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Students' Perceptions of Teachers' Oral Feedback on Their Speaking Skills

The Case study of Third-Year EFL Students at the University of Mohamed Kheider Biskra

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Declaration

I, Maroua Ben aicha, declare that this dissertation is my original work and any other ideas or quotations that are not my own have been cited and referenced.

This work has completed and submitted only to the University of Mohamed Kheider Biskra. I affirm that this dissertation has not been submitted to any other university

Dedication

This work is dedicated to :

My parents, who have been with me in every step of the way in my life for their love and support.

My siblings who are my source of strength.

To Myself, I am proud of where I have come now, despite the days and nights of suffering and despair. I am proud to be the first daughter in my family to graduate from university and to make my family happy and proud.

My heartfelt thanks go to everyone who has been a part of my success.

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Abstract

The study aims to explore third year EFL students' perceptions of oral feedback from their teachers regarding their speaking skills. Using a qualitative approach, data were collected through a semi-structured questionnaire and focus groups discussions with students. These data were analyzed through thematic analysis for open-ended questions in addition to descriptive analysis for closed-ended questions. The results show that students have different personal experiences and emotions toward oral feedback. While students positively perceive oral feedback as a crucial tool that helps them improve their speaking skills, motivates them and builds their self-confidence, it also makes them less excited to speak because of their teachers' tone and the use of inappropriate words. These results explain that even oral feedback is a significant factor in speaking development, the teachers' style when providing oral feedback influences students' perceptions.

Key Words: perceptions, third year EFL students, oral feedback, speaking skills.

List of Abbreviations

EFL: English as foreign language

et al: *et alii,* means (and others)

FG1: Focus group 1

FG2: Focus group 2

FG3: Focus group 3

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ملخص

General Introduction

Introduction

Speaking skills are complex skills that need improvement, especially for EFL students. Teachers use various strategies to enhance these skills and help students grow; one of them is oral feedback. Oral feedback is a crucial part of the learning development that students receive from their teachers. Students' perceptions of this feedback may differ or vary because of many reasons. This study aims to explore the perceptions of third-year EFL students when they receive oral feedback from their teachers. There are many studies focus on the role of teachers' oral feedback in language learning, but less attention has been given to students' perceptions. Understanding these perceptions may help teachers provide better feedback, and thus improve students' speaking skills.

1. Statement of the problem

Speaking skills are one of the most important skills in language learning, especially for third-year EFL students, not only during their studies but also throughout their lives. Developing speaking skills requires various methods, one of them is teachers' oral feedback, which helps students improve their speaking skills by correcting their mistakes and providing them with valuable advice. But how do third-year EFL students view oral feedback from their teachers on their speaking skills?

While many studies discuss the importance of oral feedback on speaking skills, there is less focus on students' perceptions of teachers' oral feedback. A lack of understanding of students' perceptions may lead to challenges for teachers. Therefore, it is essential for teachers to understand how students view their feedback and how they deal with it. The more teachers understand the students' perceptions correctly, the better they will know how to give oral feedback that is effective and helpful in developing speaking skills.

2. Aim of the Study

This study intends to explore the students' perceptions of teachers' oral feedback on their speaking skills and how they respond to it from their teachers.

3. Significance of the Study

The significance of this research lies in assisting teachers in uncovering and understanding students' perceptions of teachers' oral feedback. This understanding helps teachers know how their oral feedback is beneficial and what its limitations are. With this understanding, teachers will know what they should modify to make feedback more effective, leading to improved teaching strategies that help develop speaking skills.

4. Major Research Question

***** How do Third-year English students perceive oral feedback from their teachers regarding their speaking skills?

4.1 Sub- Questions

* How does teachers' oral feedback affect students' confidence and motivation?

* How do students describe their personal experiences with oral feedback from teachers regarding their speaking skills?

5. Research Hypotheses

1. Third-year English students positively perceive teachers' oral feedback as a significant factor influencing their speaking skills.

2. Teachers' oral feedback positively influences students' confidence and motivation.

3. Students describe their experiences with oral feedback from their teachers on their speaking skills as helpful and encouraging.

6. Research Methodology

6.1 Research Approach

This study employs the qualitative approach, and aims to explore students' perceptions of teachers' oral feedback on their speaking skills, specifically third-year EFL students at the University of Mohamed Kheider Biskra.

6.2 Research Tools

For the purpose of the current study, the researcher uses two tools which are students' questionnaire and focus groups discussions.

6.3 Data Analysis

The main goal is to explore third-year EFL students' perceptions of teachers' oral feedback on their speaking skills. To achieve this, the researcher employs qualitative data analysis procedures. Thematic analysis utilizes for the open-ended questions in questionnaire with students and focus groups discussions in addition to descriptive analysis for the data collected from close-ended questions.

6.4 Sample

This study focuses on third-year EFL students at the University of Mohamed Kheider-Biskra. The sample comprises thirty (30) students out of 359.

Chapter One

The Speaking Skills

Introduction

The first chapter of this thesis centers on the speaking skills, which are one of the four most important skills that distinguish an individual: are writing, reading, listening, and speaking. Speaking is a skill used daily by everyone. Through it, students express their opinions and feelings, as it plays a significant role in communication.

This chapter introduces the speaking skills with their different types and components, explaining its importance. Additionally, it discusses the difficulties of speaking students face which have an influence on their speaking performance and strategies that help make development easier. Furthermore, the chapter shows the teachers' role and how each role helps students. In the end, this chapter analyzes the relationship between teacher's feedback and speaking skills and how they complete each other.

1.1 Definition of Speaking Skills

Speaking is one of the most important skills for a student to communicate with others. It is an essential skills that students need in life, as it forms the basis of communication. "Speaking is the second productive language skill and an essential means of communication" (Raba, 2017, p. 12). Through speaking, a student can express their opinions and feelings. This expression can also include facial expressions and body language, depending on the topic and situations. According to Nunan (1995 as cited in Leong and Ahmadi, 2017, p. 35) speaking is defined as "to say words orally, to communicate as by talking, to make a request, and to make a speech," while Chaney (1998 as cited in Leong and Ahmadi, 2017, p. 35) describes it as "the process of making and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". In addition to Goh and Burns (2012, p. 166 as cited in Ramirez Ortiz & Artunduaga, 2018, p. 52) recognize that "speaking is 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".

1.2 Types of Speaking

Speaking has many types. Brown (2004 as cited in Rao, 2018, p. 289) has classified them into five types: imitative, intensive, responsive, interactive, and extensive.

1.2.1 Imitative Speaking

It is the first type of speaking. Rao (2018, p. 289) defined it as "the learners' ability to parrot back or repeat the others' speech as a word, a phrase or a sentence. This type of repetition involves grammar and lexis which are useful to interact in a conversation or to convey the meaning". Most simply, it is the capacity of repeating after the teacher for the students.

1.2.2 Intensive Speaking

The second type is intensive speaking. According to Rao (2018, p. 290), "intensive speaking is the product of short discourses where the learners have to complete the tasks like reading aloud and completing sentences and dialogues". So, the goal is to practice and correct.

1.2.3 Responsive Speaking

The third one is responsive speaking. "Responsive speaking involves two persons or two groups in short conversations, small talk and simple requests to make them authentic" (Rao, 2018, p. 290). The focus is on the natural and meaningful communication between students. Tenry Colle (2022, para. 13) mentioned that "Unlike interactive speaking, responsive speaking requires the test taker to use creativity with limited utterance lengths".

According to Tenry Colle (2022), in responsive speaking there is:

- Question and answer; Questions at the responsive level tend to be referential -as opposed to intensive, display questions- (Brown, 2004, p. 159)
- Giving instruction and direction
- Paraphrasing

1.2.4 Interactive Speaking

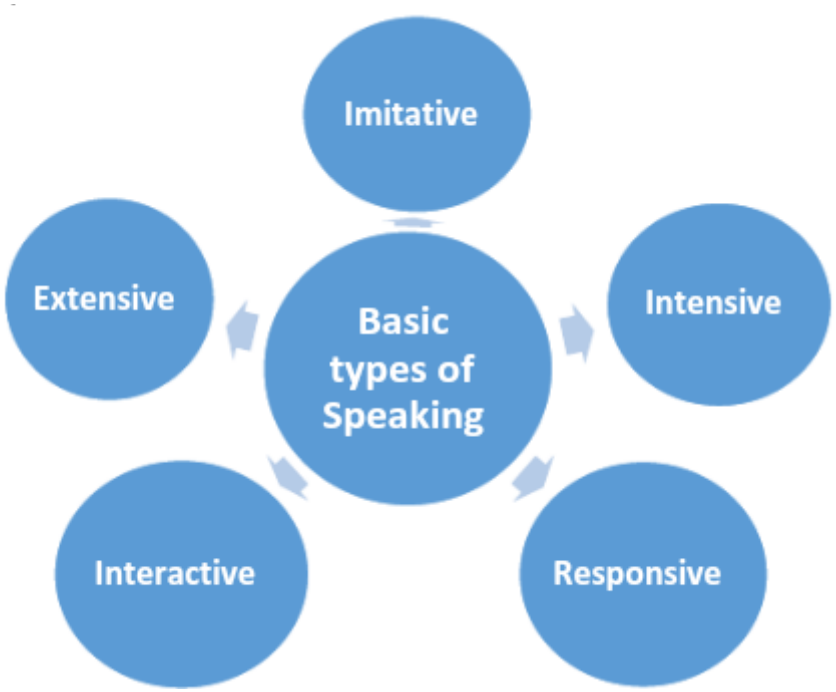
It is the fourth type. "Interactive speaking involves transactional language and interpersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships" (Rao, 2018, p. 290). In other words, it deals with the content, feelings, experiences.

