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Faculty of Letters and Foreign Languages  
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# MASTER THESIS

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## **Investigating the Role of Teachers' Feedback in Improving Students' Speaking Skill**

**The Case of Study: First Year LMD at Biskra University**

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## ***Dedication***

***I dedicate this work to***

***My dear parents. Thank you for your love, support, and everything you have done for me.***

***To my lovely sisters Charifa, Saida, and Hadjira thank you for your support.***

***To my brothers Ismail, Mohamed Ghazali, and Bachir thank you for being always there  
and for encouraging me.***

***To my precious fiancé Oualid, thank you for standing by my side.***

***To my amazing friends—Chaima, Marwa, Sabrine, and Abla—thank you for your  
kindness, help, and motivation.***

***This work is for all of you, with all my love and appreciation.***

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## **Abstract**

Speaking skill is one of the most challenging yet essential components of foreign language learning, particularly for EFL students who must overcome linguistic, psychological, and instructional barriers to achieve oral proficiency. This research investigates the role and impact of teachers' feedback on the development of EFL learners' speaking skills, focusing on first-year LMD students at Mohamed Kheider University of Biskra. The study aims to explore how teacher feedback influences learners' oral performance, confidence, and error correction strategies during oral expression sessions. The research endeavors to verify the hypothesis that if teachers provide regular and constructive feedback during oral activities, students' speaking performance is likely to improve. A qualitative research approach was adopted, and data were collected through two semi-structured questionnaires: one administered to 100 first-year EFL students and the other to 6 oral expression teachers. The results indicate that teachers' feedback has a positive impact on learners' speaking development. Most students reported that teacher feedback helped them identify and correct errors, increased their confidence, and motivated them to participate more actively in classroom discussions. Teachers, in turn, acknowledged the importance of providing timely, supportive, and varied forms of feedback based on students' needs and classroom dynamics. The findings emphasize that feedback is not only corrective but also developmental and motivational. The study concludes that effective teacher feedback contributes significantly to the improvement of students' speaking skills and recommends its strategic use in EFL classrooms, supported by training, structured syllabus design, and institutional resources.

### **Key words:**

Teacher's feedback, Speaking skill, First year, EFL students, Oral performance.

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## **List of Abbreviations and Acronyms**

**EFL: English as Foreign Language**

**L2: Second Language**

**ESL: English as Second Language**



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# General Introduction

### Introduction

Language is an essential tool for communication, and among the four language skills—listening, speaking, reading, and writing—speaking is often regarded as the most vital for effective interaction. For learners of English as a Foreign Language (EFL), developing strong speaking skills is crucial to achieve fluency and confidence in communication. However, speaking remains one of the most challenging aspects of language learning, as many learners struggle with accuracy, fluency, and confidence when expressing their opportunities to the target language.

In the EFL classroom, teachers play a significant role in guiding learners to overcome these challenges. One of the most effective tools they utilize is feedback. Teacher feedback serves as a bridge between learners' current abilities and their potential, offering guidance, correction, and encouragement. Feedback helps learners identify errors, refine their linguistic performance, and build confidence in their speaking abilities. Despite its importance, the effectiveness of teacher feedback in enhancing learners' speaking skills varies depending on how it is delivered and perceived.

This study investigates the impact of teacher feedback on EFL learners' speaking skills, focusing on its role in improving fluency, accuracy, and confidence. By investigating the perceptions of students and the practices of teachers, the research seeks to shed light on how feedback can be optimized to support learners in achieving greater oral proficiency. Understanding the influence of feedback on speaking skills is essential not only for improving teaching practices but also for helping students meet the demands of real-world communication in English.

### **Statement of the problem**

Speaking is one of the most challenging skills for EFL learners to develop due to various linguistic, psychological, and pedagogical factors. Many learners struggle with limited vocabulary, which restricts their ability to express thoughts effectively. Additionally, grammatical errors and the overgeneralization of linguistic rules often lead to miscommunication, making learners hesitant to speak. Pronunciation difficulties further hinder intelligibility, resulting in a lack of confidence and an increased fear of making

mistakes. Psychological factors, such as anxiety and fear of negative evaluation, contribute to learners' reluctance to participate in oral activities. Moreover, a lack of exposure to authentic spoken language and insufficient opportunities for practice exacerbate these challenges, preventing learners from developing fluency and accuracy in spoken English.

One of the major reasons these challenges persist is the absence of effective feedback from teachers. In many classrooms, feedback is often vague, focusing solely on error correction, or inconsistent, failing to provide learners with clear guidance on improvement. Without constructive and formative feedback, students are unable to recognize and address their weaknesses, leading to the fossilization of errors and a lack of motivation to enhance their speaking abilities.

To address these issues, this study aims to investigate the impact of teachers' feedback on EFL learners' speaking skills. By investigating different types of feedback this study seeks to determine how feedback can improve EFL learners' speaking skill.

### **Significance of the study**

This study is conducted to highlight the important role of feedback plays in the learning process, particularly in how teachers help students identify and correct their mistakes to



improve their speaking skill. The research focuses on the key responsibilities of teachers, which include pointing out errors and offering advice and constructive criticism to help students correct those mistakes. An effective teacher provides this guidance throughout the learning process, helping students improve their speaking skill and produce more accurate and meaningful speech.

### **Aim of the study**

The overarching aim of this research is to investigate the role of feedback as an effective tool. In this regard, the research seeks to:

- Identify and understand the errors and challenges faced by EFL learners in their performance.
- Investigate EFL learners' attitudes toward their teacher's feedback.
- Understand how learners interpret and respond to feedback.

### **Research questions**

- What challenges do EFL learners face in their performance?
- Does the teacher's feedback improve EFL learners' speaking skills?
- How does teachers' feedback improve EFL learners' speaking skill?
- What are the EFL learners' attitudes toward teacher's feedback on their speaking skill?

### **Hypothesis**

We hypothesize that

If teachers provide EFL learners with feedback during oral activities in the classroom, their oral performance is likely to improve, helping them overcome challenges and achieve better results.

### **Methodology**

The study adopts a qualitative approach to investigate the hypothesis that teachers' feedback significantly influences the development of EFL learners' speaking skills in the learning process.

### **Population**

The population of the study consists of first-year LMD students and teachers of the listening and speaking module in the English Department at Mohamed Kheider University of Biskra, totaling approximately 827 students and 6 teachers during the academic year 2024/2025. This population was selected because the students are newly introduced to formal speaking practice and are highly dependent on teacher guidance and feedback for their improvement.

### **Sample**

The sample consists of 6 listening and speaking teachers and 100 first-year students for the academic year 2024/2025. Teachers were selected because they are familiar with students' proficiency levels and the various types of errors learners make during the learning process. Moreover, they recognize that students' ability to interpret and apply feedback is often more crucial than the quantity of feedback they receive during oral activities.

### **Data gathering tools**

Since we conduct a qualitative approach, we collect qualitative data through semi-structured questionnaires administered to both teachers and students. These questionnaires give insights into students' oral proficiency levels, the feedback strategies teachers use, and how students respond to feedback.

### **Delimitation of the research**

This study is limited to first-year students at the University of Biskra. It adopts a qualitative research design to investigate the proposed hypothesis. Due to time constraints, it is not feasible to include all levels of students or to examine the perspectives of all listening and speaking teachers in the Department of English regarding the role of feedback in enhancing EFL learners' oral production during the learning process.

### **Structure of the study**

The overall structure of this dissertation follows the traditional model, consisting of a general introduction, three chapters, and a general conclusion.

The first chapter focuses on speaking skill, discussing its types, characteristics, and the challenges faced by EFL learners. Additionally, it explores the integration of listening and speaking skills.

The second chapter is dedicated to the teachers' feedback, covering its types, forms, and the impact of feedback on students, as well as students' reactions to it.

The final chapter presents an analysis of the collected data obtained through questionnaires administered to both students and teachers.

# Chapter One

# Speaking Skill

## Introduction

Language learning is a multifaceted process that requires the integration of several core skills, among which speaking holds a central position. As a productive and interactive skill, speaking is essential for effective communication, enabling learners to express thoughts, emotions, and intentions in real-time interactions. For learners of English as a Foreign Language (EFL), developing speaking proficiency presents unique challenges due to limited access to authentic language environments and the cognitive demands of spontaneous language production.

This chapter explores the nature and significance of speaking in EFL contexts. It begins by defining speaking through various scholarly perspectives and emphasizing its vital role in language acquisition. The discussion then addresses the main characteristics of effective speaking, particularly fluency and accuracy, followed by an analysis of the common difficulties EFL learners encounter in oral communication. Subsequently, the chapter outlines fundamental principles for teaching speaking skills and presents a range of classroom techniques that promote oral proficiency. Additionally, it highlights various classroom speaking activities designed to engage learners in meaningful interaction. It then examines the key factors influencing oral interaction in the classroom, including learner-related, pedagogical, and socio-cultural dimensions. Through this comprehensive overview, the chapter aims to establish a theoretical foundation for understanding the development of speaking skills in the EFL classroom.

### 1.1. Definition of speaking

Numerous scholars have proposed various definitions of the term "speaking" within the field of language learning. According to the Webster New World Dictionary (as cited in

Nunan, 1995), speaking involves verbal expression, communicating through speech, making requests, and delivering oral messages. Chaney (1998) defines speaking as the act of creating and sharing meaning through the use of verbal and non-verbal symbols in a range of contexts. Similarly, Brown (1994) and Burns and Joyce (1997) describe speaking as an interactive process that encompasses the production, reception, and interpretation of information. Bygate (1987) views speaking as the production of auditory signals intended to elicit meaningful verbal responses from listeners, emphasizing the systematic combination of sounds to create coherent sentences.

Furthermore, scholars such as Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) regard speaking as a reciprocal process involving genuine communication of thoughts, information, or emotions. This perspective, often described as a top-down view, interprets spoken interaction as a collaborative endeavor between individuals within a shared temporal and situational context.

## **1.2 The Importance of Speaking**

Speaking plays a foundational role in language development, as individuals acquire oral language before learning to read and write. In daily communication, speech is used more frequently than its written counterparts. It is a crucial skill that enables individuals to engage in meaningful conversations and requires mastery of several components, including pronunciation, vocabulary, grammar, fluency, and comprehension. Competence in spoken English is essential for effective communication. Rivers (1981) found that, outside the classroom, speaking is used twice as much as reading and writing combined. Brown (1994) highlights that speaking and listening are fundamental tools for language learners, while Efrizal (2012) and Pourhosein Gilakjani (2016) emphasize the importance of speaking in

facilitating everyday human interaction, allowing individuals to convey ideas and thoughts orally.

In language instruction, promoting real-life communication is vital. Richards and Rodgers (2001) note that traditional language teaching methods have often marginalized speaking, prioritizing reading and writing skills instead. For example, the Grammar-Translation Method emphasized literacy skills, neglecting oral proficiency. Ur (2000) affirms that speaking is the most critical among the four language skills—listening, speaking, reading, and writing—as it directly supports effective communication. The integration of speaking with other language skills also contributes to learners' development in vocabulary, grammar, and writing proficiency. Through speaking, learners can share emotions, express ideas, narrate experiences, make requests, engage in discussions, and perform various communicative functions. Additionally, speaking ability plays a significant role beyond the classroom. According to Baker and Westrup (2003), those who speak English proficiently are more likely to access better educational opportunities, secure employment, and advance professionally.

Furthermore, research has shown that language acquisition is enhanced through repeated and meaningful oral practice. Asher (2003) argues that learners tend to imitate spoken language soon after it is modeled by instructors. Krashen (1988) suggests that spoken output serves as evidence of language acquisition, a principle that supports the transition from speaking to developing literacy skills. Overall, speaking contributes to learners' ability to apply the language in authentic situations. McDonough and Shaw (1993) emphasize that speaking involves real-time production of language, enabling speakers to communicate fluently with minimal conscious effort in order to achieve specific communicative goals.

### **1.3 Characteristics of Speaking Skill**

Speaking proficiency involves two key characteristics: fluency and accuracy. According to Mazouzi (2013), both elements are integral to communicative language teaching, and instructional activities should aim to develop them equally. Fluency refers to the ability to convey meaning clearly and smoothly without interrupting the flow of communication. Hughes (2002) asserts that fluent speakers are able to express themselves in a comprehensible manner, maintaining the listener's engagement. Hedge (2000) adds that fluency includes connecting ideas logically, using clear pronunciation, and applying appropriate stress and intonation patterns.

Accuracy, on the other hand, involves the correct and appropriate use of language forms, including grammar, vocabulary, and pronunciation. As Mazouzi (2013) explains, language learners must not only be fluent but also accurate in order to communicate effectively. Thornbury(2005)stresses that grammatical accuracy includes the construction of well-organized and complex sentences. Vocabulary accuracy entails selecting contextually appropriate words and avoiding interchangeable usage of terms with dissimilar meanings. In terms of pronunciation, Thornbury (2005) identifies it as a lower-level skill that learners often overlook. However, accurate pronunciation requires mastery of phonological rules, as well as awareness ofintonation, stress, and pitch, all of which contribute to clear and effective spoken communication. When learners possess these competencies, they are more likely to speak English with clarity, confidence, and accuracy.

#### **1.4 Difficulties in speaking that EFL learners face during the learningprocess:**

##### **1.4.1 Anxiety and Inhibition**

Students often experience anxiety when speaking in a second language. They may fear making mistakes, being judged negatively, or feeling embarrassed. These concerns can significantly inhibit their willingness to participate in classroom speaking activities.



