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The Role of Teachers' Feedback in Enhancing EFL

Learners' Productive Skills

**The Case of Second- Year LMD Students of English at
Biskra University**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the
Requirements for Master's Degree in Sciences of Language

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May 2016

Dedication

I would like to dedicate this work to my beloved father “Saad” and mother “Rabia”
for their encouragement, care, support, confidence, and ever love

To my lovely sisters: Fatima, Amira, and Omima “my dearest lovely sister”

To my dear brother: Mohamed

To my best friends: Karima, Asma, Hanane and Yamina for their constant support

My dear uncle Abdelouahab for his support

Finally, to all the people who helped me

Acknowledgements

First of all, we have to thank Allah the most Merciful and the most Gracious

I would like to thank my dear supervisor Dr. Saliha CHELLI for her constant encouragement and support. Sincere thanks for her valuable pieces of advice and useful comments that gave me the energy to complete this work.

Furthermore, my respectful thanks to the members of the jury: Mrs. Imane GUETTAL, and Mr. Walid AOUNALI.

I also wish to express my thanks to my teacher Ms. Warda KHOUNI.

Finally, I extend my gratitude to all the staff of the Section of English.

Abstract

Writing and speaking are prominent in learning English; however, many EFL students face difficulties while producing them. In Algeria, a great number of EFL students are unable to produce the language efficiently, and they complain about receiving a large quantity of feedback instead of the one with high quality. Therefore, teachers have to help their students by providing them with effective feedback. For that purpose, the present study aimed to show the importance of teachers' feedback in promoting students' productive skills and ascertain its effect with high Quality rather than with a large quantity. It was based on the hypothesis that if teachers provide students with effective feedback, their productive skills will be improved. In order to test the proposed hypothesis, this study relied on two questionnaires administrated to seventy second year students and six teachers of written and oral expression. The obtained results demonstrated that teachers' feedback is effective in enhancing EFL students' productive skills. Also it showed that the majority of students are aware about its importance. Besides, it confirmed that using appropriate feedback will motivate students to take risks and encourage them to overcome their weakness. Consequently, it is suggested that teachers should integrate feedback in the classroom writing and speaking activities, and to focus on the way of presenting it to make it effective. Students also need to respond to it in order to develop their productive skills' abilities.

List of Abbreviation

E- feedback: Electronic feedback

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learners

L1: First Language

L2: Second Language

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General Introduction

Introduction

English as a foreign language (EFL) requires giving more interest to improve learners' skills, mainly productive ones (speaking and writing). Although both types of language skills make an integral part of language learning process, the productive ones seem more complex and they need more energy from students. Actually, they are the practical aspect of language skills which need the presence of teachers because they help students producing the language effectively by eliminating their common errors. Each time they receive common incorrect information, they try to comment on it. In other words, they constantly provide clear feedback for their students' performance and production.

This work attempted to identify the role of teachers' feedback in enhancing EFL students' productive skills. Besides, it sought as well at raising students' awareness about its importance throughout their language learning process. Therefore, it was based on the hypothesis that if teachers provide their students with effective feedback, that will enable them to improve their productive skills.

1. Statement of the Problem

Speaking and writing together are called productive skills. They form a basic part of the communication process, so they are termed as active skills, too. Many students try to increase their level in producing them; however, they cannot do well without the help of their teachers who use different techniques including feedback. Basically, writing and speaking are two complicated skills for a large number of EFL students. In the writing process, they may not produce well-structured pieces of writing because of their errors in the level of paragraphs, sentences, and even words. Besides, in the speaking performance, they may not produce it effectively. Some of them are fluent but not accurate; others cannot catch the right intonation.

In Algeria, productive skills almost present a big challenge to many EFL students. Many of them are incapable of producing clear and clean language because of the different types of errors they face. These errors can appear due to the lack of knowledge about English, or the lack of practice inside and outside the classroom. Therefore, Algerian learners require more exposure and practice, and they need the presence of the teacher to guide them and to solve their problems through using distinctive effective techniques.

Different teachers use distinctive techniques in enhancing EFL learners' productive skills; for instance, group work, formative and summative assessment, language games and feedback which is an integral part of the language learning process. It is related to assessment because it is considered to be the production of assessment. Above all, teachers' feedback gives learners direction, so they understand where they are in their learning. It also accelerates their performance and raises their level of language production. As a result, good feedback is a very necessary and powerful tool in EFL classrooms. Nevertheless, providing a large quantity of it may have no positive effect on language production; instead, teachers should put emphasis on the way they have to deliver it.

2. Aim of the Study

The present study aimed to identify the role of teachers' feedback to enhance EFL learners' productive skills. It was followed by certain objectives:

1. To describe to the learners to what extent the teachers' feedback is important in promoting their productive skills.
2. To ascertain the positive effect of feedback with high-quality rather than large quantity on productive skills.
3. To provide teachers with insights about the importance of their feedback on the production of language.

4. Research Questions

This study tried to answer a number of questions:

1. Could teachers' feedback enhance EFL learners' productive skills?
2. Are learners aware of the importance of teachers' feedback?
3. Should teachers rely on the high quality of feedback instead of its quantity?

5. Research Hypothesis

This study was based on the following hypothesis:

If teachers provide their learners with effective feedback, that will enable them to improve their productive skills.

6. Methodology

6.1 Research Method

The method that was used in this research was the descriptive one. It was adopted as a way to enrich the required objectives, and it might be a way to investigate the role of teachers' feedback in enhancing EFL learners' productive skills.

6.2 Population of the Study

The population that was used in this research was second year EFL students which were in 417. Concerning teachers, three of written expression and three of oral expression at the Department of Foreign Languages, Branch of English at Biskra University.

6.3 The Sample

The sample of the questionnaire was concerned with students of the second year. Seventy students were selected randomly, out of 417 students, in order to know their point of views about teachers' feedback. Also, three teachers of oral expression and three teachers of written expression represented the teachers of the two modules. They were chosen to help the researcher to know to what extent the teachers' feedback is an important way in enhancing the students' productive skills.

6.4 Data Gathering Tools

In this work, the data was collected through two questionnaires which were administered to both students and teachers. The students' questionnaire helped the researcher to know how students see the teachers' feedback, as well as, the difficulties they face while receiving the feedback concerning their productive skills. In addition to the students' questionnaire, the teachers' one aimed at identifying the role of their feedback to enhance the learners' productive skills.

7. Structure of the Study

This work consisted of three chapters. The two first ones were a kind of literature review regarding productive skills and teachers' feedback. On the one hand, chapter one, which was about productive skills, consisted of two parts including writing and speaking. Each part described the importance of writing and speaking, classroom writing and speaking activities, and EFL learners' common errors of both of them. On the other hand, chapter two was about teachers' feedback: it covered its definition, its main types, its role

in language learning process, teachers' feedback in writing activities and in speaking activities separately, the timing, the quality, and the quantity of feedback; and learners' attitudes towards it. Besides, the last chapter was the practical part of this study. It was concerned with data analysis and interpretation of students and teachers' questionnaire. It contained their description, administration, analysis and interpretation.

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Chapter One

Teachers' Feedback

Introduction

Efficient learning is the result of various principles that should be applied by teachers and followed by learners. Since the majority of learners commit errors and find difficulties in learning a given language, feedback is considered as a technique to facilitate the process as it plays a major role in enhancing learning particularly speaking and writing. Teachers' feedback is one type of agent feedback which is usually a preferable one by learners due to its validity and credibility. This chapter will cover the definition of the teachers' feedback, different types of feedback, its role in language learning, both positive and negative ones, and moving to the teachers' feedback in speaking and writing activities. Moreover, this chapter consists of timing, quality, and quantity of feedback as variables which manipulate its effectiveness. Finally, it highlights learners' attitudes towards teachers' feedback.

1.1. Definition of Teachers' Feedback

Teachers' feedback is one type of the agent feedback. It is viewed as all teachers' comments, pieces of advice, correction and suggestions which are given to learners. It aims at reinforcing or modifying their specific performance. Hattie and Timperley (2007) explained that "teachers can also assist by clarifying goals, enhancing commitment or increasing effort to reaching them through feedback" (p. 87). In other words, teachers' feedback can positively affect the learning process since it identifies specific learners' goals and accelerates their efforts and performances. Moreover, in relation to the self-feedback, the teachers' one is a kind of support which determines where learners are in their learning performance paying attention to their needs (Brookhart, 2008). Briefly, it is a sort of agent feedback which promotes learning.

The teacher's feedback is widely seen as the most powerful influence on learners' performance. Several researchers as Zhang (1995) convinced that "whereas students might value peer feedback, they prefer teacher feedback to all other types" (cited in Hyland & Hyland, 2006, p. 6). Therefore, the responses of the teacher are mostly the strongest device that learners can benefit from because of his/her credibility and validity of knowledge. Besides, Zhang (1995) added that "teacher feedback was more effective for improving

grammatical errors than peer or self-feedback” (ibid). Since teachers are the root and the source of linguistic knowledge, learners favour their feedback rather the peers’ one. However, it is needless unless it is appropriate, focused and clear, and these characteristics should be linked to each type of feedback as well. For Hyland et al (2006), “students report that they may use teacher feedback without understanding the reasons behind it” (p. 187). Many learners usually do not understand how to use it in their revision (Bitchener & Storch, 2016). Thus, teachers must be comprehensible as possible as they can, and they have to clarify how feedback can be utilized. To sum up, learners’ good achievement is influenced by teachers’ feedback

As far as EFL learners are concerned, providing feedback to them seems to be more important than to the NL speakers. Basically, the majority of them with distinctive levels commit errors and face difficulties while producing the language. The primary key to avoid this problem is teachers’ feedback. Olesova (2014) pointed out that “teacher’s feedback is expected to be an important component of English instruction” (p. 24). Moreover, interlanguage is a common and a natural phenomenon in FL context; consequently, teachers respond to it in an intelligent way by giving an effective corrective feedback towards learners’ production of language. Hence, teachers’ feedback in this context pays a great attention in the correction of errors. DeKeyser (2007) noted that “many L2 instructors have long viewed error correction as an important aspect of language pedagogy and have remained firmly convinced that the key issue was not whether to provide error correction, but rather, how to do so most effectively” (p. 113). Simply, FL learners are more interested in the way of giving feedback than feedback itself. In short, teachers’ feedback in FL setting is a very necessary part to eliminate learners’ errors.

1.2. Types of Feedback

Feedback is a vital part in pedagogical contexts because it aims to improve learners’ achievements. It is a technique by which significant information is offered to learners telling them whether their responses are right or wrong. Teachers are the primary source of feedback, and they can deliver it in many forms, written, oral and even non-verbal. However, learners can receive feedback from each other or through automatic systems as well. Thus, feedback toward learners’ production of language can be done in several ways including oral, written, peer, electronic or nonverbal feedback.

One type of feedback refers to the oral one. It occurs when the teacher or the peer comment on ones' work. Brookhart (2008) argued that "you need to speak to the student at a time or place in which the student is ready and willing to hear what you have to say" (p. 47). Thus, timing in oral feedback is one condition that should be taken into consideration. Additionally, it can be delivered to an individual or a group. On the one hand, the teacher can provide feedback to one individual in various ways; for instance, when the whole class is working, he/she goes to the learner's desk and helps him (Brookhart, 2008). On the other hand, feedback to a group is conveyed if he observes that the majority of the class faces the same difficulty or common error, so it is given to the entire class at once (Brookhart, 2008). Moreover, it can motivate learners to open discussion with their teacher whereby several gaps will be fulfilled. For Donohue (2009), "providing feedback orally gives us the opportunity to redirect students' learning and correct any misunderstanding that may have occurred" (p. 70). Therefore, many views regard it as a worthy tool to engage the relationship between teachers and learners (ibid). As a conclusion, oral feedback is among the most powerful influences on the learners' abilities.

Written feedback is another type that is used as a response to learners' output. It is about commenting and noting on learners' production in a written form. That is to say, teachers offer their feedback on a paper using various comments that support their performance. According to Harmer (2007), responding and coding are two techniques of written feedback. The former appears when the teacher shows how they felt to the first draft of the learner and how it should be next time. At this level, the teacher responds as well to how successful the work has been (ibid). The latter refers to the codes and symbols which are written in the text. Harmer (2007) explained that "these codes can be written into the body of the text itself or in a corresponding margin" (p. 111). Simply, the teacher writes a number of codes on learners' pieces of paper so as to indicate the type of errors and to illustrate the weaknesses. They can also be used to support their good performance. In addition, assessing a written work with scores should be combined with written feedback to clarify how the scores were determined (Brookhart, 2008). Yet, selecting the appropriate language and style is required when giving written feedback. In brief, this kind of feedback is broadly regarded as a key in developing learners' production.

An effective type of feedback refers to the peer one. In its sense, it is a peer response and review concerning learners' performance. It merely occurs when learners provide each other suggestions and comments. As a collaborative work, it encourages their engagement in the instruction (Hyland & Hyland, 2006). Many researchers regard it as a strongly valuable factor for successful learning accomplishment. On the one hand, peer feedback is based on the socio-cognitive approach which aims to consolidate interaction. It gives the opportunity to foster learners' efficacy of discussion and interpretation and thus learning from each other. For (Leo, Ley, Klamma, & Harrer, 2013), "In peer- feedback contexts students create a small learning community, by engaging in discussions that make them more comfortable than in similar situation with the teacher" (p. 275). On the other hand, it affects significantly their revision because the image of peer responses is mostly kept in the learner's long-term memory (Hyland & Hyland, 2006). Therefore, half of their revision would be based on the comments given by their classmates; whereas, it is also confirmed that compared to the teacher's feedback, the peers' one is less valuable since they have insufficient knowledge of the language. In sum, peer feedback is sometimes recommended in classrooms.

Electronic feedback is a modern type that is mostly included in the teaching- learning classes. It clearly appears with the innovation of technology in education. Tuzi (2004) defined electronic feedback as "a new form of feedback in digital, written form and transmitted via the web" (cited in Olesova, 2013, p. 26). This type of feedback has several advantages containing storing comments automatically. This process of storage allows teachers to find the needed information easily and even to print it (Hyland and Hyland, 2006). Hence, it consumes teachers' time and effort. Moreover, e- feedback can be done through email between teachers and their learners; as well; it can adopt the form of automatic systems. Hyland and Hyland (2006) said that "electronic feedback often refers to automated feedback provided by a computer. Sophisticated software systems that can generate immediate evaluative feedback on learners writing are readily available" (p. 105). In its sense, regardless of teachers' role, there are automatic systems that provide feedback to learners' writing achievements. They are mainly used to correct grammatical errors and plagiarism. Nevertheless, it is mostly considered as a less informative type of feedback, and it cannot fulfill all learners' learning needs. To sum up, e- feedback is a recent type that is involved in the instructional design.

Non-verbal feedback, which is based on body movements, is frequently chosen by many teachers. Nassaji and Fotos (2011) explained that “feedback can also be provided nonverbally using body movements and signals” (p. 78). Similarly to the other types of feedback, this one aims to facilitate the learning process and fostering learners’ achievements. Nassaji and Fotos added that:

When using non verbal feedback, it might be useful if the teacher familiarizes students in advance with the kinds of body movements he or she might use. For example, the teacher may inform students that when she or he crosses over his or her own arm in front of the boy, it indicates a problem with word order.

(ibid)

Therefore, it requires familiarization between learners and the teacher’ strategies. Moreover, one of the major characteristics of nonverbal feedback is that it needs a body motion in a silent way; for example, gestures, facial expressions, hand, and finger movements, and for this reason it is considered as less understandable one. Besides, it is easy to be missed (Tuttle, 2009). So, it may not play a strong role to facilitate the learning process. Eventually, nonverbal feedback is considered as an important type used by many teachers in the classrooms.

As a conclusion, many types of feedback are involved in the instructional design, and each type is used accordingly in order to accomplish specific pedagogical objectives. Despite the fact that teachers’ one is the most significant, many learners prefer receiving feedback from their peers because they think that it is easier than the one teachers provide. Electronic one is also integrated into the learning context to faster the process. As a result, all written, oral, peer, electronic and non-verbal feedback can enhance learners’ achievements whenever they are appropriately provided.

2.8. The Role of Feedback in Language Learning

Feedback is needed to be integrated into the language learning process because of its importance. Its primary goal is to improve learners’ achievements and to promote their self-confidence. For this purpose, several language learning theories are interested in demonstrating its significant role in language learning. However, other dimensions still consider it as a passive element. Thus, feedback in language learning can be either positive or negative.

A number of studies value feedback as a crucial element in the language learning process. Teachers' pieces of advice and corrections can foster many learners' abilities; for example, motivation, risk taking, and self-esteem. The behavioral theory concentrates on extrinsic motivation such as feedback and rewards (Felicia, 2011). Thus, delivering positive feedback for a specific performance will motivate learners to repeat and even develop the action. Moreover, it generally leads to promote risk taking among them. According to Routman (2014), "useful feedback is an absolute necessity for developing trust, enhancing learning, increasing risk taking, and raising achievement" (p. 73). In other words, effective feedback can enable learners to take risks of being wrong without being anxious. Besides, whenever language learners receive positive feedback, it raises their self-esteem. This idea is supported by Smith & Kormos (2012) who stated that "positive feedback plays an important role in building learners' self-esteem, which is an essential element in language learning" (p. 116). Nevertheless, positive feedback is not the one that is always accompanied with saying good work when it is not (Brookhart, 2008). Summing up, feedback can be very helpful and positive part in language learning.

Feedback is sometimes treated as a negative part of a language learning process. It commonly occurs when the message is ambiguous or inappropriate. Both teachers and learners are responsible for the passive consequences of feedback. On the one hand, learners who are careless and perform poorly in a task may not benefit from teachers' feedback (Chaudron, 1988). Then, it is impossible for teachers to work with novice learners, and they will be careless even to provide them with further valuable comments. For this reason, it is very necessary for learners to engage themselves in productive activities, and to build effective classroom climate. On the other hand, teachers' feedback may raise many problems among learners like inhibition and anxiety. These factors generally appear in a FL context. According to Ur (1991), "negative assessment is to be avoided as far as possible since it functions as 'punishment' and may inhibit or discourage learning" (p. 243). In addition, through negative responses, teachers will decrease learners' intrinsic motivation and lead to undesirable failure. Therefore, they must adopt the appropriate feedback and select the suitable manner to deliver it so as to maximize their learners' abilities. In short, feedback is sometimes considered as negative part in the learning process.

