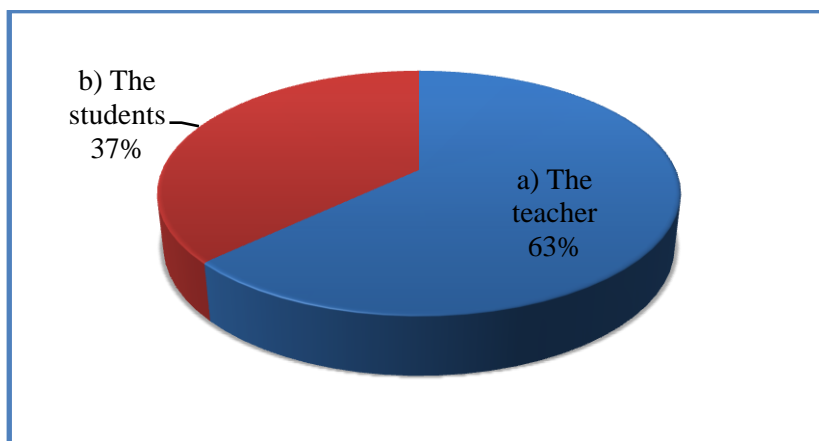
However, the respondents who said that speaking English is difficult, few of them found speaking English difficult due to shyness, fear of speaking in front of people and the difficulty of remembering words at the moment of speaking. Then, two of respondents answered that sometimes they suffer from the lack of grammatical knowledge or the lack of vocabulary. In addition, three students asserted that speaking English is difficult because they may be to need to be fluent like native speakers.

### 3.1.3.3 Section Three: Teachers' Instructional Strategies

**Item 7.** Who speak(s) most in the oral expression session?

**Table 3.7** Students' views about the one(s) who speak'(s) the most in the oral expression class

Option	Participants	Percentage
a) The teacher	24	63%
b) The students	14	37%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.7** Students' views about the one(s) who speak'(s) the most in the oral expression class

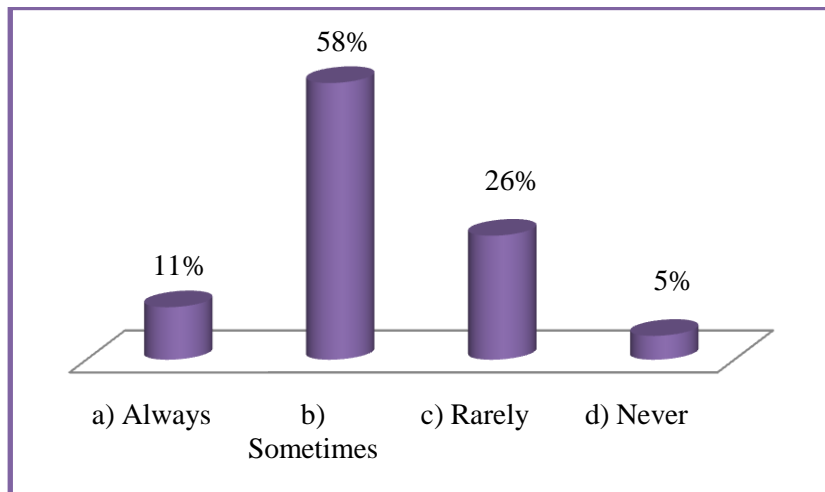
This question is for the sake to know who speaks more in the oral expression. Based on both the table and the figure above, (63%) of respondents indicated that the

teacher talk is dominates the oral expression class. But the rest of respondents (37%) confirmed that the students themselves who take most of talk in the classroom. As a result, the teacher does not give his students a chance to interact in the classroom.

**Item 8.**How often do you speak in English in the classroom?

**Table 3.8** Frequency of students’ English speaking in the classroom

Option	Participants	Percentage
a) Always	4	11%
b) Sometimes	22	58%
c) Rarely	10	26%
d) Never	2	5%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.8** Frequency of students’ English speaking in the classroom

The above item was asked to exhibit the frequency of students’ English speaking in the classroom. From the showed results in the table and the figure above, more than the half of respondents (58%) claimed that they sometimes speak in the classroom and interact with their teachers and colleges.

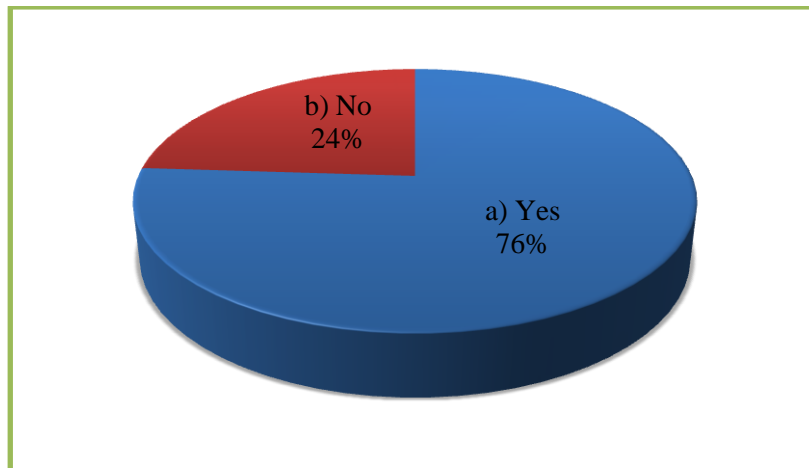
Moreover, (26%) of respondents chose the third choice, which indicates that they rarely speak in the classroom. Then, the first option gained (11%) and it refers to the respondents who said that they always speak in the classroom. After that, the fourth option

took (5%) it reflects the respondents who they never speak in the classroom (it is probably due to one or more of the given reasons behind English language speaking difficulty by students in their justifications (Q6).

**Item 9.** Does your teacher encourage you to speak in English in the classroom?

**Table 3.9** Students’ responses about whether teacher encourages them to speak in English in the classroom or not

Option	Participants	Percentage
a) Yes	29	76%
b) No	9	24%
<b>Total</b>	<b>38</b>	<b>100%</b>



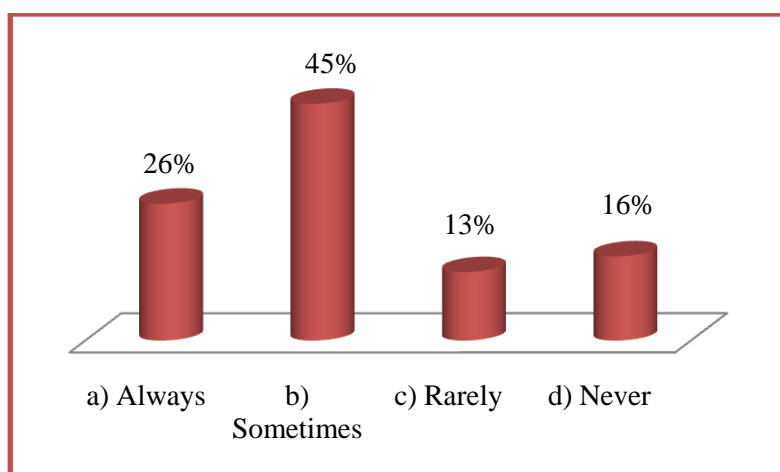
**Figure 3.9** Students’ responses about whether teacher encourages them to speak in English in the classroom or not

This question is designed to see whether teachers encourage their students to speak in English in the classroom or not. As it appears, the highest percentage (76%) was given to the respondents who answered that the teacher gives them the encouragement to speak but the remaining respondents (24%) claimed that the teacher does not support them to speak in the classroom. It can be deduced that the majority of students see that the teacher plays an important role in encouraging them to speak in order to improve their speaking skill.