### **1.4.2 Lack of Sufficient and Relevant Content**

Learners frequently express that they have nothing to say or are unable to contribute meaningfully to conversations. This may stem from limited vocabulary, insufficient background knowledge, or a lack of motivation to communicate in the target language, all of which hinder effective expression.

### **1.4.3 Uneven or Limited Participation**

In group discussions, some students tend to dominate the conversation while others remain passive or silent. This imbalance limits speaking opportunities for many learners, reducing their chances to practice and improve their speaking skills.

### **1.4.4 Use of the Mother Tongue**

In classrooms where students share the same native language, they often resort to using it during interactions. Since it feels more natural and effortless than the target language, frequent use of the mother tongue diminishes valuable exposure to and practice in speaking the foreign language.

## **1.5 Principles for Teaching Speaking Skill**

To effectively teach speaking and help learners achieve fluency in English, instructors should apply well-established principles for designing speaking techniques (Brown, 2001). These principles include:

### **1.5.1 Balancing Fluency and Accuracy Based on Objectives:**

While interactive and communicative language teaching is essential, it is important not to overlook grammatical accuracy and correct pronunciation. Teachers must address a wide

range of learner needs, from focusing on language form (accuracy) to fostering communicative competence (fluency and meaning).

### **1.5.2 Employing Intrinsically Motivating Techniques:**

Teaching strategies should connect with students' intrinsic motivations—such as their goals, interests, desire for competence, and personal growth. Even when activities do not appear exciting, teachers should clearly explain their relevance and benefits to help students understand their value and purpose.

### **1.5.3 Promoting the Use of Authentic Language in Meaningful Contexts:**

Authentic and contextually rich language use should be prioritized. While it may be tempting to rely on decontextualized grammar drills, teachers should invest effort and creativity in designing activities that reflect real-life communication. This can be supported through the use of diverse teaching resources.

### **1.5.4 Providing Timely and Appropriate Feedback:**

In EFL environments, students largely depend on their teachers for linguistic input and corrective feedback. Even in ESL contexts where learners have more exposure, the teacher's guidance remains crucial. Feedback should be timely and relevant, tailored to students' needs and aligned with instructional objectives.

### **1.5.5 Integrating Speaking and Listening Skills:**

Speaking and listening are naturally interconnected. Activities that promote oral production often involve listening components, and the integration of both skills can reinforce learning. Comprehension frequently precedes production, and both skills should be developed simultaneously.

### **1.5.6 Encouraging Student-Initiated Communication:**

Classroom discourse is often teacher-centered, with instructors initiating interactions and students responding passively. However, communicative competence involves the ability to start conversations, introduce topics, ask questions, and manage discourse. Teachers should create opportunities for learners to take initiative in speaking.

### **1.5.7 Developing Strategic Competence:**

Many beginner learners are unaware of communication strategies that can help them achieve their speaking goals. Teachers should guide students in developing personalized strategies for effective oral communication, such as paraphrasing, asking for clarification, or using gestures to support verbal expression.

## **1.6 Types of Techniques for Teaching Speaking**

There are several activities that can be implemented to enhance speaking skills in the classroom. These include:

### **1.6.1 Discussion**

Discussions serve multiple purposes in the teaching of speaking. Students may engage in discussions to reach a consensus, share perspectives on a particular topic or event, or propose solutions to specific problems. Working in discussion groups significantly contributes to students' speaking fluency, as it encourages active verbal interaction.

### **1.6.2 Role Play**

Another effective technique is role play, where students simulate different social situations and adopt various roles. In such activities, the teacher provides learners with specific contexts, including details about who they are and what they are supposed to feel or think.

This technique allows students to immerse themselves in realistic scenarios, thus enhancing their communicative competence.

### **1.6.3 Information Gap**

This activity requires students to work in pairs, where one student possesses information that the other does not. The task involves exchanging and completing the missing information through verbal communication, thereby encouraging interaction and the use of language in meaningful contexts.

### **1.6.4 Storytelling**

Storytelling stimulates students' imaginative thinking and helps them articulate their ideas in a structured manner, typically comprising a beginning, development, and conclusion. Students can be asked to recount past experiences, such as events that occurred at home, which not only develops their narrative skills but also fosters confidence in speaking.

### **1.6.5 Picture Description**

Using pictures is another valuable technique to promote speaking. In this activity, students are given a picture and asked to describe its content. This encourages them to observe details and articulate their thoughts. When the image is vivid or colorful, students are often more engaged, making the speaking activity even more effective.

## **1.7 Classroom Oral Activities**

### **1.7.1 Warm up Activities**

Since this is a speaking class the teacher should begin by telling his students something about him or herself, for example, the teacher's name, his/her place of birth, qualifications and experience, what he/she as teacher expects students to do and to get from the class, followed by some guidelines on how student performance will be evaluated. Often, classes

may begin with everyone standing up and introducing him/herself. This is a bit abrupt, however, and the activity below works better : Getting to Know You Interview Start with an activity to introduce the people in the class to each other as a warm-up task. Put the students in pairs, in two rows of chairs opposite one another, and have them interview each other in English, taking-down notes, following the guideline below. When the interviewing is finished, each student stands up and introduces his/her partner to the class in no more than two to three minutes. When the first pair have finished, go to the next pair and so on.

### **1.7.2 Interactive Role-Play**

One effective method for enhancing speaking skills is through interactive role-plays conducted in pairs or small groups. This involves pairing students and providing them with a handout that they can initially review. During this stage, they are encouraged to look up unfamiliar vocabulary and seek assistance from peers regarding meanings and pronunciation. Afterward, students are given some time to rehearse aloud, helping them become familiar with their roles and attuned to the pronunciation, phrasing, and rhythm of the language.

Once students have had adequate time to build some confidence—without allowing boredom to set in—they should present their dialogues in front of the class, working in their assigned pairs or groups. Although they may initially feel anxious or self-conscious when performing publicly, repeated practice through role-plays tends to increase both their confidence and competence. Over time, students may even begin to enjoy the activity, especially if they view it as a form of acting, similar to rehearsing a scene for a film or television production. Teachers are encouraged to promote this mindset.

Rather than assuming the role of an evaluator or examiner, the teacher should adopt the persona of a supportive drama coach—someone who guides and encourages students as

though they were professional actors perfecting their performance under a director's supervision.

Importantly, teachers should avoid interrupting students frequently to correct mistakes during their performance, as this can lead to heightened anxiety and discomfort. Instead, they should allow students to complete their dialogues uninterrupted, while discreetly noting errors related to rhythm, pronunciation, or diction. Corrections can then be provided afterward in a non-critical manner, with the teacher modeling the correct pronunciation for the entire class to hear and repeat, similar to the methods used in elocution practice.

### **1.7.3 Talking Tasks**

In the context of teaching English as a Foreign Language (EFL), incorporating a variety of structured speaking tasks is essential to promote communicative competence and increase learners' confidence in using the language in real-life situations. Among the most effective strategies are classroom activities that engage students in interactive and meaningful communication. These tasks may include role plays based on dialogues, interviews, surveys, opinions, discussion, debates, presentations, interaction and Problem-Solving

### **1.7.4 Finding the Right Words**

An essential component of developing speaking skills in EFL contexts is the ability to accurately select and use appropriate vocabulary to express thoughts, emotions, desires, needs, and intentions. This process often begins with learners attempting to retrieve relevant words and expressions from their own mental lexicon. When this proves challenging, collaborative learning becomes beneficial, as students can work in pairs or small groups to discuss possible solutions and assist one another. Such peer interaction not only fosters

vocabulary acquisition but also reinforces communicative competence through cooperative learning.

If these collaborative efforts do not yield the necessary vocabulary, learners may then refer to various linguistic resources, such as bilingual dictionaries (e.g., Thai-English), monolingual English dictionaries, thesauruses, or online lexical databases. Consequently, classroom time should be strategically allocated to include both independent research and communicative practice, allowing learners to explore, verify, and internalize new vocabulary.

Upon completing their tasks, students should be encouraged to present their findings aloud. This speaking component allows the teacher to provide corrective feedback on pronunciation, word choice, and usage in a constructive manner. It is crucial to view the preparation phase not as an isolated task but as a preliminary step that supports the primary objective: enabling learners to articulate their ideas confidently and accurately in spoken English.

Teachers play a vital role in this process, not merely as providers of worksheets but as active facilitators who engage with students during speaking activities. Passive approaches—such as assigning tasks without subsequent interaction—do not fulfill the pedagogical responsibilities of language instruction. Instead, the teacher should remain attentive and supportive throughout, guiding learners and fostering a communicative classroom environment.

Given the abundance of available materials, teachers are not expected to use every worksheet or handout. Rather, they selectively integrate those resources that align with their learners' needs and classroom context. Furthermore, encouraging students to create their own vocabulary-building tasks, based on personal interests and future goals, promotes learner autonomy and enhances motivation—both of which are essential for long-term language development and professional preparedness.

### **1.7.5 Jigsaw Activities**

The Jigsaw Classroom is a collaborative learning technique that emphasizes mutual support among students to facilitate the learning of academic content (Slavin, 2011).

Slavin (1983) classifies the traditional Jigsaw Classroom as a cooperative learning strategy that incorporates both task specialization and individual accountability.

Task specialization entails assigning each student in a Jigsaw group a specific topic on which they must become knowledgeable. After gaining expertise in their assigned topic, each student is responsible for teaching it to the rest of their group. Individual accountability is maintained through a follow-up assessment that tests students not only on their own assigned content but also on the topics presented by their peers. As a result, students are required to engage attentively with each group member's contribution and support one another in delivering accurate and thorough explanations in order to achieve success on the quiz.

### **1.8 Factors Influencing Oral Interaction**

Classroom interaction is shaped by a range of factors. Fawzia (2002) categorizes these into three main types: learner-related factors, social factors, and pedagogical factors. Learner-related factors encompass students' perceptions, attitudes, language proficiency, learning styles, educational backgrounds, and emotional or affective traits. Social factors involve the gender composition of the classroom and the communal atmosphere within student groups. Pedagogical factors refer to aspects related to the instructor, course content, and the topics discussed in class.

Tatar (2005) highlights that learners' limited language proficiency and insufficient content knowledge contribute to reduced classroom interaction. Additionally, fear of making mistakes



or experiencing embarrassment in front of peers or instructors leads many students to remain silent as a face-saving strategy.

Fassinger (1995) identifies three primary contributors to oral interaction: class-related traits, student-related traits, and teacher-related traits. Class traits pertain to interaction norms and the emotional environment, including peer pressure, discouragement, attention, and support. Student traits include self-confidence, preparedness, organizational skills, communication anxiety, and fear of offending others. Teacher traits involve the instructor's supportiveness, attentiveness, and evaluative practices.

Liu (2001) categorizes factors influencing interaction into cognitive, pedagogical, affective, socio-cultural, and linguistic domains. The cognitive category includes students' prior learning experiences, learning styles, preparation for lessons, subject knowledge, and interest in the topic. Pedagogical factors involve teacher encouragement, class size, peer support, and instructional strategies. Research indicates that learners tend to engage more in pair or group activities than in whole-class discussions, with student-centered approaches fostering greater participation (Barry, King, & Burke, 2000).

Affective factors include personality traits, motivation, attitude, anxiety, and willingness to take risks. Morrison and Thomas (1975) define personality in terms of self-esteem—how individuals evaluate themselves and their achievements. Students with high self-esteem are more communicative and active in classroom interactions, while those with low self-esteem tend to participate less. According to McCroskey (1991), communication apprehension negatively impacts classroom participation, leading to diminished self-esteem, poor communication skills, and lower academic performance.

Lai (1993) notes that teacher criticism of language proficiency often lowers learners' self-esteem, increasing language anxiety. McCroskey also identifies shyness as a factor that

reduces oral interaction, with introverted students often being quiet and withdrawn, whereas extroverted learners are generally more interactive.

Socio-cultural influences relate to students' beliefs, values, and moral frameworks, which are shaped by their cultural and educational backgrounds. Linguistic factors refer to students' language skills and communicative competence. Learners with limited speaking skills are often hesitant to engage in classroom interaction, while those with stronger abilities tend to participate more actively.

Additional studies reveal that gender, academic hierarchy, and teacher communication styles affect classroom dynamics. For example, a study conducted in two 7th grade classes found that the teacher's interaction patterns were influenced by the gender makeup and academic performance of students. The study indicated that female academic dominance impacted interaction both ways—teacher to student and student to teacher—and the degree of influence varied depending on the class and the teacher. Teachers' communication styles, including their capacity to manage classroom interactions and address all students equitably, were found to be crucial.

Julie Wilson's (1999) research into interaction patterns among high and low achievers in upper primary education demonstrated that high achievers initiated more interactions, usually to provide answers. Even with teacher encouragement, low achievers were often hesitant to participate. Their reluctance stemmed from fear of embarrassment, peer teasing, subject disinterest, and personal attitudes toward learning and social engagement.

Walsh (2002) emphasizes the role of teachers' language use in either facilitating or hindering classroom interaction. Positive teacher behaviors include using open-ended feedback, incorporating authentic conversational language, providing extended wait-time, scaffolding learners with language support, and teaching communication strategies to help

learners maintain their conversational turns. Conversely, negative behaviors—such as interrupting students, completing their statements, or excessively echoing their responses—can disrupt learners' verbal contributions and hinder interaction.

