



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Khider University of BISKRA

Faculty of Arabic Language Arts and Foreign languages

Department of English

**The Role of Teachers' Oral Corrective Feedback in Enhancing
EFL Learners' Speaking Skill**

The Case of First Year Learners at Mohamed Khider University of Biskra

**A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for a Master Degree in n Sciences of the Language**

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JUNE 2023

Dedication

First and foremost, we thank ALLAH for everything and for giving us strength and capacity to complete this work.

I dedicate this work to:

My parents, whose unwavering support and love have been a constant source of motivation throughout my academic journey.

My dear siblings, friends, and others who have been there for me with their friendship, understanding, and encouragement, making this journey more enjoyable and meaningful.

Without the support and contribution of these individuals, this work would not have been possible. I am forever grateful for their presence in our lives.

Acknowledgement

Thanks to Allah for helping us completing this work

Special thanks go to:

My supervisor whose guidance, expertise, and encouragement have played a vital role in shaping this research and pushing me to strive for excellence.

I would like to extend my sincere appreciation to the examiner and chairperson for their dedication and commitment to the advancement of knowledge in this field. Their valuable input has undoubtedly contributed to the overall success of this research endeavor.

Once again, I express my heartfelt gratitude to my supervisor, the examiner, and the chairperson for their invaluable support and guidance throughout this research journey. Their contributions have been instrumental in shaping this work and have played a vital role in my personal and academic growth.

Abstract

English language proficiency holds significant value in today's globalized world. However, developing effective speaking skills poses challenges for English as a Foreign Language (EFL) learners, requiring teacher interventions. This study investigates the impact of teachers' oral corrective feedback on students' speaking abilities and identifies the most effective feedback types. It also provides guidelines for delivering feedback. Through mixed-method research involving questionnaires and classroom observations, the study examines students' perspectives on the importance of oral corrective feedback and its positive effects on their speaking skills. The sample population consists of first-year English students at Mohamed Khider University of Biskra. The research questions explore students' views on feedback importance and its effects on speaking abilities. The hypotheses propose that students have positive attitudes toward teachers' oral corrective feedback, motivating them to improve their speaking performance. Additionally, implementing appropriate corrective feedback significantly enhances students' speaking proficiency and academic achievements. This research aims to enhance EFL learners' oral performance, promote positive feedback attitudes, emphasize motivation and classroom interaction, and provide insights for EFL teachers to improve speaking abilities among learners.

Keywords: English as a Foreign Language (EFL) learners, Speaking skills, Oral corrective feedback, Motivation, Classroom interaction, EFL teachers.

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General Introduction

1. Background of the study

English is one of the most widely spoken languages and has even become one of the official languages of communication in the Arab world, where it has become necessary for people to speak it. Speaking is one of the most important skills to develop when learning English, especially for English as a Foreign Language learners who must interact with one another in class. However, they may face some challenges during their discussions by repeatedly making mistakes, to avoid this, the teacher should intervene by giving oral corrective feedback, which will help the students improve their speaking performance by directly correcting their mistakes.

Feedback in the teaching/learning process represents the teacher's role in correcting students' mistakes, reinforcing, and confirming if they are correct, its importance lies in contributing significantly to improving the performance of students within the classroom. Negative feedback and negative evidence are two alternatives for corrective feedback where negative evidence refers to corrective feedback given right away after a child makes a grammatical mistake in the form of a correct. While a non-specific signal about the child's utterance's grammaticality equates to negative feedback, scholars are not usually concerned about their differences. Corrective feedback is any type of response or move the teacher makes to warn the learner about the presence of an error (Kartchava, 2019).

Oral corrective feedback is a type of corrective feedback that occurs when the teacher makes corrections to repair ill forms of linguistic units used in speaking (Mufidah, 2018). Teachers may give corrective feedback to their students without knowing how it affects their performance; therefore, the teacher should be involved whenever a student makes an error and provide the necessary feedback immediately after the error occurs. Teachers may provide inappropriate oral corrective feedback to students, which can impair their performance, due to psychological problems as well as how frequently teachers provide feedback and the timing of feedback provided.

2.Statement of the problem

Chaudron (1977) defines oral corrective feedback as "any reaction of the teacher that clearly transforms disapprovingly refers to, or demands improvement of the learner utterance". Teachers' oral corrective feedback is an essential part of the teaching/learning process, as students are expected to speak and interact more in the classroom. Students make mistakes and errors, this is where the teacher's role as a feedback provider comes into play by providing feedback to prevent them from making the same mistakes. As a result, the primary concern in this study is the effect of the teacher's oral corrective feedback on students' oral performance improvement, as well as whether it is truly beneficial to improve their speaking skills. Moreover, students may be afraid to participate in class in order to avoid receiving oral feedback. However, the present research shows that giving students oral corrective feedback helps them overcome the challenges of oral performance and easily develop their speaking abilities, without decreasing their motivation to speak.

3.Aim of the study

The study intends to investigate the impact of teachers' oral corrective feedback on the development of student's speaking abilities. It also focuses on identifying the most effective types of corrective feedback for improving speaking skills and providing teachers with guidelines on how and when to provide corrective feedback. Furthermore, it emphasizes the importance of feedback in the teaching-learning process and aims to raise awareness of its importance among students and teachers. Finally, this study suggests that using effective corrective feedback techniques can help to activate the teaching process and boost students' motivation to learn.

4.Significance of the study

The study attempts to improve EFL learners' oral performance and speaking abilities through teachers' oral corrective feedback, and shows its extensive positive effect on learners' accuracy, fluency, and proficiency. Aside from providing knowledge about different criteria of oral corrective feedback, and working to increase students' motivation to speak. It is also important to build students' positive attitudes toward accepting various types of feedback. Furthermore, this study sheds light on the various types of oral corrective feedback and how they can be used effectively in the classroom to promote the learning process. The study also

emphasizes the importance of motivation and classroom interaction in improving learners' speaking skills, enhancing their oral abilities, and fostering learners' confidence.

5. Research questions

- Does teachers' oral corrective feedback have a positive effect on students' speaking abilities?
- What is the students' perspective towards the importance of oral corrective feedback in enhancing their oral performance?

6. Hypothesis

- We hypothesize that first-year students have positive attitudes toward teachers' oral corrective feedback, which motivates them to improve their speaking performance.

7. Research Methodology and Data Gathering Tools

In order to conduct the current study, a mixed-method will be used through designing of two questionnaires that will be handed to both EFL teachers and students for the sake of investigating students attitudes and perspectives toward their teachers' oral corrective feedback, and investigating teachers perceptions about the effectiveness of feedback in enhancing learners communicative skills. The collected data are intended to identify the most effective types of oral corrective feedback and how and when it should be provided. In addition to classroom observation at the level of first-year LMD in the department of English at the University of Biskra of the academic year 2022/2023.

8. Structure of the Study

The research is divided into three main chapters. The first two chapters will focus on the theoretical aspects of the study, while the third chapter will address the practical aspect. Chapter one will be further divided into two sections. The first section will delve into speaking skills, encompassing their definitions, characteristics, different aspects, elements, and importance. The second section will center around classroom interaction. Moving on to chapter two, it will primarily explore teachers' corrective feedback & motivation, encompassing their definitions, different types, criteria, and effectiveness. The third chapter will encompass the practical component of the study, involving the analysis of data collected from questionnaires completed by students and teachers, as well as classroom observations. The findings derived from this analysis will be presented and discussed within this chapter.

Chapter One

Speaking Skill

&

Classroom Interaction

Introduction to the chapter

The first chapter of this thesis centers on the critical skills of speaking and classroom interaction in the context of language learning. Effective communication in any language relies heavily on the ability to speak confidently and fluently. In this chapter, we will comprehensively explore the various aspects of speaking, including vocabulary, grammar, fluency, pronunciation, and comprehension. Additionally, we will investigate the different types of speaking, ranging from imitative to interactive, and emphasize the importance of honing this skill to achieve better communication. Furthermore, we will scrutinize the common difficulties that learners typically face when trying to improve their speaking abilities, such as psychological and linguistic factors. To overcome these hurdles, learners can employ different oral communicative strategies, including paraphrasing, word coinage, and cooperative strategies.

Moreover, classroom interaction is another crucial component of language learning. We will provide a clear definition of classroom interaction and underline its significance in promoting communication and collaboration among learners. We will also discuss the different types of classroom interaction, such as teacher-learner and learner-learner interaction, and analyze their roles in facilitating learning. Finally, we will review the different activities that teachers can utilize to promote interaction and enhance speaking skills in the classroom. Through this chapter, both learners and teachers can develop a deeper understanding of the importance of speaking skills and classroom interaction in language learning.

1.1. Definition of the Speaking Skill

Language is a form of communication between humans that can be spoken or written. Although speaking is the most common skill among people, not everyone possesses it. This skill requires practice in order for the individual to express his needs, communicate with others, and understands them.

Speaking is an important skill to develop when learning English. Speaking is an activity in which people express themselves in a specific situation by using verbal and nonverbal symbols in a specific language. Hornby (1995) states that "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.". Speaking involves more than just making sounds and saying words. It also

involves using body language and other nonverbal cues like facial expressions and gestures to help get a message across. This happens in different situations, like when people are from different cultures, languages, or in social settings. Speaking's main goal is to help people understand and share ideas and feelings. It is not just about giving information, but also about expressing emotions and opinions.

According to Thornbury (2005), speaking is an activity in real life carried out by a speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned, and their continuity is based on situations. Speaking is a collaboration between two or more persons in a shared time and context to communicate opinions, information, or emotions. This means that this activity must involve two or more participants who are capable of interacting with the intent of communicating with others. In addition, Nunan (1999) indicates that speaking requires that learners not only know how to produce specific points of language, such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language. Furthermore, speaking is an interactive process that involves the exchange of information in order to express one's opinions, feelings, and ideas.

1.2 .Aspects of Speaking

Learners must pay attention to these aspects in order to improve their speaking skills, because they influence how they speak. According to Brown (2004), speaking skills must include five components: vocabulary, grammar, fluency, comprehension, and pronunciation (p. 172-173).

1.2.1.Vocabulary

Developing vocabulary is crucial because having the right words is essential to express our thoughts effectively. According to (Harmon, Wood, & Keser, 2009) vocabulary development is a significant aspect of language learning for learners. EFL students face challenges due to the lack of vocabulary, which prevents them from conveying the meaning they intend to communicate. Therefore, teachers should explain the meaning, spelling, and pronunciation of words to help learners build their vocabulary since it is the knowledge of the meanings of words.

1.2.2. Grammar

Grammar is required not only for written language but also for spoken language. In order to be accurate, students must convey information in a way that the listener will recognize and understand. According to (Harmer, 2001) The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (p.12). Furthermore, (Batko, 2004) defines grammar as "the fundamental principles and structure of the language, including clear and correct sentence construction and proper word forms" (p.24). Students must understand that developing well-structured and related sentences is critical to improving their speaking ability.

1.2.3. Fluency

Fluency is the degree to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on (Baily, 2005). Students are fluent when they can speak for an extended period of time without pausing, with good pronunciation and word choice. Moreover, Mistakes are allowed as long as students demonstrate a clear connection between each point.

Thornbury (2005) argues that in order to be fluent, the speaker must occasionally pause in order to not make the listener lost. It is concluded that for students to achieve effective communication, they must read aloud to be exposed to new vocabulary and learn how to pronounce words correctly.

1.2.4. Pronunciation

Pronunciation is the way in which language is spoken; the way in which a word is pronounced; the way a person speaks the words of the language (Hornby, 1987). It is a way for students to produce clearer language when they are speaking, which is an important aspect of making the communication process understandable. In addition to phonemic awareness, it requires comprehension of the small units that comprise spoken language. Learners can develop this ability by playing language games, using songs, and poems to reiterate rhythm and repetition.

1.2.5.Comprehension

Comprehension refers to participants fully comprehending the nature of the research project, even when procedures are complicated and risky (Cohen et al., 2005). As a result, learners must understand the conversation being discussed.

1.3 .Types of the Speaking

Brown (2004) defined five types of speaking based on the intentions of the speaker: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

1.3.1.Imitative

It is repeating a short section of language and concentrating on pronunciation. The student simply attempts to repeat words, sentences, or phrases given by the teacher to participate in an interactive conversation. Its purpose is not to convey meaning, but rather to ensure proper pronunciation. Meaning that imitative practice is when language learners repeat sounds, words, and sentences they hear in the target language. This is a helpful way to improve speaking skills because it helps learners get used to the correct pronunciation and accent. It's especially useful for those who are learning a language with different sounds than their native language. Practicing imitating the sounds and intonation can help learners develop muscle memory and improve their pronunciation. Imitative practice can also boost confidence by providing a safe and controlled environment for learners to practice speaking. It can be combined with other language learning activities like listening and reading comprehension to create a well-rounded language learning experience.

1.3.2.Intensive

This type requires short-sentence productions and shows specific grammatical or lexical mastery achievement. Speakers should provide short stretches of discourse (no more than a sentence) demonstrating their linguistic abilities at a particular level of language, according to Brown (2010). Understanding the meaning is critical in this form of communication.

This technique is a way to test how well a person can repeat sentences or phrases in a language they are learning. The teacher gives the learner a sentence or phrase to repeat, and the goal is to see how well they have learned the grammar and vocabulary of the language. This technique is useful for checking if the learner can use the correct grammar structures and

vocabulary and for measuring their fluency in the language. However, it's important to remember that understanding the meaning of what is being repeated is also important, as the focus is on accuracy while still comprehending what is being said.

1.3.3.Responsive

It simply means having a brief conversation. responsive speaking requires students to be creative while working with limited utterance lengths. It enables them to converse with one or more interlocutors. this type of speaking includes question and answer, giving instructions and directions, and paraphrasing.

Responsive speaking is a way for learners to practice communicating in real-life situations. It involves various language functions like asking and answering questions, giving instructions, and paraphrasing. This type of speaking can be helpful for learners who want to improve their ability to use the target language in daily life scenarios such as ordering food or asking for directions. An important benefit of responsive speaking is that it provides learners with instant feedback from the interlocutor. The interlocutor can correct mistakes and guide how to improve communication skills. This can build confidence in learners and encourage them to communicate more effectively in the target language.

1.3.4.Interactive

Interactive speaking is a type of speaking that involves more than two interlocutors and is more interpersonal than transactional. This type of speaking requires learners to engage in long stretches of discourse, such as interviews, role-plays, discussions, and oral presentations. The goal of interactive speaking is to provide opportunities for learners to practice their communication skills in complex and realistic settings while assessing their ability to produce detailed and extended conversations. In this type of speaking, learners exchange ideas, give opinions, negotiate, and demonstrate their ability to listen actively and respond appropriately. It also requires learners to use strategies to keep the conversation flowing, which helps them build confidence in their ability to communicate effectively in various social and professional contexts.

1.3.5.Extensive

Extensive speaking is a formal type of speaking that mainly involves storytelling, long speeches, and oral presentations. It requires the speaker to deliver a monologue with minimal

verbal interaction using a formal register. These types of speaking tasks typically involve complex, relatively long stretches of discourse and require extensive preparation.

To succeed in extensive speaking, learners need to have a clear understanding of the topic and the audience. They must plan and structure their speech or presentation in an engaging and informative way while also using non-verbal communication such as gestures and facial expressions to enhance their message.

To develop extensive speaking skills, learners need to practice delivering speeches or presentations in a target language. They should also receive feedback from their instructors or peers to identify areas for improvement. This feedback can help learners refine their delivery, adjust their tone and pace, and use appropriate language features to communicate their message effectively. Developing extensive speaking skills can help learners to communicate their ideas persuasively in a range of contexts, such as academic or professional settings.

1.4 .Importance of Speaking

Speaking is the primary form of linguistic communication for humans, and it is a means for individuals to fulfil themselves through interaction with others. According to, it is the most important aspect of linguistic practice and its uses. Speaking skills have become essential for students of all academic levels as they seek to highlight their abilities, clarify their ideas, and gain confidence.

Speaking skills can be difficult to master; therefore, teachers should encourage students to speak and participate in discussions and debates as much as possible in order to express themselves and their ideas, build their vocabulary, and listen to and understand different points of view.

Speaking appears to be the most important of the four skills, according to Ur (1996). As a result, students in EFL classes anticipate using the speaking skill more than the other skills because it represents language in use. Furthermore, if EFL learners master the speaking skill, they will be able to easily master all of the other language skills.

Brown and Yuke (1983) state that "Speaking is the skill that the students will be judged upon most in real life situations". Any language learner should make learning the speaking skill of a foreign language a top priority.

1.4.1.Speaking Difficulties

Nunan (1991) says "for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and its success is measured in terms of the ability to carry out a conversation in the language".

