



Mohamed Khider University of Biskra  
Faculty of Letters and Foreign Languages  
Department of English Language and  
Literature

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Submitted and defended by:

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**Oral Corrective Feedback as a Formative Assessment Strategy to Develop EFL Students'  
Speaking Skills**

**The Case of First-Year EFL Students at Mohamed Khider University of Biskra**

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Dissertation Submitted in Partial Fulfillment of the Requirements for Master's Degree  
in Sciences of Language

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**Declaration**

I, Miss. Abir KHELALFA, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been submitted or used in any form for another degree or diploma at any university or other institution of tertiary education. Information derived from any work of others has been acknowledged in the text and in the list of references.

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A handwritten signature in black ink, appearing to read 'Abir', with a large, stylized flourish above the letters.

Date: June 2024

**Dedication**

In the Name of Allah, the Most Beneficent, the Most Merciful

To the memory of my beloved father, Mohamed Sadek

Though our time together was brief, your presence has always been felt deeply within my heart.

To my sacrificing mother, Fatima Zohra KHALIFA

Your love, support, and belief in me have always been the bedrock of my life's journey.

To my strength, my heroes, and my protectors,

My brothers: Sari, Abdelhak, and Bahaeddine,

Thank you for always showing love and care for me.

To my little nephew: Mohamed Sadek KHELALFA,

Your smile brought endless joy and warmth to my heart during the toughest days.

To both families: KHELALFA & KHALIFA,

To my friends,

for the countless memories we have created together.

To everyone who loves me, this thesis is dedicated to you.

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My sincere thanks go to the *anonymous* teachers who agreed to take part in the interviews and the ones who agreed to have classroom observations in their classes, your participation was invaluable in enriching the current study.

I extend my heartfelt gratitude to all the teachers who taught me during my formative years, laying the foundation upon which I continue to build my knowledge. Special thanks to them, their impact will always be cherished and remembered.

### **Abstract**

The present study aims at investigating the students' perspectives and the teachers' attitudes toward using oral corrective feedback as a formative assessment strategy to enhance EFL students' speaking skills. A further attempt is to identify if and how teachers at Mohamed Khider University of Biskra implement oral corrective feedback as a formative assessment strategy during the Oral Expression classes to assist the students in becoming competent speakers. It is assumed that oral corrective feedback could enhance speaking skills in EFL classes. A mixed methods research approach was opted where triangulation was used in this investigation to collect data: questionnaire for students, interview for teachers, and classroom observation. The questionnaire was addressed to forty (n=40) first-year students at the Department of English at Mohamed Khider University of Biskra. Moreover, the teachers' interview was conducted with eight (n=8) teachers from the same University. Finally, the classroom observation was conducted in three (n=3) classrooms. The study concluded that EFL students at Mohamed Khider University of Biskra perceive oral corrective feedback positively while teachers also have positive attitudes toward applying oral corrective feedback in their teaching. Furthermore, it has been found that oral corrective feedback is used in different ways and times to guide students' progress speaking skills progress.

*Keywords:* formative assessment, oral corrective feedback, speaking skills, mixed methods.

**List of Acronyms**

**FA:** Formative Assessment

**SA:** Summative Assessment

**FLT:** Foreign Language Teaching

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**OCF:** Oral Corrective Feedback

**SPSS:** Statistical Package for the Social Sciences

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# **General Introduction**

## 1. Background of the study

Formative assessment (FA) is a continuous type of assessment during the learning process that is intended to provide feedback on learner's performance. Formative assessment has been initiated in higher education practices because it has proven its effectiveness in improving students' achievement (William 2013, p. 15). It allowed instructors to recognize the weaknesses and strengths of their students. As a result, they could adjust their instructional materials in accordance with students' current situation.

Formative assessment is a broad aspect of language teaching that involves a range of tools used to collect data on students' comprehension and development throughout the learning process. Oral corrective feedback (OCF) is one strategy of FA that specializes in offering feedback on oral communication abilities.

OCF entails several strategies to provide students with feedback on their spoken language production, highlighting errors or areas for improvement, and offering suggestions for correction or enhancement. OCF helps students become more aware of their language errors and encourages them to improve their oral communication abilities.

Mastering the speaking skills for students has become necessary with the growing trend of communicative language teaching (CLT) approach that diverged from traditional methods of language teaching which focused on mastering grammar through highly planned activities. However, speaking skills teaching has always been a struggle for English as Foreign Language (EFL) teachers in Algerian classes. In contrast with assessment of writing where feedback may come later, speaking often involves immediate feedback from listeners. Omari (2015, p. 3) stated

“Without a real assessment in oral proficiency, it is extremely difficult to gauge how the pupils are progressing with their studies”. That means that without assessing speaking skills, it is challenging to determine if students can effectively communicate their thoughts, ideas, and understanding of the subject matter.

Research studies in the field of foreign language teaching (FLT) emphasized the importance of assessment *for* learning rather than assessment *of* learning. Put simply, many scholars such as Sadler, Weeden, Winter, Broadfoot, and William consider formative assessment, which happens during the learning process, more effective in language teaching than traditional assessment. However, the effects of formative assessment on developing the four language skills in EFL classes have proved to be underexplored in the Algerian tertiary context. In addition, researchers such as Ur and Celce-Murcia in the field of language teaching highlight speaking skills as a skill of supreme importance. Ur (1996, p.120) states that “of all the four skills [listening, speaking, reading, and writing], speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language as if speaking included all other kinds of knowing”. Similarly, Celce-Murcia (2001, p.103) also argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”

The students’ learning is highly affected by the evaluation practices implemented in the classroom. Therefore, the present study aims to define formative assessment and oral corrective feedback. This research investigates the implementation of such kind of assessment on developing students’ speaking skills. Ultimately, the findings aim to contribute to a better

understanding of how oral corrective feedback can be used to support speaking skills development in language learning.

## **2. Statement of the Problem**

Effective speaking skills are highly needed in EFL Teaching, therefore, research on the different strategies used to enhance speaking skills is widespread. However, research about using oral corrective feedback (OCF) as a formative assessment (FA) strategy to develop students' speaking skills remains underexplored in the context of first-year EFL students at Mohamed Khider University of Biskra. A gap exists in understanding the perceptions, attitudes, and currently used practices of OCF among instructors and students in this particular educational context.

Despite the recognized role of OCF as an aid in teaching spoken language, limited literature exists about how it is perceived and utilized within the Department of English at Mohamed Khider University educational framework. Understanding the perceptions of both participants in the teaching process and the OCF practices used within this context will provide relevant context-specific insights toward the issue of using OCF as an FA technique to develop students' speaking abilities.

## **3. Research Aims**

The present study aims to describe the attitudes, perceptions, and conditions surrounding the use of oral corrective feedback to develop students' speaking skills in particular. It also attempts to investigate how both language teachers and learners at the Department of English perceive

OCF as an FA strategy and how the OCF techniques are actually implemented in their classrooms.

#### **4. Research Questions**

This research endeavors to answer the following questions

**RQ1:** What are the students' perceptions about using oral corrective feedback as a formative assessment strategy to enhance their speaking skills?

**RQ2:** What are the teachers' attitudes regarding the use of oral corrective feedback as a formative assessment method to enhance EFL students' speaking skills?

**RQ3:** Is oral corrective feedback implemented in EFL classrooms as a formative assessment strategy? How is it manifested?

#### **5. Methodology**

To conduct this study, mixed methods research would be used. The researcher will opt for the triangulation technique. That is, data will be collected through multiple methods from different data sources. To answer the first research question, the researcher will distribute a questionnaire to forty (n=40) EFL students from Mohamed Khider University of Biskra. Then, she will interview eight (n=8) teachers who are in charge of the Oral Expression module in the Department of English to gain insights about their opinions about using OCF as an FA strategy. Finally, the researcher will observe classes during their oral expression course. Observation was conducted during the "Oral Expression" course because in this course more time is provided for students to speak in the target language and there is more oral contact between students and

teacher. Therefore, tracking the use of OCF strategies might be more possible. The data obtained from students' questionnaire responses will be analyzed using the statistical package of social sciences (SPSS) descriptive statistics. Whereas teachers' interview recordings and the observation results will be analyzed through thematic analysis.

## **6. Limitations of the study**

Like any other study, there is always room for limitations. The following barriers were encountered while conducting the study:

- The small sample size of forty EFL students and eight teachers in one university may limit the research results. Thus, the findings may not be the same for other students and teachers populations.
- The study may have had a limited scope. The researcher focused only on investigating the use of the OCF technique in speaking; not taking into consideration the observation of other techniques that may have been used simultaneously during sessions.
- With the cross-sectional nature of the study, the study may have been limited by a short duration of time.

## **7. Structure of the Study**

The thesis begins with a comprehensive general introduction, providing an overview of the research scope and objectives. Then, the thesis is comprised of three main chapters. The first two chapters navigate the literature about the two variables to explore the theoretical bases underpinning this research. Whereas the last chapter is purely practical.

Chapter one of the thesis is dedicated to thoroughly explaining the concept of formative assessment and oral corrective feedback: its various components, such as its principles, practices, advantages, and challenges encountered in its effective implementation within the specific context of Algerian education.

Chapter two examines the concept of teaching speaking skills in foreign language (FL) contexts. It describes some conceptual features relating to speaking skills and the limitations of traditional practices of assessing speaking skills. Furthermore, the chapter describes the pivotal role assessment plays in enhancing speaking skills among language learners.

Chapter three is mainly concerned with the fieldwork. It incorporates the research design, the samples, the data collection methods, the data analysis methods, and an interpretation of the obtained findings. It is also within the range of the current fieldwork chapter to provide a summary of the research findings, limitations of the present research, and recommendations for further studies about the issue of using OCF as an FA strategy to develop students' speaking skills.



**Chapter One:**  
Formative Assessment  
and  
Oral Corrective Feedback

## **Introduction**

Assessment is a component of major concern for educators in foreign language teaching. As a result, much research in recent years has focused on developing assessment strategies that align with students' needs and preferences. Assessment plays a pivotal role in improving the language teaching field by informing instruction about student progress. This chapter aims to navigate the literature in order to demystify concepts of assessment in general and formative assessment (FA) in particular. Then, the chapter will differentiate between types of assessment and the relationship between them. Afterward, this chapter will demonstrate the principles of using FA. Finally, it will shed light on oral corrective feedback.

### **1.1. Demystifying Concepts**

Despite the large amount of literature on assessment, the term "assessment" is widely used and occasionally misinterpreted. Most people use the terms assessment, evaluation, and measurement interchangeably. However, for educational researchers and practitioners, they are not synonymous. In the field of education, measurement, evaluation, and assessment are separate elements, and each has its own functions. Therefore, the distinction has to be made and they cannot be used interchangeably.

#### **1.1.1. Measurement**

Measurement is defined as the numerical process of determining the attributes or dimensions of physical objects, such as height, weight, temperature, and resistance. In educational contexts, measurement involves procedures and principles, including raw scores, percentile ranks, derived scores, and standard scores, to evaluate outcomes (Kizlik 2012). It uses standardized instruments

or rubrics to gauge various aspects of students' performance or knowledge. E. L. Thorndike (1918, p. 16) states "Whatever exists at all exists in some amount. To know it thoroughly involves knowing its quantity as well as its quality". Thorndike's assertion implies that even in educational contexts things have to be measured in terms of quantity. Educational researchers must take into account both the qualitative (inherent characteristics) and quantitative (extent) properties of the educational product to fully comprehend the situation. Measurement is simply how we rate students' performance numerically.

### **1.1.2. Assessment**

Among the three concepts, the term "assessment" is the most frequently used in the educational context. Wiliam (2011) stated, "It is only through assessment that we can find out whether a particular sequence of instructional activities has resulted in the intended learning outcomes". In other words, assessment provides teachers with a deeper understanding of the present situation learning aspects. Moreover, it offers perceptions into the degree to which learners have acquired the knowledge or abilities specified in the curriculum at a specific moment. Assessment uses measurement to gather data and sort the measurement data into comprehensible forms.

### **1.1.3. Evaluation**

Evaluation differs significantly from the aforementioned concepts. Kizlik (2012) states that when evaluating, teachers consider that the process will yield information regarding the worthiness, appropriateness, goodness, validity, and legality of something for which a reliable measurement or assessment has been made (p. 2). Evaluation entails drawing conclusions or

making judgments regarding the efficacy, significance, or quality of the educational process using data gathered from measurement and assessment. It is judging the observed competencies against defined benchmarks -that are constructed in the measurement and assessment phase- such as measured knowledge, skills, actions, or performance of students (Straka, 2004, p. 263). Therefore, it can be concluded that evaluation is the larger scope entailing both measurement and assessment.

While those three terms are separate, they are certainly connected processes that help develop the educational field and more specifically Foreign Language (FL) teaching.

Besides diagnostic assessment which assesses what the learner already knows and/or the nature of difficulties that the learner might have (Precious Treasures School, n.d.). Summative and formative assessments are the two categories of assessment that are typically contrasted with one another.

### **1.2. Formative Assessment (FA)**

Researchers in the field of education define FA as an ongoing type of assessment that is used to monitor students' learning progress. Scriven (1967) published his book entitled "The Methodology of Evaluation" where he primarily focuses on the methodologies of evaluation. However, he coined for the first time the term *formative evaluation* which is closely related to FA in the context of education.

Black and Wiliam (1998) extensively discussed the concept and importance of FA in improving student learning outcomes. Their research popularized the concept of FA in education. They defined FA as all those activities undertaken by teachers, and/or by their students, which

provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (p. 2). FA for Black and Wiliam includes any strategies implemented during instruction by teachers or students to assess students' performance. The data gathered from this assessment is primarily used to alter the teaching process accordingly. "Formative assessment is concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning"(Sadler, 1989). Sadler highlights that FA's main aim is to give feedback on the students' current performance to ameliorate the students' competence instead of relying on the traditional method of trial-and-error. For Heritage (2007), "Formative assessment is a systematic process to continuously gather evidence about learning. The data are used to identify a student's current level of learning and to adapt lessons to help the student reach the desired learning goal" (p. 141). In this statement, she insists on three important components of formative assessment, which are:

- The continuous nature of formative assessment: refers to the dynamic and ongoing process of collecting data about students' progress throughout the learning experience.
- FA aims to gather real-time data on students' current understanding, skills, and knowledge.
- FA helps to adjust classroom instruction to meet students' needs and objectives.

Stemming from Vygotsky's (1978) Zone of Proximal Development (ZPD), FA is defined by its purpose, which is to help *form*, or shape, a student's learning during the learning process (Trumbull & Lash, 2013, p. 2). They underscore that the term "formative" is derived from the word "form"; indicating that the core essence of FA lies in its intended outcome, which is to

actively form and adjust students' learning as it is occurring. The main objective of formative evaluation is to improve educational practices and outcomes through an ongoing cycle of assessment, feedback, and adjustment.

**Figure 1.1**

*Formative Assessment Process*

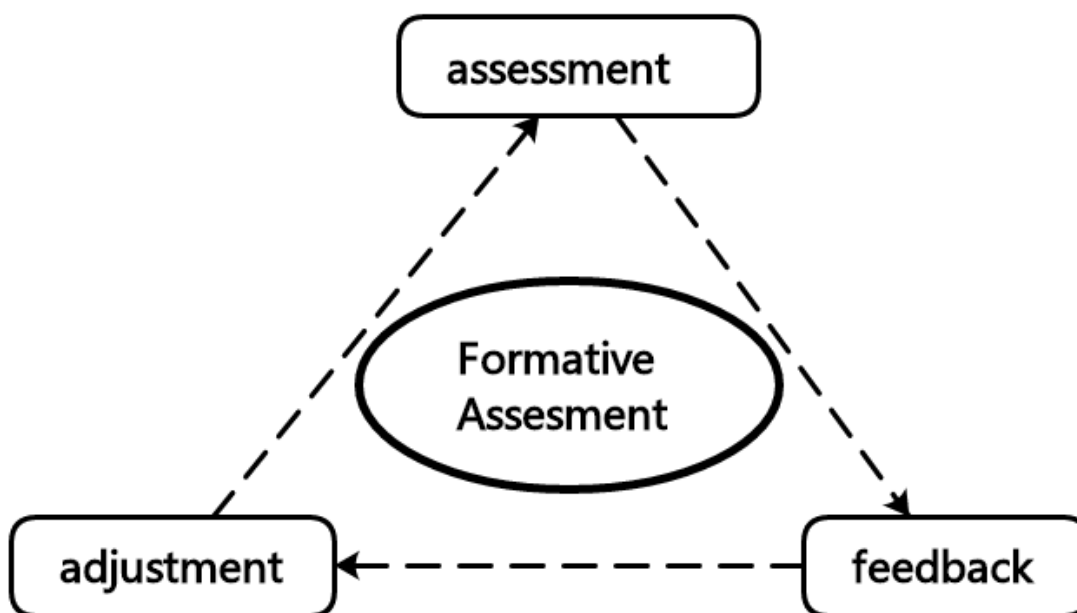


Figure 1.1 summarizes the iterative stages of the FA cycle. The FA system starts with assessing students' abilities, giving feedback, and then making adjustments in the teaching process. This ongoing iterative process allows for continuous improvement and adaptation to students' needs, wants, and current competencies.

