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The Role of Teacher's Feedback in Improning EFL learners Oral production
Case study : Second Year LMD Students at Biskra

Dissertation Submitted for the Partial Fulfillment of the Requirements for the degree of Master in Languages Sciences

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Dedication

I dedicate this humble work to:

My Beloved grandmother Fatima, grandfather Abdurrahman, mom Djamila, and dad Ibrahim.

To my dear fiancée Fouzi who helps me a lot

Those who helped me continue my study because of their everlasting affection, support, love, encouragement, and patience.

My deepest appreciation and love to:

My sisters Djawida, Djalila. Nedjla, Ibtissam, and khalissa

My brothers abd elmonim, said, and achraf

All My uncles and my aunts

All My beloved friends

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Abstract

The core of our research is the enlightenment on one of the most important technique in teaching EFL which is teacher's feedback. Our study emphasizes on its effect on the EFL learners' oral production, and therefore, on the effectiveness of their learning. The present study is based on the hypothesis which states that undertaking the teacher's feedback would be a motivator that encourages EFL learners to overcome their obstacles and to improve their oral performance for a good production. It aims at encouraging EFL teachers to use the feedback as a correction's form in order to overlap EFL learners' hinders, correct their learners' committed errors and to improve their speaking performance, and identifying the EFL learners' reactions towards their teacher'feedback, their preferences to the type of feedback they would like their teacher to provide them with, in addition to the preferable ways on how their teacher should correct errors. In order to achieve these objectives, we use two main data gathering tools. First, questionnaire is administered to second year LMD students at Biskra University to obtain insights about their teacher's feedback and its form, about their preferences of the feedback's placement and types. Second, interview is done for oral expression course teachers of second year students at Biskra University to get opinions about their learners' errors and obstacles when speaking, about the different techniques used in providing feedback, and about the effectiveness of the feedback. The results of the students' questionnaire and the teachers' interview showed that the EFL students face a lot of errors during their speech and the teacher should correct these errors by giving feedback. It can be effective at the end of the oral production through giving advice or suggestions rather than criticism. Moreover, the feedback is a helpful technique to enhance EFL learners' speaking production.

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General introduction

Introduction:

The speaking skill is considered as an important part of teaching EFL, as well as it is commonly apparent that the academic speaking with its development is designed for students at University level. Students at this level are supposed to learn how to speak inside the classroom. In oral expression module, students try to express their ideas but they overlook the grammatical rules, the difference between the first language and the second language, and the pronunciation rules. Thus, the teacher infers in this situation and gives information about their students' performance; in other word, he or she undertakes the feedback to improve the students' performance which we will discuss in our present study.

1. The Statement of the Problem:

English language is mainly developed and learned when learners are interacted with the teacher or with each other, and this interaction appears in practicing speaking in the classroom. For this reason, speaking in classroom as a skill has been considered as a part of the syllabus in teaching English language. In classroom reality, one of the primary teacher's tasks is to enable their learners communicate effectively through oral language, so he or she should react to his or her learners' oral production by giving feedback for overcoming the obstacles they face and errors they commit, among them: mispronunciation, Interlanguage, overgeneralization, grammatical mistakes, lack of vocabulary…. But in Algeria, teachers do not care about their learners' errors, and they do not react to them in most time; in other word, they do not use the feedback as an effective technique to correct his or her learners' errors. Consequently, we observe that most of EFL learners face many obstacles and commit many errors during their speech that lead them to stop speaking in the classroom, and they repeat

the same committed mistakes many times, as well they consider the mistake as a correct form of this language when speaking, because they are not receiving an appropriate feedback.

Through our investigation, we try to answer the following question:

Does the teacher's feedback improve EFL learner's speaking production?

2. The hypothesis:

We hypothesize that teacher's oral feedback which is provided at the end of EFL learners' oral task would be a motivator that encourages EFL learners to overcome their obstacles and to improve their oral performance for a good production.

3. The Objectives of the Study:

The aimed objectives to be attained through this study are stated bellow:

➢ To enhance EFL learners' oral production

➢ To show that teacher's feedback is an effective tool to overlap EFL student obstacles ,they face during their oral performance, and to encourage EFL student to develop their oral language

➢ To identify the errors and the obstacles that hinder EFL students' speech

➢ To encourage EFL teachers to undertake the feedback during their teaching process as a tool for correcting their students' errors especially in their oral language.

4. Basic assumptions

Throughout our investigation, it is assumed that the teacher is the responsible one to correct EFL learners' speaking performance and check their errors for improving EFL oral

production. If he will do that, the learner can overcome many among the obstacles and get rid of almost all the committed speaking mistakes.

5. The Significance of the Study:

This study is intended to give some clarification about the reality of EFL learners' oral production and their committed errors in the classroom, in addition to teacher's interference during the different oral tasks.

Our investigation may mainly emphasize on giving one of the most important teacher's responsibilities. This responsibility is presented in describing and marking learner's errors, and giving criticism, advice, or suggestions. So the teacher should imply it during EFL learner's oral production for ensuring the learning process enhancement and motivate learner to communicate and speak correctly.

6. Research Methodology Design:

6.1. The Choice of the Method:

Our study has been conducted through descriptive method as an appropriate way of investigating our hypothesis which stated that the teacher's feedback is an effective tool to correct EFL learners' errors and to overcome the obstacles they face during their oral production. Consequently, we are going to investigate the case study of second year LMD students of English at Biskra University.

6.2. The Population of the Study:

To achieve stated objectives, both teachers and students at Biskra University at the English department will be consulted in order to consider their opinions and to gain insight from their answers about the subject under investigation.

6.2.1. Teachers' Sample:

Our sample consists of four teachers of Oral Expression course and one teacher of didactics, who are chosen randomly, and they are teaching Second LMD students for the academic year 2011\2012. The reason behind choosing those teachers is due to the fact they are supposed to know more about their students' oral proficiency and level, as well as the different mistakes made by the learners. Those teachers are well aware about the importance of the suggested technique which is used to provide feedback for their students when they commit errors or face obstacles during their speaking. In addition to that, teachers of other modules are concerned for consolidating the data and to prove that the notion of "providing feedback in classroom" is the responsibility of all teachers. Both types of teachers represent the first sample to obtain useful information that serves our investigation.

6.2.2. Students' Sample:

There are 730 second year LMD students, our sample consists of eighty students, who are chosen randomly, and they are enrolled for the academic year 2011\2012.They have been chosen as participants according to the following reasons:

✓ Second year students have been introduced to the oral expression course in the previous year and had more experience in using the English Language in classroom, where many obstacles during their oral production are observed.

✓ The role of teacher's feedback will be apparent in their oral performance.

6.3. Data Gathering Tools:

To answer the research question, quantitative data from teacher's interview as well as student's questionnaire would be collected.

6.3.1. Interview

It is done to get information as well as opinions concerning the subject under investigation. The teachers' interview items present information about the students' oral production and their errors committed. It is considered the important one to gain information about teachers' feedback and about its effect on the students' oral production

6.3.2. Questionnaire

It is done to get information as well as opinions concerning the subject under investigation. The students' questionnaire items present information about the students' oral production, the fact of teacher's feedback in classroom, and their react to it.

7. The Structure of the Dissertation:

The dissertation is divided into two parts: theoretical part which includes two chapters. Chapter one is entitled the EFL (English as foreign language) learner's oral production that clarifies the speaking skill and its background language teaching, the oral activities, learners' communication strategies and the errors committed during their speaking, then error correction. Chapter two is entitled teacher's feedback (**Feedback:** it is the fact of giving advice, more clarification, criticism, or suggestions when the learner produces an incorrect oral or written production) that presents a general overview about the teacher and the teaching process and the teacher's feedback, especially the effective feedback during oral work. The Practical part includes one chapter which presents the analysis of teacher's interview and the student's questionnaire results.

Part one: theoretical part of related literature

Chapter one: Learners' Oral Production

Introduction:

The speaking skill is one of the four main skills that are accomplished to teaching English as Foreign Language teaching process. It is considered as a part of English syllabus; in other word, the teaching process should embody the speaking to improve EFL learners learning the language.

EFL students at certain level try to express their ideas through speaking instead of writing to interact with their teacher or their classmates; in addition they are imposed to speak to respond to the different oral activities which are tackled in the course. So, they produce and present the language with its features and its elements such as: pronunciation, grammatical rules, vocabulary, meaning ….etc in order to communicate through different communication strategies and compensate for their problems especially during the early stages of learning. When practicing speaking, EFL learners encounter a lot of obstacles and commit a variety of errors which they do not really recognize and look at as a correct form. Those encountered obstacles and committed errors hinder their oral performance. Among these obstacles: Interlanguage, fossilization, interference, overgeneralization, mispronunciation, poor of vocabulary…….

Consequently, this chapter will discuss the issue of speaking skill, the most common oral activities such as role play, storytelling, discussion, information gap activities. Then we will tackle the different communication strategies in order to compensate for their problems during their speech. Finally, we will identify the different made errors and the obstacles that the learners face during their speaking performance, and we mention teachers' different ways of correcting these errors.

1- Speaking Skill:

Speaking as a difficult task is considered as the heart of teaching English as a Foreign Language process. Because it includes all the elements of English language which are lexis and grammar, pronunciation stress, vocabulary, syntax, fluency, and accuracy that allow learners to use the second language orally.

1-1-   Definition of Speaking Skill:

According to (Jones.R 86 quoted.In Cimogand Surag 4), they define the speaking skill as "…is a form of communication, so it is important that what you say cow eyed in the most effective way…". Learners use the oral language to transmit a message in the appropriate context for communicating inside and outside the classroom.

Speaking is the act of performing and producing the oral language to convey the message in different situations and in the appropriate context in order to communicate with the other participants through expressing their ideas and feelings, exchanging information, responding to someone else, referring to an event…moreover, speaking skill is considered as a productive skill for putting all elements of language together to perform, to produce, or to construct the intended message (Lindsay and knight 57).

According to (Widdowson 57 quoted.In Boussiada) states that "*although it might be convent to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to represent them in this way when considering use*". He gives more priority to the knowledge of linguistic roles i.e language usage than to the use of language through achieving communication.

1-2- Element of Speaking :

To develop the speaking skill, learners should know and take into consideration some important elements of second language in order to speak effectively concerning the fluency and the accuracy. Harmer (269-271) explains these elements that are represented through language features and processes of language and information.

✓ **Language Features:**

The important language elements for speaking skill are the following:

• **Connected Speech:**

It is the learners' ability to use and to produce the connected sounds in addition to the separate phonemes of English; these sounds are modified (assimilation), omitted (elision), added (linking), or weakened (contractions) (Harmer 269)

• **Expressive Devices:**

English native speakers use certain devices and elements to convey meanings the extra expression of emotion, and intensity among them: pitch, stress, volume, speed, physical, and nonverbal (paralinguistic) means.

Student should have knowledge about these elements and devices in order to employ them during their speaking production to get the effective communication.

• **Lexis and Grammar:**

Refer to the learners' ability and knowledge to use a number of lexical phrases during the performance of a certain language function such as: agreeing, disagreeing, and expressing surprise, shock, or approval which can use in different stages of communication with the others (Harmer 269).

- **Negotiation Language:**

   Student benefit is from the negotiation language, and they are asked for clarification when they listen to others talks. So the teacher role is to give necessary phrase or expressions that show "seeking for clarification" from the other speaker.

   Students also should structure their discourse to be understood by the listener and clear, and they should reformulate their utterances to be clearer, especially when they find that the listener did not understand them (Harmer 269-270).

✓   **Mental Social Processing:**

   Not only the knowledge of language features is necessary for the speaking skill, but also the information process is necessary to obtain success in speakers' productive ability.

- **Language Processing:**

   It refers to learners' ability to process first language in their mind and to make it in coherent order. So, the language processing should be comprehensible to convey the intended meaning. Learners retrieve words and phrases from their memories to communicate with others effectively.

- **Interacting with Others:**

   It is the learner's ability and the knowledge of how they interact with others. To get the effective speaking, learners should listen and understand the other participants' speech, and they should know when they take turns or let the others do that (Harmer 271).

- **Information Processing on-the-Spot:**

It is the learner's ability to process information in the moment they get. When learners take long time for processing information the interpretation is not effective (Harmer 271).

1-3-   The Importance of Speaking Skill :

The basic aim of learning a foreign language is to communicate and to interact effectively inside or outside the classroom, thus, we speak more than we write. Teachers follow certain approaches to teach the English language which focus more on developing the speaking skill. One of these approaches is the communicative approach where teachers talk is reduced and learners are exposed more to the oral language for interacting with others and for developing their Foreign Language Learning. (Ur 12 quoted.In Kouicem 29) declares also that: *"Of all the four skills listing, speaking, reading and writing, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing"*.

Learners in EFL classes are exposed to do the speaking skill more than to do the other skills when they learn because they consider the development of the foreign language depends mainly on the speaking skill. So, if they master the speaking skill they can easily master all the other skills. In addition, it helps learners to express themselves, their emotions, their ideas, and the different other functions of the language.

2-   Classroom Oral Activities :

They are a part of the course in the classroom; they are a kind of speaking practice inside the classroom. Teacher should present these types of activities to his student to provide them with opportunities to express their opinions. According to (Lindsay and knight 61), they

state that the learners need to practice the Foreign Language in the classroom through producing it and interacting with others. Moreover, they declare that "*speaking activities that concentrate on getting learners to produce sounds, phrases, or grammatical structures range from activities which are controlled by the teacher to activities where the learners have more freedom to choose the language they use"(61)*. Among these activities the most widely used in the classroom are:

2-1- Story- Telling:

One of the beneficial activities that make learner produces the language are stories. (Thornbury 95-96) defines the story telling as following: "*Story telling is universal function of language and one of the main ingredients of casual conversation"*. In addition, he declared that narration is one of the classroom means of practicing speaking their; it is aimed to give learners opportunities or more time to recount folk jokes, or amazing or dramatic incidents depending on exposed pictures. He mentions four forms of this kind of activity as following:

- **Guess the Lie:**

In this activity, learners should tell three short personal stories to each other; two stories are true and the third one is untrue. The others decide which among the three stories is true or untrue through giving guesses with justification. They can ask for calcification after hearing the stories (Thornbury 96).

- **Insert the Word:**

In this activity, the teacher gives his students cards in which an unusual word or expression has been written, but they shout keep them as a secret. Then each student tells the others an anecdote that involves the secret items, and the others guess the secret word or expression (Thornbury 96).

- **Chain Story:**

In this activity, each learner has a part of story; they take turns to tell the story in which the teacher guesses signals to the other to contribute in story (Thornbury 96).