1.2.5 Extensive Speaking

The fifth and last type is extensive speaking. "extensive speaking is more deliberative and formal for extensive tasks and it involves speeches, oral presentations and story-telling" (Rao, 2018, p. 290). Tenry Colle (2022, para. 29) mentioned that "Usually, extensive speaking tasks involve complex, relatively length stretches of discourse".

Figure 1

Types of Speaking



Note. From *Developing Speaking Skills in ESL or EFL Settings*, by P. S. Rao, 2018, Originally from H. D. Brown, 2004. Copyright 2018 by P. S. Rao. https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/

1.3 Components of Speaking Skills

1.3.1 Comprehension

Comprehension is the capacity to comprehend information. Its primary goal is to enable effective communication by understanding what others are saying. It is considered an essential skill during conversations, as understanding what others mean or intend to express helps students provide appropriate responses within the context of the discussion. According to Ramadani and Hamdani (2021, p. 18), "comprehension is the mind's act or power of understanding."

Comprehension is also about understanding the meaning and how these words connect to form a complete idea. Baihaqi (2016, p. 13) described comprehension as "the capacity of the mind to perceive and understand and the power to grasp ideas."

1.3.2 Grammar

Grammar is the rules that assist in governing an organized sentence structure, both verbally or in written form. It plays a crucial role in making language clearer and more organized, which enhance communication. By following specific rules, such as word order and sentence structure, grammar ensures that ideas are conveyed effectively. Nunan (as cited in Muharni,2017) described grammar as "the ways in which units of language (principally, but not exclusively, words) combine together to form sentences" (as cited in Irawan et al., 2022, p. 23). While Radford (1988) defined grammar as "a model (= systematic description) of those linguistic abilities of native speakers of a language which enable them to speak and understand their language fluently" (p. 03).

1.3.3 Vocabulary

Vocabulary is knowledge inventory of words that helps in communicating effectively. Afna & Sutriani (2018, p. 44) described vocabulary as "the important parts in acquiring fluency for speaking skill. It is part of mastery skill in speaking which should be mastered by speaker besides grammar and pronunciation". A larger vocabulary enables more effective communication. According to Irawan et al. (2022, p. 23), vocabulary means "the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both in oral and written form". For students, in particular, a rich vocabulary supports them to express their ideas comfortably, which leads to effective communication. This, in turn, boosts self-confidence and reduces fear."As for vocabulary, it is one of the most important aspects of foreign language. It can cause the

students may not be confident to speak English when they are poor in vocabulary" (Normuminova & Umurova, 2022, p. 38).

1.3.4 Pronunciation

Pronunciation is the attitude of saying words or sounds in a language. It is considered one of the basics of speaking and can help avoid misunderstanding. Satriawan and Skolastika (2023) stated that "students can talk more clearly by pronouncing their words correctly" (p. 741). Therefore, students must improve their pronunciation to communicate effectively. When pronunciation is weak, it can lead to misunderstanding and failure to comprehend the correct meaning. "Some examples include buy-bye, sea-see, and sheep-ship" (Prashant, 2018 as cited in Adinda & Ahmad, 2024, p. 233)

1.2.5 Fluency

Fluency is crucial in speaking skills, it enables students to express themselves confidently. According to Satriawan & Skolastik (2023) "fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression"(p. 741). Moreover, according to Ellis (2009 as cited in Normuminova & Umurova, 2022, p. 38) stated that fluency is the capacity to use language in real-time, to emphasize meanings, possibly drawing on a more lexicalized system. Fluent speakers can express themselves appropriately and without hesitation and do not worry about making mistakes.

Figure 2

The four Speaking Skills

Note. From *The four Speaking Skills*, by BINUS English Language and Literature Department, 2018. https://www.researchgate.net/publication/331825661_DEVELOPING_SPEAKING_SKILLS_IN_ESL_OR_EFL_SETTINGS

1.4 Importance of Speaking Skills

Speaking skills are one of the most important skills for students."Speak, so that I can see you" is a sentence you may have heard uttered by a teacher in a crowded classroom. It also happens to be a historically famous saying that the Greek philosopher Socrates is said to have told one of his students (Misk, 2022). In other words, through speech, individuals express their identity and intellect. A teacher might say this to encourage students to speak up

and share their ideas, helping them build confidence and connect with others. Without speaking, the students cannot fully express themselves or their thoughts. Therefore, it is essential to speak with confidence, as it reflects one's personality, and the way you speak represents who you are. In addition, Brown and Yuke (1983) stated that "speaking is the skill that the students will be judged upon most in real life situations". So, students are often judged based on how well they can speak, and this means their speaking skills are a big part of how others see them.

1.5 Students Speaking Difficulties

Students may face many difficulties when trying to express themselves orally."Speaking is a subject matter that must be learned by the students because it is the most important factor in the development of English language skills" (Putri et al., 2020, p. 115). According to Zainurrahman & Sangaji (2019, p. 4), "Speaking difficulties refer to the factors that contribute to students' inability to effectively use speaking skills". Furthermore, Amoah & Yeboah (2021, p. 57) note that "The factors that affect speaking performance were divided into two main categories: linguistic and psychological".

1.5.1 The Linguistic Factors

Linguistic factors are elements that influence our language and the way we speak. Therefore, a student must enhance these factors to improve their speaking skills. According to Saunders & O'Brien (2006 as cited in Amoah & Yeboah, 2021, p. 58), Linguistic competence is the ability of the language learner to use the language and its parts or forms. Language forms are linguistic factors that include aspects like grammar, pronunciation, and vocabulary. The correct use of language forms is critical for learners' oral proficiency.

1.5.1.1 Lack of Vocabulary

The lack of vocabulary is a common difficulty that many students face. According to Ky et al., (2021), "The lack of a proper set of vocabulary creates a barrier for EFL students because they are unable to convey their thoughts and ideas clearly" (p. 405).This problem makes the students feel confused about how they should reply because of the limited vocabulary which makes their communication ineffective.

1.5.1.2 Poor Pronunciation

Many students struggle with pronunciation which lead them to communicate ineffectively. "Pronouncing English words is the second difficulties encountered by students while speaking English. How to pronounce the word properly sometimes hinders them to speak English"(Maji et al., 2022, para. 41). Sometimes, even if the students know the words but they still struggle how they should spell these words. This problem may lead them to prefer stay silent rather than making themselves feel ashamed.

1.5.1.3 Language Grammar

Grammar is essential for an effective communication. According to Maji et al. (2022, para. 46), "Grammar is the one aspect of English speaking skill. It functions as the rule governing the conventional arrangement and relationship of the words in the sentence[18] The competence to build a sentence with a correct grammar indicates who the speaker is". Furthermore, Ur (1996, p.75) defined grammar as "the way words are put together to make correct sentences". Without grammar, sentences can sound wrong or there is something messing because it organizes the sentence and makes it more clearer, which enhances communication and boost confidence of the students.

1.5.2 The Psychological Factors

The difficulty in speaking among students is not only due to linguistic factors but also because of psychological factors such as shyness, anxiety, fear of making mistakes, lack of confidence and motivation.

1.5.2.1 Shyness, Anxiety and Fear of Making Mistakes

These are all psychological factors that can make students feel uncomfortable to speak fluently, they feel nervous and shy when they speak and express their opinions or emotions.

This shyness or anxiety often leads to a fear of making mistakes while speaking, causing them to worry about how others might perceive them and leads to over thinking- "what if I make a mistake?", "what will people think of me?", "will they laugh?", these thoughts can be overwhelming and make it hard for them to express themselves..

1.5.2.2 Lack of Confidence and Motivation

Lack of confidence is one of the difficulties that students face. According to Nijat et al. (2019, p. 57), "Lack of confidence occurred among the students is when they are aware that their conversation partners failed to perceive the intended meaning of their message or when they wrongly interpret the message delivered by other speakers".

In other hand, motivation is the key to development. According to Amoah & Yeboah (2021 as cited in Rahmadani et al.,2024, p. 35), "Motivation relates to students' interest or desire to learn something new. Motivation is one of the most important factors in successful foreign language learning" this means that the more the students are motivated, this helps them to be more successful. Additionally, Rahmadani et al. (2024, p. 35) mentioned that "for example, learning and mastering English speaking skills. Students who lack motivation towards English speaking will show unpleasant behavior during the teaching and learning process in speaking class".

1.6 Strategies for Enhancing Speaking Skills

There are various strategies that help in enhancing speaking skills. According to Rigney (1978), "these strategies are the often-conscious steps or behaviours used by the language learners to enhance the acquisition, storage, retention, recall and use of new information" (as cited in Naaim & Hashim, 2019, p. 69).

Oxford (1992) later "classified language learning strategies into six categories: cognitive strategies, meta-cognitive strategies, memory-related strategies, compensatory strategies, affective strategies, and social strategies" (as cited in Naaim & Hashim, 2019, p. 69).

1.6.1 Cognitive Strategies

Cognitive strategies help students to complete difficult tasks. According to Sreena and Illankumaran (2019), "A cognitive strategy serves to support the learners to develop the domestic procedures that facilitate toexecute tasks that are complicated" (p. 1046).