### 1.3. Difference between summative and formative assessment

FA and SA are usually contrasted with each other because they have distinct procedures and aims. Bloom et al. (1971) (as cited in Andrade and Cizek, 2010) defined summative assessment (SA) and highlighted its key characteristics:

We have chosen the term "summative evaluation" to indicate the type of evaluation used at the end of a term, course, or program for purposes of grading, certification, evaluation of progress, or research on the effectiveness of a curriculum, course of study, or educational plan... Perhaps the essential characteristic of summative evaluation is that a judgment is made about the student, teacher, or curriculum with regard to the effectiveness of learning or instruction *after* the learning or instruction has taken place. (p. 5)

SA is then the traditional assessment that occurs after the learning or instruction has taken place, to grade students or give certificates that signify a certain level of education. SA serves as a means of assessing the overall success or effectiveness of educational practices.

Bloom and his colleagues also suggested another definition for formative evaluation (assessment):

Formative evaluation is for us the use of systematic evaluation in the process *of* curriculum construction, teaching and learning for the purpose of improving any of these three processes... This means that in formative evaluation one must strive to develop the kinds of evidence that will be most useful in the process, seek the most useful method of reporting the evidence... (p. 6)

They stated that formative evaluation is a systematic process of continuously gathering evidence that focuses on improvement. It aims to identify strengths and weaknesses in curriculum design, teaching methods, or student learning to suggest adjustments and enhancements.

The main distinction between formative evaluation and summative evaluation (assessment) is that the former is incorporated into the teaching process itself, with an emphasis on *continuous feedback* and improvement. While the latter takes place after the instructional process is finished. Stiggins (2002) reveals another crucial distinction between the two types of assessment: assessment to (Assessment *of* learning: SA) and assessment to promote greater learning (Assessment *for* learning: FA) (p. 761). While SA determines the status of learning by evaluating students' overall understanding and mastery of the content covered within a specific period, FA promotes greater learning by encouraging continuous improvement. FA has another criterion that distinguishes it from SA, which is the involvement of students in assessment. Based on Stiggins (2002) assertion that assessment *for* learning must involve students in the process, students need to be involved both as assessors of their own learning and as resources to other students (Garrison and Ehringhaus, 2007, p. 2). In contrast with SA, which gauges students' learning *achievement*, FA allows students to play a more significant role in assessing their own progress and providing *feedback* to their peers.

#### **1.4. Relationship between summative and formative assessment**

Despite the distinction between FA and SA in terms of their purposes and methodologies, Garrison and Ehringhaus (2007) assert that both summative and formative assessments are an integral part of information gathering. They believe that by balancing formative and



summative assessment practices, teachers may gain a clear view of student progress in relation to learning targets. Delving deeper reveals a cooperative relationship that intertwines FA and SA roles in enhancing educational outcomes; Brookhart (2010) asserted that FA and SA should both serve the same learning goals (p. 4). In short, FA and SA complete each other; with the former tracking students' progress throughout the learning process and the latter giving data about the overall learning outcome.

### **1.5.Principles of formative assessment**

The principles of FA stem from the key aim of FA which is to track students' progress and support learning throughout the whole process of teaching and learning. The principles might involve: ongoing feedback, timing of the FA, not for grading, and the objectives of FA which differ greatly from other assessments.

#### **1.5.1. Ongoing feedback**

From Figure 1, it can be highlighted that ongoing feedback is the backbone of FA. It is an essential tool for promoting continuous improvement of teaching and learning quality. Black and William (2006) asserted that “the quality of *interactive feedback* is a critical feature in determining the quality of learning activity, and is therefore a central feature of pedagogy” (p. 100). They see that the effectiveness of FA is attributed mainly to the crucial role of interactive feedback it provides. Moreover, Magno and Lizada (2015) argued that “Formative assessment will not serve its function to ensure learning if the feedback, revision, teaching, and re-teaching are absent in the process”. They highlighted feedback as a pillar in FA practice. Furthermore,

they categorized feedback into two forms: performance followed by feedback and ongoing feedback during tasks. In short, ongoing feedback is perceived to be the cornerstone of FA.

**1.5.2. Timing**

According to Cizek (2010), any tool of information gathering is regarded as a formative assessment if two requirements are satisfied. The first requirement is the timing; a formative assessment has to be administered *during* instruction. It is embedded within instruction. It is highlighted that students need to be able to judge the quality of what they are producing and be able to regulate what they are doing *during* the doing of it to achieve the ultimate aim of learning (Sadler, 1989).

**Table 1.1**

*Criteria of FA and SA (drawn upon Cizek, 2010)*

	<b>Formative Assessment</b>	<b>Summative assessment</b>
<b>Timing</b>	<ul style="list-style-type: none"> <li>➤ administered midstream, in the course of some unit of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ administered at the end of some unit of instruction.</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>➤ Identify students' strengths and weaknesses.</li> <li>➤ Inform instructional planning for subsequent lessons.</li> <li>➤ Empower students to guide their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ categorize the performance of a student or system.</li> <li>➤ obtain a measurement of achievement to be used in decision-making (e.g.</li> </ul>

	➤ Foster autonomy and responsibility for learning.	assigning grades and diplomas)
<b>Example</b>	Teachers’ feedback, Peer feedback, Homework, Questioning.. etc.	Final examinations, Tests, Projects.. etc.

The table above (Table 1.1) summarizes the main differences between FA and SA. According to Cizek (2010), one main criterion of FA is its occurrence *throughout* the learning process to support the students’ improvement and adjust the instructional materials.

**1.5.3. Not for grading**

For Scriven (1967) and Bloom (1969), the information gathered from FA is used in some way to make changes but not to classify students’ levels. Bloom (1969) added that in order to attain effective results from FA, it is not preferable to use it as a grading tool:

While such tests may be graded and used as part of the judging and classificatory function of evaluation, we see much more effective use of formative evaluation if it is separated from the grading process and used primarily as an aid to teaching. (p. 48)

Furthermore, FA is distinguished by its lack of evaluative components, avoiding the imposition of penalties, grades, or other consequences related to accountability for individuals involved in the assessments (Cizek, 2010). That means; FA focuses on providing feedback and support *for* learning without using grades or penalties to judge or evaluate students’ participation. It aims to help students improve by offering constructive feedback and guidance rather than assigning scores or punishments. FA is not used for grading. Students need and deserve an opportunity to learn before they are graded on how well they have learned. Including FAs in

students' final grades is considered somehow unfair because the teacher is then judging their competencies while they are still learning. FA provides students with a chance to learn and improve before being evaluated based on their learning outcomes.

#### **1.5.4. Objectives**

From Table 1.1, It can be noted that Cizek (2010) listed the main objectives of formative assessment as follows:

- Identifying students' current strengths and weaknesses
- Assisting teachers in organizing their upcoming instruction
- Helping students direct their own learning; editing their work, developing the ability to evaluate themselves, and cultivating a greater sense of student autonomy and responsibility for their own education.

To summarize, teachers use FA to depict the contemporary circumstances of the current learning in order to plan the upcoming teaching steps. In addition, FA helps students to become more active and conscious of their own learning.

#### **1.6. Feedback**

Feedback which is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007) is generally agreed to be a critical component of instruction (Azevedo & Bernard, 1995).

Feedback is a useful technique that is applied in class, especially for teaching productive skills (Anggunsari & Mahmudah, 2023) such as writing and speaking. It is the main pillar and a tool

used in formative assessment. Anggunsari and Mahmudah (2023) further divided feedback into two types: written corrective feedback (WCF) and oral corrective feedback (OCF) and

### **1.7. Written Corrective Feedback (WCF)**

WCF refers to the feedback given on students' written production in a second language. OCF can cover all the different aspects of writing, including content, organization, and form indicating errors of language, such as in grammar, vocabulary, and mechanics (Al Shahrani & Storch, 2013). Al Shahrani stressed that WCF addresses various issues in different aspects of learners' written production.

### **1.8. Oral Corrective Feedback (OCF)**

When learners are engaged in second language oral communication, they are prone to make various linguistic errors regarding phonological, lexical, or syntactic aspects of language. OCF refers to the feedback that learners receive on the linguistic errors they make in their oral production in a second language (Sheen & Ellis, 2011). Other scholars such as Shute (2008) call it *Formative feedback* and define it as information communicated to the learners that is intended to modify their mindset or behavior to improve learning (p. 154).

The current research focuses on the students' speaking skills. Therefore, discussion on OCF will be more thoroughly examined in the subsequent section.

### **1.9. Types of Oral Corrective Feedback**

According to Sheen and Ellis (2011), OCF types might come in three dichotomies:

### **1.9.1. On-line Oral Corrective Feedback**

An immediate feedback as soon as the student makes a mistake in spoken language. Its rapid delivery is essential because it enables the learner to make a direct connection between the feedback and the mistake they made, leading to an enhanced comprehension, which helps learners internalize the proper form or usage.

### **1.9.2. Off-line Oral Corrective Feedback**

Delayed feedback on a learner's oral language production until the activity or oral communication has ended. The postponed feedback helps students concentrate on communication and fluency without being distracted. Afterward, the teacher can evaluate the performance and give feedback to make necessary adjustments.

### **1.9.3. Input-providing Oral Corrective Feedback**

The teacher provides the learner with the right or accurate version of the language form or structure the student has misused. The purpose of this kind of feedback is to show clearly how the concept or message has to be expressed in the target language.

### **1.9.4. Output-providing Oral Corrective Feedback**

The teacher prompts the students to provide the appropriate form or response, thereby assisting them in fixing their own mistakes. The instructor helps the student self-correct by posing leading questions or offering cues, rather than giving the answer outright.

### **1.9.5. Implicit Oral Corrective Feedback**

The teacher corrects the learner's mistake without specifically pointing it out or giving the right form. Rather, the teacher asks the student to elaborate or say it again, subtly indicating that there might be a problem with the language.

### **1.9.6. Explicit Oral Corrective Feedback**

The instructor gives the student a direct correction for their mistake and/or a metalinguistic explanation for it. This kind of feedback is precise and straightforward to identify the mistake and provide instructions on how to fix it.

## **1.10. Strategies of Oral Corrective Feedback**

Instructors may use various strategies to provide feedback on learners' oral production, address errors and promote their speaking skills. Six key strategies of OCF were proposed by Sheen and Ellis (2011): recasts, repetition, clarification requests, explicit correction, elicitation, Metalinguistic clues, and paralinguistic signals. In the following section, these strategies are explained thoroughly with examples.

### **1.10.1. Recasts**

Recasts refer to the teacher modifying the students' wrong utterances into more accurate ones. The purpose of these recasts is to address a communication issue that results from a mistake the student committed. Dilans (2010) stated that recasts mostly provide implicit correction in the form of modified input. That is when a pupil says something incorrectly, the teacher usually reformulates the student's statement itself into a more acceptable or accurate one.

There are two distinct types of recasts according to the context: conversational recasts and didactic recasts. Conversational recasts occur during a communicational situation between the teacher and student while didactic recasts happen in the absence of a communicational problem.

Example:

Student: The team airplane *flied* yesterday.

Teacher: The team airplane *flew* yesterday! Goodluck for them.

In the example above the teacher repeated the student's utterance while correcting the grammatical mistake committed. (the verb fly is irregular, hence, the past simple of the verb fly is flew not flied)

### Figure 1.2

*The process of recasting (drawn upon Lyster & Ranta, 1997)*



Figure 1.2 explains how the recasting procedure works. The teacher repeats the student's erroneous sentence while omitting the error or the mistake.



### 1.10.2. Repetition

The repetition technique takes place when the teacher tends to repeat the students' erroneous utterances to draw the attention of the learner to an issue in his utterance. While Sheen and Ellis(2011) state that repetition occurs with no intonational highlighting of the error, Lyster and Ranta (1997) saw that the teacher would usually draw the learners' attention by adjusting their intonation so as to highlight the error. This technique encourages the learner to fix his own errors.

Example:

Student: The dog was parking the whole night.

Teacher: The dog was *parking* ↗ the whole night?

Student: it was barking, Sorry.

The teacher repeated the student's utterance and raised intonation in the mispronounced part of the sentence, therefore, the student recognized and corrected his own error.

### 1.10.3. Clarification Requests

The tutor asks the student to repeat or clarify what they just said after making a mistake. Asking the learner to clarify his statement signals an issue in his utterance. Clarification request signals to the speaker that his or her utterance has been misapprehended or is in some way inappropriate, and it simultaneously demands the speaker to return to the utterance and effect a

repair (Saxton et al., 2005). In other words, if the teacher asks the student to clarify, either the utterance is ill-formed or misunderstood by the instructor.

Example:

Student: I want to go farther in my academic career.

Teacher: What do you mean by farther?

Student: I mean to complete higher studies.

Teacher: Aah you mean *Further*?

Student: Yes, yes. I want to go further.

In the abovementioned example, the student misused vocabulary because farther is used to indicate physical distance, and further indicates metaphorical distance. The student meant the latter, thus, the teacher asked for clarification to confirm his intention and correct him accordingly.

#### **1.10.4. Explicit Correction**

Explicit correction is a clear, direct, and overt OCF technique for identifying the mistake and providing the correct form or model. It comes in two forms:

- Explicit correction solely: the instructor points out and directly corrects the student's error.

- Explicit correction with metalinguistic explanation: the instructor explicitly corrects the learner's error by providing the correct form. Then, he explains the grammar or vocabulary rule underlying the statement.

Example:

Student: I gave my colleague some advices.

Teacher: you gave him pieces of advice (explicit correction). Because “advice” is an uncountable noun, which means it doesn't have a plural form (metalinguistic explanation).

In this example, the teacher corrected the student’s mistake and explained the underlying grammatical rule.

#### **1.10.5. Elicitation**

TeachingEnglish global platform asserted, “Elicitation is a learner-centered technique by which the teacher gets the learners to give information rather than giving it to them”. With this technique, the teacher uses various ways to prompt the students to generate the appropriate form or response on their own. The teacher may pause the learner at the part containing the error, use questions, or ask the learner to reformulate his utterance (Lyster & Ranta, 1997). For example:

Teacher: Can you tell me what you did yesterday?

Student: I woke up. I had breakfast. I went to the park.

Teacher: How do we link phrases in English?

Student: With linking words, Miss. I woke up *and* I had breakfast *then* I went to the park.

In this example, the teacher used the question (How do we link phrases in English?) to prompt the student to reformulate his utterance in a more accurate form.

#### **1.10.6. Metalinguistic clues and paralinguistic signals**

Metalinguistic clues are questions posed or comments provided about certain language aspects without providing the correct form explicitly to evoke the student to generate a correct form of language on their own (Tedick & Gortari, 1998). Nonetheless, paralinguistic signals are non-verbal hints used to elicit the correct form from the learner (Sheen & Ellis, 2011).

Paralinguistic signals such as intonation, facial expressions, pauses, and body language are performed by the teacher to signal errors to be corrected subtly. Metalinguistic clues and paralinguistic signals work collaboratively to enhance understanding. For example:

Student: Our cat eat the fish we prepared for dinner.

Teacher: Is it in the past? = Metalinguistic clue.

Teacher: The cat *ate* the fish (Pointing backward with her thumb over her shoulder) = paralinguistic signal.

Lyster and Ranta (1997) subsequently classified those six categories into two broad CF categories: reformulations and prompts. Reformulations happens when the teacher provides learners with the correct form of their utterance and prompts occurs when students are urged to provide the correct form with themselves.

The table below (Table 1.2) features an overview of the different OCF strategies used in educational settings:

**Table 1.2**

*A Taxonomy of Oral CF Strategies (Sheen & Ellis, 2011)*

	<b>Implicit</b>	<b>Explicit</b>
Input-providing	<ul style="list-style-type: none"> <li>• Conversational recasts (i.e., the correction consists of a reformulation of a student utterance in the attempt to resolve a communication problem; such recasts often take the form confirmation checks where the reformulation is followed by a question tag as in “Oh, so you were sick, were you?”).</li> </ul>	<ul style="list-style-type: none"> <li>• Didactic recasts (i.e., the correction takes the form of a reformulation of a student utterance even though no communication problem has arisen).</li> <li>• Explicit correction only (i.e., the correction takes the form of a direct signal that an error has been committed and the correct form is supplied).</li> <li>• Explicit correction with metalinguistic explanation (i.e., in addition to signaling an error has been committed and providing the correct form, there is also a metalinguistic comment).</li> </ul>
Output-prompting	<ul style="list-style-type: none"> <li>• Repetition (i.e., the learner’s erroneous utterance is repeated without any intonational highlighting of the error).</li> <li>• Clarification requests (i.e., attention is drawn to a problem utterance by the speaker indicating he/she has not understood it).</li> </ul>	<ul style="list-style-type: none"> <li>• Metalinguistic clue (i.e., a brief metalinguistic statement aimed at eliciting a correction from the learner).</li> <li>• Elicitation (i.e., an attempt is made to verbally elicit the correct form from the learner by, for example, a prompting question).</li> <li>• Paralinguistic signal (i.e., an attempt is made to non-verbally elicit the correct form from the learner).</li> </ul>

Table 1.2 explains and classifies OCF strategies into two dichotomies: implicit/explicit strategies and input-providing/output-prompting strategies. Teachers apply different strategies of OCF according to their distinct approaches to language teaching and correction.