- **Party Jokes:**

Firstly, learners rehearse a joke, but they should be taught some joke framing. Then they simulate a joke and exchange jokes in pairs or groups of three. By the end the class chooses the best joke (Thornbury 96).

2-2- Discussion and Debate:

This type of activities provides students with chance to speak more freely and express their opinions and ideas. In addition, the teacher gives his students some information about the topic they talk about and gives them enough time to prepare what they want to say (Lindsay and knight 66).

According to (Harmer 272) clarifies the "buzz group" as it is a way for learners to have chance for quick discussion in small group before speaking in public in order to think of ideas and the appropriate language to express them before asking to speak in front of the whole class.

Thornbury states that the best discussion in the classroom can be spontaneously and can result from reporting something personal, or from a topic or a text in the course book that creates a debate. He mentions different formats of discussion. (102-104).

- **Discussion Cards:**

The teacher prepares a set of cards which include a statement related to the pre-selected topic, then he gives each group of students a card; one of them reads it about and

they discuss it for a period of time before passing to the next card if they are not interested in some statements. They can let them. In addition, each group should summarize the main ideas that are raised during their discussion. By the end, these summarizes can be used for the discussion in the whole class (Thornbury 102).

- **Worm-up Discussion:**

The teacher asks a set of questions for pour or group discussion when he introduces a topic or prepares his students to read a text in order to get general knowledge about the topic. Then he can get the learners responses to the whole class (Thornbury 103).

- **Balloon Debate:**

Group of learners try to represent a famous people in history, famous living people, or people in different professions. Moreover, they give opinions or agreement about why they should be saved and the other should be sacrificed. It can be done in pairs, and then they stage the debate (Thornbury 103).

- **Pyramid (or consensus) Debate:**

This kind of activity can be done in pairs to reach a decision or a consensus on an idea, then this pair tries to convince the other pairs in order to form group of four and so on, until the whole class agrees on consensus. It the suitable format for ranking, division, or imaginative situations (Thornbury 103-104).

- **Panel Discussion:**

It works in pairs to marshal their agreements, chairperson while the others are audience. The latter can ask questions and the panelist's state their own opinion. It works better if the discussion format is as a role play in which each participant has a clearly

defined role. Learners should he provided by repertoire of expressions for voicing their strange opinions (Thornbury 104-105).

2-3-   Information Gap Activities:

The aim of this type of activities is to get learners exchange information. According to (harmer 88) he defines the information gap activity as follow: "*where two speakers lave different parts of information making up a whole*"; moreover he declares that there is a gap between learners' different information.

 (Lindsay and knight 65) define this type as it is the act of interaction between learners to give or to ask for information as the learners help each other. They indicate some formats of information gap activity such as:

- Describe and draw: one learner describes a picture that is drawn by the other partner (Lindsay and knight 65).

- Describe and arrange: one learner arranges objects which the other partner instructs (Lindsay and knight 65).

- Describe and identify**:** learner tries to identify a picture that is described by his partner from a set of pictures (Lindsay and knight 65).

- Find the Differences**:** each learner in pairs has the similar pictures and he tries to describe his picture to his partner in order to find differences between them (Lindsay and knight 65).

- Asking for information**:** learner asks for necessary information he needs from his partner (Lindsay and knight 66).

- Asking for and giving directions: learner indicates to his partner certain places marked on the map (Lindsay and knight 66).

2-4- Role Play and Simulation:

They are ones of the common communicative activities which is used in classroom. Harmer defines role play activity as it is a type in which the learners act accordingly to the certain situation, and it gives learners opportunities to practice a play and engagement in the classroom (92). Learners simulate a real life situation as if they act as a character in different situations. So, Role play and simulation are aimed to encourage EFL learners' oral performance, and to train students for specific situations of language by giving phrases or expressions.

Role play activities can be done as open-ended in which learners give their opinions, and then they have reached the consensus in order to get effective role play. Role play and simulation have a great benefit; they are fun and motivating, in addition they make hesitating learners more forthright in their opinions and behaviors and they equip learners by a wide range of language (Harmer 275)

3- EFL learners Communication Strategies:

To communicate, learners produce the foreign language in different situation where they meet a lot of difficulties because they do not master well the second language. So, how the learners communicate is important aspect that the teachers should take into consideration.

According to (Bygate 42), he mentions that different learners communication strategies which examine the ways learners deal with communication problems, in addition, Thornbury declares that the communication in second language is achieved by communicative

strategies, and he states the following commonly encountered communication strategies: (Thornbury 29-30).

- **Circumlocution:** it occurs when the learners turn around the word meaning.

- **Word coinage:** it occurs when the learners create a new word's structure by adding suffixes.

- **Foreignzing:** it occurs when the learners turn or transmit the native language word or the other acquired language into the English word.

- **Approximation:** it occurs when the learners use the alterative words, related words.

- **Language switch:** it occurs when the learners interfer words or expressions from the first language into their production of the second language.

- **Paralinguistic:** it occurs when the learners use the non-verbal expressions.

- **Appealing for a help**: it occurs when the learners leave the utterance incomplete to let the others help them to complete it.

On the other hand, Bygate states the following learners communication strategies used during their oral production.

3-1- Achievement Strategies:

EFL learners undertake the achievement strategy as a way of conveying his messages in order to compensate for an obstacle or a gap which he faces in his speech by improvising a substitute. Moreover, (Bygate 44-45) mentions three types of achievement strategy.

3-1-1- Guessing Strategy:

EFL learners use the guessing strategy when speaking more than when writing. If they use it they try to turn around the meaning of the words which they do not know, or are not sure of using their knowledge of the second language morphology in order to make the listeners recognize and understand the words or expressions they will hit on. There are four types of guessing strategy that the learners might use (Bygate 44):

✓ **Foreignizing a mother tongue word:** it occurs when learner pronounces a word from his first language as it is belonging to the target language.

✓ **Borrowing a word from his mother tongue:** it occurs when words from first language infer into EFL learners speaking production.

✓ **Coin word:** it occurs when EFL learners create a target language words by using his knowledge of the second language to let the listener get the idea, they also produce a suitable target language word that does not exist in the target language.

3-1-2- **Paraphrasing Strategy:**

EFL learners use their know ledge of the target language vocabulary to find an alternative to their intended message or expression. It can be a lexical substitution strategy or circumlocution strategy (Bygate 44).

Lexical Substitution Strategy: the learner searches for a vocabulary items such as saying synonyms or general words. The fact of searching is called super ordinate (Bygate 44-45).

Circumlocution strategy: the learner produces some kinds of phrases to explain a concept or a word (Bygate 45).

3-1-3- Co-operative Strategy:

The learner asks for a help by physical indication, by miming, or by providing a syntactic from to get to intended word from his listener. Sometimes, the speaker and the listener construct the sentence jointly (Bygate 45-46).

3-2-   Reduction Strategy:

It represents the voidance strategy. EFL learners use this strategy by changing the meaning of the intended meaning in order to keep out of any kind of trouble. So, they try to avoid producing a particular sound sequence, some tickly structure, or conditional in English, and avoid a word whose gender they are unsure of it. In these cases, learners attempt to solve their problems they face by using alternative words; they may lose a part of their conveying message. In addition, EFL learners may avoid some message content. In this case, they abandon the message and look for some think to talk about, or stay silent; however, instead of avoidance, EFL learners try to modify their message and organize their time to think, to take turns, to find words, and to produce the intended message (Bygate 47).

4-   EFL Students Make Mistakes and Errors:

EFL learners face obstacles and commit errors when they produce the second language because they are just learning and they have not the enough knowledge to master well the second language as the native speakers.

According to Harmer, he states that: *"...all students make mistakes at various stages of their language learning. It is a part of the natural process they are going through and occurs for a number of reasons"* (162).

He declares that teachers should take in their consideration that all students make mistakes as a natural and useful way of learning the second language; moreover, EFL learners

learn more about the second language when they know when and why things have gone wrong.

According to (edge, 1989 quoted.In harmer 99) he suggests that mistakes can be divided into three types: "Slips" in which the learner can correct themselves when the mistake has been pointed out; "errors" in which the learners cannot correct themselves; and they need more explanation; and "attempt" in which the learners try to produce a piece of second language, but they do not know the correct form.

4-1- Interference:

EFL learners sometimes are obliged to interfere their knowledge of first language during the early stages of the learning the second language process in order to overcome obstacles and problems faced in their utterances production.

According to (Brown) defines interferon as follow " *It is clear from learning theory that a person will use whatever previous experience he or she has had we the language to facilitate the second language learning*" (95).

Moreover, he declares that the native language is a prior experience, and the interference is related to the negative transfer of the first language into the second language. EFL learners can benefit from their prior knowledge of their native language where they positively transfer a structure from first language to second language. As (Brown) said: "*the correct one-to-one word order correspondence, the personal pronoun and the proposition have been positively transferred from French to English*" (95).

4-2- Overgeneralization:

EFL learners at the early stages of learning the second language have limited grammatical rules. So, they use their prior linguistic knowledge when they produce a new

structure. According to Brown, he states that overgeneralization is a particular subset of generalization, and he defines it as follows *"to generalize means to infer or drive a low, rule, or conclusion, usually from the observation of particular instances"* (95).

In addition, he declares that overgeneralization is a process included into the second language learning. Overgeneralization is the act of generalization of rules, or structures in the target language, not affected by the first language, and it is done according to reasonable conditions; furthermore, it occurs when the learners do not yet know all rules of the second language with its exceptions, or when they are not familiar with second language.

4-3-   Fossilization:

Another common phenomenon is manifested in EFL learners' speech. This phenomenon almost occurs in the early stages of learning a second language, it is called "Fossilization", and the latter refers to the incorrect information that is held in learners' minds as the correct one. According to Brown, he defines Fossilization as *"the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence"* (231).

As a result, Brown notes that Fossilization is due to several causes among them, the absence of internal motivating factors, of seeking interaction with others, of consciously focusing on forms, and of one's strategic investment in writing process, (233).

4-4-   Problems with Grammar:

Grammar is one of the most important elements in developing the English language orally or written. So, learners should take in their consideration some features of the grammar in speaking in order to express their ideas effectively through the oral performance. Grammar

in written is not the same in speaking, thus EFL learners incorporate certain grammatical techniques in their discourse.

(Thornbury 20-21) state the different features of the grammar in Speaking form which are:

➢ The utterance can be accomplished by optional head and tail slots.

➢ The utterance can include tag questions.

➢ The utterance can be direct instead of the reported form.

➢ Using the vagueness expressions in order to reduce the face threaten of the assertiveness, and to keep one of the main Grice's maxims which is the quality in learners' speech.

➢ The speech contains a lot of ellipsis.

➢ Using the performance effects which refer to what the speaker indicates when he faces difficulties. These performance effects can be as hesitation, repetition, false starts, incomplete utterance, and the ambiguity of the structure.

If the learners do not aware of these features, they cannot communicate and interact successfully with others. Furthermore, EFL learners commit many grammatical errors in their oral performance, the common ones are:

• The miss use of the pronouns.

• The miss use of the transition signals and the coordinating signals.

• Difficulties in the choosing appropriate tense according to the context.

• Mistake in the addition of "s" in the present tense.

- The miss use of word-order especially in the placement of the adverbs and adjectives.

4-5- Vocabulary:

To develop learning the English language, EFL learners should rich their vocabularies knowledge. Unfortunately, they cannot acquire more vocabularies and they do not know the correct ways of making derivations. So, they have many difficulties to undertake the suitable vocabularies for expressing the intended meaning because they lack practicing them in their speech, they do not know the different situations in which the vocabularies are used, they do not care about the new vocabularies, they lack practicing reading and listening, and they use certain vocabularies just only for conveying the intended message in the course.

According to (Thornbury 23), he shows that chunks are one of the vocabulary forms in speaking. It occurs randomly in the oral performance by combining words. These chunks can be as: collocations, phrasal verbs idioms, catchphrases and saying, sentence frames, and finally as discourse markers.

4-6- Miss pronunciation:

The pronunciation is considered as the core of the speaking skill, in addition also to the intonation. It is the learners' ability to articulate sounds for communicating with others. In our classes, EFL learners pronounce the most of words incorrectly. There are many factors behind that such as: The lack practice of listening, the unfamiliar sounds pronunciation, the miss pronunciation of the teacher, focusing more on the words meaning instead of their pronunciation, and the lack of fluency.

As a result, they can master well the writing because of the knowledge of vocabularies and the grammatical rules, but they cannot master the reading and speaking because of the miss pronunciation.

The mispronunciation is a big problem for the students, thus the teacher should provide them with the correct pronunciation of the new words.

4-7- The Lack of Fluency:

The fluency is one of the most important characteristics of the speaking performance. It is one of the common differences between the writing and the speaking form. According to Hughes, he defines the fluency as it is the main achievement that the teacher should reach in teaching the speaking skill, in addition it is the fact of the reasonable, intelligible, and accurate ideas that the speaker expresses far from making more hesitations, in which the communication can break down because of the listener (67).

Moreover, the pausing is important to value the speaker's fluency through focusing more on the frequency of the pausing instead of the length of it; the speaker does that to think about what he wants to say in order to be understandable. Another important feature in the speaker's fluency is the placement of the pausing; the appropriate placement of the pausing is when the speaker makes it between groups of words or units that have a meaning (Harmer 7-8).

In EFL classes, learners face this big problem which is the lack of fluency. They attempt to produce the English language orally without caring about this aspect because they have no idea about it, and how it works in their speech. So, we find that they make long pauses in inappropriate placement, they hesitate, they cannot speak for a long time, and their speech is not understandable sometimes. As a solution, the teacher should make their learners familiar with the fluency, he should show to them how it positively involves their speaking production, and he should advice them to train the speaking skill outside the class room in order to improve their speaking production.

5-   Error Correction:

Since EFL learners face many errors during their speech, their teacher should try to avoid these errors by correcting them through different ways. According to Doff, he mentions that the teacher should be flexible and aware of the effect of the error correction on each learner. There are different strategies that the teacher uses to positively correct his learners errors which are:

The teacher gives his learner opportunity to say the sentence correctly.

The teacher shows his learner the committed error then he asks him to correct himself.

The teacher gives the same question to another learner in order to correct his classmate mistake, and then he returns to the first learner again to say the correct sentence (188-192).

Conclusion:

Throughout what we have seen in that chapter, the speaking skill is an important point in teaching the second language .It is a skill that should be given great emphasis in order to develop the learners' production and learning. So, the teacher should use different oral activities, the common ones are storytelling, discussion, debate, or information gap activities, to involve his learners in the task and to motivate them to produce a well polished oral language. Through the EFL learners' speaking production, they try to compensate for problems that they find in their communication with others, and they deal with them by using either the achievement strategies or the reduction strategies in order to communicate effectively. The teacher's role in this situation is to listen to what his learners said in order to record their committed mistakes, and then correct these mistakes by different ways. The errors the learners face are interference, overgeneralization, fossilization, mispronunciation, the lack of vocabulary, the problems with grammatical rules, and the lack of fluency; the teacher

should make a solution to each problem through controlling his learners speaking production, and then giving positive correction to each kind of the previous errors.