1.6.2 Meta-cognitive Strategies

Meta-cognitive strategies help students take control of their own language learning. Micheal et al., (2022, p. 348) stated that Meta-cognitive learning strategies are utilized in the Oxford system to regulate or self-direct language acquisition, as it entails a variety of processes such as planning, prioritizing, setting objectives, and self-management. For instance, beginning with well-known content and determining ahead of time what to focus on.

1.6.3 Memory Strategies

Memory strategies are a way to process and remember new information. Rajan et al. (2022, p. 200) defined a memory strategy as " a method of processing new information. Memory technique is sometimes referred to as a useful method of learning and memorizing new terms" . Adopting a memory approach, according to Oxford and Ehrman (1995 as cited

in Rajan et al., 2022, p. 201), "can help native English speakers improve their skills". This means that because of characteristics of remembering, memory strategy helps students to remember the rules such as grammar rules, and vocabulary rules that organize the sentence in the speech and help them communicate effectively.

1.6.4 Compensatory Strategies

Compensatory strategies can help students enhance their speaking skills. According to Alsaraireh, M. Y. (2022, p. 376), "compensatory strategies are a different way to help students overcome language acquisition difficulties. When students are lost for words, they express their meaning using gestures, mime, or synonyms". As a result, compensatory strategy helps students to convey their message effectively.

1.6.5 Affective Strategies

Affective strategies are one of the strategies that help the student develop speaking skills. El Sakka (2019, p. 87) defined these strategies as "the steps and procedures the speakers follow to reduce their anxiety, monitor their emotions and encourage themselves during speaking". Students can practice calming exercises, which help them feel more relaxed. They can also control their feelings and focus on positive thoughts which allows them to speak calmly.

1.6.6 Social Strategies

By employing social strategies, students can enrich their speaking skills. According to Hardan (2013, p. 1722) revealed social strategies as activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people, it is a form of social behaviour. For example, questioning for understanding or facts and work together with peers or speakers of the target language including native and native like speakers in order to

upgrade their language skills. As result, students feel more comfortable and gain confidence in speaking.

1.7 The Teachers' Role in Speaking Activities

A good teacher must fulfill and master various roles throughout their professional career to guide and shape students effectively. These roles are:

1.7.1 Evaluator

The teacher plays the role of an evaluator by monitoring the student's performance. They point out the mistakes the student makes, judge how serious those mistakes are, whether they are small or major and figure out how to fix them. This is why the teacher is called an evaluator: they evaluate the student's abilities to understand their current level and figure out what the student needs to improve.

1.7.2 Corrector

Correction comes after identifying the mistake. A good teacher knows when and how to address students' errors after carefully evaluating them. They make sure to address mistakes at the right moment and in a way that does not hurt the student's confidence. Instead, they use it as an opportunity to guide the student and help them improve.

1.7.3 Feedback Provider

A good and skilled teacher is one who knows how to effectively interact with their students and help them improve without making them feel shy. This is especially important when giving feedback. Sometimes, feedback can be discouraging but in this role a skilled teacher knows when give the feedback with the appropriate words and in respectful and kind tone that encourages the students.

1.8 The Relationship Between Teacher's Feedback and Speaking Skills

Teacher's feedback plays a crucial role in speaking skills. According to Apriani et al. (2020, p. 03) defined feedback as "a response that is given by another person such as by a teacher or peer to someone's performance in oral or written form". This feedback is meant to help students correct the mistakes they make while practicing certain skills. For instance, when students receive oral feedback on their pronunciation of a word, they are more likely to improve because they learn the accurate pronunciation. As a result, they are motivated to use the correct form, recognizing the advantages of adopting a standard pronunciation, such as Received Pronunciation (Alqahtani & Al-enzi, 2011, p. 216).

The teachers' feedback can be either positive or negative. Positive feedback is when a teacher praises a student's good work. It helps in improving their confidence and encourages them to keep doing well. On the other hand, negative feedback works to clarify students' mistakes and what they need to enhance. It guides the student on how to correct their errors. As a result, teacher's feedback is crucial for developing speaking skills and helping students become more confident speakers. According to Alqahtani & Al-enzi (2011, p. 217), Positive feedback stands for praising learners for doing a good job; this appraisal helps them to develop good self-confidence. On the contrary, negative feedback is used to help students understand what has to be changed in an utterance in order to avoid errors.

Conclusion

This chapter analyzed the essential role that speaking skills play in communication. It discussed the different components of speaking skills, the difficulties students face, and strategies for improvement. Additionally, it addressed the roles that teachers play in enhancing students' speaking skills and it talked about the relationship between teacher's

feedback and speaking skills. Overall, it is clear that speaking skills are essential, and with the right guidance and support, students will improve these skills.

Chapter Two

Teachers' Oral Feedback

Introduction

The second chapter of this thesis centers on teachers' oral feedback. This feedback plays a significant role in language learning because of its advantages, which are represented in improving students' performance. This chapter gives a general overview about teachers' oral feedback, beginning with its definition and importance. Additionally, it introduces the different forms of feedback.

Furthermore, the chapter discusses the levels of feedback and the types of oral feedback, and introduces the criteria for effective feedback that helps teachers provide appropriate feedback that motivates and improves students. This chapter also highlights the role of oral feedback during speaking activities. Finally, the chapter concludes with students' reactions to teachers' feedback.

2.1 Definition and Importance of Teachers' Oral Feedback

Feedback plays a crucial role in language development. According to Oxford dictionary, term feedback means an advice, criticism, or information about how good or useful something or someone's work is. According to Cambridge University Press (2020, p. 02), "Feedback is information that a learner receives about their language learning and most commonly refers to information about their language production". The teacher provides feedback to students, recognizing the mistakes they have made in order to assist them in correcting and improving certain aspects . The teachers' goal is not to insult the students but to clarify the errors so they can understand and fix them. Ferguson(2011 as cited in Bashir et al., 2016, p. 38), "Feedback is considered as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning". The importance of feedback lies in:

"Feedback from teachers has been a source where students can evaluate progress" (Bashir et al., 2016, p. 39). It helps students see how they are doing and where they stand. Bashir et al added "Feedback offers a chance of closing a gap between current performance and the performance expected by the tutor".

Figure 3

What is feedback in communication

Note. From *Why is Feedback important in the Communication Process, by Stanciu, 2023. https://mirro.io/blog/importance-of-feedback/*

2.2 Forms of Feedback

Effective feedback is feedback that helps students develop themselves. This feedback can be oral, written, or peer feedback.

2.2.1 Oral Feedback

The first form is oral feedback. According to Khairani and Refnaldi (2020, p. 377), "oral feedback is the teacher's response to the students' performance in the teaching and learning process and it is importantly provided by the teachers".

Oral feedback is a form of feedback given to a student face-to-face. For example, while the student is speaking and making mistakes, the teacher provides oral feedback. Also, oral feedback does not necessarily have to be specific to an individual, it can also be given to a group of people. "oral feedback can be focused in a group or more individuals" (Harmer, 2007 as cited in Khairani, Refnaldi 2020, p. 378). Harmer added that oral feedback is verbal dealing which takes place between teacher and student or student and student. It can be focused on a group or more individuals. Giving feedback orally in the classroom may involve the mistake of students during the learning process. As a result, the teacher must know how and when to give oral feedback, and it is also favorable to choose the appropriate words that motivate the student.

2.2.2 Written Feedback

The second form is written feedback."Written feedback is a natural part of a classroom setting that conveys feedback in written form that involves student participation in providing feedback" (Kusumayanthi, 2022, p. 605). This form helps students remember the feedback and advice their teachers give them by allowing them to go back and read it. It can be considered more private because it is between the teacher and the student, and no one else reads it. It is characterized by clarity and simple language.

2.2.3 Peer Feedback

The final form of feedback is peer feedback. According to Jaime et al. (2016 as cited in Pereira & Veugen, 2021, para. 01), Peer feedback is an instructional strategy that involves

students giving and receiving feedback to and from each other. With peer feedback students compare their own work with the work of their peers, making them aware of what a well-done task looks like and allowing them to improve their own work. They help each other improve their skills by positively influencing one another, which makes communication more effective. When a student receives feedback from another student who shares the same position, it makes them feel more comfortable, leading to better communication. In addition, Liu & Carless (2006, p. 280) defined peer feedback "as a communication process through which learners enter into dialogues related to performance and standards".

2.3 Levels of Feedback

According to Frey and Fisher (2011, p. 64), there are four levels of feedback which are:

2.3.1 Feedback About the Task

The first level is feedback about the task. Frey and Fisher (2011, p. 65) explain that "teachers often identify correct and incorrect responses, request additional or different information, and suggest attention to specific knowledge. This level of feedback is often called corrective feedback since it is designed to address, or correct, misunderstandings". This level helps student improve and clear up any confusion. According to Hattie and Timperley (2007), "FT is more powerful when it is about faulty interpretations not lack of information" (p. 91), if students misunderstand something about the task, fixing that misunderstanding through feedback can have a bigger impact than just giving them more facts. Frey and Fisher (2011, p. 65) mention examples of corrective feedback include

- "Your solution to number 12 is exactly right."
- "You should reread Section 3 of the next since you've got this question wrong."
- "You'll want to include a transition between these two ideas in your paper."