### **1.11. Timing of Correction**

Timing of the correction is neither a random intervention from the teacher nor fixed to one point in time for all contexts. According to Ellis (2009), OCF timing is divided into two main categories (immediate, and delayed feedback). Yet, Ölmezer-Öztürk and Öztürk (2016) added a third type which is post-delayed feedback. The teacher has to take into consideration: the students' level, goals, and the context of the correction.

#### **1.11.1. Immediate Feedback**

In immediate feedback, the correction follows the learner's erroneous utterance; the teacher immediately corrects the error once he recognizes it. Bartram and Walt (1991, as cited in Sheen & Ellis, 2011, p. 599) argued that "students should not be interrupted while speaking", even by correction, because it might increase anxiety and decrease willingness to speak. However, Scheeler et al. (2010) conducted treatment research and found that immediate feedback was more effective than delayed feedback in changing and adjusting specific behaviors immediately and helped in decreasing undesirable target behaviors that interfered with performance. Immediate feedback has advantages yet it comes with some drawbacks, hence, instructors have to be cautious when opting for immediate feedback.

#### **1.11.2. Delayed Feedback**

In delayed feedback, students do not receive feedback until a later stage after completing some communicative practice. Meanwhile, the teacher waits until the student finishes his utterance so as not to cause interference between incorrect and correct responses (Kulhavy & Anderson, 1972, p. 505). According to Rouaghe and Chorfi (2023), delayed feedback maintains

the flow of the speaking activity and empowers fluency without endangering the student's self-confidence.

While there is a debate between the opposing and supporting parties for both types of feedback, Yasaei (2016, p. 1780) conducted treatment research where he exposed two groups to immediate and delayed OCF. Yasaei's (2016) research revealed that students' linguistic accuracy was enhanced when the two error-correction strategies were implemented simultaneously. In other words, the combination of both immediate and delayed OCF might allow the learners to attain better speaking accuracy.

### **1.11.3. Post-delayed Feedback**

Post-delayed feedback happens when the teacher records students' errors and tells them later in the next meeting about them. Ölmezer-Öztürk and Öztürk (2016) found that Post-delayed feedback tends to result in negative effects on students' learning because they cannot remember even when, how, and under what conditions they formed the erroneous sentence. Therefore, the teacher cannot use it as a constructive method of teaching. Thus, this timing of feedback is not usually used by teachers in FA whereas, it might be helpful with written SA to demonstrate for students their earlier mistakes.

### **1.12. Effectiveness of Oral Corrective Feedback**

OCF is essential to language learning and can improve a learner's language abilities in the short- and long-term. It promotes learning by helping students identify the difference between their erroneous output and the desired form (Mackey and Gass, 2006).

It boosts students' linguistic awareness; through using the OCF technique in class, students can become more conscious of the differences between the norms of the target language and the language they are using. Metalinguistic CF offers a higher level of awareness that facilitates learning (Sheen, 2011). In other words, learners identify and acknowledge areas for improvement when they receive feedback on their mistakes.

It increases students' motivation; students will feel motivated to pursue learning and using language when they find assistance and timely feedback from the teacher. In that sense, corrective feedback works as a form of scaffolding that provides learners with the support and guidance necessary to close the gap between their current level of proficiency and their potential level of proficiency.

Lyster et al. (2013) found that CF is found to benefit various language targets, including grammatical, lexical, phonological, and pragmatic aspects by addressing errors, promoting accuracy, and supporting learners in refining their linguistic skills.

### **1.13. Examples of Implementing Oral Corrective Feedback in the Algerian Context**

While it is widely acknowledged that OCF might help with supporting language learning and improving communicative competence, the conducted studies in the Algerian context revealed positive viewpoints toward OCF.

Rabehi (2014) hypothesized that the students' speaking proficiency will significantly increase if they receive timely feedback and deliberately think of it. She found that the majority of oral expression teachers at Mohamed Khider University of Biskra provide oral feedback in



classrooms, with the belief that it positively affects students' oral proficiency by raising awareness, fostering correct linguistic behavior, and motivating students to improve.

Bessad and Saidani (2016) conducted a mixed methods study that showed that teachers of the oral module provide their students with correction most of the time by using recast, metalinguistic request, elicitation, and repetition. Furthermore, they concluded that students like their teachers' oral feedback types; however, they show their dislike for repetition as a corrective strategy.

Bahloul and Damdoum (2016) investigated the role of teachers' oral corrective feedback in improving students' speaking skills and their communicative competence. They concluded that teachers' oral corrective feedback is an effective pedagogical strategy for increasing the learners' oral proficiency and both educators and students recognize the significant impact of corrective feedback.

Bouzar (2020) described two teachers' classes in order to understand the different ways of teachers' oral correction in the Algerian EFL context. The study results showed that both teachers used similar correction strategies including recast, explicit correction, repetition, and body language, while they both ignored strategies like clarification requests, metalinguistic clues, elicitation, and multiple correction strategies. This suggests differences in teacher beliefs and openness to correction.

Ouali and Drid (2023) investigated learners' perceptions about using OCF strategies such as prompts and recasts during their speaking sessions. The study results revealed that EFL

students approved receiving teacher's oral corrective feedback. Students also displayed a positive attitude toward using OCF and considered it as a crucial support of their learning.

The above-mentioned studies indicate that Algerian EFL students and teachers generally appreciate and approve of using OCF.

### **Conclusion**

Overall, the literature suggests that FA is crucial in tracking students' progress throughout the learning process. OCF is one form of FA that interested many researchers to investigate its promising effectiveness in developing students' oral production. OCF's various strategies and timings serve a wide range of teaching contexts to adopt students' needs and teachers' distinct preferences. Furthermore, OCF comes in several types that help the instructors to approach teaching FL and provide students with the needed guidance and consultation.

## **Chapter Two:**

Investigating the Speaking Skills in EFL

Classes

## **Introduction**

Speaking skills is a main concern for language teachers as well as language learners since it is a crucial part of the language learning process (Bahrani & Soltani, 2012). Since the mastery of speaking skills in English is a priority for many second language or foreign language learners (Richards, 2008, p. 19), most times language learners evaluate their language level by their ability to *speak* the language. Achieving a certain level of speaking proficiency facilitates oral communication within social and professional contexts. However, teaching speaking in an EFL classroom is a complex task where the teacher is supposed to assess different aspects such as pronunciation, grammar, vocabulary, and fluency that has to be assessed. Therefore, this chapter will provide a comprehensive overview of speaking skills teaching in the field of second language acquisition, different aspects of speaking skills, and factors influencing effective learning of speaking.

### **2.1 Definition of The Speaking Skills**

Speaking skills -alongside other language skills - is highly important for EFL learners as it allows them to participate in real-life communicational settings. Before delving into the speaking skills different facets, it is important to decipher the term “speaking skills” in the first place. According to Jezhny and Bapir (2021), Speaking skills comprises two independent words: ‘speaking’ and ‘skills’. Speaking is “an interactive process as it embodies an interaction between two or more interlocutors in a given situation” (Guebba, 2021, p. 38) where the speaker translates abstract ideas into actual words that can be understood by the hearer. Second, skill is “an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions” (Richards & Schmidt, 2010). Combining these two

components, speaking skills tends to involve not only the ability to produce language correctly but also the capacity to engage in interactive communication, convey meaning effectively, and adapt thoughtfully language use to different contexts. Furthermore, Burns (2012) defined speaking as “a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time” (p. 165). He emphasizes that speaking is not simply about producing words; it requires the seamless coordination between cognitive processes, physical actions, and sociocultural norms considerations to convey messages appropriately in different contexts and situations. In general, speaking skills are perceived as productive interactive skills where speakers intend to build meaning through producing, receiving, and processing information (Bailey, 2000, p.25).

## **2.2.The Significance of Teaching Speaking in an EFL Context**

Speaking skills might be an important skill in an EFL classroom as it is a reflection of the mastery of all the language skills. EFL students tend to foster their speaking abilities for academic and professional purposes. Guebba (2021) highlighted three main advantages of teaching speaking in EFL classrooms. First, teaching speaking provides teachers with insights into their students' current status of language learning, their needs, strengths, and weak points. Additionally, speaking activities simulate authentic conversational situations which helps students prepare themselves for future real-world encounters. Finally, teaching speaking for EFL students is pivotal in enhancing their accuracy and fluency. Providing students with grammatical, lexical, and phonological instruction guarantees an accurate oral production while allowing them

to practice these structures influence language performance in terms of complexity, fluency, and lexis (Skehan & Foster, 2007).

From another perspective, teaching speaking is crucial in EFL classrooms since it is a key element in the job market. In nowadays competitive world, communication skills are highly needed. Individuals need to develop their speaking skills in order to perform well in job interviews since Proficiency in spoken communication enhances selection prospects. Moreover, the ability to express ideas clearly and persuasively while maintaining professionalism when dealing with potential customers or partners can influence positively the success of a business (Rao, 2019, p. 6).

### **2.3.Types of Speaking**

In EFL teaching and learning context, Speaking is not limited to one type. Speaking forms vary according to the aims, needs, and levels of the students. Brown (2001) introduced five types of speaking that students can engage in when learning a second or foreign language: Imitative, Intensive, Responsive, Interactive, and Extensive.

#### **2.3.1. Imitative Speaking**

Imitative speaking refers to the simple act of mimicking the teacher's words, phrases, or sentences. The aim of this type of speaking is not to analyze or internalize language structure but to gain accurate pronunciation. From another angle, "imitative productions require minimal processing" (Dalal and Loeb, 2004, p. 79). Stated differently, imitative speaking necessitates less mental effort from the students because he is only asked to listen and repeat the same teachers' oral production.

### **2.3.2. Intensive Speaking**

In intensive speaking, the student is asked to produce certain linguistic structures to demonstrate and practice his phonological and grammatical competence. This type of speaking is usually implemented in assessment since it allows instructors to assess students' mastery of a specific language. According to Korompot and Jabu (2019), the application of intensive speaking requires students to :

- recite individual speech sounds, words, phrases, and complete speech integrating proper pronunciation, stress, and intonation to communicate effectively
- read aloud, and perform verbal practices such as interactive exchange of spoken language.
- engage in a holistic approach to language learning by using different language skills in performing oral activities.

Korompot and Jabu (2019) insist that every activity done within the intensive speaking approach is mainly designed, controlled, and guided by the teacher.

### **2.3.3. Responsive Speaking**

Responsive speaking involves the student's incorporation in short conversations such as greetings, simple requests, and comments to check his comprehension of the discourse and ability to exchange meaning. According to Colle (2023), the teacher can

- use referential questions which oblige students to produce impromptu meaningful language in response.

- ask students to give instructions and directions to demonstrate their abilities by describing a step-by-step procedure.
- ask students to paraphrase and elaborate a spoken a written input.

Using responsive speaking enables students to practice similar to everyday communication situations. Simulating real-life scenarios prepares students for future communicative encounters.

#### **2.3.4. Interactive Speaking**

Interactive speaking exchanges are longer and more complex than responsive exchanges.

It can come in two forms:

- transactional speaking by transferring pieces of information between interlocutors.
- interpersonal speaking which aims at sustaining social relationships.

In interactive speaking, conversation is considered both a goal and a tool for language learning (Campbell-Larsen, 2012). Effective communication is the goal of EFL students and actual practicing of communication is the key method to develop speaking skills.

#### **2.3.5. Extensive Speaking (Monologue)**

In extensive speaking, the student has extended periods of time that require him to produce much longer and more complex discourse. Monologues -as the name states- are oral productions where one individual delivers a detailed and coherent presentation, storytelling, debate, or discussion. According to Brown (2004), teachers can use various methods to elicit students' speaking for extended amounts of time. They can:



- ask the students to perform an oral presentation about certain topic.
- picture-cued story-telling: provide the students with pictures as visual prompts and ask them to narrate a story based on the images.
- Ask students to retell a story or event.
- translate Extended Prose: provide students with long passages in their native language and request them to orally translate the passage into English.

Extensive speaking enables students to speak freely and explain their ideas thoroughly. Hence, they can enhance their speaking abilities.

These five types of speaking tasks are used in EFL classrooms depending on the instructional situation, the purpose, and the focus on a particular aspect of oral communication ability.

## **2.4.Aspects of the Speaking Skills**

Speaking is a productive skill that needs active language components such as grammar, vocabulary, pronunciation, and others in order to be able to produce it (Adam, 2016, p. 116).

### **2.4.1. Grammar**

Grammar refers to the underlying set of rules governing the sentence structure. Radford (1988) defined grammar as “a model of those linguistic abilities of native speakers of language which enable them to speak and understand their language fluently”. He further explains the chomskyan idea of linguistic competence (underlying knowledge of language) from a mentalist perspective. This perspective emphasizes the cognitive aspect of grammar as a fundamental part of language comprehension and production. According to Harmer (1991, as cited in Malova,

2016, p. 3), grammar knowledge is essential for competent users of a language. It is crucial to teach EFL students grammar since it provides the students with essential rules governing sentence structure, tense, and word order and how to apply those rules to attain accurate oral production.

#### **2.4.2. Vocabulary**

Vocabulary means the linguistic repertoire an individual has in mind. It encompasses all the words someone understands and uses when engaging in a productive or receptive activity. Anderson and Freebody (1981) state “measures of vocabulary knowledge are potent predictors of a variety of indices of linguistic ability”, i.e. vocabulary usage is considered a powerful indicator of students’ linguistic competence. Moreover, speaking production might be hindered by a lack of vocabulary. Therefore, vocabulary learning is “a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (Richards & Renadya, 2002, p. 255). EFL students have to expand their vocabulary knowledge which will allow them to express and elaborate their ideas in FL precisely and accurately.

#### **2.4.3. Pronunciation**

Accurate pronunciation is an important criterion for achieving successful real-life linguistic encounters. Pennington and Richards (1986) viewed that pronunciation is primarily linked with the individual sounds or phonological segments which presents the foundations for higher-level meanings (p. 208). I.e. Pronunciation refers to how words in a particular language are articulated, encompassing the sounds, stress, intonation, and rhythm used to convey meaning in speech. Understandable pronunciation is one of the basic requirements of learners’

competence that promotes learning while poor pronunciation leads to learning difficulties (Gilakjani, 2017, p. 1249). In addition, Gilakjani highlights the importance of intelligible pronunciation rather than native-like pronunciation. In other words, pronunciation is the way of uttering words in an *accepted* manner and not necessarily a pronunciation that closely matches the one of a native speaker. Pronunciation differs from articulation in the point that “articulation refers to the actual production of speech sounds in the mouth, whereas pronunciation stresses more the way sounds are perceived by the hearer” (Richards & Schmidt, 2010). Hence, FL learners have to be taught and trained on proper pronunciation that makes them intelligible to the listeners.

#### **2.4.4. Fluency**

Fluency might involve an individual use of language grammar, vocabulary, and pronunciation naturally with no breakdowns that may impede the listener’s comprehension. Fillmore (1979 as cited in Nation, 1989, p. 377) argued that language fluency is characterized by the ability to communicate smoothly and effortlessly without frequent pauses or interruptions to think about what to say next or how to phrase it. Housen and Kuiken (2009) compiled information from various sources to provide a comprehensive definition of fluency. They affirmed that “fluency typically refers to a person’s general language proficiency, particularly as characterized by perceptions of ease, eloquence, and smoothness of speech or writing” (p. 463). Fluency is sometimes contrasted with *accuracy*, which refers to the ability to produce grammatically correct sentences (Richards & Schmidt, 2010). While accuracy is important in language teaching, teachers of speaking skills usually prioritize fluency over accuracy because

they are interested in teaching effective spoken communication. To conclude, fluency involves the individual's expression of ideas in a seamless natural manner to convey meaning precisely.

### Figure 2.1

*The Four Speaking Skills (BINUS English Language and Literature Department, 2018)*



Figure 2.1 shows the four aspects of the speaking skills. It has to be noted that all four aspects need to be mastered by FL learners to ensure meaningful communication in the target language.