Chapter Two: the Teacher's Feedback

Introduction:

In teaching English as the Foreign Language, the teacher has many tasks to do in order to develop his learners speaking performance. Since the EFL learners commit a lot of mistakes, their teacher should act as controller, helper, corrector, recorder, or providing feedback to correct these mistakes, as well as he takes more time for examining his students' oral production.

Providing feedback is one of the teacher tasks to correct the committed mistakes during students' speech through giving advice, suggestion, clarification, the general rule, or criticism. Furthermore, the teacher looks for his students' reaction to the given feedback to infer the usefulness of the feedback. The teacher encourages them to consider the feedback as a natural corrective form not as subnormal criticism form.

In this chapter, we will tackle the most common teaching methods, overview about the teacher and his way of teaching, and his role during the oral tasks. Moreover, we will move to the teacher feedback in which we will discuss its definitions, types, and criteria, then to the feedback during the oral tasks which are concerned with the accuracy tasks and the fluency tasks, in addition to the students' response to their teacher feedback, and finally we deal with the relationship between the teacher feedback and the students oral performance.

1. **Methods of Teaching:**

1-1- The Grammar Translation Method:

The G.T.M emerges when the language began to be taught. This method was based on the practice of languages as system of rules for the correct sentences, on the practice of

writing, on the learning process which is done by memorization the rules and vocabularies, and on the practice of the translation of text (Davies and Pearse 188).

According to knight and Lindsay, they declare that this method mainly represents the grammatical rules and the translation of text that is done by the learner. Then they claim some arising problems which are resulted from the G.T.M. These problems are:

-   It neglects the study of how to use English

-   Learners have not chance to listen or to speak the foreign language.

-   Vocabulary is taught as isolated items which make using them very difficult.

-   It banishes the communication with others.

-   Its focus may bother some learners.

The G.T.M is still used in classes because learning grammatical rules and vocabulary is done through translation of words or phrases from second language to the first language. In the other side, these translations limit the extent to which the learners think in English (16).

1-2- The Direct Method:

Davies and Pearse claim that this method comes as a reaction to the previous one. They stated its focus as follow: "language is seen as systems of communication, primarily oral, in which words are used together in sentences, and sentences are used together in discourse", (189).

The D-M emphasizes on the learners ability to speak through asking and answering questions as the main form to practice the language. Moreover, the teacher's role is to demonstrate the language, to organize the practice of language, and to correct their learner's

mistakes; and the leaner's role is to listen, to imitate, and to practice the oral language (Davies and Pearse 189).

1-3- The Audio-Lingual Method:

The A.M is related to the emergence of the behaviorist models of learning. It aims mainly to get good habit in language learning through stimulus-response, and reinforcement model (Harmer 79).

Moreover, he states that "indeed Audio-lingual method seems to banish all forms of language processing that help students to sort out new language information in their own minds" (80). It neglects the learner's production or structure in processing the language, but it focuses more on drills patterns.

Davies and Pearse claim that A.M emphasizes on two main activities which are dialogue, Repetition and memorization, and substitution drilling. In addition, they declare that the learners' correct production should always reinforce and encourage by giving praises to them, whereas learners' incorrect production should be instantly and firmly corrected (190).

Knight and Lindsay suggest many features of Audio-lingual Method among them:

- It gives more focus on the language's structure.

- The amount of vocabulary is limited in the early stages of learning.

- Pronunciation's correction should be done from the beginning.

- Teachers should avoid errors

- Teaching the grammatical rules (structure) should begin with the simple ones then the complex ones.

Consequently, foreign language teachers find that drills are used to practice sentence pattern in order to get confidence in speaking. However, nowadays drills look as limited practice inside classroom, and they do not give EFL learners opportunities to interact with others.

1-4-   The Communicative Language Teaching Method:

The C.L.T method is the most used today. It focuses mainly on the communicative functions of a discourse, and on the basic meaning in addition to the structure of sentences and vocabulary; moreover, learners are exposed to the communicative use of the foreign language, as they commit inevitable mistakes as a natural way. EFL teachers undertake a communicative activities and the repetition practice during their courses in order to speed up and improve the learners' communication in different context (Davies and Peorse 194).

According to harmer, he suggests that the teacher should give their learners opportunities to use the language for developing the knowledge. On the other hand, learners should have the desire and the purposes for communication, and they should attempt to use a different language structure instead of one structure. (85).

The emergence of this method is due to the limitation of the previous methods that nearly neglect the ability to communicate. So, (knight and Lindsay) state features of the G.L.T as following:

- It aims to be able to communicate effectively in different situations in addition to the structure of the language.

- Teachers should motivate and facilitate communication using he target language for their learners.

- The interaction should through pairs or group.

- All the four skills are developed.

- Using the presentation-practice-production (PPP) model of teaching; the teacher tries to introduce his lesson by presenting the new language, then his learners attempt to practice this new language while he controls his learners' production, and finally they produce the language through the communicative activities.

As any of the previous method, GLT has some drawbacks which are:

- Pair and group work result the waste of time talking to their classmates instead of talking with native speaker teacher.

Knight and Lindsay state that: "*the most serious criticism of CLT is that it is not as effective as it claims to be*". So, EFL learners should shift the focus of the content into process (23).

1-5- The Task-Based Learning Method:

This method aims to get learners communicate through the process of completing the task using the target language. These tasks can be gap information tasks or problem solving tasks because they make learners express their opinions; furthermore, instead of using the discrete unit of language with CLI, in T.B.L learners have opportunities to undertake the four skills and the previous knowledge of language used at the same time.

The tasks should include the three following procedures:

✓ **Pre task:** teachers give certain kind of activities to prepare their learners to do these activities in order to introduce the topic.

✓ **Task:** It is the main part in the lesson, and it can be done though a number of steps; for example, doing the task, then report on the task, finally present their production.

✓ **Post-tasks:** It focuses on the practiced and used language in order to promote accuracy. (knight and Lindsay 23-24)

According to Davies and pears, they mention that in order to succeed in teaching through task-based learning method, the used tasks should achieve their objectives for promoting learners production. Task-based learning can be involved in the other approaches (197).

2. General Overview about the Teacher and Teaching Process:

2-1- Definition of Teacher and Teaching Process:

The teacher is considered as the essence of teaching process. If he takes all his responsibilities in teaching, the latter can reach his learners needs for achieving the successful learning. Harmer declares that teachers have to have such features about their professions in the classroom among which: some teachers see themselves as actors because they always act in front of their learners; others believe that they are as orchestral conductors because they make a conversation to manage their classes; and the other ones look like gardeners they describe their learners as seeds because the gardener plant seeds then they irrigate these seeds in order to grow up (56). As it is known, they present the course with some new information and with more and more explanations through real examples in order to increase their learners' learning level and proficiency.

Furthermore, Davies and Pearse state some considerations that teacher should take in his teaching process in order to be successful. So, they usually:

- Should not only have knowledge of grammatical rules and vocabularies, but also they should master using the English language.

- Should apply the communicative activities in their courses in addition to use the foreign language most of time in every class to give more opportunities to learners for listening and speaking the second language.

- Should focus more on learners' practice of the foreign language instead of giving more explanation.

- Should banish finishing the syllabus, but they should design course that fit learners needs.

- Finally, the successful teaching mainly based on the successful learning (02).

2-2- Teacher's Way of Teaching:

The EFL teachers always select the most appropriate way of teaching to do their works effectively according to their learners' levels. So, they adopt some kinds of approaches or methods accompanied with certain ways to manage his classroom through teaching process.

Davies and Pearse mention that teachers should follow the some strategies in all of their classes, and react in similar ways to recurring classroom situation. In addition, they state that the teacher can undertake his teaching way through imitating his previous teachers, from his experience, through following a course look, or through applying observation and recommendations of a training course (185).

3. Teachers Role During Speaking Tasks:

EFL teachers have many responsibilities to do in the classroom during their learners speaking production in order to move smoothly in their communication, to encourage them to express their ideas, and to speak fluently and correctly.

Harmer suggests that the teacher should manage his students speaking through:

- Giving arguments about their taking turns and discourse in discussion or about his fascinating by his students production and performance in certain communicative activities.

- Standing back to control over and to listen to his students speaking performance.

- Intervening when he sees the communication is going to break down.

- And through prompting when the students get lost by giving suggestions, or advise, as well with correction, but it should be done sympathetically and sensitively (94-95).

Moreover, Harmer adds two points that should be done by EFL teachers which are:

- **Participant:**

The teacher should create enthusiasm atmosphere in the classroom when he asks his learners to do a speaking task. Sometimes, they should participate in the task to continue students' involvement, but this participation can be in limited levels. Thus if the teacher participate from time to time, his learners attention lights on him in order to get what he wants or he provide them.

- **Feedback Provider**

EFL Teachers should give the appropriate feedback in particular situations. So, Harmer states that "over correction may inhibit them and take the communicativeness out of the activity". This means the when the teacher increases his error correction in most time the feedback is obtained negatively, in the other side he shows that the feedback can be positive if the correction is done through gentle and helpful form, which make the EFL learners keeping out the difficult misunderstanding and the hesitations.

4. Feedback:

It is one of the most important professions that teachers do during doing tasks to respond to their students' mistakes.

EFL teacher traditionally emphasizes a kind of correction of every learner's errors firmly, while nowadays, he gives more focus on the learners' reaction to his provided feedback to solve learners' problems which are shown through the ambiguity of the conveying message.

Receiving feedback about learners' performance reflects their levels of achievement and their level of speaking proficiency. Moreover, the feedback should be provided through certain instructions to be helpful for learners (Frey and Fisher 64).

4-1 Definition of Teachers Feedback:

In general, feedback is a kind of correcting learners' errors in the learning process in order to distinguish between the correct form and the incorrect form, to learn the language from the false, and to enhance the proficiency level.

"Feedback generally refers to the listens or readers response given to the learners speech or writing" (Duly, Bust and Krashen 34 quoted. In Maarek 19). This indicates that feedback refers to the information or suggestion that the teacher as a listener or as reader gives or provides to his learners speaking performance or written production.

A definition suggested by (Edna hollow Mory 745) which is:

"Feedback is the information presented to the learner after any input with the purpose of shaping perception of the learner". Moreover, he states that feedback determines the comparison between the learners and the teachers intended answer.

In addition, the feedback is a kind of giving a piece of additional information or modification to what the learner performs to get the correct and the suitable answer and to take it in his mind in his future production.

According to (MC Donough et al quoted.In Selmen 48), they demonstrate two main parts of feedback; assessment and correction, assessment is represented through providing information on how the learner performs their tasks while the correction is the fact of describing the learners committed errors when performance through giving information on what is wrong or right.

4-2 Types of Feedback:

Teachers' feedback can be done in different ways. The oral feedback, written feedback and peer feedback.

4-2-1- The Oral Feedback:

(Frey and Fisher 77-78) declare that it occurs mainly through the spoken form. In order to get positive learners outcome, the oral feedback should be characterized by the setting, the structure, and the tone. These below aspects are important to student when providing the oral feedback

- **Choose one appropriate setting:**

The setting is selected in the classroom according to some extents: "it gives learners a place to concentrate on what is being said and to determine the tone in which it is delivered" (77).

If the teacher's feedback is brief, teacher should close to the student and lower his voice in order to move smoothly in the conversation. This type of feedback helps the learner to get it

- **Structure the response:**

Through effective oral feedback, the teacher should be specific and should demonstrate the learner to which is correct or not. There are three parts of the structure for academic feedback:

➢ Showing the result of learner's performance.

➢ Describing and distinguishing between the right form and the wrong form that should be changed.

➢ Motivating and encouraging to centime.

- **Use the supportive form:**

The tone also has an effect on the effectiveness of the oral feedback. So, in addition to the given information about the learners' performance, the non verbal expressions such as: facial expressions, eye contact and intonation can encourage the learner to receive the feedback effectively, whereas, derisitive tone, rolling eyes, an averted gaze and biting tone speak volumes affect negatively in receiving feedback.

4-2-2- Written Feedback:

The teachers' written feedback is considered as the essence role in second language writing classes. (Ken 178) defines the written feedback as follow: "…written substantial comment on their papers, justifying the grade they have given and providing a reader reaction ". In another word, the written feedback takes the form of comments on the learners'

piece of writing in order to point out to them what is abnormal in their writing production; this feedback is considered as their teacher reaction to what they write.

(Sommers 1982 quoted.In Lounis 22) declared three basic purposes for providing feedback in writing.

- To show to writer as to whether his written product has conveyed his intended meaning without ambiguity.

- To make the writer acts as a reader to get some mistakes and correct them for improving his writing.

- To give learners enthusiasm for revision instead of receiving comments from a critical reader.

4-2-3- Peer Feedback:

"Peer response is said to provide a means of both improving writes drafts and developing readers understanding of good writing" (Hyland 198); he states that the effectiveness of peer feedback is based mainly on the use of peers comment in their revision; in addition the second language proficiency, prior experience, and group dynamic are characteristics which can likely influence providing peer feedback. Moreover, the latter (response) can take a different form; the common one is when the learners are divided into groups of two, three, or four, then they exchange the first draft and give comments each other's work (199).

In other side, Hyland states that students should comment on their classmates brain storming and outlines of their ideas before doing the draft of a task to be aware of their writing strategies and to develop their writing product. Thus the peer feedback is provided by

incorporating learners into each other's brain storming and by incorporating learners into each other s first drafting through commenting on them. (200)

4-3 Criteria of Learners Feedback:

Teachers should take into consideration some features when they provide feedback to their students. The two researchers, Frey and Fisher mention that the feedback's criteria are timely, specific, understandable, and actionable which aim to get the informative and effective feedback.

- **Timely:**

"*Feedback is more powerful when it is linked as a loosely as possible in time with student performance*"(Banger et al, 1991 quoted.In Frey and Fisher 71). In addition, they suggest that learners should incorporate their receptive feedback in their future attempts in order to develop their production, and when they submit the additional assignment without receiving feedback on the earlier assignment, they are missed opportunities to improve their performance. So, the helpful and the receptive feedback is provided directly and closely after doing the given task

- **Specific:**

If the feedback is superficial, the learners do not understand what they are going to do and they do not relate between how they do the assignment and what they need to do well in the future. Whereas if the feedback is specific, students understand what they should do and on what they focus in the future and they find opportunities to improve their performance (Frey and Fisher 72).