### If yes, how often?

**Table 3.9.1** Frequency of teacher's encouragement

Option	Participants	Percentage
a) Always	10	26%
b) Sometimes	17	45%
c) Rarely	5	13%
d) Never	6	16%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.9.1** Frequency of teacher's encouragement

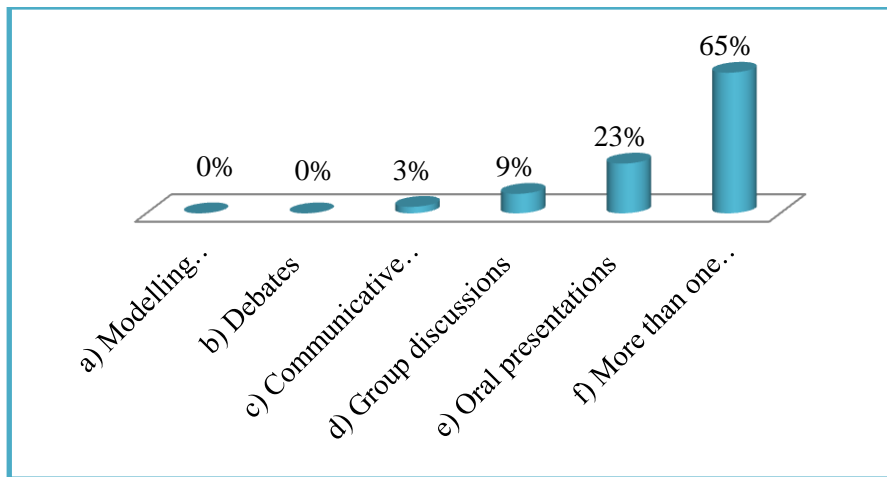
The table and figure above show the frequency of teacher's encouragement in the view of those who answered "yes». It is noticed that the first choice "always" gained (26%), the second choice "sometimes" gained (45%), the third choice "rarely" gained (13%) and the final choice "never" gained (16%). As a result, the highest percentage of respondents said that the teacher sometimes supports them to speak in English in the classroom. This may be due to the fact that their teachers probably encourage them to speak only when he sees that they need a support from him.



**Item 10.** Which of the following teaching strategies does your teacher use most to teach you how to speak in English? You may choose more than one answer.

**Table 3.10** The main instructional strategies teachers use to teach speaking skill the

Option	Participants	Percentage
a) Modelling (using verbal and body language)	0	0%
b) Debates	0	0%
c) Communicative games	1	3%
d) Group discussions	3	9%
e) Oral presentations	9	23%
f) More than one answer	25	65%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.10** The main instructional strategies teachers use to teach speaking skill

This question intends to explore the main instructional strategies that teachers use to teach the speaking skill. It is remarked from the results obtained, the majority of respondents (65%) chose more than one instructional strategy. Others (23%) said that their teachers use oral presentations to teach them the speaking skill. Moreover, a few of them (9%) agreed that their teachers rely on group discussions instead, then (3%) of respondents selected the option “communicative games”.

Finally, no one of them (0%) opted for modeling and debates. According to these results, most EFL teachers use more than one instructional strategy to teach speaking skill.

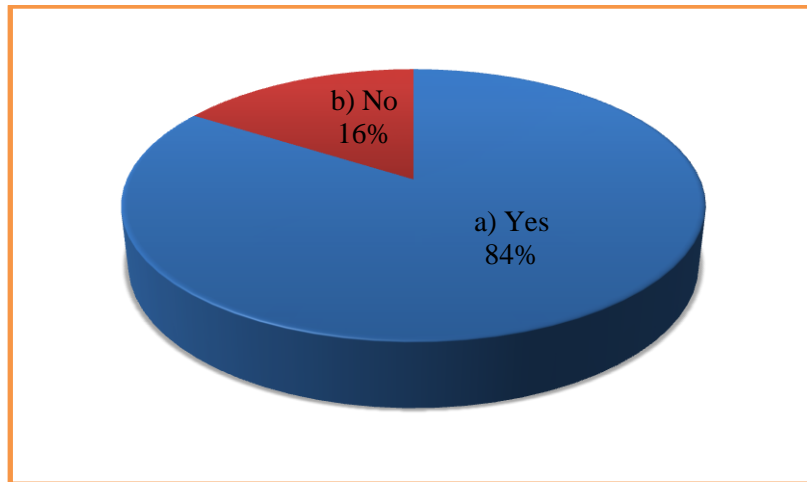
In addition, respondents mentioned other list of instructional strategies which are role play activities, pair work and listening to native speakers' discussions.

### 3.1.3.4 Section Four: Teacher's Feedback and Students' Speaking Performance

**Item 11.** Do you find any difficulties when speaking?

**Table 3.11** The existence of speaking difficulties among EFL students

Option	Participants	Percentage
a) Yes	32	84%
b) No	6	16%
<b>Total</b>	<b>38</b>	<b>100%</b>



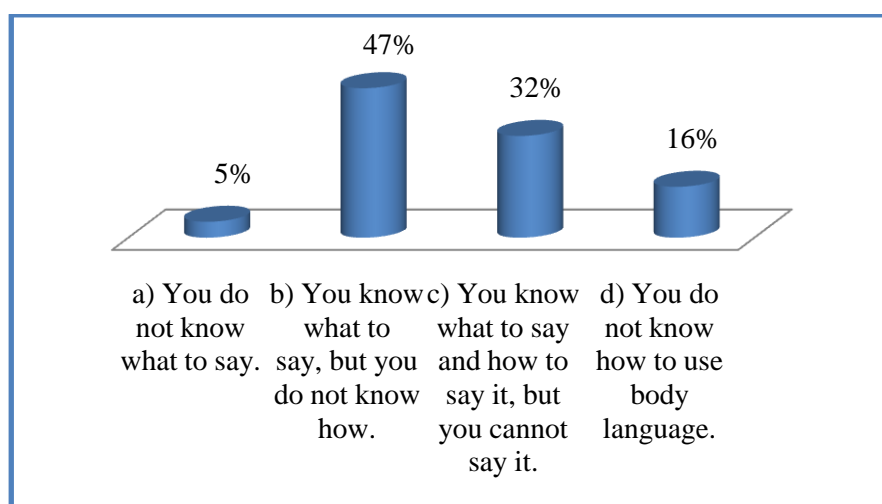
**Figure 3.11** The existence of speaking difficulties among EFL students

The current item aims to indicate the existence of speaking difficulties among EFL students. The highest percentage of respondents (84%) answered by saying “yes” whereas (16%) said that they do not face difficulties when they speak English. As a result, the majority of respondents encounter barriers which harder the act of speaking English.

**If yes, what kind of difficulties?**

**Table 3.11.1** Kinds of students' speaking difficulties

Option	Participants	Percentage
a) You do not know what to say.	2	5%
b) You know what to say, but you do not know how.	18	47%
c) You know what to say and how to say it, but you cannot say it.	12	32%
d) You do not know how to use body language.	6	16%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.11.1** Kinds of students' speaking difficulties

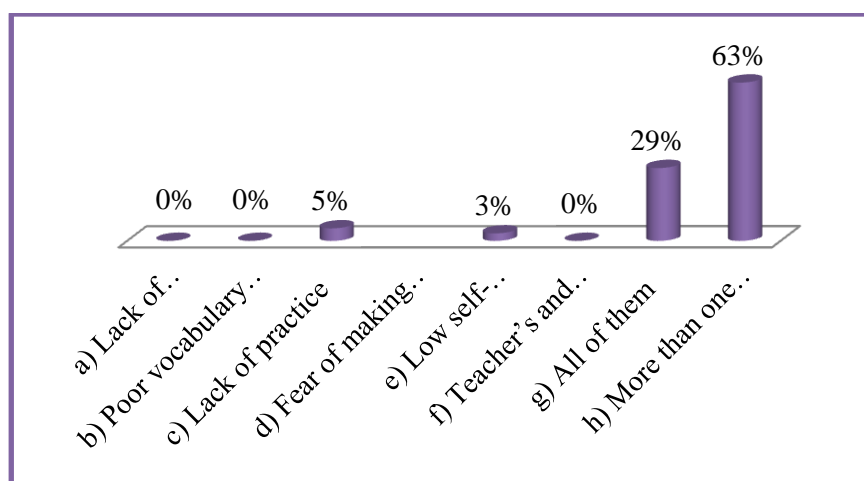
The objective of this question is to discover the different kinds of students' speaking difficulties. The results reveal that (47%) of respondents said that they know what to say, but they do not know how. Whereas, (32%) of respondents asserted that they know what to say and how to say it, but they cannot say it. (16%) of respondents answered that they do not know how to use body language.