EFL learners frequently struggle with speaking, especially if they do not have the opportunity to speak English outside of the classroom. According to Zhang (2009), speaking is the most difficult skill for the majority of English learners to master, and they are still unable to communicate orally in English. These problems are caused by linguistic and psychological factors.

1.4.1.1.The linguistic Factor

Fluently and accurately speaking a foreign language can be a complex task that requires various skills. EFL learners commonly experience difficulties related to the linguistic factor, which pertains to grammar, vocabulary, and pronunciation - the fundamental components of any language. When speaking, these linguistic elements can create obstacles for EFL learners as they try to convey their thoughts and ideas in a concise and logical manner. Thus, it is crucial to deeply analyze the linguistic factor to determine its effects on EFL learners' speaking abilities and to devise effective methods for overcoming this challenge.

1.4.1.1.1.Lack of Vocabulary

EFL learners face difficulty with selecting the appropriate words to express their ideas correctly. Harmer (1991) states: "if language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh". As a result, a lack of vocabulary hinders and limits the students' ability to speak. Thus, vocabulary development plays a vital role in making the transition from an intermediate to a more advanced level of language proficiency.

1.4.1.1.2Grammar Mistakes

Grammar is defined by Batko, Ann, and Rosenheim (2004) as the basic rules and framework governing a language, encompassing the use of accurate sentence constructions and appropriate vocabulary. Students make mistakes because they have different understandings of grammar, so it is critical to understand grammar and its meanings.

Ellis (1994) explains that mistakes made by language learners are a result of not knowing the correct structure and indicate gaps in their knowledge. These errors can have an impact on students' ability to perform in the classroom and impede their development.

1.4.1.1.3.Pronunciation Mistakes

Berry (2021) posits that for effective communication, EFL students must have a clear understanding of the sound system, which consists of various speech units that must be articulated accurately and clearly. It is only by comprehending these units collectively that EFL learners can improve their pronunciation skills and communicate effectively in the target language.

The better the students' pronunciation is, the more confident they will be. It affects one's self-esteem because it shows a side of confidence, which is why pronunciation has always been perceived as a difficult area by EFL learners, aside from mother-tongue interference, which leads to mispronouncing certain phonemes and incorrectly using word stress... As it is known that the ability to speak English entails proper pronunciation and intonation, some EFL learners prefer to remain silent rather than speak.

1.4.1.2.Psychological Factors

When it comes to speaking a foreign language fluently, learners must not only focus on improving their grammar, vocabulary, and pronunciation, but also need to address the psychological obstacles that may impact their speaking skills. Specifically, fear of making mistakes, mother tongue interference, and lack of confidence are some of the primary psychological factors that hinder English as a foreign language (EFL) learners' ability to speak confidently and fluently.

1.4.1.2.1.Fear of Making mistakes

The main reason that makes students afraid of making mistakes is to avoid the negative reactions of their peers and teachers. It becomes nearly impossible to improve spoken English simply because students do not speak the language enough to avoid feeling embarrassed or laughed at, which causes them to be anxious about how they will be judged. Ur (2000) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy

of the attention that their speech attracts” (p. 121). And this works on increasing anxiety and decreasing self-confidence.

It is common for students to make errors while learning. However, it is crucial for teachers to foster a supportive learning environment where students are encouraged to make mistakes and view them as a natural part of the learning process. This approach can help students build their confidence, take risks, and learn from their errors without fear of negative consequences.

1.4.1.2.2. Mother Tongue Interference

The issue of how a learner's first language affects their ability to learn a foreign language has been around for many years. Using their first language can make it difficult for learners to acquire the target language, as they often find it easier to rely on what they already know. According to Beardsmore (1982), this can cause problems in areas like pronunciation, vocabulary, and grammar. While using their first language may seem helpful at first, it can actually hinder a learner's ability to become fluent in the target language. To solve this problem, teachers should create an environment that encourages the use of the target language and discourages the use of the first language. This will help learners overcome interference from their first language and improve their overall proficiency in the second language.

1.4.1.2.3. Lack of Confidence

For students, mastering English speaking has never been an easy task due to the amount of effort required to produce acceptable words and utterances. Low confidence, low self-esteem, and unmotivated learners are often uncomfortable; they struggle to speak English, which negatively impacts their performance in classroom activities. According to Yashima; Zenuk & Shinizu (2004) argued that “self-confidence made learners engage in different oral activities” (p.65). This means they must be flexible and at ease, in any situation, they may encounter in class.

Teachers should be aware that their actions and feedback have a direct impact on students' self-esteem. As a result, they must motivate and boost their motivation and confidence in speaking English.

1.5.Oral Communicative Strategies

EFL students use communication strategies to overcome communication difficulties that affect their speaking performance.

(Tarone, Cohen, & Dumas, 1976) defined communication strategy as the learner's systematic attempt to express or decode meaning in the target language when the appropriate systematic target language rules have not been formed. There are two type of communication strategies, according to Bygate (1987), can be stated as follows:

Achievement strategies include: guessing strategies, paraphrasing strategies, and cooperative strategies. And reduction strategies involve avoidance strategies.

1.5.1.Achievement Strategies

Learners use this strategy to carry on their communication, despite difficulties they face in conveying the message due to the lack of linguistic resources. Achievement strategies are in contrast to reduction strategies, in which students are willing to take risks in order to achieve their communication goals. It includes three types of these strategies which are: guessing strategies, paraphrasing strategies, and cooperative strategies.

1.5.2.Paraphrasing Strategies

This strategy is used when the learner wants to find an alternative way to express the idea by looking for synonyms or more general words. paraphrasing strategies include three types which are :

1.5.3.Approximation

It is using an alternative expression that the learner knows is incorrect but has enough semantic similarities, but it may not express exactly what it means. For example, "bird" for "owl" or "pipe" for "water pipe".

1.5.4.Circumlocution

It is a communication strategy that a learner may use to bridge a vocabulary gap by attempting to convey the intended meaning in multiple words rather than just one, such as a type of vehicle, something we use to....., it has four legs.

1.5.5. Word Coinage

"The learner makes up a new word in order to communicate a desired concept". S/he invents a new target language word based on her/his knowledge of the language, for instance, 'fish zoo' for 'aquarium'.

1.5.6. Guessing Strategies

When the speaker wants to replace a missing expression, s/he can use foreignizing, code-switching, or literal translation as guessing strategies.

1.5.7. Foreignizing

It means that the speakers use a word from their mother tongue language by phonologically and/or morphologically adjusting it to L2.

1.5.8. Code-switching

refers to a situation in which a learner uses a language item or dialects other than the language used in the discourse throughout a single conversation.

1.5.9. Literal Translation

The learner literally translating a lexical item from the native language to the target language, for example, 'Electrical stairs' for 'escalator'.

1.5.10. Co-operative Strategies

If a learner encounters a communication problem, he or she may seek assistance from interlocutors for direct or indirect translation of a word from the mother tongue language. In this strategy, the speaker and listener co-operate together.

1.5.11. Reduction Strategies

Bygate (1987) defines reduction strategies as "strategies that involve the speaker in reducing his communication objective" (p. 47). Learners use a reduction strategy when they have poor linguistic or strategic competence. Therefore, they attempt to reduce their communication goal. Message abandonment and topic avoidance are part of this strategy.

1.5.12. Topic Avoidance

Learners avoid discussing concepts and try to change the topic that they find difficult to express by avoiding problematic language due to a lack of information and vocabulary.

1.5.13. Message Abandonment

It refers to leaving a message unfinished because of a linguistic barrier, such as a lack of a structural or linguistic item. Learners simply chose to remain silent, which means cutting off the communication. According to Faerch and Kasper (1983), "the learner stops mid-sentence, with no appeal to authority to help finish the utterance" (p, 44).

2.1. Definition of Classroom Interaction

Classroom interaction is a process that involves the exchange of ideas, information, and feedback between students and teachers, which means it is a collaborative effort in which the teacher interacts with the learners and the learners among each other. This can include whole-class discussions, small group work, or one-on-one conversations. Interaction is essential in EFL classrooms since it is an approach to teaching a foreign language because it is a form of communication between the instructor and the students. According to Brown (1994), "interaction is, in fact, the heart of communication; it is what communication is all about" (p. 165). In other words, interaction is an exchange that people do collectively. Nunan and Carter (2001) add that "classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom" (p .120). It means that interaction and communication are mutually beneficial.

Chaudron (2007) states that "classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning, and feedback" (p.24). Classroom interaction provides an environment that fosters verbal and nonverbal messaging based on learners' cooperation. Through various forms that Chaudron mentioned above, can help promote critical thinking, problem-solving skills, and active engagement and participation. In addition, to improving academic outcomes and maintaining a more positive learning environment among students.

2.2 .The Aspects of Classroom Interaction

Runmei Yu (2008) suggests that classroom interaction can lead to successful learning through three key elements: collaborative dialogue, negotiation, and co-construction. These components not only improve language skills but also contribute to students' personal and cognitive growth. Additionally, these elements can activate various internal developmental processes that are only accessible when students work cooperatively with one another.

2.2.1.Collaborative Dialogue

Collaborative dialogue is a significant mode of interaction between individuals working together to create new ideas or knowledge. In the classroom, it plays an important role in the teacher-student relationship. According to Runmei Yu (2008), classroom interaction is an example of collaborative dialogue where individuals engage in a cooperative exchange of ideas to achieve a common understanding. This type of dialogue requires active listening, questioning, and constructive feedback to enhance and clarify the ideas of others. Through collaborative dialogue, individuals can integrate diverse perspectives and expertise to solve problems and promote learning, making it a potent instrument for achieving learning goals. Vygotsky's theory emphasizes that learning is an interactive process where learners require guidance and collaboration with more knowledgeable individuals. It promotes active learning through social interactions with those who have greater expertise, enabling learners to access new perspectives and ways of thinking that they may not have achieved on their own. This process fosters the development of higher-order thinking skills and abilities. Vygotsky's theory highlights the importance of cultural and social contexts in shaping learning and emphasizes the crucial role of teachers, peers, and parents in supporting and scaffolding learners' growth.

2.2.2.Negotiation of Meaning

According to Richards and Schmidt (2002), negotiation of meaning is a process where language learners collaborate with their teachers to clarify concepts, ask questions, and obtain feedback, which results in more input and feedback on their language production. This process is crucial in the development of target language skills through simulated negotiations, which prevent communication difficulties and ensure that learners produce understandable output. Even though negotiation contradicts Krashen's Input Hypothesis, which emphasizes simplified input with contextual support, it is still important in classroom interaction.

Research suggests that learners who engage in negotiation of meaning achieve higher vocabulary acquisition scores and maintain their advantage over time. Negotiation can take the form of face-to-face peer negotiation or corrective feedback negotiation from the instructor, and self-negotiation requires cooperation between learners and teachers. As a result of negotiation, speakers adjust their speech to facilitate effective communication with other participants.

2.2.3.Co-construction

Jacob and Ochs (1995) introduce the concept of co-construction, which involves the joint creation of cultural meanings such as interpretations, stances, actions, activities, identities, institutions, ideologies, emotions, and other related concepts. This process is critical for shaping and maintaining cultural practices, norms, and values. The broader interpretation of co-construction highlights the significance of collaboratively creating meaning to preserve and shape cultural customs, standards, and values. Additionally, it emphasizes the interdependence of different aspects of cultural reality and the impact that classroom interaction can have on these aspects. In the context of a second-language classroom, learners must work together to establish effective communication, which requires collaborative negotiation of meaning in a social setting. This approach helps learners develop self-regulation skills and greater awareness.

2.3 .Types of Classroom Interaction

Interaction is an important approach in education because it fosters students' academic progress and achievements by creating a positive environment for them. Teacher-Learner interaction and Learner-Learner interaction are two crucial types of interactions required for effective learning outcomes.

2.3.1.Teacher-Learner Interaction

Teacher-Learner interaction refers to the communication and exchange of information between a teacher and a learner or group of learners. In this type, the teacher is responsible for providing learners with the necessary guidance, feedback, and support. S/he takes an active role in this situation by creating a communicative and collaborative learning environment that ensures learners receive the information and resources they require to succeed by tailoring to the individual needs of learners. The teacher considers student suggestions, negotiates course content, and evaluates student responses. This allows students to learn from the teacher's

experience and how to engage in the interaction process effectively. Harmer (2009) recommends that teachers prioritize three elements when communicating with their students. The first is to ensure that the language used is understandable by all students, which means that the teacher should present information in a way that is appropriate for their level. Secondly, the teacher's speech should be viewed as a valuable tool for learners, therefore it's crucial to carefully consider what will be said to students. Finally, the teacher should be conscious of their delivery style, which includes their voice, tone, and intonation.

2.3.2.Learner-Learner Interaction

Learner-Learner interaction known as pair work refers to the communication and exchange of ideas, thoughts, and information between students in a learning environment. This type of interaction can take place through various means, such as debates, group activities, peer feedback, and other collaborative learning activities. It allows learners to share their knowledge and experiences, learn from their peers, and develop their social and communication skills, leading to a deeper understanding of the material being studied. This type is an essential aspect of active learning and can enhance the overall learning experience for students. Learner-learner interaction, according to Johnson (1995), can play a significant role in learners' academic success and the development of social skills if it is effectively organized. The teacher here is just a facilitator, which allows the learners to express themselves, listen to others, and give and receive feedback. Teamwork can improve their abilities and foster a sense of belonging and community in the classroom, reducing feelings of isolation. This can lead to improved self-confidence and self-esteem.

2.4 .The Role of Interaction in the Classroom

Interaction is regarded as one of the significant requirements for improving students' logical capacity and assisting them in becoming critical thinkers. As a result, they have more opportunities to use language. Rivers (1987) states, interaction is important in the language classroom because it increases students' language store. Students learn more effectively when they participate in direct classroom activities. According to Hall and Verplaetse (2000), one of the most important outcomes of classroom interaction is the development of two primary skills: speaking and listening. Furthermore, the process fosters critical thinking skills and allows students to share their perspectives with their classmates. Meaning that classroom interaction is a powerful process that enables students to actively engage in class discussions and debates, thereby enhancing their ability to express their thoughts and ideas and to

attentively listen to and interact with their peers. By fostering a more interactive and participatory learning environment, classroom interaction can stimulate critical thinking and help students develop a deeper understanding of the topics they are studying. Moreover, classroom interaction promotes inclusivity and collaboration by encouraging students to share their ideas and perspectives, which can lead to a richer and more diverse learning experience.

Ellis and Fotos (1999) argue that interaction is a key factor in facilitating foreign language acquisition. Learners can communicate more easily with their peers and gain exposure to the target language through interaction. Furthermore, interaction allows students to share their ideas and put what they have learned into practice. Students are encouraged to help each other by correcting errors in this context, which is a powerful method of reinforcing learning. Moreover, interaction allows students to hear different perspectives and voices, which can help them better understand the language's nuances. Interaction gives learners the confidence to try out new language skills without fear of making mistakes by creating a supportive learning environment that values participation. Finally, interaction allows learners to take on the role of teacher, which can help to deepen their understanding of the language and reinforce their learning.

2.5 .Interaction and Communication-promoting Activities

The main objective of communicative activities is to promote language communication among students. This approach emphasizes the importance of communication over accuracy in language learning. The activities aim to help students improve their speaking and listening skills by engaging in meaningful conversations, sharing information, breaking down language barriers, and exploring cultural topics. The types of communicative activities may vary, but the common goal is to foster interaction and communication in the EFL classroom. Creating a supportive and interactive environment is crucial for the success of communicative activities since it encourages students to express themselves confidently in the target language. Some examples of communicative activities include:

2.5.1.Role-plays

In EFL classrooms, role-play activities are commonly used to facilitate language learning by providing learners with opportunities to practice their language skills through interactive activities. During role-play, learners take on specific roles and interact with other learners, using English to communicate and respond to different situations. According to

Ments (1999), “The most obvious uses of role-play are in those areas which deal primarily with aspects of communication” (p. 19). By engaging in role-play activities, learners can practice using language realistically and interactively, which can help to build confidence and fluency. Furthermore, learners can develop nonverbal communication skills, such as body language and facial expressions, which are essential for conveying meaning and building rapport with their classmates.

Engaging in role-play activities can be highly advantageous for EFL students. Such activities encourage active learning by requiring learners to participate and engage in the learning process, which leads to increased interest and motivation in the topic being studied. Furthermore, these activities provide a non-threatening environment where students can practice their language skills, thereby building their confidence in communicating in English and ultimately reducing anxiety while fostering a greater desire to learn. Through role-play activities, learners are also allowed to interact and collaborate with others, leading to the development of valuable social skills such as teamwork, and cooperation. Additionally, role-play activities provide contextualized learning opportunities where learners can practice their language skills in real-life situations, improving their ability to comprehend and use English effectively. In conclusion, role-play activities are an effective method of teaching and practicing communication skills in a variety of situations and, thus, an important tool for EFL learners.