- **Understandable:**

If learner do not understand feedback's language, the feedback will not change anything in learners performance i.e the teacher does notice any reaction from his learners when he gives information or language that is not familiar with them. Furthermore, Frey and Fisher suggest that if the feedback is not understandable, "the student probably is not going to learn, despite the time that the teacher has put into providing the feedback" (73). So, they declare that the informative feedback should not only be timely but also understandable.

- **Actionable:**

Learners should have the chance to act on the information provided through teacher's feedback. So, they should practice, revise, improve, and retry what they get from the feedback. The latter affects negatively on student's performance when the teacher indicates whether his learners answer is right or wrong while it affects positively on student's performance when the teacher provides information to his learners with correct answers (Frey and Fisher 76). They state the positive effect of feedback as follow: "positive effect when teachers provided students with explanations about their correct and incorrect responses" (76).

5. **Teacher's Feedback During the Oral Work:**

(Harmer 104) claims that the teacher's feedback is helpful during the oral tasks, in which the teachers should react to their learners' performance in different way; the helpful feedback based mainly on the stage of lesson, the activity, the type of committed errors, and the particular receiver of the feedback. So, he suggests two situations of feedback.

5-1- Feedback During Accuracy Work:

Firstly, the teachers show to their students the committed mistakes, and then they give information or explanations about these mistakes. To provide the effective feedback, teachers should be aware of the different techniques of showing the correctness of the mistakes. When teachers point out to the mistakes which are considered as slips, learners are able to correct themselves; whereas they are unable to correct their errors once the problem is embedded errors (106). The different used techniques of providing feedback are:

- **Showing Correctness:**

  It can be done by different ways:

  ➢ Repeating: by asking students to repeat what they have said.

  ➢ Echoing: it is a precise way of pin-pointing an error through emphasizing the incorrect utterance's part; for example, through uttering the wrong part as questioning intonation.

  ➢ Statement and question: by indicating or demonstrating that a part of the utterance is not correct.

  ➢ Expression: by using the simple facial expressions and jesters to indicate how the utterance is worked, but it should done when the teacher knows his class well.

  ➢ Hinting: by giving a hint to the wrong part in order to apply the known rules

  ➢ Reformulating: correcting the learner's utterance through reformulating what he said (106-107).

- **Getting it Right:**

If learners do not respond to teacher's reformulation of what they said, the teacher should provide the correct form through giving more information, explanations, or suggestion about the errors or through giving the general rule (107).

5-2- Feedback During Fluency Work:

It occurs when the teachers respond to the student's speaking in a fluency task; they do not focus only on the language performance, but also on how the learners behave in fluency takes in the future. It will be well if it is done after the task, not during it. But sometimes, the teacher should intervene during fluency task through different ways (107):

- **Gentle Correction:**

If the communication breaks down, the teacher should intervene in this situation to continue the communication, as (Harmer 107) suggests: "if *our student on not think of what to say, we may want to prompt them forward* ".

Teachers may simply reformulate the learner's utterance to correct his errors, and they may hardly interrupt their learners speech; furthermore, they may use some techniques of showing incorrectness among them echoing and expression because these two kinds of techniques should be gently (107-108).

- **Recording Mistakes:**

The teachers watch, observe, and listen to their learners production in orders to give them feedback; the latter can be positive as well as negative feedback. Another technique the teachers can undertake is to record the speaker mistakes.

To correct the speaker performance, teachers divide the other students into four groups and ask each group to concentrate on recording the following aspects: pronunciation, grammatical rules, the use of phrases and vocabularies, and the facial expressions or physical jesters in order to engage all learners in the feedback (108 -109).

- **After the Event:**

Teachers give feedback after listening to their learners' performance through different ways:

- They can give assessment

- They can ask their students about the difficulties they have found in their performance.

- They can write their learners committed errors on the board, and they should concentrate on the mistakes which are committed by most learners, then ask their learners if they recognize the problem and whether they can correct the mistakes.

- They can write both the correct and incorrect forms, and then ask their learners to decide which form is correct or incorrect (109).

5   Students Response to Teacher's Feedback:

Naturally, students react to their teacher's feedback either positively or negatively. So, the usefulness of the teacher's feedback depends mainly on the students' reaction to it.

The teacher provides feedback to his learners through different ways. As (Blosham and Boyd 114) mention that teacher's feedback can take different forms which the learners should recognize such as: written comments, tutorials, mentor of feedback on placement, feedback from peers, or question and answer; moreover, they declare that the students can ask their teacher for clarification of the provided feedback.

The teacher makes value of the feedback's effectiveness when his learners learn something new or change something in their oral performance.

(Frey and Fisher 88) claim that the teacher's feedback can be effective and useful it occurs through the criteria mentioned previously (timely, specific, understandable, and actionable): in addition, they state that: "*teacher feedback focuses on the emotional impact of teacher feedback and the potential damage it can do to student-teacher relationship*". (89)

So, they refer to the effect of the teacher's feedback which is clear from the students' reaction to it. Sometimes, students do not use, learn from, or react negatively to their teacher's feedback because it is not provided through its criteria.

Dana Ferris quoted. in (Ibid) shows some ways in which the students respond to their teacher's feedback, the common ones are:

✓ Error corrected.

✓ Incorrect change.

✓ Deleted text.

✓ Substitution, correct: it occurs when the learner corrects the error by substituting the error by a correct form.

✓ Substitution, incorrect: it occurs when the learner does not correct the error by substituting the error by another error.

✓ Teacher induced error: it occurs when the learner makes mistakes

6. The affect of the feedback on the learning process:

The feedback has a great affect on improving the learning process. So, it fixes the correct new information mentioned through it in the learners' minds, and it is considered as a main element in the teaching process. It should be at the end of the learners' production, and during their performance according to certain conditions. The feedback has a lot of advantages among them:

- It informs the learner about his learning's results, whether it is correct or not, which decrease the learners' stress when he wants to know his performance s results.

- It encourages the learner to continue his learning especially when he knows that his production s results are correct

- If the learner finds that his production s results are incorrect, he will take into considerations that he is the responsible for his performance results, thus he should do better in the next time

- It shows to the learner his learning direction and to what extent he has developed the oral second language performance. A learner will be given a chance to have a clear report about the main weaknesses he encounters and having the opportunity to look for possible remedies to get a better performance.

- It provides the learner with additional information in order to support, rich, and encourage the learning process .It ensures continuity (Mahmoud 261).

Conclusion:

As a conclusion, the chapter two which is entitled "The Teacher's Feedback" deals with teachers as important elements in learning and with different methods in teaching EFL.

So, he selects the appropriate method accordingly to what he will teach. In addition, it is considered that the teacher is the core of the teaching process, he has many characteristics that help them to succeed in his teaching and to motivate his learners develop their language level and proficiency. Moreover, the teacher's role when he listens to his learners' oral performance is to provide an effective feedback.

The feedback is given information through meeting certain criteria to incorrect learners' oral production in order to correct their committed mistakes, and it can take three types. It will be effective when the learners respond positively. Consequently, the EFL teacher undertake the feedback as helpful and effective technique through using different forms of presenting it to improve his learners speaking performance and to increase their language proficiency.

In the next chapter, we will get teachers and students insights about the about learners' oral production, about the feedback, and about its incorporation in the learning and teaching process.

Part Two: The Field Work

Chapter three: the Analysis of students' questionnaire and teachers' interview

Introduction

The previous two chapters are devoted to the review literature of the EFL learners speaking production and of the general views about teaching process with more focus on the teacher's feedback. The present chapter is aimed to collect data about the students' attitude, about their obstacles that they face during their speech, and about teacher's feedback and its influence on their oral performance, in addition to collect the teacher's insights towards his learners speaking performance and their reaction to the provided feedback.

Throughout this chapter, we will analyze the data collected from the teachers' interview and from students' questionnaire accordingly to our research question and to our stated hypothesis in order to diagnose the role of teacher's feedback on improving EFL learners' oral production.

1-   The Students' Questionnaire:

It is an instrument for data gathering; it is done to collect information in order to answer our research question.

1-1-   The Description of Students' Questionnaire:

The students' questionnaire is designed by the fact of combining it with the theoretical part. It consists of nineteen questions; three questions are multiple choices, and one question is open ended. It is given to eighty second year LMD students at Mohammad Kheidar University in Biskra. I administrate it in the first week after spring's holidays, exactly on 1st April; I give it to students of three groups because most of them are absent. Fortunately, all of

them give back it to me in the same session. The questionnaire includes four sections: back ground information, oral expression course, speaking skill, and teacher's feedback.

Section One: Back ground Information

From question one to question four, they are designed to get general background about our participants through exposing to their gender, their streaming that they studied in secondary school, their age, and the main reasons to chose studingy English language at the university with justification.

Section Two: the Oral Expression Course

From question five to question seven, they allow us to obtain participants background in oral expression course. We get information about their interest in oral expression course, about whether this course helps them to improve their speaking, and about their preferred oral activities.

Section Three: Speaking Skill

From question eight to question twelve, they are planned to get insights of students attitude towards the speaking skill, its level of the difficulty of speaking skill, the obstacles faced in their speech, their reaction to these difficulties, and their teacher's correction of their committed error when speaking.

Section Four: Teacher's Feedback

From question thirteen into question nineteen, they are designed to collect students' background about the teacher's undertaking feedback, the situations in which the teacher provides feedback, the different forms of feedback, the focus when the teacher corrects his learners errors, their feeling towards receiving feedback, their repetition of the mistakes after

receiving feedback with justification. The final question is opening ended which allows the students to be free in their answers to this question in order to collect more explanations about the role of teachers feedback in improving their oral performance.

1-2-   The Analysis of Students' Questionnaire :

<u>**Section one**</u> **: General Information**

Question 1.   Gander Distribution

The answer	Response	Percentage %
Female	64	80
Male	15	18,75
No answer	01	01,25
Total	80	100

Table 01 : students' gender
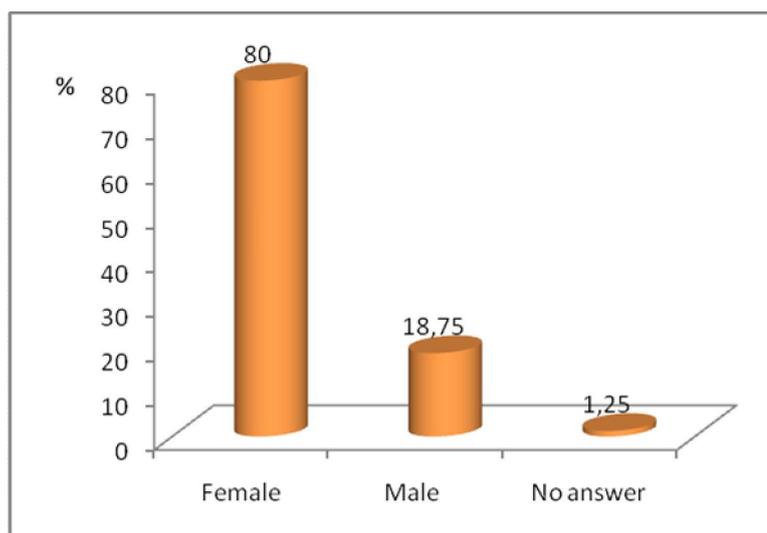
Graph 01: students' gender

From the above table, we notice that more than a half 80% (64) of students are females, whereas the remaining ones are males. One student does not mention his gender. Our

population is characterized by a female over presentation, which means that these latter may be more interested to learn Foreign Languages.

Question 2.   Streaming

The answer	response	Percentage%
Languages	22	27,5
Letters	34	42,5
Math	11	13,75
Science	03	3,75
Technical	08	10
Economics	01	1,25
No answer	01	1,25
Total	80	100

Table 02: students' streaming
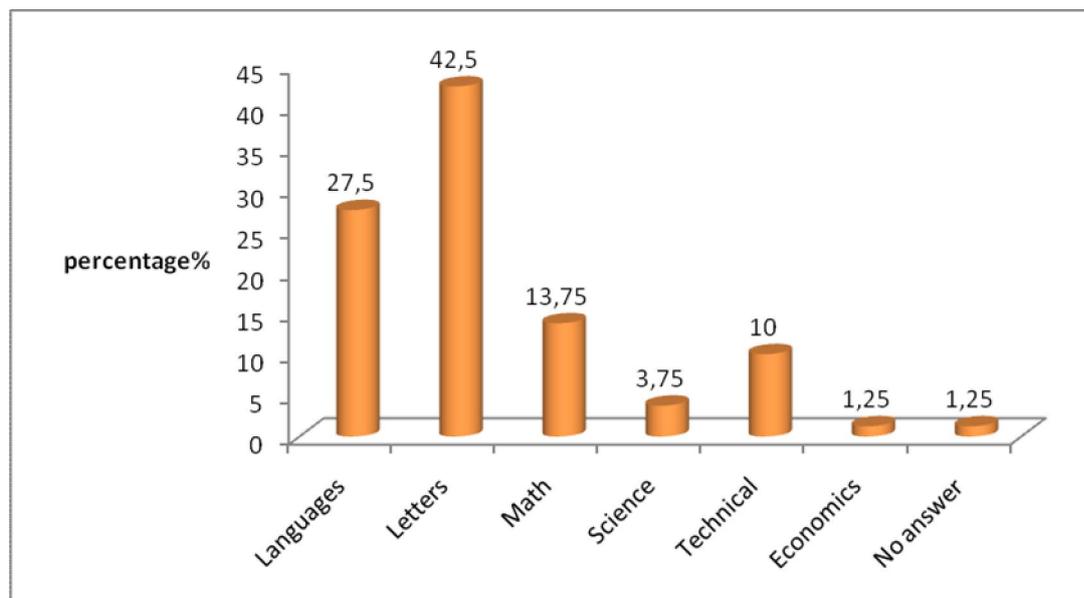
Graph 02: students' streaming

According to the above graph, 27,5% is devoted to students whose streaming was languages, 42,5% is devoted to students who studied letters, 13,5 % is devoted to students' math

streaming, 3,75% is devoted to students whose streaming was science, 10% is devoted to students' technical streaming, 1,25% is devoted to students studied economic streaming, while 1,25% is devoted to students do not mention their streaming. Consequently, more than half of students "70%" studied letters and languages streaming, thus, they are exposed to the English language more than in the other branches. So, they have amount of English language's knowledge that helps them to develop their speaking production. So, population is expected to be well introduced to that language before reaching university, this is helpful to our study since those students have acceptable knowledge and can tell us many things about feedback.