Only (5%) of respondents claimed that they do not know what to say. Consequently, most first year EFL students face different difficulties in speaking English, yet knowing what to say but not knowing how to say is the common difficulty. Additionally, other respondents added other problems which are shyness, lack of information about the topic and stress.

**Item 12.** According to you, what are the reasons behind students' speaking difficulties? You may choose more than one answer.

**Table 3.12** The reasons behind students' speaking difficulties

Option	Participants	Percentage
a) Lack of knowledge about the topic	0	0%
b) Poor vocabulary and grammar	0	0%
c) Lack of practice	2	5%
d) Fear of making mistakes	0	
e) Low self-confidence and Lack of motivation to speak	1	3%
f) Teacher's and peers' negative reactions	0	0%
g) All of them	11	29%
h) More than one answer	24	63%
<b>Total</b>	<b>38</b>	<b>100%</b>



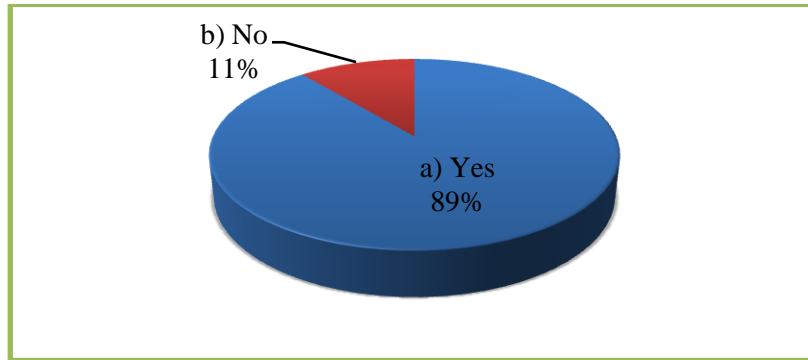
**Figure 3.12** The reasons behind students' speaking difficulties

The aim behind such a question is to know the reasons behind students' speaking difficulties. The majority of respondents with highest percentage (63%) chose more than one answer. Moreover, (29%) admitted that all the given reasons lie behind their speaking difficulties, then (5%) of respondents selected the lack of practice. (3%) indicated that low self-confidence and lack of motivation to speak as the major reasons. None (0%) of respondents answered with poor vocabulary and grammar, fear of making mistakes or lack of knowledge. Thus, there are various reasons which prevent EFL first year students from speaking English well.

**Item 13.** Does your teacher correct you when making a speaking mistake?

**Table 3.13** Students’ responses about whether their teacher corrects their speaking mistakes or not

Option	Participants	Percentage
a) Yes	34	89%
b) No	4	11%
<b>Total</b>	<b>38</b>	<b>100%</b>



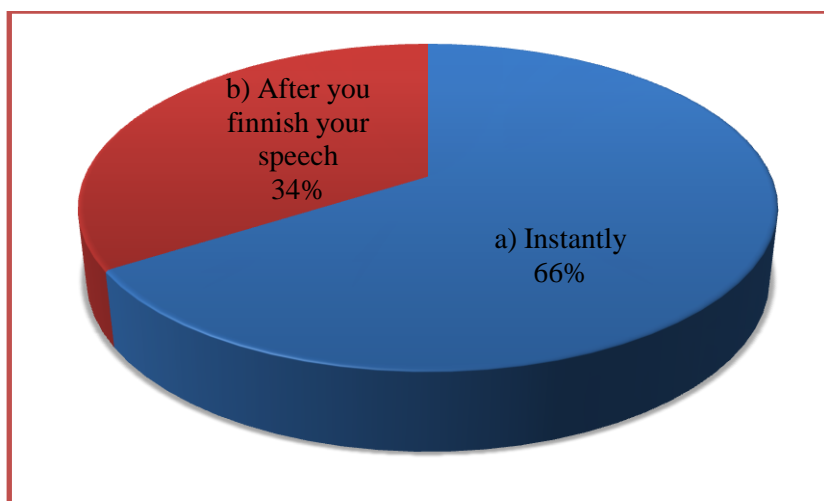
**Figure 3.13** Students’ responses about whether their teacher corrects their speaking mistakes or not

This question is asked to check students’ responses about whether their teacher corrects their speaking mistakes or not. The majority of respondents with percentage (89%) opted for the choice “yes”. While, (11%) of respondents asserted that the teacher does not correct their mistakes. Therefore, most of respondents agreed that the teacher corrects their mistakes when they speak in the classroom.

**If yes, does s/he correct you?**

**Table 3.13.1** Time of teachers’ correction

Option	Participants	Percentage
a) Instantly	25	66%
b) After you finish your speech	13	34%
<b>Total</b>	<b>38</b>	<b>100%</b>



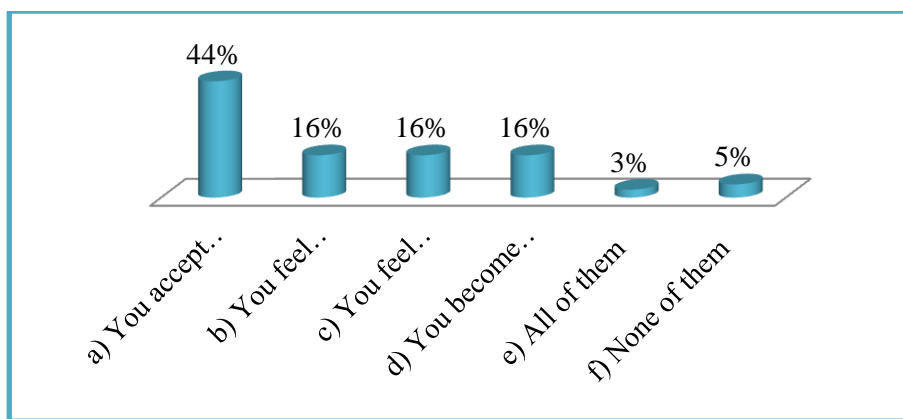
**Figure 3.13.1** Time of teachers' correction

As it is remarked in both the table and the figure above, (66%) of respondents asserted that their teachers provide them with instant correction. Therefore, (34%) of respondents stated that the opposite. Consequently, the majority of respondents confirmed that the teacher corrects their mistakes immediately, which is may be to make them remember their mistakes in order not to repeat it.

**Item 14.**How do you feel when your teacher corrects your speaking mistakes?

**Table 3.14** Students' feelings when their teacher corrects their speaking mistakes

Option	Participants	Percentage
a) You accept them easily	17	44%
b) You feel motivated	6	16%
c) You feel embarrassed	6	16%
d) You become anxious	6	16%
e) All of them	1	3%
f) None of them	2	5%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.14** Students' feelings when their teacher corrects their speaking mistakes

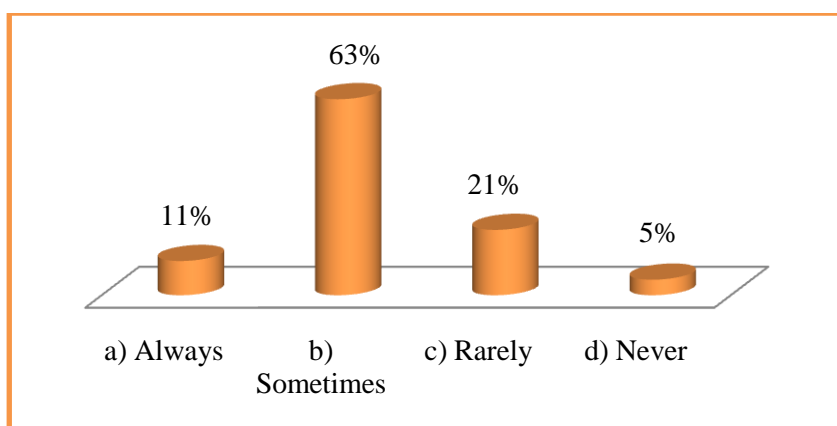
The respondents were requested to show how they feel when the teacher corrects their mistakes. Their responses vary as shows in the table and the figure above. (44%) of respondents denoted that they accept their mistakes easily. few respondents (16%) said that they feel motivated, yet (16%) of respondents feel embarrassed. Others (16%) stated that they become anxious. (5%) of respondents opted for the choice “none of them”. Only (3%) of respondents responded with “all of them”.