### **Conclusion**

In conclusion, the development of speaking skills plays a vital role in the acquisition of a second or foreign language. To enhance learners' oral proficiency and build their confidence, EFL teachers are encouraged to implement a variety of speaking tasks tailored to their students' needs. Since language learners often encounter numerous challenges when attempting to express themselves orally, it is essential for teachers to adopt effective strategies that facilitate meaningful communication. Furthermore, making errors should be recognized as a natural and valuable aspect of the language learning process. Although correcting learners' mistakes can be complex, experienced educators employ a range of techniques to address errors constructively, ensuring that correction contributes positively to learners' progress and communicative competence.

# **Chapter Two Teacher's Feedback**

## Introduction

Teachers play a central role in shaping students' language development. Beyond delivering lessons, they provide guidance, encouragement, and support to help learners improve their skills. In English as foreign language classrooms, teachers not only facilitate language instruction but also create opportunities for meaningful communication. As part of this process, teachers give feedback, which is an essential element of classroom interaction.

Feedback in language learning takes different forms and serves various purposes. It can focus on different aspects of speaking, such as pronunciation, grammar, fluency, or content. The way feedback is given, its timing, and students' responses to it vary depending on the teaching approach and classroom context.

This chapter deals with the concept of feedback by presenting its definitions and classifications. It also provides an overview of the teaching and learning process, discussing various teaching methods and their application in language instruction. Furthermore, we will tackle the teacher's role during oral activities and the students' reactions to teacher feedback in speaking tasks.

### 2.1 Definition of Feedback

Feedback plays a crucial role in learning and development by providing information that helps individuals assess their performance and make necessary adjustments. According to Sadler (1989), feedback refers to information about the gap between what a student has achieved (actual performance) and what was expected (assignment outcomes). The purpose of this information is to assist the student in closing that gap.

Hattie (2007) defines feedback as information provided by an agent-such as a teacher, peer, book, or personal experience-regarding aspects of one's performance or understanding. The

definition highlights the essential role of feedback in learning and skill development and suggests that feedback is not just about identifying errors but also about guiding learners toward improvement by providing meaningful insights into their performance.

DeKeyser (2007) points out that feedback is inherently responsive, meaning that it occurs only after a specific process has taken place. This suggests that feedback is retrospective in nature, serving as a reflection on past performance rather than a preemptive guide. In an educational context, feedback enables learners to recognize discrepancies between their work and expected standards, facilitating continuous learning and development.

## **2.2Types of Feedback**

There are three main types of feedback, which are oral, written, and peer feedback. We will define and explain each one of them:

### **2.2.1Oral feedback**

Shute (2008) describes feedback as input provided to learners about their performance, aimed at helping them refine their understanding and improve their learning outcomes. When teachers provide positive and constructive oral feedback, learners are more likely to engage in spoken interactions reducing anxiety and fear of making mistakes (Krashen, 1982).

According to Wigglesworth and Storch (2012) oral feedback consists of comments or remarks provided by the teacher or peers to learners verbally during classroom activities. This feedback is not limited to error correction but also includes guidance that helps students improve their speaking skills.

Through spoken form the oral feedback should be characterized by the structure, setting and the tone for positive outcome of learners during learning process.

### ❖ Structuring the Feedback Response

To be effective, feedback should clearly point out what is correct and what needs improvement. When giving oral feedback, teachers should aim to:

- Motivate learners through praise and encouragement to foster better future performance.
- Identify errors explicitly and explain them clearly, offering correct forms to prevent repeated mistakes.

### ❖ Choosing the Right Setting

According to Frey and Fisher, the environment in which feedback is delivered greatly affects how it is received by students. Selecting a suitable space within the classroom helps maintain students' focus. When the feedback is brief, it is more effective for the teacher to approach the student, speak softly, and maintain a smooth conversational tone to promote a supportive interaction.

### ❖ Using a Supportive Tone

The way feedback is delivered—including the teacher's tone, facial expressions, and gestures—can significantly impact student response. A kind tone, encouraging words, smiling, or small incentives like bonus marks can enhance student motivation and help develop their speaking skills. Positive and respectful delivery fosters a safe environment where students are more willing to accept correction and improve.

#### 2.2.2 Written feedback

According to Hyland (2003), written feedback is an essential aspect of writing instruction that provides learners with comments, corrections, and suggestions aimed at improving their writing skills. He emphasizes that written feedback serves multiple functions, including guiding students in developing their ideas, improving linguistic accuracy, and enhancing overall text organization.

Ferris (1999, 2004) argues that written corrective feedback can be effective when done correctly, she emphasizes that students can improve writing accuracy over time if feedback is clear and specific. “Written feedback can be a powerful tool for helping students to move forward in their learning ....Written feedback has the advantage that students can refer to it over and over again.”(“Written feedback: Improving students learning”). Moreover, there are some techniques for effective written feedback:

#### Be Clear and Specific

Comments should precisely address what the student has done well and where improvement is needed. Avoid vague remarks such as “good” or “unclear”—instead, explain why something is effective or problematic.

#### Use a Balanced Approach

Combine both positive reinforcement and constructive criticism. Begin with what the student did well before highlighting areas for development. This encourages a more receptive and motivated response.

#### Focus on Priority Issues

Rather than correcting every error, concentrate on the most significant aspects that hinder communication or academic progress, such as content organization, clarity, or repeated grammatical errors.



### Use Margin and End Comments Effectively

Use margin comments for localized feedback (e.g., specific language use or sentence structure) and end comments for global feedback (e.g., coherence, argument strength, and task fulfillment).

### Make Feedback Actionable

Offer clear guidance or suggestions on how to revise or improve. For example, instead of simply stating "awkward phrasing," write "Consider rephrasing this sentence for clarity—perhaps by separating it into two shorter sentences."

### Use an Encouraging Tone

Maintain a supportive and respectful tone throughout. Even when pointing out errors, feedback should be framed in a way that motivates the student to revise and improve rather than feel discouraged.

### Personalize When Possible

Tailor comments to the individual learner's strengths, weaknesses, and previous work. Personalized feedback shows that the teacher is attentive and invested in the student's progress

## **2.2.3Peer feedback**

Peer feedback is a process in which learners evaluate and provide constructive comments on each other's work, fostering deeper understanding and skill development. According to Topping (1998), peer assessment allows students to engage in reflective learning, improve their critical thinking, and develop self-regulation in their academic performance.

Ferris and Roberts (2001) highlight that peer feedback in second language (L2) writing classes can be an effective tool for improving writing skills, as it enables students to identify errors and develop their ability to self-correct. This process fosters critical thinking and autonomy, which are essential for academic growth.

Hyland (2003) explains that peer feedback originates from first-language (L1) process writing classes and has been widely adopted in English as a Second Language (ESL) classrooms as an effective method for improving students' writing skills. In this approach, students receive comments and suggestions from their peers rather than relying solely on teacher feedback. Engaging in peer feedback allows learners to enhance their writing abilities, gain insights into their own work, and develop a critical perspective as readers by analyzing and evaluating the writing of others. This interactive process fosters collaboration and deeper engagement with writing tasks, ultimately leading to improved writing proficiency and a stronger understanding of academic conventions (Hyland, 2003).

Characteristics of peer feedback as following:

#### ❖ **Interactive and Dialogic**

Peer feedback is inherently interactive, involving dialogue between learners that promotes reflection and negotiation of meaning. According to Liu and Hansen (2002), peer feedback is “a communicative process through which learners engage in responding to each other's work” (p. 1), making it dialogic in nature and supportive of learner autonomy.

#### ❖ **Formative in Nature**

One of the core functions of peer feedback is formative; it helps students understand their progress and areas for improvement. Nicol and Macfarlane-Dick (2006) argue that peer feedback supports self-regulated learning by providing students with timely and meaningful input that informs future performance.

### ❖ Cognitively Engaging

Providing feedback to peers requires higher-order thinking skills such as analysis, synthesis, and evaluation. According to Lundstrom and Baker (2009), students who give peer feedback often experience cognitive gains equal to or greater than those who only receive it, as evaluating others helps reinforce their own learning.

### ❖ Socially Constructive

Peer feedback contributes to the social construction of knowledge by encouraging interaction and shared understanding. Vygotsky's (1978) sociocultural theory underpins this idea, suggesting that learning is mediated through social interaction, making peer dialogue a valuable tool for development.

## 2.3 Levels of feedback

Kluger and DeNisi (1996) propose the Feedback Intervention Theory (FIT), which suggests that feedback can have both facilitate and debilitate effects on performance depending on where it directs the learner's attention. They identify three levels of focus in feedback:

### 2.3.1 Task-Level Feedback

Task-level feedback is a type of feedback that focuses on a student's work by assessing its accuracy, completeness, and quality, leading students to understand whether their responses are correct or incorrect and provides guidance on how they can improve their work. This feedback is often based on clear assessment criteria, which outline the expectations for the task. The main goal of task-level feedback is to help students improve their understanding of a specific task or assignment. It highlights what they have done correctly and points out areas that need improvement.

### **2.3.2 Process-Level Feedback**

Process-level feedback focuses on the methods and strategies students use to complete a task. It provides insights into the relationship between their approach and the quality of their performance. Effective learners often convert task-level feedback into process-level insights, allowing them to develop independent problem-solving skills.

### **2.3.3 Self-Regulation Feedback**

Self-regulation feedback aims to enhance students' ability to monitor and control their own learning. It supports the development of self-efficacy and helps students evaluate their work critically. Encouraging students to assess their own performance and refine their learning strategies can significantly improve their engagement and autonomy.

### **2.3.4 Personal-Level Feedback**

Personal level feedback focuses on the individual rather than the learning process, often in the form of praise or general comments. While well-intended, this type of feedback is generally less effective because it does not provide actionable guidance for improvement.

## **2.4 Teacher's Role during Oral Activities On EFL Learners**

Teachers are probably the most important factors influencing the process of learning. Directing students learning at any level is a very personal and idiosyncrasy. How the teacher will teach the students depends on large of attention intensively from the students. If the students are enthusiasms and respect to the lesson in the classroom, the teacher will be enthusiasms giving the material. In the institution, teacher has a duty teach his students to design of learning and make reflexive of material. At home, teachers are responsible to teach their children as educator. Likewise, in the society teacher has a duty of social development,

social motivator, social innovator, and social agent<sup>18</sup>. It derives from that the teacher has to act as good as possible either at home or in the institution. Good teacher is a person who plays well all roles or put himself on appropriate function either in the class or outside classroom.

They take a part as:

1. *Teacher as Demonstrator*: the teacher must master the material well that will be learned to their students. As a teacher, he must learn continuously to enrich knowledge about education. So that the teacher can explain the material clearly and make students understand it well. The researcher takes conclusion, those are:

- a. Mastering the material first
- b. Explaining the material using simple language
- c. Applying some media clearly.

2. *Teacher as Learning Manager*: The teacher should be able to manage their students in the classroom. A good environment should be challenging and able to interest students in learning, providing them with satisfaction and comfort to achieve educational goals. The teacher will manage all school activities, such as creating the academic calendar and scheduling school events. He is in charge of:

- a. Planning the lesson
- b. Organizing many source of learning to get learning purpose
- c. As manager, teacher can motivate and stimulate the students
- d. Observing all things and identify what were already or not to use in learning purpose

3. *Teacher as Mediator and Facilitator*: as a mediator the teacher should be able to interact with others. So the teacher must be creative uses their knowledge to interact and communicate others. This is aimed to create good atmosphere maximally to reach a good social interaction. Besides, he must provide source of learning that can be used to reach purpose of teaching learning process.

- a. Assesing the students
- b. Planning the learning
- c. Implementing the plan
- d. Evaluating the process

4. *Teacher as evaluator* in the learning process, the teacher should be a good evaluator. Therefore, in teaching learning, they must complete some learning activities in order to all purposes of learning can be reached well. That's why giving scoring must be done by the teacher to know the goal of the learning process. It means that the teacher should be smart to evaluate something which is lack in teaching learning process in order to make revise to be better in the next section. The evaluation forms are as follow:

- a. Demonsration skill

Asking the students to perform indirectly helps the students to show their mastery in certain material. By it, the teacher will know how far the students understand about the lesson.

- b. Applying new idea with another situation

Being a creative teacher are really expected. That makes students challege and spirit to study due to they always have idea in various situations.

c. Expressing the students idea

Teacher asks the students to play 'role play' then other partner giving comment about that. It helps students to express their ideas, hopefully teaching learning becomes students centre in which the students have taken much part in the class than the teacher.

d. Written exercise

To know the students progression, teacher can give some written exercise by giving some questions dealing the material taught directly to the students.

5. *Teacher as corrector*: the teacher should be attentive in giving both good and bad score among students. He/she should manage the whole students in the class. If the students made a mistake, it is the teacher duty to correct them to be better cognitively or behaviorally .

6. *Teacher as informer*: the teacher is as a source of learning material for instance science, knowledge, technology, and etc. Similiarly, the teacher informs everything that the teacher see, hear, know to the students to share some experiences to the students in the class.

## 2.5 The Effect of Positive and Negative Feedback during the Learning Process

Kluger and DeNisi (1996) argue that feedback can have both positive and negative effects on learning. While positive feedback often enhances motivation and self-efficacy, negative feedback may sometimes lead to defensive reactions or decreased motivation, particularly if it targets the learner's self-concept rather than their performance.