To conclude, feedback may be either positive or passive for learners' achievements. Actually, its primary focus is engaging learners in classroom activities and giving them the correct information concerning their work. Nevertheless, if feedback does not hold the real meaning, it may have negative impacts on the language learning process. Thus, feedback is either powerful or powerless tool towards the learning operation.

2.9. Teachers' Feedback in Writing Activities

The writing skill is an important one among the other skills. For this reason, the majority of learners attempt to improve it from various angles such as the organization of ideas, grammar, the choice of vocabulary, or the process of writing itself. In this case, the teacher has to play different roles in the same session; he has to be a reader, a grammarian, and an evaluator.

The first role of the teacher in the writing activities is as a reader. In this case, he responds to the content of the learners' piece of writing. Simply, using expressions like "you make a good point" or "it is a good idea" are considered as a positive feedback towards the content (Burton, 2001). Hence, it shows how much the ideas are relevant to the topic and how well they are elaborated. In addition, Booth (2011) pointed out that "because writing is a form of communication, student writers benefit from reader- based feedback as they get a sense of how well their writing achieves the intended communicative purpose" (p. 140). Consequently, the teacher's role allows learners understanding whether the content of their writing is relevant to the required form or not. Moreover, if the content is vague, the teacher can ask for further clarification and then provides them with suggestions. For Ann (1983), "discussion for the passage was the only way for the teacher to discover the students meaning and to help him out of his dilemma" (p.146). As a conclusion, feedback from the teacher as reader gives a clear information towards the content itself.

The second role that the teacher plays during writing activities is being a grammarian one. Many learners prefer grammar feedback from their teachers in order to improve their accuracy in language. Here, teachers need to respond to the grammatical errors that learners have made while writing. Burton (2011) stated that "teachers write comments or corrective feedback with reference to grammatical mistakes and relevant grammatical rules" (p. 21). Mostly, teachers during the classroom writing activities cannot disregard the

grammatical errors that have been made, and sometimes they even correct them unintentionally. For Ur (1991), “mistakes in spelling or grammar catch the eye and seem to demand to be corrected; they are very difficult to ignore” (p. 170). Moreover, corrective feedback to those errors can be either direct or indirect. The former occurs when teachers identify an error and provide the right form of it. This process takes many forms such as crossing out the needless words or writing the right form of a word beside the wrong one. However, the latter refers to situations where they indicate that an error has been made, but without giving the correction (Hyland & Hyland, 2006). In short, it is important to give grammatical feedback in writing activities.

The third role of the teacher in writing classes refers to the one as an evaluator. It is commonly seen that the teacher works as an evaluator of learners’ written production (Burton, 2011). Besides, throughout this process, the teacher judges the final written product in terms of the content, organization, vocabulary, discourse and grammar. However, this judgement needs to be focused, informative and fair. Brown (2000) argued that “the key to being a judge is fairness and explicitness in what you take into account in your evaluation” (p. 356). Moreover, the evaluative feedback can be done for the purpose of just given feedback to learners concerning their written productions, or it can be done for administrative purposes through using scores (Brown, 2000). In addition, it is so crucial to make your learners know the forms of the evaluative feedback and its purposes. According to Brown (2000), “a key, of course, of successful evaluation is to get your students understand that your grades, scores, and other comments are varied forms of feedback from which they can benefit” (p. 358). Summing up, the teachers’ role as evaluators has a great effect on learners’ writing abilities.

A remarkable development of learners’ writing can be achieved if teachers play their required roles during classroom activities while delivering feedback. In other words, they have to be readers who respond to the content, they have to be grammarians in order to show or even to correct the common errors, and they have to be evaluators who judge learners’ final draft. Consequently, the teacher has different roles in the writing classes.

1.5. Teachers' Feedback in Speaking Activities

Feedback has a respectable impact on learners' speaking performance. It aims to "close the gap" (Hall & Burke, 2003, p. 10) on learners' comprehension and production. More precisely, teachers' feedback can be the most effective one which promotes this productive skill due to its validity; as a result, it is required in teaching speaking. Thus, it can be used in both fluency and accuracy speaking activities.

Credible achievement of speaking fluency is preceded by teachers' feedback. Fluency that covers discussion, role play, pair work and others, seems to be the primary goal which teachers aim to reach (Brown, 2000). It is generally enhanced through teachers' feedback. Therefore, the latter should be intelligent on the way they provide feedback on this type of work. There are several ways whereby effective feedback on fluency work can be provided (Harmer, 2007). Firstly, gentle correction can be offered whenever the learner cannot complete the communication and does not find what to say more. Hence, correction here is very necessary for successful fluency. Secondly, recording mistakes can be achieved through teachers' observation and listening to learners, and then, teachers give feedback towards their learners' performance. But, this task should be accompanied with taking notes, so as the remarks concerning a given problem will not be forgotten. If the teacher prefers engaging learners on the task, they can ask them to record every note they observe. Thirdly, after the event is another way that can be used to give feedback, and it is based on asking learners to write on the board what they have recorded before (Harmer, 2007). In short, fluency is largely improved by teachers' feedback.

Teachers' feedback is a valuable element in the speaking accuracy work. Despite the fact that many learners regard accuracy as an additional part in speaking activities; teachers attempt to enhance it using their feedback during the majority of their speaking activities. Brown (2000) believed that "accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output" (p. 268). In addition, accurate oral performance is a necessary aspect which needs to be promoted. Therefore, each time a common error has been made, the teacher tries to respond to it following two techniques which are suggested by Harmer (2007). On the one hand, showing incorrectness is one technique in which teachers adopt various ways to achieve it; for example, repeating what learners have been said, echoing what they have said focusing on the error, reformulating the sentences, using gestures and facial

expressions, and others. On the other hand, getting it right is another technique that focuses on correction. Learners are mostly incapable of correcting their own errors, so teachers should be responsible for them by delivering the right pattern. Here, they can give directly the right form, or explain the grammatical rule if necessary (Harmer, 2007). Summing up, accuracy work which is a central part of the oral performance requires teachers' feedback.

Speaking is a basic skill that every learner aims to improve. The majority of learners consider the teacher's feedback as the key element that can effectively promote their oral production of language. Whenever they are involved in it, there will be a good chance that their capacity of producing the language orally will be improved. Thus, speaking activities are enhanced through teachers' feedback.

1.6. Timing, Quality, and Quantity of Feedback

Delivering appropriate feedback is a process that motivates learners to learn, supports them to improve their abilities and directs them towards their learning objectives. Besides, good feedback is not the one which teachers address randomly; instead, it requires a number of variables which make it convenient, and these variables include timing, quantity, and quality.

1.6.1. Timing

Several studies have shown the value of timing in relation to teachers' feedback. A slight question concerning feedback usually refers to when should teachers provide it to their learners? Brookhart (2008) stated that "A general principle for gauging the timing of feedback is to put yourself in the students' place" (p. 11). Sometimes, learners are not ready to receive and perceive any kind of feedback, and to recognize that the teacher has to play the role of their learners. (Brown et al, 1997) argue that effective feedback can be reached when it is "timely, meaningful and relevant" (cited in Irons, 2008, p. 57). Additionally, it can be either immediate or delayed. Immediate feedback may be defined as right after learners have responded to an item or problem, but a delayed one may occur minutes, hours or longer after they complete some task or test (Shute, 2007). Besides, teachers use immediate feedback when the task is difficult to assist learners, yet they adopt the delayed one whenever the activity is a simple one (Whitton, 2014). Thus, both immediate and delayed feedbacks are essential parts to consolidate learners' abilities if

they are used appropriately. To conclude, the timing of feedback is the key which promotes the learning process.

Although feedback is mostly integrated into the classroom activities, teachers should not transmit it randomly. Hence, good feedback has to be systematic and clear, so that the learner can grasp it. Besides, all language teachers must deliver it at the appropriate time. The following table provides readers with the purpose of giving good feedback timing, and it shows some examples of good and bad feedback timing.

Purpose:	
<ul style="list-style-type: none"> • For student to get feedback while they are still mindful of the learning target • For students to get feedback while there is still time for them to act on it 	
Examples of good feedback timing	Examples of bad feedback timing
<ul style="list-style-type: none"> • Returning a test or assignment the next day • Giving immediate oral responses to questions of fact • Giving immediate oral responses to student misconceptions • providing flash cards (which give immediate right/wrong feedback) for studying facts 	<ul style="list-style-type: none"> • Returning a test or assignment two weeks after it is completed • Ignoring errors or misconceptions (thereby applying acceptance) • Going over a test or assignment when the unit when the unit is over and there is no opportunity to show improvement

Table 2.1: Feedback Timing (Brookhart, 2008, p. 11)

The above table is a kind of illustration of good and bad feedback timing. Actually, it provides readers with a brief explanation of feedback in relation to the time. It also represents clear examples of both right and wrong feedback timing.

1.6.2. The Quality

The quality of feedback plays a central role in learners' performance. Generally, addressing feedback with a high-quality assists learners to comprehend the task and feedback itself. However, White (2010) convinced that "feedback given to students is not of good quality because it may be delayed, irrelevant, uninformative or confusing for the student" (p. 92). Therefore, there are certain characteristics that make teachers' feedback ineffective. Furthermore, Irons (2008) demonstrated that "the quality of feedback can be measured in a number of ways, such as timeliness, relevance, level of information, degree to which feedback encourages student learning and quantity" (p. 55). In other words, teachers put emphasis on several elements to measure its quality so that it will be more functional. In particular, it has to be timely, relevant to the learner and context, and informative to close the gap between the previous and current level. As far as weak learners are concerned, good quality feedback can help them to recognize their weaknesses and to empower their achievements. In short, the learners' performance can be enhanced through good quality feedback.

1.6.3. The Quantity

The quantity of feedback can encourage or discourage learners' achievement. The term quantity usually refers to the amount of something. Here, the amount of feedback described as the one of information that is given to learners in order to address where they are in their learning. For Bossche, Gijsselaers, and Milter (2012), "feedback needs to be given frequently as well as quickly enough in a sufficiently detailed form" (p. 76). Thus, sufficient feedback information can motivate learners and lead to further learning if it is immediate. However, the insufficient or a large amount of feedback is needless because it may work negatively and leads to undesirable impacts such as misunderstanding, discouragement, and others. Brookhart (2008) stated that good feedback using the Goldilocks principle is "not too much, not too little, but just right" (p.13). Therefore, instead of overestimating its quantity, teachers have to provide a suitable amount of it. According to Shute (2007), various studies argued that "increasing the amount of feedback information has no effect on learning or performance" (p. 1). Summing up, the acceptable quantity of feedback enhances the learning process.

To conclude, good feedback is a crucial element in language classrooms since it is considered as the key in developing language learners' abilities. But, an effective feedback cannot be achieved unless it is associated with high-quality information, advice, and suggestion, with a suitable quantity of them, and in the appropriate time when learners are ready to respond to it.

1.8. Learners' Attitude towards Teacher's Feedback

Learners' needs and attitudes about language learning should be taken into consideration since the learner is the central element in the learning- teaching process. Teachers' feedback should be also delivered accordingly. Because it is linked to a number of variables as time, quality and quantity, learners with different levels and different learning styles have distinctive insights and attitudes concerning teachers' feedback either the written or the oral one.

Learners have a good response towards the teacher's written feedback which is considered as the most preferable and welcomed type. Ferris (2003) noted that "it is certainly clear that students highly value and appreciate it" (p. 41). In addition, many learners are interested in receiving comments on both grammar and content. Thus, comments on the margin of their papers are so valuable since they motivate learners to rewrite their work referring to feedback. Furthermore, in a FL context, learners are more interested in the grammar feedback because the majority of them are searching for accuracy in their product. Ferris (2011) argued that "somewhat to the dismay of the researchers in some cases, they found a strong and consistent preference for grammar feedback on the part of L2 student writers" (p. 43). Besides teachers' comment, it is highly necessary to provide pieces of advice and further explanations about the errors they have made. To sum up, various learners with distinct contexts have different attitudes concerning teachers' written feedback.

Learners hold various attitudes about teachers' oral feedback. Generally, it reinforces the interaction between the teacher and the learner; for instance, through asking questions learners will respond to them, and the teacher will provide the appropriate feedback. Also, they often prefer discussing the teacher's feedback orally because it seems to be clearer and more informative. Clegg & Bryan (2006) stated that "if students discuss feedback on their assignments, in class, they are more likely to think about it and take it seriously"

(p. 34). Besides, it can be accompanied by non-verbal one. Moreover, the private oral feedback is appreciated by a great number of learners, especially in a FL context due to the hesitation factor. For Richards (1998), “students often prefer this type of “private” or personalized feedback to feedback given to the whole class” (p. ix). Eventually, teachers’ verbal feedback receives positive responses from learners.

As a conclusion, learners in different contexts and with various learning styles and levels react to teachers’ feedback differently; however, the design of language instruction should not neglect their needs and attitudes towards this feedback; instead, it necessary for them to consider it as a central element in order to foster the learning process.

Conclusion

Summing up, teachers’ feedback is an integral part of the language learning design. It provides learners with information that determines their position in the learning process. Thus, it needs careful attention from both teachers and learners. Moreover, it can take various forms including oral, written, peer, electronic, and nonverbal one. Besides, well-done feedback guides learners to successful achievement and production of language in speaking and writing. This chapter also showed that different learners in distinctive contexts have particular response towards it. It highlights that appropriate time, good quality, and sufficient quantity is helpful for learners to perceive teachers’ feedback as well. So, good learning is reached by appropriate and well-developed teachers’ feedback.

Chapter Two

Productive Skills

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Chapter Two

Productive Skills

Introduction

The reception and production of language are two processes that each language learner should go through. When learning a foreign language (FL), teachers have to deal with them, but with much emphasis on the production one since it is central to effective communication. Improving learners' abilities to speak and write has been considered as an important goal of learning because the proficiency in language learning is adjusted by them. However, these skills are not concerned only with the learning context; instead, it covers other functions in real life situations such as in the workplace.

The current chapter covers two parts. The first part is about the writing skill, and it includes the description of writing, its importance in the learning environment and in other situations, some classroom writing activities, and some common errors that EFL learners commonly face in their writing. The second part sheds light on the speaking skill. It consists of certain elements which are the same as the first part: the description of speaking, its importance, its main classroom activities, and EFL learners' common errors in speaking.

2.1. Writing

Generally, the significance of writing is similar to both first and foreign language learning process because it gives the learners the opportunity to share and extend thoughts and beliefs. A well-developed piece of writing should involve good vocabulary, grammar, spelling, punctuation and others. However, these writing conventions are mostly used in a wrong way. For this reason, a great number of learners consider it as a hard task which leads them to commit various errors. Therefore, avoiding them can be achieved through maximizing various kinds of activities as this chapter will highlight. But before that, it is necessary to describe it and show its importance.

2.1.1. Description of Writing

Writing refers to the representation of one's feelings and ideas in a written form. Yule (2010) defined it as "the symbolic representation of language through the use of graphic signs" (p. 212). Thus, it is the concrete aspect of language in which the writers can

express their ideas on visible words. However, its meaning goes beyond the boundaries of the graphic signs and the visible marks (Byrne, 1991). This means that the latter should be developed according to certain rules in order to form words which are linked to building sentences, and finally, these sentences are combined to produce a meaningful message. Summing up, writing presents ones' thoughts and ideas by translating them into written language.

For linguistics, writing skill requires energy from students to be developed. White (1981) argued that “writing is not a natural activity” (cited in Nunan, 1989, p. 36). Therefore, this skill is not acquired; instead, it needs to be learned in a formal setting and through conscious effort. Besides, writing is a complex task where writers should be able to control certain variables at the level of the sentence such as structure, content, spelling, vocabulary and others (Nunan, 1989). These variables help them to convey a meaningful message. However, they should not stop here; they must be able to form a cohesive and coherent text. Consequently, it demands conscious effort from the writers themselves. Shortly, producing the language in written form needs a strong effort.

The complexity of writing is concerned with first and foreign language learners (Kroll, 1990). Simply, either in native or non-native settings, it is considered as a daunting task since it is similar for both of them. Nunan (1989) noted that “learning to write fluently and expressively is the most difficult of the macroskills for all language users” (p. 35). Moreover, many researchers claimed that it involves different processes such as prewriting, writing, revising, and editing. For Hedge (1988), “it is a complex process with a number of operations going on simultaneously” (p.19). Thus, the majority of learners argue that its complexity resides in the operations they go through during writing. Above all, in both contexts, it requires a strong desire from the writers themselves in order to express their attitudes towards a given topic, so they should be curious about their writing. Eventually, writing is the hardest skill among the other skills in native and foreign language

2.1.2. Importance of Writing

Writing is considered as an important skill. Unlike the past when it was neglected, nowadays linguists put it in parallel with the other skills. Besides, they consider it as a recent and vital one that should be developed. Among different skills, it is extremely useful

and required in real life. So, it is the medium of communication that is used in several situations such as learning, workplace, and society.

Writing is an integral part of the language learning context. It is essential for the learners to master this skill and to have background knowledge about its conventions. For Harmer (2007) “the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good ‘real life’ reasons for getting students to write such things as emails, letters and reports” (p. 112). From this point, they have to be able to produce a well-structured piece of writing so that the reader receives the message correctly. Patel and Jain (2008) stated that “writing is also useful for setting homework exercises and for some class text” (p.125). In its sense, it can be used in assessing learners’ knowledge. Writing plays a significant role in the learning process.