It can be concluded that near the half of respondents accept the teachers' correction of their mistakes, which is likely due to their desire to improve their speaking performance. However, one of the respondents added that when the teacher corrects their mistakes, they feel encouraged to learn more. Another one claimed that when the teacher corrects his mistakes, he forgets what he was saying and instantly he becomes speechless.

**Item 15.** How often does your teacher correct your speaking mistakes?

**Table 3.15** Frequency of teacher's correction of his/her students' speaking mistakes

Option	Participants	Percentage
a) Always	4	11%
b) Sometimes	24	63%
c) Rarely	8	21%
d) Never	2	5%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.15** Frequency of teacher's correction of his/her students' speaking mistakes

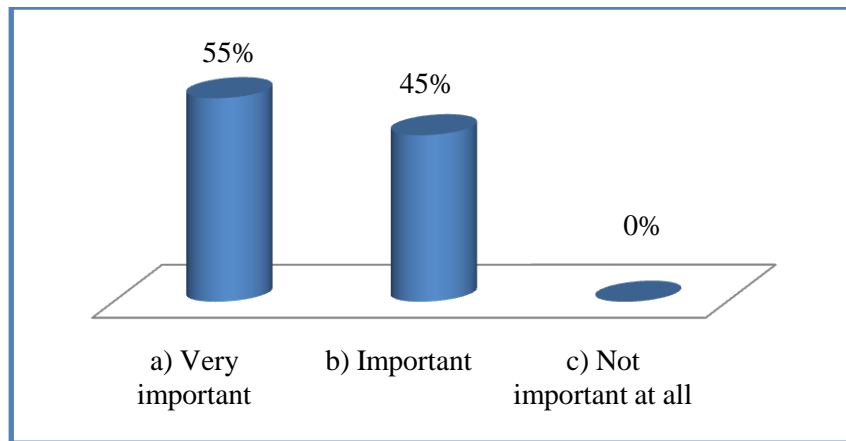
This item seeks to reveal the frequency of teacher's correction of his /her students' speaking mistakes. The highest percentage (63%) of respondents confessed that the teacher sometimes corrects their mistakes. (21%) of respondents chose "rarely". Then, few of respondents (11%) selected the first option "always". Only (5%) chose "never". This denotes that more than the half of respondents admitted that the teacher sometimes corrects their mistakes may be because the teacher spends most the allotted time on explaining the course and unconsciously forgets to correct students' mistakes.

**Item 16.** How do you consider teacher's feedback?

**Table3.16** Students' attitudes towards their teacher's feedback

Option	Participants	Percentage
a) Very important	21	55%
b) Important	17	45%
c) Not important at all	0	0%
<b>Total</b>	<b>38</b>	<b>100%</b>





**Figure 3.16** Students' attitudes towards their teacher's feedback

The question above attempts to identify whether students' view their teacher's feedback as very important, important or not important at all. More than the half of respondents (55%) stated that their teacher's feedback is very important. Besides, (45%) of respondents asserted that is important. Whereas, none of respondents claimed that the teacher's feedback is not important at all. This may draw our attention to an important conclusion, all of respondents are aware of the effectiveness of their teacher's feedback in improving their speaking skill.

### **Respondents' justifications of their answers**

Most of respondents who reported that teacher's feedback is very important said that it helps them to learn better with the correct way. Three of respondents stated that teacher's feedback gives them the opportunity to correct their mistakes or reform their answers. In addition, two respondents agreed that the teacher's feedback is very important because it improves their knowledge and skills.

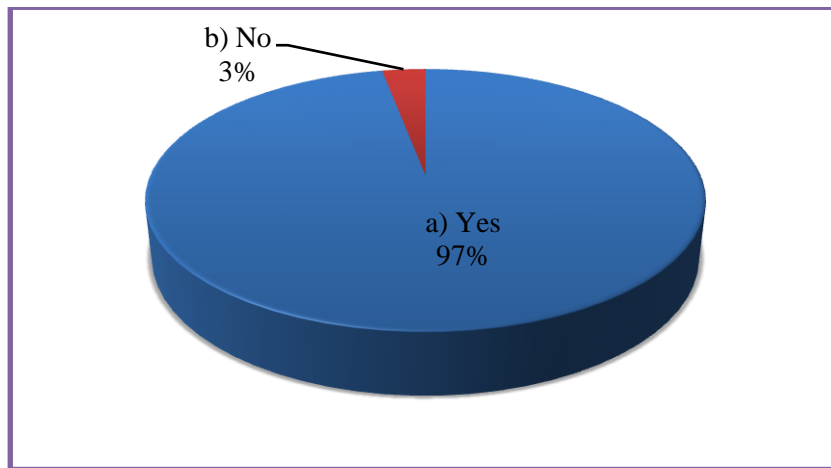
However, the majority of those who their choice was "important" stated that teacher's feedback increases their motivation to speak. Few of them reported that teacher's feedback is important but in some cases the teacher should just leave the learner discover his mistake and self-correct. Four respondents noted that it develops their speaking skill.

Besides, two of without it they cannot reach what is called success. Thus, most of respondents know the positive influence of teacher's feedback.

**Item 17.** Does the teacher's feedback improve your speaking performance?

**Table 3.17** Students' responses about whether their teacher's feedback improves their speaking performance or not

Option	Participants	Percentage
a) Yes	37	97%
b) No	1	3%
<b>Total</b>	<b>38</b>	<b>100%</b>



**Figure 3.17** Students' responses about whether their teacher's feedback improves their speaking performance or not

As far as this question is concerned, it is asked to identify students' responses about whether their teacher's feedback improves their speaking performance or not. The vast majority of respondents with the highest percentage (97%) said "yes". Whereas, only (3%) of them confessed that teacher's feedback does not improve their speaking performance. As a result, the respondents have an awareness of the significant role of the teacher's feedback in enhancing their speaking performance.

### **Respondents' justifications of their answers**

The respondents who opted for the choice “yes”, most of them justified their responses by writing that the teacher’s feedback improves their speaking performance because it assists them to avoid the repetition of the same mistakes in the next time. Two respondents agreed that it decreases shyness and fear. Besides, three respondents claimed that it promotes their way of communication and speaking. Few of them their justification was that teacher’s feedback is the easiest way of correction and the teacher is the most credible source.

On contrary, few of respondents who chose the option “no” reported that teacher’s feedback does not improve their speaking skill because they see that the improvement of speaking skill is only through practicing speaking. As it is noticed from their justification, majority of respondents know that teacher’s feedback plays a significant role in enhancing EFL learners’ speaking performance.

#### **3.1.4 Discussion of the findings**

Through the analysis of the data obtained from the students’ questionnaire which has contributed to gain some answers about the fundamental research questions. To start, first year EFL students of Biskra University confirmed that the English language was their choice and no one obliged them to study it because it was their desire to learn it. Moreover, they assumed the speaking skill is the most important skill that they would like to improve.

Accordingly, Brown and Yule (1983) highlighted that: “Speaking is that the skill that students will be judged upon most in real life situations” as cited in Rao (2019, p. 8). Thus, speaking skill is highly important because it reflects students’ real level and competencies in English language.

Besides, the majority of students reported that mastering speaking is reflected in both accuracy and frequency, which means to master how to speak, the students should be accurate and fluent when speaking English language. However, as cited in Bin Zainul Fuad (2020), Hemmens (2011) and Cotter (2013) recommended that accuracy have to be introduced before fluency in the beginner level and then fluency will be achieved as the learners' progress.