### 2.5. Approaches of Teaching Speaking Skills for EFL Students

In her influential book "The Teaching of English as an International Language", Wilga M. Rivers (1968) proposed three approaches to teaching speaking in a second language. Kroeker (2009) explained comprehensively these approaches: the indirect approach, the direct approach, and the indirect plus approach.

### **2.5.1. The Indirect Approach**

With the indirect approach, the students are expected to be autonomous, to learn and foster their speaking skills through active participation in classroom speaking activities. Meanwhile, no specific aspects of language are targeted in teaching. Indirect methods vary from simple classroom discussions to role plays, and different problem-solving activities (Dornyei & Thurrell, 1994, p. 41). Moreover, it is considered less structured compared to other teaching methods.

### **2.5.2. The Direct Approach**

This approach involves explicit instruction to internalize information about systematic micro-skills that lead to fluent speaking. There is a variety of direct methods used in the classroom such as drills, pattern practice, and structure manipulation. However, the explicit teaching of aspects of speaking might be more effective when it is combined with the opportunity to practice.

### **2.5.3. The Indirect Plus Approach**

The indirect plus approach is a combination of strategies from the direct and the indirect approach. It involves learner-centered explicit instruction of language rules, authentic language exposure, and interactional activities. The indirect plus method is flexible to incorporate communicative tasks and structured activities which makes the teaching process adjustable based on the learning needs and preferences of students.

## **2.6. Speaking Skills Assessment Methods**

Assessment of speaking entails evaluating students' speaking performance based on predetermined criteria. Considering the speaking skills multifaceted nature, there are various strategies to assess students' speaking ability. Brown (2004) asserted that "speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skills, which necessarily compromises the reliability and validity of an oral production test." (p. 140). Thus, speaking skills can be assessed by systematically observing and analyzing learners' spoken language performance based on some criteria such as accuracy, fluency, pronunciation, vocabulary use, and ability to maintain a conversation. Brown further emphasizes the interwoven relationship between speaking and listening skills where good listening is essential for effective speaking (Damar, 2024, p. 141).

Clark (1979, as cited in Ginther, 2012a) classified the assessment of speaking into three approaches: indirect, semi-direct, and direct methods.

### **2.6.1. Indirect Methods**

In the indirect methods of assessment, instructors assess the underlying skills and abilities indirectly in performance based on some indicators such as observing conversational exchanges in an interview or observing language use in natural contexts without explicit language testing.

### **2.6.2. Direct methods**

Language evaluators use tasks involving direct language production to gauge language competency. Clark (1979, as cited in Ginther, 2012a) defines the direct methods as “procedures in which the examinee is asked to engage in face-to-face communicative exchanges with one or more human interlocutors” (p. 36) i.e. students are supposed to demonstrate their language skills in a controlled setting.

### **2.6.3. Semi-direct methods**

Semi-direct approach is a mixture of direct and indirect methods of the assessment approach. It aims to create a middle ground between obtaining real language use and retaining some degree of control over the speaking assessment process.

## **2.7.Challenges of Learning Speaking In EFL Classes**

Since English is not the mother tongue for FL learners, more efforts are needed on the part of the teacher and the student to achieve success in the learning process. Nevertheless, several challenges such as inhibition, lack of topical knowledge, low participation, mother-tongue use, and feedback during speaking activities (Tuan & Mai, 2015) might be faced when teaching speaking in English as a Foreign Language (EFL) classes, and knowing the reasons that impede the learning process is important to address the problem.

### **2.7.1. Lack of exposure to the target language**

Language and culture are deeply intertwined, and it is challenging to separate one from the other. In an EFL classroom, learning to speak might seem more difficult than learning other

skills since students have minimum exposure to the target language environment and culture (Adam, 2016, p. 116). Without consistent exposure to authentic English language contexts, including conversations with native speakers or immersion experiences, learners may struggle to develop their fluency, natural pronunciation, and sociolinguistic competency in the language.

### **2.7.2. Aural Medium**

For Kang (2002), the aural medium is a key factor in language learning. The interconnected relationship between listening and speaking in language learning suggests that an accurate production of language depends on precise listening comprehension. Kang (2002) states “Speaking feeds on listening which precedes it” (p. 205) i.e. listening serves as the primary mechanism through which learners internalize the rules of language. However, the characteristics of native spoken English, such as its rapid pace, informal structure, and use of incomplete forms pose challenges in the process of language learning for adult EFL learners.

### **2.7.3. First Language Interference**

When speaking English, EFL learners usually encounter differences between their first language (L1) and the target language in terms of form and content. Mother Tongue Interference occurs when characteristics of a learner's first language influence their acquisition and use of the foreign language. When speaking, second or foreign language learner borrows linguistic structures such as lexical, semantic, grammatical, phonological, or cultural aspects of their L1 and use them in the target language (Derakhshan & Karimi, 2015, p. 2112)



#### **2.7.4. Psychological Challenges**

Speaking in front of classmates and teachers can create feelings of stress and unease for students. (Hammad & Abu Ghali, 2015, p.54). The nervousness the student experience emerge from his fear of making mistakes, losing face, or being mocked by his peers (Omar, 2023). Learners may worry about using incorrect grammar, mispronouncing words, or not finding words to say in order to express and elaborate their ideas clearly. Kang (2002) asserted that Affective factors are pivotal factors in determining the success or failure in learning a second language because speaking a second language is usually a frustrating and anxiety-provoking task. Therefore, high self-esteem is an important criterion for both the learner and the teacher to attain the desired results from teaching speaking (Arifin, 2017, p. 29). In addition, awareness must be raised that making mistakes is a pivotal part of the learning process.

#### **2.7.5. Multifaceted Nature of the Speaking Skills**

According to Gumperz (1999) various fields of study—linguistics, psychology, anthropology, and sociology—have informed speaking (p. 98). I.e. effective speaking draws on insights from linguistic, pragmatic, psychological, social, and cultural fields of study. The interdisciplinarity of the speaking field makes it impossible for language educators to teach accurate speaking production in isolation from the aforementioned aspects.

#### **2.7.6. Large Class size**

Managing a large number of students might present various challenges for EFL teachers. Rabehi (2013) explained the expected shortcomings of large class size. She limited the difficulties to a small list that contains demerits such as the limited Interaction between teacher

and students where students have decreased chances of participation in all classroom activities, higher levels of frustration and stress among educators, disorganization, behavior issues, and difficulties in maintaining a positive learning atmosphere.

### **Conclusion**

In summary, this chapter delved into the multifaceted nature of teaching and learning speaking skills in the EFL context. The researcher navigated the literature to provide a comprehensive overview of the speaking skills as seen by scholars in the field of second and foreign language acquisition and tried to display the significance of its teaching in the EFL classroom. Then, the researcher proceeded to explain the main types and aspects of speaking. Furthermore, the chapter included the variety of approaches and assessment methods used in teaching speaking. Finally, the researcher discussed the challenges that might be encountered when teaching and learning speaking in EFL classrooms.

## **Chapter Three:**

### Fieldwork and Data Analysis

## **Introduction**

After reviewing the literature about the two variables in the previous chapters, this chapter is concerned with the practical side of the research. In this chapter, we will explain the research paradigm, the research design, and the methodology adopted. Moreover, the researcher will describe, analyze, and discuss the collected data from the three tools used in this research: the questionnaire for students, the teachers' interview, and the classroom observation.

### **3.1. Research Paradigm**

Paradigm traces to the Greek verb meaning "to show," and has been used in English to mean "example" or "pattern". Merriam-Webster Dictionary defines paradigm as the philosophical and theoretical framework of a scientific school or discipline within which theories, laws, and generalizations and the experiments performed in support of them are formulated. It is the underlying beliefs, assumptions, methodologies, and principles that shape how researchers approach their studies and interpret their findings. This research has opted for the interpretivism paradigm where the researcher will try to understand and interpret students' and teachers' perspectives on the factors that could impact the successful use of OCF as an FA strategy to enhance students' speaking skills. We will study the issue in its context through focusing on qualitative methods of research: interviews and classroom observation to interpret the meaning of it. On the other hand, we will use the questionnaire to survey the preferences, and challenges facing students in EFL classrooms in a trial to adapt the sample traits. "The interpretive paradigm is characterized by a concern for the individual" (Cohen et al., 2007, p. 21). In this research, the researcher will interpret the reality of applying OCF as an FA technique in EFL classrooms upon teachers' and students' subjective experiences through the use of a

combination of a qualitative and a quantitative methods to produce a fuller portrait of the phenomenon under study.

### **3.2. Research Design**

Research design is the preplanned outline that determines the steps used by the researcher to conduct his study. Each research uses a different design that matches the research questions and objectives. This research is a descriptive study. According to Hsu (2005), descriptive research involves the collection of data to describe the existing conditions of the problem under investigation (p. 119). In this study, we will determine students' and teachers' attitudes toward the issue of OCF as an FA method to improve speaking skills. Moreover, we will try to depict the reality of using OCF as an FA strategy in EFL classes. Finally, the main aim of this study is to provide a detailed portrayal of the perceptions and implications of OCF techniques as an FA strategy to enhance students' speaking skills.

### **3.3. Methodology**

Bacher (2004) noted, "Research methodology is the roadmap that conscientious researchers would scrupulously follow to achieve their primary goal: establish facts and reach the hidden truth". I.e., methodology is the guiding framework that careful researchers follow to reveal the truth and discover facts in a correct manner. He further describes it as the strategies the researchers use to identify the research problem and all the steps necessary to reach valid and reliable results that support one's claims. The current study is a Mixed-method research where the researcher combined qualitative (teachers' interview and classroom observation) and quantitative (students' questionnaire) methods.

### **3.4.Rationale for the Data Collection Tools**

In the current study, we have relied on a triangulation technique where three data collection methods were used: a questionnaire for first-year EFL learners, an interview for EFL teachers of Speaking and Listening, and a classroom observation of the “Speaking and Listening” module in first-year classes from the same university. The Triangulation allowed the researcher to gain a more comprehensive understanding by examining the issue from multiple angles.

#### *3.4.1. The Questionnaire for students*

“The questionnaire is a widely used and useful instrument for collecting survey information, providing structured numerical data and often being comparatively straightforward to analyze” Wilson and McLean (1994, as cited in Cohen et al., 2007, p. 317). Therefore, the researcher distributed forty (n=40) copies of the questionnaire to students at Mohamed Khider University of Biskra. The questionnaire was highly structured including close-ended and open-ended questions. The latter were used to elicit justifications from students.

#### *3.4.2. The Teachers' Interview*

The researcher conducted interviews with eight (n=8) teachers at the level of the English Department at Mohamed Khider University of Biskra since “interviews enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view” (Cohen et al., 2007). In other words, The researcher used interviews to allow the teachers to describe their expertise and perceptions about the research issue.

### *3.4.3. The Classroom Observation*

The classroom observation is a research method used to collect qualitative data from its natural setting. The researcher conducted an overt classroom observation in three (n=3) classes of Speaking and Listening module. This method allowed the researcher to thoroughly observe and record people's behavior, actions, and interactions (Hennink et al., 2020). The observer was non-participant in the three classroom observations to maintain a neutral stance and avoid influencing the teaching or learning practices.

## **3.5.Rationale for the Data Analysis Tools**

The data analysis tools varied according to the nature of data gathered from different data collection tools used. The main used analysis tools for this research are: SPSS descriptive statistics, and thematic analysis.

### *3.5.1. SPSS Descriptive Statistics:*

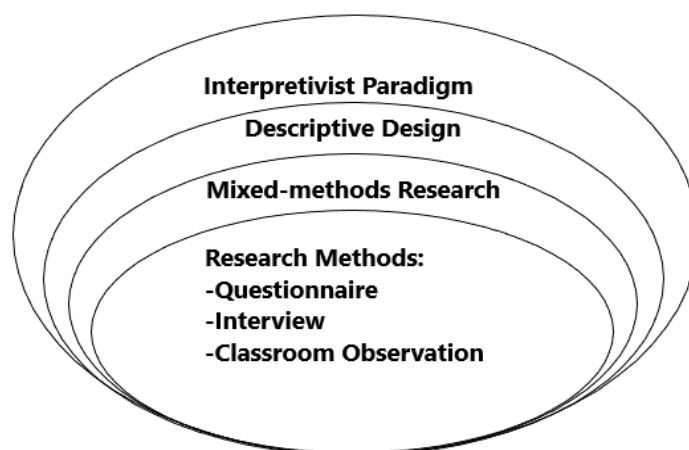
SPSS is a “software package created for the management and statistical analysis of social science data. It was originally launched in 1968 by SPSS Inc., and was later acquired by IBM in 2009” (Jordan, 2021). The researcher used SPSS software descriptive statistics to summarize the data gathered from the questionnaire for students into comprehensive graphical representations of frequency. The generated frequency visual representations from the SPSS software helped the researcher interpret and draw conclusions from the quantified findings of the data.

### 3.5.2. *Thematic Analysis*

The researcher opted for thematic analysis to analyze both teachers' interviews and classroom observation findings to extract repeated patterns in the interviews' scripts and in the classroom observation notes. Thematic analysis is a method for systematically identifying, organizing, and offering insights into patterns of meaning across a data set by focusing on finding mutual meanings across a data set (Braun & Clarke, 2012, p. 57). The researcher used thematic analysis to gain meaningful insights into teachers' attitudes and practices of OCF in teaching speaking skills.

### **Figure 3.1**

*An Illustration of the Adopted Research Methodology*



### **3.6. The Questionnaire for Students**

The researcher collected data from forty (40) EFL first-year students at Mohamed Khider University of Biskra through cluster random sampling. The collected data were analyzed through



the Statistical Package for the Social Sciences (SPSS) which helped the researcher to generate visual presentations of the findings.

*Population and sample:*

The population targeted for the questionnaire is the first-year EFL students at Mohamed Khider University of Biskra. Its size was estimated at 683 students distributed in 15 groups. Because it was so difficult to work with the whole population, we have chosen a probability sampling relying on a cluster random sampling procedure. Therefore, our sample is constituted of forty (n=40) EFL first-year students who agreed to answer the questionnaire

*Aim:*

The researcher used a questionnaire for students to gather data about the perceptions of EFL first-year students at Mohamed Khider University of Biskra about the issue of formative assessment and Oral Corrective Feedback as a formative assessment tool to improve their speaking skills. First, this questionnaire was designed to identify what language skills interest those students to learn most. It focuses on the difficulties they face in developing their language skills including their speaking skills. Most importantly, this tool focuses on determining the students' views about the oral corrective feedback they receive in the classroom, how, and when they prefer receiving feedback. Finally, we intend to collect students' opinions about the effectiveness of using oral corrective feedback to improve their speaking skills.

*Structure:*

This questionnaire is a list of mixed-nature questions between obligatory close-ended questions and optional open-ended questions. The latter questions were raised to justify students' choices, however, most students left them blank. The questionnaire consists of fourteen (14) questions in four different sections. The first two questions (1-2) include personal information about learners' gender and age. The Second Section includes three questions (3-5) to investigate learners' background knowledge about assessment, formative assessment, and oral corrective feedback. Furthermore, the third section consists of another three questions (6-8) investigating students' opinions about their language skills. The final section is concerned with students' preferences for oral corrective feedback and their suggestions about how to improve it.

*Piloting Stage:*

To ensure the validity and feasibility of the questionnaire before the final questionnaire, the researcher created a Google form questionnaire and distributed it online to 10 students from the Facebook group of first-year students at Mohamed Khider University of Biskra (UMKB English Language Students Promo 2023). From the pilot stage, we did not receive any further comment from the two respondents about any difficulty that faced them in answering the questionnaire but the technical terms. Thus, the researcher made some changes to the questionnaire where she replaced the technical terms in more simple words. For example, instead of including the word recast, she opted for the phrase (the teacher reformulates your incorrect utterance into a more accurate one). In addition, she explained other words such as delayed feedback (after finishing their utterance) to make the questions more understandable for the sample.

*Questionnaire Results and Discussion:*

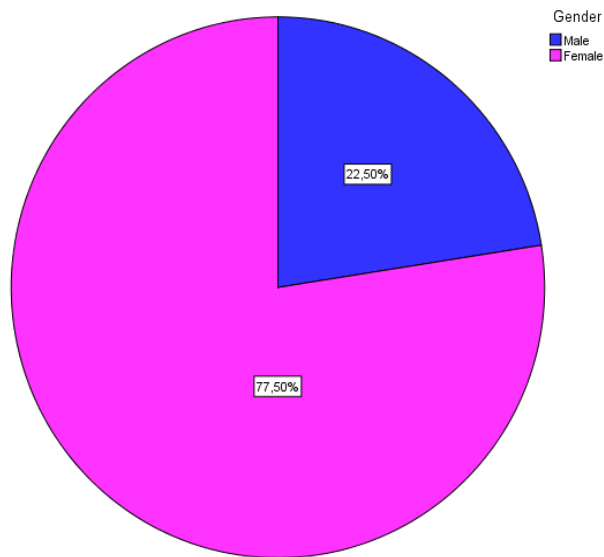
This subsection summarizes the findings of the questionnaire.