Writing plays a crucial role in the workplace. Increasingly, there is a constant and consistent relationship between the professional life and the writing skill. The majority of the job kinds precede it as the most significant activity because it is used for various purposes. Grade and Kaplan (2014) noted that “most job categories have been found to be consistent with the find that writing is a basic to most types of employment” (p. 153). Despite the change in such context, writing stills an important skill which employees should possess and improve in order to succeed in their work. Recently, the writing activity in the workplace has gone beyond pen and paper or traditional printers to move on to other formats such as PowerPoint, blogs. (Yagelski, 2003) explained it as:

And because the modern workplace is changing rapidly, you are most likely than ever to be expected to communicate effectively in writing in a number of different media, including traditional print reports, proposals, letters, and memos as well as email, PowerPoint, blogs, wikis, and other online and digital formats.

(P. 16)

This skill is extremely necessary for the professional life either by using traditional or recent formats. For that reason, developing good writing skills should appear as the first step that employees and managers have to enhance. As a conclusion, writing cannot be disregarded in the workplace environment.

Writing as an expressive language has great importance for individuals. Naturally, it is an individual activity where each one can privately explore his/her emotions, feelings and ideas. This means that the writers are free to express themselves in different pieces of writing; for instance, poetries, songs, and scenarios. Then, free writing can fit large personal satisfactions and it increasingly gives the opportunity to creativity where the imagination takes place (Harmer, 2004). Moreover, psychologically, many people find it as an appropriate solution for reducing depression especially for those who do not prefer expressing their emotions in spoken utterances. As well, it is effectively used to avoid negative thoughts by putting them down from your mind to a paper. In addition, it is the only way which they go through to store and maintain one's personal thoughts and experiences such as dairies. To conclude, individuals regard writing as a suitable mean to express their thoughts and emotions.

2.1.3. Classroom Writing Activities

It is necessary for teachers to plan the required writing tasks. For successful writing, teachers have to select the most appropriate tasks and activities according to their learners' needs and levels. Besides, they should pay attention to distinctive learners' styles because they are nearly related to their needs. Therefore, well selected and planned writing tasks affect positively students' writing achievement. Among these tasks, the most used ones are punctuating, forming sentences, and developing paragraphs and essays.

One of the most important activities in writing refers to punctuating. Basically, Nunberg (1990) defined punctuation as "a linguistic subsystem, and hence to be considered as part of the wider system of written language" (p. 6). For this reason, learning how to put punctuation in one's piece of writing is extremely important since it shows how the sentences are built and then how they can be read. However, the majority of learners ignore them and makes a big mess of their use, which makes their written productions fail (Peck & Coyle, 2005). Additionally, there are several types of punctuation errors that learners commit while writing; for example, adding or omitting a comma, a semi- colon, and others. Consequently, teachers should provide their learners with the rules of punctuation marks and they should emphasize on their proper use. Also, they should mostly control and give feedback on their use since well structured written production is usually parallel with the right use of punctuation marks. Eventually, punctuating activity is highly needed in writing classrooms.

Forming sentences is a basic activity in writing classes. As a matter of fact, the sentence refers to a group of words which include a subject and a verb, and state a full meaning (Connelly, 2013). Furthermore, it is very important for learners to learn the types of the sentence such as simple, compound, and complex one. At first, they should be exposed to the simple one as a basic through defining its main parts. Also, the teacher can give them a sort of activity to make things clearer; for instance, through asking them to locate its essential parts. Then, they have to be aware of how to combine them to form either compound or complex sentences. Saddler (2012) argued that “a typical beginning sentence combining practice exercise would present the writer with simple sentences that need to be changed into one longer” (p.11). Although it seems easy to link simple sentences together, a great number of learners are incapable of doing it. As a result, the teachers should provide them with intensive activities paying attention to the connectors. Summing up, writing classrooms must pay attention to the sentence- formation activity.

Developing paragraphs and essays takes much more emphasis in classroom writing activities. Above all, both of them refer to the constructing block of writing that expresses one idea (Connelly, 2013). Nevertheless, the essay is just the extended form of the paragraph. Moreover, both of them have their characteristics, conventions, types, and methods of development; as a result, learners take much time learning them. In this process, the teachers focus on more the practical part than the theoretical one because it is the active face that gives the learners the opportunity to use the language. Furthermore, they generally use different tasks concerning developing paragraphs; for instance, controlled writing, free writing, or parallel writing. In the case of controlled writing, teachers make them follow the proposed sample without adding anything from their own (Patel & Jain, 2008); whereas, in free writing, they give them freedom in writing. Thus, this variation may fulfill learners’ needs and abilities. In brief, paragraphing and developing essays are one of the most important classrooms writing activities.

As a conclusion, providing learners with well-structured classroom writing activities is the key to enhance their written production. These activities should be given in a certain order depending on learners’ level and needs; for instance, punctuation marks, sentence formulation, and then a paragraph and essay development. Consequently, fully planned writing tasks have a positive impact on learners’ performance.

2.1.4. EFL Learners' Common Errors in Writing

As a matter of fact, writing in a foreign language usually presents a big challenge to learners at different stages. Basically, they commit errors because of the lack of knowledge about the language. Venkateswaran (1995) defined errors as “an error is a systematic deviation. That is, when a learner has not learned something and consistently gets it wrong” (p. 155). So, a lot of kinds of errors can take place in writing, and they usually include misuse of words, pronoun errors, punctuation errors and sentence-level problem.

The misuse of words is one of the most common errors in writing. It is also called contextual spelled error which refers to inappropriate and even the incorrect use of various items in a given context. This error occurs due to certain factors. Firstly, it appears when learners are confused about similar words; for example, effect and affect, then and than and others (Yagelski, 2015). EFL learners face difficulties in choosing the most appropriate words since they look the same. Secondly, because of the lack of vocabulary, they may use too general words instead of precise and specialized ones. Yagelski (2015) suggested that “words like great, good, bad, and awesome are overused and vague even if their general meanings are clear” (p. 313). Consequently, they should pay more attention relying on specific items which are in turn related to a given situation. Moreover, reading is one solution which helps them to avoid this error. In brief, incorrect word use is one error that learners encounter in their writing production.

Pronoun errors are generally encountered by many learner writers. The pronoun itself refers to the word which is used in place of a noun, and it is used as subject, object, or possessive. According to Yagelski, (2015) “there are many different kinds of pronouns which mean that there are many opportunities for incorrectly using pronouns” (p. 310). Hence, pronoun errors are differently used. On the one hand, the lack of agreement between the pronoun and its antecedent is one of them. In fact, it is called unclear pronoun reference and it occurs when the pronoun is incorrectly placed. In this case, the learners should make sure that the used pronoun agrees with its reference. On the other hand, the incorrect pronoun case refers to the wrong form of pronoun that reflects its specific function (Yagelski, 2015). Additionally, Ruday (2014) noted that “incorrect pronoun case can confuse the reader to the point, where he or she might think the author is saying something different than what is actually intended” (p. 16). For example, the writer uses the possessive pronoun in the case that he intends to use the objective one which makes the

sentence unclear. To conclude, many learners find it hard to distinguish between the uses of pronouns in a sentence.

Punctuation errors are commonly addressed in writing classrooms. Although they are very crucial in writing activities, the majority of learners are not able to grasp their uses; as a result, many types of errors arise. Firstly, missing commas occur when they omit the comma from the sentence. Secondly, comma splice refers to the wrong use of the comma. Yagelski (2015) pointed out that “comma splice sometimes called a comma fault occurs when the comma is incorrectly used to separate two independent clauses” (p. 224). However, it can be corrected in different ways such as replacing it with a period or a semi-colon. Thirdly, Semi-colon is possibly the most misunderstood punctuation mark among the others. Generally, the right use of it makes ones’ piece of writing more sophisticated (Yagelski, 2015). According to Connelly (2013), “comma and semi-colon are two of the most common - and often misused- marks of punctuation” (p.383). Fourthly, the apostrophe is used to indicate that something belongs to someone. As far as EFL learners are concerned, a large number of them neglect it as if it is an additional element in writing. To conclude, although punctuation errors are common, they should be reduced.

A big number of EFL learners face difficulties in forming sentences, especially in academic writing. One of the sentence- level problems is run- on which appears when the learners link sentences together without using the appropriate linking words or punctuation. Yagelski (2015) noted that “run- on sentences result from an effort to write a complex sentence that contains several ideas” (p.305). Obviously, another common problem refers to the faulty sentence structure. The incorrect structure of sentences leads to an ambiguous meaning. For instance, many EFL learners put modifiers in the wrong place in the sentence which is termed as dangling modifiers. Then, in order to avoid this type of error and to make sentences clearer, the writers should place the modifiers as near to the word as they should be. In brief, well-structured sentences lead to a clear meaning.

To conclude, the wrong use of words, the pronoun errors, the form of sentences, and the punctuation errors are among the list of the common writing errors which EFL learners commit. Avoiding them is very important for maintaining the quality of their written production. Then, an exposure to the language is extremely significant to make the writing process as easy as possible.

This table is about the types of errors that learners commit in their writing production; it includes as well the code of these errors that are used by teachers when they correct them and it covers the description of those errors. Thus, it is a kind of summary.

Error type	Code	Description
Word choice	WC	Excluded spelling errors, pronouns, informal and unidiomatic usage
Verb tense	VT	
Verb form	VF	
Word Form	WF	Exclude verb from error
Articles	Art	
Singular-plural	S/P	Referred to noun ending errors
Pronouns	PR	
Run on	RO	Included comma splice
Fragment	FR	
Punctuation	PU	Comma splices, and fragments; excluded run-ons
Spelling	SP	
Sentence structure	SS	Included missing and unnecessary words and phrases and word order problems. Excluded run-ons, comma splices, and fragments
Informal	INF	Referred to register choices considered inappropriate for academic writing
Idiom	ID	Referred to errors in use of idiomatic expressions
Subject- verb agreement	SV	Did not include other singular plural or verb form errors
Miscellaneous	N/A (category used for analysis only)	Errors that could not be otherwise classified

Table 5.1: Error categories and codes used in teacher marking and analysis (Hyland & Hyland, 2006, p. 85)

The above table is a kind of summary. In fact, it provides the reader with an overview about the EFL common errors in writing. Particularly, the first colon includes the type of the error and the second one is about the code of the error's name. Besides, a brief description of each one is mentioned in the third colon. In short, this table is a simple illustration of error categories and codes that teachers use in their analysis.

2.2. Speaking

Speaking is a basic skill that should be involved as a part of the language learning process, especially in a FL setting. It plays a vital role for effective communication, so various types of activities are integrated into the EFL classrooms in order to put the learners in the real context. These activities will be a helpful strategy for minimizing the number of errors which EFL learners commit. Therefore, the current chapter will cover the above elements which are pointed out implicitly.

2.2.1 Description of Speaking

Linguistically, speaking is considered to be a productive and active skill. It is a process through which the speaker produces the language in verbal utterances. Ur (1991) argued that “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.” (p. 48). But, it can be also generalized to nonverbal language such as gestures. Moreover; this type of language output is purely automatic and unique. In other words; it is a natural gift that is given to everyone and for everyday communication. Therefore; it is the most preferable and appropriate means to explore one’s ideas, thoughts, beliefs, and feelings meaningfully. Finally, speaking is the language oral production that is used for effective and faster communication.

It is worth adding that spoken language is a matter of interaction between interlocutors (the speaker and the listener). Cameron (2001) defined speaking as “the active use of language to express meanings so that other people can make sense of them” (p. 40). In particular, the speaker produces verbal utterances and uses body language in order to transmit the message; whereas, the listener decodes and interprets the received meaning. Additionally, the interlocutors should pay attention to certain elements in order to improve the oral interaction (Harmer, 2004); for example, connected speech, the expressive device (pitch, stress, volume, and speed), lexis and grammar (utterances with different functions as a surprise), and negotiation language. In short, the oral interaction is a complex process between interlocutors.

For different purposes, foreign language learners (FLL) are primarily concerned with the speaking skill (Ur, 1991). In other words, a great number of them in a non-native context show their interest to speak a given FL. Nevertheless, it is a hard task as it seems

because it is provided only in formal settings as schools, colleagues and universities. Consequently, there will be a minimum interaction and exposure to this language. As far as EFL learners are concerned, it is extremely necessary for them to be exposed to English through using authentic materials since oral communication is two ways (Byrne, 1967). These ways refer first to listening as receptive skill, then to speaking as productive one. Besides, learning how to speak a FL needs to listen carefully to teachers, as well as to classmates' correct pronunciation (Vasile, 2008). Again, they have to pay attention to their teachers while they are using the language since they are the most provided source. So, sharp ears are needed to facilitate the FL speaking process.

2.2.2. The Importance of Speaking

Speaking is the most favorable and appropriate skill in a human communication. Indeed, everyone accepts it as an essential language skill because it is a part of a daily life in which the speakers produce the language automatically. Besides, it assists people to express feelings, explore thoughts and convince others (Verderber, Verderber & Sellnow, 2011). Moreover, it is a way from which people can understand others' thinking and intention. Furthermore, it is an effective means to make relationships between people as well as to separate them. To sum up, it is used in every situation since it helps people for better understanding.

Previously, speaking took little interest in learning, but thanks to the emergence of new language methods, the focus has been changed. These approaches such as the direct method and the communicative approach aim to improve oral communication in the classrooms and to encourage learner-teacher interaction. Nowadays, teachers focus more on them due to their effectiveness in enhancing learners' speech production, and because they give them the chance to practise the language in context. Besides, it is the most significant and focused skill in FL teaching. In EFL classes, learners who are able to speak are considered as if they master all the other language skills (Ur, 2000). That is why many researchers take speaking and knowing a language as synonyms (Celce-Murcia & Olshtain, 2001). In this regard, speaking takes the priority in language classes.

2.2.3. Classroom Speaking Activities

Different experts with different insights have suggested various classroom speaking activities that teachers should use in their classes. The purpose behind using them is to enhance learners, especially FLL, to practise the language in a naturalistic environment. Furthermore, they are highly helpful in improving their oral performance easily. So, these activities include communication games, story-telling, role play, and discussion.

As a matter of fact, the communication game is the most favorable activity for many teachers and learners to enhance speaking skill. With different types of games such as solving the puzzle, finding similarities and differences between pictures, learners have the chance to practice speaking. Harmer (2007) demonstrated that “Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner” (P. 272). Moreover, this type of activity is done in a comfortable and a fun situation without hesitation or anxiety. In other words, each learner is requested to speak about the proposed topic for sixty seconds without any hesitation, repetition, or deviation (Harmer, 2007). Therefore, the learners will respond immediately and successfully to the instruction. In short, these games are so useful and appropriate for learners to deal with speaking in a simple manner.

Story- Telling is one way through which the learners practise speaking. Thornbury (2008) defined it as “a universal function of language and one of the main ingredients of casual conversation” (p. 95-96). Basically, the learner narrates the story in front of the whole class where each one can interact with it and with the narrator himself. Thornbury (ibid) added that “through their stories learners not only practice an essential skill, but they can also get to know one another”. In other words, it is an efficient method which aims to foster the learners’ interaction and to establish a strong relationship between them. Moreover, he suggested four forms of this activity that involve guessing a lie, inserting the word, chain story, and party joke. These based activities are prepared carefully so that every learner can participate in them. Nowadays, these types of tasks are included in the course books due to their efficiency. In brief, narrating stories is very suitable technique in speaking classes.

The role play is generally used in the speaking classes where learners play various roles. Harmer (2007) declared that “simulation and role-play can be used to encourage general oral fluency” (p. 274). In this case, different roles are given to the learners as if they are in the real world such as doctor, patient, actor, or journalist. In fact, each role is preceded by its target language that in turn facilitates the activity. Thus, it gives them the chance to develop their fluency in a wide number of situations. Moreover, according to Jones (1982), role-play should have several characteristics (cited in Harmer, 2007). First, the reality of function is based on putting the learners as participants in a real situation. Second, the simulated environment refers to the fact that the classroom should be considered as a real setting; for instance, shop, court, restaurant, or party. Third, the structure is concerned with the effective stimulation of the activity by knowing its construction and its necessary information that should be given to the learners. To sum up, teachers usually use role plays as an efficient way of speaking.

Basically, through discussion, learners have the opportunity to give their point of views and to express their ideas concerning a given topic. Thornbury (2008) stated that “many teachers would agree that the best discussions in the class are those that arise spontaneously” (p. 102). This means that being spontaneous in the discussion is the best method to enhance the learner’s speaking skill. However, many EFL learners feel anxious to express their attitudes in front of their classmates. Therefore, the Buzz group is a technique to simplify the process and to lower hesitation among learners (Harmer, 2007). It gives them the opportunity to discuss the proposed topic in a small group before speaking in front of the whole class.

Furthermore, a successful discussion can be achieved if the majority of learners are interested in the topic and have background knowledge about it (Gower, Phillips & Walters, 1995). Thus, the selection of topics should be done by learners and teachers together. In addition to this, teachers have to prepare their learners for the discussion and give them a specific period of time to organize their ideas before they start discussing. Besides, they should allow everyone to participate. Summing up, a well-managed discussion permits the learners to express themselves.

2.2.4. EFL Common Errors in Speaking

In oral production, there are several errors that should be treated and others that should be ignored. However, in the case of EFL classes, teachers have to reduce the number of errors which their learners commit as much as they can. Generally, these errors appear as a result of the poor exposure to the language, and they involve lack of fluency, intonation error, and lack of accuracy in grammar.

The lack of fluency is one obstacle that EFL learners face during their speech production. Obviously, the word fluency refers to the ability to move smoothly with sounds without any mispronunciation. As a result, they have to articulate the words correctly and rapidly. However, the majority of EFL learners consider it as a challenging activity that needs a long period of time to be reached. Moreover, this error is committed because of learners' poor listening, or lack of practise. Thornbury (2008) stated that "shortage of opportunities for practice is identified as an important contributing factor to speaking" (p. 28). As a result, they have to use the language outside the classroom. Teachers as well should make them close to this skill through the classroom speaking activities. In short, lack of fluency is linked to EFL learners' errors that have to be treated.