In addition, although more than the half of first year EFL students said that the speaking English is easy, but a considerable number of them agreed that it is a difficult task. This means that they cannot practice it easily. They stated also that they encounter many obstacles such as shyness, fear, lack of grammatical knowledge and vocabulary, stress, low self-confidence, lack of practice and lack of information about the topic. This indicates that most students' speaking constrains are psychological factors.

Another main point, most of first year EFL students agreed that the teacher is vital in the classroom and he speaks more than the students; it may be related to the teachers' inability to manage time properly. More importantly, they noted that they only sometimes find motivation from their teachers to speak. This indicates the teachers' low interest towards the critical factor in students learning process that is called "motivation".

As Alizadeh (2016) said, "It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation" (p. 11). This means that teachers should try their best in order to boost students' motivation. This is due to the fact that motivation gives students a purpose and a direction to follow because low motivation creates some difficulties for learners (Alizadeh, 2016).

Along with, the majority of first year EFL students affirmed that the teacher corrects their spoken mistakes. They added that the teachers' correction of their speaking mistakes was given either instantly or after the students finish their speech. However, the percentage given to instant feedback exceeds the one given to the other choice which is providing feedback after the student finish their speech. It is vital to say that Aubin (2020) asserted that instant feedback makes the learning process more efficient because when students' mistakes and false ideas corrected immediately, the results will be more effective.

Besides, the students' reactions towards teachers' feedback differ from one student to another according to his/her feelings. To clarify more, most of the students noted that they accept the correction of their mistakes, because when the teacher corrects their mistakes, they feel motivated whereas, the other ones claimed that they feel embraced when the teacher corrects their mistakes. Therefore, it can be said that students' opinions concerning their teachers' feedback is mainly connected with their personalities.

Furthermore, more than the half of students confessed that the teacher sometimes corrects their mistakes which they have done in language speaking. This likely refers to the teachers' belief that giving feedback in public embarrasses some students. To support this, Hattie and Timperley (2007) stressed that when the feedback is mostly negative, it can reduce students' efforts and attainments (as cited in Reynolds, 2013).

Interestingly, a high number of students argued that the teachers' feedback is important because it corrects their mistakes and motivate them to speak. This indicates that most first year EFL students are greatly aware of their need to their teachers' feedback in order to make a progress. In the same path, majority of students reported that teachers' corrections improve their speaking performance. As a result, it can be deduced that the

greatest majority of first year students realize the great impact of teachers' feedback in enhancing their speaking performance. This supports our hypothesis which states that teachers' feedback may have a positive effect on EFL students' speaking skill.

To conclude, this questionnaire was a useful tool of collecting data from students. The results obtained were helpful in responding important research questions. Moreover, this questionnaire gave us an opportunity to affirm the impact of teachers' feedback on their students speaking performance. Additionally, through the analysis of students' answerers it can be deduced that the teachers' feedback is crucial in improving the learners' oral production.

## **3.2 Classroom Observation**

We have conducted our classroom observation to extent our data. The major purpose of choosing this data collection tool is to discover the effect of teachers' feedback in improving the EFL learners' speaking skill that could not be answered through the questionnaire. Moreover, we assumed that the classroom observation may give us the chance to be close to the students in the classroom during the oral expression session and may help us to closely remark them when they participate and interact, so that we can diagnose the impact of teachers' feedback in improving the students' performance speaking.

### **3.2.1 The Procedures of classroom observation**

The classroom observation started on February 02<sup>nd</sup>, 2020 in Mohamed Kheider University of Biskra. We have attended four sessions with first year EFL students during the oral expression session. The four sessions that we have attended started at 01:10 a.m. And they took duration of one hour and thirty minutes. In addition, we have dealt with the

group four which consists of (35) Students. Moreover, the observation that had done in the classroom is structured observation through the use of an already prepared checklist.

### **3.2.2 Description of the checklist**

The current checklist composed of eight sections: classroom atmosphere, teacher's role, students' role, time management, students' fluency, students' accuracy, teacher's feedback and students' reactions to teacher's feedback. Each section of them consists of various items. The first section involves a general description of the classroom mood such as the classroom atmosphere, the arrangement of the setting of the classroom. Along with, the second and third sections seek to clarify the teachers' roles and the students' roles. The fourth section is about the time management whether the time is sufficient or not for both the teacher and the students. Furthermore, the fifth and sixth sections comprise several items. The section five tries to explore students' fluency, but section six is concerned with students' accuracy. Then, seventh section indicates the teachers' feedback which consists also of several items. The last section determines students' reactions to teacher's feedback.

The checklist is structured in form of table. The table is divided into eight columns and each column contains one section and each section comprises several items on which the observer puts a tick in the columns depending on what he is observed in the classroom. Additionally, the observer is able to add any comments or remarks in the column specified for the comments.

### **3.2.3 Analysis of classroom observation**

#### **3.2.3.1 Section One: Classroom Atmosphere**

It was observed that the classroom was not clean, yet it was well organized. The papers and rubbishes were thrown on the floor because there was no wastebasket. And this

may cause distraction and suffocation to both teachers and students. So, the teacher may not teach effectively in Frustrating environment and the students may not be able to receive information in such atmosphere.

It was observed that the setting was not totally comfortable and it did not help for the students make their tasks comfortably. This probably why the teacher assigned only when one or two tasks in each session.

It was noticed that the class was not overcrowded because there were only (38) students in the classes unlike the previous years in which there were almost (45) students in each group. This indicates that the administration becomes aware that huge number of students in one class may distract the effectiveness of the students learning and the teaching process as well.

### **3.2.3.2 Section Two: Teacher's Roles**

It was remarked that the teacher prepared the lesson at home before she comes to the classroom in order to be well ready in front her students when introducing the lesson and explaining it. This facilitates the teaching process and helps the teacher to answer efficiently her students' questions.

It was noticed that the teachers did not warm up before starting to introduce his lesson to the students. After she entered the classroom, she asked her students about the last lesson to recapitulate what they have done in the previous session, then she started her lesson immediately. This probably related to the teacher's teaching style.

It was observed that the teacher wrote a topic that she has already prepared at the board and she discussed it with them. Also, the teacher used audio authentic materials to



facilitate the understanding of the subject under discussion which, in turn, raised students' engagement in the classroom because the lesson will not be ambiguous for them.

It was viewed that the teacher managed the time properly. However, concerning students discipline the teacher did not interfere because the students were well disciplined, so the teacher did not need giving orders to create discipline in the class. This reflects that students highly appreciated and respected their teacher.

### **3.2.3.3 Section Three: Students' Roles**

As it was observed, the students were calm during all the sessions that we have attended and they showed a respect to their teacher. This supported what have being observed in section two (statement four).

It was seen that the students did not speak randomly without raising their hands to ask for permission to talk. Also, the teacher gave students equal chances to speak and she did not ignore any one of the students who raised their hands.

It was observed that whenever the teachers gave a task to her students, they do it with a pleasure. This denotes that teachers' choice of tasks was effective since all students liked and enjoyed her performing tasks.

It was noticed that most of students participated and interacted when the teacher gave them a debatable topic. This affirms that first year EFL students were active and engaged in oral expression module. This is likely refers to the teacher's appropriate selection of topic based on their students' needs and level.

It was clearly observed that students did not asked questions, but they waited for the teacher to ask questions in order to participate. This probably means that the teacher way of explanation was highly effective because students grasped the message that the

teacher aimed to convey. This left them with no questions in mind and enables them to find answers to their teacher's posed questions.

#### **3.2.3.4 Section Four: Time Management**

It was observed that the teacher was able to manage successfully her time because the time was enough to complete her lesson in the given time. That is why, there were no pudding of information in students mind.

It was noticed that the teacher provided enough time for her students in order to speak when they raise their hands. Moreover, when students spoke the teacher listened very carefully to what they are saying. Additionally, each student did not interrupt and remained silent when one of their classmates interacts with their teacher.