- "You're pointing to the right one."

2.3.2 Feedback About the Processing of the Task

The second level is feedback about the processing of the task. "FP is more specific to the processes underlying tasks or relating and extending tasks. Such feedback concerns information about relations in the environment, relations perceived by a person, and relations between the environment and the person's perceptions" (Balzer et al., 1989 as cited in Hattie & Timperley, 2007, p. 93). This level of feedback gives people important information about how their actions are fitting with what is going on around them. With the right feedback, people can make better decisions, improve how they perform, and even learn. According to (Frey & Fisher, 2011, p. 66), to develop students' ownership of processing, teachers use feedback such as the following:

- "Did you use the *first, outside, inside, last* procedure to solve that equation?"
- "It seems like a prediction might help here, right?"
- "I see that you're estimating and that's working for you."
- "When I read this, I wondered if you remembered the descriptive words that you brainstormed."

2.3.3 Feedback About Self-Regulation

The third level is feedback about self-regulation."Self-Regulation involves an interplay between commitment, control, and confidence. It addresses the way students monitor, direct, and regulate actions toward the learning goal. It implies autonomy, self-control, self-direction, and self-discipline." (Hattie & Timperley, 2007, p. 93). Students become better at managing their learning. Frey and Fisher (2011, p. 66), give some examples of this type of feedback:

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

- "When you put your head down, you stopped paying attention to the things your group members said."
- "I think you accomplished what you set out to achieve, right?"
- "When you created a graphic organizer, you seemed to get back on track. Did that action help you?"

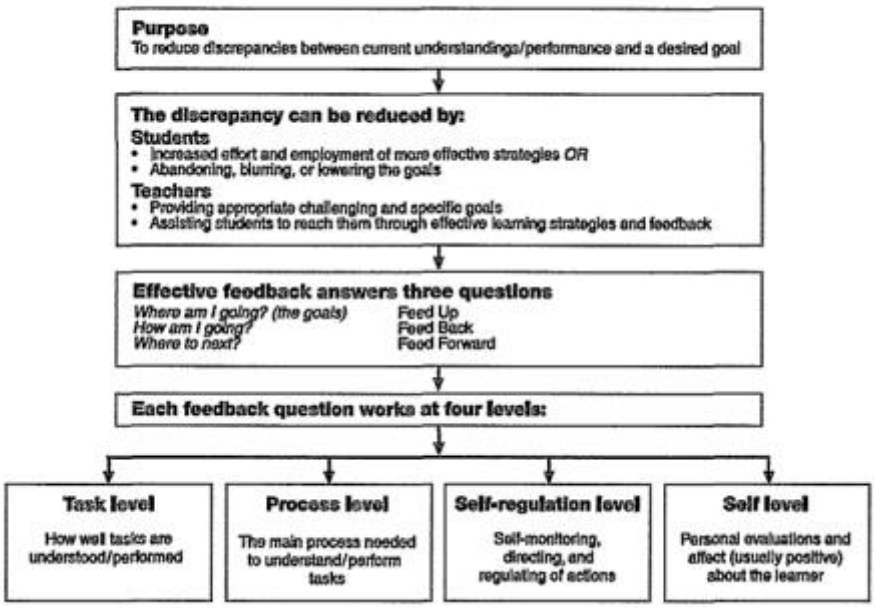
2.3.4 Feedback About the Self as a Person

The last level is feedback about the self as a person. According to Frey and Fisher (2011, p. 66), "Feedback focuses on the student himself or herself. Although this type of feedback may not be effective by itself (e.g., Kruger & DeNisi, 1998), it can be effective when it causes a change in students' effort, interest, engagement, or efficacy".

"Personal feedback, such as "Good girl" or "Great effort," typically expresses positive (and sometimes negative) evaluations and affect about the student" (Brophy, 1981 as cited in Hattie & Timperley, 2007, p. 96).

Figure 4

A model of feedback to enhance learning



Note. From *The Power of Feedback, by Hattie and Timperley, p. 87, 2007.*

2.4 Types of Oral Feedback

There are some types of teachers' oral feedback. They are evaluative feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback (Irawan & Salija, 2017, p. 139).

2.4.1 Evaluative Feedback

Evaluative feedback is simply a way of giving students a judgment on how well they have done their work or met expectations. This type of feedback helps students understand what they did well and where they need more effort. "At the evaluative end of the continuum, feedback is clearly either positive or negative" (Tunstall & Gipps, 1996, p. 393).

Tunstall & Gipps classified ways of evaluative feedback into rewarding, punishing, approving, and disapproving.

2.4.2 Corrective Feedback

Corrective feedback is when a teacher helps a student by pointing out and correcting mistakes they make. According to Ellis (2006 as cited in Irawan & Salija,2017, p. 139), "Corrective feedback is a response given to a learner's error". This feedback helps students learn from their errors and improve their skills overtime. "Corrective feedback has been defined as teacher's correction of mistakes in learners' utterances" (Alkhmmash & Gulnaz, 2019, p. 42). "Oral corrective feedback is the support provided by the teacher to his or her students in regards to their spoken faults" (Roughe & Chorfi, 2023, p. 480), it helps the students to improve their speaking skills.

2.4.3 Descriptive Feedback

Descriptive feedback is about giving students clear and specific information on what they are doing well and where they need to improve. "descriptive feedback is the specific information about students' strength and weakness and improvement strategies" (Hagreaves, McCallm & Gipps, 2000 as cited in Irawan & Salija, 2017, p. 140). It is classified into specifying attainment and improvement and constructing achievement and constructing the way forward (Tunstall & Gipps, 1996, p. 393).

2.4.4 Interactional Feedback

Interactional feedback means giving a response that helps a student improve their language skills."Interactional feedback has is comment made by the teacher, with no evaluative or corrective purpose, which may enhance the learner's linguistic production" (Garcia, 2005, p. 12). Cullen (2002 as cited in Irawan & Salija, 2017, p. 140) categorized interactional feedback into reformulation, elaboration, comment, and repetition.

2.4.5 Motivational Feedback

Motivational feedback is when a teacher gives a response that makes students feel confident and excited about learning. According to Mackiewicz & Thompson (2013, p. 47), "motivational feedback use to build rapport and solidarity with students and to engage students and keep them engaged". Mackiewicz & Thompson described five ways of motivational feedback into praise, statements of encouragement or optimism, demonstrations of concern for students, expressions of sympathy and empathy, and reinforcement of students' feeling of ownership and control.

2.5 Criteria for an Effective Feedback

Feedback improves a student's skills. For this reason, teachers must understand the type of feedback they give in order to be effective and help the student. Therefore, there are several criteria that distinguish effective feedback. Frey and Fisher (2011) suggest four criteria for an effective feedback (timely, specific, understandable, and actionable).

2.5.1 Timely Feedback

Effective feedback should be timely. Brookhart (2017) suggests that the purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it. Students need to receive feedback while they are still mindful of the topic, assignment, or performance in question and while they still think of the learning goal as a learning goal-that is, as something they are still striving to achieve (p. 15). As a result, the earlier the teacher provides feedback, the more effective it will be. Brookhart (2017) provided some examples of good and bad timing of feedback

Table 1

Feedback Timing (Brookhart, S 2017, p. 15)

Examples of Good Feedback Timing	Examples of Bad Feedback Timing
• **Returning a test or assignment the next day** • **Giving immediate oral responses to questions of fact** • **Giving immediate oral responses to student misconceptions** • **Providing flash cards (which give immediate right/wrong feedback) for studying facts**	• Returning a test or assignment two weeks after it is completed • Ignoring errors or misconceptions (thereby implying acceptance) • Going over a test or assignment when the unit is over and there is no opportunity to show improvement

2.5.2 Specific Feedback

The teacher must know how to be specific when giving feedback, avoiding unnecessary commentary. The more specific the teacher is, the faster the student will understand and improve their performance. "When feedback is specific, students understand what they did well and where they still need to focus" (Frey & Fisher, 2011, p. 72).

Additionally, Frey and Fisher (2011, p. 72) stated that grades and points are not feedback. Informing a student that she earned 8 out of 10 points does not tell her what she has done well and what she needs to learn next. Saying "I noticed that you're not always carrying numbers when you add" is much clearer and alerts the student to an action.

2.5.3 Understandable Feedback

Effective feedback should be understandable, this characteristic helps students more in understanding the feedback from their teachers. For this reason the teacher should know how to provide the feedback in understandable way that assist the student positively. The more understandable the feedback is, the more it will help the student. "Feedback doesn't do much

good if students can't understand it" (Frey & Fisher, 2011, p. 73). Therefore, the teacher must choose appropriate words and avoid using complex language.

Consider this feedback, provided to a student about his presentation on family systems: "focus on genograms and less on spiritual ecomaps." Given that these terms were not previously taught and the student didn't know what they meant, at least at the time of the presentation, the feedback did nothing to change the student's learning (Frey & Fisher, 2011, p. 73).

2.5.4 Actionable Feedback

Effective feedback should be actionable. As mentioned by Wiggins (2012, para. 19) "Effective feedback is concrete, specific, and useful; it provides actionable information". However, teacher's feedback can affect positively or negatively on students' achievement. For example, There was a small (but negative) effect when teachers told students their answers were right or wrong; conversely, there was a moderate (but positive) effect when teachers provided students with the correct answers. Finally, there was a large, positive effect when teachers provided students with explanations about their correct and incorrect responses (Frey & Fisher, 2011, p. 76).