Generally, positive feedback enhances motivation, engagement, and self-efficacy (the belief in one's ability to succeed in a given task). When learners perceive feedback as

supportive and constructive, it reinforces correct responses and encourages continued effort, While negative feedback is necessary for correction and improvement, it can have detrimental effects if it is not delivered appropriately, when feedback is perceived as threatening or personalized (attacking self-worth rather than addressing errors), it may lead to defensive reactions, anxiety, and avoidance behaviors. However, negative feedback that is specific, task-oriented, and constructive can facilitate learning by guiding students toward improvement.

An effective feedback strategy involves balancing both positive and negative feedback. Research indicates that students benefit most when feedback is timely, specific, and focused on process rather than personal attributes (Nicol & Macfarlane-Dick, 2006). Teachers should consider students' individual needs and emotional readiness to receive criticism. By integrating both types of feedback appropriately, educators can help students develop resilience, self-regulation, and a deeper understanding of learning goals. If feedback is overwhelmingly positive, students may become complacent, overconfident, or may fail to recognize areas needing improvement. On the other hand, if feedback is excessively negative or critical, students may feel discouraged, anxious, or disengaged, particularly those with low self-efficacy (Kluger & DeNisi, 1996). Therefore, striking a balance helps maintain motivation while also guiding students toward meaningful improvement

## **2.6 Students' Reaction to Teacher Feedback**

Students' reactions to feedback are influenced by various individual, instructional, and socio-cultural factors. Key factors include:



### **2.6.1 Language Proficiency**

Language proficiency determines how students process and respond to teacher feedback, particularly in second language (L2) learning contexts. Lower-proficiency students often struggle with comprehending complex corrective feedback, as their cognitive resources are primarily devoted to understanding the language itself (Sweller, 1988). This can result in misinterpretation of feedback, frustration, or even avoidance behaviors (Ferris, 1997). To accommodate these learners, teachers should provide explicit corrections and simplified explanations to ensure clarity (Ellis, 2009). In contrast, higher-proficiency students are more likely to actively seek and engage with feedback, using it to refine their understanding of linguistic and rhetorical features (Hyland, 2003). They tend to prefer indirect or metalinguistic feedback, which encourages deeper reflection and independent problem-solving (Lyster & Ranta, 1997).

### **2.6.2 Self-Efficacy and Motivation**

Self-efficacy, or a student's belief in their ability to succeed (Bandura, 1997), impacts how they respond to feedback. High self-efficacy learners are more likely to view feedback as constructive and take an active role in revising their work (Brookhart, 2017). They are resilient in the face of criticism and interpret corrective feedback as an opportunity for improvement (Kluger & DeNisi, 1996). In contrast, students with low self-efficacy often react defensively to negative feedback, perceiving it as a judgment of their abilities rather than a tool for learning (Carless, 2006). Repeated exposure to negative, unclear, or overly critical feedback without guidance on how to improve can lead to learned helplessness (Dweck, 1986). These students may also become overly dependent on praise, seeking only positive reinforcement rather than engaging with constructive criticism (Hyland & Hyland, 2001).

### **2.6.3 Cultural Background**

Cultural background contributes in students' expectations and emotional responses to teacher feedback. In collectivist cultures (e.g., many Asian, Middle Eastern, and Latin American societies), direct criticism is often seen as face-threatening and can lead to embarrassment or disengagement (Brown & Levinson, 1987). Students from these backgrounds may prefer softened, indirect feedback that minimizes confrontation, such as hedged suggestions ("You might consider revising this section") rather than direct correction ("This is incorrect") (Hyland & Hyland, 2001). However, overly indirect feedback may lead to confusion, as students may struggle to identify the exact areas for improvement (Cheng, 2008). Conversely, in individualistic cultures (e.g., the U.S., Canada, Germany, the Netherlands), feedback is expected to be explicit and direct, as students see critique as an essential part of academic growth (Carless, 2015). Learners from these backgrounds tend to respond positively to clear, unambiguous corrections and may find indirect feedback frustrating or unhelpful (Hyland, 2019).

### **2.7 The Importance of Effective Feedback**

Effective feedback plays a crucial role in facilitating student learning and self-regulation. It enables students to monitor, evaluate, and regulate their learning process, making them more independent learners (Ferguson, 2011). By receiving constructive feedback, students can recognize areas for improvement and make necessary adjustments to their learning strategies. Moreover, feedback ensures that students understand performance expectations, helping them align their efforts with academic standards (Sadler, 1989).

In addition to guiding learning, feedback enhances students' ability to engage in self-assessment and reflection. When learners are encouraged to evaluate their progress, they can

identify gaps between their expected and actual performance (Nichol & Dick, 2006). This process fosters self-regulated learning, where students take an active role in their educational development. By promoting reflection, feedback empowers students to become more responsible for their own learning, ultimately improving their academic performance (Boud, 1995).

Providing high-quality information about student learning is another essential function of effective feedback. Teachers serve as a critical source of external feedback, offering insights that students may not be able to recognize on their own. By delivering clear, specific, and actionable feedback, educators help students track their progress and make informed decisions about their learning strategies (Boud, 2000). This process not only benefits students but also ensures that instructional methods remain aligned with learners' needs.

Encouraging peer dialogue in the feedback process enhances its effectiveness. Feedback should not be viewed as a one-way transmission of information but rather as an interactive process that allows students to engage in discussions about their performance (Nichol & Dick, 2006). When students actively participate in interpreting feedback, they gain a deeper understanding of their strengths and areas for improvement. This approach fosters a more collaborative learning environment and ensures that feedback is comprehensible and useful.

Motivation and engagement are also significantly influenced by the quality of feedback.

Constructive feedback inspires positive motivational beliefs and boosts students' confidence in their abilities (Nichol & Dick, 2006). When feedback highlights both strengths and areas for growth, students are more likely to view it as an opportunity for improvement rather than criticism. Additionally, incorporating low-stakes assessments with formative feedback fosters a growth mindset, encouraging students to persist in their learning efforts.

A key objective of effective feedback is to bridge the gap between students' current performance and their desired academic outcomes. Feedback provides learners with opportunities to refine their work and develop their skills progressively (Sadler, 1989). For feedback to be truly impactful, students must be given a chance to act on it, such as by revising their assignments or completing similar tasks that allow them to demonstrate improvement (Boud, 2000). This process ensures that feedback leads to tangible learning gains.

Beyond benefiting students, feedback is also valuable for teachers, as it helps them improve their instructional practices. By assessing student responses to feedback, educators gain insights into learners' progress and challenges, allowing them to tailor their teaching strategies accordingly (Yorke, 2003). Effective feedback practices enable teachers to create a more responsive and student-centered learning environment, ultimately enhancing the overall educational experience.

The way feedback is delivered also has a significant impact on student learning. Feedback should be framed in a positive and encouraging manner to maintain student motivation (Piccinin, 2003). While it is essential to highlight areas for improvement, overly critical feedback can be discouraging. Instead, feedback should emphasize constructive suggestions that guide students toward success, ensuring they remain engaged and receptive to learning.

The timing and quantity of feedback also influence its effectiveness. Overloading students with excessive feedback can be overwhelming and counterproductive (Brinko, 1993). Teachers should focus on the most important aspects of student performance, ensuring that feedback is concise, relevant, and actionable. By prioritizing key learning objectives, educators can prevent students from feeling disengaged or discouraged by an excessive amount of feedback.

## Conclusion

In conclusion, feedback is a vital element in the learning process, providing learners with essential information that fosters positive change and supports their academic perseverance. In education, meaningful learning cannot occur without feedback, regardless of its type. However, in the context of foreign language teaching and learning, the development of oral skills is particularly crucial for language acquisition. Given its significance, teachers emphasize the use of oral feedback in the classroom, as it not only draws attention to students' errors but also facilitates their improvement in speaking skills, ultimately enhancing their overall language proficiency.

# Chapter Three

## Field Work

## **Introduction**

The preceding two chapters have reviewed the literature concerning the role of teacher feedback in enhancing EFL learners' oral performance, the challenges they encounter throughout the learning process, and the instructional strategies employed by teachers during various speaking activities. This chapter presents and analyzes data from student and teacher questionnaires to examine students' behavior and challenges during oral tasks, as well as teachers' views on student responses to feedback and their role regarding students' oral performance. The analysis aims to address the research questions and test the hypotheses regarding the impact of teacher feedback on students' speaking skills.

### **3.1 Research Design**

This study employs a qualitative research approach to investigate the impact of teachers' feedback on EFL learners' speaking skills. A qualitative design allows for the exploration of participants' experiences, perceptions, and beliefs concerning feedback practices within the context of listening and speaking activities. Specifically, a case study of First Year LMD at Biskra University was chosen to provide an in-depth description of teacher-student interactions at Mohamed Kheider University of Biskra, focusing on the role of feedback in supporting students' oral proficiency.

This design supports the collection of rich, descriptive data through open-ended questionnaires administered to both first year students and listening and speaking teachers. By understanding feedback practices and their influence on students' performance, the research seeks to identify patterns, challenges, and opportunities related to speaking skill development.

#### **3.1.1 Participants**

The participants in this study consist of first-year EFL students and teachers of the oral expression module at Mohamed Kheider University of Biskra. The student participants were selected because they are in the early stages of language development and are more likely to be affected by the nature and quality of feedback provided. The teachers were chosen due to their direct involvement in instructing and assessing students' speaking skills, making their insights particularly valuable to the study.

### **3.1.2 The population of the study**

The population of the study consists of first-year LMD students and teachers of the listening and speaking module in the English Department at Mohamed Kheider University of Biskra, totaling approximately 827 students and 6 teachers during the academic year 2024/2025. This population was selected because the students are newly introduced to formal speaking practice and are highly dependent on teacher guidance and feedback for their improvement.

### **3.1.3the Sample of the Study**

A sample of 100 students and 6 listening and speaking teachers was selected for this study. The student participants were chosen to present different groups to ensure diverse perspectives and experiences. The teachers were selected based on their involvement in teaching the listening and speaking module and their familiarity with students' strengths and weaknesses. This sample is considered sufficient to represent the population and to provide detailed qualitative data.



### **3.2 Analysis of Data Collection Tools and Procedures**

To collect the necessary data, the study utilized semi-structured questionnaires designed for both students and teachers. These instruments were chosen to allow participants the freedom to express their thoughts while ensuring the data remained focused on key research objectives. The questionnaires included both closed and open-ended questions.

#### **3.2.1 Students' Questionnaire**

A questionnaire is a research instrument consisting of a series of questions designed to gather information from respondents

##### **3.2.1.1. Objectives of the Questionnaire**

The students' questionnaire aimed to:

- Identify the main challenges students face in speaking English.
- Recognize the frequency, type, and perception of teacher feedback.
- Understand students' reactions and preferences regarding oral feedback.

##### **3.2.1.2. Sample of the Questionnaire**

The sample included 100 first-year students from the English Department. Participants were from various groups to ensure representation across different backgrounds and proficiency levels.

##### **3.2.1.3 Description of the Questionnaire**

The students' questionnaire was divided into three main sections. Section One contained five questions focused on gathering background information, including students' gender, age,

reasons for choosing to study English, their self-assessed level of English, and their motivation for learning the language. Section Two included seven questions aimed at exploring students' perspectives on speaking as a skill, the perceived importance of the oral expression module, and the challenges they face during speaking activities. This section also examined students' preferences for oral activities, their interactions with teachers, their responses to corrective feedback, and the strategies they use to overcome speaking difficulties. Section Three consisted of seven questions designed to obtain insights into the nature of teachers' feedback, including whether teachers provide correction, the appropriateness and timing of the feedback, and how students perceive its effectiveness. It concluded with an open-ended item that allowed students to offer suggestions or personal views for improving their oral performance.

#### **3.2.1.4 Administration of the Questionnaire**

The questionnaire was administered using Google Forms, which provided a practical means for distributing and collecting responses. This method enabled participants to complete the questionnaire online at their convenience and allowed for organized data collection. The form was shared with students and teachers through commonly used digital platforms. Using Google Forms also supported the efficient handling of responses and helped maintain participant anonymity.

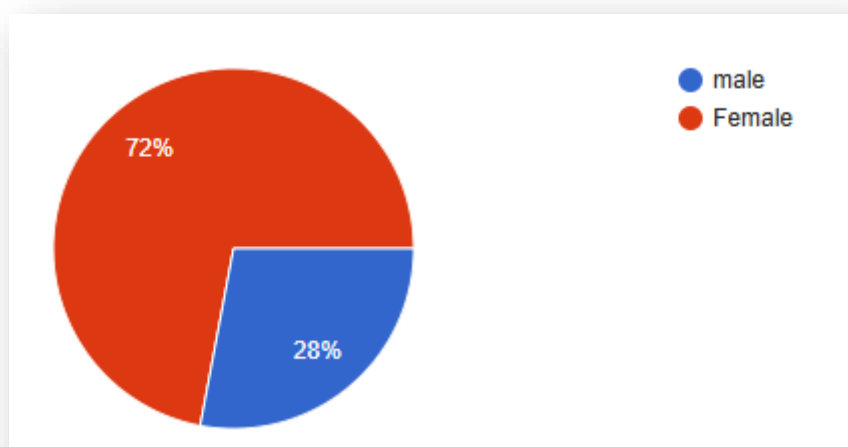
### 3.2.1.5 Analysis of Students' Questionnaire

#### Section one: Background Information

##### Question 1: Gender

**Table 01: Students' Gender**

Percentage	Frequency	Options
72%	72	Female
28%	28	Male
100%	100	Total



**Graph 01: Students' Gender**

According to the table the female participants are 72%, while male participants are 28%, which indicates that the sample is predominantly female which means that females are more interested and motivated during classroom activities.