2.5.2.Information gap activities

Information gap activities are effective communicative tasks designed to promote collaboration in the EFL classroom. These activities require learners to exchange information to complete a task or solve a problem. In pairs or small groups, learners engage in English communication, practicing listening, speaking, and critical thinking skills in a meaningful context. This type of activity is adaptable for learners of different ages and levels, making it a valuable tool for EFL classrooms. Examples of information gap activities include fill-in-the-blank exercises and jigsaw puzzles, which encourage learners to communicate in English and work together towards a common goal.

Information gap activities help EFL learners develop communication skills, including active listening and appropriate responses. These activities also expose learners to various language forms and structures, leading to improved fluency and accuracy. Additionally,

learners engage in problem-solving and critical thinking to find solutions to incomplete information, which improves their analytical skills and decision-making abilities.

2.5.3. Conversation Grid

The conversation grid activity is a valuable tool for EFL learners, designed to improve language skills enjoyably and interactively. It can be used for teaching or assessment purposes in various EFL classes, including general classes, business English, and academic English. The grid may be structured with complete questions or cue phrases to prompt appropriate questions from learners. Through the activity, learners practice language structures, vocabulary, and cultural aspects related to the topic in a cooperative and independent conversation with their classmates, without the direct involvement of the teacher.

Conversation grids offer several advantages for EFL learners. Firstly, they encourage learners to acquire new vocabulary by providing opportunities to learn and use topic-specific words. Secondly, they enable learners to improve their language skills, including grammar, syntax, and pronunciation, by listening and responding to their classmates' answers. Thirdly, conversation grids enhance communication skills by promoting independent and cooperative conversations among learners. Additionally, they can increase cultural awareness by focusing on specific cultural topics. Lastly, conversation grids provide an engaging and enjoyable learning experience that can foster a sense of community in the classroom and positive attitudes toward language learning.

Conclusion

In conclusion, developing the ability to speak is crucial in language learning and involves a complex interplay of various factors such as vocabulary, grammar, pronunciation, fluency, and comprehension. Despite its challenges, there are different types of speaking and strategies that learners can use to overcome difficulties. Furthermore, classroom interaction, including both teacher-learner and learner-learner interaction, plays a critical role in promoting effective communication and language development. Teachers can facilitate interaction by incorporating communication-promoting activities that encourage engagement and collaboration among learners. In the end, mastering speaking skills and classroom interaction can enhance learners' confidence and effectiveness in communication.

Chapter Two

The Corrective Feedback

&

Motivation

Introduction to the chapter

Effective feedback is a crucial aspect of language learning that allows learners to receive valuable information about their performance and progress. Corrective feedback, in particular, plays a vital role in language development by addressing errors in language use. In this chapter, we will examine various forms of feedback, with a focus on corrective feedback, and explore the criteria for effective corrective feedback. We will also analyze how students respond to teachers' corrective feedback. In addition to feedback, motivation is another significant factor that influences language learning. Motivation refers to the driving force that initiates and sustains a learner's behavior in the learning process. This chapter will discuss the various types of motivation, including integrative, instrumental, intrinsic, and extrinsic motivation, and how they impact language learning. We will also explore the factors that influence motivation, such as family members, teachers, and classmates, and the importance of motivation in the language classroom. Finally, we will examine the relationship between teachers' oral corrective feedback and motivation in language learning.

3.1. Definition of Feedback

Feedback is an important component of EFL teaching and learning because it is considered to be a motivating tool for students. In general, feedback refers to the teacher's reaction to a student's performance. Tsui (1995) defines feedback as "one element of the classroom interaction that follows the teacher's questioning and the students' responses". This means that feedback allows students to determine whether or not they performed well.

Sheen (2011) argues that feedback should be provided regardless of whether the student's response is correct or incorrect and that it does not have to be always negative, but can also be positive. Corrective feedback, on the other hand, indicates that there is an error that needs to be corrected.

Ur (1991) mentions "feedback is information that is given to the learner about his or her performance of a learning task, usually with the goal of improving this performance." (p. 242). According to Ur, feedback allows teachers to assess students' performance, making them more aware of what they need to improve.

3.1.1.Forms of Feedback

Effective feedback is a crucial aspect of student learning, and teachers use various forms of feedback to help students improve their performance. Oral feedback, written feedback, and peer feedback are three primary forms of feedback that teachers use. It involves face-to-face or verbal remarks that teachers provide to students to help them improve their responses. Effective oral feedback requires careful selection of the appropriate time and setting to encourage students and help them recall positive remarks, ultimately leading to better learning outcomes.

3.1.1.1.Oral feedback

Oral feedback is verbal or face-to-face remarks made by teachers about the correctness of students' responses; it can be directed at a group or an individual. According to Brookhart (2008), "oral feedback is frequently a matter of observing students' readiness to hear it" (p. 48). He also says, "You must speak to the student at a time and place when the student is ready and willing to hear what you have to say" (p. 47). Therefore, teachers should be careful at selecting the appropriate time and setting for feedback in order to encourage students and help them recall positive remarks.

3.1.1.2.Written feedback

Written feedback is an essential aspect of a student's learning process. It refers to the written remarks or comments that teachers provide to students after they have completed a task or assignment. The purpose of this feedback is to help students understand what they did well and what they need to improve upon. Teachers provide written feedback to students so that they can use it to revise their work and enhance their learning. When providing written feedback, it is crucial to be specific and use simple language and style. By doing so, the feedback becomes clear and easy to understand for students, allowing them to know exactly what they need to do to improve their work. Effective feedback should also be targeted toward specific areas of improvement so that students can focus on those areas and make the necessary changes. By providing specific feedback, teachers can help students identify the areas of their work that need improvement and give them guidance on how to make those improvements, leading to better learning outcomes for the students.

3.1.1.3. Peer feedback

Peer feedback is collaborative work in which students can learn from one another through active interactive communication. According to Harmer (2007), peer feedback has a significant positive impact on working and thinking as a group and allows them to be a part of the feedback process. Besides, it allows students to experience and improve collaborative writing while also increasing learners' autonomy (Nunan, 1993). The great impact of peer feedback is undeniable; however, peers have insufficient knowledge of the language which makes it less valuable than teachers' feedback. Peer feedback has an undeniable impact; however, peers have insufficient knowledge of the language, making it less valuable than teachers' feedback.

3.2 .Definition of oral Corrective Feedback

When teaching-learning speaking in the classroom, lecturers should pay close attention to oral corrective feedback. All learners make mistakes when learning a new language, which is natural, but teachers frequently fail to correct students' mistakes in their speaking class. According to Corder (1971), these errors are critical because they provide insight into language acquisition.

Oral corrective feedback is defined by Lyster et al (2013) as teachers' responses to learners' incorrect utterances. As a corrector, the teacher should give his students oral feedback to prevent them from making more mistakes and to help them improve their communicative competence. According to Chaudron (1977), corrective feedback is "any reaction of the teacher that clearly transforms, disapproves of, or demands improvement of the learner's utterance" (p.31). However, (Fungula, 2013) sees that oral corrective feedback focuses on students' speech. While corrective feedback only refers to error correction. Corrective feedback, according to Long (1997), is closely related to language improvement because it allows learners to see the difference between their input and output. Ellis (2009) distinguished between two types of feedback: immediate and delayed. Long (1997) contends that delayed feedback is advantageous because it does not impede communication. Therefore, oral corrective feedback should be given orally by the teacher immediately.

3.3 .Types of Oral Corrective Feedback

Chaudron (1977) provides one of the earliest definitions, stating that corrective feedback is "any reaction of the teacher that clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (p. 64). Students make mistakes during the learning process, which is unavoidable; this is why oral corrective feedback in foreign language learning is an important strategy for dealing with students' oral mistakes.

According to Lyster and Ranta (1997), there are six major types of oral corrective feedback "Explicit correction, recasts, elicitation, metalinguistic feedback, clarification requests, and repetition".

3.3.1.Explicit Correction

It refers to the indication that the learners explicitly commit an error while the teacher indicates and identifies the error and then directly provides them with the correct form. Explicit feedback, according to Carroll and Swain (1993), is "any feedback that overtly states that a learner's output was not part of the language to be learned" (p.361)

Example:

Student: I hurted my foot.

Teacher: no, not hurted -- hurt.

3.3.2.Recast

Recast is a type of input-providing feedback since it is implicit. Recast describes the teacher's reformulations of all or part of the student's incorrect response, without explicitly identifying the error and directly mentioning the correct form, without highlighting the error. Ellis (2008) defines recast as "an utterance that recasts the learner's utterance by changing one or more components, such as subject, verb, or object, while still referring to its central meaning" (p.227).

Example:

Student: I go to park yesterday.

Teacher: Oh great, you went to the park yesterday.

3.3.3. Clarification Request

The teacher asks for clarification from a learner by making a clarification request, indicating that the student's utterance was not understood. Here, the teacher allows the students to correct the error on their own by reformulating or repeating their responses. According to Lyster and Ranta (1997), implicit feedback in the form of clarification requests is used only after a student error. Examples of clarification requests used in phrases such as "Excuse me?" or "I don't understand," "Pardon me?" or "What do you mean by X?".

3.3.4. Meta-linguistic feedback

Metalinguistic feedback is the method the teacher tries to make the learner conscious of the errors they made by giving technical linguistic information about the error in the utterance, or metalinguistic explanations of the underlying grammatical rule are given, without an explicit provision of the correct form.

Example:

Student: What is the people like there?

Teacher: Do we say " what is the people like there?" or "what are the people like", we do not say "what is the people like" because it is plural.

3.3.5. Elicitation

elicitation is a technique used by teachers to help students produce correct language forms. To elicit the correct form, the teacher may ask the student questions or use prompts. This technique is helpful for reinforcing grammar rules or vocabulary usage. By asking questions, the teacher is helping the student improve their language skills and feel more confident using the language. Elicitation can also be used to check if the student understands the material or to encourage them to think more deeply about language use.

Example:

Teacher: How do we use the verb "to be" in the present tense, third person singular?

3.3.6.Repetition

Lyster and Ranta (1997) describe repetition as a form of oral corrective feedback that is frequently employed by language teachers. To highlight the error and draw the learner's attention to it, the teacher repeats the student's error, usually by raising their intonation or emphatic stress. As a result, they are expected to repair the incorrect utterance on their own. Except for recast, this type of oral corrective feedback could appear in any of the previously mentioned feedback types.

Example:

Student: My favorite food is kitchen.

Teacher: Kitchen?

3.4 .Criteria of Effective Corrective Feedback

Feedback is used to increase learner motivation and ensure linguistic accuracy. Teachers must correct the students' use of inappropriate language. As a result, they must understand how to provide appropriate feedback to their students by following various criteria.

The timing of corrective feedback can be immediate or delayed, depending on when the teacher should correct students' incorrect utterances. "Immediate or online feedback" refers to providing corrective feedback to students' oral errors while they are still learning; the sooner students can receive corrective feedback, the better they will be able to connect it to the action. On the other hand, delayed corrective feedback or "offline feedback" occurs after the pedagogical activity is finished; delayed feedback is effective for deeper learning in situations where learning concepts can be transferred from one context to another. However, both immediate and delayed corrective feedback helps the students effectively in improving their abilities and oral performance.

Corrective feedback's timing is a crucial element in ensuring its effectiveness. Immediate or online feedback happens when the teacher provides correction to students' errors while they are still actively participating in the learning activity. This form of feedback is essential in facilitating fast learning, allowing learners to connect feedback to the specific actions that resulted in errors. Students can adapt their approach and rectify their mistakes quickly by receiving immediate feedback. On the other hand, delayed or offline feedback is given after the completion of the learning activity. This type of feedback is advantageous in

promoting deeper learning and the transfer of knowledge from one context to another. Students can review their performance, comprehend the logic behind their mistakes, and learn from them. Delayed feedback can help students understand the broad applicability of concepts they are learning and how to apply them in various situations.

Specific feedback is an essential component of effective corrective feedback, as it offers learners clear guidance on how to improve, while also creating a supportive learning environment and reducing ambiguity and confusion. By providing detailed feedback, instructors demonstrate their investment in learners' success, thereby fostering a positive learning environment where learners feel valued and supported. Furthermore, specific feedback enables learners to pinpoint the precise areas that require improvement, which ultimately leads to more effective learning and growth. In addition to its benefits, specific feedback also helps to minimize confusion and ambiguity for the learner. When feedback is too general or vague, learners may not be sure of what they need to do differently to improve. Specific feedback clarifies what needs to be done, empowering learners to take more effective action to enhance their performance. For example, a teacher may provide detailed feedback on areas that need attention, such as the organization of ideas, the use of evidence, or the clarity of expression, rather than merely stating that a learner's essay requires improvement. This type of feedback enables learners to focus on specific aspects of their writing and make targeted improvements.

Providing specific feedback can also build a learner's confidence by highlighting areas of strength and areas for improvement. This positive feedback can motivate learners to work harder and strive for further growth. Moreover, specific feedback can help teachers identify patterns of mistakes that learners are making. This information provides valuable insights into learners' understanding of the material, enabling teachers to adjust their teaching methods or offer additional support in challenging areas. In contrast, feedback that is too general or vague may not effectively guide the learner toward improvement. The lack of detail or clarity in this feedback can lead to frustration and a lack of motivation to improve. Therefore, providing specific feedback is essential to create a clear path toward improvement for the learner. It fosters a positive and supportive learning environment and provides valuable insights for teachers or instructors to adjust their teaching approach accordingly.

The provision of supportive feedback is a vital component of the feedback process, working in tandem with corrective feedback. As such, teachers need to identify and correct

errors while also offering supportive feedback that encourages and reinforces correct responses. Research has demonstrated that students respond more favorably to feedback that is supportive and constructive compared to only corrective feedback. Supportive feedback entails the recognition and acknowledgment of correct responses, which helps to bolster students' confidence and motivation to continue learning. It can also help students grasp their strengths and weaknesses and take responsibility for their learning, as well as provide additional guidance and scaffolding to overcome obstacles.

By incorporating encouragement and support, teachers can create a positive and safe learning environment that fosters growth and progress. Recent studies have affirmed that students are more receptive to feedback that is supportive and constructive. Thus, teachers should aim to provide supportive feedback that reinforces correct responses and motivates students to continue learning while also correcting errors and helping students learn from their mistakes. Striking a balance between corrective and supportive feedback is crucial to creating a positive learning environment that facilitates growth and success. This equilibrium empowers students to accomplish their learning objectives, enhance their performance, and bolster their confidence and motivation to succeed.

The frequency of providing oral corrective feedback is influenced by multiple factors, including the student's proficiency level, the speaking task's nature, the classroom environment, and the teacher's pedagogical approach. Despite the variability of these factors, teachers generally advise providing oral corrective feedback frequently throughout the class, rather than only at the end of the speaking task or lesson.

There are different ways teachers can offer oral corrective feedback. One option is to provide immediate feedback during the speaking activity, where the teacher can interrupt the student and correct any mistakes or provide guidance on how to improve their performance. Alternatively, teachers can opt for delayed feedback, where they note down the errors made by the students and provide feedback later, such as in the next class or in written form. Teachers must strike a balance between providing enough feedback to improve the student's speaking skills and not overwhelming them with too much feedback that may discourage them. In addition, the type of feedback provided influences its effectiveness. Direct feedback involves explicitly pointing out errors and providing corrections, while indirect feedback guides students to self-correct their errors without explicitly correcting them.

Classroom size is another factor that can influence the frequency of providing oral corrective feedback. In larger classes, it may be more challenging for teachers to provide frequent feedback to each student. In such cases, teachers can consider using group feedback or peer feedback, where students provide feedback to each other. It is vital to remember that providing oral corrective feedback should not be the sole focus of the speaking task. Instead, teachers should encourage students to communicate effectively and meaningfully as the ultimate goal of speaking is to convey a message. Therefore, teachers should provide feedback that not only corrects errors but also fosters communication and language development.

In conclusion, the frequency of providing oral corrective feedback should be customized to the student's needs and preferences, the speaking task's nature, and the teacher's pedagogical approach. The primary objective should be to provide effective feedback that enhances students' speaking skills while also cultivating a positive learning environment.

4.1 .Definition of Motivation

Learning languages is believed to be significantly impacted by motivation, which has been defined in various ways by numerous researchers. Motivation in language learning refers to an individual's level of effort and commitment to learning a language, which is driven by their desire and satisfaction in the process. According to Gardner (1985), motivation is “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 63). Gardner's definition underscores the critical importance of motivation in language learning. The extent to which a learner is motivated determines the amount of time and effort they are willing to devote to the learning process. To foster motivation, Gardner suggests creating a supportive learning environment that promotes positive attitudes toward language learning and offers opportunities for learners to use the language in meaningful contexts. It is therefore essential to create an environment that sparks learners' curiosity and interest and provides opportunities for them to use the language in various ways.