2.6 The Role of Oral Feedback during Speaking Activities

Oral feedback plays a vital role in speaking activities. According to Puspitasari et al. (2023, p. 606), Oral feedback is a correction or input on a student's work or performance that is given orally, either directly or indirectly. Directly means that the teacher provides input or correction by directly correcting the wrong input, while indirectly means that the teacher only gives code to the wrong part and let the students think to fix themselves.

According to Hadzic (2016 as cited in Puspitasari et al., 2023, p. 606), oral feedback can be divided into two parts: positive and corrective (negative) feedback. Positive feedback means that feedback is given in the form of praise or appreciation for the good performance of students. In contrast, corrective feedback is given as corrections for mistakes made by students.

On the other hand, speaking skills need good oral feedback due to its important role during speaking activities. First, oral feedback identify the students' mistakes they made during their performance, it allows them to avoid repeating these mistakes by providing various advices. Second, oral feedback motivates the student during speaking activities through the tips provided by the teacher. Third, oral feedback helps raise self-confidence, the motivation and encouragement lead the student to feel more confident. When students make less mistakes and work on their performance, the student starts to acknowledge their growth, which boosts their self-confidence. As a result, oral feedback makes the student excited about speaking.

2.7 Students' Reactions to Teachers' Feedback

Teachers' feedback is the advice that a teacher gives to students when they make mistakes. It is a method through which students work to improve their performance. A student can react either positively or negatively. A positive reaction occurs when students take into consideration, apply the suggestions, and work to develop and improve their skills because they feel motivated by it. According to Irons (2008, p. 43), "we need to make sure that the feedback that we provide will actually be useful and usable for students" this means that for feedback to be effective and encourage a positive reaction, it must have certain characteristics that enhance its effectiveness and make it easier for students to use, "when the feedback is

timely, specific, understandable, and actionable, students can use it" (Frey & Fisher, 2011, p. 88).

On the other hand, students may have negative reaction to teachers' feedback. According to Ferris (1997 as cited in Frey & Fisher, 2011, p. 89), one of the cautions raised about teacher feedback focuses on the emotional impact of teacher feedback and the potential damage it can do to student-teacher relationships and rapport. Sometimes students read into the feedback that their teacher doesn't like them or that the teacher is rude. Irons (2008, p. 84), one of the worst forms of unhelpful feedback is feedback that is overly critical of student work. It can discourage them and make them feel unmotivated. So, the way the teacher gives feedback affects the student. Chamberlain et al. (1998 as cited in Irons, 2008, pp. 84_85) give a range of interesting examples of feedback that is unhelpful for students, which include unfocused comments-these are comments that do not address learning needs or are ambiguous:

- 'confused'
- 'generally sound'
- 'adequate'
- 'careful how you begin your sentences'.

Use of sarcastic comments, such as:

- 'did you experiment to find all this?'
- 'most of this is straight from the book'.

Another set of unhelpful comments are that 'pass the buck' or focus on simple issues such as spelling or grammar:

- 'you need help with your English'

- 'see an academic skills adviser'.

Comments sending mixed messages or unclear messages:

- 'text is based on only a few reading and not on your own thinking'
- 'follow you own advice'.

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

- Some feedback is just plain bad.
- Sometimes feedback isn't timely or specific enough.
- The learner may not understand the feedback.
- The learner may not know what action to take based on the feedback.

In conclusion, students' reactions to teachers' feedback depend on how teachers deliver it. For this reason, teachers must know how to give feedback effectively.

Conclusion

This chapter provided a general overview of teachers' oral feedback which will help teachers gain a deeper understanding of it in the future. It started with the definition and importance of teachers' feedback, and then discussed its different forms and levels, with a focus on various types of oral feedback. Additionally, it discussed with details the criteria that every teacher should consider to give effective feedback that help students. Furthermore, the chapter provided the reader with the role of oral feedback during speaking activities. Finally, it concludes this chapter by analyzing students' reactions to teachers' feedback.

Chapter Three

Field Work

Introduction

The third chapter deals with the practical part of the study, which centers on the analysis of students' questionnaire and the focus group discussions. The aim of this study is to explore and gain insights into how students perceive oral feedback from their teachers on their speaking skills. This chapter describes the research methodology, the research approach, the research design, population and sampling, data collection methods, data analysis methods/ procedures, and the description, analysis, and discussion of the findings.

3.1 Review of the Methodology Employed

This section introduces the methodology that is employed in this study. In general, methodology is the plan that organizes the research which every researcher should prepare. According to Sreekumar (2023, para. 03), A research methodology describes the techniques and procedures used to identify and analyze information regarding a specific research topic. It is a process by which researchers design their study so that they can achieve their objectives using the selected research instruments.

Research methodology contains all what the researchers need in their study. Sreekumar added "it includes all the important aspects of research, including research design, data collection methods, data analysis methods, and the overall framework within which the research is conducted".

3.1.1 Research Approach

Research approach defined as "plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation" (Creswell, 2018, p. 40)

There are three types of research approach: qualitative, quantitative, and mixed methods approach. According to Creswell (2009, chapter 01, para.04) "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". On the other hand, "Quantitative research is a means for testing objectives theories by examining the relationship among variables" (Creswell, 2009, chapter 01, para.05). The final type is mixed methods research, Creswell (2009, chapter 01, para.06) added "Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms".

The present study adopts qualitative approach because it helps get in-depth understanding of students' perceptions of teachers' oral feedback on their speaking skills for this it is essential to discuss with students closely, Creswell (2003, p. 40) stated that "we also conduct qualitative research because we need a complex, detailed understanding of the issue. This detail can only be established by talking directly with people". The qualitative research serves the nature and the aim of this study.

3.1.2 Research Design

Research design is one of the important aspects of the research. Creswell (2009, chapter 01, para.01) defined research designs as "plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis".

The research design of this study is qualitative case study design. First, qualitative because it tends to explore students' perceptions in-depth and how they receive this oral feedback from their teachers, "we conduct qualitative research when we want to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study" (Creswell, 2003, p. 40).

Second, case study is defined as "an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context" (Yin, 2014, p. 16 as cited in Hollweck, 2016, p. 02). Also, "case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon" (McCombes, 2019, para.01). This study focuses on specific group which is third year English students.

3.1.3 Population and Sampling

The population of this study is third-year EFL students at the University of Mohammed kheider Biskra. The researcher selected a sample of thirty (30) students non-randomly using purposive sampling technique. In general, sampling is "the selection of a group of individual population members that represent the entire target population" (Stratton, 2023, p. 147). There are two types of sampling (Probability and non-probability sampling).

Probability sampling (Random sampling) means "that every individual in a target population has the same probability of being selected into the study sample" (Stratton, 2023, p. 147). It includes simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, and multistage sampling (Said Pace, 2021, p. 03). Non-Probability sampling (non-random sampling) involves "non-random selection based on convenience or other criteria, allowing you to easily collect data" (McCombes, 2019, para.02). It includes convenience sampling, purposive sampling, quota sampling, dimensional sampling, snowball sampling (Said Pace, 2021, p. 03).

In this study, the appropriate sampling technique is purposive sampling technique because the study deals with a specific group (Third year English students) who have experiences with teachers' oral feedback on their speaking skills, "purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they

have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling" (Nikolopoulou, 2022, para.01).

3.1.4 Data Collection Methods

Data collection methods are tools that help the researcher collect the data for a study. In this study, two instruments have been used. The first one is semi-structured questionnaire for students, "semi-structured questionnaire are widely embraced in qualitative research across various fields, including social sciences, market research, and healthcare studies" (El-Haddad et al., 2020 as cited in Khan et al., 2024). The purpose is to gather responses from a large number of students about oral feedback from their teachers regarding their speaking skills, "semi structured questionnaire allows respondents to answer more freely and on their terms, with no restrictions on their responses" (Ranganathan & Caduff, 2023, 'types of research questionnaire', para.03). The second one is the focus group discussions which help students to share their experiences freely regarding the oral feedback they receive from their teachers. focus groups are considerably best used as a qualitative method of data collection. Having flexibility, richness and different advantages in collecting data, focus groups became an important method to collect the qualitative method (Gundumogula & Gundumogula, 2020, p. 301).

3.1.5 Data Analysis Procedures

After collecting data, the researcher needs to analyze these data. Simply, "data analysis is changing the collected row data into meaningful facts and ideas to be understood either qualitatively or quantitatively" (Dibekulu, 2020, p. 02).

The data analysis procedures of this study are thematic analysis for open-ended questions of students' questionnaire and focus group discussions. According to Braun and Clarke (2006, p. 6), "thematic analysis is a method for identifying, analyzing and reporting

patterns (themes) within data". In addition to descriptive analysis for closed-ended questions of students' questionnaire.

3.1.4.1 Description of The Students' Questionnaire

The students' questionnaire was distributed on Ramadan the fasting month. It includes sixteen (16) questions divided into open-ended and closed-ended questions. The questionnaire includes seven sections organized as :

Section One: General Information

This section introduces the general information of students including age, gender, and duration of studying English which help in understanding the profile of students.

Section Two: Frequency and Timing of Oral Feedback

This section consisted of two questions, it aims to gather information about the time the students prefer to get oral feedback from their teachers and how can this help them with their speaking skills. It is very crucial for teachers to know when they should give their oral feedback.