Section One: Personal Information

Question 1: Gender

**Figure 3.2**

*Students' gender*

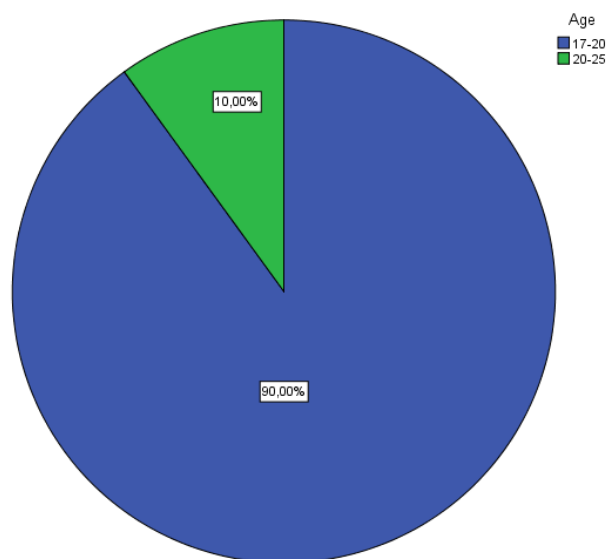


The question investigated the gender of the respondents. It revealed a majority of 31 female students in the sample which represents (77.5%) of the sample. That means that females outnumber male students in EFL classes who reached only 22.5% of the sample. These statistics seem to confirm that the representativeness criterion is honored in this research.

Question 2: Age

**Figure 3.3**

*Students' age*



The pie chart created from students' responses shows that 90% of students (n=36) who responded to the questionnaire are less than twenty years old. In contrast, only 10% of the students (n=4) are twenty years old or more.

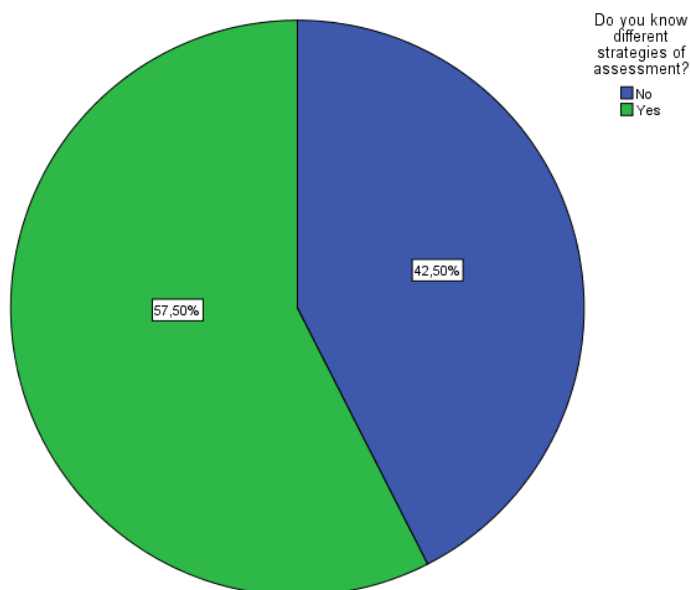
The results from item 1 and item 2 about gender and age prove that the chosen sample is representative of the whole population. In the population, it was observed that the number of female students exceeds the number of male students at the Department of English and the number of young adults (17-20) are the majority of first-year students. In other words, the sample reflects the key characteristics of the population.

Section Two: Background knowledge

Question 3: Do you know different strategies of assessment?

**Figure 3.4**

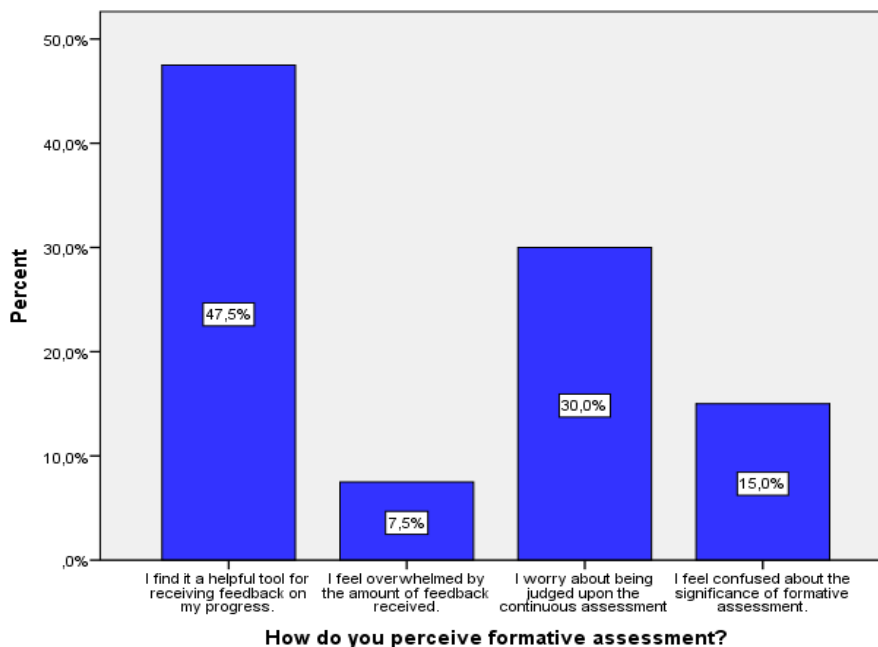
*Students' Knowledge of Different Types of Assessment*



Results showed that 23 (57.5%) of the respondents are aware of different strategies of assessment, whereas, 17 students (42.5%) admitted that they do not know different strategies of assessment. It is noted that students are split between those who know different strategies of assessment and those who do not know. This suggests a possibility that teachers are using a mono-method of assessment or they use different methods yet the students are not aware of the issue. In all cases, there is an urgent need to enlighten students on the different available methods of assessment to enhance their learning experience.

Question 4: How do you perceive formative assessment?

**Figure 3.5**

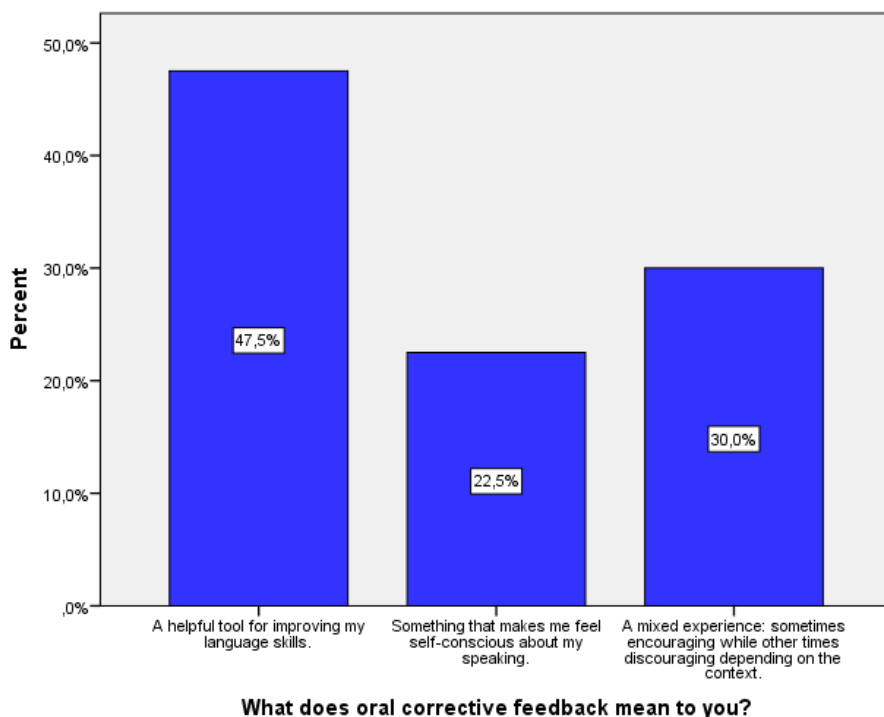
*Students' Perceptions of Formative Assessment*

This question aimed to navigate students' perceptions of formative assessment. The results showed that 47.5% of the respondents perceived it positively as a helpful tool that aids them in receiving ongoing feedback on their development. In contrast, 7.5% of the students disliked the amount of feedback linked with the formative assessment. Moreover, 30% of the respondents misconceived formative assessment and saw it as a source of anxiety since they believed that they would be judged upon it. From another angle, 15% of the students felt confused about the significance of formative assessment. The results prove that the majority of students link between FA and feedback. Meanwhile, most students perceive FA positively as a guiding tool for their learning, a minority disapprove of the large amount of feedback associated with FA. Furthermore, the portion of students worried about being judged upon FA and the students confused about its significance denotes that students misconceive and lack knowledge about FA.

Question 5: What does oral corrective feedback mean to you?

**Figure 3.6**

*Students' Perceptions of Oral Corrective Feedback*



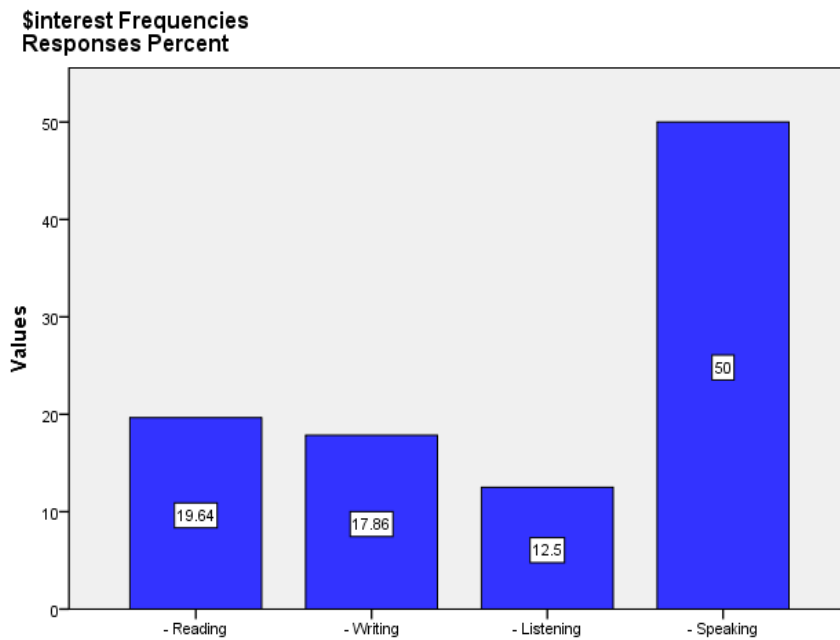
The results showed that 47.5% of the respondents saw oral corrective feedback as a helpful strategy for improving their language skills. On the contrary, 22.5% of the students find it a strategy that makes them feel self-conscious about their speaking. About 30% of students had mixed feelings about using oral corrective feedback. Sometimes they felt it was helpful and encouraging, but at other times, it made them feel discouraged, depending on the context of the feedback. These results signify that most students perceive OCF positively as a method for enhancing their language skills. In addition, the context was an important variable that made a proportion of the students encounter both positive and negative experiences with OCF. In

contrast, the minority who saw that OCF made them self-conscious about their speaking might have distinctive psychological features. Mufidah (2018) addressed this issue when investigating the effect of OCF on students with different anxiety levels. In contrast with relaxed group students who had positive attitudes toward OCF, Mufidah (2018) found that using OCF with anxious students resulted in negative effects such as more anxiety, tremors, and increased forgetfulness. Students' personalities, levels, and ways of delivering feedback might be factors influencing students' perceptions of OCF.

Question 6: Among the four skills, what interests you the most to learn?

**Figure 3.7**

*Students' Interest in Learning Different Language Skills*





The question is a multiple-choice question. The results showed that speaking skill was chosen by 50% of the students, which expresses their eagerness to learn the speaking skills in the language classroom. While the three remaining skills were chosen by 50% of the sample. Among these, 19.64% of the students found that reading is an interesting skills to learn. 17.86% of them were interested in learning writing skills, and 12.5% of the students declared that they were inquisitive to learn the listening skills. Students' interest in learning speaking more than other skills indicates that they regard it as the main language skills in which FL students usually assess their progress in learning the FL with their ability to speak it.

Five (5) students who chose writing justified their answer that writing is easier than other skills . One student asserted that he is more interested in writing because speaking is a complex task for him. Whereas, different students who chose speaking stated distinct reasons that made them motivated to learn speaking. Three main reasons can be highlighted among the responses:

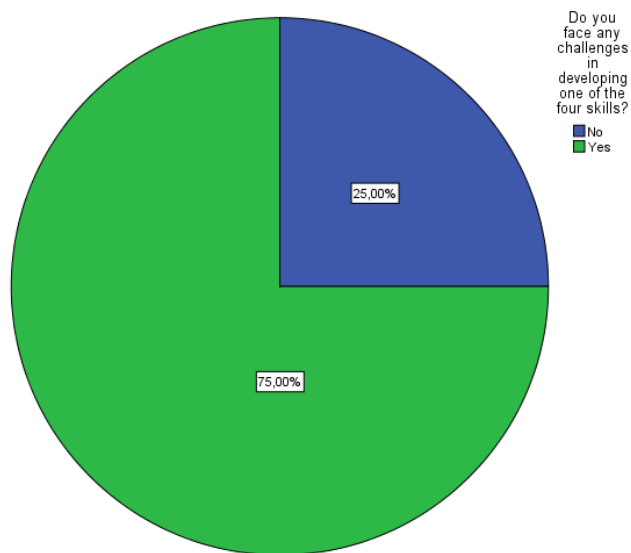
- Speaking is a tool for the communication of ideas and thoughts.
- Improving speaking is crucial for future plans such as traveling the world or studying.
- The students' weaknesses in speaking made them more interested in developing this skills.

Students' diverse justifications for learning speaking in FL stem from their individual goals that can only be achieved through developed speaking skills.

Question 7: Do you face any challenges in developing one of the four skills?

### **Figure 3.8**

*Students Facing Challenges in Developing Language Skills*

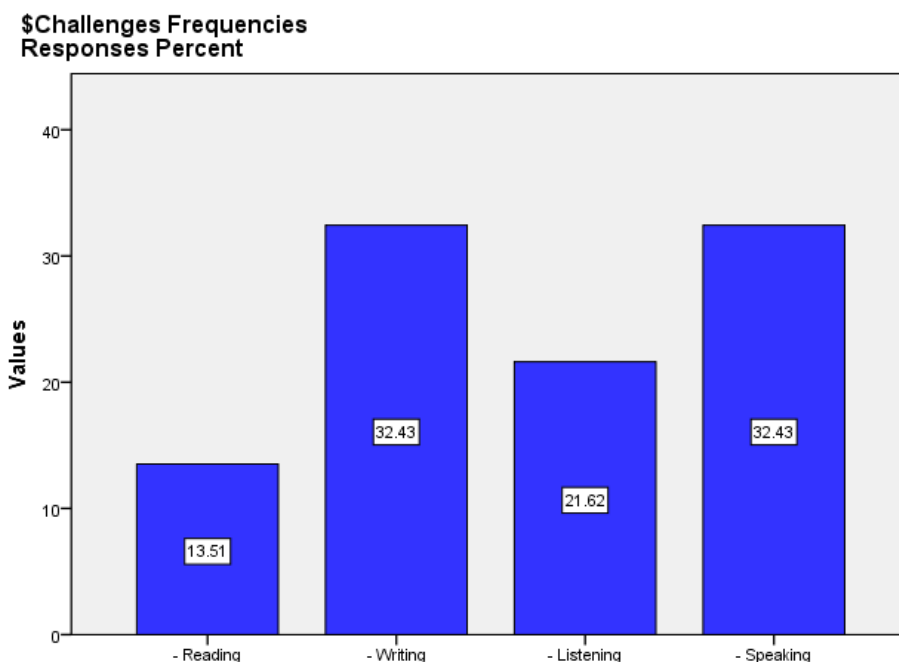


The majority of students, consisting of 75%, declared encountering challenges in acquiring language skills. In contrast, a minority, comprising 25% of the students, reported minimal or no challenges in their language learning process. Students' declaration of facing challenges in developing their language skills expresses their awareness of the pedagogical problems they have. The identification and address of these challenges contribute to developing students' linguistic abilities.

Question 7.1. In which skills do you face the most challenges?