Intonation is one of the vital subject matter in a speech form. It is defined as pitch variations of the speaker (Chun, 2002). Besides, it goes further to convey an attitudinal meaning; particularly, shock and surprise, so it takes a large place in the communication process. Nevertheless, many EFL learners are extremely confused about its utilization in classroom speaking activities, and they face a lot of difficulties since they are unable to select its most appropriate pattern. In this case, their first language interferes with the target one. This error has a negative impact on the quality of communication. Consequently, the EFL teacher needs to be totally present in order to facilitate the task and to correct whenever it is necessary. To sum up, the right intonation leads to a meaningful communication.

An apparent error in EFL classes is the lack of accuracy. Above all, it refers to the rightness of the language use including vocabulary, grammar, and pronunciation. Skehan (1996) defined it as "how well the target language is produced in relation to the rule system of the target language" (cited in Ellis, 2012, p. 23). As far as the majority of learners focus on fluency rather than accuracy, teachers nowadays try to engage them with accuracy in

spoken performance. Notably, despite its importance, many learners in EFL context lack it. This means that they are unable to use vocabulary and grammar correctly. They also commit several errors while speaking such as the misuse the tag questions or the inappropriate use of items. Therefore, learners who want to be accurate in speech are supposed to spend much time practising the rules of language. Eventually, the lack of accuracy is an error that should be avoided so that a meaningful communication will be achieved.

As a conclusion, an efficient spoken communication needs to be free from certain common errors such as the lack of fluency and accuracy, or the incorrect use of intonation. If learners are insufficiently exposed to the language, they will commit these errors. For this reason, it is extremely necessary for the teachers to provide them with the activities that aim to minimize these errors.

Conclusion

Speaking and writing, as productive skills, are two major parts in the learning process. Therefore, they cannot be removed or disregarded. Yet, they must be highly developed since they are the core of efficient communication. The power of these skills is concerned with both learning and other social situations. For that reason, learners, basically EFL ones, have to be engaged in different speaking and writing activities which give them the chance to practise the language in a naturalistic environment. Additionally, throughout language production, a great number of EFL learners face challenges and commit distinctive types of errors which should be corrected and treated by the teacher himself. To conclude, both speaking and writing play a vital role in educational and real life environments.

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Chapter Three

Data Analysis and Interpretation

Introduction

The two previous chapters were concerned with the literature review about teachers' feedback and its role in enhancing EFL learners' productive skills, but the current chapter is the practical one that will confirm or reject the hypothesis. The data gathered from teachers and students' questionnaire will be analyzed and illustrated by different types of graphs. Then, the obtained results will be interpreted in order to assert or reject the role of teachers' feedback in enhancing EFL learners' productive skills.

3.1. Students' Questionnaire

3.1.1. Aim of the Questionnaire

This questionnaire was administered to seventy-second year LMD students of English. It aimed at gathering data concerning their attitudes towards speaking and writing skills, as well as, their points of view concerning the role of their teachers' feedback in enhancing them. Additionally, it attempted to identify the extent to which they prefer receiving teachers' feedback with good quality regardless to its large quantity.

3.1.2. Description of the Questionnaire

This questionnaire covers three sections. The first one includes general information about productive skills and it consists of four questions. The second section which is about the productive skills is divided into two parts including writing and speaking. Each part contains four main questions which are nearly the same. The third section covers teachers' feedback and it is the most important one. It includes ten questions that attempt to identify how teachers provide feedback in writing and speaking activities, which type of feedback the students prefer, and the extent to which they agree with providing good quality of feedback rather than a large quantity of it.

3.1.3. Piloting the Questionnaire

Students' questionnaire was piloted on February the 9th, 2016. It was given randomly to seven students, and they brought it back as they finish answering the questions. Noticeably, the whole numbers of students responded to the majority of the

proposed questions, and they even justified whenever it was necessary. Therefore, after piloting them, they were revised in terms of their form so that they will be easier to answer.

3.1.4. Administration of the Questionnaire

This questionnaire was distributed on February the 23rd and 24th, 2016 to seventy-second- year LMD students of English. The process took two days; in the first day it was given partially and randomly to students in two groups, but unfortunately just eight of them were answered. In the second day, the rest of them were all answered together in ten minutes, and they are handed back as students finish answering them.

3.1.5. Analysis of the Questionnaire

3.1.5.1. Section One: General Information about Productive Skills

1. What is your favourite skill among the productive ones?

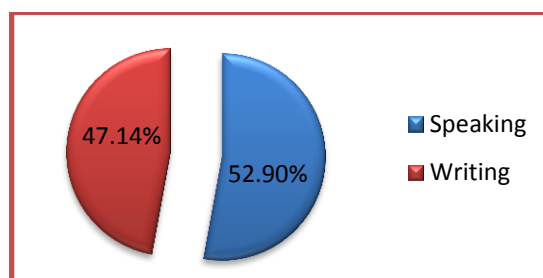


Figure 3.1: Participants' Favourite Productive Skills

It is clear from the graph that 52, 90 % of participants consider speaking as their favourable skill, while 47, 14% of them choose writing. This means that more than half of participants prefer speaking among the productive skills since it gives them the chance to interact effectively in FL context.

3. Do you think that speaking and writing are two difficult skills?

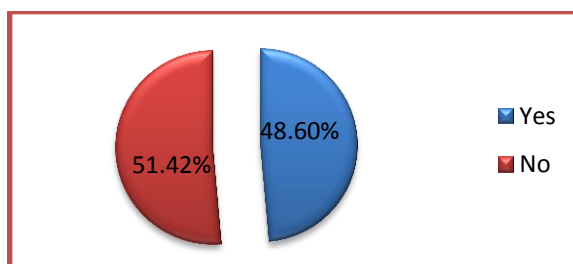


Figure 3.2: Participants' Attitudes about Speaking and Writing

The results indicate that 48, 6% of participants consider speaking and writing as two difficult skills in learning justifying that they require intensive practice and effort. Besides, some of them argue that speaking is more difficult than writing because it needs vocabulary; whereas, others believe that writing is the hardest one since it requires following several rules. Moreover, 51, 42% of them state that they are not difficult ones.

3. How you consider your level in writing?

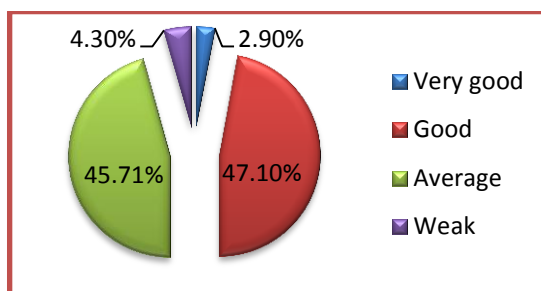


Figure 3.3: Participants' Estimation of their Level in Writing

The findings indicate that the largest number of participants (47, 10%) claim that they are good in writing, and (45, 71) of them stated that their levels are average. Nevertheless, (4, 30%) of them considered themselves as weak. It also shows that a few of them (2, 90%) considered themselves as very good in writing.

4. How do you consider your level in speaking?

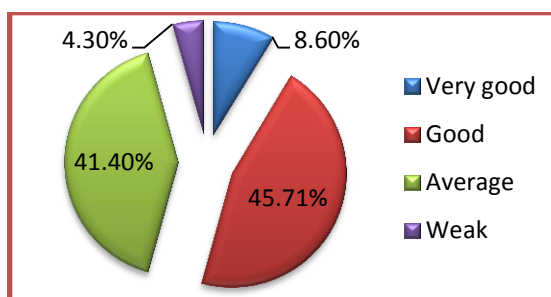


Figure 3.4: Participants' Estimation of their Level in Speaking

From the results, the majority of the participants (45, 71%) claim that their level in speaking is good, and 41, 40% of them state that it is average. However, just 8.60% who consider themselves as very good in speaking. It shows as well that few participants 4, 30% claim that they are weak in speaking skill. This means that participants almost respond to this skill positively.

3.1.5.2. Section Two: Productive Skills

Writing

5. How do find the course of written expression?

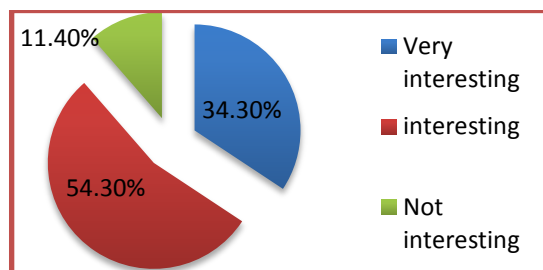


Figure 3.5: Participants' Attitudes towards Writing Courses

As the graph illustrates, the course of written expression is an interesting one for more than half of the participants (54, 3%), and it is also very interesting for 34, 3% of them. Thus, the majority of Participants consider writing as a favourable task. However, the minority of them state that it is not interesting which means that there is a gap either in the way of presentation of lessons or on students themselves. As far as writing is an important skill, this gap should be treated.

6. Did that course help you to improve your writing skill?

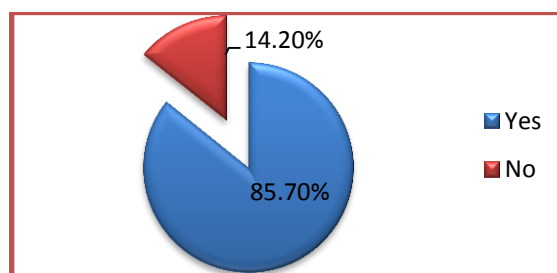


Figure 3.6: the Effectiveness of writing Courses

The findings reveal that many participants (85.7%) state that this course is a helpful one in improving their writing skill. However, just a few of them (14,2%) answer oppositely, and they support their answers with justifications such as lessons are boring since the focus is given to grammar, lack of practice and a little number of activities, and lack of freedom in selecting topics. Consequently, the problem is concerned with the way whereby the course is presented.

7. Which classroom writing activity do you find the most difficult?

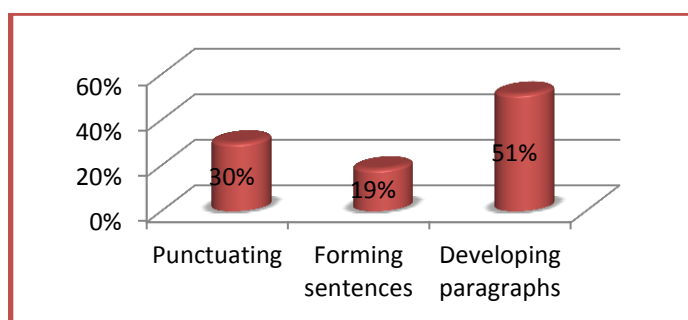


Figure 3.7: The most Difficult Classroom Writing Activity

The results demonstrate that developing paragraphs is the most difficult classroom writing activity for a large number of participants (51%). It is related to several variables; for example, the structure, the content, vocabulary, coherence, cohesion and others. That is why the majority of participants consider it as a difficult task. However, this difficulty can be minimized through regulated practice. Moreover, the findings indicate that 30% of them face problem in adjusting punctuations which may rise due to the diversity of punctuation rules. In fact, it is extremely important to show their proper use because whenever they are used incorrectly; the meaning will be changed. Furthermore, a few number of the sample (19%) state that forming sentences is the hardest activity. Constructing good sentences is highly associated with the grammatical knowledge, so participants have to be more exposed to the grammatical rules of the language so that this problem will be solved.

8. Which kind of errors you have commonly faced while writing?

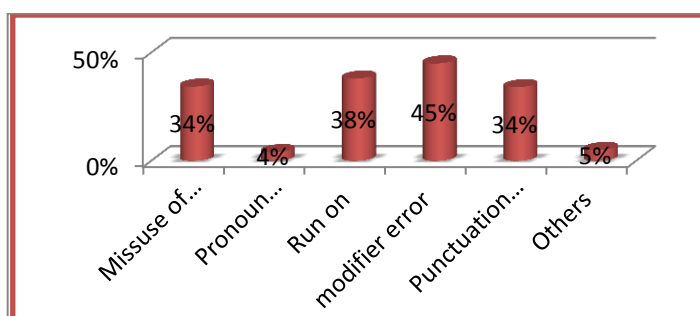


Figure 3.8: Participants' Errors in Writing

The current results show that a large number of participants (45%) consider modifier error as the one they commonly face while writing. Additionally, 38% of them demonstrate that run on is one error which they generally encounter during the writing task. However,

this problem does not need a strong effort to be treated; instead, explaining the phenomenon with some practice is an effective solution. Besides, an equal number of participants (34%) select both misuse of words and punctuation error as the most common errors which they commit. Nevertheless, just a few of them (4%) put pronoun error as the prevalent one in the classroom writing activities.

Speaking

9. How do find the course of oral expression?

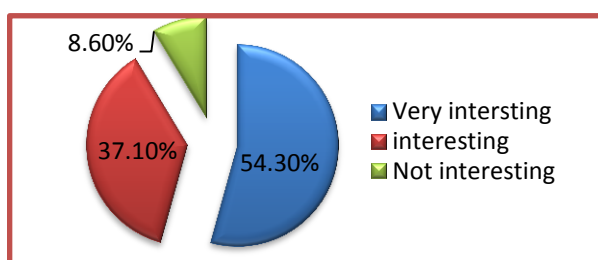


Figure 3.9: Participants' Attitude towards Speaking Courses

From this graph, more than half of the participants (54, 30%) consider the oral expression course as a very interesting one. Also, 37, 10% of them claim that it is interesting. However, just 8, 60% of them find that it is not interesting. Therefore, the majority of them believe that speaking English is a favourable task. But those who are not interested may have a problem with the language, the teacher, or themselves such as shyness.

10. Did that course help you to improve your oral skill?

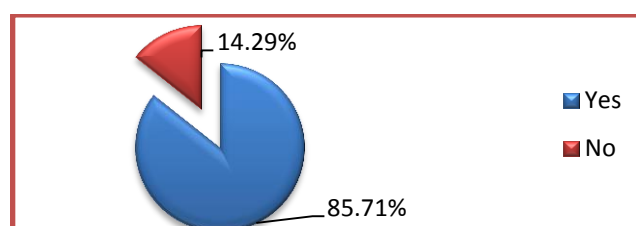


Figure 3.10: The Effectiveness of Speaking course

The findings show that a great number of participants (85.71%) consider this course as an efficient one to improve their speaking skill. Nevertheless, just 14.29% of them claim that it is not an effective one, and they support answers with justification. Thus, some of

them argue that they do not have the opportunity to talk during the course. Others believe that the course covers general topics that are already known by students. That is to say, the problem generally may refer to teachers' ability to manage this course.

11. Which one is our favourite classroom oral activity?

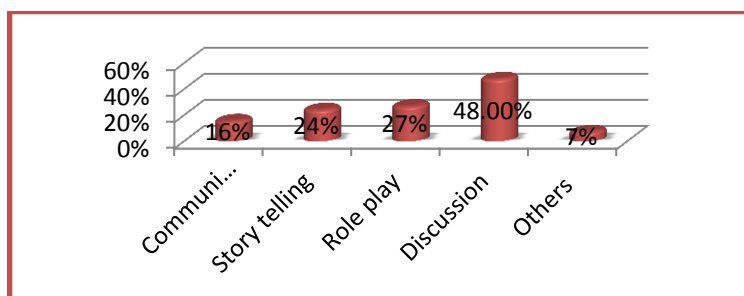


Figure 3.11: Participants' Favourite Speaking Activity

The number of answers here is larger than the number of participants due to the multiple choices. Thus, from the results, many participants (48 %) select discussion as their preferable classroom oral activity. Besides, 27% of them consider the role play as their favourable activity where they perform various roles in different situations; therefore, it fosters their ability to communicate easily whenever it is necessary. In addition, 24% of them choose storytelling, but only 13% of them select communication games. This minority of selection may appear because participants have not been exposed to these activities yet. Moreover, there are some participants (7 %) add other preferable classroom oral activities such as presentation, and monolog.

12. Which type of errors have you generally committed while writing?

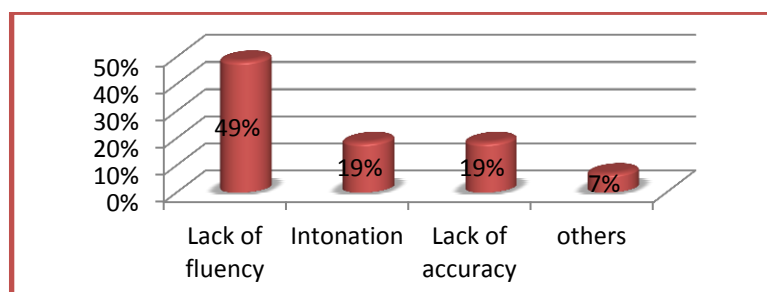


Figure 3.12: Participants' Errors in Speaking

As the graph indicates, the majority of participants (49%) consider the lack of fluency as the common error which they mostly encounter while speaking English.

However, 19% choose intonation, and the same number of them select lack of accuracy as the common errors that they suffer from during their oral production. Fluency is an important aspect for effective presentation of the language; consequently, teachers have to treat this problem by providing intensive and focused practice. Also, few participants (7%) add shyness as an obstacle that reduces their desire to speak.

3.1.4.3. Teachers' feedback

13. Does your teacher of written expression try to correct your errors?

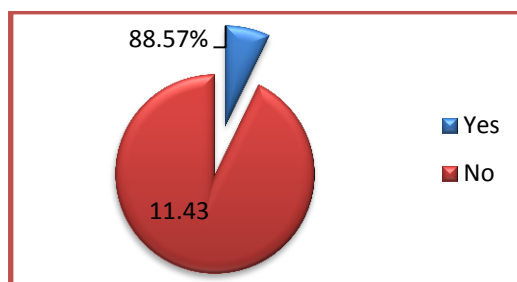


Figure 3.13: The Correction of Errors in Writing Courses

The above graph indicates that the highest number of participants (88.57%) state that their written expression teachers try to correct their errors, while only 11.43% of them claim they do not correct them.