Section Three: Quality and Clarity of Oral Feedback

It contains two questions, it aims to understand how much oral feedback, the students receive from their teachers is clear and easy to understand and how they find the quality of this oral feedback. It helps the teachers to know if their feedback helps the students and if they need to make something more clearer.

Section Four: Influence of Oral Feedback on Students' Motivation and Confidence

This section consisted of three questions, it aims to get students' opinions and feelings about oral feedback and how it influences their confidence and motivation in improving their speaking skills.

Section Five: Reactions and Engagement with Oral Feedback

It consisted of two questions, it seeks to understand how students respond to oral feedback and if they accept it positively and it shows the students' communication skills with their teachers.

Section Six: The Role of Oral Feedback in Developing Speaking Skills

It consisted of two questions, it seeks to gather students' opinions about the effectiveness of oral feedback in their speaking skills and if it encourages them and make any changes that help them improve their oral skills.

Section Seven: Suggestions

we conclude the questionnaire with two questions in which students were asked to add any suggestions that would make oral feedback more effective.

3.1.5.1 Analysis of The Students' Questionnaire

Section One: General Information

Item 01: What is your age?

Table 2

Students' Age Distribution

Responses	Participants	Percent
19- 22	28	93.33%
23 and above	2	6.67%

The table above is about age distribution where there is two choices 19- 22 and 23 and above. The majority of students are aged between 19- 22, while only couple of students are aged 23 and above. This highlights that most students are young.

Item 02: What is your gender?

Table 3

Students' Gender

Responses	Participants	Percent
Male	12	40%
Female	18	60%

This table presents students' gender, the data indicates that less than half of students are males. However, majority of students are females. So the data shows that females students are more than males students. This emphasizes that females students are interested in studying English more than males students.

Item 03: How long have you been studying English?

Table 4

Duration of English Study Among Students

Responses	Participants	Percent
About 10 years(starting from middle school)	20	66.67%
More than 10 years(including learning English informally before school or outside)	10	33.33%

The findings indicate that most of students have studied English for 10 years starting from middle school which explain that they have a long experience with the language. In addition to minority of students have studied English more than 10 years including learning English informally before school or outside the classroom which means that they have both formal and informal experiences.

Section Two: Frequency and Timing of Oral Feedback

Item 04: How often do your teachers provide you with oral feedback regarding your speaking skills?

Table 5

Frequency of Oral Feedback From Teachers on Speaking Skills

Responses	Participants	Percent
Always	7	23.33%
Often	18	60%
Rarely	3	10%
Never	2	6.67%

The results show that more than half of students receive oral feedback "often" or " always" this means that oral feedback plays a crucial role in their learning progress. In the other hand, few students receive oral feedback "rarely" or "never", this may be because they do not speak a lot or they are very good in speaking and they do not need any feedback.

Item 05: Do you prefer receiving oral feedback directly after speaking or at a later time? Please explain.

This analysis aims to understand the timing that students prefer to receive oral feedback.

Theme One: Immediate Feedback

The majority of students prefer to receive oral feedback immediately because it has a crucial role in correcting mistakes and improving speaking skills quickly, respondents mentioned, "I prefer receiving oral feedback immediately after speaking because it helps me correct my mistake right away and improve my speaking skills faster", "I prefer receiving it directly after speaking . So, I can understand while the information are fresh".

Theme Two: Delayed Feedback

Few students prefer delayed feedback and they highlighted its advantages. They mentioned, "I think later time to unconfused students", "later to get some rest".

In conclusion, The students have different opinions about the timing of oral feedback.

Section Three: Quality and Clarity of Oral Feedback

Item 06: How do you evaluate the quality of the oral feedback you receive regarding your speaking skills?

Table 6

The Quality of Oral Feedback From Teachers on Speaking Skills

Responses	Participants	Percent
Excellent	4	13.33%
Good	20	66.67%
Fair	6	20%
Poor	0	0%

The results show that vast majority of students find oral feedback "good" and "excellent" which means that the feedback they receive from their teachers has a higher quality. While not many students find oral feedback "fair" this means that maybe it need a few modifications or improvements for better quality but none of the students find it "poor" which means the effectiveness of oral feedback.

Item 07: Do you find the oral feedback you receive clear and easy to understand?

Table 7

The Clarity of Oral Feedback

Responses	Participants	Percent
Yes	24	80%
No	2	6.67%
Not really	4	13.33%

A great part of students find oral feedback clear and easy to understand this means that there is good communication between the students and their teachers and they provide it

effectively while few students give the answers of "no" and "not really" which means that there is weak communication between the students and their teachers may be because they do not use the appropriate words and they choose more difficult and complex words.

Section Four: Influence of Oral Feedback ob Students' Motivation and Confidence

Item 08: How do you feel when you receive oral feedback on your speaking skills? Why?

Theme: Mixed Emotions

Students have different emotions when they receive oral feedback from their teachers, the majority of students feel supportive and encouraged when they receive oral feedback from their teachers because they feel that the purpose from giving this feedback is to help them improve their speaking skills so they appreciate the efforts of their teachers. Student expressed, "I feel encouraged to speak more because if I have another mistakes my teachers will help me". Another mentioned, "I appreciate this because I know that my teacher want to help me" while another students feel discomfort in the beginning but because they know the advantages of this feedback they accept it, student shared, "Maybe I feel shy but I know that my teachers do not want to embarrass me but they want to help me improve"

In general, the students have positive emotions toward oral feedback.

Item 09: Do you feel that oral feedback motivates you to speak more in class? Please explain.

The students' answers highlights one theme:

Theme: Oral Feedback as Motivational Tool for Speaking Skills Development

Students feel that oral feedback motivates them to speak more because it is a motivational tool for speaking skills development that help them improve their speaking

skills by correcting their mistakes. Student shared, "for sure because I prefer when my teacher correct any mistakes I may do". Another added, "yes, because I want to develop my speaking skills so when my teacher gives me oral feedback this motivates me to speak more because maybe I have another mistakes".

Item 10: Do you feel that oral feedback influences your confidence when speaking?

In this question and the students' answers reveal one theme:

Theme: Impact of Oral Feedback on Building Confidence

Oral feedback boosts students' confidence by correcting their mistakes or praising them when they do well this help them to speak more confidently. Student mentioned, "of course I feel confident because it shows me what I'm doing well". Another shared, "when my teachers give me oral feedback and they correct my mistakes this helps me to speak more confident in the future". Student added, "yes, knowing the mistakes and correct them this makes me speak confidently".

Section Five: Reactions and Engagement with Oral Feedback

Item 11: How do you reply after receiving oral feedback on your speaking skills?

Table 8

Students' Reactions to Oral Feedback from Their Teachers

Responses	Participants	Percent
I accept and try to improve	22	73.33%
I feel discouraged	8	26.67%
I do nothing with feedback	0	0%

In this question, it appears that strong majority of students accept oral feedback and try to improve their skills this means that they have positive reactions toward oral feedback, while a small number of students reply "I feel discouraged" which means they have negative reactions also none of the students choose the answer "I do nothing with the feedback" which means that all of the students react with the feedback in different manner.

Item 12: Do you feel comfortable asking your teachers for clarification, if you do not understand the oral feedback?

Table 9

Students' Comfort with Clarification of Oral Feedback

Responses	Participants	Percent
Yes	18	60%
No	6	20%
Not really	6	20%

The results show that the majority of students feel comfortable asking for clarification if they do not understand the oral feedback which means that they have good communication and relationship with their teachers, while few students feel the opposite and a smaller group give the answer "not really" which means that there are some reasons that make them feel uncomfortable may be shyness, and fear of making another mistake which lead to make the relationship between students and their teachers weak.

Section Six: The Role of Oral Feedback in Developing Speaking Skills

Item 13: In your opinion, is the teachers' oral feedback encouraging and does it aid in fostering your speaking skills?

The students' responses of this question highlights two key themes:

Theme One: Encouragement to Speak

Students agree that oral feedback encourages them to speak and express their opinions without being afraid. respondent mentions, "oral feedback encourages me to speak without fear" and another states, "oral feedback encourage me to speak very well".

Theme two: Improvement of Speaking Skills

The students emphasize how oral feedback helps in improving their speaking skills. Example of student's quotes "oral feedback work to help me develop my speaking skills" while another states, "it helps me to correct my mistakes so I improve my speaking skills", these quotes explain that oral feedback helps in developing speaking skills through correcting mistakes.

The oral feedback encourages the students to speak and helps in improving their speaking skills.

Item 14: What changes have you noticed in your speaking skills after receiving oral feedback from your teachers?

The answers of this question reveal three key themes:

Theme One: Improving Pronunciation

Oral feedback helps improve pronunciation and make it better, student mentions, "I see that my pronunciation is better now" this means that oral feedback has a crucial role in developing pronunciation.

Theme Two: Increased Fluency

Students highlight the role of oral feedback in increasing fluency which helps in improving their speaking skills, student mentions, "I speak more fluently now and the oral feedback helps me to avoid making pauses because it helps me improve my speaking skills".

Theme Three: Reduction in Mistakes

Oral feedback helps reduce errors that may students make which leads to improving their speaking skills, student states, "I noticed that I make less mistakes now than the past"

The oral feedback makes changes in speaking skills, specifically in fluency, pronunciation, reducing mistakes.