**Question 02:Students' Age.****Table 02: Students' Age**

Percentage	Frequency	Options
54%	54	<b>20</b>
20%	20	<b>22</b>
26%	26	<b>24</b>
100%	100	<b>Total</b>

From the table above we notice that student's age varies between twenty and twenty-four. The majority of participants are in their early twenties; this age group is often still developing their oral performance in English. As learners mature (ages twenty-two and twenty-four) may gain more exposure to diverse speaking activities, which can lead to greater fluency and confidence.

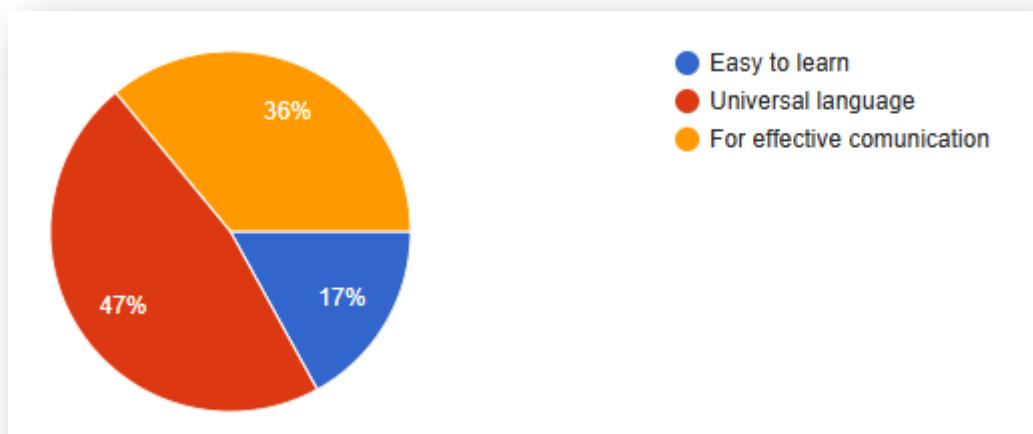
**Question 03:Students' Choice to Study English at the University****Table 03: Students' Choice to Study English at the University**

Percentage	Frequency	Options
95%	95	<b>Personal</b>
5%	5	<b>Imposed</b>
100%	100	<b>Total</b>

The overwhelming majority of students chose to study English voluntarily. This suggests high intrinsic motivation among learners, which may influence how they receive and apply feedback. 5% of students were forced to study English at the university by their parents for personal reasons.

Overall, the high rate of personal choice among learners suggests a classroom environment conducive to feedback-driven improvement in speaking skills, where students are likely to value teacher input as a path to mastering oral performance.

#### **Question 04: Students' Reasons for Choosing to Study the English Language**



**Graph 02: Students' Reasons for Choosing English**

The most of participants cited reason for choosing to study English is its status as a universal language (47%), followed by its use for effective communication (35%). Only a minority (18%) considered it easy to learn.

This indicates that learners are motivated primarily by global applicability and practical usage rather than perceived simplicity. Such learners are likely to appreciate feedback that enhances their ability to communicate effectively and understand global English norms.

This also aligns with instrumental motivation in second language acquisition theory (Gardner, 1985), where learners aim to gain tangible benefits from language learning.

#### **Question 05: Students' Level in English**

**Table 04: Students' Level in English**

<b>Percentage</b>	<b>Frequency</b>	<b>Options</b>
20%	20	Very good
45%	45	Good
32%	32	Average
3%	3	Poor
100%	100	Total

The majority of students 65% perceive their English proficiency as either good or very good, while 32% consider themselves average, and only 3% feel their level is poor. This distribution suggests that most learners possess a solid foundation in English. Learners with an average level 32% may show hesitation in oral tasks, especially spontaneous speaking. They often need structured feedback that balances correction with encouragement, while the small percentage of students 3% who self-identify as poor in English might avoid participation in oral tasks due to anxiety or low self-esteem.

#### **Section 02: Speaking Skill**

**Question 06: Students' Confidence****Table 05: Students' Confidence**

<b>Percentage</b>	<b>Frequency</b>	<b>Options</b>
<b>12%</b>	<b>12</b>	<b>Very confident</b>
<b>47%</b>	<b>47</b>	<b>Confident</b>
<b>36%</b>	<b>36</b>	<b>A little confident</b>
<b>5%</b>	<b>5</b>	<b>Not confident</b>
<b>100%</b>	<b>100</b>	<b>Total</b>

While the majority of participants (59%) report being confident and very confident, a significant portion still experience low to moderate confidence in speaking English.

Confidence is a key factor affecting students' willingness to engage in oral tasks. The 12% who are likely to participate actively in speaking tasks, while the 5% who are not confident are at high risk of oral communication avoidance which means that they require a highly supportive feedback during speaking activities.

**Question07: Perceptions of English Language Difficulty**

**Table 06: Perceptions of English Language Difficulty**

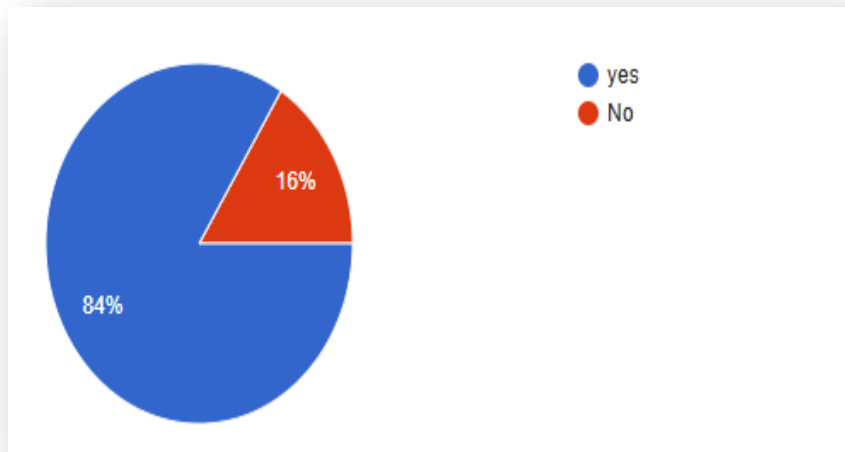
<b>Percentage</b>	<b>Frequency</b>	<b>Options</b>
<b>39%</b>	<b>39</b>	<b>Difficult</b>
<b>10%</b>	<b>10</b>	<b>Very difficult</b>
<b>45%</b>	<b>45</b>	<b>Easy</b>
<b>6%</b>	<b>6</b>	<b>Very easy</b>
<b>100%</b>	<b>100</b>	<b>Total</b>

According to the results from the table above, 45 % consider English as an easy language comparing to other language. 39% of the participants view English difficult language because they might struggle more with speaking spontaneously, forming accurate sentences, or retrieving vocabulary during oral tasks. 6% of students consider that English is very easy because they think that English grammar rules are easy than French, while 10% of them think that English is very difficult due to lack of using it outside the classroom.

#### **Question08: Students' Opinions about the Importance of Listening and Speaking**

#### **Module**

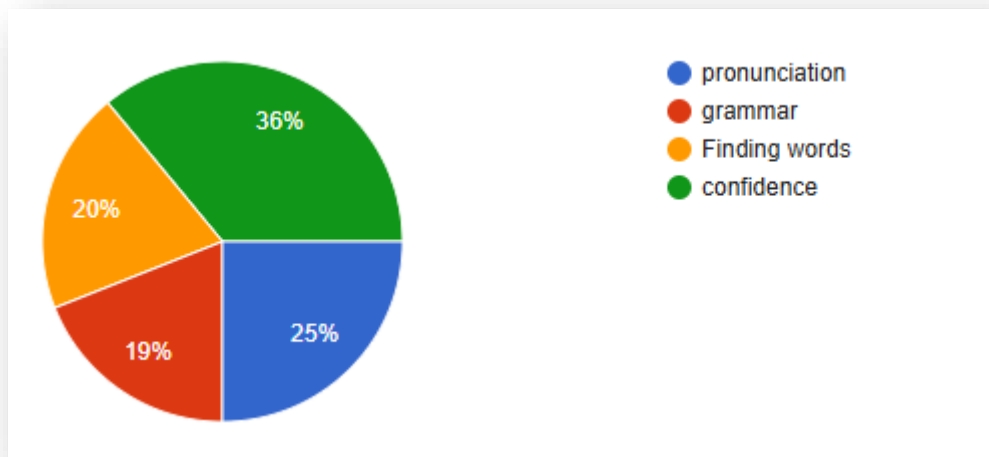




**Graph 03: Students' Opinions about the Importance of Listening and Speaking Module in Learning English**

A significant majority (87%) of students believe that the listening and speaking module is important. This strong level of agreement reflects a collective awareness of the role that speaking skills play in mastering English as a foreign language. They believe that listening and speaking module could improve their oral performance, pronunciation, and express their ideas fluently. However 13% of the participants prefer the written expression part over oral expression because they feel nervous speaking in front of classmates during class activities.

**Question 09: Students' Difficulties during Speaking Activities.**



**Graph 04: Students' Difficulties during Speaking Activities**

According to the table above, the largest proportion of students 36 % cite lack of confidence as their primary difficulty in speaking English. This suggests that psychological factors, such as fear of making mistakes or speaking in front of others, hinder participation in oral tasks. A quarter 25% of students struggle with pronunciation, which could directly impacts oral intelligibility and fluency, while 20% of learners faced lack of vocabularies and 19% of them identify grammar as the difficult part in speaking.

### **Section three: Teachers' Feedback**

#### **Question 10: Students' Opinion about Teacher's Correction during Speaking**

**Table 07: Students' Opinion about Teacher Correction during Speaking**

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

The table shows that the majority of participants (91%) experience some form of correction from their teacher during speaking activities, while a smaller portion (9%) report that their teacher does not correct their mistakes.

**Question 11: Students' Opinions about Receiving Feedback from Teacher during Speaking Tasks.**

**Table 08: Students' Opinion about Receiving Feedback from Teacher during Speaking Tasks**

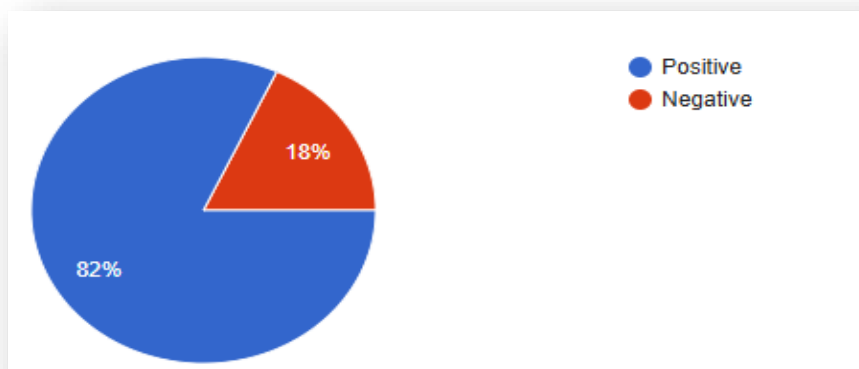
Percentage	Frequency	Options
5%	5	Never
16%	16	Rarely
47%	47	Sometimes
32%	32	Often
100%	100	Total

According to the table and the graph, students reported varying experiences regarding the frequency of teacher feedback on their speaking. A majority of respondents 47% indicated that they sometimes receive feedback, while 32% stated that they often receive it. A smaller portion of students reported receiving feedback rarely 16%, and a few 5% noted that they never receive feedback on their speaking. These figures suggest that while feedback is a common element of the classroom experience for most learners, the regularity and consistency of its delivery may differ across students or instructional contexts.

**Question 12: Students' Possibility to Deal with Problems or Mistakes****Table 09: Students' Possibility to Deal with Problems or Mistakes**

Percentage	Frequency	Options
33%	33	Yes
5%	5	No
62%	62	I need the teacher
100%	100	Total

The majority of students 62% report that they need the teacher's help when dealing with problems and mistakes, while 33% feel they can rely on themselves by using dictionaries or asking friends without getting help from teachers to enhance their level of proficiency, while a small portion 5% indicate they cannot manage without assistance because they lack self-confidence .

**Question 13: Students' Opinion towards Teacher that Never Intervenes in Their Problems.**

### **Graph 05: Students' Opinion towards Teacher that Never Intervenes in Their Problems**

The majority of students (82%) expressed a negative opinion toward teachers who do not intervene to help them with their problems because they value active teacher, especially when they encounter difficulties during speaking activities. Teacher intervention is likely associated with clarifying misunderstandings, providing immediate support, and offering corrective feedback, while only 18% held a positive view of this approach.