Furthermore, Gardner highlights that motivation is influenced by both internal and external factors. Internal factors pertain to learners' personality traits, interests, and attitudes toward language learning, while external factors may include social and cultural contexts, the availability of resources, and the perceived utility of the language. As a result, it is critical to consider these factors when designing language learning programs and activities that foster

and enhance motivation. Ultimately, a motivated learner derives satisfaction from acquiring new language skills and achieving their language learning objectives. Conversely, an unmotivated learner may only learn a language due to external factors such as school or work requirements. However, when learners are motivated, they are more likely to persevere in their language learning and attain higher levels of proficiency. By boosting motivation in language learners, we can help them surmount obstacles and attain their language learning objectives more effectively.

4.2 Types of Motivation

Motivation is a powerful factor that shapes our behavior and decisions daily. Over time, psychologists have distinguished two primary categories of motivation: intrinsic and extrinsic motivation. While both types can impact how we act and what we achieve, they each have unique qualities and can affect our overall well-being and future success in different ways. Therefore, comprehending the underlying nature of intrinsic and extrinsic motivation is vital for those who want to enhance their motivation levels and improve their overall performance.

4.2.1. Intrinsic Motivation

Intrinsic motivation is a type of motivation that originates from within a person, rather than being imposed by external factors like rewards or punishments. Ryan and Deci (2000) define intrinsic motivation as "the doing of an activity for its inherent satisfactions" (p. 56), which implies that people engage in an activity because they find it enjoyable and interesting. Harmer (2001) elaborates on this concept by stating that intrinsic motivation arises from internal factors, such as the desire to improve one's emotional state. He highlights the importance of understanding how these internal factors drive motivation, particularly in the context of language teaching and learning. According to Harmer (2001), "intrinsic motivation comes from within a person, and they may be motivated by the learning process itself or by the desire to feel better" (p. 51). Ryan et al. (2000) further argue that intrinsic motivation is a pervasive form of motivation and "refers to doing something because it is inherently interesting or enjoyable" (p. 55). Their definitions underscore the significance of internal factors in motivating people in promoting learning and engagement.

Fontana (1955) argues that intrinsic motivation "is a drive that does not appear to be directed towards an apparent material end, but which prompts exploration and discovery from an early age" (p. 149). Fontana's argument emphasizes the value of intrinsic motivation as a

potent and innate drive that encourages individuals to participate in activities that facilitate personal development, exploration, and discovery.

Generally, intrinsic motivation has a significant impact on EFL learners. Learners are usually more curious and willing to explore the language, leading to better comprehension and more efficient learning. They also actively look for opportunities to use and practice the language outside of the classroom, which helps to improve language proficiency gradually. Additionally, intrinsic motivation can improve EFL learners' self-esteem by providing a feeling of accomplishment and pride from their language learning successes.

4.2.2. Extrinsic Motivation

Extrinsic motivation refers to learners' actions to achieve an external outcome, such as a reward or avoiding punishment. Harmer (2007) defined extrinsic motivation as being driven by external factors, such as the desire to pass an exam or earn money. However, if learners only depend on these external outcomes, their intention to learn may decrease, and they may lose interest when rewards or punishments are removed. Therefore, educators should not rely solely on extrinsic motivation for long-term student interest and commitment. On the other hand, Ryan et al. (2000) highlighted the importance of having a willing attitude that reflects an internal acceptance of a task's value or usefulness as a crucial aspect of motivation. "With an attitude of willingness that reflects an inner acceptance of the value or utility of a task" (p. 55). This willingness can lead to more sustained motivation and involvement in the task. Combining both types of motivation can improve the learning of a foreign language and result in a stronger drive to achieve language proficiency among EFL learners.

4.3 .Factors Influencing Motivation

According to Dörnyei (2001), demotivation can be defined as the opposite of motivation, as it refers to specific external factors that can diminish or weaken the drive to act or behave in a certain way. These factors include negative feedback, lack of support or resources, and the perception of difficulty or lack of significance in the task being performed. The effects of demotivation can be substantial, as it can impede an individual's capacity to attain their objectives and sustain their motivation over an extended period. The factors that affect motivation can be attributed to external factors such as the level of social support provided by teachers, parents, and peers for learning, and an individual's perception of the formal learning environment they are in.

4.3.1.The Effects of Family Members

Spolsky (1989) states that when examining the social context that impacts EFL learners' motivation, it is crucial to consider factors associated with the learners' parents, including their educational background, religious beliefs, cultural values, socioeconomic status, birthplace, and proficiency in the target language. These factors can influence how parents view the significance of learning English and the level of support or discouragement they offer their children when learning the language. EFL learners' motivation can be affected by their families in both positive and negative ways. Although parental involvement can be helpful, excessive involvement or controlling behavior can have negative consequences. Moreover, if family members fail to provide support or show interest in learners' progress, this can result in demotivation. Negative attitudes towards EFL learners or the English language held by family members can also reduce learners' motivation. In addition, learners from lower socio-economic backgrounds may face challenges such as a lack of resources or opportunities to learn English, which can lower their motivation. To enhance EFL learners' motivation, family members need to offer positive support, encouragement, and resources.

Apart from the above mentioned factors, cultural differences can also influence the impact of the family on EFL learners' motivation. For instance, some cultures may prioritize academic success and exert more pressure on their children to excel in school, leading to higher stress levels and anxiety among EFL learners.

Additionally, cultural attitudes toward language learning can also affect learners' motivation. If an EFL learner's family believes learning a new language is unnecessary or unimportant, it can decrease motivation to continue studying English. Moreover, family dynamics can also negatively affect learners' motivation. If a learner experiences conflict or tension within their family, it can reduce their motivation and hinder their ability to focus on their studies. Hence, family members must acknowledge these cultural and familial factors and strive to create a supportive and encouraging environment for EFL learners.

4.3.2.The Effects of The Teachers

Motivation is a crucial factor that can affect students' success in the learning process, and it is strongly influenced by teachers and their teaching techniques, as well as the guidance and advice they provide to students. Effective teachers create distinct paths for their students to follow, allowing them to understand and learn better. By providing appropriate guidance

and well-developed learning strategies, teachers can facilitate the transfer of knowledge to their students, encouraging learners to adopt new skills and knowledge.

Good and Brophy (1994) stress the importance of establishing an appropriate and effective learning environment to enhance students' motivation levels. They argue that a chaotic or unproductive classroom setting can negatively impact students' motivation in multiple ways. For instance, a disorderly or noisy classroom can make it challenging for students to concentrate on the subject matter. Additionally, if the teacher is unable to manage the classroom adequately, students may feel insecure or uneasy, leading to reduced motivation to participate in activities or attend classes. Conversely, a positive classroom atmosphere can increase students' engagement and comfort during the learning process. Teachers can establish a learning environment that promotes exploration and fosters autonomy, leading to higher intrinsic motivation and greater investment in learning. Harmer (1991) adds that students' confidence in their teacher's ability to teach can significantly impact their motivation levels. If students begin to lose confidence in their teacher's skills or the effectiveness of the teaching methods used, they may become disengaged and unmotivated, ultimately leading to a decrease in their learning outcomes and achievements. Teachers who adapt their teaching methods to meet their students' needs are more likely to maintain their students' confidence and motivation levels, creating a positive and productive learning environment.

Furthermore, Dornyei's (2001) study emphasizes the critical role that teachers play in influencing their students' motivation levels. Unfriendly or unapproachable teacher personalities can make students feel disconnected, while a lack of dedication or confidence in teaching can lead to students feeling neglected or unimportant. Ineffective teaching methods can also demotivate students if they do not align with their learning styles or needs. Teachers must be aware of these factors and adapt their teaching style to create a positive and motivating learning environment. Providing opportunities for active student participation is also important in engaging students who prefer interactive learning.

In short, teachers play a significant role in motivating their students to learn and achieve success. Creating a positive learning environment, adapting teaching methods to meet student's needs, and building students' confidence in their abilities are essential factors in enhancing students' motivation levels. By prioritizing these factors, teachers can facilitate the transfer of knowledge to their students and encourage them to adopt new skills and knowledge. Ultimately, a motivated student is more likely to achieve success and have a

positive outlook toward learning, which can have a profound impact on their future academic and personal endeavors.

4.3.3. The Effects of The Classmates

If EFL students are exposed to negative attitudes towards the English language or culture from their peers, it can negatively impact their motivation to learn. Such attitudes could manifest as mocking the student's accent, grammar, or language proficiency, which can make the EFL student feel embarrassed, ashamed, or self-conscious. This, in turn, can result in a lack of motivation to continue their learning journey. According to Allwright et al. (1991), if students have experienced negative incidents such as being compelled to participate or receiving negative feedback from their classmates, they may develop a pessimistic outlook toward engaging in classroom activities. Being compelled to participate or receiving unfavorable feedback from peers can cause students to experience negative emotions like anxiety, discomfort, or humiliation. These experiences can result in a reluctance to engage in classroom activities and a negative attitude toward participation. Additionally, such incidents can lead to a lack of motivation or fear of failure, which can further discourage participation and potentially affect academic performance. Aulls (2004) adds that students may feel apprehensive about sharing an incorrect answer or mispronouncing words, despite possessing the necessary level of English proficiency, due to the fear of how their peers may react. Such fear of social consequences can create a considerable hindrance to effective communication, as students may feel hesitant to participate in classroom discussions or speak up. This, in turn, can limit their practice opportunities and adversely affect their overall language development.

Michael and Modell (2003) indicate that students require a sense of safety to engage in an active learning environment, as they state that "Students will not participate in an active learning environment if they do not feel safe doing so" (p. 68). When students don't feel safe, it can hinder their willingness to participate in classroom discussions, ask questions or collaborate in group activities, which can ultimately lead to decreased motivation and engagement, and potentially lower academic achievement. A safe learning environment depends on various factors, including physical, emotional, and cultural safety. Physical safety involves providing a secure classroom environment that is free from hazards and protects students from any physical harm. Emotional safety entails creating a supportive and nurturing atmosphere where students feel comfortable expressing themselves and taking risks. Cultural

safety requires fostering an inclusive environment that values and respects diversity, ensuring that all students feel welcome and valued.

When EFL students are surrounded by peers who do not value or express interest in learning English, it can significantly affect their motivation to learn. The student may perceive their language-learning efforts as pointless, leading to a lack of appreciation and value for their hard work. This sense of being undervalued can result in the student losing motivation to continue studying the language. Additionally, if the student feels unable to participate in English conversations with their peers, they may experience exclusion, resulting in feelings of isolation and further demotivation. Furthermore, when EFL students do not receive the necessary support and opportunities to practice the language from their peers, it can significantly impact their motivation to learn. The lack of chances to practice English or participate in language-based activities can leave the student feeling demotivated and disheartened. Such a lack of support can cause the student to feel disconnected from the language-learning process and lead to a loss of interest in continuing their language studies. Conversely, a supportive and encouraging learning environment can help the student develop their language skills and build their confidence in using the language. Thus, it is crucial to create a learning environment that provides ample opportunities to practice speaking, writing, and listening to English, which can help foster a positive and engaging language learning experience.

4.4 .Importance of Motivation in Classroom

Motivation is a crucial element that drives the initiation and sustenance of the learning process in second language acquisition. It influences personal involvement, the use of language learning strategies, interaction with native speakers, and maintenance of language skills post-language study. Studies have demonstrated that motivation is closely linked to language aptitude, and high motivation can make up for inadequacies resulting from aptitude or learning situations. Therefore, understanding and promoting motivation are critical to achieving successful outcomes. Teachers and learners should make an effort to foster and maintain high levels of motivation throughout the learning process, which can help learners surmount obstacles and accomplish their language learning objectives. When combined with effort and positive attitudes, motivation can have a significant impact on language learning outcomes, and it can also directly affect the frequency of language learning strategy use and maintenance of language skills after completing formal language study.

Furthermore, it is important to note that motivation is not constant during the learning process, and learners may undergo stages of reduced motivation or even exhaustion. In such instances, learners should take initiative to seek ways to elevate their motivation, including establishing attainable objectives, monitoring their advancement, and commemorating small accomplishments. Additionally, teachers can assist learners in surmounting motivational obstacles by offering assistance and motivation, and by customizing instruction based on learners' preferences and requirements.

4.5 .Teacher's Oral Corrective Feedback and Motivation

Giving oral corrective feedback in a positive and supportive manner has been found to significantly impact the motivation of EFL learners. This feedback not only boosts learners' confidence but also enhances their competence in the target language, leading to a greater desire to learn and improve their language skills. According to Ellis (2009), providing feedback is a crucial element in language teaching, regardless of whether the approach is structural or communicative. The aim is to improve EFL learners' motivation and ensure the accuracy of their language use. In other words, giving feedback to students about their language use is seen as a means of increasing their motivation to learn and enhance their language skills. Both approaches recognize the significance of feedback in enhancing students' language proficiency and motivation to learn.

There are several ways that teachers can use oral corrective feedback to promote student motivation, it is crucial to provide oral corrective feedback, which provides direction on areas where learners can improve their language skills, leading to specific goals and increased motivation. When teachers provide feedback that is helpful and supportive, learners are more likely to adopt a growth mindset, viewing mistakes as opportunities for improvement and persisting in their efforts. Moreover, feedback promotes self-reflection, which can increase motivation and learner ownership of language learning. In addition, personalized feedback delivered in a supportive manner builds learners' confidence, which motivates them to take on challenges and persist. Furthermore, a balance of corrective feedback, positive reinforcement, and praise creates a positive learning environment, encouraging EFL learners to engage with the language and persist in their efforts.

Conclusion

In conclusion, this chapter highlights the significance of feedback and motivation in language learning. Feedback is an essential element that provides learners with valuable information on their language performance and progress. The various forms of feedback, including oral, written, and peer feedback, play a significant role in helping learners identify their strengths and weaknesses. Moreover, corrective feedback is a critical form of feedback that focuses on correcting errors in language use, which can significantly contribute to language development. Motivation is another essential factor that influences language learning. This chapter discusses the different types of motivation, including integrative, instrumental, intrinsic, and extrinsic motivation. Additionally, the various factors that affect motivation, such as family members, teachers, and classmates, have been examined. The chapter also highlights the importance of motivation in the classroom, and how a teacher's oral corrective feedback can positively influence motivation in language learning. Understanding the role of feedback and motivation in language learning can lead to more effective language acquisition. By providing learners with constructive feedback and creating a motivating environment, teachers can help learners reach their full potential in language learning.

Chapter Three

The Field Work

Introduction

The study focuses on exploring the impact of teachers' oral corrective feedback on enhancing EFL learners' oral performance. Oral feedback is an essential component of language learning, and it can have a significant influence on learners' speaking skills. Therefore, this research intends to investigate the effectiveness of such feedback in improving the oral performance of EFL learners. To accomplish this, the research methodology consisted of classroom observation and two questionnaires that were distributed to both students and teachers. The students' questionnaire was designed to determine if they understood the importance and value of oral error correction in improving their speaking skills. Meanwhile, the teachers' questionnaire aimed to assess their perceptions of the effectiveness of oral feedback and how often they provided it to their students. The results of this study will contribute to our understanding of the effectiveness of teachers' oral corrective feedback in EFL classrooms. The chapter concludes with a discussion of the findings, as well as some pedagogical recommendations for language teachers to improve the quality of their feedback.

5.1. Sample population

A random sample of fifty (50) students was selected from the population of first-year LMD students (320) at the University of Mohamed Khider, based on their responses to the questionnaire. The purpose of this selection was to include students in their first year at the university, as they are actively encouraged to engage in more speaking practice to enhance their oral proficiency in the target language. It is expected that due to their increased speaking efforts, these students may make a significant number of errors in their speech, thereby requiring teachers to provide corrective feedback.

5.2. The description of the students' questionnaire

The questionnaire used in this study is composed of 23 questions that are divided into five sections. The questions are designed in a mainly closed and multiple-choice format, with students being asked to choose one answer from a list of options or answer with a simple "yes" or "no". The questionnaire includes one open-ended question that prompts students to provide a full statement, allowing them to specify their answers.

Section 1: Background Information

This section aims to gather general information about the learners, including their English language learning experience. Participants were asked to indicate how long they have been studying English as a foreign language.

Section 2: English Proficiency and Speaking Habits

This section consists of two questions, numbered 2 and 3. In question 2, students were asked to determine their proficiency level in English. In the following question, they were asked about the frequency with which they speak English outside of the classroom.

Section 3: Student Perception of Oral Corrective Feedback in English Language Learning

It consists of 6 questions starting from questions 5 to 9. Question 4 asks how often students get this feedback from their teacher. Question 5 checks how important students think this feedback is for improving their speaking. Question 6 asks if students find this feedback helpful. Question 7 asks if this feedback has improved their speaking. Question 8 looks at how comfortable students are receiving feedback in front of their classmates. Question 9 asks how students feel when they get feedback during speaking activities.