Section Seven: Suggestions

Item 15: During speaking activities, in what ways would you like the teachers to provide you with oral feedback?

Table 10: ***Preferred Ways for Receiving Oral Feedback During Speaking Skills***

Responses	Participants	Percent
In front of the class	11	36.67%
One-on-one	8	26.66%
In groups	11	36.67%
Other	0	0%

In this question, a large portion of students choose the answers "in front of the class" and "in groups" which means that the majority of students are open to public feedback , while

a significant minority of students prefer receiving it "one-on-one" maybe because they feel shy so they prefer the feedback be private and they like individualized feedback.

Item 16: What do you suggest as modification that would make oral feedback more effective?

The answers of this question reveal three key themes:

Theme One: Specificity in Oral Feedback

Students prefer oral feedback be more specific which helps them in improving their speaking skills easily, student mentions, "my teachers should be more specific when they give me feedback not just saying good job or you are wrong".

Theme Two: Positive and Encouraging Tone

Students want their teachers to use the appropriate tone and words that encourage them to speak more and help improve their speaking skills, student mentions, "I would like from my teachers not just focusing on my mistakes but also choose kind words that encourage me".

Theme Three: Using Examples

Giving examples when the students are wrong this way helps them understand effectively where they make the errors and how they should correct them, student mentions, "I want from my teachers to give me examples when they said I'm wrong I prefer to give me the correct one and say to me to repeat it".

Students prefer oral feedback that is specific, positive and encouraging tone, with using examples.

3.1.5.2 Discussion of The Analysis of The Questionnaire Data

The analysis of students' questionnaire ends up with various conclusions. First, the findings show that the majority of students are young and that females are interested in studying English language more than males. Second, most of them receive oral feedback a lot which means that it plays an important role in their learning development. Next, the results show that students prefer receiving oral feedback at different times. While many students prefer immediate oral feedback which helps them understand it easily and improve their speaking skills, there are few of them prefer delayed oral feedback. Then, teachers oral feedback has a higher quality toward many students but some of them suggest that it needs minor modifications.

Teachers- students relationship in general positive but in some cases be the opposite due to the use of inappropriate words. Afterward, students have positive emotions toward oral feedback as they describe it as supportive and encouraging, it motivates them to speak and boosts their confidence. Overall, they have positive reactions toward oral feedback but few of them have negative reactions. Additionally, mostly good communication combines between the teachers and students but there are few students who still struggle with shyness and fear of making mistakes which make them feel less comfortable. Moreover, oral feedback plays a crucial role in improving speaking skills through increasing fluency, developing pronunciation and reducing mistakes. Furthermore, many prefer to receive oral feedback in front of each other to learn from their peers, but few prefer private oral feedback. Finally, effective teachers' oral feedback should be specific, with a positive and encouraging tone and use of examples that help students identify their errors and the way of correcting them.

3.1.4.2 The Description of Focus Groups Discussions

The aim of using focus group discussions is to gather an in-depth understanding of students' perceptions of teachers' oral feedback. Three focus group discussions were conducted with a total of 26 students, divided into eight students for each of the first and second focus groups in addition to 10 students for a third focus group. The selected sample was third-year English students because they have the ability to discuss their personal experiences and ideas. The focus groups were conducted face-to-face in a classroom for 60-80 minutes with the use of the English language. In the discussion, five questions with their follow-up questions have been discussed. The participants were nervous at the beginning but after the introduction and explanation of the aim of the focus group, they became comfortable and started to discuss. After taking permission for audio recording from the students, the focus group discussions were recorded and notes were taken.

3.1.5.2 The Analysis of Focus Groups Discussion Data

Item 01: Did you have any experience with receiving oral feedback from your teachers on your speaking skills? What was your initial reaction? Has it changed?

Students of three focus groups have different experiences with receiving oral feedback. Student mentioned, "yes, I have a lot of experiences". Another shared, "There are many teachers give us oral feedback".

Students' answers introduce two main themes:

Theme One: Different Emotional Reactions To Oral Feedback

The initial reaction of students differ from one student to another:

- **Shyness, Stressed and Embarrassment:** students feel these different and mixed emotions when they receive oral feedback from their teachers, these negative feelings

may limited their speaking abilities and the reason of this reactions because they do not expect the oral feedback. Student FG1 mentioned, "I feel so shy and stressed". Another from FG3 added, "I feel embarrassed because I do not like the situation".

- **Confusion:** this feeling of confusion highlights the importance of clarity of oral feedback. The teacher when give oral feedback should be clear enough to help the students more than make them feel confusion. Student FG2 shared, "honestly, the first time I received the oral feedback I was wondering why she gave me this feedback"
- **Acceptance:** many students accept the oral feedback from their teachers they show that they are open to it and they have the ability to learn and improve their speaking skills. Student FG1 shared, "I feel normal and I accept the oral feedback". Also student G2 added, "I really accept the oral feedback from my teachers".

Theme Two: Positive Encouragement

Students feel confident and motivated when they receive positive oral feedback, this highlights the power of positive oral feedback and how it affect on the self-confidence of the students. Student FG3 said, "Actually when mu teachers praised my pronunciation, I feel so confident and this motivates me to speak".

The initial reactions of students have changed because of reasons, these reasons introduce in the form of themes:

Theme One: Comprehending The Purpose

One of the reasons that help students change their reactions toward oral feedback is understanding the purpose because they realize the aim of their teachers. Student FG1 mentioned, "of course it changed when I understand what is the purpose behind this oral feedback from my teachers". Another one from FG2 added, "After I asked my teacher about

the reason from this feedback, she said my dear everything is okay but you need to speak clearly next time because you speak quickly and maybe there are someone do not understand you well. actually I accept this feedback and I appreciate her".

Theme Two: Preliminary Acceptance

Many students accept the oral feedback from the first time because they want to develop their speaking skills and they appreciate the role of their teachers and the purpose behind this. Student FG2 stated, "no because I accept the feedback from the beginning and I appreciate the advices from my teachers".

Theme Three: Importance of Growth

students change their initial reaction and they accept oral feedback because they respect the value of development and they prefer to improve themselves. Student FG3 said, "after few session I accept the oral feedback because I learnt from it a lot".

Item 02: Do you feel that oral feedback helps you improve your speaking skills? Can you share an experience?

All of the students of the three focus groups agree that oral feedback helps them improve their speaking skills, their answers identify three key themes:

Theme One: The Value Of Identifying Errors

Students show the importance of identifying errors which is represented in developing speaking skills. Student FG1 mentioned, "when my teachers point out my mistakes this helps me correct them". Student FG3 added, "if there is no oral feedback that shows me my mistakes, I will never develop my speaking skills".

Theme Two: Motivation and Confidence

Some students agree that oral feedback motivates them to speak more and helps them build their confidence. Student FG2 said, "when my teacher advice me and correct my mistakes, this helps me speak more confidently". Another from FG3 added, "oral feedback motivates me to speak more because I prefer to know if I have another mistakes that I should avoid them".

Many students have different experiences on how oral feedback helps them improve their speaking skills. This experiences introduce two themes:

Theme One: Improving Pronunciation

Oral feedback helps student develop this pronunciation through correcting their mistakes on specific words. Students FG2 stated, "I have a problem with pronouncing 'there'. In the past I always pronounce it 'their' I do not know why and every time my teacher gives me oral feedback about this mistake until I correct it". Student FG3 added, "I have many oral feedback about my pronunciation, I always mispronounce words".

Theme Two: Fixing Specific Errors

Oral feedback focus on helping students correct some specific mistakes such as silent letters for developing their speaking skills. Student FG1 mentioned, "I had an experience with oral feedback about silent letters, I always pronounced them and I get oral feedback about this mistake but with practicing everything is okay now".

Item 03: Do you feel that the tone of your teachers when providing oral feedback influences your speaking skills? How? Can you share an experience?

All of the students feel that the tone of their teachers when providing oral feedback influences their speaking skills and this influence varies from student to another depends on the tone of the teacher. Students' experiences and answers reveals two key themes:

Theme one: Positive Impact Of Teachers' Tone on Student Motivation

Positive teachers' tone motivates students to speak more and correct their mistakes which help them improve their speaking skills. Student FG1 stated, "when my teacher gives me oral feedback in a calm and respectful tone this motivates me to improve myself". Student FG2 added, "It depends when the teacher speak to me with good tone and voice this motivates me to speak again and help myself to develop my speaking skills". Student FG3 shared, "when my teacher speak to me with supportive tone, this motivates me correct my mistakes".

Theme Two: Negative Effect Of Teachers' Tone

Some students have negative experiences with teachers' tone which makes them prefer be silent rather than speak this because of the harsh tone of the teachers. Student FG1 indicates, "I have problem of pronunciation, I was always when I speak, I used wrong pronunciation and I remember a teacher speak to me with tone that makes me feel very shy like I was in embarrassed situation". Student FG2 added, "Sometimes because of their tone, I decide to not speak again". Student FG3 stated, "It is negative when the teacher uses loud tone sarcastically and this lead me to never speak again because I will feel afraid to put myself in this embarrassing situation".

Item 04: do you prefer oral feedback that is more specific? why?

Students of the three focus groups prefer oral feedback that is more specific because it helps them improve their speaking skills easily because of its characteristics:

Theme One: Specificity

specific oral feedback helps students know their errors directly and improve their speaking skills easily. Student FG1 highlighted, "specific oral feedback helps us to directly know the problem so we correct it easily". Student FG2 noted, "I prefer specific oral feedback because it guides me what I should correct directly". Student FG3 indicated, "oral feedback that is specific better because it helps me improve my speaking skills easily".