Question 3.   Age Distribution

The answer	response	Percentage%
19	02	2,5
20	23	28,75
21	19	23,75
22	16	20
23	08	10
24	03	3,75
25	01	1,25
26	01	1,25
28	01	1,25
No answer	06	7,5
Total	80	100

Table 03: participants' age distribution
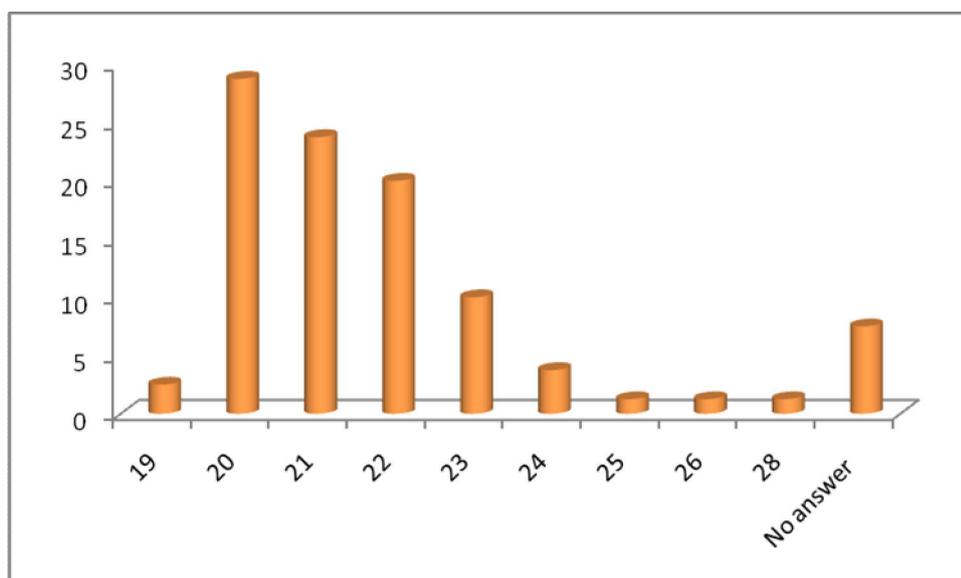
Graph 03: participants' age distribution

According to the table results, we find that the students' scope of age is between nineteen and twenty eight years. Our population is extremely a young one. This biggest population refers to those whose age is twenty years old than those of 21-22 years old. 06 students among the whole did not respond to the question. The results shown indicate that this young population is suitable for the study. Young population is related to motivation and interest to produce a correct language. This is may be through being introduced to teacher feedback's importance to realize that aim.

Question 4. **The Choice to Study English is :**

The answer	response	Percentage%
Imposed	07	8,75
Personal	73	91,25
No answer	00	00
Total	80	100

Table 04: participants' choice to study English at the university
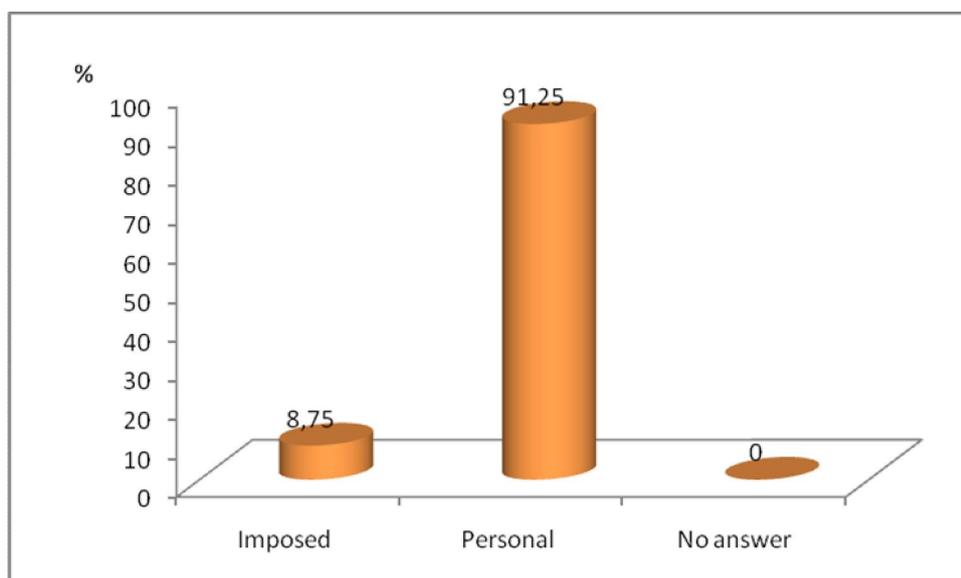
Graph 04: participants' choice to study English at the university

This graph identifies that the most of the students (91,25%) declare that their choice to study English is personal. this means that they are motivated, anxious, and desired to learn more about the English language: they choose studying English because they love English language, as it is considered as the first language in the world, they are ambitious to know more about the language, they want to use English language for communication, for teaching, or other future requirement. Whereas the remaining ones (08,75%) mention that their choice to study the English was imposed because of many reasons. Among which: being imposed by their parents or their marks do not allow them to study English.

Students personal desire to learn English supports our view which states that our respondents have a real will to reach a better oral performance through which being corrected and provided by feedback is among the necessary element to attain that aim.

Question 5. Are you interested in oral expression course?

The answer	response	Percentage%
Yes	65	81,25
No	15	18,75
No answer	00	00
Total	80	100

Table 05: participants' attitudes towards the oral expression course
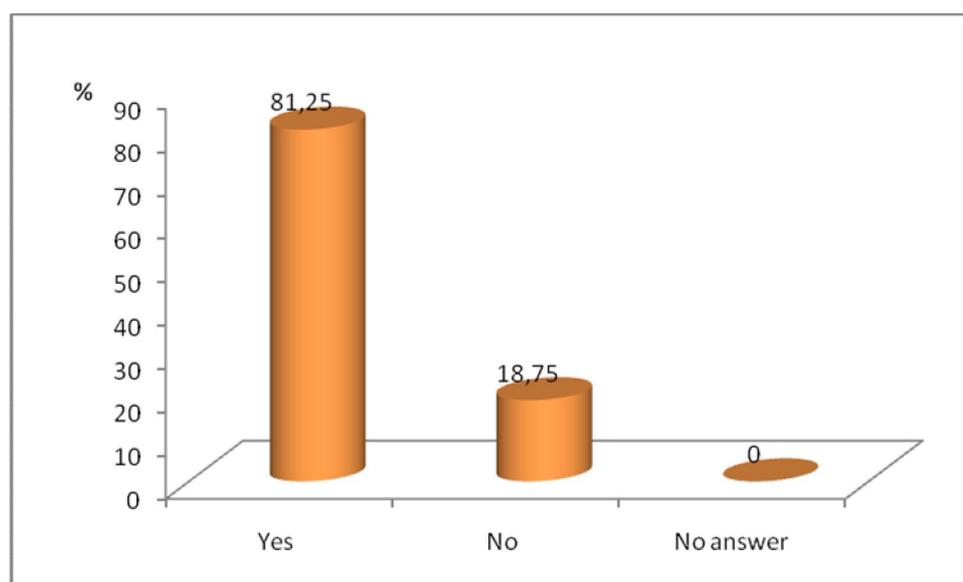
Graph 05: participants' attitudes towards the oral expression course

The students' responses indicate that 81,25% from our sample are interested in oral expression course because they think that this course encourages them to develop their speaking and their listening skill in the English language and to express their ideas correctly, in addition, it provides them with chance to get new vocabulary and good pronunciation. Moreover they think that during that course they can perceive their mistakes and they learn how they correct these mistakes. While 18,75% are not interested in oral expression course because of the boring tackled subjects, the lack of audio visual aids, the shyness from their mistakes, and the hinders when speaking. So, they think that they can improve their proficiencies in other ways.

Question 6.   **Did that course help you to improve your oral performance?**

The answer	response	Percentage%
Yes	67	83,75
No	13	16,25
No answer	00	00
Total	80	100

Table 06: participants' attitudes towards the improvement of the oral performance during the oral expression course
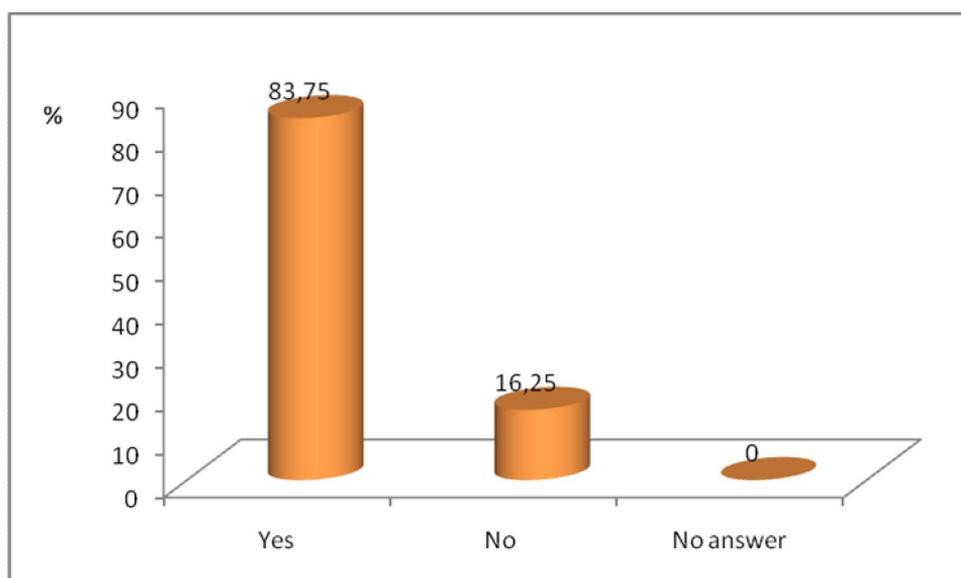
Graph 06: participants' attitudes towards the improvement of the oral performance during the oral expression course

As it is apparent from the table 06, most of the students (67) respond positively to the question and state that the oral expression course helps them to improve their oral performance. So, they declare that through this course they develop not only the speaking but also the other skills and consider the speaking skill as the basic one, they acquire new vocabularies, they express their ideas in easy way and speak fluently without shame, they recognize their mistakes then correct them by or with their teachers(as one of the students states that this course is like a correction of the committed mistakes), they deal with the different activities and tasks, and they are encouraged to speak. 13 students state that the oral

expression course does not help them to improve their oral performance because of the teacher's way of presenting the course, the boring subjects or boring activities, and the lack of motivation. Our participants believe in the efficient role of oral expression to enhance their oral production.

Question 7.   **What is your preferred oral activity?**

The answer	response	Percentage%
Story telling	13	16,25
Discussion	15	18,75
Dialogue	08	10
Role play	31	38,75
Problem solving	09	11,25
All of them	04	5
Total	80	100

Table07: the students' perspective toward their preferred activities to be tackled in oral expression course
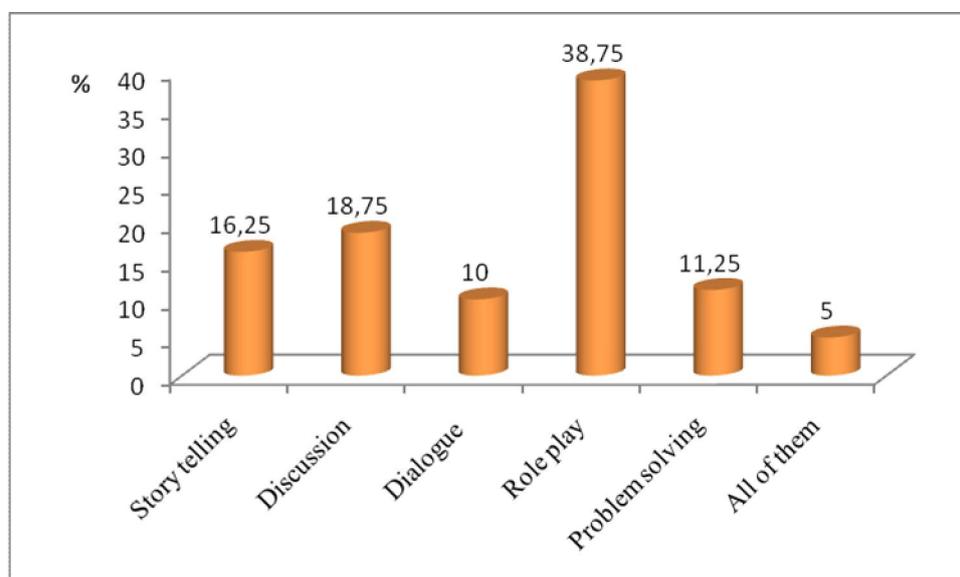
Graph 07: the students' perspective toward their preferred activities to be tackled in oral expression course

Concerning the resulted mentioned in the above table, the high percentage is for the role play activities and the discussion then the story telling. The students prefer these kinds of activities because they may enjoy in acting, in expressing opinions, and in narrating a stories; furthermore, these activities encourage and motivate the learners to acquire more the oral language and to feel free to express themselves. In addition, the above preferred activities open the way to EFL learners to create oral performance, and then to commit the errors, and to be corrected at the same time. The low percentage is for the two other activities which are problem solving and dialogue because the students do not find them beneficial to acquire the oral language.

Section two: Speaking Skill

Question 8. Do you like speaking?

The answer	response	Percentage%
Yes	76	95
No	04	5
No answer	00	00
Total	80	100

Table 08: participants' attitude toward the speaking skill
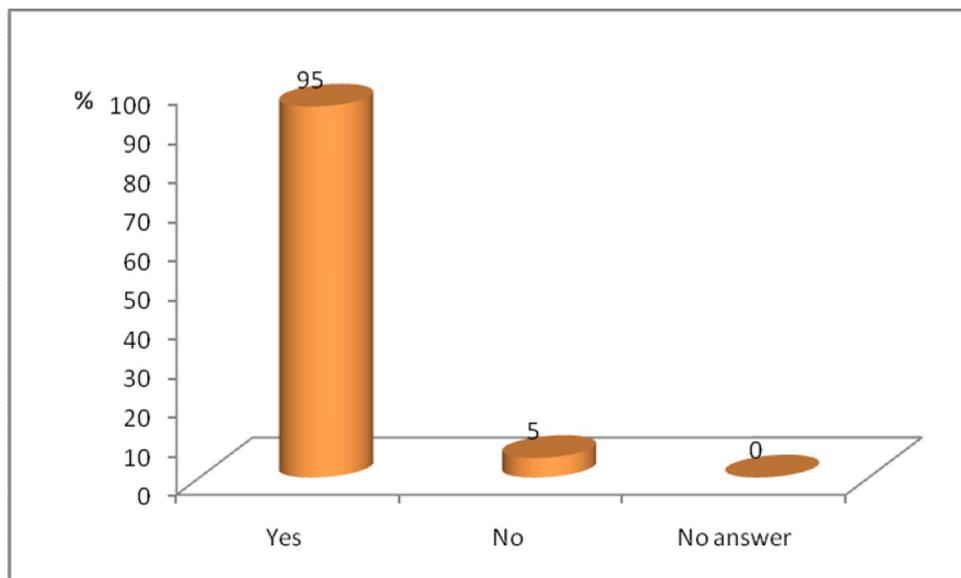
Graph 08: participants' attitude toward the speaking skill

The participants' answers show that 95% from our sample demonstrate that they like speaking. This factor motivates them to speak without constraints; for example, fear of making mistakes, shyness, lack of vocabulary, etc. Moreover, they give some justification about their answer: They stated that the speaking is one of the most important skills that improve their capacities in English language in order to communicate effectively, and to be good user of the language.