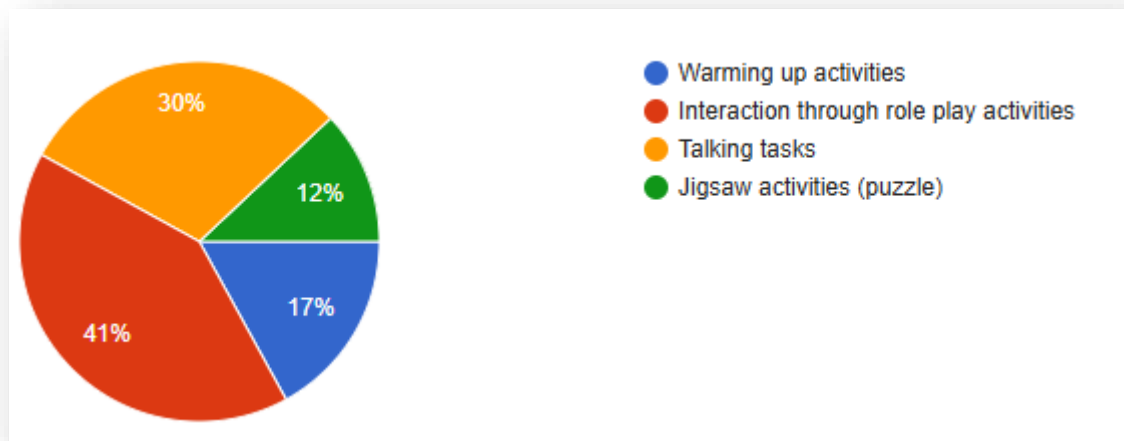
#### **Question14: Teacher's Interaction with Learners.**

**Table10: Teachers' Interaction with Learners**

<b>Percentage</b>	<b>Frequency</b>	<b>Options</b>
<b>83%</b>	<b>83</b>	<b>Motivating</b>
<b>17%</b>	<b>17</b>	<b>Discouraging</b>
<b>100%</b>	<b>100</b>	<b>Total</b>

According to the graph a significant majority of students (83%) describe their teacher's interaction as motivating because teacher's interaction could increase their confidence, raise their willingness to take risks in spoken communication and improve students' participation in the classroom. However, a smaller group 17% perceives feedback as discouraging because they feel anxious and uncomfortable when the teacher talked to them.

#### **Question 15: Speaking Activities that Students Prefer**



**Graph 06: Speaking Activities that Students Prefer**

According to the results, 36.4% of the participants preferred role-play activities, as they enable learners to use the language in a comfortable and interactive manner, allowing them to engage with their peers. Meanwhile, 31.8% of students favored talking tasks, appreciating the opportunity to freely express their ideas and opinions. In contrast, 18.2% of respondents indicated a preference for warming-up activities, noting that these tasks help them recall the content of the previous session. Lastly, 13.6% of participants enjoyed puzzle-based activities, as these require them to use various resources, such as dictionaries, to search for appropriate vocabulary.

**Question 16: Students' Opinions about the Situations When the Teacher Gives Them Feedback.**

**Table 11: Students' Opinions about the Situations when the Teacher Gives Them Feedback.**

Percentage	Frequency	Options

<b>23%</b>	<b>23</b>	<b>First language transfer</b>
<b>20%</b>	<b>20</b>	<b>Grammatical mistakes</b>
<b>48%</b>	<b>48</b>	<b>Pronunciation mistakes</b>
<b>9%</b>	<b>9</b>	<b>All of them</b>
<b>100%</b>	<b>100</b>	<b>Total</b>

The data reveals that 48% of the participants received feedback from their teachers on pronunciation mistakes. This type of feedback was perceived positively, as it did not negatively impact their performance but instead helped them build greater confidence in speaking. On the other hand, 23% of learners indicated that they received feedback related to first language transfer. These students expressed that their freedom to choose English as a field of study contributed to their rich vocabulary knowledge, potentially influencing their ability to manage such transfer issues effectively. Additionally, 20% of the participants reported receiving feedback on grammatical mistakes—the lowest percentage. This may be linked to the nature of sentence structure in oral tasks, where grammatically restricted forms may convey only a limited range of meanings, and therefore, may not be the primary focus of corrective feedback during spontaneous speech. Only 9% of the participants reported receiving feedback on all types of mistakes mentioned (pronunciation, grammar, and first language transfer), which made them more active and confident in class participation.

#### **Question17: Any other Suggestions or Points of View from Students.**

All the informants neglected this question

### **3.2.1.6 Discussion of the Students Questionnaire**

#### **Section One: Background Information**

The students' questionnaire was administered to 100 first-year EFL students at Mohamed Kheider University of Biskra. The aim was to gather insights into learners' experiences with speaking activities, their challenges, and their perceptions of teacher feedback. The demographic data revealed that the sample was predominantly female (72%) and largely composed of students aged between 20 and 24. This age group, being in the formative phase of academic and linguistic development, is typically more receptive to feedback and teacher guidance. A substantial majority (95%) of the participants indicated that they had voluntarily chosen to study English, reflecting a high degree of intrinsic motivation. This form of motivation is often associated with greater engagement and openness to learning interventions such as teacher feedback. In terms of reasons for studying English, 47% of students cited its global relevance, while 36% mentioned its utility for communication purposes. These responses suggest that most students are driven by practical, instrumental motivations rather than purely academic or theoretical interests.

#### **Section Two: Speaking Skill**

Concerning students' self-assessed proficiency in English, 45% rated their level as "good," 32% as "average," and only 3% described their level as "poor." These self-evaluations are significant, as perceived language competence often influences students' confidence and participation in oral activities. When asked about their speaking confidence, 47% of students reported feeling confident, while 36% indicated limited confidence, and 5% stated they lacked confidence entirely. These results highlight the critical role of teacher support in nurturing students' self-assurance and reducing anxiety during speaking tasks. In terms of perceived



difficulty, 39% of the students considered English a difficult language, and 10% found it very difficult. However, 45% believed it was easy. This divergence in responses reflects the heterogeneity in students' learning experiences and linguistic backgrounds. A strong majority (87%) affirmed the importance of the oral expression module, indicating that speaking is perceived as a key component of language acquisition. The analysis of challenges encountered in speaking revealed that lack of confidence was the most significant barrier (36%), followed by pronunciation issues (25%), difficulties with vocabulary retrieval (20%), and grammar problems (19%). These findings point to both linguistic and psychological obstacles affecting students' oral performance.

### **Section Three: Teachers' Feedback**

With regard to teacher feedback, 91% of students confirmed that their teachers provided correction during speaking activities, which indicates that feedback is a regular practice in the classroom. However, the frequency of feedback varied, with 47% reporting that they received it "sometimes" and 32% stating "often." This variation suggests that feedback practices may not be uniformly implemented across classes or instructors. Additionally, 62% of students stated that they relied on the teacher's help to address errors, while 33% believed they could manage independently. This reliance on teacher intervention underscores the need to cultivate learner autonomy in managing speaking difficulties. When asked about their views on teachers who do not offer assistance, 82% expressed a negative opinion, suggesting that students expect active and supportive engagement during oral activities. Moreover, 83% of students described their teachers' feedback as motivating, further emphasizing the positive impact of effective feedback on learners' classroom participation and confidence.

Regarding preferred speaking activities, 36.4% of students favored role plays, followed by talking tasks (31.8%), warming-up activities (18.2%), and jigsaw activities (13.6%). These

preferences indicate that students are more engaged in interactive and communicative classroom formats. In terms of the focus of teacher feedback, 48% of students reported receiving correction primarily on pronunciation, followed by feedback on first language transfer (23%) and grammar (20%). Only 9% indicated that teachers addressed all areas collectively. This emphasis on pronunciation reflects its perceived importance in achieving comprehensibility and fluency in oral communication. An open-ended question was included to allow students to offer suggestions for improving their oral performance; however, it received no responses. This lack of engagement could be attributed to uncertainty, time limitations, or unfamiliarity with providing reflective input. Despite this, the structured responses offer meaningful insights into students' attitudes toward teacher feedback and its influence on their speaking development.

### **3.2.2 Teacher's Questionnaire:**

#### **3.2.2.1. Objectives of the Questionnaire**

The teacher questionnaire aimed to:

- Investigate the strategies used for delivering feedback.
- Understand teachers' perceptions of students' oral performance.
- Assess how teachers perceive the effects of their feedback on students' speaking.

#### **3.2.2.2. Sample of the Questionnaire**

The sample included 6 listening and speaking teachers from the Department of English, all of whom had varying years of experience teaching listening and speaking courses.

#### **3.2.2.3. Description of the Questionnaire**

The students' questionnaire was divided into three main sections. Section One contained five questions focused on gathering background information, including students' gender, age, reasons for choosing to study English, their self-assessed level of English, and their motivation for learning the language. Section Two included seven questions aimed at exploring students' perspectives on speaking as a skill, the perceived importance of the oral expression module, and the challenges they face during speaking activities. This section also examined students' preferences for oral activities, their interactions with teachers, their responses to corrective feedback, and the strategies they use to overcome speaking difficulties. Section Three consisted of seven questions designed to obtain insights into the nature of teachers' feedback, including whether teachers provide correction, the appropriateness and timing of the feedback, and how students perceive its effectiveness. It concluded with an open-ended item that allowed students to offer suggestions or personal views for improving their oral performance.

#### **3.2.2.4. Administration of the Questionnaire**

Teachers were contacted directly and given printed copies of the questionnaire. Some returned the completed forms immediately, while others took up to two weeks. Participation was voluntary and anonymous. Once collected, the responses were entered into Google Forms to facilitate data organization and analysis.

### **3.3 Analysis of Data Collection Tools and Procedures**

The collected data were described qualitatively. Responses to open-ended questions were read repeatedly, categorized thematically, and interpreted based on emerging patterns. Common themes regarding teacher feedback practices and their impact on speaking

performance were identified. Descriptive statistics (percentages and frequencies) were used to present the results of closed-ended items in tables and graphs for clarity.

### **Question01: Teachers' Qualifications**

**Table 12: Teachers' Degrees and Qualifications**

Percentage	Frequency	Options
00%	00	BA
00%	00	M
100%	6	PHD
100%	6	Total

The table has shown that the teachers' degrees are all the same 100% doctorate (PHD).

### **Question02: Teacher's Period of Teaching Listening and Speaking Course.**

**Table13: Teacher's Period of Teaching Listening and Speaking Course**

Percentage	Frequency	Options
00%	00	1-5 years
50%	3	5-10 years

50%	3	More than 10 years
100%	6	Total

According to the graph 50% are experienced between (5-10years),and 50% reflects more than 10 years.

### **Section two: Feedback**

#### **Question03: Teacher's Interaction with Learners during Learning Process.**

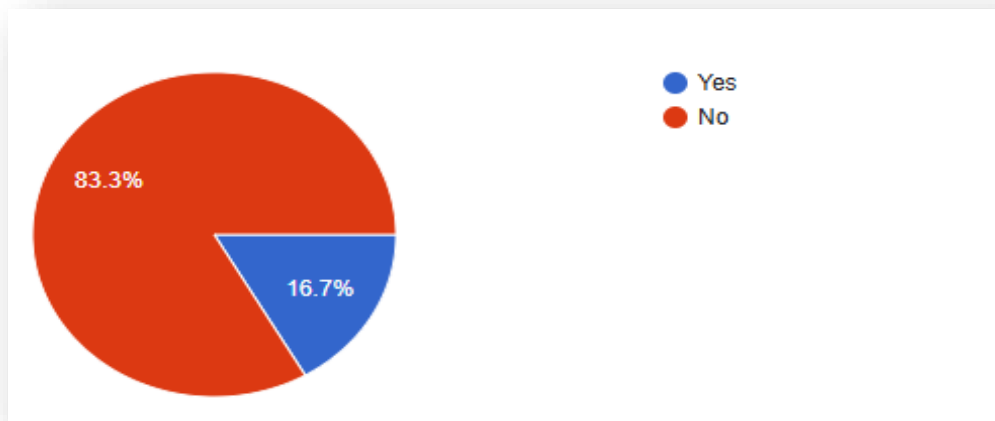
**Table14: Teacher's Interaction with Learners during Learning Process**

<b>Percentage</b>	<b>Frequency</b>	<b>Options</b>
<b>100%</b>	<b>6</b>	<b>Yes</b>
<b>00%</b>	<b>00</b>	<b>No</b>
<b>100%</b>	<b>6</b>	<b>Total</b>

Based on the table and the graph, 100% of teachers indicated that there is interaction between them and their students during the learning process.

The unanimous affirmation by all participating teachers that interaction occurs during the learning process highlights the central role of teacher-student communication in the classroom. This finding suggests that educators recognize interaction as an integral component of effective pedagogy, particularly in language learning contexts where communicative competence is crucial.

#### **Question 04:The Sufficient Time Allocated for Listening and Speaking Course.**

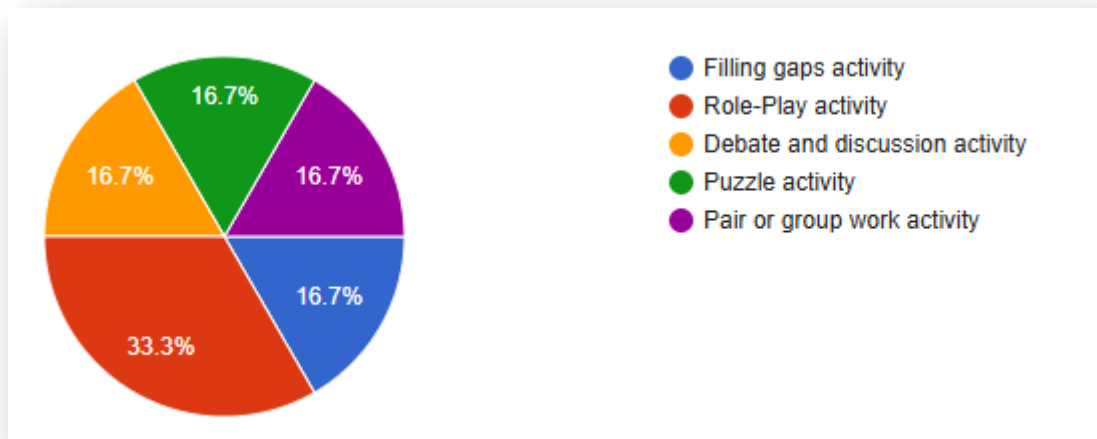


**Graph 07: The Sufficient Time Allocated for Listening and Speaking Course**

The majority of teachers (83.3%) believe that the time allocated for the listening and speaking course is not sufficient to improve students' speaking skills, while only 16.7% consider the allotted time to be adequate.