13.1. If yes, does s/he correct?

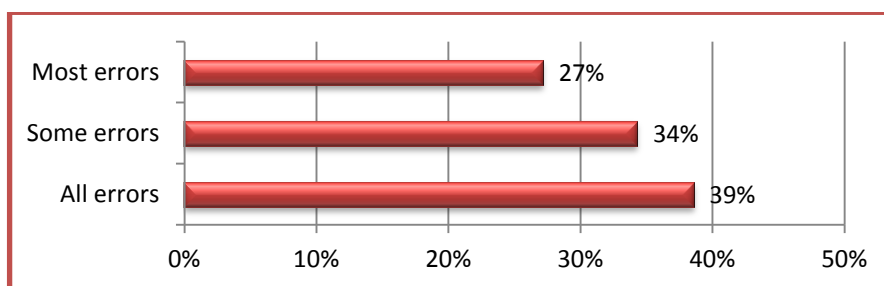


Figure 3.14: The Quantity of Correcting Errors

The results show that participants who answer that their written expression teachers correct their errors, they add the quantity errors they try to correct. Thus, 39% of them state that their teachers correct all errors because they believe that students' pieces of writing will be improved if they respond to all error. Additionally, 34% of them demonstrate that just some errors are corrected by their teacher. This means that those

teachers do not prefer a lot of correction. However, 27% of participants determine that their teachers correct most errors which students commit while writing.

14. Does your teacher of oral expression try to correct your errors?

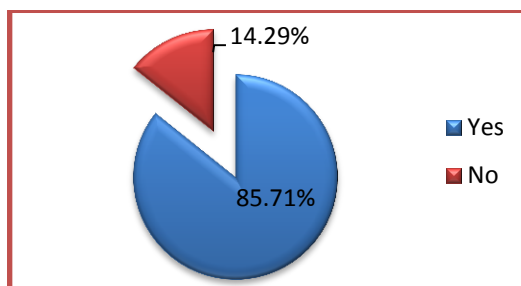


Figure 3.15: The Correction of Errors in Speaking

The results demonstrate that the highest number of participants (85.71 %) answers “yes”, but only (14.29%) of them adopt the answer “no”. As a result, a great number of oral expression teachers respond to their students’ errors and try to correct them.

14.1. If yes, does s/he correct?

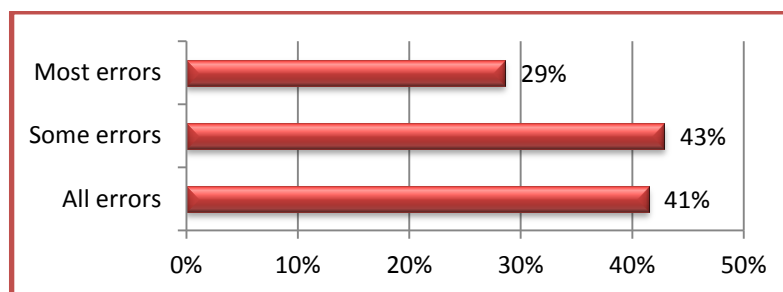


Figure 3.16: Quantity of Correcting Errors in Speaking

According to the current results, it was found that 43% of the participants claim that their teachers of oral expression try to correct some errors, which means that they focus only on the most important ones for the case of avoiding interruption while they are speaking. However, 41% of them argue that the correction covers all errors they commit. Besides, 29% of them report that they receive correction to the majority of errors. In other words, different teachers have various insights concerning the correction of students’ errors during students’ oral performance.

15. How does your teacher of written expression correct your errors?

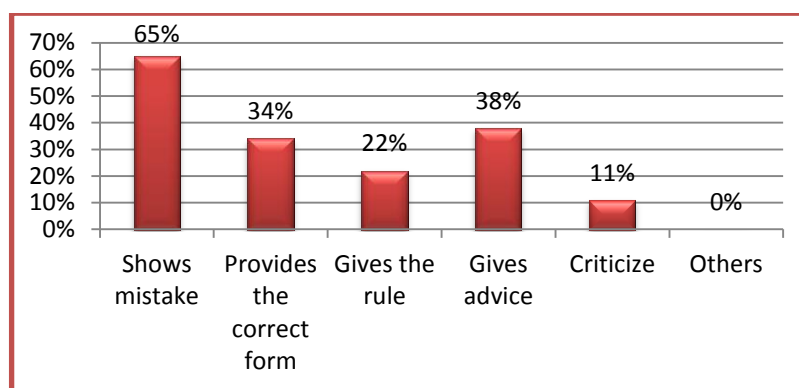


Figure 3.17: The Way of Correcting Errors in Writing Course

As the graph shows, different teachers of written expression use distinctive ways of correction. More than half of participants (65%) argue that their teachers show the mistake. However, 38% of them demonstrate that they receive pieces of advice from teachers, and 34% of them state that their teachers provide the correct form. But, only 11% of them declare that they receive criticism when they commit an error.

16. How does your teacher of oral expression correct your errors?

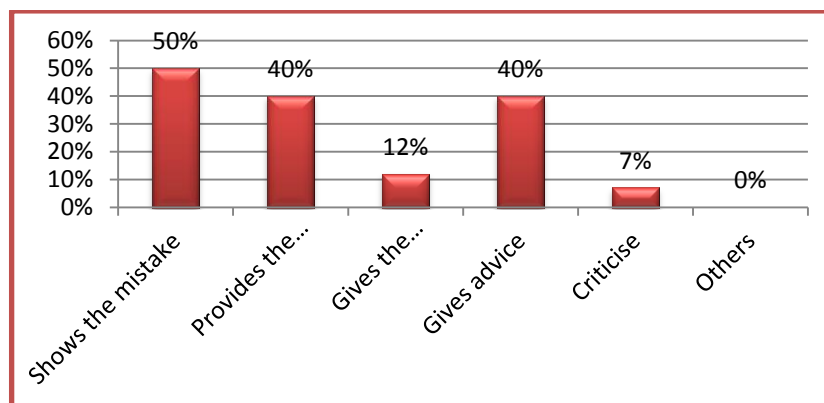


Figure 3.18: The Way of Correcting Errors in Speaking Course

The findings indicate that there is a noticeable difference in the way whereby oral expression teachers correct participants errors. Thus, half of the sample (50%) adopts the first answer arguing that their teachers focus on showing the mistakes. Moreover, providing the correct form and giving pieces of advice are two answers which are chosen by an equal number of participants (40%). Additionally, 12% of them demonstrate that

their teachers give them the rule as a way a correction yet only 7% of them state that their oral expression teachers use criticism whenever they commit an error.

17. Do you find your teachers' feedback a helpful way to improve your productive skills?

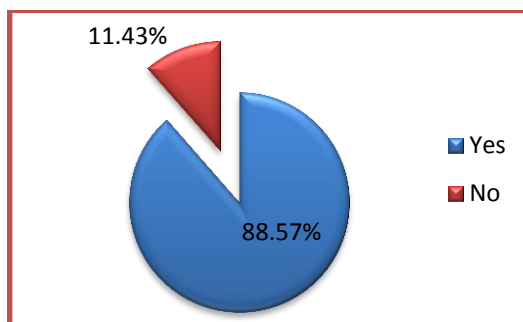


Figure 3.19: Participants' Attitude towards Teachers' Feedback

The results obtained from participants indicate that the majority of them (88, 57%) considers teachers' feedback as a helpful way to improve their productive skills. Nevertheless, only 11, 43% of them answer that it not a helpful one. Some participants who opt for "yes" support their answers with justifications. According to them, teachers' feedback plays a major role in enhancing their production of the language since it guides them. They add that it helps them learning from errors they have committed. They also argued that teachers' feedback in form of information and pieces of advice is an effective way to develop their level of language learning, and it makes them competent students.

18. Which type of feedback do you prefer?

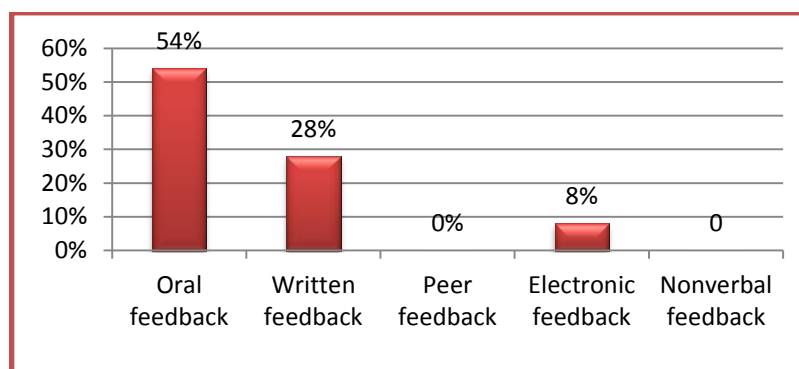


Figure 3.20: The Preferable Types of Feedback

It is clear that the majority of the participant select many answers and that is why the number of answers is larger than the sample. Then, the findings indicate that the highest

number of them (54%) considers the oral feedback as a preferable one. Moreover, 28% of them choose written feedback as their favourite one because they find it clearer than others. However, electronic feedback is selected by a little number of them (8%). Furthermore, neither peer feedback nor nonverbal feedback is chosen. This means that they may not be exposed to these types in both oral and written expression courses.

19. Do you prefer a lot of feedback from your teacher?

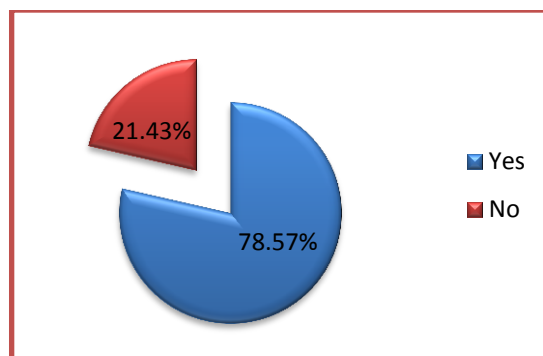


Figure 3.21: Participants' Attitude towards Large Quantity of Feedback

The results show that 78, 57% of Participants state that they prefer a lot of feedback from their teachers, but just 21, 43% of them answer that they do not prefer it. This means that, for them, a large quantity of feedback will be the key for eliminating the common mistakes they commit in both speaking and writing.

20. If your teacher gives you feedback more than once to specific error, then do you repeat the same error?

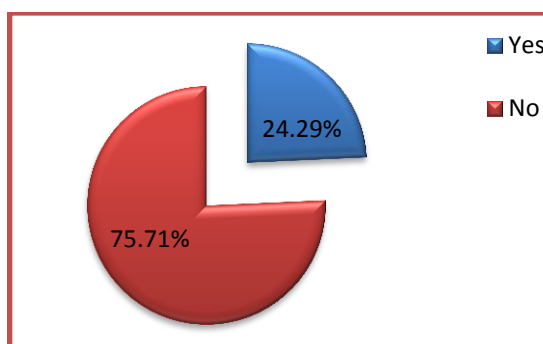


Figure3. 22: Students' Repetition of the Corrected Errors

Results obtained from the participants answers indicate that the majority of them (75, 71%) do not repeat the same error when their teachers have already given them feedback about it. However, 24, 29% of them state that they may repeat it.

20. 1. If yes, why?

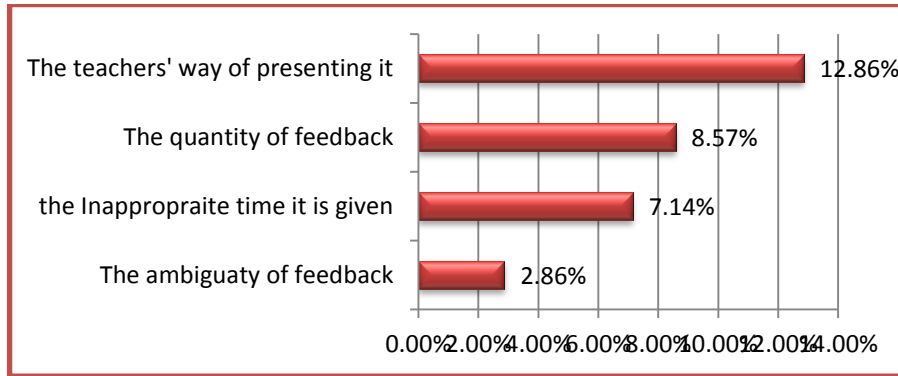


Figure3. 23: The Reason behind the Repetition of the Same Error

Depending on the previous results, the participants who answer with “yes” also choose the reason behind their repetition of the same error. Therefore, 12.85% of them choose the last choice which opts for the way of presenting it. Hence, it is crucial for teachers to select the appropriate way of presentation. Moreover, the quantity of feedback is one reason for 8.57% of participants. Additionally, 7.14% of the current sample consider the inappropriate time as their first cause of repeating the same error, yet just a few of them choose the first answer which means that the teachers’ feedback is mostly clear.

21. Do you agree that teachers should focus more on the way of presenting feedback rather than how much it should be?

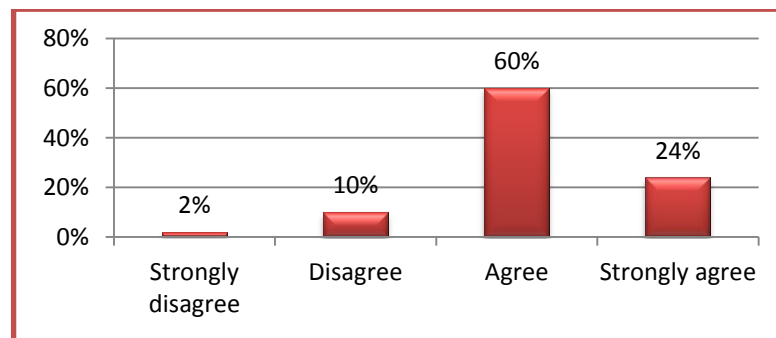


Figure3. 24: Participants’ Agreement with High Quality of Feedback rather than its Quantity

The results indicate that participants' points of view are different. They also vary from strongly disagree to strongly agree. Notably, the majority of them (60%) agree with good quality feedback rather than its large quantity, and 27, 1% strongly agrees with it. However, participants who disagree with it are just about 10%, and those who strongly disagree are few as well (2, 9%). Some participants support their answers with justification as the following:

1. Students feel anxious when feedback is addressed in the wrong way. Thus, it should be helpful.
2. The way of providing feedback is more important than feedback itself, and it will lead to bad results whenever it is provided inappropriately.
3. The way of presenting feedback is very crucial, and it can either improve self-confidence or destroy it.
4. Good quality of feedback helps students to obtain good information and apply it appropriately.
5. It must be taken seriously because it is part of teaching- learning process.
6. The way teachers present it affects on how students perceive it. If it is addressed with large quantity, students will neglect it.

22. In your opinion, how effective teachers' feedback should be?

This is the last element in the students' questionnaire where participants were requested to respond freely concerning the way effective feedback has to be presented. Unfortunately, only 35, 29% of them have responded to it, and just a few of them provide acceptable answers. Notably, their opinions are different from one another; for instance, 25% of them argue that an effective feedback needs to be clear, simple, and useful. Besides, 20, 83% claim that it has to be presented politely with a medium voice because the high voice is considered as a kind of punishments. Additionally, an equal number of them (20, 83%) claim that teachers have to vary between the ways of presenting feedback, and they add as well that teachers should focus more on giving pieces of advice which are more informative. Moreover, just the minority of them (4, 17%) state that the way of presentation of feedback and its amount are two factors which make it effective. There are some answers which are less informative.

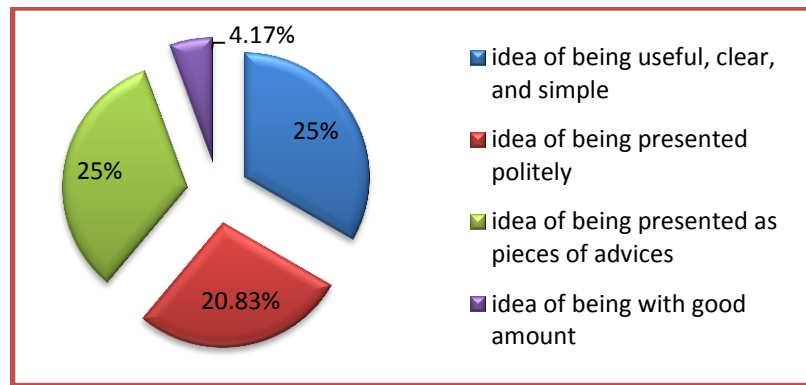


Figure3. 25: Participants' Opinions about Effective Teachers' Feedback

3.1.6. Interpretation of the Questionnaire

The analysis and the description of students' questionnaire provide a large number of results concerning their general background about their writing and speaking skills, concerning and the role of their teachers' feedback in improving them. Besides, this part is concerned with the interpretation of the results to be validated. Therefore, it covers all the sections of the questionnaire including general information about productive skills, productive skills, and teachers' feedback.

3.1.6.1. Section One

The analysis of the first section of students' questionnaire reveals several outcomes. Although many EFL participants (51.42 %) do not consider both speaking and writing as difficult skills, they respond more to speaking than writing. In other words, speaking is a preferable skill among the productive ones since it assists them to interact effectively in FL situations. Additionally, many students (47.10%) are good at writing, and a near number of them (45.71%) are good in speaking as well. the fact that represents their acceptable effort in practicing regularly these skills, and their positive attitudes towards them; especially, speaking one.

3.1.6.2. Section Two

The second section contains two parts including writing and speaking. Notably, questions about written expression and oral expression courses are nearly the same, but participants' responses towards them vary. In other words, according to their answers, each section hold different results and analysis; therefore, they should be interpreted separately in order to be clearer.

The first part reveals several interpretations. According to a great number of EFL participants (54.3%), the course of written expression is interesting; as well as, it is a helpful one in enhancing their writing abilities. These positive results may indicate that written expression teachers do their best in improving students' written production. It indicates also that they provide them with further practice. Although participants respond positively towards the effectiveness of this course, they still consider some writing activities as difficult ones, and they remain facing errors while writing. Concerning the most difficult activity, different participants selected them distinctively, yet developing paragraphs was chosen as the most difficult one since it mostly covers all other activities such as punctuating and forming sentences. Besides, many participants (45.7%) selected modifier error as the common one among others. The reason behind this error may refer to the lack of exposure to The English language and the complexity of the language itself. EFL students also can face this problem due to the interference of their mother tongue.