It was observed that the time was not sufficient to do several tasks, but it allows the teacher to assign one or two tasks during the session. This indicates that the teacher focuses more on explaining the lesson.

#### **3.2.3.5 Section Five: students' Fluency**

During all the session that we have attended, it was noticed that most of the students make pause when they speak English language. This is a sign that most first EFL students lack fluency.

It was observed, most of the students use heavily words like emm, ah,aaa when they interact in the classroom. This means that their use of interjections has been clearly noticed, in turn, this is another important indication of lack of fluency.

As we observed, all students do not talk loudly. Also, when students ask for permission to talk, we observed that the teacher demands from them raising their voices since they were not clear heard.

It was noticed that during all the oral expression sessions that we have attended, students spoke slowly and no one of them was rapid when speaking. This is means that most EFL students are not fluent.

It was observed that few students were always silent and did not participate in any speaking task only when the teacher obliged them to speak. However, some students also were silent students, but they talked in the group works with their classmates.

It was observed that some of the students when seemed restless were talking because they were shy and anxious. However, most of them were comfortable during they performed orally.

#### **3.2.3.6 Section Six: Students' Accuracy**

As it was noticed that, the students spoke English language inside the classroom they did not use the mother language. Also, it was remarked that most of students made grammatical mistakes when they participated; for instance; the use of tenses like: she has a pen instead of she has a pen. This indicates that most of First year EFL students are not grammatically competent in the target language.

As it was observed, most of the students did not produce structured utterances because they made many mistakes during their speech. This is a major indication of their low knowledge of English language grammar.

It was noticed that only few of students who had a good accent. However, the remaining students which were the vast majority had not a clear pronunciation and they were not well understood when they talked.

It was observed that most students used a variety of words to compose a paragraph when the teacher gave them a debatable subject. This indicates that they have an acceptable range vocabulary.

It was noticed that only few students tried to reveal their capacities to show that they are competent by using new expressions when they interacted with their teachers. This indicates that they make efforts outside the classroom in order to ameliorate their level.

### **3.2.3.7 Section Seven: Teacher's Feedback**

As it was remarked, the teacher concentrated on students' behaviors in the classroom. Moreover, she focused highly on their linguistic production. The teacher guides the students and correct their mistakes either orally or written.

As it was observed, the students' errors and mistakes were corrected instantly by their teacher. When students made errors during their performance speaking, the teacher did not wait till the end of the session to correct them but she gave them feedback immediately.

It was noticed that the teacher did not delayed the correction of students' errors till the end the session, but she paid attention to even the small errors that students made when they speak. This indicates that the teacher is aware of the importance of correcting students' information when it is fresh in their mind.

It was remarked that, when the student committed an errors, the teacher corrected it orally and in front of all the students in the classroom in order to make them aware of repeating the same mistake. However, sometimes she gave the correction in both oral and written form, to make the information entrenched in students minds when the error was serious.

As it was observed, teacher used the body language when she gave an oral feedback to her students concerning their speaking performance in the classroom. Besides, the use of her body language facilitated the intended message and encouraged her students to do better in the next time.

As it was noticed, the teacher concentrated more on correcting the errors of the language that the students have already made because she believed that they are beginners; they need to know the structure of language and grammar rules more than to have a good pronunciation. Thus, accuracy gained priority more than fluency.

As it was observed, the teacher praised her students whenever she gave them questions and they answered them correctly, or when they made oral presentations in the classroom. The teacher praised her students to support them to learn more.

It was remarked that the teacher avoided giving negative feedback to her students in order not to make them feel embarrassed. However, she gave them a positive feedback in order to encourage them.

#### **3.2.3.8 Section Eight: Students' Reactions to Teacher's Feedback**

As it was remarked, the teacher corrected the students' mistakes at the moment which they have done it. Most of students accepted the correction of their teachers without any problem. Moreover, most of them did not repeat the same mistake.

It was observed that the majority of students did not feel shy and anxious when the teacher corrected their mistakes instantly. They behaved normally and they discussed with their teacher about their mistakes that they have already done in the classroom.

As it was noticed, when the teacher gave a feedback to her students, all the students stopped talking. Also, they concentrated on what their teacher was saying about the work of each student among them.

As it was remarked, the majority of students participated and interacted with their teacher. On the other hand, when the teacher gave a feedback to their students, they did not seem embarrassed in contrast they reacted in a normal way.

#### **3.2.4 Discussion of the findings of the classroom observation**

Through the analysis of the data gathered from the classroom observation, we have gained valuable findings about the role of teachers' feedback in enhancing EFL learning learners 'speaking. In other word, the analysis of classroom observation displayed the significance of teachers' feedback in improving the speaking performance of learners. To start, we have observed that when the atmosphere of classroom was not clean and the setting was not totally comfortable, most of students could not be engaged in the classroom and they seemed stressed. Accordingly, Daemi, Tahriri and Zafarghandi (2017) noted that the quality of classroom environment impacts learner's self-image, learning and self-confidence; as well as, learners' opinion towards the lesson.

Besides, it was noticed that the teacher has prepared the lesson before she came to the classroom and introduced it as debatable topic. In this regard, Nesari and Heidari (2014) said that making a lesson plan able the teacher to manage effectively his time, resources and efforts. Moreover, it was remarked that the teacher assigned one or two

activities in each session to test the effectiveness of her lesson and to push students participate and interact more in the classroom.

Moreover, the teacher was able to manage her time properly. This is due to lesson planning as asserted above by Nesari and Heidari. The teacher used also audio authentic material in the session; she exposed the students to listen to stories, dialogues and parts from series or films. It is important to say that Akbari and Razavi (2015) claimed that the following researchers: Bacon and Finneman (1990), Miller (2005), Otte (2006) and Thanajaro (2000) emphasized the role of authentic materials in improving EFL learners speaking production.

Another main point, all the students were observed that they were calm and showed respect to their teacher and they behaved politely. This indicates they were mature and aware enough. Most of students participated when the teacher gave them a debatable topic and when she asked them various questions about it. In addition, the majority of them did not ask questions.

Additionally, we have noticed that the time that the teacher and the students have spent to talk in the classroom was sufficient. This indicates that teacher agreed with her students to how manage the time to complete the lesson. She specified certain time for the tasks and activities. After the teacher had completed explaining the lesson to her students, she assigned two speaking activities and she said that they have to answer them after thirty minutes in order to see whether they were concentrated with her or not.

Along with, the majority of students did not speak loudly inside the classroom only if the teacher asked them to raise their voices to hear them. Also, most of them seemed shy and anxious when they spoke and they paused in speaking performance. This indicates their need to master fluency. Fluency is linked to self-confidence, which means

who are not fluent are not self-confident because they worry about what will happen next, if their classmates will laugh on them or not (Genlish, 2020).

Moreover, the students did not use the mother language inside the classroom, they used only the English language, but only few of students who produced well-structured utterances and have a clear pronunciation because it was observed that most of them could not construct structured utterances. Besides, we have remarked that the teacher focused on the student's performance and she gave them an effective feedback by correcting their errors instantly in front of each other in order to learn from the errors of their colleges. Also, she paid attention to students' accuracy more than fluency.

As it was observed, the teacher did not give her students a negative feedback when they make grammatical mistakes during speaking tasks. This ensures that the teacher tried hardly to avoid making students feel embarrassed. This explains why the majority of students accepted teachers' feedback when the teacher corrected their mistakes immediately because she did not wait till the end of the session to correct them.

## **Conclusion**

Through this current chapter we have discussed the field work of the present research study. We have used two data gathering tools, ultimately, students' questionnaire and classroom observation checklist. The data collected from the former are introduced in form of tables and graphs; in addition, all questions are analyzed and at the end a discussion of outcomes is provided. They are analyzed using the qualitative analysis. All the items of the checklist are analyzed in isolation and eventually a discussion of the results of this gathering data tool was done.