Insufficient classroom time may hinder students' opportunities for meaningful oral practice, interaction, and feedback. The teachers' perception of time insufficiency may also be influenced by practical challenges such as large class sizes, curriculum overload, or emphasis on exam-oriented instruction, all of which can reduce the effectiveness of the course in enhancing oral skills.

**Question 05: The Different Activities that Teachers Give to Students during Listening and Speaking Session.**



**Graph08: The Different Activities that Teacher's Give to Students during Listening and Speaking Session**

The distribution of responses regarding oral activities used during listening and speaking session reflects a variety of instructional strategies aimed at enhancing students' speaking skills. The most frequently mentioned activity is role play (33.3%), which suggests that teachers value this method for its ability to simulate real-life communication and encourage active student participation. The remaining activities—filling gaps activity, debate and discussion activity, puzzles activity, and pair or group work activity—each account for 16.7% of responses.

**Question 06: Teacher's Opinion about the Common Errors that Learners Make during Learning Process.**

**Table 15: Teacher's Opinion about the Common Errors that Learners Make during Learning Process**

Percentage	Frequency	Options
16.7%	1	Lack of vocabulary
00%	00	Fear of making mistakes
50%	3	Poor pronunciation
00%	00	Low confidence
00%	00	Difficulty organizing ideas
16.7%	1	Limited grammar knowledge
16.7%	1	Anxiety and shyness
100%	6	Total

The data in table 22 reveal that the most commonly observed error among learners during the speaking process is poor pronunciation, reported by 50% of the teachers (3 out of 6 respondents). This suggests that pronunciation remains a primary challenge in EFL contexts, potentially hindering intelligibility and communicative effectiveness.

In contrast, lack of vocabulary, limited grammar knowledge, and anxiety and shyness were each identified by 16.7% of the participants (1 out of 6). These responses indicate that, while not as prominent as pronunciation issues, linguistic limitations and affective factors still contribute to learners' speaking difficulties.

Interestingly, none of the respondents selected fear of making mistakes, low confidence, or difficulty organizing ideas, which are often cited in related studies as common speaking barriers. The absence of these responses in this context might reflect either a different classroom dynamic or a teaching approach that successfully minimizes these issues.



**Question 07: The Way Teachers Correct Students' Errors**

Teacher 1 indicated a preference for peer correction.

Teacher 2 stated that they correct students themselves but also rely on peer correction.

Teacher 3 noted that the method of correction depends on the type of error.

Teacher 4 explained that they typically provide correction but also encourage self-correction or peer correction, depending on the nature of the error.

Teacher 4 stated that he prefer self-correction

Teacher 6 neglected the question

the responses indicate that most teachers adopt a context-dependent and varied correction approach, recognizing that effective feedback must be responsive to the learning moment, the learner's needs, and the communicative goals of the activity, they assume that effective feedback depends on several factors, such as when the mistake occurs, how serious it is, the learner's level and needs, and the purpose of the speaking activity.

**Section 03: Speaking Skill.****Question 09: Teachers' Opinions about the Effect of the Absence of the Teachers' Feedback on the Learners' Level.**

Four teachers did not respond to the question regarding the effect of the absence of teacher feedback on students' speaking performance.

Teacher 1 clearly stated that the lack of teacher feedback would negatively impact learners' progress, likely leading to a decline in their language level.

Teacher 2 strongly agreed, emphasizing that feedback is essential for building students'

knowledge and enhancing their speaking skills. They added that the teacher serves as a model in class, especially in terms of correct pronunciation and vocabulary use, and that learners depend on this guidance to avoid fossilizing errors and to stay motivated.

Although only two teachers responded to this question, their answers reflect a shared belief in the critical importance of teacher feedback for learners' development in speaking skills. Both teachers asserted that the absence of feedback would lead to a deterioration or stagnation in learners' language competence. This suggests that feedback is not viewed as an optional or supplementary component of language teaching but as an integral part of the learning process.

#### **Question10: The Learners' Reaction to Teachers' Feedback.**

Teacher 1 and Teacher 2 noted that although some students attempt to correct themselves after receiving feedback, they often continue repeating the same mistakes.

Teacher 3 described students' reactions to feedback as generally positive.

Teacher 4 and Teacher 5 observed that most students do not mind receiving teacher feedback and tend to accept it without resistance.

Teacher 6 indicated that learners usually respond positively to feedback because they understand it. However, in rare cases, some students perceive feedback negatively, especially if it comes across as criticism or sarcasm, which may lead to decreased participation in classroom activities.

The responses from teachers indicate that learners' reactions to speaking feedback are mixed, with a generally positive attitude but some challenges. Four out of six teachers acknowledged that although some students are willing to correct their mistakes, they often struggle to implement the correction effectively, resulting in repeated errors. This may

reflect a lack of metalinguistic awareness, limited proficiency, or insufficient practice and reinforcement.

At the same time, several teachers emphasized that students generally perceive feedback constructively, understanding its role in helping them develop speaking proficiency. However, as Teacher 6 pointed out, there are occasional negative reactions to feedback, particularly when it is interpreted as criticism or sarcasm. Such perceptions can lead to decreased motivation and reduced classroom engagement.

Overall, the majority of students react positively to teacher feedback on speaking, its effectiveness is influenced by both learner attitudes and the manner in which feedback is delivered. Teachers must therefore be sensitive to learners' emotional responses and adapt their feedback strategies to ensure they remain constructive, motivating, and pedagogically effective.

### **Question 11: Teachers' Opinion Regarding the Importance of Speaking Skill**

**Table 16: Teachers' Opinion Regarding the Importance of Speaking Skill Compared to the Other Learning Skills**

Percentage	Frequency	Options
66.7%	4	Very important
33.3%	2	Important
00%	00	Neutral
00%	00	Less important
00%	00	Not important at all
100%	6	Total

The table demonstrates that a clear majority of teachers (66.7%, or 4 out of 6 respondents) consider speaking to be very important in comparison to the other language skills (listening, reading, and writing), while the remaining 33.3% (2 out of 6) classify it as important. Notably, none of the participants selected neutral, less important, or not important at all, indicating a unanimous consensus on the essential role of speaking in language learning.

This strong emphasis on speaking reflects the communicative orientation of modern language pedagogy, in which oral proficiency is regarded as a key indicator of language competence. Speaking is often prioritized because it enables learners to engage in real-time, meaningful communication and to express their thoughts, emotions, and ideas in a second language.

#### **Question 12: Frequency of Feedback on Students' Speaking Performance**

**Table 17: Frequency of Feedback on Students' Speaking Performance**

Percentage	Frequency	Options
83.3%	5	Always
16.7%	1	Sometimes
00%	00	Rarely
00%	00	Often
00%	00	Never
100%	6	Total

The table and the graph show that a substantial majority of teachers (83.3%) always provide feedback on students' speaking, while 16.7% do so sometimes. This indicates a strong commitment among educators to offering consistent oral feedback, which is essential for guiding learners toward improved performance. The predominance of regular feedback also reflects awareness of its formative value, particularly in EFL contexts where learners benefit from immediate and constructive responses to their spoken output.

However, the small proportion of teachers who only sometimes provide feedback do so due to constraints such as limited class time, high student numbers, or a desire to maintain student fluency without frequent interruption. This highlights the need to balance accuracy-oriented correction with fluency development, as overly frequent correction may hinder students' willingness to speak.

### **Question 13: Timing of Feedback on Students' Speaking**

**Table18: Timing of Feedback on Students' Speaking**

Percentage	Frequency	Options
66.7%	4	<b>Immediately during speaking activity</b>
33.3%	2	<b>After the activity ends</b>
00%	00	<b>During individual conferences</b>
00%	00	<b>At the end of the lesson</b>
00%	6	<b>Total</b>

The data in the table show that a majority of teachers 66.7%, or 4 out of 6 respondents provide feedback immediately during the speaking activity, while the remaining 33.3%, or 2 out of 6 give feedback after the activity ends. No participants selected during individual conferences or at the end of the lesson, indicating a strong preference for immediate or near-immediate feedback practices within classroom interaction.

The preference for immediate feedback during the speaking activity reflects an approach aimed at real-time correction and support, enabling learners to recognize and address errors as they occur. This method aligns with Lyster and Ranta's (1997) corrective feedback model, which emphasizes the benefits of immediate responses in drawing attention to linguistic form without significantly disrupting communicative flow.

### **3.3.1 Discussion of the Teachers Questionnaire**

#### **Section One: Professional Background**

The teachers' questionnaire was distributed to six instructors teaching the listening and speaking module to first-year EFL students at Mohamed Kheider University of Biskra. Its primary purpose was to explore their perceptions of students' speaking performance, the

challenges learners encounter, and the nature and effectiveness of the feedback provided during oral activities. All participating teachers held doctoral degrees (PhDs) and had significant teaching experience. Three of them reported having between five and ten years of experience, while the remaining three had been teaching for over ten years. This level of expertise indicates a highly experienced sample, whose perspectives offer reliable insights into EFL teaching practices and learner needs.

### **Section Two: Classroom Interaction and Time Allocation**

The analysis revealed that all six teachers (100%) reported engaging in regular interaction with students during speaking activities, confirming that teacher-student communication is a core component of oral expression classes. However, the majority of respondents (83.3%) believed that the time currently allocated for the module was insufficient to address students' speaking needs. Teachers cited time constraints as a major challenge in providing individualized feedback and ensuring that each student had an opportunity to participate actively. These findings suggest that structural limitations within the curriculum may affect the quality and frequency of feedback provided during speaking sessions

### **Section Three: Speaking Activities and Student Difficulties**

Teachers reported incorporating a variety of speaking activities in their classrooms, with role play being the most frequently used (33.3%). Other methods included debates, gap-filling tasks, puzzles, and group or pair work—approaches that support active learning and communicative competence. When asked about the common difficulties students face during speaking tasks, 50% of teachers identified pronunciation as the most persistent issue. Additional problems included limited vocabulary, grammatical errors, and shyness. Interestingly, none of the teachers mentioned psychological factors such as fear of

making mistakes or low confidence, which were commonly reported by students. This discrepancy may reflect differences in perception or suggest that teachers are less aware of the affective barriers students experience internally.

#### **Section Four: Feedback Strategies and Frequency**

Concerning the types of feedback provided, most teachers indicated that they adopt flexible strategies, combining direct correction, peer correction, and self-correction depending on the context. One teacher expressed a preference for peer correction, while another emphasized the importance of adjusting the feedback method based on the type of error encountered. This variety reflects an understanding that feedback should be context-sensitive, tailored to learners' proficiency levels, and adapted to specific communicative tasks. Oral feedback was reported as the dominant mode (83.3%), with only one teacher (16.7%) stating that they used written feedback. This preference for oral correction is consistent with the nature of the course, where immediate verbal feedback is often necessary to support fluency and comprehension in real time.

As for the frequency of feedback, five teachers (83.3%) stated that they always provide feedback during speaking activities, while one (16.7%) mentioned doing so occasionally. Although this suggests that feedback is generally integrated into instructional practice, the variation in responses points to some inconsistency, possibly influenced by class size, time constraints, or teaching style.

#### **Section Five: Timing and Perceived Impact of Feedback**

When asked about the timing of feedback, four teachers (66.7%) reported providing correction immediately during speaking activities, while two (33.3%) preferred to offer feedback after the task had ended. None reported giving feedback during individual



conferences or at the end of the lesson. These preferences support the view that immediate correction during oral tasks is pedagogically effective, as it draws attention to errors without significantly interrupting the flow of communication.

Regarding the impact of feedback, only two teachers explicitly responded. Both emphasized that the absence of feedback would negatively affect learners' oral development. One explained that students depend on feedback to avoid fossilizing errors, while the other highlighted the importance of offering correct linguistic models, particularly for pronunciation and vocabulary. The remaining teachers did not answer this question, which may be attributed to time limitations or uncertainty in quantifying feedback's long-term effects.

### **Section Six: Students' Reactions to Feedback**

Teachers generally described their students as receptive to feedback. Four of the six participants noted that students typically accept corrections without resistance. However, they also observed that learners do not always apply the feedback effectively, often repeating the same errors. One teacher remarked that this pattern may indicate difficulties in internalizing or operationalizing corrective input. Another pointed out that **“the way feedback is delivered**—especially if it is perceived as harsh or sarcastic—can impact students' emotional responses and willingness to participate”. These insights underscore the importance of tone and approach in maintaining student motivation and fostering a supportive learning environment.

### **3.4 Synthesis and Discussion of the Results**

The findings indicate that teacher feedback is widely regarded by both students and instructors as an essential tool in promoting speaking proficiency. These findings are

consistent with previous research highlighting the role of feedback in facilitating learners' oral development and enhancing classroom interaction.