Section 4: Types and Application of Oral Corrective Feedback

Consists of 4 questions from 10 to 13. Question 10 explores the motivation level of students when they know that they will receive oral corrective feedback. Question 11 asks students about the types of oral corrective feedback they have received in the classroom. Question 12 investigates how often students apply the feedback they receive in their future speaking activities. Question 13 allows students to select the types of oral corrective feedback that they find most helpful, including direct correction, indirect correction, recast, clarification request, and metalinguistic feedback.

Section 5: Benefits, Challenges, and Recommendations

Consists of 10 questions from 14 to 23. It explores the impact of receiving oral corrective feedback during speaking activities. Question 14 compares a student's speaking abilities before and after feedback. Question 15 explores benefits like improving accuracy and confidence. Question 16 asks if feedback helped the student's speaking skills. Question 17 talks about challenges like feeling embarrassed or not understanding feedback. Question 18 asks if students want more or less feedback. Question 19 asks how often they want feedback.

Question 20 lists advantages like correcting mistakes or getting personalized help. Question 21 asks if students received feedback from peers and how it compares to teacher feedback. Question 22 asks how good the feedback from the teacher is. Question 23 asks students to give teachers advice on giving feedback to EFL learners.

5.3. Analysis of the Results

Section 1: Background Information

Question 01. How long have you been studying English?

Table 1: Students' years of learning English

Option	Count	Percentage
6 years	2	4.08%
7 years	16	32.65%
8 years	24	48.98%
9 years	6	12.24%
10 years	1	2.04%
Total	49	100%

The given result shows the distribution of responses for a particular question that had five possible options ranging from 6 years to 10 years. From the table, we can see that the most popular response was 8 years, with 48.98% of respondents choosing this option. The second most popular response was 7 years, with 32.65% of respondents choosing this option. The least popular option was 10 years, with only 2.04% of respondents choosing this option. Based on this result, we can conclude that most respondents chose an option that falls in the middle of the range (7-9 years), with 81.87% of respondents choosing an option within this range.

Section 2: English Proficiency and Speaking Habits

Question 02. What is your current level of English proficiency?

Table 2: Students' Current Level of English Proficiency

Option	Count	Percentage
Advanced	5	10%
Intermediate	34	68%
Beginner	11	22%
Total	50	100%

The data shows that 68% of respondents have an intermediate level of proficiency, which suggests that they have some exposure to the field, but may not have a deep understanding or mastery of the language. This finding may indicate that there is a need for improvement in teaching or curriculum design to help students progress from intermediate to advanced levels. On the other hand, the fact that 22% of the respondents identified as beginners suggests that there may be some students who are struggling with the language and may require additional support or resources to catch up. Additionally, the data reveals that only 10% of respondents identified as advanced.

Question 03 How often do you speak English outside of the classroom?

Table 3: Students' Frequency of English Speaking Outside the Classroom

Option	Count	Percentage
Daily	14	35.00%
Weekly	9	22.50%
Monthly	4	10.00%
Rarely	14	32.50%
Total	40	100.00%

Based on the results of the survey question, it can be seen that a large percentage of respondents (35%) speak English daily outside of the classroom. This suggests that these

individuals are highly motivated to practice their English skills and may have a higher level of proficiency in the language. However, a significant portion of the respondents (32.5%) reported speaking English rarely outside of the classroom. This could indicate a lack of opportunities or motivation to use English in everyday life. The percentage of respondents who speak English every week (22.5%) and monthly basis (10%) are relatively lower, which could suggest that these individuals may not have as many opportunities to practice their English skills outside of the classroom.

Section 3: Student Perception of Oral Corrective Feedback in English Language Learning

Question 04 How often do you receive oral corrective feedback from your English teacher?

Table 4: Students' Frequency of Receiving Oral Corrective Feedback from English Teacher

Option	Count	Percentage
always	5	10.20%
Often	12	24.49%
sometimes	27	55.10%
Rarely	4	8.16%
Never	2	4.08%
Total	50	100.00%

Based on the data, it appears that the majority of students (55.10%) only receive oral corrective feedback from their English teacher sometimes. This suggests that there may be room for improvement in the frequency and consistency of feedback provided to students. The fact that 24.49% of students receive feedback often indicates that some teachers are providing more regular feedback, which can be beneficial for student learning and progress. Additionally, the percentage of students who always receive feedback is relatively low at 10.20%, indicating that there may be some areas where teachers can improve their feedback strategies. Finally, the fact that 4.08% of students never receive oral corrective feedback could indicate that some students are not getting the support they need to improve their language skills.

Question 05 How important do you think oral corrective feedback is for improving speaking skills?

Table 5: Students' Perception of the Importance of Oral Corrective Feedback for Improving Speaking Skills

Option	Count	Percentage
Very important	37	71.15%
Important	14	26.92%
Fairly important	0	0%
Slightly important	1	1.92%
Not important	0	0%
Total	52	100.00%

Based on the given data, we can see that a majority of the respondents (71.15%) consider oral corrective feedback to be very important for improving their speaking skills. This indicates that students value and recognize the importance of receiving feedback from their teachers to improve their speaking abilities. Additionally, 26.92% of the respondents consider it important, suggesting that some students may not place as much emphasis on feedback but still recognize its value. The fact that no one considered it to be fairly or slightly important or not important indicates that the majority of the students view oral corrective feedback as a crucial aspect of improving their speaking skills.

Question 06. How helpful do you find oral corrective feedback in improving your speaking skill

Table 6: Students' Perception of the Effectiveness of Oral Corrective Feedback in Improving Speaking Skills

Option	Count	Percentage
Extremely helpful	26	52%
Somewhat helpful	24	48%
Not very helpful	2	4%
Not at all helpful	0	0%
Total	52	100%

Based on the results of the survey, it appears that the majority of respondents find oral corrective feedback to be helpful in improving their speaking skills. Specifically, 52% of respondents reported that oral corrective feedback was extremely helpful, and 48% said that it was somewhat helpful. Only a tiny percentage (4%) reported that it was not very helpful, and no respondents reported that it was not at all helpful.

Question 07 Do you think receiving oral corrective feedback has improved your speaking skills?

Table 7: Students' Perception of the Impact of Receiving Oral Corrective Feedback on Speaking Skills

Option	Count	Percentage
Yes	35	70%
Somewhat	11	22%
Not really	4	8%
No	0	0%
Total	50	100%

Based on the results, we can see that most respondents, 70% (35 out of 50), believe that receiving oral corrective feedback has improved their speaking skills. This suggests that the respondents found value in receiving feedback and that it positively impacted their ability to speak. Additionally, 22% (11 out of 50) of respondents chose the option "Somewhat," indicating that while they acknowledge some improvement in their speaking skills, it may not have been as significant as those who selected "Yes." A smaller percentage of respondents, 8% (4 out of 50), indicated that receiving oral corrective feedback did not improve their speaking skills. This suggests that for these individuals, the feedback input they received may not have had a noticeable impact on their ability to speak. Finally, it is worth noting that none of the respondents chose the option "No," indicating that no one outright believed that receiving oral corrective feedback hurt their speaking skills.

Question 08 How comfortable are you with receiving oral corrective feedback in front of your classmates?

Table 8: Students' Comfort Level with Receiving Oral Corrective Feedback in Front of Classmates

Option	Count	Percentage
Very comfortable	10	20%
Somewhat comfortable	22	44%
Somewhat un comfortable	13	30%
Very uncomfortable	3	6%
Total	50	100%

Based on the results, it is evident that respondents exhibit a diverse range of comfort levels when receiving oral corrective feedback in front of their classmates. Among the participants, 20% (10 out of 50) expressed being "Very comfortable," implying a sense of ease and confidence in receiving feedback, likely perceiving it as a valuable learning opportunity. Furthermore, a larger proportion of 44% (22 out of 50) indicated feeling "Somewhat comfortable," implying a moderate level of comfort despite not being entirely at ease. Conversely, a significant portion of 30% (13 out of 50) revealed feeling "Somewhat uncomfortable," indicating reservations or discomfort when receiving feedback in the presence of classmates, potentially influenced by factors such as self-consciousness, fear of judgment, or lack of confidence. Interestingly, a smaller percentage of 6% (3 out of 50) selected "Very uncomfortable," implying a high level of unease or discomfort in receiving feedback within a public setting.

Question 9. How do you feel when you receive oral corrective feedback during speaking activities?

Table 9: Students' Emotional Response to Oral Corrective Feedback during Speaking Activities

Option	Count	Percentage
Excited to improve	25	50%
Anxious or nervous	20	40%
Indifferent or unaffected	5	10%
Total	50	100%

Based on the results, it is evident that respondents have varied emotional responses when receiving oral corrective feedback during speaking activities. A majority of the participants, 50% (25 out of 50), expressed feeling "Excited to improve," perceiving feedback as an opportunity for personal growth and development. Conversely, a significant portion of 40% (20 out of 50) reported feeling "Anxious or nervous," potentially due to the fear of making mistakes, concerns about judgment, or a lack of confidence in their speaking abilities. In contrast, a smaller percentage of 10% (5 out of 50) displayed an "Indifferent or unaffected" emotional response, viewing feedback as a regular aspect of the learning process without attaching strong emotional weight to it.

Section 4: Types and Application of Oral Corrective Feedback

Question 10. How motivated are you to speak in class when you know that you will receive oral corrective feedback?

Table 10: Students' Motivation to Speak in Class with the Prospect of Oral Corrective Feedback

Option	Count	Percentage
Very motivated	15	30%
Somewhat motivated	23	46%
Not very motivated	12	24%
Not at all motivated	5	10%
Total	50	100%

The results of Question 10 reveal a range of motivational levels among respondents when it comes to speaking in class with the knowledge that they will receive oral corrective feedback. Among the participants, 30% (15 out of 50) indicated being "Very motivated," suggesting a strong drive to engage in class speaking activities despite the potential for feedback. A larger percentage, 46% (23 out of 50), expressed being "Somewhat motivated," indicating a moderate level of motivation in speaking despite the upcoming feedback. Additionally, 24% (12 out of 50) stated being "Not very motivated," suggesting a lower level of motivation, potentially influenced by various factors such as self-doubt or a lack of interest. Interestingly, 10% (5 out of 50) reported being "Not at all motivated," indicating a lack of motivation to participate in speaking activities with the anticipation of receiving corrective feedback

Question 11 What types of oral corrective feedback have you received in class?

Table 11: Types of Oral Corrective Feedback Received in Class

Option	Count	Percentage
Correction of pronunciation errors	17	36.96%
Correction of grammar errors	21	45.65%
Correction of vocabulary errors	12	26.09%
Total	86	100 %

The results indicate that students have received three types of corrective feedback: correction of pronunciation errors, correction of grammar errors, and correction of vocabulary errors. 36.96% (17 responses) mentioned receiving corrective feedback on their pronunciation errors. This suggests that the teacher or instructor in the class is actively addressing and providing guidance on improving the students' pronunciation skills. The most commonly received type of corrective feedback is related to grammar errors, as 45.65% (21 responses) of the students mentioned receiving such corrections. This indicates that grammar plays a significant role in the language learning process, and the teacher is focusing on helping students improve their grammatical accuracy. In contrast, 26.09% (12 responses) of the students mentioned receiving corrective feedback on their vocabulary errors. This suggests

that the teacher is also paying attention to the students' vocabulary usage and guiding them to expand their vocabulary and choose appropriate words.

Question 12. How often do you apply the feedback you receive in your future speaking activities?

Table 12: Application of Feedback in Future Speaking Activities

Option	Count	Percentage
Always	9	21.43%
Often	14	33.33%
Sometimes	18	42.86%
Rarely	1	2.38%
Never	0	0%
Total	42	100%

The results from Question 12 indicate that the majority of respondents (76.19%) do apply the feedback they receive in their future speaking activities. While a significant portion of respondents (42.86%) indicated that they apply feedback "Sometimes," a combined total of 54.76% responded with "Always" or "Often." This suggests that a majority of individuals recognize the value of feedback and actively seek to improve their speaking skills based on the feedback they receive. Only a small percentage of respondents (2.38%) indicated that they apply feedback "Rarely." Interestingly, no respondents selected the "Never" option, indicating a general willingness among the participants to incorporate feedback into their future speaking activities.

Question 13. What type of oral corrective feedback do you find most helpful?

Table 13: Most Helpful Type of Oral Corrective Feedback

Option	Count	Percentage
Direct correction	13	31.71%
Indirect correction	8	19.51%
Recast	9	21.95%
Clarification request	6	14.63%
Metalinguistic feedback	7	16.28%
Total	43	100%

Based on the results of Question 13, it is evident that respondents have varied preferences when it comes to the types of oral corrective feedback they find most helpful. The breakdown of percentages is as follows: direct correction (31.71%), indirect correction (19.51%), recast (21.95%), clarification request (14.63%), and metalinguistic feedback (16.28%). These results indicate that there is no clear consensus among the respondents regarding the most helpful type of feedback. Direct correction and recast both received relatively higher percentages, suggesting that many individuals appreciate immediate corrections or having their utterances restated in a more accurate form. However, it is important to note that all types of feedback received significant recognition, demonstrating the value of diverse approaches to oral corrective feedback.

Section 5: Benefits, Challenges, and Recommendations

Question 14. How do you compare your current speaking abilities to your abilities before you started receiving oral corrective feedback from your teacher?

Table 14: Comparison of Current Speaking Abilities to Abilities Before Receiving Oral Corrective Feedback

Option	Count	Percentage
I have improved significantly	14	38.64%
I have improved somewhat	26	59.09%
There has been no noticeable improvement	0	0%
Total	44	97.73%

The results indicate that the majority of respondents (97.73%) perceive an improvement in their speaking abilities since they started receiving oral corrective feedback from their teacher. Among the respondents, 38.64% feel that they have improved significantly, while 59.09% believe they have improved somewhat. Notably, no respondents reported no noticeable improvement, suggesting that the feedback they received has had a positive impact on their speaking skills. These results highlight the effectiveness of oral corrective feedback in fostering improvement and development of speaking abilities.

Question 15. What do you think are the benefits of receiving oral corrective feedback during speaking activities?

Table 15: Benefits of Receiving Oral Corrective Feedback During Speaking Activities

Option	Count	Percentage
Improving accuracy and fluency	14	32.56%
Building confidence	27	62.79%
Increasing motivation to learn	9	20.93%
Total	43	116.28%

The results from Question 15 indicate that The majority of participants (62.79%) highlighted that one of the main advantages is building confidence. This suggests that feedback plays a crucial role in boosting learners' self-assurance and encouraging them to engage more actively in speaking tasks. Additionally, a significant portion of respondents (32.56%) acknowledged that oral corrective feedback contributes to improving accuracy and fluency, underscoring its impact on language proficiency development. Furthermore, a considerable number of participants (20.93%) expressed that receiving feedback increases their motivation to learn.

Question 16. Have you noticed any improvement in your speaking skills as a result of receiving oral corrective feedback?

Table 16: Improvement in Speaking Skills as a Result of Receiving Oral Corrective Feedback

Option	Count	Percentage
Yes	50	100%
No	0	0%
Total	50	100%.

The results from Question 16 indicate that all respondents (100%) have noticed an improvement in their speaking skills as a result of receiving oral corrective feedback. None of the respondents reported no improvement. This overwhelming agreement highlights the positive impact that oral corrective feedback has had on their speaking abilities. The unanimous recognition of improvement suggests that the feedback provided by teachers or language instructors has been effective in helping learners refine their speaking skills.

Question 17. What are the challenges you face when receiving oral corrective feedback during speaking activities?

Table 17: Challenges Faced when Receiving Oral Corrective Feedback during Speaking Activities

Option	Count	Percentage
Feeling embarrassed or ashamed	27	50%
Not understanding the feedback	17	31.48%
Feeling overwhelmed with too much feedback	10	18.52%
Other	2	3.70%
Total	54	100%

The results from Question 17 shed light on the challenges that respondents face when receiving oral corrective feedback during speaking activities. The majority of participants (50%) reported feeling embarrassed or ashamed as a common challenge. This suggests that some learners may experience self-consciousness or a fear of making mistakes when receiving feedback, which can impact their confidence and hinder their progress. Additionally, a significant portion of respondents (31.48%) expressed difficulty in understanding the feedback they receive, indicating a potential language comprehension barrier. This highlights the importance of clear and concise feedback delivery that aligns with the learners' language proficiency level. A smaller proportion of respondents (18.52%) reported feeling overwhelmed with too much feedback, indicating the need for a balanced approach that provides constructive criticism without overwhelming learners. Lastly, a few participants (3.70%) mentioned other challenges not specified in the options provided.

Question 18. Would you prefer to receive more or less oral corrective feedback during speaking activities?