## **General Conclusion**

To conclude, this research is an attempt to highlight the role of teachers' feedback in improving EFL learners speaking skill. Accordingly, the main aim of the present study is to attempt to investigate first year EFL students' awareness about the importance of teachers' feedback for the development of their students speaking skill and to explore to what extent can teachers' feedback help students overcome their speaking difficulties.

This research consists of three chapters, the first two chapters are divided to the theoretical background of this research, while the last chapter represents the field work. Through the first chapter, we tried to shed light on the most important elements related to the speaking skill. Initially, we provided general overview about speaking. Later in this chapter, we spot light on speaking as a skill and as a process. Moreover, we shed light on its importance, elements, functions, characteristics; as well as, assessing speaking. In second chapter, we dealt with feedback as a form of teachers' intervention including the definition of feedback and its importance in learning. Then, we displayed the criteria of effective feedback, the three major questions related to feedback, types of feedback, sources of feedback along with students' reactions to giving and receiving feedback. The last element in this chapter is adopting various E. feedback techniques. The third chapter of this research is devoted to the field work which represents the practical part of our research in which we attempted to analyze and interpret and discuss the data collected through the used data collection tools.

In order to check the validity of our research hypothesis and to attain our aims, we conducted a mixed-method approach for which two data collection tools were chosen; namely students' questionnaire and classroom observation. The former was administered to (38) first year students EFL at Biskra Univesrity, who represent the sample of this

research. This sample was randomly selected out of 300 students who composed the whole population. Students' questionnaire is designed to capture whether teachers' feedback is important to enhance their students speaking skill.

Eventually, the classroom observation was held in the University of Biskra, with EFL first year students. It was carried out in (04) sessions. The findings obtained have provided us with deeper insights of how the teachers' feedback helps students improve their speaking performance in the classroom.

In summary, through the analysis and the discussion of the data obtained, the results confirmed the validity of the study's main hypothesis, which asserted that the teachers' feedback may have a positive effect on EFL students' speaking skill.

## **Recommendations and Implications**

From the results obtained out of this research, the following recommendations have been drawn and directed to teachers, students, syllabus designers and administration

### **For teachers**

- Teachers should reduce their talk time and increase students' speaking time.
- Teachers should give the opportunity to all their students to participate and interact in the classroom.
- Teachers should be friendly with their students to encourage them to speak in the classroom.
- Teachers should give a constructive feedback to enhance their students speaking performance in the classroom.
- Teachers should attempt to make their students aware of the significance of the teachers' feedback in improving their students speaking skill.

- Teachers should try to create an engaging environment to motivate students to speak in the classroom.

#### **For students**

- Students should participate and interact with their teachers and their classmates to perform well in oral tasks.
- Students should be aware of the importance of the speaking skill in their educational career.
- Students should attempt to avoid shyness and anxious which effect negatively their speaking performance.
- Students should be consciously aware of the benefits of the teachers' feedback to improve their speaking skill.

#### **For syllabus designers**

- The syllabus designers should give more importance to teachers' feedback within the syllabus.

#### **For administration**

- The administration should provide the needed teaching materials in order to facilitate the process of teaching for teachers and to help the students practice and speak the language through exposure to different authentic recordings and videos then the teachers give them an effective feedback.

## References

- Abdullaeva, U. N. (2018). *characteristics of speaking performance* [written]. Retrieved from <https://scientifictext.ru/images/PDF/2018/DNO-2-24/characteristics1.pdf>
- Akbari, O., & Razavi, A. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 4(5). doi:10.5861/ijrse.2015.1189
- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *international journal of research in english education*, 1(1), 11-15. Retrieved from <http://ijreeonline.com/article-1-23-en.pdf>
- Aubin, C. (2020, May 20). The importance of immediate feedback in learning [Web log post]. Retrieved from <https://www.smartickmethod.com/blog/education/pedagogy/inmediate-feedback/>
- Dewi, D. L. (2004). Sari luoma-assessing speaking (Cambridge language assessment) (2004).pdf [Web log post]. Retrieved from [https://www.academia.edu/36242047/Sari\\_Luoma\\_Assessing\\_Speaking\\_Cambridge\\_Language\\_Assessment\\_2004\\_pdf](https://www.academia.edu/36242047/Sari_Luoma_Assessing_Speaking_Cambridge_Language_Assessment_2004_pdf)
- Gal, V. (2018, May 8). The BIG THREE of teacher feedback [Web log post]. Retrieved from <https://www.sadlier.com/school/ela-blog/the-big-three-of-teacher-feedback-in-education>
- Gilbert, J. (n.d.). Explain the aspects of connected speech (rhythm, assimilation, liaison). Retrieved from <https://www.enotes.com/homework-help/explain-aspects-connected-speech-rhythm-1138686>
- Hardavella, G. (2017). How to give and receive feedback effectively. *researchGate*, 13(4), 327-333. doi:10.1183/20734735.009917

- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112. Retrieved from DOI: 10.3102/00346543029848
- Hawkins, C. C. (2015, May 8). *Delivery of balanced and effective feedback to your student* [pdf]. Retrieved from [https://cdn.ymaws.com/www.kpta.org/resource/resmgr/2015-08\\_CI\\_Course/Feedback\\_Presentation\\_\\_2015\\_.pdf](https://cdn.ymaws.com/www.kpta.org/resource/resmgr/2015-08_CI_Course/Feedback_Presentation__2015_.pdf)
- How students learn: Introduction. (n.d.). Retrieved from <https://lo.unisa.edu.au/mod/book/view.php?id=610988&chapterid=120209>
- Interacting with others. Retrieved from file:///E:/speaking/speaking/Bygate%20Martin.-Language%20Teaching\_%20Speaking.pdf
- McLeod, S. (2008). Information processing. Retrieved from <https://www.simplypsychology.org/information-processing.html>
- Marriem webstar online dictionary - *Google search*. (n.d.). Retrieved from [https://www.google.com/search?q=\(+marriem+webstar+online+dictionary\)%2C%2C&oq=\(+marriem+webstar+online+dictionary\)%2C%2C&aqs=chrome..69i57j0l7.722j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=(+marriem+webstar+online+dictionary)%2C%2C&oq=(+marriem+webstar+online+dictionary)%2C%2C&aqs=chrome..69i57j0l7.722j0j4&sourceid=chrome&ie=UTF-8)
- Naghsh Daemi, M., Tahriri, A., & Mahdavi Zafarghandi, A. (2017). The relationship between classroom environment and EFL learners' academic self-efficacy. *International Journal of Education and Literacy Studies*, 5(4), 16. doi:10.7575/aiac.ijels.v.5n.4p.16
- Nasari, A. J. (2014). The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes. *Providing feedback for student learning* [pdf]. (n.d.). Retrieved from <https://evaluate.curtin.edu.au/local/docs/5providing-feedback-for-student-learning.pdf>

- Rao, P. S. (2018). The role of teachers in developing speaking skills in English language classrooms. *ACADEMICIA: An International Multidisciplinary Research Journal*, 8(12), 5. doi:10.5958/2249-7137.2018.00068.x
- Raynolds, L. (2013, June 11). Giving student feedback: 20 tips to do it right [Web log post]. Retrieved from <https://www.opencolleges.edu.au/informed/features/giving-student-feedback/>
- Richard, N. (2019, October 4). What is connected speech and what are its characteristics? Retrieved from <https://www.thoughtco.com/what-is-connected-speech-1689790>
- Richard, N. (2020, February 12). What is speaking? Retrieved from <https://sintasriwahyuningsih.blogspot.com/2014/07/what-is-speaking.html>
- Richards, J. C. (n.d.). developing classroom activities; from theory to practice. The importance of speaking skills [Web log post]. (2020, April 28). Retrieved from <https://www.geraldgillis.com/importance-speaking-skills/>
- The speaking process [Web log post]. (n.d.). Retrieved from <http://mydearbaby-babylove.blogspot.com/2009/04/speaking-process.html>
- Sarosdy, J., Bencze, T. F., Poor, Z., & Vadnay, M. (2006). *Applied linguistics I.: For BA students in English* [pdf]. Retrieved from <https://b-ok.africa/book/2698271/933417>
- Tasdemir, M. S., & Yalcin Arslan, F. (2018). Feedback preferences of EFL learners with respect to their learning styles. *Cogent Education*, 5(1). doi:10.1080/2331186x.2018.1481560
- Turki, Z. H. (2015). *Investigating the demotivating factors affecting the EFL learners' speaking skill* (Master's thesis, Mohamed kheider university , Biskra, Algeria). Retrieved from <http://archives.univ-biskra.dz/bitstream/123456789/5849/1/Zahia%20Hiam%20TURKI.pdf>

What is speaking? [Web log post]. (2014, 23). Retrieved from

<https://sintasriwahyuningsih.blogspot.com/2014/07/what-is-speaking.html>

Why do learners fail to achieve fluency in English? [Web log post]. (2017, March 24).