However, the others (5%) do not like speaking which is due to facing obstacles when speaking such as: lack of vocabulary, mispronunciation, grammatical mistakes, interference…., bothering from their teacher's strict way of correcting mistakes, or tackling the boring subject.

Question 9.   In your opinion, speaking in English is :

The answer	response	Percentage%
A difficult task	54	67,5
An easy task	26	32,5
No answer	00	00
Total	80	100

Table 09: the students' responses towards the difficulty of speaking skill
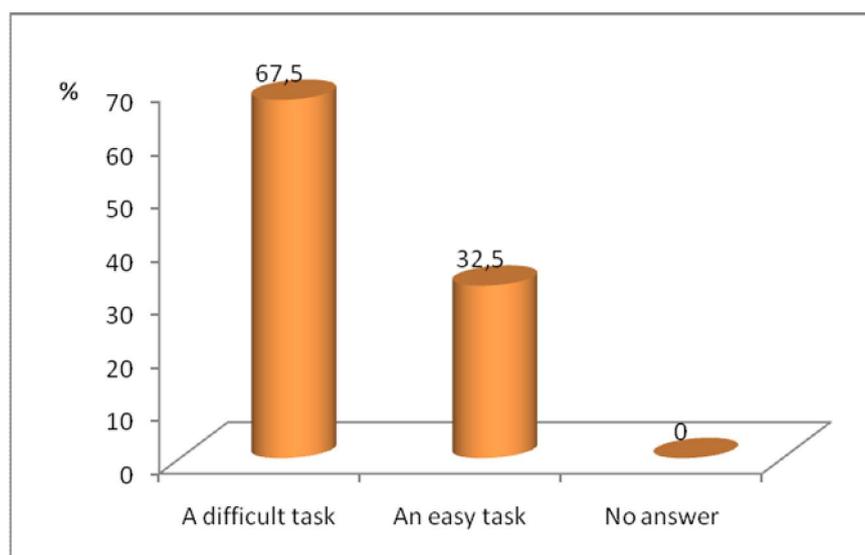
Graph 09: the students' responses towards the difficulty of speaking skill

We can notice from the analysis of the question 09 that 54 students considered the speaking skill as a difficult task which refers to the existence of difficulties when speaking, so they need a help from their teacher to overcome these difficulties through controlling them then giving some encouragements, advice, suggestions, or more explanation in order to speak easily and correctly.

In the other side, 26 students declared that the speaking skill is an easy task because they may be they are motivated to learn the language, are aware about their mistakes and given the chance to correct them whether individually or by their teacher, and are fluent in their speech.

Question 10. **Do you find difficulties when speaking?**

The answer	response	Percentage%
Yes	70	87,5
No	10	12,5
No answer	00	00
Total	80	100

Table 10: participants' attitudes toward their difficulties when speaking
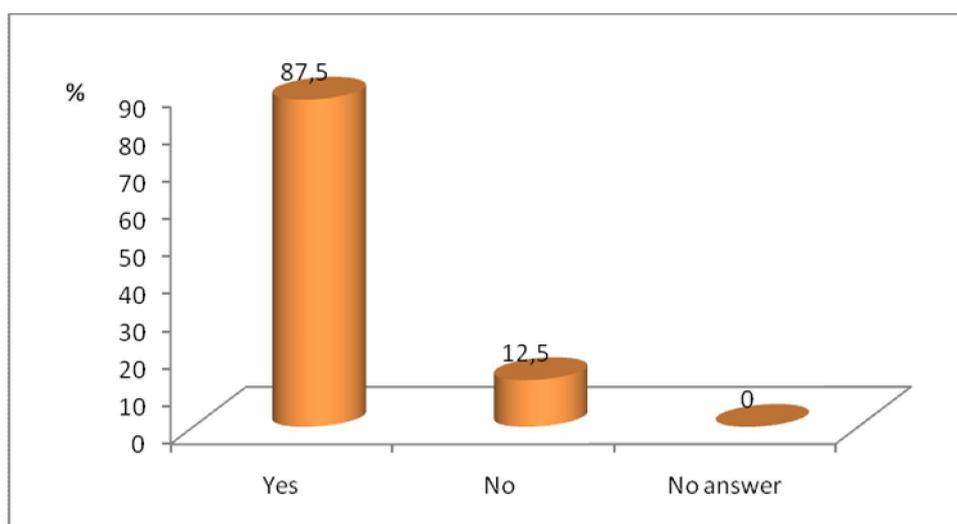
Graph 10: participants' attitude toward their difficulties when speaking

From the replies to this item, we find 87,5% from our sample face difficulties in their speaking which refers to what we mention in the previous item. Whereas 12,5% of the students show that they do not face difficulties when speaking because they may aware of the English language.

*if yes, what are they?

The answer	response	Percentage%
Mispronunciation	19	23,75
Problems in grammatical rules	38	47,5
Lack of vocabulary	32	40
Difficulties in transfer from first language to the	16	20
Others	02	2,5
Total	80	100

Table 11: the different difficulties which the students encounter when speaking
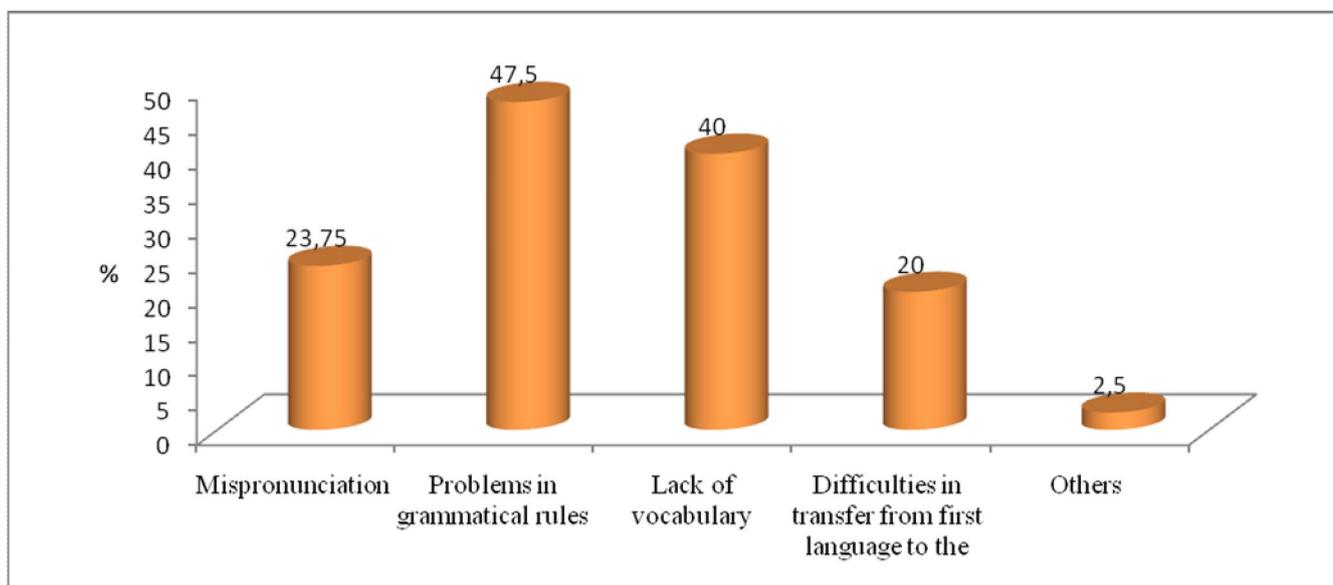
Graph 11: the different difficulties which the students encounter when speaking

When we encounter the above result we find that the number of answers and the percentage of all of them are more than our sample. These due to the multiple choices of the students answer to the same question. According to the students' views, 47,5% of the student declared that the big problem they faced when speaking performance is the grammatical mistakes, 40%

of students stated that they face lack of vocabulary when speaking , 23,75% of student stated that they face mispronunciations, while 20% declared that they faced difficulties in the transfer from first language to the second language. Two students mention other difficulties during their oral performance among them: they feel shy, they do not study English before, and they do not habituate speaking in their daily life.

Question 11.   Do you feel bothered about them?

The answer	response	Percentage%
Yes	46	57,5
No	22	27,5
No answer	12	15
Total	80	100

Table 12: participants' feeling towards these difficulties
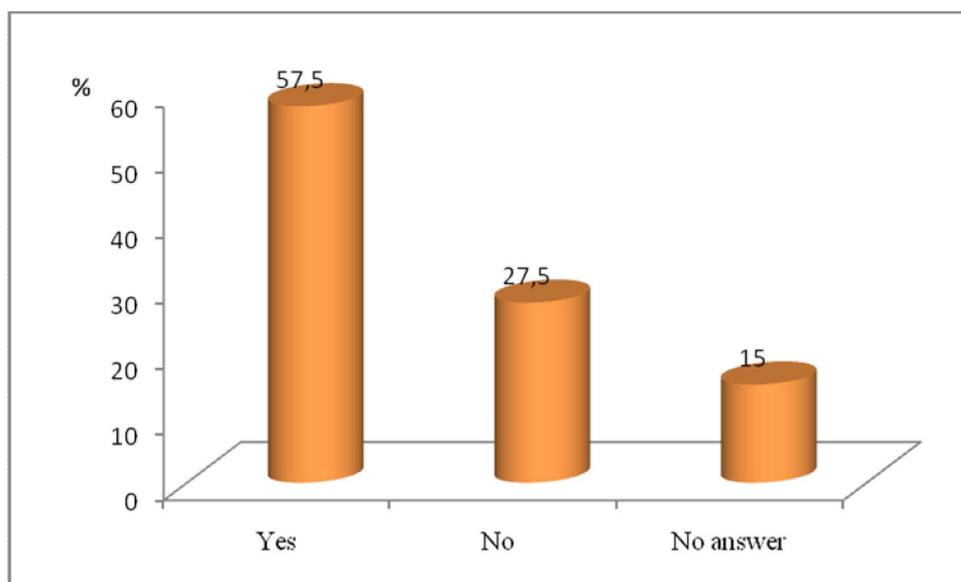
Graph 12: participants' feeling towards these difficulties

As it is apparent from the graph 11, 46 (57,5%)students claimed being bothered about these difficulties. As a result they may feel restricted to express their ideas and to speak in oral expression course; they stop talking and they stay just receiving. The fact of feeling bothered

expresses the learners desire to overcome all those difficulties and to avoid all the committed errors. So, they need more to their teachers' help to solve their problems. However, 22 students are not bothered about these difficulties. This means that they did not care about their difficulties because they consider them as a normal phenomenon, and they benefit from these difficulties to learn more. The remaining ones did not answer because they may not understand the question well.

Question 12. **Does your teacher try to correct your errors when speaking?**

The answer	response	Percentage%
Yes	64	80
No	16	20
No answer	00	00
Total	80	100

Table 13: teacher's correction of his learners' errors when speaking
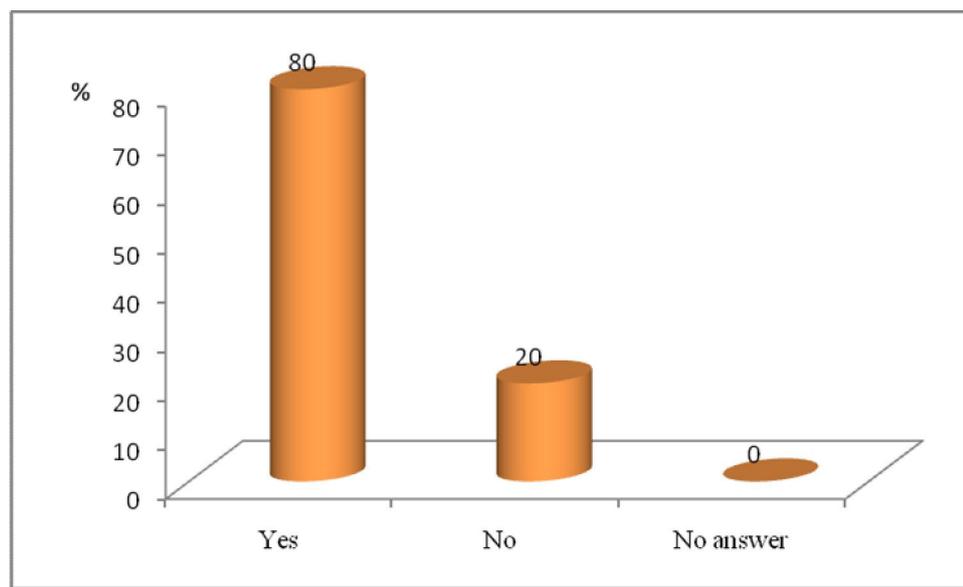
Graph 13: teacher's correction of his learners' errors when speaking

The above results show that 80% (64) of participants claimed that their teachers try to correct their errors i.e their teachers are aware of their students' needs to be exposed to a correct form

of language, and they try to improve their proficiency in speaking and to encourage their students to learn more about the language. 20% (16) of participants declared that their teachers do not try to correct their mistakes which make them repeating the same mistakes each time because they do not distinguish between the wrong form and the correct form, or they think that what they have produced is correct since they have not been corrected.