Table 18: Preference for Oral Corrective Feedback during Speaking Activities

Option	Count	Percentage
More	16	32%
About the same	21	42%
Less	17	34%
Total	50	100%

The results from Question 18 demonstrate that respondents have varied preferences regarding the amount of oral corrective feedback they prefer to receive during speaking activities. While 42% of participants indicated that they would like to receive about the same amount of feedback as they currently do, 34% expressed a preference for less feedback. On the other hand, 32% of respondents indicated a desire for more oral corrective feedback.

Question 19. What is the ideal frequency of receiving oral corrective feedback during speaking activities for you?

Table 19: Ideal Frequency of Receiving Oral Corrective Feedback during Speaking Activities

Option	Count	Percentage
Every time I speak	7	10.14%
Often, but not every time I speak	27	39.13%
Sometimes, but not too frequently	15	21.74%
Rarely, only when necessary	13	18.84%
Never, I prefer not to receive oral corrective feedback	0	0 %
Total	69	89.86%

The results indicate that the majority of respondents (89.86%) prefer to receive oral corrective feedback during speaking activities to varying degrees. Among them, the largest

portion (39.13%) prefers to receive feedback often but not every time they speak, followed by 21.74% who prefer to receive feedback sometimes but not too frequently. A significant portion (18.84%) prefers to receive feedback rarely, only when necessary, while a small percentage (10.14%) prefers to receive feedback every time they speak. Interestingly, no respondents indicated a preference for never receiving oral corrective feedback.

Question 20. In your opinion, what are the advantages of receiving oral corrective feedback in improving your speaking skills?

Table 20: Advantages of Receiving Oral Corrective Feedback in Improving Speaking Skills

Option	Count	Percentage
Helps you identify and correct your mistakes	19	32.76%
Increases your motivation to improve	10	17.24%
Helps you internalize correct forms and structures	5	8.62%
Provides opportunities for personalized language input	3	5.17%
Develops your ability to self-correct	22	37.93%
Total	59	100%

The results reveal that the majority of respondents (37.93%) emphasized that such feedback helps develop their ability to self-correct, indicating that it enhances their awareness of mistakes and empowers them to make necessary improvements on their own. Additionally, 32.76% of respondents highlighted that feedback aids in identifying and correcting mistakes, indicating its role in error detection and correction. Furthermore, 17.24% mentioned that receiving oral corrective feedback increases their motivation to improve, suggesting that it acts as a driving force in their language learning journey. A smaller percentage of respondents recognized the advantage of feedback in helping them internalize correct forms and structures (8.62%) and providing personalized language input (5.17%).

Question 21. Have you ever received oral corrective feedback from peers (classmates) or other non-teachers during speaking activities? If so, how did this compare to receiving feedback from a teacher?

Table 21: Peer Feedback vs. Teacher Feedback in Speaking Activities

Option	Count	Percentage
Yes, it was just as helpful as feedback from a teacher	26	39.39%
Yes, it was somewhat helpful but not as helpful as feedback from a teacher	25	37.88%
No, I have never received feedback from peers or other non-teachers	14	21.21%
Total	65	100 %

The results of Question 21 indicate that a significant portion of respondents (39.39%) have received oral corrective feedback from peers or other non-teachers during speaking activities and found it to be just as helpful as feedback from a teacher. Another substantial group (37.88%) reported that such feedback was somewhat helpful but not as beneficial as feedback from a teacher. Interestingly, a minority (21.21%) stated that they have never received feedback from peers or non-teachers.

Question 22. How would you rate the overall quality of the oral corrective feedback you receive from your teacher?

Table 22: Rating of Overall Quality of Oral Corrective Feedback from Teacher

Option	Count	Percentage
Excellent	11	16.92%
Good	39	60.00%
Fair	8	12.31%
Low	0	0%
Total	58	100%

The results of Question 22 reveal that the majority of respondents (60.00%) rate the overall quality of the oral corrective feedback they receive from their teachers as "Good." Additionally, a significant portion of participants (16.92%) consider the feedback to be "Excellent." A smaller percentage (12.31%) perceive the quality of feedback as "Fair." Notably, no respondents reported the quality of feedback to be "Low."

Question 23. What recommendations do you have for teachers in providing oral corrective feedback to EFL learners?

The results of the recommendations provided by the 36 students who have offered some suggestions are presented as follows:

- Group One (11 students) suggested that teachers should create a supportive and friendly classroom environment by offering considerate feedback that avoids causing embarrassment. This recommendation highlights the importance of nurturing a positive atmosphere where students feel comfortable and motivated to participate.
- Group Two (9 students) recommended an indirect feedback approach, emphasizing the use of hints and avoiding singling out students who make mistakes. This approach encourages a more subtle form of correction, allowing students to engage in self-reflection and problem-solving.
- Group Three (8 students) advised teachers to provide individualized feedback through methods such as written notes and private conversations. This personalized feedback approach recognizes the unique needs and learning styles of individual students, enhancing the effectiveness of the feedback process.
- Group Four (4 students) proposed allocating dedicated time for students to express their thoughts and complete their statements without interruption before receiving feedback. This recommendation emphasizes the importance of active student participation and giving learners an opportunity to express themselves fully.
- Group Five (2 students) suggested minimizing the amount of feedback provided, even when students make numerous mistakes. They emphasized the need for targeted and focused feedback rather than overwhelming students with excessive corrections.

- Group Six (2 students) recommended that teachers identify the specific types of mistakes made by students, such as grammar or pronunciation errors, before providing corrections. This approach helps students better understand their areas of improvement and allows for targeted instruction.

5.4. Description of the Observation

Classroom observation served as the primary research tool for this study, focusing on first-year teachers and their lectures. The objective was to assess students' attitudes toward teachers' feedback and examine the impact of effective corrective feedback on students' speaking proficiency. The observation was conducted during the second semester, involving the random selection of two teachers instructing different modules to capture variations in teaching styles. With permission obtained to view their lectures, each teacher was observed for a total of three hours, spanning one hour and a half periods.

5.5. The Analysis of the classroom observation

Based on the classroom observation, there are several key points to analyze. Firstly, the class generally begins on time in an orderly and organized manner, except for one instance where both teachers were 20 minutes late. This indicates a general adherence to punctuality and organization, which is beneficial for a productive learning environment. However, the class environment, in general, was not organized and appeared chaotic with chairs blocking the way. It is important to have a clean and structured physical setting to enhance students' focus and engagement. Moving on, both teachers previewed lecture/discussion content and clearly stated the goals or objectives for the period, demonstrating their intention to provide students with a clear understanding of what will be covered and the learning outcomes they should expect. The next point emphasizes the teachers' ability to stay on topic and not digress often, which is valuable in maintaining focus and maximizing instructional time. Additionally, neither of the teachers took attendance, which, while not directly impacting the quality of instruction, is generally a good practice for teachers to monitor student attendance for accountability and identify potential issues.

Furthermore, both teachers related the current course content to what was covered before and what would come after, helping students connect new knowledge to previous learning and develop a cohesive understanding of the subject matter. Moreover, the teachers establish and maintain eye contact with students, particularly those who participate more,

fostering a sense of connection and attentiveness in the classroom. They also have positive interactions with students, valuing what students say, answering questions clearly and directly, and responding constructively to wrong answers, thus creating a supportive and inclusive classroom environment. However, one of the teachers does not consistently praise students for commendable contributions, even though acknowledging and praising students' efforts can boost their confidence and motivation. Additionally, while one teacher knows and uses student names, the other does not. Addressing students by their names fosters a personal connection and contributes to a positive classroom atmosphere. Lastly, the visibility and clarity of visual aids are addressed. One teacher had a chalkboard that was visibly dirty and contained permanent marks, making it difficult for students to read the content, while the other used an audio resource on mobile that was not easily heard by all students. Thus Teachers must ensure that visual aids are clear and accessible to all students.

The teacher provides oral corrective feedback at regular intervals throughout the class, striking a balance between addressing errors and maintaining uninterrupted communication. By selectively targeting significant errors, the teacher ensures that the most crucial aspects of language development are addressed without overwhelming or distracting the students. Moreover, while the teacher primarily focuses on pronunciation and vocabulary corrections, they also address grammar errors when necessary, enabling students to enhance multiple facets of their language skills and fostering a comprehensive improvement in their overall proficiency. Regarding timing, the teacher typically provides feedback immediately after a student makes an error, allowing for prompt clarification and correction. This approach empowers students to correct their mistakes and internalize the correct forms or pronunciations in real time. However, there was an instance where the teacher delayed feedback until the end of the activity, likely aiming to maintain the flow of the task and provide a comprehensive overview of errors made throughout the activity. This balance between immediate and delayed feedback contributes to a dynamic and effective learning experience.

The teacher's feedback demonstrates a deep understanding of the language, as it is accurate and specific, precisely addressing the errors made by the students. By pinpointing the exact nature of the errors, the teacher offers targeted guidance for improvement, enhancing the effectiveness of the feedback. Additionally, students exhibit a clear understanding of the corrections provided, indicating that the teacher effectively communicates the feedback. The teacher employs clear and concise language, utilizing explanations and examples tailored to

the student's comprehension levels. This clarity in communication enables students to grasp their errors and understand the necessary steps to rectify them, fostering a solid foundation for improvement. Furthermore, the teacher ensures the appropriateness of feedback by tailoring it to each student's individual proficiency level. By considering the students' existing language skills and knowledge, the teacher provides feedback that challenges and encourages growth without overwhelming or discouraging the students. This personalized approach creates a supportive and conducive learning environment, allowing students to thrive and progress at their own pace.

To provide corrective feedback, the teacher employs various techniques, including clarification requests, recasts, and repetition. By utilizing these diverse techniques, the teacher caters to different learning styles, enhances students' understanding, and improves their retention of the feedback. The oral corrective feedback provided by the teacher proves highly effective in improving students' language skills. Students demonstrate progress in their pronunciation, vocabulary, and grammar usage, indicating the positive impact of the feedback on their learning journey. The consistent application of corrective feedback helps students refine their language production, enabling greater accuracy and fluency in their communication. Notably, students respond positively to the oral corrective feedback, actively incorporating it into their speaking. They exhibit a clear understanding of the feedback and apply it to subsequent communication, showcasing their motivation to improve and their willingness to learn from their mistakes. The teacher's constructive and friendly tone, devoid of harsh criticism or negative comments, fosters a safe and comfortable environment where students feel encouraged to take risks and make progress without fear of embarrassment. The teacher's appropriate language and encouraging approach contribute to a positive learning atmosphere. Despite receiving oral corrective feedback, students remain motivated and engaged during speaking activities. They actively participate in discussions, collaborate with their peers, and communicate confidently. The feedback provided does not diminish their enthusiasm or hinder their willingness to participate, highlighting the stimulating and conducive classroom environment that supports their language development.

Based on the classroom observation, it was evident that students were able to communicate and work effectively in groups. They demonstrated a strong connection with one another and exhibited a high level of collaboration during group activities. The students actively engaged with their peers exchanged ideas, and cooperated towards achieving shared objectives. During the observation, it was noted that students did not raise their hands in the

traditional manner to contribute their thoughts or answer questions. Instead, they engaged in direct communication without relying on the formal hand-raising convention. Students participated in discussions and shared their ideas freely, without waiting for their turn or seeking permission through hand-raising. However, it was also evident that the students maintained a respectful approach to communication. They demonstrated attentiveness by allowing each classmate to speak without interruption, indicating a sense of mutual respect and consideration.

6.1. Teachers' Questionnaire

The Teachers' Questionnaire is an essential tool utilized in this research to gather crucial data regarding the influence of oral corrective feedback on the progression of learners' oral speaking skills. Carefully crafted, the questionnaire is designed to effectively address the research inquiries and fulfill the objectives of the study. By soliciting responses from experienced teachers, this instrument offers valuable insights into the diverse practices, beliefs, and perspectives concerning oral corrective feedback within EFL speaking classes. Through a meticulous analysis of the questionnaire data, this research aims to illuminate the effectiveness and utilization of various feedback types while exploring the factors that shape feedback provision and its perceived impact on learners. The outcomes derived from this questionnaire will significantly contribute to an enriched understanding of how oral corrective feedback can effectively enhance the development of learners' oral speaking skills.

6.2. The description of the teachers' questionnaire

The teachers' questionnaire comprises a set of 21 questions, designed to gather insights from teachers. It employs a combination of closed and open-ended questions, ensuring a comprehensive exploration of the subject matter. The questionnaire is structured into six sections, each serving a specific purpose in examining the multifaceted aspects of oral corrective feedback. The initial section focuses on teachers' experience and current teaching context, providing a valuable backdrop to understand their viewpoints. The subsequent sections delve into crucial areas such as oral corrective feedback practices, effectiveness, usage, as well as teachers' beliefs and suggestions. This approach enables a systematic investigation of various dimensions related to oral corrective feedback within the realm of EFL speaking classes.

Section 1: Experience and current teaching context

Question 1. How many years have you been teaching EFL learners?

Table 23: Years of Teaching Experience of EFL Learners

Option	Count	Percentage
1-5 years	4	44.44%
5-10 years	2	22.22%
10-15 years	3	33.33%
Total	9	100%

These findings reveal a diverse distribution of experience levels among the respondents. The largest group, comprising 44.44% of the participants, consists of teachers who have been instructing EFL learners for 1-5 years. The next highest percentage, representing 33.33% of the respondents, encompasses educators with 10-15 years of experience. The smallest group, accounting for 22.22% of the participants, consists of individuals who have been teaching EFL learners for 5-10 years. These results indicate a broad spectrum of expertise within the surveyed group, featuring a significant number of teachers in the early stages of their EFL teaching careers. The presence of both novice and experienced instructors suggests the potential for a dynamic exchange of ideas and practices within the teaching community.

Question 2. What level(s) of EFL learners do you currently teach?

Table 24: Level(s) of EFL Learners Currently Taught

Option	Count	Percentage
L1-M2	3	33.33%
L1-L2	4	44.44%
L1-L2-M2	1	11.11%
L2-L3	1	11.11%
Total		100%

The results indicate that the largest group of participants (44.44%) reported teaching learners at the L1-L2 level. Additionally, 33.33% of the respondents indicated their focus on

teaching learners at the L1-M2 level. Furthermore, one respondent (11.11%) mentioned instructing learners at the L1-L2-M2 level, which suggests that they cater to learners with varying levels of proficiency, ranging from beginners to intermediate and advanced. Similarly, another respondent (11.11%) reported teaching learners at the L2-L3 level, indicating a concentration on learners with intermediate to advanced language skills. These findings illustrate the diverse range of proficiency levels addressed by the surveyed teachers, highlighting their ability to cater to learners at various stages of language development. The presence of participants teaching across multiple levels suggests a versatile teaching approach and a capacity to adapt to the diverse needs of different learners.

Question 3. How often do you provide oral corrective feedback to your EFL learners during speaking activities?

Table 25: Frequency of Providing Oral Corrective Feedback

Option	Count	Percentage
Always	3	33.33%
Often	5	55.56%
Sometimes	1	11.11%
Rarely	0	0%
Never	0	0%
Total	9	100%

The results indicate that the majority of participants (55.56%) reported providing oral corrective feedback often during speaking activities. Additionally, 33.33% of respondents stated that they always provide oral corrective feedback. Furthermore, one participant (11.11%) mentioned providing oral corrective feedback sometimes, indicating a less frequent but still present practice. Notably, no respondents reported providing oral corrective feedback rarely or never during speaking activities. These findings highlight a strong inclination among the surveyed teachers to actively engage in providing oral corrective feedback to their EFL learners.

Section 2: Oral corrective feedback practices

Question 4. What types of oral corrective feedback do you typically provide to your EFL learners?

Table 26: Types of Oral Corrective Feedback Provided

Option	Count	Percentage
Explicit correction	4	44.44%
Recast	3	33.33%
Clarification request	1	11.11%
Metalinguistic feedback	1	11.11%
Total	9	100%

The results indicate that the most commonly used type of oral corrective feedback reported by the participants is explicit correction, mentioned by 44.44% of the respondents. This approach involves directly pointing out errors and providing the correct form or structure to the learners. The second most prevalent type of oral corrective feedback is recast, reported by 33.33% of the respondents. Recasting involves reformulating the learner's incorrect utterance into a correct form without explicitly stating the error. Additionally, one participant (11.11%) indicated utilizing clarification requests, which involve seeking clarification or further explanation from the learner regarding their utterance. Similarly, another respondent (11.11%) mentioned employing metalinguistic feedback, which involves providing explicit explanations or discussions about the language rules or principles related to the error. The predominant use of explicit correction and recasting suggests a focus on directly addressing errors and guiding learners toward the correct forms. The incorporation of clarification requests and metalinguistic feedback also highlights a desire to engage learners in reflective thinking and develop a deeper understanding of the language.