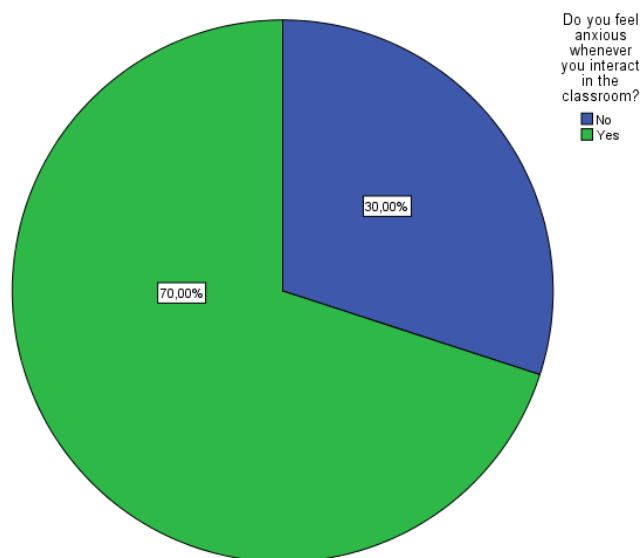
**Figure 3.9**

*Language Skills Challenge Index*



Writing skills and speaking skills were chosen in an equal percentage of 32.43% by students. Listening was chosen by 21.62% of the students while reading ranked as the least challenging skill, chosen by only 13.51% of respondents. The results show that students face challenges when developing their productive skills (active skills) more than the ones they face when developing their receptive skills (passive skills). However, it has to be highlighted that the four skills are interconnected in language learning. According to Sreena and Iankumaran (2018), “For a good output, an input is necessary” (p. 670) i.e., developing receptive skills through certain practices such as attentive listening to teacher’s feedback and implementing it effectively makes the learner a better speaker.

Question 8.1: Do you feel anxious whenever you interact in the classroom?

**Figure 3.10***Anxiety Related to Interaction in the Classroom*

70% of the students acknowledged experiencing anxiety when speaking in the classroom. Whereas, 30% denied feeling any sort of anxiety while speaking the language. Ommagio et al. (as cited in Young, 1990) regarded speaking as the most anxiety-provoking skills in comparison with the other language skills because it necessitates impromptu public speaking in front of peers. Individuals usually experience anxiety when speaking an FL for different reasons and understanding the reasons behind this anxiety is the first step to overcoming it.

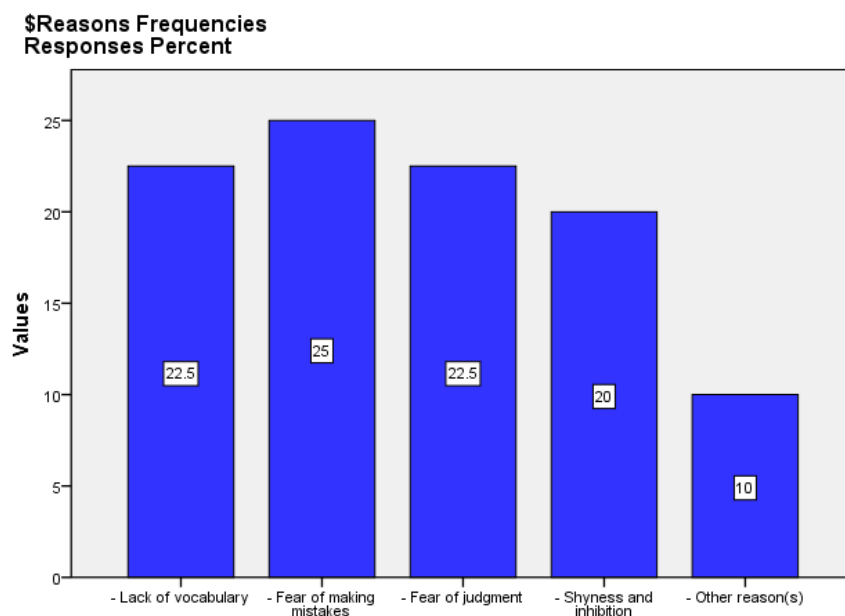
Question 8.2. Why do you feel anxious when speaking in the classroom?

This question is a subsequent question to Question 8.1. The students who declared that they feel anxious when speaking in the classroom were further asked to state the reason(s)

behind their feeling. The researcher suggested the main reasons that might make students anxious.

**Figure 3.11**

*Reasons for Anxiety When Speaking Among EFL Learners*



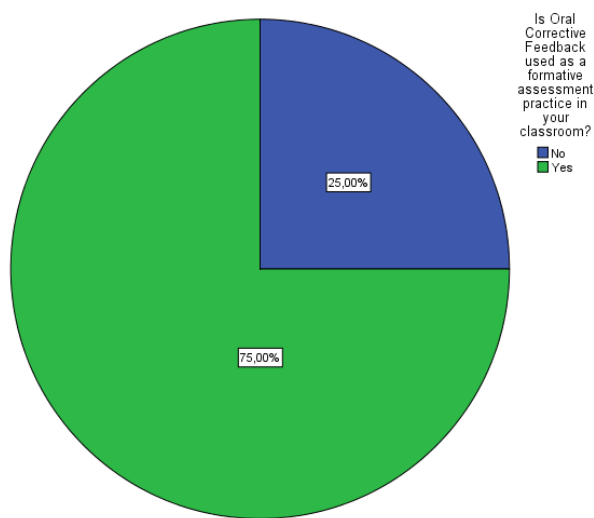
25% of the students associated their anxiety feeling with the fear of making mistakes. Lack of vocabulary and fear of judgment were equally selected by 22.5%. 20% of the students justified their feelings of anxiety with shyness and inhibition. Whereas, 10% of the sample admitted that other reasons make them hesitate to participate verbally in the classroom. The four proposed reasons were chosen in approximately similar proportions. These results align with Liu and Jackson's (2011) belief that Lack of vocabulary, diverse personality traits, fear of speaking in front of peers, fear of making mistakes, unfamiliarity with the issue, lack of confidence in their

arguments, and low oral English competence are key factors in reticence and anxiety among SL learners.

Question 9: Is Oral Corrective Feedback used as a formative assessment practice in your classroom?

**Figure 3.12**

*Application of OCF in the Classroom*



75% of the respondents acknowledged that OCF is actually implemented in their classrooms as an FA strategy. However, 25% of the students disclaimed receiving any OCF in their learning. The fact that the majority of the students affirmed receiving OCF means that EFL teachers are making efforts to provide OCF in their language teaching.

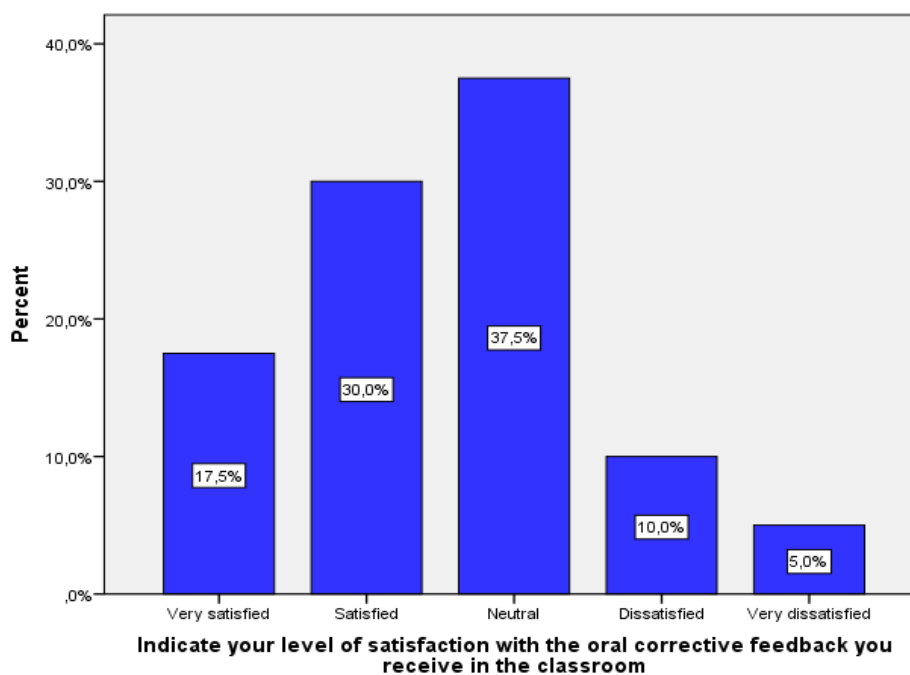
The researcher added an open-ended question about the reason(s) for using OCF in EFL classrooms. Some students who affirmed receiving OCF in their classrooms stated that it allows

students to recognize their mistakes and help them correct their mistakes attempting to enhance their language skills. These students' responses imply their familiarity with OCF and its main aims.

Question 10: Students' level of satisfaction with the OCF they receive in the classroom.

**Figure 3.13**

*Students' Level of Satisfaction With the OCF Received in the Classroom*



The bar graph shows that a great number (37.5%) of the students felt neutral about the feedback they usually receive in the classroom. 30% of the students were satisfied with the feedback and 17.5% were very satisfied with the feedback they receive. On the other hand, 10% of the students expressed their dissatisfaction with feedback and a 5% percentage of the sample stated that they are very dissatisfied with the oral corrective feedback they experience. The

neutrality of students signals that they might not have strong opinions or feelings about using OCF to enhance their speaking skills. Moreover, the sum of students who are “very satisfied” and “satisfied with OCF is more than the ones who expressed their dissatisfaction. In conclusion, a larger proportion of students are satisfied with the received OCF.

An open-ended question followed Question 10 to elicit justification from students about their satisfaction level of the OCF provided. Three (3) students asserted that they find OCF *significantly improving* their speaking since they can:

- Learn from their mistakes.
- Remember what they have done incorrectly before.
- Rapidly learn the correct utterances.

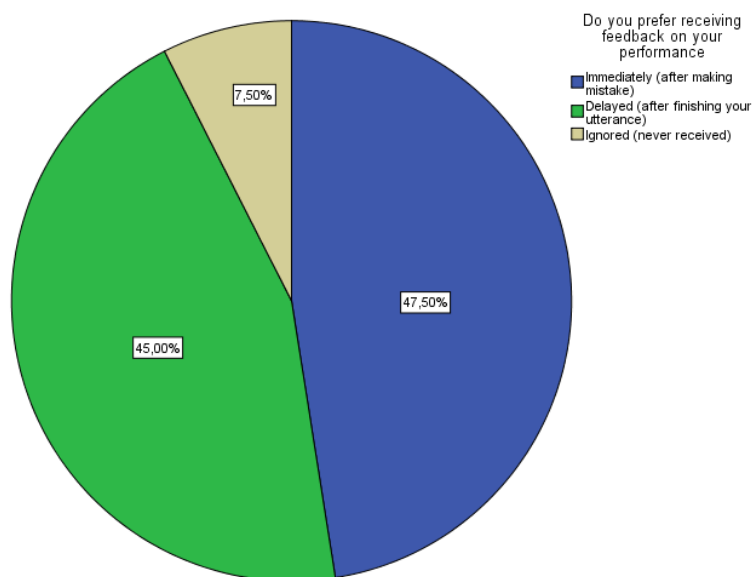
Students’ justifications of their satisfaction level stem from their own observation of how OCF positively impacts their learning.

Question 11: Do you prefer receiving feedback on your performance: Immediately, Delayed, or ignored?

### **Figure 3.14**

*Students’ Preferred Timing of OCF*

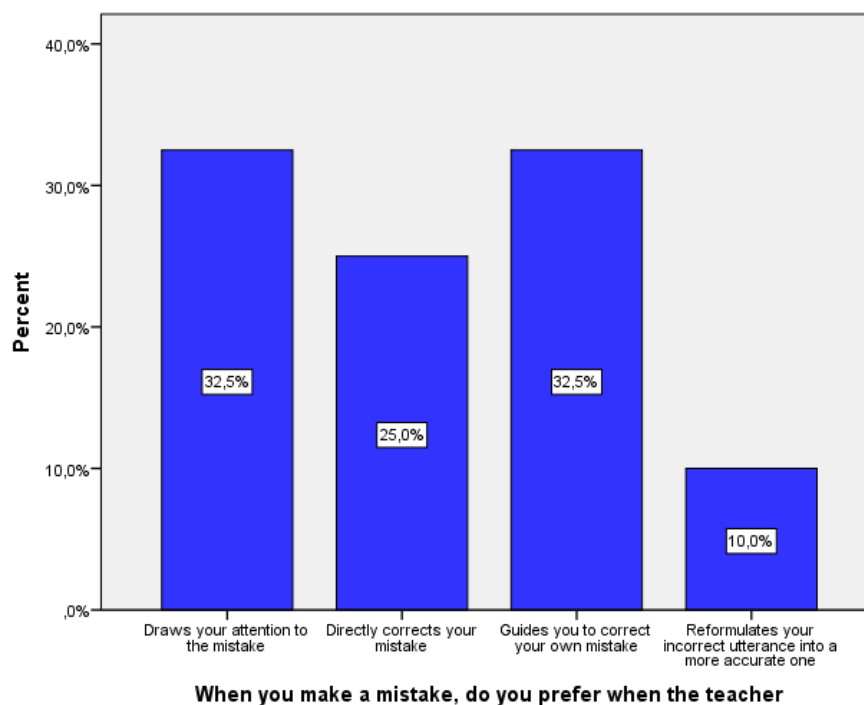




The majority of respondents were divided into two parties. The ones who prefer to receive feedback on their performance immediately after making a mistake (47.5%) and the ones who prefer delayed feedback after finishing their utterance (45%). Only a small percentage of students estimated at 7.5% indicated that they prefer the teacher ignores their mistakes and never provides feedback. Students are split between those who prefer receiving immediate feedback and those who prefer delayed feedback. The approximately even distribution suggests that students' preferences about the timing of the OCF vary between immediate and delayed feedback. That means that students like to receive OCF yet immediate and delayed feedback are both appealing to different respondents.

Question 12: When you make a mistake, do you prefer when the teacher: draws your attention to the mistake, directly corrects your mistake, guides you to correct your own mistake, reformulates your incorrect utterance into a more accurate one?

**Figure 3.15**

*Students' Preferred Strategy of OCF*

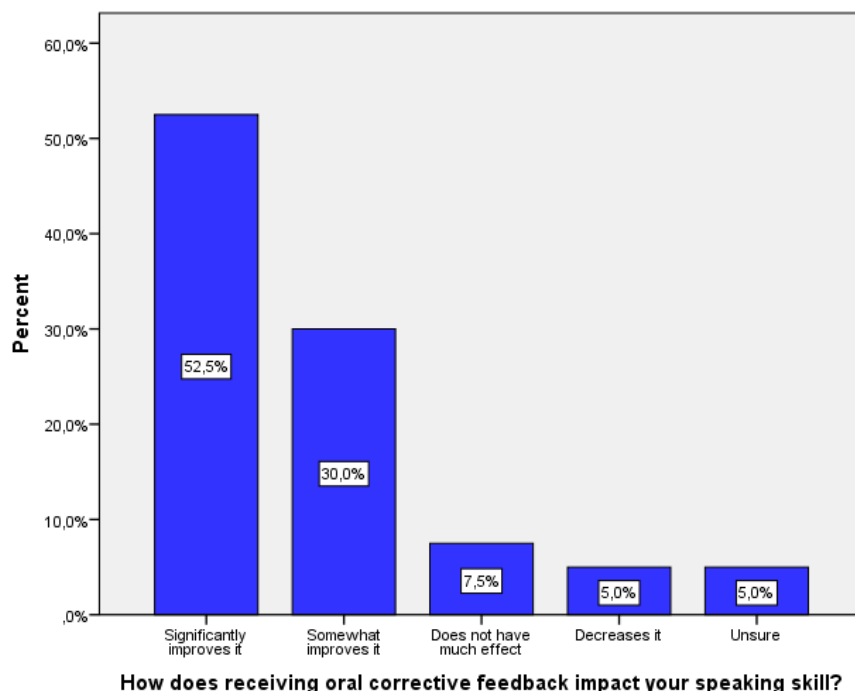
32.5% of the students preferred it when the teacher draws their attention to the mistake, and 32.5% liked it when the teacher guides them to correct their own mistakes. 25% of the students selected a direct correction as their favorite strategy of feedback and 10% preferred it when the teacher reformulates their incorrect utterances into more accurate ones. The results imply that the students have distinct preferences when it comes to the OCF strategy.

The results from Question 11 and Question 12 about the students' preferences for the timing and the strategy of the OCF are consistent with Bang's (1999, as cited in Loewen et al., 2009) findings that "most students felt that oral correction was necessary for language learning, but they disagreed on when and how it should be done".

Question 13: In your opinion, how does receiving oral corrective feedback impact your speaking skills?