Section three: Teacher's Feedback

Question 13. **Does your teacher give you feedback during your speaking tasks?**

The answer	response	Percentage%
Sometimes	14	17,5
Always	58	72,5
Never	08	10
No answer	00	00
Total	80	100

Table 14: teacher's frequency to give feedback during his learners' oral performance
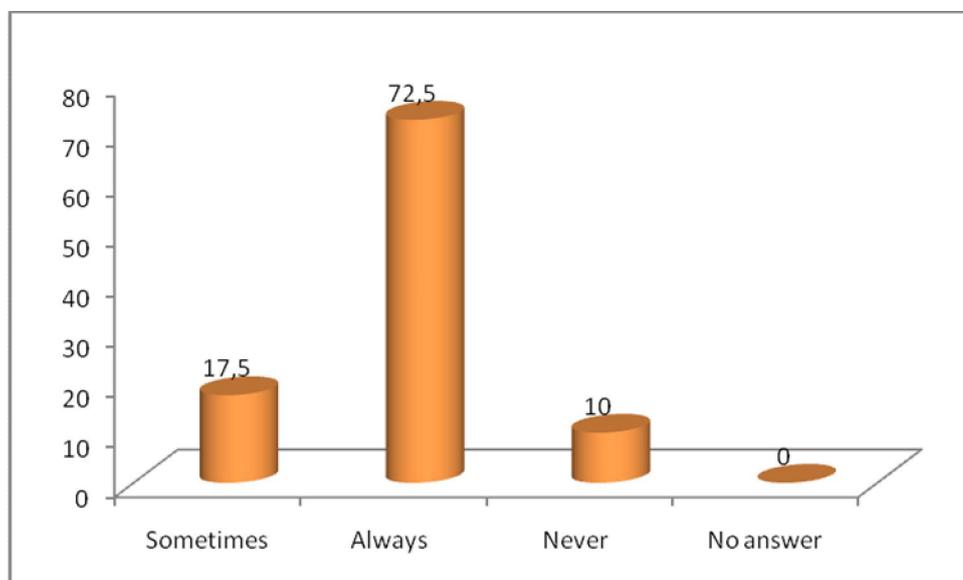
Graph 14: teacher's frequency to give feedback during his learners' oral performance

The high percentage is devoted for the second answer which states that the teacher always gives feedback to his students. This refers that the teacher is aware of their students' mistakes and he provides them with more explanation or advice in the appropriate time to correct these mistakes; moreover, he does not only help his students to improve their proficiency and their oral production but also it expose them to correction and evaluation. Only few of them (14) stated that the teacher sometimes gives feedback to their students because he thinks that the provided feedback makes them feel angry or he does not recognize the importance of his feedback in improving his learners' oral proficiency. The last percentage is devoted for the third question which stated that the teacher never gives feedback which refers that the teacher does not give importance to his students' errors.

Question 14. When does he give feedback?

The answer	response	Percentage%
When you commit grammar mistakes	55	68,75
Whenyou commit pronunciation mistakes	46	57,5
When you commit poor vocabulary	34	42,5
When negative transfer from first language to the second language	11	13,75
Others	00	00
No answer	04	5
Total	80	100

Table 15: students' attitudes towards the situations when they are provided by feedback
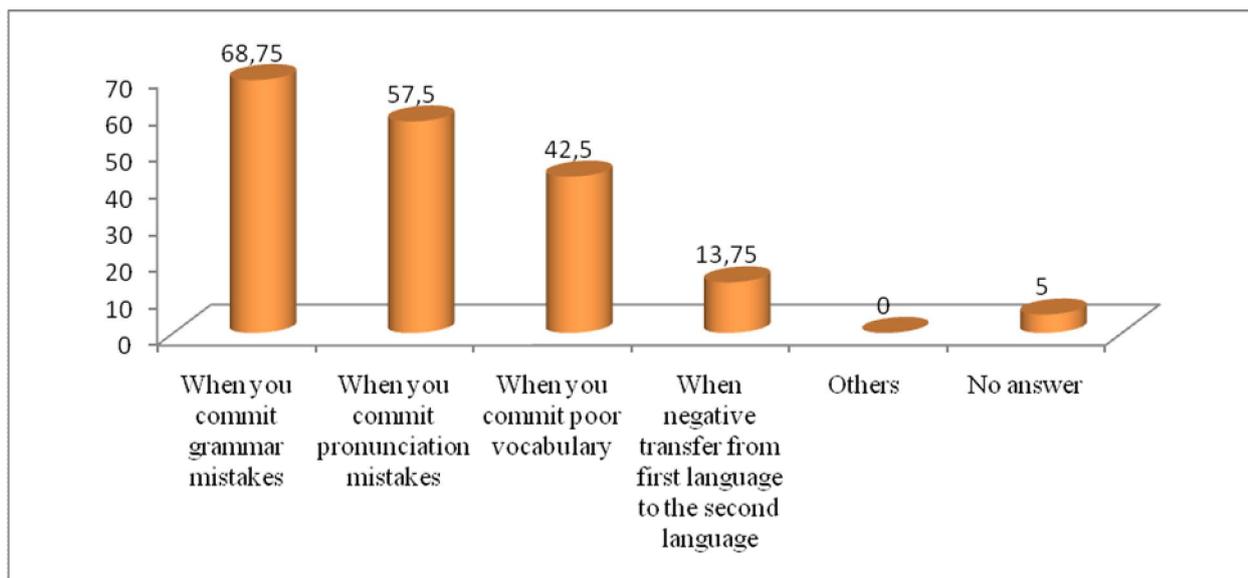
Graph15: students' attitudes towards the situations when they are provided by feedback

According to graph 15, the percentage of the students teacher given feedback was arranged as follow: 68,75% of our sample stated that their teacher gives feedback when they commit grammar mistakes, 57,5% of our sample stated that their teacher gives feedback when they commit pronunciation mistakes, 42,5% of our sample stated that their teacher gives feedback when they lack vocabularies, 13,75% of our sample stated that their teacher gives feedback when they transfer negatively from the first language to the second language. However, four students do not answer this question

Question 15. How did your teacher correct your errors?

The answer	Response	Percentage%
Provide the correct form	47	58,75
Show the mistake	44	55
Giving the rule	17	21,25
Giving advice	13	16,25
Giving criticism	08	10
No answer	03	3,75
Total	80	100

Table 16: participants' responses about their teacher's form of giving feedback
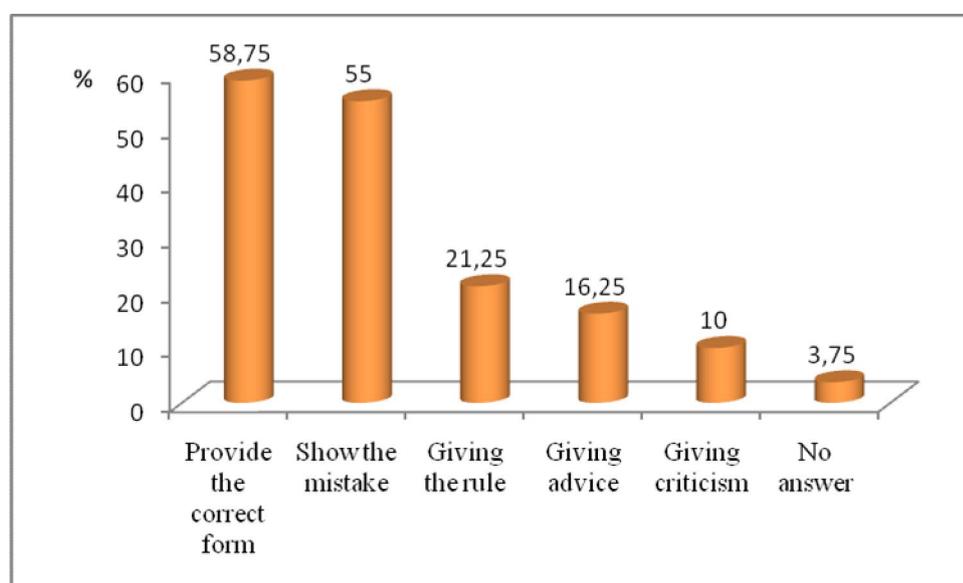
Graph 16: participants' responses about their teacher's form of giving feedback

The results mentioned in the table 16 show that the high percentage of the students' answers is devoted for their teacher's correction through providing the correct form and through showing the mistake because their teacher found that these two forms of correction are the appropriate ones to make them learn from their mistakes. Less percentage is devoted for the teacher's correction through giving the rule and giving advice because their teacher noticed

that these forms of correction are somehow ineffective. The low percentage is devoted for teacher's correction through giving criticism because he infers that the criticism makes his students feel angry or bothered and react negatively to the teacher's feedback.

Question 16. **Did your teacher of oral expression correct:**

The answer	response	Percentage%
All kind of mistakes	28	35
Concentrate on the repeated mistakes	45	56,25
No answer	07	8,75
Total	80	100

Table 17: the mistakes that the teacher concentrates during his correction
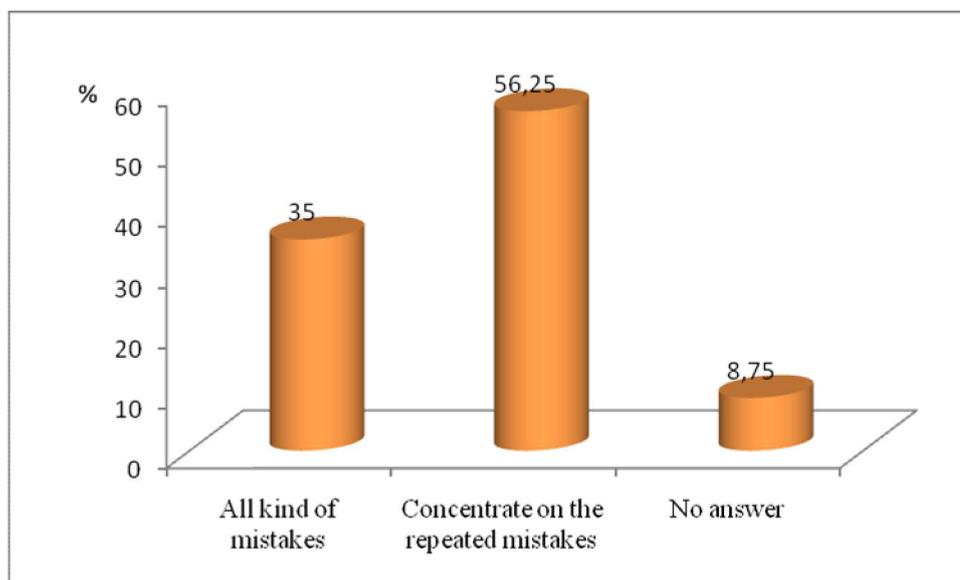
Graph17: the mistakes that the teacher concentrates during his correction corrects

According to the results shown in the above table, 28 students stated that their teacher of oral expression correct all kind of mistakes in order to make the learners aware of all what they speak; they feel controlled and check all kinds of mistakes through the teachers' correction.. Whereas 45 students stated that their teacher of oral expression concentrates on the repeated

mistakes to correct them in order to make them speak fluently and avoid those errors. He listens to his learners in the same time he records their repeated mistakes, then he corrects them through providing advice, suggestions, or criticism. Seven students do not answer this question.

Question 17. **Do you feel bothered when you receive feedback?**

The answer	response	Percentage%
Yes	08	10
No	69	86,25
No answer	03	3,75
Total	80	100

Table 18: participants' reaction towards receiving feedback
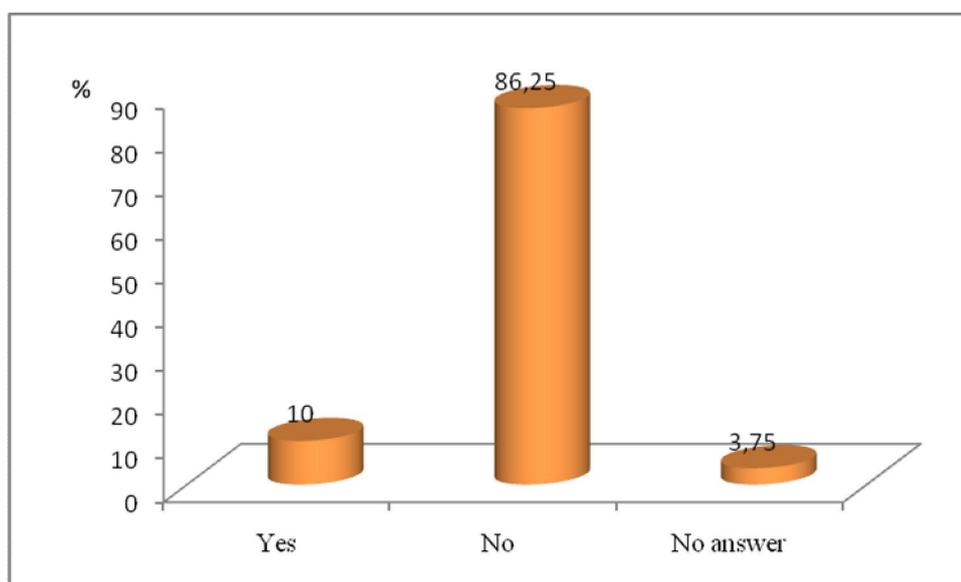
Graph 18: participants' reaction towards receiving feedback

We can notice from the table 17, sixty nine (86,25%)students said that they responded positively towards receiving feedback and they did not feel bothered when they receive it, as it is expected to help them learn more about the language from their errors and to develop

their oral performance. Eight students argue that they feel bothered when they receive feedback. They give some justifications among them:

- Because it creates certain stress for them in front of their classmates

- They feel bothered when the feedback provided to them more than once for the same mistakes

- If it is provided in inappropriate situation or in hard way

However, three students do not answer this question; maybe it was ambiguous for them.

Question 18. **If your teacher gives you a kind of correction of mistakes, do you repeat the same mistake?**

The answer	response	Percentage%
Yes	10	12.25
No	70	87,75
No answer	00	00
Total	80	100

Table 19: participants' repetition of the corrected mistakes
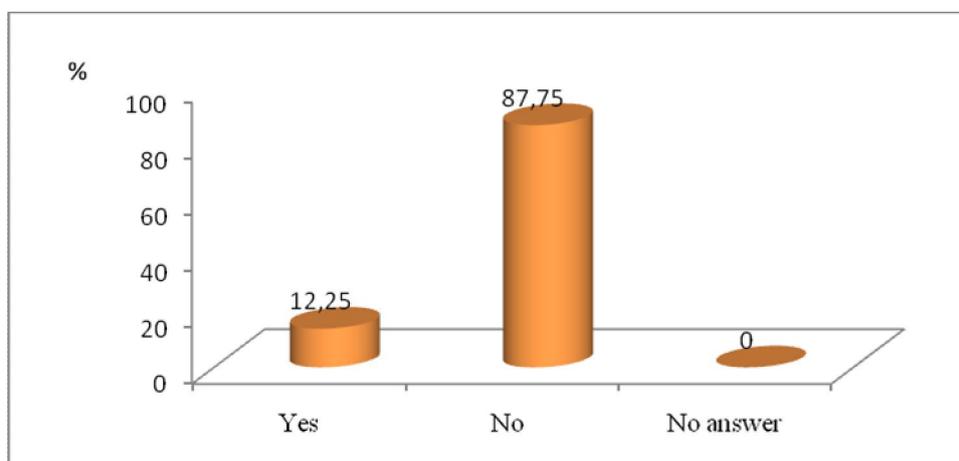
Graph 19: participants' repetition of the corrected mistakes

More than half of students (87,75%) stated that they did not repeat the same mistake if they receive a kind of feedback. This means that the feedback is provided and received effectively, and our learners show a certain acceptance to the teachers' feedback, as he corrects their made mistakes. They have positive attitude towards that and at the same time aware about its importance. While 12,25% of students repeated the same corrected mistakes. This dues to the ambiguity of the feedback's statement, or due to the teacher's way of presenting it.