Retrieved from <https://genlish.com/learn-english/articles/learners-fail-achieve-fluency-english/>

Zainul, H. (n.d.). Fluency vs accuracy in the teaching of English. Retrieved from

[https://www.academia.edu/6775879/Fluency\\_vs\\_Accuracy\\_in\\_the\\_Teaching\\_of\\_English](https://www.academia.edu/6775879/Fluency_vs_Accuracy_in_the_Teaching_of_English)

# **Appendices**



**Appendix n°1: Students' Questionnaire**  
**A Questionnaire for First Year EFL Students at Biskra**  
**University**

Dear Student,

You are kindly requested to answer the following questionnaire, which is a tool to collect information (data) for the accomplishment of my master dissertation, which is about "The Role of Teacher's Feedback in Enhancing EFL Learners' Speaking Skill". Your contribution will be of great help for the success of this research work. Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time, effort and cooperation**

**Prepared by:**

LAKHDARI Saadia

**Supervised by:**

Dr. SALHI Ahlam

2019-2020

## Section One: Personnel Information

**Q1.** Would you specify your gender please?

a) Female

b) Male

**Q2.** The choice of learning English at university was:

a) Your own choice

b) Your parents' choice

c) Someone's advice

If it is your own choice, is it because:

a) You need it for educational and research purposes

b) Your job role requires it

c) You need it for online purposes

d) You need it for traveling purposes

e) You need it because it is a global language

f) All of them

Others, please specify

.....  
.....

**Q3.** Do you like learning English language?

a) Yes

b) No

Justify your answer please

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

## Section Two: First Year EFL Students' Attitudes towards Speaking in English

**Q4.** How do you find learning English?

- a) Easy
- b) Difficult
- c) So difficult

Justify your answer please

.....

.....

.....

**Q5.** Which of the following language learning skills you would like to improve most?

- a) Reading
- b) Listening
- c) Writing
- d) Speaking

**Q6.** In your opinion, mastering the speaking skill means:

- a) Speaking with fluency
- b) Speaking with accuracy (correctness)
- c) Both of them

Others, please specify

.....

.....

**Q7.** Do you find speaking in English:

- a) Easy
- b) Very easy
- c) Difficult
- d) Very difficult





Others

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

**Q14.** Does your teacher correct you when making a speaking mistake?

- a) Yes                       b) No

If yes, does s/he correct you

- a) Instantly   
b) After you finish your speech

**Q15.** How do you feel when your teacher corrects your speaking mistakes?

- a) You accept them easily   
b) You feel motivated   
c) You feel embarrassed   
d) You become anxious

Others, please specify

.....  
.....

**Q16.** How often does your teacher correct your speaking mistakes?

- a) Always       b) sometimes       c) Rarely       d) Never

**Q17.** How do you consider teacher's feedback?

- a) Very important       b) Important       c) Not important at all

Whatever your answer is, please justify

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

Q18. Does the teacher's feedback improve your speaking performance?

a) Yes

Explain please

.....

.....

.....

**Thankyou for your time, effort and collaboration**

## Appendix n°2: Classroom Observation

### Observation Checklist for Teacher's Feedback

**Teacher:**

**Session:**

**Observer:**

**Time:**

**Class to be observed:**

**Date:**

**OBS:** Observed

**N.OB:** Not Observed

Items to be observed	Characteristics	OBS	N.OB	Comments
<b>Classroom atmosphere</b>	-The classroom is clean and organized appropriately so that it encourages the use of different tasks.			
	-The setting is comfortable that helps students do their tasks at ease.			
	-The class is overcrowded			
<b>Teacher's roles</b>	-The teacher prepared the lesson			
	-The teacher warms up before starting the lesson			
	-The teacher gives the students the opportunity to choose the topic of the discussion.			
	-The teacher manages the class (time, discipline, order..)			
<b>Students' roles</b>	-Students are calm and show respect to the teacher.			
	-Students ask for permission before talking			
	-Students show positive attitude to do their tasks.			
	-Students interact and participate			
	-Students ask and answer questions			
<b>Time management</b>	-Teacher's talking time is sufficient			
	-Students' talking time is sufficient.			
	-There is enough time for the tasks and activities.			
<b>Students' fluency</b>	-Students pause when they talk.			
	-Students use interjections (uh, emm, ah...)			
	-Students speak loudly.			
	-Students speak slowly.			



	-There are silent students			
	-There are shy and anxious students			
<b>Students' accuracy</b>	-Students use first language.			
	-Students use correct grammar.			
	-Students produce well structured utterances			
	-Students have a clear pronunciation.			
	-Students use a variety of words.			
	-Students use new expressions.			
	<b>Teacher's feedback</b>	-The teacher pays attention to students.		
-The teacher corrects students' errors immediately.				
-The teacher corrects students' errors at the end of the task.				
-The teacher reacts to students' errors orally.				
-The teacher uses body language (gestures)				
-The teacher focuses on accuracy more than on fluency.				
-The teacher praises students.				
-The teacher uses negative feedback.				
<b>Students' reactions to teacher's feedback</b>	-Students accept teacher's feedback and correct their mistakes.			
	-Students feel shy and anxious.			
	-Students stop talking.			
	-Students feel embarrassed.			

## الملخص

يعاني اغلب طلبة اللغة الانجليزية في الجزائر من ضعف أدانهم في التحدث بهذه اللغة في القسم ويسعون جاهدين للتغلب على هذه المشكلة التي تؤثر بشكل كبير على أدانهم الشفهي. لذلك فان الهدف من البحث الحالي هو التحقيق في وعي طلاب السنة الأولى شعبة لغة انجليزية حول أهمية ملاحظات المدرسين في تطوير مهارة التحدث لديهم. و بالتالي، طرحنا فرضية أن ملاحظات المدرسين قد يكون لها تأثير إيجابي على مهارة التحدث لدى طلاب اللغة الإنجليزية ووفقاً لذلك تم الاعتماد في هذه الدراسة على النهج المختلط . من أجل اختبار التحقق من صحة فرضيتنا، تم اختيار أداتين لجمع البيانات. تم توزيع استبيان على ثمانية وثلاثين (38) طالباً سنة أولى جامعي تخصص لغة إنجليزية بجامعة بسكرة تم اختيارهم عشوائياً لاستكشاف إلى أي مدى يمكن أن تساعد ملاحظات المدرسين الطلاب في التغلب على صعوبات التحدث لديهم وأيضاً أخذ أجوبة لهذا البحث . بالإضافة إلى ذلك، أجريت عملية ملاحظة احد صفوف طلاب سنة أولى لغة إنجليزية بنفس الجامعة بسكرة من أجل تحديد الوقت المناسب لتقديم ملاحظات تصحيحية وكيفية تفاعل طلاب السنة الأولى مع ملاحظات مدرسيهم. من النتائج المكتسبة من أداتي جمع البيانات، يمكن أن نستنتج أن ملاحظات المدرسين مهمة في التأثير على مهارة تحدث طلاب سنة أولى شعبة لغة انجليزية . وهكذا أكدت تلك النتائج صحة الفرضية. في النهاية هذا البحث تم اقتراح بعض التوصيات اعتماداً على نتائج الدراسة.

أهم المصطلحات: ملاحظات المعلمين، مهارة التحدث