One of the central outcomes of this study is that the majority of students recognize feedback—particularly oral correction—as essential to their improvement. Most respondents indicated that teachers regularly corrected their errors and that this correction positively influenced their performance. This supports Brown's (2007) assertion that timely and specific feedback is vital in helping learners notice their errors and reshape their oral output. Furthermore, this finding aligns with Algerian research by Saighi, Ghougali, and Benatallah (2022), who concluded that teacher feedback in oral expression classes helps learners stay motivated and aware of their speaking weaknesses, thereby encouraging active participation.

The results also show that pronunciation was the area most frequently targeted by feedback, as reported by both students and teachers. This focus on phonological issues is consistent with Lee and Park (2016), who found that corrective feedback has a particularly strong influence on oral fluency and pronunciation when it is timely and explicit. Algerian studies such as Nebili (2024) reinforce this, revealing that students often view pronunciation-focused feedback as helpful in improving clarity and confidence.

While feedback was generally well-received, students also reported significant challenges, particularly related to confidence, anxiety, and fear of making mistakes. These psychological barriers were identified as key obstacles to oral performance, which supports Krashen's (1982) affective filter hypothesis. Krashen emphasized that emotional variables such as anxiety and self-esteem can impede language acquisition, even in the presence of effective instruction. Bouabdellah (2021), in her study on feedback and student anxiety at Souk Ahras University, similarly found that learners responded more positively to feedback when it was

delivered in a constructive and encouraging manner. These findings suggest that the emotional tone and delivery of feedback are just as important as its content.

Despite the positive attitudes toward teacher feedback, some students in this study expressed a heavy reliance on the teacher for correction, indicating a lack of learner autonomy. This observation aligns with the findings of Kaci (2020), who reported that EFL students in Algerian classrooms often wait for the teacher's intervention rather than attempting self-correction. This reinforces the argument made by Dohrn and Bryan (1994), who emphasized that feedback is only effective when learners are able to interpret it and apply it independently. Therefore, feedback should not only serve corrective purposes but also function as a developmental tool that fosters reflective learning and autonomy.

Another important issue raised by the findings is the limitation of classroom time for oral expression activities. Teachers reported that time constraints restricted their ability to provide individualized feedback to all learners. Similar constraints were identified in Belkacem's (2021) study at Batna 2 University, which noted that overcrowded classrooms and limited teaching hours hinder the quality and frequency of oral feedback. Internationally, Black and Wiliam (2006) argued that sustained and targeted feedback is a critical component of formative assessment, yet it is often undermined by institutional limitations such as class size and scheduling.

### **Conclusion**

This chapter discusses the significance of the questionnaires and the insights derived from the participants' responses. It offered a comprehensive analysis of both students' and teachers' perspectives and highlighted the implications of their views on the role of feedback in language learning. The analysis of the students' questionnaire revealed that teacher feedback

has a substantial impact on learners' academic progress and performance throughout the learning process. Meanwhile, the analysis of the teachers' questionnaire indicated that students' reactions to feedback are varied: while some learners view it as constructive and essential for improving their speaking proficiency, others tend to overlook or misinterpret it as criticism, which may hinder their engagement and progress. These findings underscore the importance of delivering feedback in a supportive and pedagogically effective manner to enhance its positive influence on language development.

# General Conclusion

In the field of foreign language teaching, speaking is widely recognized as one of the most essential skills for effective communication. For EFL learners, the ability to express ideas clearly and confidently in spoken English is central to language acquisition and classroom participation. This dissertation focused on exploring the impact of teachers' feedback on the development of EFL students' speaking skills, with particular attention to the difficulties learners face during oral expression sessions. The study was conducted with first-year LMD students and oral expression teachers at Mohamed Kheider University of Biskra.

The research sought to answer four guiding questions and test a hypothesis regarding the effectiveness of teacher feedback. To achieve this, two qualitative questionnaires were used—one targeting students and the other teachers. The results revealed that teacher feedback plays a significant role in enhancing students' speaking performance, particularly when it is delivered clearly, constructively, and in alignment with learners' needs and levels. Feedback helped students become more aware of their errors, provided them with strategies to correct them, and increased their motivation and confidence to participate in classroom discussions.

The findings also showed that teachers employed a variety of feedback techniques and oral activities to engage students and address their individual strengths and weaknesses. Each teacher used their own materials, methods, and timing for delivering feedback, often adjusting their approach based on the learners' reactions and performance. Many teachers preferred to give feedback in ways that avoid embarrassment, offering correction at appropriate moments—often at the end of an activity or lesson—to maintain a supportive and respectful classroom environment. This practice supports the idea that feedback should not only be corrective but also motivational and confidence-building.

Moreover, the study highlighted that the absence of feedback can lead to stagnation in learners' speaking abilities. Without constructive input, students may continue repeating the

same mistakes, leading to fossilization and reduced classroom engagement. As such, feedback must be seen as a continuous and responsive part of the teaching process—one that guides students toward active learning and self-improvement.

Supported by both Algerian and international studies, the research confirms that effective feedback is more than a correction tool—it is a pedagogical strategy that fosters learner development, autonomy, and oral fluency. It also emphasizes that feedback should be delivered with sensitivity to the learner's emotional needs, particularly in speaking activities where anxiety and fear of failure are common. Teachers, therefore, should act not only as instructors but also as advisors and motivators, providing guidance, encouragement, and support throughout the learning process.

Teacher feedback is a crucial element in developing EFL learners' speaking skills. Its success depends on how it is structured, delivered, and integrated into classroom practice. This study highlights the importance of collaborative efforts from teachers and learners to ensure that speaking instruction is engaging, supportive, and tailored to learners' evolving needs.

### **Pedagogical Implications**

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

#### **For Teachers**

- Teachers should adopt a variety of feedback strategies (peer feedback, self-correction, and delayed correction).
- Teachers should use interactive feedback to involve learners in the correction process
- Teachers should give constructive and supportive feedback to reduce anxiety
- Teachers should be friendly with their students to encourage them to speak in the classroom.
- Attend professional development workshops on formative feedback and oral skill instruction.

#### **For Students**

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



### **For Syllabus Designers**

- The syllabus designer should integrate feedback-centered tasks (e.g., peer-evaluated presentations, guided dialogues).
- The syllabus designer should include objectives related to fluency, accuracy, and communicative competence.
- The syllabus designer should design syllabi that promote progressive development of speaking skills.
- The syllabus designer should structure activities that allow for immediate and post-task feedback.
- The syllabus designer should ensure syllabi allow space and flexibility for formative assessment practices.

### **For Administration**

- The administration should reduce class sizes or increase contact hours for listening and speaking module.
- The administration should provide training opportunities for teachers on oral feedback techniques.
- The administration should support the use of technological tools (e.g., pronunciation apps, voice feedback platforms).
- The administration should recognize the need for emotional and instructional support in oral skills development.
- The administration should ensure administrative policies enable consistent and sustainable feedback practices.

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## Appendix 01: Students' Questionnaire

Dear students

This questionnaire is a tool, which helps us to gather the enough information about exploring the impact of teacher's feedback on EFL learner speaking skill during the learning process. We would be very grateful for you if you provide us with answers to these questions.

Note: Please, put (X) in the box, which expresses your answer, or write in the space provided.

**Thank you in advance**

### Section One:

1-Gender:

Male ☐ Female ☐

2-Age:

20 ☐

22 ☐

24 ☐

3-Was it your choice to study English?

Personal ☐

Imposed ☐

-If personal it is because

- Easy to learn ☐

- Universal language ☐
- For effective communication ☐

4-What is your level in English?

- Very good ☐
- Good ☐
- Average ☐
- Poor ☐

**Section Two:**

5-How confident you are when speaking English?

- Very confident ☐
- Confident ☐
- A little Confident ☐
- Not confident ☐

6-In your opinion English is:

- Difficult ☐
- Very difficult ☐
- Easy ☐
- Very easy ☐

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

Yes ☐

No ☐

-Why?

.....  
.....

8-What is the most difficult part of speaking English for you ?

- Pronunciation ☐
- Grammar ☐
- Finding words ☐
- confidence ☐

**Section Three:**

9-Does your teacher correct your mistakes during speaking?

Yes ☐

No ☐

10-How often does your teacher give you feedback on your speaking?

- Never ☐
- Rarely ☐
- Sometimes ☐
- Often ☐

11-Can you rely on yourself to deal with such problem or mistakes?

Yes ☐



No ☐

I need the teacher's help ☐

12-How do you consider the teacher that never intervenes to help with any language problem?

.....  
 .....

13-Is your teacher's interaction with you?

- Motivating ☐

- -Discouraging ☐

14-Which of these speaking activities do you like the most?

- Warming up activities ☐

- Interaction through Role Play activities ☐

- Finding the right words ☐

- Talking tasks ☐

- Jigsaw activities (puzzle) ☐

15-The teacher gives you feedback when you are involved in: (you can choose more than one).

- First language transfer ☐

- Grammatical mistakes ☐

- Pronunciation mistakes ☐

- All of them ☐

- If there are others, please mention them:

.....

.....

16- Any other suggestions or points of view. Please, write them down:

.....

.....

**Appendix 02: Teachers' Questionnaire**

**MOHAMED KHIDER UNIVERSITY OF BISKRA**

**FACULTY OF LETTERS AND**

**LANGUAGES DEPARTMENT OF FOREIGN LANGUAGES**

**ENGLISH BRANCH**

**Teacher's Questionnaire**

**Dear Teacher,**

We are conducting a study on the role of teacher feedback in improving learners' speaking skills. Over five years of studying English, we have noticed that EFL learners often perform better in listening and reading than in speaking and writing, which highlights the value of teacher feedback. Since each teacher has a unique approach to giving feedback, we would greatly appreciate your insights, as your experience is central to our research.

**Section one:**

1. Would you specify your academic degree and qualification?

- BA (license) ☐
- MA (master/magister) ☐
- PHD (doctorate) ☐

2. For how many years have you been teaching oral expression?

a) 1-5 Years

b) 5-10 Years

c) More than 10 years

**Section two:**

3. Is there any interaction between you and your students during the learning process?

a) Yes

b) No

4. Do you think that the time allocated for listening and speaking course is sufficient for improving students speaking skill?

a) Yes

B) No

5. What are the most common speaking difficulties your students face?

- Lack of vocabulary
- Fear of makingmistakes
- Poor pronunciation
- Low confidence
- Difficultyorganizingideas
- Limited grammarknowledge
- Anxiety or shyness

6. In your opinion, how important is speaking compared to other language skills (listening, reading, writing)?

- Very important
- Important
- Neutral
- Less important
- Not important at all

7. What are the different oral activities that you give to your students during listening and speaking session?

- a) Filling gaps activity
- b) Role-Play activity
- c) Debate and discussion activity
- d) Debate and discussion activity
- e) Puzzle activity
- f) Pair or group work activity

**Section three:**

8. How often do you provide feedback on students' speaking?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- g) Never

8. What are the most common errors that your students tend to make during the learning process?(You may choose more than one answer)

- a) Mispronunciation errors ☐
- b) Grammatical errors ☐
- c) Misuse of vocabulary ☐
- d) Negative transfer from the mother tongue ☐

Please explain or provide examples:

.....

.....

.....

9. Do you usually correct your students' errors yourself, or do you rely on peer correction?

Please explain your approach:

.....

.....

10. What type of feedback do you typically use during the learning process?

- a) Oral feedback ☐
- b) Written feedback ☐

Please justify your choice(s):

.....

.....

.....

11. When do you usually provide feedback on speaking? ☐

a) Immediately during speaking activity ☐

b) After the activity ends ☐

c) During individual conferences ☐

d) At the end of the lesson ☐

### Résumé

L'expression orale est l'une des compétences les plus complexes mais également les plus essentielles dans l'apprentissage d'une langue étrangère, en particulier pour les apprenants d'anglais langue étrangère (EFL), qui doivent surmonter des obstacles linguistiques, psychologiques et pédagogiques pour atteindre la maîtrise orale. Cette recherche examine le rôle et l'impact de la rétroaction des enseignants sur le développement des compétences orales des apprenants en EFL, en se concentrant sur les étudiants de première année du système LMD à l'Université Mohamed Kheider de Biskra. L'étude vise à explorer comment la rétroaction des enseignants influence la performance orale des apprenants, leur confiance en soi, ainsi que leurs stratégies de correction des erreurs pendant les séances d'expression orale. La recherche cherche à vérifier l'hypothèse selon laquelle si les enseignants fournissent une rétroaction régulière et constructive lors des activités orales, la performance orale des étudiants est susceptible de s'améliorer. Une approche de recherche qualitative a été adoptée, et les données ont été recueillies à l'aide de deux questionnaires semi-structurés : l'un administré à 100 étudiants de première année en EFL, et l'autre à 6 enseignants d'expression orale. Les résultats indiquent que la rétroaction des enseignants a un impact positif sur le développement de l'expression orale des apprenants. La majorité des étudiants ont déclaré que la rétroaction des enseignants les aidait à identifier et corriger leurs erreurs, augmentait leur confiance en eux et les motivait à participer plus activement aux discussions en classe. Les enseignants, quant à eux, ont reconnu l'importance de fournir une rétroaction opportune, encourageante et diversifiée, adaptée aux besoins des étudiants et à la dynamique de la classe. Les résultats soulignent que la rétroaction n'est pas seulement corrective, mais aussi formative et motivationnelle. L'étude conclut que la rétroaction efficace de l'enseignant contribue de manière significative à l'amélioration des compétences orales des étudiants et recommande son utilisation stratégique dans les classes d'EFL, soutenue par une formation adéquate, une conception structurée du programme et des ressources institutionnelles.