**Figure 3.16**

*Impact of Receiving OCF on the Students' Speaking Skills*



52.5% of the sample asserted that this feedback significantly improves their speaking skills. 30% of the students affirmed that OCF somehow improves it. Contrarily, the bars for "Does not have much effect"(7.5%), "Decreases it"(5%), and "Unsure"(5%) are visibly lower compared to these indicating a positive impact. This question's responses show that the majority of students view OCF as a key strategy to enhance their speaking skills when adapted properly. In conclusion, most students believe that OCF helps in enhancing their speaking abilities.

Question 14: Do you have any suggestions on how oral corrective feedback could be enhanced to improve speaking proficiency better?

The last question in the questionnaire is an open-ended questionnaire where the students were asked to give some suggestions about how to make OCF more helpful. Students emphasized the idea that the teacher has to take into account the students' feelings. Some of the suggestions were:

- The teacher has to approach students nicely.
- The teacher has to provide feedback in a nice, kind, gentle, and respectful manner to his students.
- The teacher should not make the student feel bad about his mistakes.
- OCF should never be ignored, it has to be given promptly.

Students' suggestions prove that they are aware of the OCF's importance in enhancing their speaking skills, yet, they focused on giving pieces of advice to teachers about how to treat students so they are not offended by the provided feedback.

### **3.7.The Teachers' Interview**

The researcher conducted interviews with eight (8) teachers from the Department of English at Mohamed Khider University of Biskra. Five (5) interviews were done face to face, recorded on the spot, and transcribed later on. Two interviews were conducted online while one was done on paper due to the teachers' time constraints.

*Sample:*

For the interview, we have randomly chosen eight (n=8) teachers of the Oral Expression (Listening and Speaking) course. This sample size could provide a balance between the in-depth information and the feasibility of data collection and analysis. It has to be mentioned that the collected data is not necessarily generalizable to all teachers of Speaking and Listening, since every teacher has his own philosophy of teaching. Yet, the data might provide insights into the teachers' perceptions of FA, and the most commonly used techniques of OCF.

*Aim:*

This interview aimed at collecting qualitative data about teachers' perceptions and attitudes toward using FA and OCF as a FA strategy to enhance students' speaking skills.

*Structure:*

The interview is a structured interview where the interviewer asked the same predetermined questions to all the interviewees in order to collect consistent data and to facilitate data processing later. The interviews spanned from 8 to 23 minutes. The three (3) different sections of the interview consist of twelve (12) open-ended questions to allow the participants to answer in an unconstrained way. The first section (Q1-Q2) includes demographic questions about the interviewee's degree and experience span in teaching the Oral Expression module. The second section (Q3 to Q5) involves teachers' opinions and preferences for assessment. The last part, (Q6 to Q10) included questions about OCF application, strategies, timing, and impact on speaking skills. Finally, the concluding questions (Q11-Q12) were added to give participants room to provide suggestions to other instructors of the Oral Expression module who are

considering introducing OCF into their lessons and add anything missing in the interview they wanted to say.

#### *Interview Results and Discussion:*

After carrying out the interviews, the researcher listened thoroughly to the recordings, transcribed and cleaned the transcriptions by eliminating unnecessary parts. We have opted for qualitative data thematic analysis where the researcher has read the transcripts multiple times to identify, analyze, and report repeated patterns within the data (Braun & Clarke, 2006).

The interviewees held different educational degrees. Four (4) teachers are holders of a magister degree and four (4) teachers were PhD degree holders. In addition, The teachers' experience in teaching the Oral Expression module ranged from one teacher to another. Teachers 2, 4, 5, 6, 7, and 8 had a teaching experience that spanned from four (4) to ten years (10) years while Teacher 1 is currently in charge of the Written Expression and Reading Comprehension modules and Teacher 3 stated that it had been so long since she had taught Oral Expression yet she is teaching it this year. Interviewing teachers who hold different diplomas and have different teaching experiences enriched the research with valid data from different sources.

#### **Teachers' Perceptions Regarding the Assessment System in the Algerian University**

There was a diversity in teachers' opinions toward the issue of the assessment system in the Algerian university. Two teachers (T1, T6) accredited the reliability of the assessment; Teacher 1 stated "Assessment in the Algerian university seems to be credible somehow" and Teacher 6 affirmed the acceptance of the assessment in Algeria in correlation with the use of FA and SA practices. Teacher 3 added to the idea of Teacher 6 that the system in our context relies

on a combination of FA and SA and teachers cannot go beyond what is already designed in the canva. Teacher 5 and Teacher 8 stood neutral where Teacher 5 reported that the assessment system in Algeria is “like any other system with distinctive goals, principles, philosophy, and practical considerations”. Teacher 8 asserted that assessment is a “debatable topic and a science in itself”. However, three teachers (T2, T4, and T7) had negative attitudes toward the assessment system. Teacher 2 asserted, “The assessment system is flawed in all the world, and in Algeria is worse”, he attributed his resentment to the assessment system, saying that evaluating a student twice or three times through the learning process is not enough. Teacher 4 declared the inadequacy of the assessment system at this higher level because of the breakdown between the assessment system in secondary and tertiary education. Furthermore, Teacher 7 reported that the assessment system requires radical reform, and the assessment methods have to be reconsidered. Overall, teachers expressed varied opinions about the assessment system in the Algerian university from agreement, and criticism to disapproval.

### **A Combination of FA and SA**

The majority of the teachers (seven teachers out of eight) affirmed that they use a combination of FA and SA strategies in their teaching. They chose to do so because FA and SA have different roles and objectives completing each other. Teacher 8 emphasized the idea that it is high time we differentiate between FA and SA and use them “for their own purposes; for what they were created for”. Teacher 6 stated that he uses this combination in an attempt to adapt to the different challenges facing his students. Meanwhile, Teacher 2 justified that he uses FA to provide his students with the opportunity to demonstrate their understanding and progress over time, Teacher 5 stated that she uses both yet FA is more frequently used in Oral Expression “to

monitor progress and provide feedback”. In general, teachers use both types of assessments to have the best of two worlds.

### **Students’ Pursuit of Marks**

Most interviewees highlighted the drawbacks of using the traditional way of assessing students. Teachers linked the use SA method solely with students’ chasing of marks. Teacher 1 says that with SA, students are absent most of the time; they attend final tests to get a grade. Teacher 3 compared the learner in the traditional way of assessment to a programmed machine once he succeeds in the exam every obtained knowledge vanishes. Teacher 8 proceeds to say that learners in our context underrate assessment for learning because they usually target grades and academic excellence over true learning. Teachers agreed that when using SA only students focus on marks, hence, SA deviates their goals from acquiring knowledge and personal growth to surface learning.

### **One Summative Test Is Not Enough**

Interviewees mentioned that the summative assessment adopted by teachers to assess students’ levels at the end of the learning process is inadequate to reflect the real level of the students. Teacher 2 argued that someone’s career could not be decided based on one or two occasions. Therefore, he prefers to provide his students with long spans of time to prove themselves. Moreover, Teacher 4 assured that we cannot gauge or evaluate students’ level in one test or exam. In addition, Teacher 3 described testing students on the overall content taught in the whole semester in one test as an exhaustive process. On the contrary, Teacher 8 stated that “it is illogical to have three SAs” and believes that one summative assessment at the end of the semester is enough in regard to our special context – from time limitation, students' preferences, to the number of students in class-, nevertheless, he stresses the importance of FA and feedback



besides SA. Eventually, SA is insufficient to demonstrate the actual abilities of the students in one test.

### **Collective Feedback**

While teachers affirmed that they use most of the OCF strategies according to the situation, general feedback seemed to appear as a prominent strategy used by the interviewees in their teaching. The teachers prefer to provide feedback to the whole class as a group rather than addressing each student with personalized feedback. From a psychological point of view, Teacher 1 asserted that students do not like being corrected in front of their classmates; hence, she corrects in a global way to avoid embarrassing the students. Teacher 4 added that feedback has to be given indirectly to the whole class if the teacher thinks the student will feel embarrassed and to make the class more inclusive. He further elucidate that the teacher might search for the usually committed mistakes in the learners' context to draw their attention to these mistakes as a first step in designing a language course. Teacher 7 also admitted that he offers general feedback about the frequently committed mistakes at the end of the task. Additionally, Teacher 8 affirmed that oral collective feedback is crucial because it requires less time and benefits more students at the same time. Nevertheless, Teacher 3 sees that if the student has an introverted personality, it is better to correct his mistake individually rather than publicly. Besides using the diverse OCF strategies of recasts, repetition, clarification requests, explicit correction, elicitation, Metalinguistic clues, and paralinguistic signals, most teachers disclosed using collective (general) OCF rather than the individualized one to save time, energy and offer guidance for a larger number of students.

### **Postponed Feedback**

Oral Expression teachers expressed many times throughout the interviews that they postpone their OCF until the student finishes speaking for distinctive purposes. Teacher 2 clarifies that he cares about fluency rather than accuracy, therefore, he postpones his feedback to determine if the student is committing an error to be overlooked or making a mistake to be corrected. Moreover, Teacher 3 said that she never interrupts students' presentations; she gives a space of time for the students to unfold their ideas not to block them. In parallel, Teacher 7 affirmed that he does not interrupt students' speech, however, he provides general feedback *by the end* of the task with the frequently committed mistakes. Teacher 6 stated that he also postpones feedback to avoid frustrating learners. Finally, Teacher 8 revealed that he delays feedback to "see what is going on", to detect issues, and then solve them. He proceeds to clarify that the OCF timing depends mainly on the mistake type, the learner's personality traits, and the level of the student. For different reasons, it has been noted that all interviewees find delayed OCF a helpful strategy to enhance students' speaking skills.

### **Intervening Variables**

The issue of the external variables affecting students' OCF application impact in EFL classrooms has been initiated several times in the interviews. Teacher 7 mentioned that it is really hard to say that OCF is the only technique that improved students' speaking yet there are other variables such as students' different mental processing speeds. Teacher 3 uncovered that students' improvement in speaking skills might not be related only to feedback but also to the methodology of teaching, of providing feedback, and to students' personality characteristics. Further, Teacher 2 asserted "I'm sure there is an improvement. But whether it's correlated to the oral corrective feedback that I'm giving them or their training, I don't know. Many, many

external variables. So I can't really tell which is". In other words, he questions if the improvement in students' speaking is correlated to the OCF given or students' personal training efforts to enhance their level. Teacher 5 argues that even if the OCF plays a significant role in guiding and monitoring students' performance, the significant improvement in students speaking cannot be attributed only to the OCF received. Lastly, Teacher 8 finds that the level of the student, his abilities, and retention skills can all intervene in his language skills improvement. Therefore, teachers cannot associate the improvement of students' speaking abilities with the teachers' OCF only. To further illustrate, there might be other factors influencing students' improvement.

### **Collaborative Teaching**

While Teacher 3 confirmed that every teacher is misled about how and what to adapt from the diverse tools and strategies available, Teacher 1 stated that teachers have to collaborate to search and agree on techniques, activities, and practices to make the teaching of Oral Expression more vivid and inclusive for all students. Similarly, Teacher 8 alleged that teachers need to collaborate to create a contextualized assessment that adapts to the situation rather than teachers assessing students in different ways. Thus, it is high time teachers cooperate to come up with coordinated teaching and assessment methods that align with the learning needs and objectives.

### **3.8. Classroom Observation**

The researcher had the consent of three teachers to attend and take notes in their usual sessions of the Speaking and Listening module. Each observation lasted for a whole session of 90 minutes. All those observations were overt and the researcher was a non-participant observer.

*Sample:*

the classroom observation was conducted in three (n=3) sessions of the Speaking and Listening course presented by three different teachers in three different classrooms which might help in improving the validity and reliability of the observations by helping the researcher to spot patterns or trends that might be consistent across several contexts and also the different teaching styles.

*Aim:*

The classroom observation method was used to collect valid data about the reality of using OCF in EFL first-year classrooms generally, and in the Speaking and listening course particularly. The researcher aimed to observe various aspects in the classroom such as the general environment, the students' errors, and the teachers' strategies of OCF.

*Structure:*

The observation was aided by two different classroom observation tools: a checklist to systematically record the presence or absence of specific predetermined criteria, and a table containing a detailed description of some preplanned areas of observation. The use of both tools provided a comprehensive portrayal of different aspects of teaching and learning. The use of Yes/No checks helps in capturing rapidly if the criteria are met while the classroom observation table allows more thorough descriptions and provides richer qualitative data.

*Classroom Observation Results:*

The notes collected throughout the observations of the three classrooms will be presented and synthesized in the subsequent section.

### **Classroom Environment**

The researcher observed that all the teachers –in the three classrooms- tried to create a positive learning atmosphere for the learners. The teachers cheered students, helped students to complete their utterances, and set a friendly tone with the learners while maintaining professional standards. The students in classrooms 1 and 2 sat in a semicircle while the students in classroom 3 had a traditional seating arrangement. The class size was small in comparison with the number of registered students in every class; in classroom 1 number of students was 19 instead of 46 registered students, in classroom 2 there were 14 instead of 45, and in classroom 3 there were 13 instead of 40 students.

### **Assessment Techniques**

The assessment technique used in the classrooms was mainly summative assessments based on performing presentations prepared earlier while the students were either standing up (the case of classroom 2) or sitting in their places (the case of classrooms 1 and 3). Besides the graded presentations, the teacher in classroom 2 used the “I Remember When Technique” as an ungraded filler activity after finishing the SA. She shared an anecdote of her own life as an example and asked the students to write a memory of their first day at university on a sticky note and then read it in front of their classmates, as a result, the students seemed more encouraged to participate and more attentive in listening to each other’ speaking. The teacher in classroom 3 used a completely different technique, he asked the students to write about a topic, gave them

time to brainstorm and organize their ideas, and then read their written productions out loud. The students seemed to like the strategy where they have a written aid thus they felt more confident in speaking. Moreover, students elaborated more impromptu utterances and communicated each others' ideas. While the other 2 teachers sat on the desk and graded students on the spot after finishing the graded presentation, Teacher in classroom 3 stood up all the time and did not write anything on his marking copybook. To sum up, teacher in classrooms 1 used only SA to assess his students' speaking skills. Whereas the teachers in classroom 2 and 3 used a combination of ungraded FA strategies to check their students' progress and graded SA strategies to score students' performance.

### **Students' Participation**

It was observed that the participation levels varied from one classroom to another. In the first classroom, The teacher was dominant and only the ones concerned with the presentation spoke while other students kept silent the whole session. Moreover, even the presenters kept silent when they were asked about any idea related to their topic they had not prepared earlier. However, in the other two classrooms, students participated frequently and actively in the classroom. Although most students' speaking was based on what they had prepared at home or in class, they communicated with their peers, commented on others' ideas, and tried hard to respond to the teachers' questions using various techniques when they lost words such as body language and language switching. In classroom 3 the students appeared to be the most motivated to speak in which every student –except three students sitting far from the rest of the students- tried to express his ideas and beliefs. Ungraded FA practices motivated and empowered students to speak more in the Oral Expression sessions.

### **Teacher's OCF Strategies**

The feedback was mainly given to students who were presenting and not all students. In the three observed classrooms, teachers frequently and consistently relied on OCF with its different strategies to address students' areas of weakness and improvement. Teacher 1 recasts the mispronounced word correctly in his subsequent statements. For example, when the student was presenting she pronounced the word flood as [flu:d] instead of [flʌd], hence, the teacher pronounced it [flʌd] several times in his subsequent statements. He also used clarification requests by asking the students to explain their ideas. In addition, Teacher 1 explicitly corrects students' mistakes and gives them the rule e.g. when one student said that wildfires are big than ordinary fires, the teacher corrected her mistake "We say that wildfires are bigger than.. we use the comparative form "bigger than" to indicate that something is larger than another thing". Teacher 1 OCF was mostly about grammatical, lexical, and phonological mistakes. On the contrary, Teacher 2 feedback was about fluency rather than accuracy in language aspects where she rarely used recasts and explicit correction, however, it was noted that she usually gave her feedback in the form of advice about the pace of speaking and the length of the presentation. Teacher 3 used recasts in an implicit way where he used a corrected form of the mispronounced word many times in his subsequent utterances. Then, he used clarification requests by asking students to clarify their meaning and tried to use elicitation by questioning, prompting, and encouraging students to speak. In general, teachers used a range of OCF strategies in the three different classrooms observed.

### **Teachers' OCF Timing**

Teachers in the three observations used different timings of OCF. Teacher 1 gave delayed OCF where he gave students all the time to express their ideas with no interruption until they finished presenting. With the same philosophy, Teacher 2 used delayed OCF and waited until the students finished presenting yet she focused on fluency and OCF about language aspects accuracy such as grammatical, Lexical, and phonological errors was ignored. Conversely, Teacher 3 frequently gave instant feedback and rarely used delayed feedback. That means that teachers varied the timing of OCF to address different types of errors and to provide targeted support for their students.