Theme Two: Clarity

Specific oral feedback is characterized by clarity that helps students understand well this feedback from their teachers and what they should correct. Student FG2 shared, "The specific oral feedback better than general feedback because the specific point out directly what you need to improve but the general distracts me". Student FG3 stated, "when my teacher directly said 'you need to improve your pronunciation or you have some mistakes on grammar this helps me a lot because I know what should I develop and work on it".

Item 05: Do you feel that oral feedback helps you learn from your mistakes in speaking? Can you share an experience?

Students agree that oral feedback helps them learn from their mistakes in speaking. They have different experiences that translated into themes:

Theme One: The Power Of Determining Errors

Identifying mistakes is one of the advantages of oral feedback that assists students to know what they need to improve. Student FG1 stated, "honestly I like when my teachers identify my mistakes because this helps me improve". Student FG3 mentioned, "when my teacher tells me what I need to improve or point out my mistakes this helps me avoid to do them in the future".

Theme Two: Subjective Development By Oral Feedback

Students develop themselves through receiving oral feedback from their teachers which clarifies what they need to work on. Student FG2 cited, "in the past, I was speak very quickly without pauses and my teacher gives me feedback about this and with practices I improve myself". Student FG3 indicated, "sometimes, I use the wrong tense when I speak and I get a lot of oral feedback about this after working hard everything is changed to better "

3.1.5.2 Discussion of The Analysis Of The Focus Group Discussions Data

The findings of the focus group discussions show that students have different emotional reactions to oral feedback, these emotions are represented in shyness, stress, embarrassment, confusion, and acceptance. Also, they emphasize the value of positive encouragement that motivates them to improve their speaking skills and boosts their confidence. Comprehending the purpose of receiving oral feedback helps the students change their negative reactions into positive ones. In addition, receiving oral feedback from teachers led to preliminary acceptance from the students toward the oral feedback because of the importance of growth and developing speaking skills.

The value of identifying errors plays a significant role in improving speaking skills. Moreover, effective oral feedback motivates students to speak and enhances their confidence in addition to improving pronunciation. The tone of the teachers has different influence on students represented in the positive impact of teachers' tone on student motivation or negative effect of teachers' tone depending on their experiences. Finally, students stated that they prefer oral feedback which is characterized by specificity and clarity explaining the power of determining errors which led to subjective development by oral feedback.

Conclusion

In conclusion, this chapter addressed fieldwork of the current study starting with a brief explanation of the research approach, research design, data collection and analysis that helped in shaping the appropriate research methodology for the present study. The data collection methods and data analysis procedures allowed to gain rich and in-depth results about students' perceptions including experiences and feelings on oral feedback from their teachers. The finding showed that the students mostly have positive reactions toward oral feedback explaining its effectiveness and highlighting its role in boosting their confidence and motivation.

General Conclusion

Speaking skills are an important component of communication. This study aimed to explore students' perceptions of teachers' oral feedback on their speaking skills and how they receive this oral feedback. This study included three chapters, two theoretical chapters and one practical. The first chapter deals with speaking skills from its definition to its relationship with teachers' feedback. The second chapter introduced teachers' oral feedback starting with its definition and importance until students' reactions to teachers' feedback. The last chapter was about fieldwork. In this study, two data collection methods have been used which are semi-structured questionnaire for students and focus groups discussions.

The findings obtained from both tools answered the main research question and its sub-questions, and also provided support for the study's hypotheses.

The findings of both methods showed that third-year English students have multifaceted perceptions of teachers' oral feedback on their speaking skills. They expressed the importance of oral feedback specifically in enhancing fluency, developing pronunciation, and reducing mistakes. Also, the time of receiving oral feedback and the style differ while

many prefer immediate and specific forms, some prefer delayed and private oral feedback. Emotionally, most students have positive reactions toward oral feedback but there are students who still struggle with shyness and fear of making mistakes. Socially, the relationship between students and teachers is good most of the time but sometimes because of the use of inappropriate words and tone, it changes to negative. Oral feedback is a tool that motivates students for personal growth and building confidence. In conclusion, the findings showed different personal experiences, and mixed perceptions of the students of teachers' oral feedback on their speaking performance.

These conclusions reflect and confirm the hypotheses that students view oral feedback as helpful, confidence-building, and motivating, and describe their experiences with it as mostly positive.

Recommendations

Because of the effectiveness of oral feedback and its crucial role in speaking development, our dear teachers should:

- Respect that the students vary and each student prefer to receive oral feedback at different times.
- Work on their oral feedback and make it more specific and avoid the general feedback that distracts the students.
- Give clear oral feedback and easy to understand, using simple and understandable words that influence positively the students and encourage them to improve their speaking performance.
- Choose the appropriate tone that motivates the students and help in building their self-confidence.
- Support their oral feedback with examples that explain their opinions and advices more.

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Appendices

Appendix 1: Students' Questionnaire

Dear students, we are conducting research to understand students' perceptions of teachers' oral feedback on their speaking skills. Therefore, You are kindly invited to answer these questions.

- **N.B:** There is no right or wrong answer, feel free and provide us with your opinions that we will certainly respect.

Section One: General Information

1. What is your age?
   - 19- 22
   - 23 and above
2. What is your gender?
   - Male
   - Female
3. How long have you been studying English?
   - About 10 years (starting from middle school)
   - More than 10 years (including learning English informally before school or outside the classroom)

Section Two: Frequency and Timing of Oral Feedback

4. How often do your teachers provide you with oral feedback regarding your speaking skills?

   - Always
   - Often
   - Rarely
   - Never

5. Do you prefer receiving oral feedback directly after speaking or at a later time? Please explain.

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Section Three: Quality and Clarity of Oral Feedback

6. How do you evaluate the quality of the oral feedback you receive regarding your speaking skills?

- Excellent
- Good
- Fair
- Poor

7. Do you find the oral feedback you receive clear and easy to understand?

- Yes
- No
- Not really

Section Four: Influence of Oral Feedback on Students' Motivation and Confidence

8. How do you feel when you receive oral feedback on your speaking skills? Why?

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9. Do you feel that oral feedback motivates you to speak more in class? Please explain.

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10. Do you feel that oral feedback influences your confidence when speaking?

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Section Five: Reactions and Engagement with Oral Feedback

11. How do you reply after receiving oral feedback on your speaking skills?

- I accept and try to improve my skills
- I feel discouraged
- I do nothing with the feedback

12. Do you feel comfortable asking your teachers for clarification, if you do not understand the oral feedback?

- Yes
- No
- Not really

Section Six: The Role of Oral Feedback in Developing Speaking Skills

13. In your opinion, is the teachers' oral feedback encouraging and does it aid in fostering your speaking skills?

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14. What changes have you noticed in your speaking skills after receiving oral feedback from your teachers?

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Section Seven: Suggestions

15. During speaking activities, in what ways would you like the teachers to provide you with oral feedback?

- In front of the class
- One-on-one
- In groups
- Other

16.What do you suggest as modification that would make oral feedback more effective?

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Thank you for your time and participation.

Appendix 2: Focus Group Questions

Questions	Follow up	Notes
1. Do you have any experience with receiving oral feedback from your teachers on your speaking skills?	- What was your initial reaction? - Does it change?	
2. Do you feel that oral feedback helps you improve your speaking skills?	- Can you share an experience?	
3. Do you feel that the tone of your teachers when providing oral feedback influences your speaking skills?	-How? -Can you share an experience?	
4. Do you prefer oral feedback that is more specific?	-Why?	
5. Do you feel that oral feedback helps you learn from your mistakes in speaking?	- Can you share a time when feedback on a mistake helped you avoid repeating it in the future?	

ملخص

تهدف الدراسة إلى استكشاف تصورات طلاب السنة الثالثة للغة الانجليزية عن التغذية الراجعة الشفهية فيما يتعلق بمهارات التحدث لديهم. باستخدام النهج النوعي تم جمع البيانات من خلال استبيان شبه منظم للطلاب ومناقشات مجموعات التركيز. تم تحليل هذه البيانات من خلال التحليل الموضوعي للأسئلة المفتوحة للاستبيان ومناقشات مجموعات التركيز بالإضافة إلى التحليل الوصفي للأسئلة المغلقة. تظهر النتائج إن الطلاب لديهم تجارب شخصية مختلفة وتستكشف آن الطلاب لديهم مشاعر مختلفة اتجاه التغذية الراجعة الشفهية. بينما ينظر الطلاب بشكل ايجابي إلى التغذية الراجعة الشفهية كأداة رسمية تساعدهم على تحسين مهارات التحدث لديهم وتحفزهم وتبني ثقتهم بأنفسهم كما أنها تجعلهم اقل حماسا للتحدث بسبب نبرة معلميهم واستخدامهم للكلمات غير المناسبة. توضح هذه النتائج انه في حين أن التغذية الراجعة الشفهية أداة مهمة في تطوير مهارات التحدث فان أسلوب المعلمين عند تقديم التغذية الراجعة الشفهية يؤثر على تصورات الطلاب وفعاليتها.

الكلمات المفتاحية: تصورات, طلاب السنة الثالثة للغلة الانجليزيةّ, التغذية الراجع الشفهية, مهارات التحدث