The analysis of the second part shows many outcomes. The oral expression course is very interesting one for a great number of EFL participants (54.3%). In fact, it is the highest degree of interest which clarifies their willing in practising English orally. This course is also very beneficial in improving their speaking skill. That is to say, oral expression teachers attempt to increase students' level in oral production through using a variety of classroom oral activities. However, participants respond to these activities differently; for instance, the majority of them (48.57%) give the priority to the discussion because it helps them to practise the language freely, and it enhances them to express themselves and to show their attitudes. Although participants have positive attitudes towards this skill, they still face challenges while speaking and the most common one refer to the lack of fluency. The latter rises because many EFL learners do not take risks participating in the classroom oral activities and since they do not usually practise it outside the classroom.

Summing up, written and oral expression courses are interesting ones for many EFL students at Biskra University, and they are considered as helpful ones in developing their writing and speaking skills. Additionally, the difficulty of classroom writing activities can be reduced with the help of teachers. Besides, oral expression teachers have to vary the activities in order to enhance their speaking abilities. Although errors in EFL context are normal phenomena, they should be minimized through appropriate teachers' feedback.

3.1.6.3. Section Three

The analysis of the last section reveals important interpretations. For many EFL participants, both written and oral expression teachers try to correct their students' errors. Therefore, they use feedback to enhance students' production of language. Its use can be reached through distinctive ways; for instance, showing the error is the most used way by written and oral expression teachers. This means that although they attempt to provide feedback, they also try to make their students more autonomous to find the right form. Moreover, many types of feedback are included while teaching written and oral expression courses, but the oral feedback is the most preferable one by many students (54.28%) because it is often clearer than others. In addition, a great number of them (88.57%) consider feedback as a helpful way in improving their productive skills, but they (78.6%) disagree with providing a large quantity of it. In fact, addressing a lot of feedback may be a major reason for demotivating them. Consequently, as many participants (42, 6%) agree on, teachers should rely on the high quality of it instead of large quantity.

To conclude, EFL second year LMD students of Biskra University want to improve their productive skills; precisely, speaking one. However, a great number of them still face difficulties and make errors while producing the language, written and oral. For this reason, they consider using teachers' feedback as the solution for eliminating the common ones, so they are totally aware of its vital role. Nevertheless, according to them, it cannot be perceived unless it appears with high quality instead of large quantity. Simply, the way of addressing it is more important than its amount.

3.2. Teachers' Questionnaire

3. 2.1. Aim of the Questionnaire

This questionnaire was distributed to teachers of written and oral expression teachers. Its basic aim referred to collect data about their attitudes towards the course of written expression and the one of oral expression. Besides, it aimed at gathering information about the role of their feedback in improving students' productive skills, and about their views concerning the focus on feedback with high quality instead of large quantity.

3.2.2. Description of the Questionnaire

The current questionnaire includes three sections. The first section is about teachers' general information and it consists of four main questions which are close ended. The second section is about productive skills where there are open ended and close ended questions. Here, teachers are requested to answer several questions concerning written and oral expression courses. The third section covers teachers' feedback. It consists of eight questions that are a mixture of close, open and close open ones. Moreover, both the second and the third sections include two parts. The first part is addressed to written expression teachers and the second one is planned for oral expression ones. This devotion may provide the study with valid data.

3.2.3. Administration of Questionnaire

This questionnaire was distributed on February the 28th, 2016 to six teachers; three of written expression and three of oral expression. Basically, the process took one week because it was impossible for teachers to answer them on the same day. All of them turn it back since they had finished answering them.

3.2.4. Analysis of the Questionnaire

3.2.4.1 General Information

1. Do you hold?

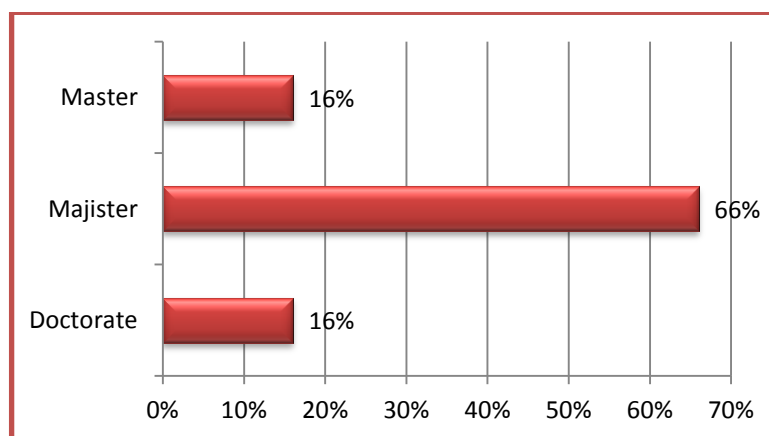


Figure3. 26: Respondents' Level of Education

2. How long have you been teaching English?

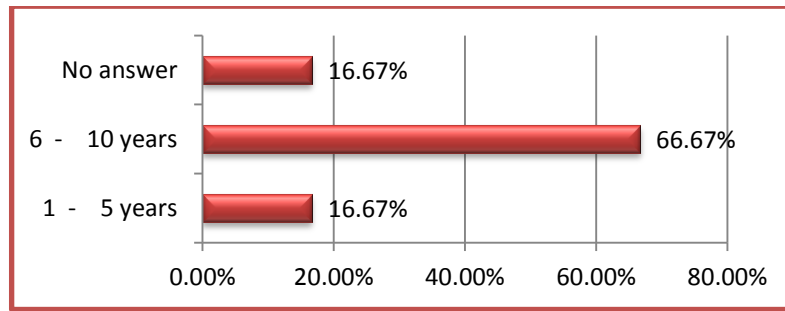


Figure 3.27: The Period of Teaching English

From the above table, a high number of respondents (66.67%) have been teaching English for more than five years. However, just 33.33% of them have been teaching it for one to five years.

3. How long have you been teaching written expression?

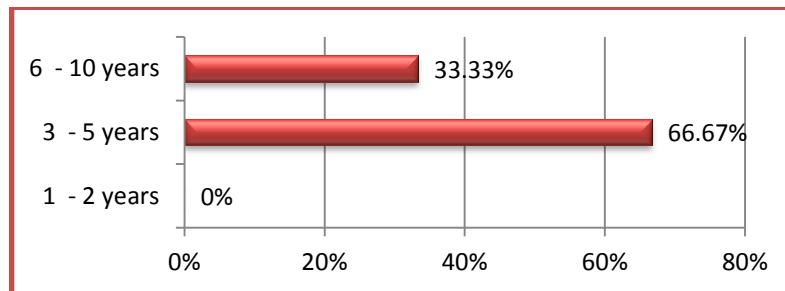


Figure 3.28: The Period of teaching Written Expression

From this graph, the majority of respondents (66.67%) have been teaching written expression course from three to five years; while, 33.33% of them they have been teaching it for six to ten years.

4. How long have you been teaching oral expression?

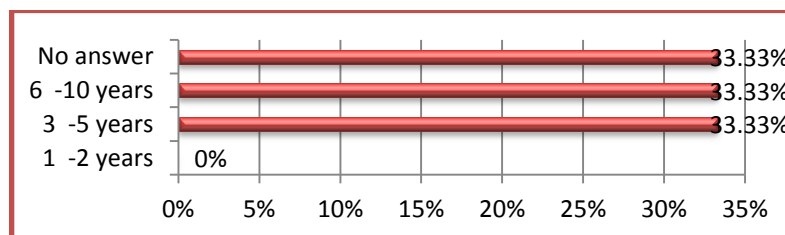


Figure 3.29: Period of teaching Oral Expression

The above table indicates that no respondent (0%) has been teaching oral expression course less than three years. Additionally, it shows that an equal number of them (33.33%) have been teaching it for three to five years and from six to ten years.

3.2.4.2. Section Two: Writing and Speaking

Writing

5. Do you find that teaching writing is an interesting task?

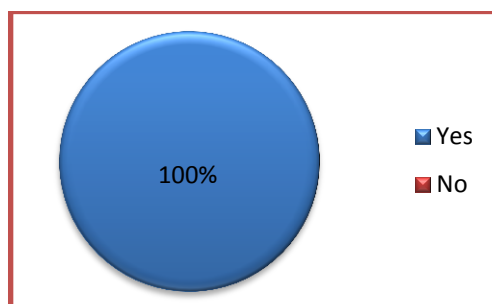


Figure 3.30: Respondents' Attitudes towards Teaching Writing

The present results indicate that the full number respondents (100%) opt for the answer “yes” which means that they are interesting in teaching this course. That is to say, they try to make their students to be interesting in learning it a well.

6. Do you encourage your students to write inside and outside the classroom?

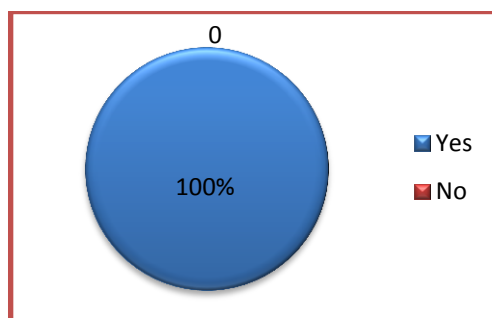


Figure 3.31: Encouraging Writing inside and outside Classroom

All respondents (100%) are interested in teaching written expression course. The findings also show that they attempt to encourage students to write inside and outside the classroom, the fact that enhances their abilities to produce a good piece of writing.

7. Do you provide your students with enough classroom writing activities?

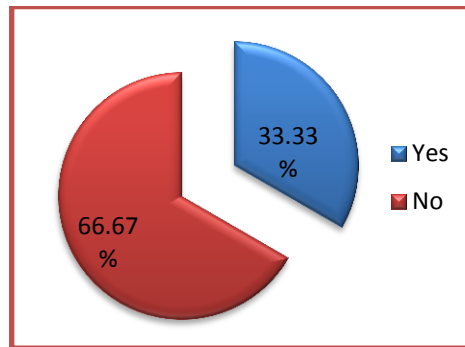


Figure 3.32: Providing enough Classroom Writing Activities

From the findings, more than half of teachers (66.67%) state that they cannot provide enough classroom writing activities, claiming that time allotted to the course is not enough to fully vary the activities. However, the minority (33.33%) who answer that they provide enough activities, they add that they also encourage them to be autonomous by selecting activities and topics.

8. Are you satisfied with your students' level of writing?

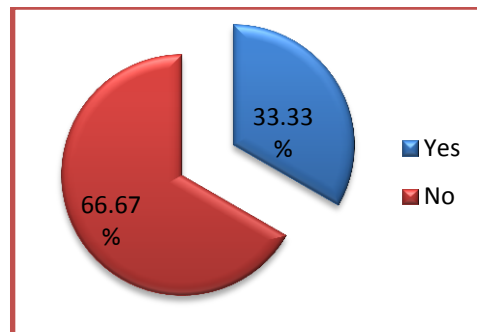


Figure 3.33: Teachers' Attitudes towards Students' Level of Writing

The results indicate that just a few participants (33.33%) answer with “yes”; whereas, the majority of them (66.67%) select “no”. This means that written expression teachers are generally not satisfied with their students' level of writing.

8.1. If no, what are their deficiencies?

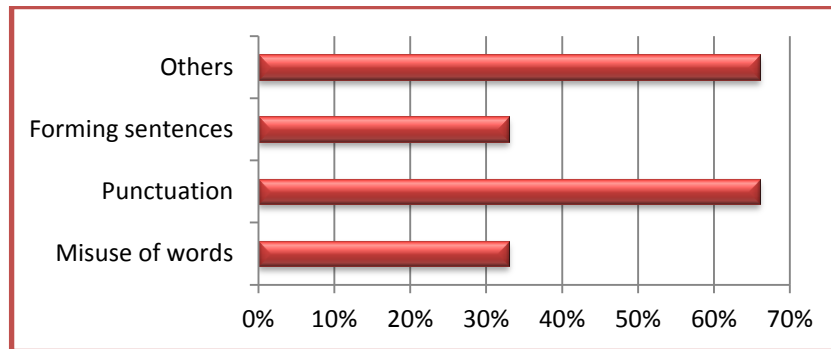


Figure 3.34: Students' Deficiencies

Depending on the previous results, 66.67% of teachers who are not satisfied with students' level of writing select punctuation as their first deficiency, while the misuse use of words and forming sentences are chosen by an equal number of teachers (33.33%). Besides, 66.67% of them add other students' deficiencies in capitalization, fluency, accuracy, and organization of ideas. In fact, teachers should provide their students with an appropriate solution for these deficiencies in order facilitate the process of writing.

Speaking

9. Do you find that teaching speaking is an interesting task?

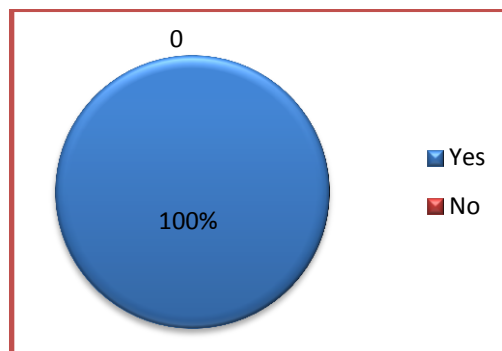


Figure 3.35: Respondents' Attitudes about Teaching Speaking

The findings indicate that the full number of the sample are interested in teaching speaking since it is an important skill for effective communication. Almost, whenever teachers show their motivation towards this course, students will be motivated to practice the language as well.

10. Do you encourage your students to speak English inside and outside the classroom?

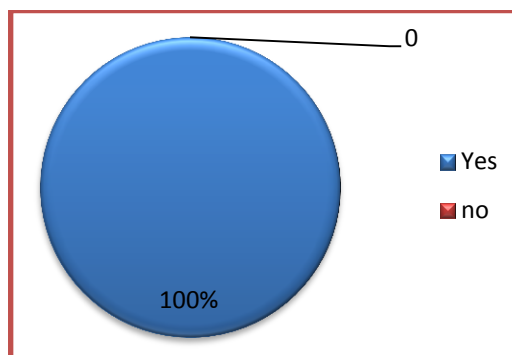


Figure 3.36: Encouraging Speaking English inside and outside Classroom

Depending on the present findings, all the participants (100%) claim that they encourage their students speaking English inside and even outside the classroom. Thus, they are trying to enhance students' abilities to speak English.

11. Do you provide your students with enough classroom oral activities?

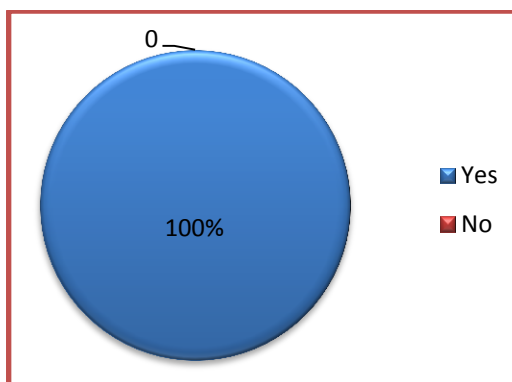


Figure 3.37: Providing enough Classroom Oral Activities

As it is shown in the graph, the full numbers of respondents (100%) state that they provide their students with enough classroom oral activities. In other words, the time allotted for the oral expression course is sufficient to practice the language inside the classroom.

11. 1. If yes, on which one have focused more?

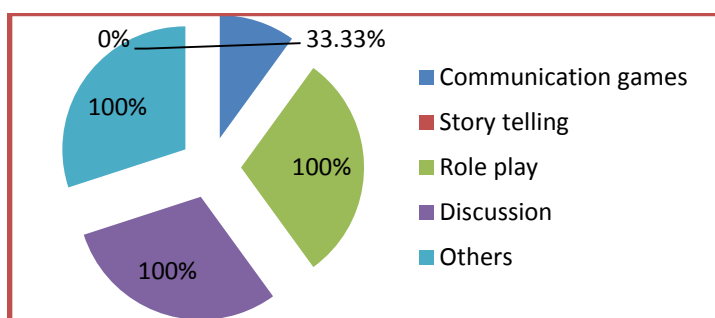


Figure 3.38: The Activities Used in Speaking Courses

From the current findings, the number of answers seems to be larger than the sample due to the multiple choices. Thus, role play and discussion are selected by an equal number of teachers (100%) since they consider them as effective activities in developing students' oral production of the language. Moreover, although communication games are a funny and preferred activity for many students, just a few of the participants (33.33%) choose them. Additionally, none of the teachers (0%) choose storytelling as the one they almost use in this course. The outcomes also demonstrate that there are some teachers add further activities; for example, listening, gap filling, and arguing. This means that they attempt to make a variation in order to motivate students.

12. Are you satisfied with your students' level of speaking?

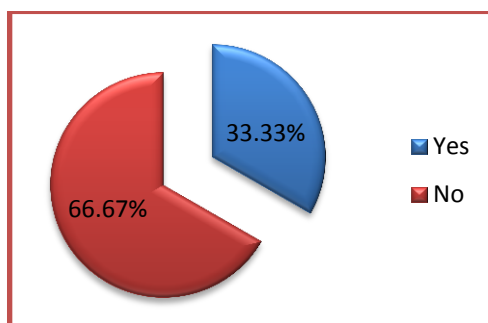


Figure 3.39: Teachers' Attitudes towards Students' Level of Speaking English

The results obtained from the above graph demonstrate that 33, 33% of the teachers declared that they are satisfied with their students' level of speaking English, while 66, 67% of them answered that they are not. This dissatisfaction indicates that there are some problems that students encounter while speaking performance.

12. 1. If no, what are their deficiencies?