### **Students' Response to Teachers' OCF**

Students' reactions toward the provided OCF varied from one student to the other and from one context to the other. Most students perceived the OCF positively and seemed motivated whenever they are given feedback (classroom 3). Likewise, students in classroom 2 perceived the teacher's feedback positively. On the other hand, classroom 3 students' reactions to the feedback were different e.g. one student accepted and acknowledged the correction while another student kept silent after the correction. In total, most students respond positively to the provided feedback whereas the ones perceiving OCF negatively are most of the time reluctant when receiving feedback on their speaking production.

### **OCF Impact on Students' Speaking**

There is no clear evidence from the observations that the OCF techniques applied in the classrooms noticeably improved students' speaking performance even with the observable



positive response to the OCF. However, classroom 3 students' trials to integrate their teachers' feedback into their subsequent speaking attempts might be an indicator of the impact resulting from utilizing the different OCF techniques.

### **Synthesis of the Findings**

This section is devoted to summarize and synthesize the findings from the different tools used in this research.

The questionnaire results demonstrate that even though the first-year students may not have prior exposure or familiarity with the available assessment strategies, major proportion of students expressed a positive perception of FA. In addition, most students saw OCF as a key method to develop their language skills. In contrast, some students misconceived FA as a continuous grading tool and regarded OCF techniques as immensely self-consciousness-provoking. Moreover, while students are mostly interested in developing their speaking skills, they face challenges such as anxiety due to academic and psychological barriers. The last part of the questionnaire results revealed that students receive OCF in their learning process for various reasons. Meanwhile, they expressed neutrality and modest contentment regarding the OCF received. Finally, while most students agreed that teachers have to show empathy when giving feedback, there was not a consensus among the learners regarding a preferred strategy or timing of receiving OCF from the teacher.

From the interview results, teachers' opinions toward the assessment system in the Algerian university varied from approval to dissatisfaction. Teachers affirmed using both types of assessment to promote students' engagement in the language class and provide a more

comprehensive picture of students' progress and learning outcomes. They assume that using SA solely results in passive learning and does not reflect the actual abilities of the students. Whereas teachers use different strategies of OCF, they agreed on using delayed collective feedback to enhance students' speaking skills because it saves them time, energy, and prevents students from losing face. Further, due to external variables, teachers could not attribute the significant development in students' oral production to OCF only. Eventually, it was suggested that teachers collaborate to agree on unified teaching and assessment methods.

In the conducted classroom observation, teachers tried to foster a supportive environment within the classroom even with the observed low attendance rate in the Speaking and Listening module. Teachers implemented a combination of FA and SA to adopt different error types and support students' speaking while SA received more focus. Moreover, they used a variety of OCF strategies such as recasts, clarification requests, explicit correction, elicitations, and offering pieces of advice to improve students' speaking skills and guide their progress and different timings of the feedback according to the context's distinct characteristics.

To wrap up, the three data collection tools: the questionnaire for students, the interview for teachers, and the classroom observation provided genuine data about students' perceptions, and teachers' attitudes about OCF as an FA technique and provided a firsthand account of the issue in its natural setting.

## **Conclusion**

The present chapter is a practical chapter that aimed at providing a transparent account of the research methodology opted for conducting this research. In addition, this chapter was

devoted to displaying, describing, and analyzing the findings obtained from the three data collection methods; namely, the questionnaire for students, the teachers' interview, and the classroom observation. Finally, the data gathered from the research tools helped in answering the proposed research questions.

## **General Conclusion**

In the EFL context, real-time FL production through speaking is a highly valued skills, thus, teachers are always eager to perform various teaching and assessment methods to support students' speaking competence in the FL. The literature suggests that using OCF as an FA strategy might be useful to enhance students' speaking skills progress. In the context of Mohamed Khider University EFL teaching, there exists a gap in understanding how teachers and students at this university perceive using OCF as an FA strategy to enhance students' speaking skills. Therefore, the current study is a descriptive interpretive aiming to portray the perceptions of students and teachers about using OCF as an FA technique and the actual implementation of this tool in enhancing EFL learners' speaking skills. To answer the research questions, the researcher opted for the triangulation technique by eliciting data from multiple data sources: a questionnaire for students, a teachers' interview, and classroom observation. The use of different data collection tools resulted in quantitative and qualitative data types. Consequently, the types of data gathered in this research dictated the accordant data analysis tools which are namely: statistical analysis and thematic analysis.

The research consisted of three main chapters. The first two chapters were purely theoretical, providing an overview of the research variables. Moreover, the researcher started the practical part by explaining the methodological principles of the study. Then she proceeded to display, and analyze the results obtained from the three data collection tools used.

First, the questionnaire provided rich data about students' perceptions of OCF and FA to develop their speaking skills. Its results show that students expressed their interest in developing their speaking skills and admitted facing challenges in developing these skills. From another angle, most students perceive FA and OCF positively as methods to enhance their speaking

competencies, yet, they did not prescribe a specific preferred strategy or timing for the delivery of OCF in the learning process.

Second, the thematic analysis of the teachers' interviews revealed several key themes that emerged consistently across participants' responses. These themes provided insights into the teachers' attitudes toward the issue of using OCF as an FA strategy. The interview findings show that teachers affirmed using a combination of SA and FA to get the advantages of both types. Moreover, teachers disclosed using delayed oral collective feedback in their teaching of the Oral Expression module. An important theme that emerged from the interview is the call for cooperation between teachers to create unified teaching and assessment methods.

Finally, the observation results showed that teachers mostly used a combination of SA and FA while SA practices were more apparent. The participation levels were different from one classroom to the other, yet, the ungraded FA practices seemed to motivate the students to participate more in the speaking activities. Teachers used a wide range of OCF techniques and timing according to the students' errors and the context. It was also observed that students reacted positively to the OCF received and some students tried to integrate the provided feedback in their subsequent speaking.

The results of this research clearly show the positive attitudes of both teachers and students toward using OCF as an FA strategy to enhance students' speaking skills. Moreover, it was observed that the OCF strategy was used with its various forms and timing in EFL classrooms. However, it has shown that SA is still dominant in the teaching of the Speaking and Listening module

## **Recommendations**

This investigation's findings, recommend the following:

- There is an urgent need to teach students about different assessment methods to enhance their learning experience.
- Teachers have to inform students about the type of assessment used in order to raise their awareness and improve their academic achievement.
- Teachers have to approach students with empathy, respect, and understanding.
- Incorporating FA in teaching language skills is helpful in maintaining an active and effective learning process.
- The use of different OCF techniques in teaching speaking can be a valuable tool to provide continuous assessment and assistance to EFL learners.
- Teachers need to cooperate to create student-centered learning and assessment methods.

## **Limitations and Suggestions for Further Research**

One limitation that was encountered in this research is the time constraints. While the researcher was able to provide valuable insights into the perceptions of both students and teachers about the issues of OCF and FA and the actual use of OCF in EFL classes, the observation of whether OCF was implemented as an FA strategy was not possible due to time limitations. Therefore, the current study lays the foundations for further research such as:

- Conducting longitudinal research on the use of OCF as an FA strategy to track the implementation and changes in student speaking skills over an extended period.

- Conducting a cause-and-effect or quasi-experimental research to investigate the impact of using OCF as an FA strategy in developing the students' speaking skills.



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## **Appendices**

**Appendix A****Questionnaire for First-year EFL Students**

Dear students,

This study aims to explore the use of Oral Corrective Feedback (OCF) as a formative assessment (FA) strategy to enhance students' speaking proficiency. You are kindly requested to answer the following questions by putting a tick (✓) in the appropriate box or by answering the questions given. Your response is of great contribution to the conducted research. We inform you that your response will remain completely confidential.

**I. Section one: Personal information****1. Gender:**Male Female **2. Age:**17-20 20-25 older than 25 **II. Section Two: Background knowledge****3. Do you know different strategies of assessment?**Yes No **4. How do you perceive formative assessment?**I find it a helpful tool for receiving feedback on my progress. I feel overwhelmed by the amount of feedback received. I worry about being judged upon the continuous assessment. I feel confused about the significance of formative assessment.

Other, please specify:

.....

5. What does oral corrective feedback mean to you

A helpful tool for improving my language skills.

Something that makes me feel self-conscious about my speaking.

A mixed experience: sometimes encouraging while other times

discouraging depending on the context.

Other, please specify:

.....

III. Section Three: Language skills

6. Among the four skills, what interests you the most to learn?

Reading

Writing

Listening

Speaking

Why?

.....

7. Do you face any challenges in developing one of the four skills?

Yes

No

If yes, which one(s)?

Reading

Writing

Listening

Speaking

8. Do you feel anxious whenever you interact in the classroom:

Yes

No

Why?

Lack of vocabulary

Fear of making mistakes

Fear of judgment

Shyness and inhibition

Other reason(s)

.....

IV. Section Four: Oral Corrective Feedback

9. Is Oral Corrective Feedback used as a formative assessment practice in your classroom?

Yes

No

Why?

.....

10. On a scale of 1 to 5, please indicate your level of satisfaction with the oral corrective feedback you receive in the classroom:

1: Very satisfied

- 2: satisfied
- 3: Neutral
- 4: Dissatisfied
- 5: Very dissatisfied

If possible, explain why.

.....

11. Do you prefer receiving feedback on your performance:

- Immediately (after making mistake)
- Delayed (after finishing your utterance)
- Ignored (never received)

12. When you make a mistake, do you prefer when the teacher

- Draws your attention to the mistake
- Directly corrects your mistake
- Guides you to correct your own mistake
- Reformulates your incorrect utterance into a more accurate one

Other, please specify.

.....

13. In your opinion, how does receiving oral corrective feedback impact your speaking skills?

- Significantly improves it



- Somewhat improves it
- Does not have much effect
- Decreases it
- Unsure

If possible, mention why.

.....  
.....

14. Do you have any suggestions on how oral corrective feedback could be enhanced to better improve speaking proficiency?

.....  
.....

Thank you so much for your participation.

## **Appendix B**

### **Teachers' Interview Guide: Teachers' Attitudes Toward Using Oral Corrective Feedback as a Formative Assessment to Develop Students' Speaking Skills.**

#### **Introduction**

Thank you for agreeing to participate in this interview regarding your experiences with teaching the “Oral Expression” module. The purpose of this interview is to gather insights on teachers' perceptions about using Oral Corrective Feedback as a formative assessment strategy to develop students' speaking skills. Your valuable experiences and perspectives will contribute significantly to understanding this topic. Your responses will be recorded for analysis, yet, all the information you provide will be kept strictly confidential.

#### **Questions**

##### **Section One: General information**

- 1- What degree do you hold?
- 2- How long have you been in charge of the “Oral Expression” module?

##### **Section Two: Assessment**

- 3- What do you think of the assessment system in the Algerian university?
- 4- Do you opt for summative or formative assessment when teaching?
- 5- What motivated you to integrate formative/summative assessment into your teaching of oral expression?

##### **Section Three: Oral Corrective Feedback**

- 6- Do you consider using Oral Corrective Feedback as a formative assessment strategy?
- 7- When do you usually offer feedback to your students? Why?
- 8- What Oral Corrective Feedback strategies do you often use? [recasts, repetition, clarification requests, explicit correction, elicitation, Metalinguistic clues and paralinguistic signals]
- 9- How do your students usually react to your feedback?
- 10- Have you witnessed any significant improvement in students' speaking abilities due to utilizing Oral Corrective Feedback?
- 11- Based on your experience, what pieces of advice would you give to other instructors of oral expression who are considering introducing Oral Corrective Feedback into their lessons?
- 12- Is there anything else you would like to share regarding the issue of using Oral Corrective Feedback to develop students' speaking abilities?

### ***Conclusion***

Once again, I appreciate your participation and insightful comments. Your responses will significantly contribute to the current investigation into the use of Oral Corrective Feedback as a formative assessment strategy for enhancing students' speaking proficiency.

**Appendix C**

**Classroom Observation Checklist**

Observer:	Group:	Number of students:	
Date and time:	Session:		
		<b>Yes</b>	<b>No</b>
1. Do students participate actively and frequently?			
2. Does the teacher assess all students' speaking production throughout the lesson?			
3. Does the teacher use a variety of formative assessment activities?			
4. Does the teacher consistently give feedback on students' oral production?			
5. Does the teacher give instant oral corrective feedback?			
6. Does the teacher give delayed oral corrective feedback?			
7. Does the teacher give oral corrective feedback at all?			
8. Does the feedback focus on specific areas of improvement related to speaking skills? (Grammar, Lexis, Pronunciation, Fluency)?			
9. Does the teacher use the correction of the mistake constructively?			
10. Do students try to integrate feedback into their subsequent speaking attempts?			
11. Are there noticeable changes in student performance following the provision of feedback?			
12. Students' approximate speaking time (min)			
13. Teacher's approximate speaking time (min)			

Other:

- Strategies of Oral Correction, if observed:

Recast  Repetition  Explicit correction

Clarification requests  Metalinguistic clues  Elicitation

**Appendix D**

**Classroom Observation table**

Observer:	Group:	Number of students:
Date and time:	Session:	

Observation area	Description
1. Setting \ environment.	
2. Students' participation.	
3. Types of errors committed by students.	
4. Teacher's oral corrective feedback strategy.	
5. Teacher's oral corrective feedback timing.	
6. Students' response to teacher's feedback	

Other comments: .....

.....

### **Abstrait**

La présente étude enquête sur les perspectives des étudiants et les attitudes des enseignants envers l'utilisation du feedback correctif oral comme un outil d'évaluation formative pour améliorer les compétences de la production orale chez les apprenants de l'anglais langue étrangère (ALE). Une autre tentative consiste à identifier comment les enseignants de l'Université de Mohamed Khider Biskra mettent en œuvre le feedback correctif oral en tant que technique d'évaluation formative pendant les cours de la production orale pour aider les étudiants à devenir des usagers compétents de cette compétence. Nous supposons que le feedback correctif oral pourrait améliorer les compétences de l'oral dans les classes ALE. Une recherche de méthodes mixtes a été choisie où trois instruments ont été utilisés dans cette enquête pour collecter des données: un questionnaire pour les étudiants, entrevues avec les enseignants et des observations de la classe. Le questionnaire a été adressé à quarante (n = 40) étudiants de première année à l'Université Mohamed Khider de Biskra, les entrevues ont été réalisées avec huit (n = 8) enseignants de la même université et l'observation en classe a été réalisée dans trois (n = 3) classes. L'étude a conclu que les étudiants de l'Université Mohamed Khider de Biskra perçoivent positivement le feedback correctif oral tandis que les enseignants ont également des attitudes positives envers l'application de cette technique corrective dans leur enseignement. Nous avons constaté que le feedback correctif oral est utilisé de différentes manières et chronologies pour guider le progrès des compétences orale chez les étudiants.

*Mots-clés:* évaluation formative, feedback correctif oral, compétence de l'oral, méthodes mixtes.

### المخلص

الدراسة الحالية تهدف إلى التحقيق في توقعات الطلاب و إجابات الأساتذة تجاه استخدام التغذية الراجعة التصحيحية الشفوية كوسيلة للتقييم التكويني في فصول متعلمي الإنجليزية كلغة أجنبية لتعزيز مهارة التخاطب عندهم. تسعى الدراسة لتحديد ما إذا كان المعلمون في جامعة محمد خيضر ببسكرة يستعملون التغذية الراجعة التصحيحية الشفوية كوسيلة للتقييم التكويني في فصول التحدث لمساعدة الطلاب في أن يصبحوا أكفاء في المحاوره. من المفترض أن يكون استعمال التغذية الراجعة التصحيحية الشفوية مفيدا لمتعلمي اللغة الإنجليزية من أجل تعزيز مهارة التخاطب. تم استخدام منهجية مختلطة حيث تم استخدام ثلاثة أدوات في هذا التحقيق لجمع البيانات: استبيانات للطلاب، مقابلات شفوية مع الأساتذة، ومراقبة عينية للفصول الدراسية. تم توجيه الاستبيان إلى أربعين (40) طالبا في السنة الأولى في جامعة محمد خيضر ببسكرة. أجريت المقابلة الشفوية مع ثمانية (8) أساتذة من نفس الجامعة. أخيراً، تم إجراء مراقبة عينية للفصل الدراسي في ثلاثة (3) فصول. تخلص الدراسة إلى أن الطلاب في جامعة محمد خيضر ببسكرة يرون التغذية الراجعة التصحيحية الشفوية بشكل إيجابي و يظهر الأساتذة أيضاً بمواقف إيجابية تجاه تطبيق التغذية الراجعة التصحيحية الشفوية في تعليمهم. علاوة على ذلك، تم العثور على أنه يتم استخدام التغذية الراجعة التصحيحية الشفوية بطرق وتواقيت مختلفة لتوجيه تقدم مهارة التحدث لدى الطلاب.

*الكلمات المفتاحية:* التقييم التكويني، التغذية الراجعة التصحيحية الشفوية، مهارة التخاطب، منهجية مختلطة.