Question 5. In your experience, what are the most common errors that EFL learners make when speaking?

Table 27: Most Common Errors EFL Learners Make when Speaking

Option	Count	Percentage
Grammatical errors	6	66.67%
Pronunciation errors	2	22.22%
Vocabulary errors	1	11.11%
Discourse errors	0	0%
Cultural errors	0	0%
Total	9	100%

According to the results, the most commonly reported errors made by EFL learners when speaking are grammatical errors, mentioned by 66.67% of the respondents. This finding suggests that learners often struggle with the correct usage of grammar structures, tenses, word order, and other grammatical elements in their spoken language. Pronunciation errors were the second most mentioned type of error, reported by 22.22% of the respondents. This indicates that learners face challenges in accurately producing sounds, stress patterns, intonation, and other aspects related to pronunciation. Additionally, one respondent (11.11%) highlighted vocabulary errors as common issues among EFL learners. Vocabulary errors may refer to difficulties in choosing appropriate words, using collocations correctly, or expanding their vocabulary repertoire. It is worth noting that none of the respondents mentioned discourse errors or cultural errors as commonly made errors when speaking.

Question 6. Do you think that EFL learners are generally receptive to oral corrective feedback?

Table 28: Receptiveness of EFL Learners to Oral Corrective Feedback

Option	Count	Percentage
Yes	9	100%
No	0	00%
Total	9	100%

The results for Question 6 reveal that all of the respondents (100%) hold the belief that EFL learners are generally receptive to oral corrective feedback. This finding suggests that the teachers view their students as open and receptive to feedback provided during speaking activities. The outcome of this survey aligns with the understanding that learners, as a whole, possess a desire to improve their language skills and perceive feedback as valuable for their language development.

Question 7. What strategies do you use to ensure that your oral corrective feedback is clear and understandable to EFL learners?

Table 29: Strategies to Ensure Clear and Understandable Oral Corrective Feedback

Option	Count	Percentage
Simplify language	4	44.44%
Rephrase	2	22.22%
Visual aids	0	0%
Model correct language	1	11.11%
positive reinforcement	1	11.11%
Check for comprehension	1	11.11%
Total	9	100%

the results of Question 7 demonstrate that EFL teachers employ various strategies to ensure the clarity and understanding of their oral corrective feedback. The majority of respondents (44.44%) mentioned simplifying language as a strategy, adjusting the complexity

of the feedback to make it more accessible to learners. Rephrasing, mentioned by 22.22% of respondents, involves restating the feedback in a different way to aid learners' comprehension. While visual aids were not mentioned by any respondents. Another strategy mentioned by 11.11% of respondents is modeling correct language, which involves providing examples or demonstrations of the correct form or pronunciation. Positive reinforcement, also mentioned by 11.11% of respondents, entails praising or acknowledging learners' efforts and progress during the feedback process. Additionally, 11.11% of respondents highlighted the importance of checking for comprehension by actively assessing learners' understanding through questions, seeking clarification, or encouraging learners to provide explanations or examples.

Question 8. Have you observed any differences in the effectiveness of oral corrective feedback for different proficiency levels of EFL learners?

Table 30: Effectiveness of Oral Corrective Feedback for Different Proficiency Levels

Option	Count	Percentage
Yes	7	77.78%
No	2	22.22%
Total	9	100%

Examining the results for Question 8, it is evident that a significant majority of respondents (77.78%) have observed differences in the effectiveness of oral corrective feedback for different proficiency levels of EFL learners. This finding suggests that the surveyed teachers recognize the influence of learners' proficiency levels on the impact and outcomes of their oral corrective feedback. The acknowledgment of these differences is crucial as it allows teachers to tailor their feedback strategies to address the specific needs and challenges of learners at different proficiency levels. By recognizing that learners at various stages of proficiency may require different approaches and techniques, teachers can adjust their feedback delivery, language complexity, and instructional methods accordingly.

Question 9. Have you received any feedback from your EFL learners about the impact of oral corrective feedback on their speaking skill?

Table 31: Feedback on the Impact of Oral Corrective Feedback on Speaking Skills

Option	Count	Percentage
Yes	5	55.56%
No	4	44.44%
Total	9	100%

Analyzing the findings of Question 9, we discover that 55.56% of the participants reported receiving feedback from their EFL learners regarding the impact of oral corrective feedback on their speaking skills. In contrast, 44.44% of the respondents stated that they have not received any feedback on this aspect. The fact that more than half of the teachers have received feedback from their learners signifies an active engagement on the part of the students in evaluating their own progress. Nevertheless, it is important to note that a considerable portion of the respondents (44.44%) indicated a lack of feedback from their learners in this regard.

Question 10. How do you balance providing corrective feedback with maintaining learners' motivation and confidence in speaking?

The suggestions provided by respondents shed light on strategies that can be employed to address this delicate balance through these ideas:

- providing positive reinforcement when students provide correct answers. By praising their achievements, teachers can boost learners' confidence and motivation, creating a supportive and encouraging learning environment.
- By selectively providing feedback on common errors, teachers avoid overwhelming learners with excessive corrections. Encouraging peer feedback and self-correction promotes learner autonomy and engagement, maintaining their motivation and confidence.
- By subtly guiding students without directly pointing out errors, teachers create a more comfortable learning environment. This approach helps reduce potential feelings of judgment and fosters a supportive atmosphere.

- Creating a psychologically supportive environment is crucial for maintaining learners' motivation and confidence. By emphasizing that errors are a natural part of the language learning process and not a personal reflection on the students themselves, teachers can help alleviate any self-consciousness or anxiety associated with making mistakes.
- Highlighting the continuous nature of learning can motivate students and alleviate any pressure associated with making errors. By emphasizing that language learning is an ongoing process, teachers can encourage learners to embrace mistakes as opportunities for growth and improvement.
- Regularly following up on students' progress and their application of feedback can reinforce the importance of feedback in their language development. By reminding learners to consider and apply the feedback given, teachers maintain the relevance and impact of corrective feedback.
- Providing feedback politely is essential for maintaining learners' motivation and confidence. Using a respectful and constructive tone can help students feel supported and valued, minimizing any negative impact on their self-esteem.
- By adopting an understanding and tolerant attitude towards mistakes, teachers create a safe space for learners to take risks and learn from their errors. Sharing personal experiences and using motivational and encouraging language can inspire students and reassure them that challenges are growth opportunities.
- Providing informative and diverse feedback is essential for maintaining learners' motivation and confidence. By offering specific and helpful information, teachers assist students in understanding their mistakes and guide them toward improvement.

Question 11. Do you have any suggestions or best practices for using oral corrective feedback effectively in EFL speaking classes?

The suggestions and best practices provided in Question 11 offer valuable insights into using oral corrective feedback effectively in EFL speaking classes.

- By focusing on common errors, teachers can address specific language issues while allowing learners to maintain their fluency and communication flow. Prioritizing fluency over accuracy aligns with modern language teaching methodologies.

- Implied feedback, which involves subtly indicating language errors without directly pointing them out, can help students improve without feeling embarrassed or judged.
- By repeating correct forms and using visual materials to draw attention to errors, teachers help students recognize and understand the gaps between correct and incorrect language use. Encouraging understanding of language rules and facilitating memorization and recall can further reinforce accurate language production.
- Both direct and indirect feedback can be utilized to address errors and guide students toward improvement. Additionally, encouraging learners to provide feedback to their peers outside the classroom fosters a collaborative learning environment and reinforces their understanding of language structures.
- Using different types of feedback, including peer feedback, demonstrates the value of incorporating diverse feedback sources. Peer feedback allows students to learn from each other, develop critical thinking skills, and foster a supportive learning community.
- By refraining from interrupting learners' speech, teachers allow students to freely express themselves. Providing collective feedback on common mistakes helps all students benefit from the guidance while avoiding individual public feedback helps preserve students' confidence and motivation.

Question 12. What factors do you consider when deciding whether or not to provide oral corrective feedback during speaking activities?

Table 32: Factors Considered for Providing Oral Corrective Feedback

Option	Count	Percentage
Student level	4	44.44%
Activity type	4	44.44%
Time constraints	0	0%
Other	1	11.11%
Total	9	100%

We find that teachers consider various factors when deciding whether or not to provide oral corrective feedback during speaking activities. The responses provide insights into the considerations made by the surveyed teachers:

Student level: 44.44% of the respondents indicated that they consider the proficiency level of the students when deciding whether to provide oral corrective feedback. This factor acknowledges the importance of tailoring feedback to match the learners' abilities and ensuring that the feedback is appropriate and beneficial for their language development.

Activity type: Similarly, 44.44% of the respondents reported considering the type of speaking activity when deciding whether to provide oral corrective feedback. Different activities may have different objectives and priorities, and teachers need to assess whether the focus of the activity is on fluency, accuracy, or a combination of both.

Time constraints: Interestingly, none of the respondents mentioned time constraints as a factor in deciding whether to provide oral corrective feedback during speaking activities. This could suggest that the surveyed teachers prioritize the importance of feedback over time limitations, emphasizing its value in supporting learners' language development.

Other: 11.11% of the respondents mentioned other factors that influence their decision to provide oral corrective feedback. These factors could include the individual needs of the learners, the specific learning goals of the lesson, the classroom dynamics, or any other relevant considerations that the teachers find important in determining the appropriateness and timing of oral corrective feedback.

Section 3: Oral Corrective Feedback Effectiveness

Question 13. Oral corrective feedback has a significant impact on EFL learners' speaking skills

Table 33: Impact of Oral Corrective Feedback on EFL Learners' Speaking Skills

Option	Count	Percentage
Strongly agree	5	55.56%
Agree	3	33.33%
Neutral	1	11.11%
Disagree	0	0%
Strongly disagree	0	0%
Total	9	100%

Analyzing the findings from Question 13, it becomes apparent that a majority of the respondents hold a strong belief (55.56%) in the significant impact of oral corrective feedback on EFL learners' speaking skills. Additionally, 33.33% of the respondents agreed with this statement, while only one respondent (11.11%) expressed a neutral stance. The high level of agreement among the participants underscores their conviction in the effectiveness of oral corrective feedback for enhancing learners' speaking abilities. This perspective aligns with the widely acknowledged role of feedback as a valuable tool in language development, particularly in the context of speaking. By offering learners targeted feedback on their spoken language, teachers can assist them in identifying and rectifying errors, improving accuracy and fluency, and fostering a deeper understanding of the language's linguistic features and conventions. The absence of any respondents disagreeing or strongly disagreeing with the statement suggests a consensus among the surveyed teachers regarding the positive impact of oral corrective feedback.

Question 14. In your opinion, how effective is oral corrective feedback in improving EFL learners' speaking skills?

Table 34: Effectiveness of Oral Corrective Feedback in Improving EFL Learners' Speaking Skills

Option	Count	Percentage
Very effective	6	66.67%
Effective	3	33.33%
Somewhat	0	0%
Not very effective	0	0%
Not at all effective	0	0%
Total	9	100%

It is evident that the majority of the respondents (66.67%) perceive oral corrective feedback as very effective in improving EFL learners' speaking skills. An additional 33.33% of the respondents considered it effective. Notably, no respondents indicated that oral corrective feedback is somewhat, not very, or not at all effective. This perception aligns with the understanding that feedback plays a crucial role in language development, and providing targeted feedback during speaking activities can lead to noticeable improvements in learners' accuracy, fluency, and overall proficiency. The absence of any respondents rating oral corrective feedback as somewhat, not very, or not at all effective indicates a consensus among the surveyed teachers regarding the positive impact of this feedback approach. This consensus reflects the perceived value and efficacy of oral corrective feedback in promoting learners' progress in spoken English.

Question 15. I have a clear understanding of how to measure the effectiveness of oral corrective feedback in enhancing EFL learners' speaking skills

Table 35: Understanding of Measuring the Effectiveness of Oral Corrective Feedback

Option	Count	Percentage
Strongly agree	4	44.44%
Agree	3	33.33%
Neutral	2	22.22%
Disagree	0	0%
Strongly disagree	0	0%
Total	9	100%

In the following results, it is apparent that opinions among the respondents are divided regarding their understanding of how to measure the effectiveness of oral corrective feedback in enhancing EFL learners' speaking skills. A combined 77.77% of respondents either strongly agree (44.44%) or agree (33.33%) that they have a clear understanding of how to measure the effectiveness of oral corrective feedback. This suggests that a majority of the teachers possess knowledge and confidence in their ability to evaluate the impact of oral corrective feedback on learners' speaking skills. Their understanding may stem from their training, experience, or professional development in the field of language education. On the other hand, 22.22% of respondents expressed a neutral stance, indicating that they are unsure or have mixed views about how to measure the effectiveness of oral corrective feedback. The absence of any respondents disagreeing or strongly disagreeing with the statement suggests a general consensus among the surveyed teachers that they possess at least some level of understanding regarding the measurement of oral corrective feedback's effectiveness.

Section 4: Oral Corrective Feedback usage

Question 16. What types of oral corrective feedback do you provide to your EFL learners?

Table 36: Types of Oral Corrective Feedback Provided to EFL Learners

Option	Count	Percentage
Pronunciation correction	2	22.22%
Grammar correction	3	33.33%
Vocabulary correction	1	11.11%
Discourse marker correction	1	11.11%
Other	2	22.22%
Total	9	100%

Examining the results for Question 16, it is evident that the respondents employ various types of oral corrective feedback when working with their EFL learners. The breakdown of the findings is as follows:

Pronunciation correction: 22.22% of respondents reported providing pronunciation correction as a form of oral corrective feedback.

Grammar correction: 33.33% of respondents mentioned utilizing grammar correction as a type of oral corrective feedback.

Vocabulary correction: 11.11% of respondents indicated offering vocabulary correction as a form of oral corrective feedback.

Discourse marker correction: 11.11% of respondents reported providing discourse marker correction as a type of oral corrective feedback.

Other: 22.22% of respondents mentioned using other types of oral corrective feedback. Although not specified in the response options, these "other" forms of feedback may include metalinguistic explanations, clarification requests, recasting, or a combination of different correction strategies tailored to individual learners' needs.

Question 17. How often do you use oral corrective feedback in your EFL speaking classes?

Table 37: Frequency of Using Oral Corrective Feedback in EFL Speaking Classes

Option	Count	Percentage
Always	3	33.33%
Often	4	44.44%
Sometimes	2	22.22%
Rarely	0	0%
Never	0	0%
Total	9	100%

Analyzing the results for Question 17 reveals the frequency at which the surveyed teachers utilize oral corrective feedback in their EFL speaking classes. The breakdown of responses is as follows:

Always: 33.33% of respondents reported using oral corrective feedback consistently in their EFL speaking classes. This indicates that these teachers prioritize providing feedback during speaking activities and consider it an integral part of their instructional approach. By consistently offering oral corrective feedback, these teachers aim to support their learners' language development and help them improve their speaking skills.

Often: 44.44% of respondents indicated using oral corrective feedback frequently in their EFL speaking classes. This suggests that these teachers recognize the importance of feedback in promoting learners' progress and dedicate a significant portion of class time to providing corrective feedback during speaking activities.

Sometimes: 22.22% of respondents mentioned using oral corrective feedback occasionally in their EFL speaking classes. This implies that while these teachers do incorporate oral corrective feedback in their teaching practices, it may not be as pervasive as in the cases of the "Always" or "Often" groups. They may choose to provide feedback selectively based on specific learning needs, classroom dynamics, or other contextual factors.

Finally, none of the respondents reported using oral corrective feedback rarely or never. This suggests that the surveyed teachers recognize the value of oral corrective feedback and its impact on learners' speaking skills.

Section 5: Teacher Confidence and Beliefs

Question 18. I feel confident in my ability to provide effective oral corrective feedback to EFL learners during speaking activities

Table 38: Confidence in Providing Effective Oral Corrective Feedback

Option	Count	Percentage
Strongly agree	3	33.33%
Agree	6	66.67%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	9	100%

Out of the total of 9 respondents, 3 individuals, representing 33.33% of the participants, strongly agreed that they feel confident in their ability to provide effective oral corrective feedback. On the other hand, 6 respondents, accounting for 66.67% of the participants, agreed with the statement. It is encouraging to note that none of the respondents expressed a neutral stance, disagreement, or strong disagreement towards their confidence in providing oral corrective feedback. This indicates a positive overall sentiment among the participants, suggesting that they feel equipped and self-assured when it comes to offering constructive feedback to EFL learners during speaking activities.

Question 19. Integrating oral corrective feedback into my overall teaching approach is important for enhancing EFL learners' speaking skills

Table 39: Importance of Integrating Oral Corrective Feedback

Option	Count	Percentage
Strongly agree	5	55.56%
Agree	4	44.44%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	9	100%

The results show among the 9 participants who responded to this question, 5 individuals, accounting for 55.56% of the total, strongly agreed that integrating oral corrective feedback is important for enhancing EFL learners' speaking skills. Additionally, 4 respondents, representing 44.44% of the participants, agreed with this statement.