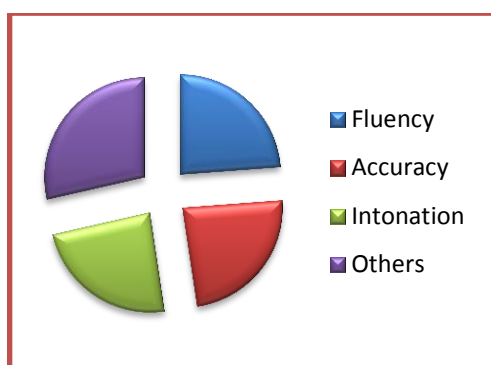


Figure 3.40: Students' Deficiencies in Speaking

As the previous results have indicated, the majority of respondents state that they are not satisfied with their students' level of speaking English because of their deficiencies. Thus, all the proposed deficiencies (fluency, accuracy, and intonation) are adopted by the same number of respondents (33, 33%); whereas, there are some teachers (66, 67%) who add further deficiency which is shyness. Consequently, shyness is considered as an obstacle which affects negatively on students' oral performance.

3.2.4.3. Section Three: Teachers' Feedback

Part one: Written Expression Teachers

13. Do you use feedback in your writing activities?

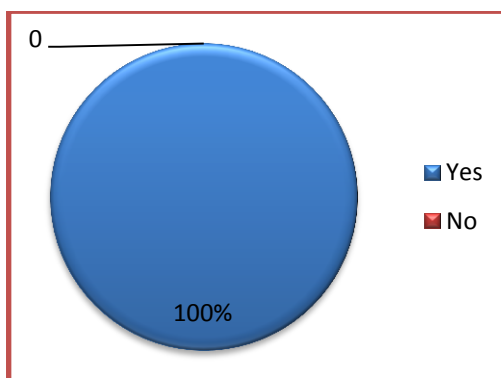


Figure 3.41: Respondents' Use of Feedback in Writing Activities

The present results illustrate that the full number of respondents (100%) indicate that they use feedback in classroom writing activities. That is to say, they regard it as an effective tool which promotes students' abilities in writing.

14. How do you address your feedback?

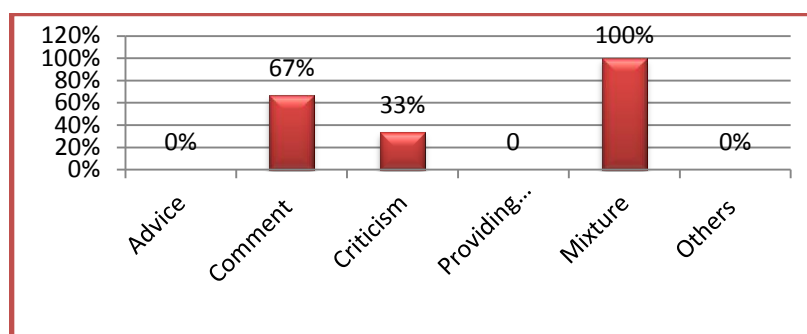


Figure 3.42: Written Expression Teacher' Way of Providing Feedback

The findings demonstrate that the number of answers is larger than the sample itself, and they indicate as well that respondents use feedback in a variety of ways. Above all, the majority of them (100%) use it as a mixture of advice, comment, criticism, and providing the grammatical rule. Moreover, 67% adopt comments as their preferable way to address feedback towards students' written production; however, only a few of them (33%) address it as a criticism because this way may be followed by negative impacts. Furthermore, none of them consider pieces of advice and grammatical rules to be helpful methods in enhancing students' writing skill.

15. On which type of feedback do you focus more?

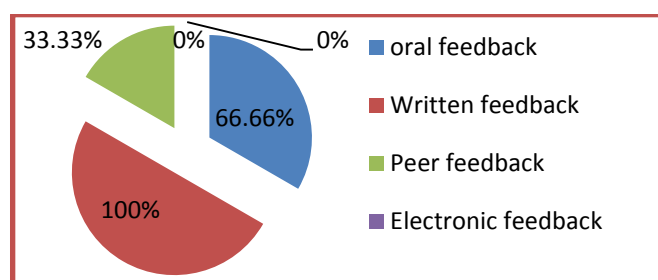


Figure 3.43: Types of Feedback Used by Written Expression Teachers

The obtained results indicate that the number of answers is bigger than the proposed sample. Actually, the majority of respondents (100%) select written feedback as the one they almost focus on. This type is relevant to students because it helps them to understand easily how they should deal with their written errors. Moreover, 66.67% of them opt for oral feedback as the most used one. Depending on teachers' objectives, sometimes they prefer spotting common errors orally. Additionally, peer feedback is another type that is

chosen by few respondents (33, 33%). This type is followed whenever students are asked to work in a group. Nevertheless, none of them (0%) select electronic feedback although it is currently used by many written expression teachers in other universities. Nonverbal feedback has not also been chosen. This means that written expression teachers appreciate written feedback as the most appropriate one to enhance students' writing production.

16. How often do your students respond to your feedback?

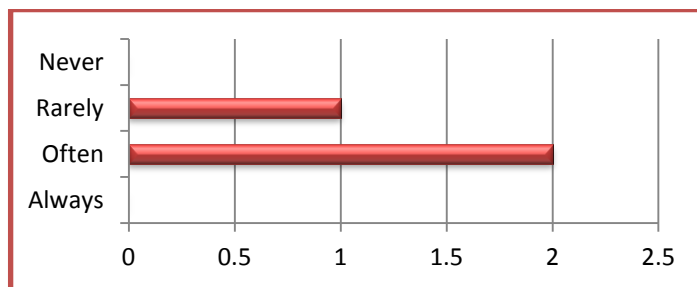


Figure 3.44: The Frequency of Students' Responding to Feedback

The findings show that the written expression teachers have different attitudes towards students respond to feedback. Simply, many of them (66.67%) answer that students often respond to their feedback, while 33, 33% of them argue that students rarely do. Additionally, no one of them selected the first and the last choice. In other words, students never neglect teachers' feedback, and they also cannot always respond to it due to various factors such as time, quality, and quantity.

17. In our opinion, is time an important factor for effective feedback?

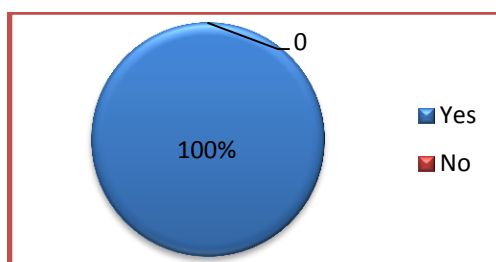


Figure 3.45: The Importance of Time for Effective Feedback

The current findings represent that the full number of participants (100%) argue that time is a valuable factor which influences positively their feedback. It means that teachers disagree with addressing their feedback randomly; instead, they believe that appropriate time will be a key for efficient feedback.

18. Do you provide a lot of feedback?

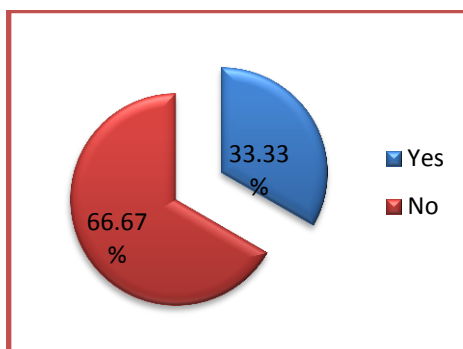


Figure 3.46: Teachers' Attitudes about Providing a Lot of Feedback

Results obtained from respondents find that more than half of written expression teachers (66.67%) disagreed with providing a lot of feedback to their students. Besides, some of them justify that they do not react to every answer because this will discourage students and because of the huge number of them. Others support their answers that the quantity of feedback depends on the set of objectives for the designed activity. Whereas, a minority of them (33.33%) agreed with it, and they justify that they provide a lot of feedback in order to enhance their level of writing.

19. Do you think that feedback should be with high quality rather than quantity?

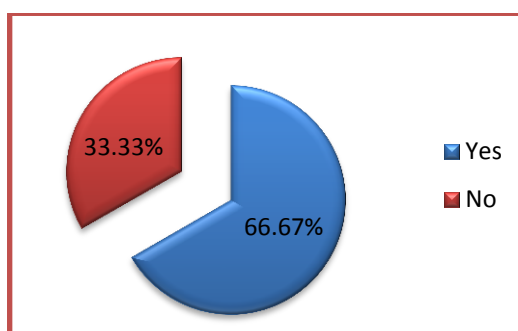


Figure 3.47: Respondents' Attitudes towards Using Feedback with High Quality rather than Large Quantity

Findings obtained from respondents show that the majority of them (66.67%) prefer using feedback with high quality rather than large quantity of it, and they support their answers that it is better to spotlight on the main committed errors. They add that it should be clear, constructive, and motivating; as a result, it has to be delivered smartly.

Nevertheless, 33.33% of them argued that no need to high-quality feedback in written expression course.

20. In your opinion, how effective teachers' feedback should be?

This last element in teachers' questionnaire aimed to gather participants' opinion concerning the way effective feedback has to be presented. In fact, the whole number of them responded to it, and they provided the current study with a variety of answers. Their points of view were notably different from each other; particularly, some of them stated that an effective feedback should be motivating, so all comments and suggestions have to be positive and constructive. Besides, others argued that it has to be presented in a clear and brief way, and it has to put all levels of writing into account including spelling, structure, fluency, and accuracy. They added as well that it should be presented systematically. Additionally, others claimed that the best way in delivering effective feedback occurs through mixing its types.

Part Two: Oral Expression Teachers

21. Do you use feedback in your speaking activities?

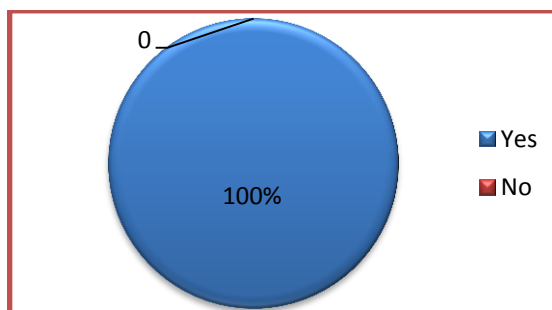


Figure 3.48: Using Feedback in Speaking Activities

The present results indicate that all respondents (100%) indicated that they use feedback in classroom oral activities in order to promote students' oral performance in The English language. This means that they considered it as an effective tool which guides them to an acceptable oral production of the language.

22. How do you provide feedback towards students' errors?

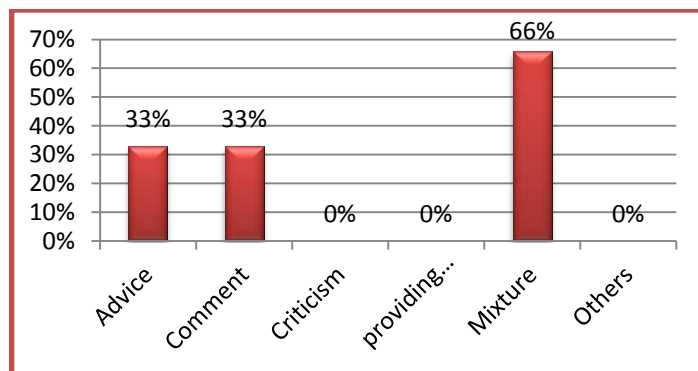


Figure 3.49: Oral Expression Teachers' Way of Providing Feedback

According to the above results, 66% % of respondents deliver feedback as a mixture of advice, comment, criticism, and providing the grammatical rule and this variation depends on the difficulty which students encounter while speaking. In addition, comment and advice are two choices which were selected by the same number of teachers (33%) as their preferable way to address feedback towards students' oral performance; however, none of them argued that criticism and grammatical rules are helpful ways in promoting EFL students' speaking skill. This means that comments and pieces of advice are two favourable methods that facilitate the process.

23. On which type of feedback do you focus more?

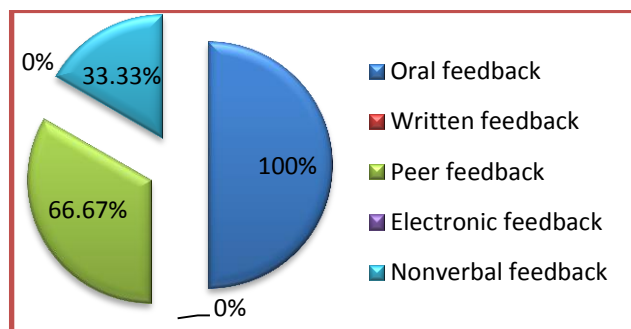


Figure 3.50: Types of Feedback Used by Oral Expression Teachers

It is clear that the number of answers is higher than the participants, and this is due to multiple choices. Thus, a great number of respondents (100%) consider oral feedback as the one that should be almost used during the speaking activities. In fact, this type of feedback seems to be more direct and immediate than the other ones, and it can be delivered to one student or to the group. Besides, 66.67% of them refer to written feedback during the oral activities because it can be used whenever the teacher would like to delay

feedback after students' performance. Surely, it is a good way to avoid interruption. Moreover, the minority of them (33.33%) select non-verbal feedback. Simply, it refers to the body movements that teachers use in order to avoid interruption. However, the results show that peer and electronic feedback were not used during the oral expression course.

24. How often do your students respond to your feedback?

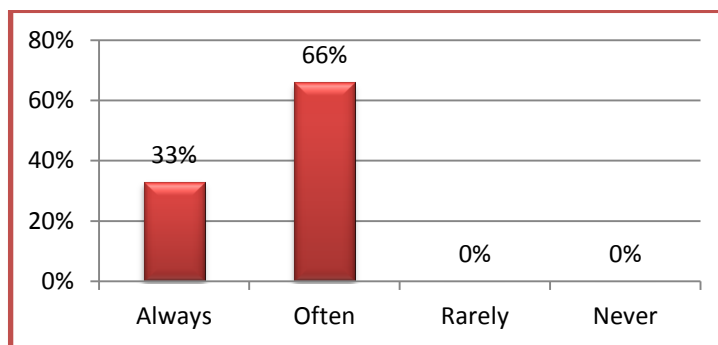


Figure 3.51: the Frequency of Students' Respond to Feedback

The findings show that respondents have different attitudes towards students' responds to their feedback. 66, 67% of them claim that their students often respond to it while only 33, 33% of them argue that they always respond to it. Additionally, none of them (0%) select the two last choices, and which mean that students in oral expression course never disregard their teachers' feedback.

25. In your opinion, is time an important factor for effective feedback?

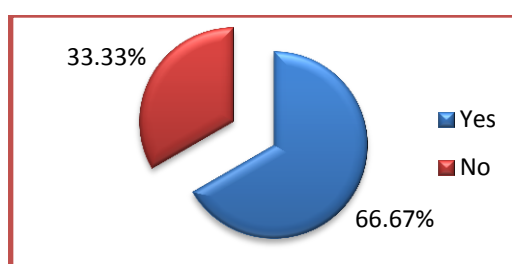


Figure 3.52: The Importance of Time for Effective Feedback

The findings indicate that the highest number of participants (66.67%) state that time is a powerful factor that promotes the effectiveness of their feedback. In other words, many oral expression teachers prefer responding to students' errors in the appropriate time, and they want to be systematic instead of being random. However, 33.33% of them claim that

time is not an important factor for effective feedback. Thus, they may believe that feedback can be addressed randomly.

26. Do you provide a lot of feedback?

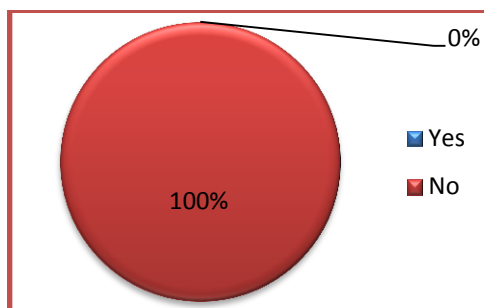


Figure 3.53: Respondents' Attitudes about Providing a Lot of Feedback

Depending on the results, it was found that the whole number of respondents (100%) disagree with delivering a large amount of feedback to their students' performance. According to them, the reason behind that refers to their attempts to avoid interruption. They justify also that they let students speak freely so that they feel confident. This means that large quantity of feedback is needless in the oral expression course.

27. Do you think that feedback should be with high quality rather than large quantity?

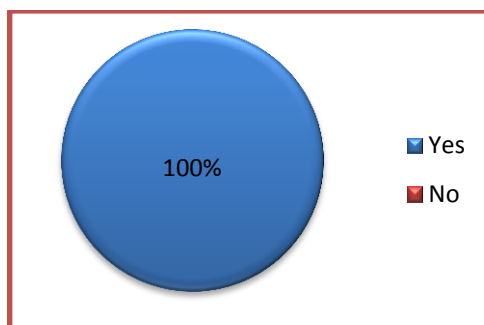


Figure 3.54: Addressing Feedback with High Quality instead of Large Quantity

The results obtained from oral expression teachers indicate that all of them (100%) believe that their feedback should be with high quality instead of large quantity. Their answers are supported by justifications including that they provide it only when necessary. Besides, if teachers give a lot of it, then students will not retain any of it. Some of them justify that there are a lot of constraints such as time, so quality is always the best way to spend less time and interact with more students.

28. In your opinion how effective feedback should be?

In this question, respondents have the chance to answer with total freedom by giving their opinions towards how effective feedback needs to be. The results indicate that all these respondents have dealt with it, and they demonstrate their points of view towards it; for instance, some of them argue that it needs to be precise and concise. Moreover, others state that it should not be addressed to single students, rather talking to the whole class, and it should not be in a form of criticism. Besides, other teachers declare that they should give appropriate feedback which neither over praise students nor overestimate their abilities. In brief teachers' opinions about addressing effective feedback are beneficial for interpreting the founded results.

3.2.5. Interpretation of Results

The analysis of teachers' questionnaire shows different results concerning each section. However, they are not valid unless they are accompanied with its interpretations. Then, interpreting the collected outcomes appears as a necessary step in the current research because teachers have a variety of answers in all sections which involve general information, productive skills, and teachers' feedback in enhancing EFL learners' productive skills.

3.2.5.1. Section One: General Information

The results indicate that different teachers hold different qualifications. 66, 67% of written expression teachers and the same number of oral expression ones hold the Magister degree, and they have been teaching these course from a long period of time. That is to say that their level of qualification and their experience of teaching in general, and of teaching these courses in specific will affect in one way or in the other the effectiveness of using feedback towards students production of the language.

3.2.5.2. Section Two: Productive Skills

The second part which is about productive skills reveals a great number of interpretations. The whole number of both written and oral expression teachers (100%) show their interest in teaching these courses, and they also try encouraging students to practise writing and speaking English inside and outside the classroom. This indicates their strong effort in improving students' achievements and performances in relation to these skills. In contrast to oral expression teachers, the written expression ones claim that they

cannot provide their students with enough classroom writing activities because of time. The reason behind this refers to the fact that writing is more complex than speaking, and writing activities need more effort, concentration, and feedback. Besides, similarly to written expression teachers, a high number of oral expression ones (66, 67%) declare that they are not satisfied with students' level in speaking. On the one hand, teachers of written expression state that students face difficulty in adjusting punctuations arguing that they use them only for the purpose of separating sentences. Thus, they should remind them about their importance, and they need to give feedback about their use. On the other hand, teachers of oral expression claim that their students still face deficiencies in fluency, accuracy, and intonation. These deficiencies may appear due to the lack of listening; therefore, teachers have to integrate listening skill in the oral expression course.

2.5.3. Section Three: Teachers' Feedback

This section is divided into two parts; one part is concerned with written expression teachers and the other one is for oral expression teachers. This devotion is done for the purpose of knowing whether written and oral expression teachers have close attitudes towards the role of feedback in enhancing students' productive skills or no, and in order to recognize the way it should be used to enhance these skills.

This part is concerned with written expression teachers, so different results are obtained towards using feedback in this course. The whole number of them (100%) uses feedback during the classroom writing activities, and they address it as a mixture of advice, comment, criticism, and providing the grammatical rule. This variation can appear in one way or in the other the key in promoting students' writing achievements. Moreover, for a great number of them (100%), written feedback is a preferable type that they adopt in correcting students' errors since students, in writing; need to recall the type and the correction of these errors. However, 66, 67% of them disagree with a large amount of feedback arguing that they should give precise and concise appreciations; therefore, the focus needs to be given to its quality rather than the large quantity. The majority of them believe that time is as well a vital factor that should be connected with using feedback.

In this part, several interpretations are revealed from the answers of oral expression teachers. All of them (100%) demonstrate that they integrate feedback during the classroom oral activities; as well, the majority of them (66, 67%) claim that they do not

focus only on one way of addressing it; instead, they mix a variety of ways. In addition to that, oral feedback is considered as the most used type of feedback because it assists EFL oral expression teachers to correct students' errors immediately, and this correction will be the key in engaging discussion in the classroom. Although they consider feedback as a crucial element, they do not prefer addressing a large amount of it. For this reason, they attempt to focus more on the high quality of it regardless of its quantity justifying that it should be presented briefly and in the right time. Thus, time for them plays an efficient role while delivering feedback.

In short, the interpretations obtained indicate that both written and oral expression teachers adopt feedback in their courses due to its effectiveness in enhancing students' production of the language. But they adopt types of feedback differently depending on the objectives of courses, and they consider time as a crucial factor that they should pay attention to. Moreover, a great number of them agree with focusing on high quality of feedback rather than large quantity of it.

Conclusion

This chapter exposes empirically the role of teachers' feedback in enhancing EFL learners' productive skills. Actually, it deals with students and teachers' questionnaire as a data collection tool. Therefore, the analysis of these data reveals several interpretations. Noticeably, many students show their interest in learning to write and to speak, and they offer as well positive attitudes towards their teachers' feedback arguing that it should be of high quality rather than large quantity. Moreover, both oral and written expression teachers are interesting in teaching these skills, and they show their attempt to promote them through using feedback. Thus, they are aware of its importance in improving students' productive skills. Besides, they agree with proving good quality of feedback regardless of its quantity arguing that it should be clear and appropriate.

General Conclusion

Learning how to produce foreign language is a complex process that requires more attention, practise and effort from learners. In EFL classes, the ultimate goal of teachers is to raise the learners' abilities in speaking and writing through providing effective feedback. In its sense, teachers' feedback is an efficient way that may encourage learners to produce the language successfully. Thus, the present study highlighted the role of teachers' feedback in enhancing EFL learners' productive skills. Its theoretical part covered two chapters including productive skills and teachers' feedback. Besides, its practical part concerned with analyzing and interpreting teachers and students' questionnaire.

The main aim of this work was to identify the role of teachers' feedback in enhancing EFL learners' productive skills. It was followed by a number of objectives starting with providing teachers with insights about the significance of their feedback on the production of the language. Besides, describing to learners to what extent it is important in promoting their productive skills. The last one was to ascertain the effect of feedback on high quality rather than with large quantity on productive skills. In order to define this investigation, several research questions were asked. Firstly, could teachers' feedback enhance EFL learners' productive skills? Secondly, are learners aware of its importance? Finally, Should teachers rely on the high-quality feedback instead of its quantity?

Moreover, based on students' answers to the proposed questionnaire, there were a great number of results. EFL students responded more to the speaking skill than the writing arguing that writing is a complex one. Similarly to written expression course, the oral one was helpful in enhancing their' abilities because of the classroom activities that teachers' planned, and due to the effective feedback which they address to their learners. Thus, many second year LMD students considered their teachers' feedback as a crucial element that can promote their productive skills.

Furthermore, the results obtained from the teachers' questionnaire revealed that teachers are working seriously to motivate their students to practise the productive skills inside and outside the classroom. It is because these skills are fundamental aspects of the language learning process. However, EFL teachers still complained about their students'

level in writing and speaking. For this reason, they accompanied their encouragement in practise these skills by providing effective feedback. Besides, once teachers would like to address it, they try to mix a variety of ways such as advice, comment, and correction. Nevertheless, they did not prefer giving a large quantity of it; instead, they stated that they should be concise and precise so that students can benefit from it.

In accordance to the proposed research questions, the overall results showed that the majority of students in Biskra University at the Department of English, on the one hand, were aware of the importance of teachers' feedback. On the other hand, it indicated that teachers' feedback can effectively enhance learners' productive skills. It also emphasized that teachers should rely on high-quality feedback regardless of its quantity because well-presented feedback will enable students to revise and correct their errors easily. Summing up, the proposed hypothesis which suggested that if teachers provide their learners with effective feedback, it will enable them to improve their productive skills was confirmed.

This work was a significant endeavor in enhancing EFL learners' productive skills through using teachers' feedback. It described to EFL learners the importance of writing and speaking skills throughout their learning process. It also showed the different common errors that EFL learners committed while producing the language. In addition, this study explained to both teachers and learners the vital role of feedback in promoting these skills. It helped as well the teachers to understand the right way of giving feedback in relation to time, quality, and quantity.

Many issues and obstacles have been raised throughout this work. First of all, the size of the sample was seventy-second year LMD students; whereas, the population was about 417, so the results obtained may not be generalized to the whole population, and they may not be generalized to all Algerian Universities. For that reason, it would be better if other researchers use a larger sample. In addition, the questionnaire was used as data collecting, but many students did not respond to the questionnaire from the first time, and even minorities of them who have justified whenever necessary; therefore, it would be better to use classroom observation for more validity. To conclude, these limitations can be overcome in other studies.

Further research may be conducted to identify the effect of high-quality feedback in promoting EFL learners' productive skills. As it had been tackled in the theoretical part, high-quality feedback is related to variety variables which affect the effectiveness of feedback. For this reason, it is suggested to extra studies. Additionally, regarding the type of feedback, the current study has dealt with the teacher; however, similar studies can be conducted on peer feedback. This type of feedback may be very powerful, so it is necessary to investigate its role in enhancing productive skills or even the receptive ones. Moreover, the tool that was used in this work was a questionnaire for both teachers and students, but for more validated results other researchers can use classroom observation, or they can even change the method from the descriptive to the experimental one. To conclude, there are many suggestions concerning feedback in relation to the language skills.

Recommendations

It was found that teachers' feedback has an effective role in enhancing EFL learners' productive skills. Therefore, there are a number of recommendations that should be presented. Firstly, teachers should select the appropriate type of feedback depending on the objectives of the course, the learners' level of education and needs, and the kind of errors they faced because the purpose of feedback is to direct and increase their level of achievement. Benati, Laval, and Arche (2014, p. 118) suggested that "to choose the appropriate type of feedback, teachers should also take into account other factors such as the nature of the error targeted, the context in which feedback is provided and also various individual differences that exist among learners...". Hence, teachers have to choose skillfully the required type of feedback.

Secondly, teachers' feedback should be connected with clarity, time, and quality. It needs to be clear as much as teachers can since clarity is a vital factor that can influence students' perception. According to Brookhart (2008, p. 2), "students cannot hear something that is beyond their comprehension". Furthermore, it has to be timely appropriate. In other words, never delay it in the case that it should be immediate. It also needs to be provided only when students are ready to perceive it; otherwise, it will be disregarded. In addition, teachers have to focus on the most important errors, so they should be precise and concise. In fact, a large amount of it may mislead students; therefore, teachers should pay attention

to its quality rather than large quantity. Consequently, these variables are powerful to engage learners in feedback.

Finally, as far as productive skills are concerned, it was detected that the majority of EFL students commit errors in both written and spoken production of the language. Therefore, feedback on these errors should be smoothly and politely addressed. In other words, written and oral expression teachers are requested to avoid over criticism since the majority of students regard it as a kind of punishment instead of a way of enhancement, and this may minimize their desire of taking risks and participating. Here, they should deliver it as a kind of comment, advice, suggestion, correction, showing the error, or even a mixing all of them. Thus, for fostering students' production abilities, teachers need to be aware of the negative impacts of criticism in writing and speaking activities.

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Appendix 01

The Role of Teachers' Feedback in Enhancing EFL Learner's Productive Skills

Dear students,

This questionnaire is a part of master degree dissertation that is under the title "the Role of Teachers' Feedback in Enhancing EFL Learners' Productive Skills". Thus, you are kindly requested to fill in it to help us with your opinions about your productive skills (speaking and writing) and about your teachers' feedback towards them (**feedback** is advice, comment, correction, or criticism that teachers give to students when they face difficulties). Your answers are very important for this research.

Miss Rime BOUGHRARA

Instruction: Please, tick the appropriate box and justify whenever it is necessary.

Section One: General Information about Productive Skills

1. What is your favourite skill among the productive ones?

Speaking

Writing

2. Do you think that speaking and writing are two difficult skills?

Yes

No

Justify?

3. Do you consider your level in writing

A- very good

B- good

C- average

D- weak

4. Do you consider your level in speaking

A- Very good

B- Good

C- Average

D- weak

Section Two: Productive Skill

Writing

5. How do you find the course of written expression?

A- Very interesting

B- Interesting

C- Not interesting

6. Did that course help you to improve your writing skill?

Yes

No

If no, justify?

.....

.....

.....

7. Which classroom writing activity do you find the most difficult?

A- Punctuating

B- Forming sentences

D- Developing paragraphs

8. Which kind of errors you have commonly faced while writing? (you can choose more than one)

A- Misuse of words error

B- Pronoun error

C- Run on error

D- Modifiers error

E- Punctuation error

Speaking

9. How do you find the course of oral expression?

A- Very interesting

B- Interesting

C- Not interesting

10. Did that course help you to improve your oral skill?

Yes

No

If no, justify?

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

11. Which one is your favourite classroom oral activity?

A- Communication game

B- Story-telling

C- Role play

D- Discussion

12. Which type of errors have you generally faced while speaking?

A- Lack of fluency

B- Intonation

C- Lack of accuracy

Section three: teachers' feedback to enhance EFL learners' productive skills

13. Does your teacher of written expression try to correct your errors?

Yes

No

If yes, does s/he correct?

A- All errors

B- Some errors

C- Most errors

14. Does your teacher of oral expression try to correct your errors?

Yes No

If yes, does s/he correct?

A- All errors

B- Some errors

C- Most errors

15. How does your teacher of written expression correct your errors? (You can choose more than one)

A- Shows the mistake

B- Provides the correct form

C- Gives the rule

D- Gives advice

E- Criticizes

16. How does your teacher of oral expression correct your errors? (you can choose more than one)

A- Shows the mistake

B- Provides the correct form

C- Gives the rule

D- Give advice

E- Criticize

17. Do you find your teachers' feedback a helpful way to improve your productive skills (speaking and writing)?

Yes No

Justify?

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

18. Which type of feedback do you prefer?

A- Oral feedback

B- Written feedback

C- Peer feedback

19. Do you prefer a lot of feedback from your teacher?

Yes

No

20. If your teacher gives you feedback more than once to specific error, then do you repeat the same error?

Yes

No

If yes, why?

Because of the ambiguity of feedback

Because of the inappropriate time it is given

Because of the quantity of feedback

Because of the teacher's way of presenting the feedback

21. Do you agree that teachers should focus more on the way of presenting feedback rather than how much it should be?

A- Strongly disagree

B- Disagree

C- Agree

D- Strongly agree

Justify?

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

22. In your opinion, how effective teachers' feedback should be?

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

Thank you for your collaboration

Appendix 02

The Role of Teachers' Feedback in Enhancing EFL Learners Productive Skills

Dear teachers,

This questionnaire is a part of master degree dissertation that is under the title “the Role of Teachers’ Feedback in Enhancing EFL Learners’ Productive skills”. Thus, it is designed to know about your attitudes towards the importance of your feedback on students’ production of language, and to get an overview about whether you rely on high quality of feedback rather than its quantity. Your answers are very important for the current research.

Miss Rim BOUGHERARA

Instruction: Please, tick the appropriate box and justify whenever it is needed.

Section one: General Information

1. Do you hold a

A- Doctorate degree

B- Magister degree

C- Master degree

2. How long have you been teaching English?

.....year (s)

3. How long have you been teaching written expression?

.....year (s)

4. How long have you been teaching oral expression?

.....year (s)

Section two: Speaking and Writing

Writing

Note: This part is concerned with written expression teachers.

5. Do you find that teaching writing is an interesting task?

Yes

No

6. Do you encourage your students to write inside and outside the classroom?

Yes No

7. Do you provide your students with enough classroom writing activities?

Yes No

If no, why?

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

8. Are you satisfied with your students' level of writing?

Yes No

If no are their deficiencies in

A- Misuse of words

B- Punctuation

C- Forming sentences

Others:

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

Speaking

Note: this part is concerned with oral expression teachers.

9. Do you find that teaching speaking is an interesting task?

Yes No

10. Do you encourage your students to speak English inside and outside the classroom?

Yes No

11. Do you provide your students with enough classroom oral activities?

Yes No

If yes, on which one have you focused more (you can choose more than one)?

A- Communication game

B- Story-telling

C- Role play

D- Discussion

12. Are you satisfied with your students' level of speaking?

Yes

No

If no, are their deficiencies in

A- Fluency

B- Accuracy

C- intonation

Others:

.....

.....

Section three: Teachers' Feedback

Note: this part is concerned with written expression teachers

13. Do you use feedback in your writing activities?

Yes

No

If no, why?

A- Because the time is not sufficient

B- Because students do not understand it

C- Because students disregard it

Others:

.....

.....

14. Do you use feedback towards students' errors as:

A- Advice

B- Comment

C- Criticism

D- Providing grammatical rule

E- Mixture

15. On which type of feedback do you focus more?

A- Oral feedback

B- Written feedback

C- Peer feedback

16. Do you provide a lot of feedback?

Yes

No

Justify?

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

17. Do you think that feedback should be with high quality rather than quantity?

Yes

No

Justify?

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

18. In your opinion, is time an important factor for effective feedback?

Yes

No

19. How often do your students respond to your feedback?

A- Always

B- Often

C- Rarely

D- never

20. In your opinion, how effective teachers' feedback should be?

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

Note: this part is concerned with oral expression teachers

21. Do you use feedback in your speaking activities?

Yes

No

If no, why?

D- Because the time is not sufficient

E- Because students do not understand it

F- Because students disregard it

Others:

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

22. Do you use feedback towards students' errors as:

F- Advice

G- Comment

H- Criticism

I- Providing grammatical rule

J- Mixture

23. On which type of feedback do you focus more?

D- Oral feedback

E- Written feedback

F- Peer feedback

24. Do you provide a lot of feedback?

Yes

No

Justify?

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

25. Do you think that feedback should be with high quality rather than quantity?

Yes

No

Justify?

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

26. In your opinion, is time an important factor for effective feedback?

Yes No

27. How often do your students respond to your feedback?

E- Always
F- Often
G- Rarely
H- never

28. In your opinion, how effective teachers' feedback should be?

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

Thank you

الملخص

تتمثل هذه الدراسة في دور استجابة الأساتذة في تطوير مهارات الطالب الإنتاجية. في الجزائر, يواجه العديد من طلبة اللغة الانجليزية مصاعب في إنتاج مهارتي الكتابة و الكلام, مما يؤدي بهم إلى ارتكاب العديد من الأخطاء. ولهذا السبب, هذه الدراسة سلطت الضوء على أهمية استجابة الأساتذة في تحسين مهارات الطالب الإنتاجية و ذلك اعتمادا على الفرضية إذا استعمل الأساتذة ظاهرة الاستجابة بفعالية, هذا سيمكنهم من تطوير مهاراتهم الإنتاجية, ولفحص الفرضية المطروحة, أُستعمل الاستبيان كوسيلة بحث. وزع هذا الأخير على 70 طالب من السنة الثانية قسم الانجليزية, وعلى ستة أساتذة : ثلاثة من أساتذة التعبير الكتابي و ثلاثة من أساتذة التعبير الشفوي. بإضافة إلى هذا, بالموافقة مع أسئلة البحث المطروحة, أوضح هذا العمل عدة نتائج و المتمثلة في تأكيد الدور الفعال لاستجابة الأساتذة في تطوير هذه الماهرتين. كذلك أظهر أن أغلب الطلبة على علم بأهميتها خلال مسيرتهم التعليمية اللغوية. إلى جانب هذا, أكد هذا العمل أن الاستعمال الملائم لظاهرة الاستجابة يحفز الطلبة على التقليل من الوقوع في الأخطاء اللغوية.