It is noteworthy that none of the participants expressed a neutral stance, disagreement, or strong disagreement toward the significance of integrating oral corrective feedback into their teaching approach. This suggests a consensus among the respondents that incorporating such feedback is an important aspect of instruction when it comes to improving the speaking abilities of EFL learners.

Question 20. I would recommend using oral corrective feedback to other EFL teachers to enhance their learners' speaking skills

Table 40: Recommendation of Oral Corrective Feedback

Option	Count	Percentage
Strongly agree	3	33.33%
Agree	6	66.67%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	9	100%

Question 20 results show that among the 9 participants who responded to this question, 3 individuals, representing 33.33% of the total, strongly agreed that they would recommend using oral corrective feedback to other EFL teachers. Additionally, 6 respondents, accounting for 66.67% of the participants, agreed with this statement.

It is worth noting that none of the participants expressed a neutral stance, disagreement, or strong disagreement regarding their recommendation of oral corrective feedback to other EFL teachers. This collective sentiment implies that the participants believe in the importance of knowledge-sharing and collaboration among EFL teachers, emphasizing the potential benefits that oral corrective feedback can have on the overall language development of learners.

Section 6: Recommendations and Suggestions

Question 21. As a teacher, would like to suggest some ideas you use for improving the students' level using feedback?

The suggestions provided in Question 21 offer valuable insights into approaches that teachers can consider for improving students' language proficiency using feedback.

- "FLUENCY MATTERS MORE THAN ACCURACY IN MODERN METHODOLOGY": Emphasizing fluency over accuracy acknowledges the importance of students' ability to communicate effectively and confidently. By focusing on fluency, teachers can create a supportive environment where students feel encouraged to express themselves without fear of making mistakes.
- "Implicit feedback is often more effective than direct explicit feedback, given that it minimizes the psychological pressure on the student": By providing subtle cues or modeling language use, teachers can create a less intimidating atmosphere for learners. This can lead to increased confidence and a greater willingness to engage in communication.
- "Offering explicit corrective feedback to develop speaking skills among EFL learners": Given the importance of explicit guidance, it is reasonable to assume that many respondents would support this suggestion. It can be particularly beneficial for helping students understand and correct their mistakes, leading to improved speaking skills.
- "Provide corrective feedback for the whole class according to your previous experience over the years. Heed learners' attraction to the frequently committed mistakes to avoid them. Provide instant and indirect feedback in the classroom": This idea highlights the importance of addressing common mistakes made by the entire class. By observing patterns in errors and offering timely feedback, teachers can effectively guide students toward avoiding recurring mistakes. The use of instant and indirect feedback can maintain the flow of the lesson while still providing valuable guidance.

Conclusion

This study highlights the essential role of teachers' feedback in enhancing EFL learners' speaking skills. The analysis of questionnaires and classroom observations reveals significant findings. Students demonstrate a strong desire to improve their speaking, prioritizing the quality of feedback over its quantity. Teachers emphasize the importance of nurturing speaking skills and recognize the powerful impact that feedback can have on students' language development. They stress the need for clear, appropriate, and personalized feedback, regardless of the amount provided. The study also emphasizes the unanimous agreement among teachers regarding the crucial nature of oral feedback in English language learning. Teachers view it as an effective approach to enhance speaking skills and address students' mistakes. By offering oral corrective feedback, teachers provide valuable support to students in their ongoing language learning journey, with particular attention to addressing common errors. The significance of teachers' oral corrective feedback is evident in its positive influence on students' speaking performance. Students appreciate the feedback as it helps them overcome speaking challenges. The classroom observations highlight the importance of delivering feedback at the right time and in a suitable manner to facilitate improvement. Feedback that provides advice, explanations, and suggestions is highly valued, as it contributes to students' growth while avoiding repetitive criticism that may erode their confidence. Furthermore, learners need more consistent feedback, especially those who receive it only sometimes.

Pedagogical Recommendations

- Teachers should aim to provide consistent and constructive feedback to students on their speaking skills. This can be done through individual assessments, group discussions, or oral presentations. Timely feedback allows students to identify areas for improvement and make necessary adjustments.
- Creating a positive and encouraging atmosphere in the classroom is crucial for students to feel comfortable expressing themselves. Teachers should promote a safe space where students can freely communicate without the fear of judgment or making mistakes. This helps build confidence and encourages active participation.
- Recognizing that each student has unique learning needs, teachers should offer diverse feedback approaches. This can include verbal feedback during class discussions, written comments on assignments, or the use of digital tools and online platforms for personalized feedback. Providing different feedback types allows for a comprehensive understanding of students' strengths and areas for improvement.
- Take advantage of technology to facilitate the feedback process and provide personalized learning experiences. Online platforms, language learning apps, and digital recording tools can assist in assessing students' speaking skills, tracking progress, and offering targeted feedback. This integration of technology enhances engagement and enables students to practice speaking in various contexts.
- Dedicate moments for students to reflect on their language development and identify areas of strength and improvement. This self-reflection can be facilitated through journaling, self-assessments, or group discussions. Encouraging students to take an active role in monitoring their progress fosters autonomy and self-awareness in their language learning journey.

➤ **Limitations of the Study**

As with any research, this study is not exempt from limitations. One major obstacle we faced was finding teachers who were open to participating in classroom observations. Unfortunately, we encountered a considerable number of teachers who declined the opportunity to have their classes observed.

Main Conclusion

In conclusion, this dissertation explored the impact of teachers' oral corrective feedback on enhancing EFL students' speaking skills. The findings supported the hypothesis that first-year students have positive attitudes toward teachers' oral corrective feedback, which serves as a motivating factor for improving their speaking performance. Moreover, the study demonstrated that proficient implementation of appropriate corrective feedback significantly enhances students' speaking proficiency and academic achievements. By examining various aspects of speaking skills, classroom interaction, corrective feedback, and motivation, this study provides valuable insights and practical guidelines for teachers. It emphasizes the importance of employing effective feedback techniques and creating an encouraging learning environment to boost student motivation and facilitate the development of speaking abilities. Additionally, the analysis of students' perspectives highlighted their recognition of the value of feedback in improving their speaking abilities. This emphasizes the need to involve students in the feedback process, creating a student-centered learning environment that enhances their engagement and learning outcomes. Furthermore, the study reaffirmed the role of teachers as facilitators of language development. It emphasized the significance of teachers possessing proficient knowledge and skills in delivering appropriate feedback. By addressing students' linguistic and psychological challenges and providing targeted support, teachers can enhance students' speaking skills and address their individual needs. The comprehensive examination of speaking skills, classroom interaction, corrective feedback, and motivation also offers practical guidelines for creating a supportive and motivating classroom environment. By integrating interactive and communicative activities, teachers can stimulate students' engagement, foster meaningful interactions, and promote speaking proficiency.

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Appendices

Appendix 1

Students' Questionnaire

Please circle the option that best represents how you feel about oral corrective feedback.

Section 1: Background Information

1. How long have you been studying English as a foreign language?

.....

Section 2: English Proficiency and Speaking Habits

2. What is your current level of English proficiency?

a. Advanced

b. Intermediate

c. Beginner

3. How often do you speak English outside of the classroom?

a. Daily

b. Weekly

c. Monthly

d. Rarely

Section 3: Student Perception of Oral Corrective Feedback in English Language Learning

4. How often do you receive oral corrective feedback from your English teacher?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

5. How important do you think oral corrective feedback is for improving speaking skills?

a. Very important

b. Important

c. Fairly important

d. Slightly important

e. Not important

6. How helpful do you find oral corrective feedback in improving your speaking skills?

a. Extremely helpful

b. Somewhat helpful

c. Not very helpful

d. Not at all helpful

7. Do you think receiving oral corrective feedback has improved your speaking skills?

a. Yes

b. Somewhat

c. Not really

d. No

8. How comfortable are you with receiving oral corrective feedback in front of your classmates?

a. Very comfortable

b. Somewhat comfortable

c. Somewhat uncomfortable

d. Very uncomfortable

9. How do you feel when you receive oral corrective feedback during speaking activities?

a. Excited to improve

b. Anxious or nervous

c. Indifferent or unaffected

d. Other (please specify)

Section 4: Types and Application of Oral Corrective Feedback

10. How motivated are you to speak in class when you know that you will receive oral corrective feedback?

a. Very motivated

b. Somewhat motivated

c. Not very motivated

d. Not at all motivated

11. What types of oral corrective feedback have you received in class?

a. Correction of pronunciation errors

b. Correction of grammar errors

c. Correction of vocabulary errors

d. Other (please specify)

12. How often do you apply the feedback you receive in your future speaking activities?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

13. What types of oral corrective feedback do you find most helpful? (Select all that apply)

a. Direct correction (teacher immediately provides the correct form)

b. Indirect correction (teacher provides hints or prompts to help you self-correct)

c. Recast (teacher repeats your sentence with the correct form)

d. Clarification request (teacher asks you to clarify or repeat something)

e. Metalinguistic feedback (teacher explains the grammar or pronunciation rule)

Section 5: Benefits, Challenges, and Recommendations

14. How do you compare your current speaking abilities to your abilities before you started receiving oral corrective feedback from your teacher?

a. I have improved significantly

b. I have improved somewhat

c. There has been no noticeable improvement

15. What do you think are the benefits of receiving oral corrective feedback during speaking activities?

a. Improving accuracy and fluency

b. Building confidence

c. Increasing motivation to learn

d. Other (please specify)

16. Have you noticed any improvement in your speaking skills as a result of receiving oral corrective feedback?

a. Yes

b. No

17. What are the challenges you face when receiving oral corrective feedback during speaking activities?

- a.** Feeling embarrassed or ashamed
- b.** Not understanding the feedback
- c.** Feeling overwhelmed with too much feedback
- d.** Other (please specify)

.....

18. Would you prefer to receive more or less oral corrective feedback during speaking activities?

- a.** More
- b.** About the same
- c.** Less

19. What is the ideal frequency of receiving oral corrective feedback during speaking activities for you?

- a.** Every time I speak
- b.** Often, but not every time I speak
- c.** Sometimes, but not too frequently
- d.** Rarely, only when necessary
- e.** Never, I prefer not to receive oral corrective feedback

20. In your opinion, what are the advantages of receiving oral corrective feedback in improving your speaking skills? (Select all that apply)

- a.** Helps you identify and correct your mistakes
- b.** Increases your motivation to improve
- c.** Helps you internalize correct forms and structures

d. Provides opportunities for personalized language input

e. Develops your ability to self-correct

21. Have you ever received oral corrective feedback from peers (classmates) or other non-teachers during speaking activities? If so, how did this compare to receiving feedback from a teacher?

a. Yes, it was just as helpful as feedback from a teacher

b. Yes, it was somewhat helpful but not as helpful as feedback from a teacher

c. No, I have never received feedback from peers or other non-teachers

22. How would you rate the overall quality of the oral corrective feedback you receive from your teacher?

a. Excellent

b. Good

c. Fair

d. Low

23. What recommendations do you have for teachers in providing oral corrective feedback to EFL learners?

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

Thank you for your time and valuable input.

Dear teacher, the purpose of this survey is to gather information about the impact of oral corrective feedback on enhancing EFL learners' speaking skills. Please indicate your level of agreement with the following statements by circling the letter that best represents your opinion:

Section 1: Experience and current teaching context

1. How many years have you been teaching EFL learners?

.....

2. What level(s) of EFL learners do you currently teach?

.....

3. How often do you provide oral corrective feedback to your EFL learners during speaking activities?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

Section 2: Oral corrective feedback practices

4. What types of oral corrective feedback do you typically provide to your EFL learners?

a) Explicit correction

b) Recast

c) Clarification request

d) Metalinguistic feedback

5. In your experience, what are the most common errors that EFL learners make when speaking?
- a) Grammatical errors
 - b) Pronunciation errors
 - c) Vocabulary errors
 - d) Discourse errors
 - e) Cultural errors
6. Do you think that EFL learners are generally receptive to oral corrective feedback?
- a) Yes
 - b) No
7. What strategies do you use to ensure that your oral corrective feedback is clear and understandable to EFL learners?
- a) Simplify language
 - b) Rephrase
 - c) Visual aids
 - d) Model correct language
 - e) positive reinforcement
 - f) Check for comprehension
8. Have you observed any differences in the effectiveness of oral corrective feedback for different proficiency levels of EFL learners?
- a) Yes
 - b) No
9. Have you received any feedback from your EFL learners about the impact of oral corrective feedback on their speaking skill?

a) Yes

b) No

10. How do you balance providing corrective feedback with maintaining learners' motivation and confidence in speaking?

.....

Do you have any suggestions or best practices for using oral corrective feedback effectively in EFL speaking classes?

.....

What factors do you consider when deciding whether or not to provide oral corrective feedback during speaking activities?

a) student level

b) activity type

c) time constraints

d) Other (please specify)

.....

Section 3: Oral Corrective Feedback Effectiveness

11. Oral corrective feedback has a significant impact on EFL learners' speaking skills:

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

12. In your opinion, how effective is oral corrective feedback in improving EFL learners' speaking skills?

a) Very effective

- b) Somewhat
- c) effective
- d) Not very effective
- e) Not at all effective

13. I have a clear understanding of how to measure the effectiveness of oral corrective feedback in enhancing EFL learners' speaking skills:

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

Section 4: Oral Corrective Feedback Usage

14. What types of oral corrective feedback do you provide to your EFL learners? (Select all that apply)

- a) Pronunciation correction
- b) Grammar correction
- c) Vocabulary correction
- d) Discourse marker correction
- e) Other (please specify)

.....

15. How often do you use oral corrective feedback in your EFL speaking classes?

- a) Always
- b) Often
- c) Sometimes

d) Rarely

e) Never

Section 5: Teacher Confidence and Beliefs

16. I feel confident in my ability to provide effective oral corrective feedback to EFL learners during speaking activities:

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

17. Integrating oral corrective feedback into my overall teaching approach is important for enhancing EFL learners' speaking skills:

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

18. I would recommend using oral corrective feedback to other EFL teachers to enhance their learners' speaking skills:

a) Strongly agree

b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

Section 6: and Suggestions

19. As a teacher, would like to suggest some ideas you use for improving the students' level using feedback?

.....

Thank you for your time and input. Your responses will help us understand the impact of oral corrective feedback on EFL learners' speaking skills.

Appendix Three

Classroom Observation

Teacher:

Date:

Group:

Time:

Class observed:

Topic:

Category	Criteria	Observations	Comment
Student Engagement	Active participation		
	Listening skills		
	Response quality		
Teacher-Student Interaction	Interaction quality		
	Clarity of feedback		
	Use of questioning		
Peer Interaction	Collaboration		
	Peer feedback		
Speaking Skills	Fluency		
	Accuracy		
	Vocabulary use		
	Pronunciation		
Feedback	Clarity and specificity		
	Timeliness		
	Effectiveness		
	Types of feedback used		
Students attendance			

ملخص البحث

تحمل إلمام اللغة الإنجليزية بمهارة ثقافية كبيرة في عالمنا المعولم حاليًا. ومع ذلك، يواجه متعلمو اللغة الإنجليزية كلغة أجنبية صعوبات في تطوير مهارات التحدث الفعالة، مما يتطلب تدخل المعلمين. تهدف هذه الدراسة إلى استكشاف تأثير التغذية الراجعة الشفوية من قبل المعلمين على قدرات الطلاب في التحدث، وتحديد أنواع التغذية الراجعة الأكثر فاعلية. كما توفر الدراسة مبادئ توجيهية لتقديم التغذية الراجعة. تستخدم الدراسة المنهج المختلط وتشمل استبيانات وملاحظات الفصول الدراسية، وتفحص وجهات نظر الطلاب حول أهمية التغذية الراجعة الشفوية وتأثيراتها الإيجابية على مهارات التحدث لديهم. يتكون عينة الدراسة من طلاب السنة الأولى في تخصص اللغة الإنجليزية في جامعة محمد خضر بسكرة. تستكشف أسئلة البحث آراء الطلاب حول أهمية التغذية الراجعة وتأثيرها على قدرات التحدث. تفترض الفرضيات أن الطلاب لديهم نظرة إيجابية تجاه التغذية الراجعة الشفوية من قبل المعلمين، مما يحفزهم على تحسين أدائهم في التحدث. بالإضافة إلى ذلك، يؤدي تنفيذ التغذية الراجعة التصحيحية المناسبة بشكل كبير إلى تعزيز قدرات الطلاب في التحدث وتحقيقهم الأكاديمي. تهدف هذه الدراسة إلى تعزيز الأداء الشفوي لمتعلمي اللغة الإنجليزية كلغة أجنبية، وتعزيز النظرة الإيجابية تجاه التغذية الراجعة، والتركيز.