*If yes, why?

The answer	response	Percentage%
Because of the ambiguity of the feedback	04	40
Because of the teacher way of presenting the feedback	03	30
Others	03	30
No answer	00	00
Total	10	100

Table 20: participants' responses to the cause of repeating the same mistakes even when a kind of receiving feedback
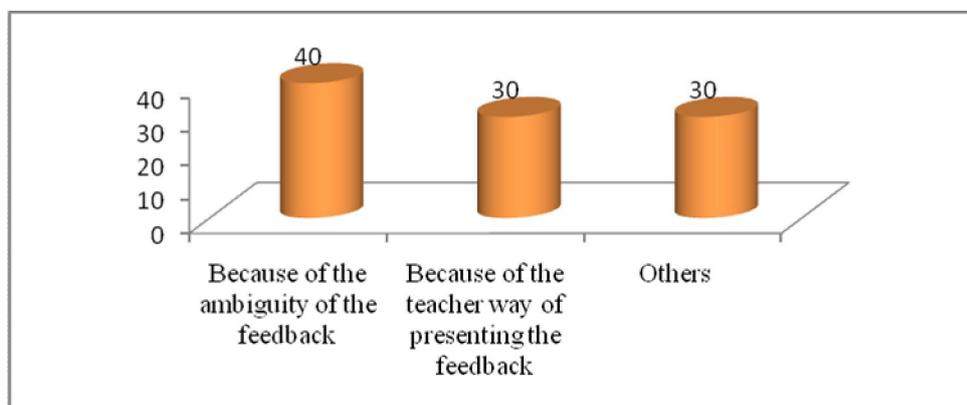
Graph 20: participants' responses to the cause of repeating the same mistakes even when a kind of receiving feedback

Four students replied to this question that they repeated the same mistake when they receive feedback because of the ambiguity of the feedback statement while three students show that they repeated the same mistake because of the teacher way of presenting the feedback. The three remaining students mentioned other causes such as:

- Because the lack of practice

- Because it happens unconsciously

- Because they forget about it

In your opinion, explain the role of teacher's feedback in improving your oral performance?

The students' answers to this open ended question vary to include the following:

_It helps me to improve my pronunciation and the way of speaking through giving advice

_It is important for me because I take it in my mind and take a lot of benefits from it in order to not repeat the error again and in order to speak correctly

_It pushes me to get better in language skills

_It is the source of the correct input in the class

_It is as a leader, motivator, guide, and helper for improving my speaking performance, in addition it gives more attention

_It should be clear and exact

_It should be through providing the correct form, more information, advice, or showing the mistakes in order to get and organize well the English language and to encourage them to do the best in the next time

_Teacher should give different exercises to avoid mistakes and give the chance to correct each other

_Teacher should not correct mistakes each time because it makes them shy

_Teachers should be flexible and kindly when they provide feedback

_ The effective feedback depends mainly on teacher's way and manner of giving it.

_Teacher's feedback should be at the end of the learners' oral performance in order to not confuse them during their performance. When the teacher gives criticism during the learners speaking performance, they lost their confidence.

2-   The Teacher's Interview:

It is another instrument from our data gathering tools. It is done to consolidate our data and to collect additional information that serves our study for testing our hypothesis.

2- 1-   The Description of the Teacher s Interview:

It consists of twelve open ended questions which are designed to get more insights and information about:

- ✓ The period of their experience in teaching oral expression course,

- ✓ The way they present the course,

- ✓ the interaction between them and their students,

✓ Whether the time for teaching oral expression course is enough to improve their learners speaking skill,

✓ The different oral activities that are given to their students,

✓ The errors committed by their learners when speaking,

✓ Their role when the learners commit errors,

✓ Their undertaking of the feedback as a tool to correct these errors, the type of the provided feedback,

✓ The effectiveness of the teacher's feedback to improve the oral performance,

✓ The students' reaction to it,

✓ Their opinions about considering the feedback as an important technique in teaching to correct the learners mistakes, and to improve their speaking production, and

✓ How do they push their learners take the feedback into considerations.

2-1- The Analysis of the Teachers Interview:

Question 01: how long do have been teaching oral expression course?

Teacher 01: four years

Teacher 02: five years

Teacher 03: two years

Teacher 04: one year

Teacher 05: one year

From the teachers' replies, we deduce that the scope of teachers experience in teaching the oral expression course ranges from one year to five years. This means our respondents have different experiences in doing so. It is positive in the sense that will have different viewpoints and perspectives towards the subject under investigation.

- **Question 02:** how do you present your course?

Teacher 01: it is lively and diversified

Teacher 02: really, I focus more on the pair works or group works

Teacher 03: well, the presentation of the course depends on the subject itself and on the group I am teaching. There are certain subjects that need no introduction, no activities to be presented.

Teacher 04: my courses are divided into two sessions: one session is for me where I introduce the topic and give them some clarifications about task in order to do it in the next session, the second session is for my students to perform the given task in front of me and their classmates

Teacher 05: the presentation of the course depends on the activity I deal with, I produce it to my students then I have what is called the post listening, or what my students perform.

The five teachers have different ways of presenting their course because each one finds the most appropriate way which fits his students in order to help them developing and acquiring more vocabularies, grammatical rule, pronunciation, fluency, and the differences between the first language and the second language.

- **Question 03:** is there any kind of interaction between you and your students?

Teacher 01: a lot of interaction

Teacher 02: yes of course

Teacher 03: rarely

Teacher 04: yes of course

Teacher 05: of course

All the teachers argue that their students interact with them. This means that their students are motivated and desired to speak through expressing their ideas without caring about their little knowledge of the English language. It is due to their teachers' encouragement and motivation in addition to their way of teaching, or their high rate of self confidence and self esteem.

- **Question 04:** do you think that the time for teaching oral expression course is enough to improve speaking skill?

Teacher 01: no, it is not

Teacher 02: it is not enough

Teacher 03: it is not enough

Teacher 04: no, at all

Teacher 05: no two sessions per week is not enough

The above answers mention that all teachers indicated that three hours per week are not enough for teaching oral expression course to fully develop the EFL learners oral proficiency; furthermore, they agreed on the importance of this module to help learners enhancing their communicative abilities.

Question 05: what are the different oral activities which you give your students in oral expression course?

Teacher 01: all kinds of activities.

Teacher 02: pair work and group work, plays, and dialogue**.**

Teacher 03: filling the gaps in song's lyrics, role plays

Teacher 04: I give to them plays, sketches, and exercise of grammar, writing, reading, and listening

Teacher 05: the different oral activities I deal with are debate and discussions, role plays, monologue, dialogue, problem solving, and games as in intelligent quizzes. Sometimes, the students watch videos to describe or narrate something.

From the above teachers' statements, they declared that they use all the different oral types of activities which are debate and discussion, monologue, dialogue, problem solving, games, sketches, filling the gaps in song lyrics, and pair or group work. In addition they argued that they share a same kind of activity which is the role play because their students find it interesting and motivating to speak. They vary the types of oral activities in order to make their learners do not feel bored, and acquire the different elements of oral language such as: the phonological aspect, the grammatical aspect, stylistic aspect, and the fluency.

- **Question 06:** what are the errors that the students commit in their speech?

Teacher 01: common ones are grammatical, stylistic, and phonological errors

Teacher 02: my students have problem in grammar, the misuse of vocabulary and the mispronunciation.

Teacher 03: my students know how to talk, but they cannot produce the English languag**e**

Teacher 04: the common one is the mixture between first language and the second language "interference". They think in Arabic and speak English.

Teacher 05: the misuse of tenses and of structure of English, they do not know where they put the adjective and adverb, and how to make the correspondent between the subject and the verb. Moreover, they commit the mispronunciation, and the interference.

The replies showed that EFL learners commit many errors when speaking among them: mispronunciation, interference, problems in grammar as in misuse of tenses, of utterance structure, of the placement of the adjective and the adverb, or the correspondent between the verb and the subject, and the poor of vocabulary. Moreover, they state that their students know how to speak, but they cannot produce the oral language.

- **Question 07:** what is your role in this situation? Do you undertake the feedback as a tool to correct their errors?

Teacher 01: I try to reduce their anxiety, and encourage them to continue their speaking performance. Yes, I do

Teacher 02: I guide them. Yes, I do

Teacher 03: I try to solve the problem**.** Yes, for sure.

Teacher 04: I advice them to watch TV, to listen music and to the native speakers. Yes, of course.

Teacher 05: whether I ask them to think again or I try to correct their mistakes**.** As a tool of course

According to the teachers' answers, we find that they intervened when they notice their students face obstacles in different ways. So, they try to guide them, to solve the problem, to

ask them to think again, or to correct their mistakes in order to flow the communication by breaking down the weaknesses. Furthermore, all the above teachers undertake the feedback as a tool to correct and to overcome their students' errors and obstacles especially in the oral expression course.

- **Question 08:** which kind of feedback do you provide to your students?

Teacher 01: I provide either oral or written feedback.

Teacher 02: it is oral feedback

Teacher 03: it depends

Teacher 04: the oral feedback

Teacher 05: it can be orally, written, or personal.

The five teachers showed that they use different types of feedback which are oral feedback, written feedback, or personal feedback. It can be orally by saying the correct word pronunciation, by giving more explanations, by asking to think again or to check their dictionaries, by asking them to repeat what they said to perceive the mistake if they know the correct form or not, or by repeating their utterance with focusing more or stressing the mistake they commit, in addition it can be written by writing the incorrect word or utterance in the board then they show to them their errors and they try to correct them. It can be also personal between the teacher and the student through writing it in a piece of paper in order to not make the student feels shy in front of their classmates.

- **Question 09:** when do you think that the feedback is helpful and effective to improve the oral performance?

Teacher 01: when students trust their teacher and teacher does not offend their pride and self-esteem

Teacher 02: by the end of the students' speech

Teacher 03: always, simply that learning a foreign language needs feedback.

Teacher 04: when they perform something by their own preparation

Teacher 05: in most cases, the feedback is helpful when it is provided at the end of the learners' oral performance, but in some cases the teacher should interrupt his students' performance

The effectiveness of teacher feedback depends mainly on the time when the teacher provides it. So, the teachers mentioned that in most cases they always provide the feedback when their students finish their presentation of their own oral performance through gentle correction not through negative criticism. In some cases as in monologue, the teacher should provide the feedback during their production in smooth way when their learners repeat the same mistake. One teacher from our sample declares that the effective and helpful feedback is provided when his students trust their teacher, and when the teacher does not offend their pride and self esteem.

- **Question 10:** do your students respond to your feedback?

Teacher 01: mostly, yes

Teacher 02: yes, most of the time

Teacher 03: sure

Teacher 04: of course.

Teacher 05: in most of case yes. They respond and they reformulate what they said by using the corrective feedback.

All of the teachers argued that their students respond to their feedback. This is apparent from the changes and the reformulations that the students do when they repeat what they said by undertaking the corrective feedback. Thus, the teacher can measure the feedback s effectiveness from his students' responses. Sometimes, students doe not react to their teacher's feedback and they repeat the same mistakes as a challenge to their teacher because of the teacher way of presenting it, or because they cannot be corrected by another one and they consider the feedback as offended criticism.

- **Question 11:** in your opinion, along your experience in teaching oral course, do you think that the feedback is an important technique to correct mistakes the learners face, and to improve their speaking production?

Teacher 01: yes, it is indeed

Teacher 02: yes, it is so helpful in oral and written expression.

Teacher 03: yes, it is also helpful in other modules.

Teacher 04: somehow, is not all the time.

Teacher 05: concerning my experience is not very long, but as far as it is important to make the learners improve their speech by using the corrective feedback.

The above answers claimed that all the five teachers consider the feedback as an important technique in their teaching process to correct their learners' mistakes, and to improve their oral performance in terms of grammar, structure, semantics, and pronunciation. As it is mentioned that feedback is helpful also in written expression and in some other modules.

- **Question 12:** how do you make your students take the feedback in their consideration?

Teacher 01: by encouraging them to think positively of feedback as a friend rather than an intimidating activity.

Teacher 02: I state it orally.

Teacher 03: just through the repetition of this technique.

Teacher 04: to be practice differently in order to notice the changes in their oral performance.

Teacher 05: the teacher should inform his learners that making mistakes is a natural thing in their learning process.

In order to make the students take the feedback into consideration, they should know that making mistakes in natural process in learning the second language and they have to accept criticism from their teacher that is not for the sake of criticizing or offending them, but it is for the sake of teaching them how to speak well because they are still learners. In the other side, their teacher should repeat this technique during their oral production, and they should encourage their learners to think positively of feedback as a friend rather than an intimidating activity.

3.   **The Results of Students Questionnaire and Teachers Interview:**

After analyzing the students' questionnaire, we find that they like practicing speaking through their preferred oral activities which make them motivated to improve their speaking performance. But they find some errors and obstacles during their speech; they are bothered about them. So, they need a help from their teacher when they commit several mistakes which hinder their speech. This can be done by providing a feedback through different forms.

According to the students, they prefer to receive effectively the feedback at the end of their production, through advising, explaining, and suggesting, not through criticism because the latter in addition to the repetition of feedback each time make them lose their self confidence concerning speaking.

On the other hand, the teacher's interview stated that teachers present their oral course according to their students' interaction between the teacher and the students in order to help them to acquire the oral language. Although the insufficient time for oral expression course, the teacher varies the tackled activities to develop his students' communication strategies and to be fluent speakers. He claimed that his learners encounter several difficulties, and it is up to the teacher to help them overcome those latters by providing feedback to learners, he helps them to realize all weaknesses. Moreover, the teacher emphasizes that the provided feedback is considered as a tool to correct his learners' mistakes through different forms. In addition, he considers the students' reaction as a parameter to evaluate the effectiveness of the feedback; he makes sure that the effective feedback is placed at the end of the students' oral production, but in some cases especially when the communication breaks down the teacher should intervene to move smoothly. In order to improve the EFL learners speaking performance, the teacher encourages his learners to put the feedback in their minds as a form of learning a new oral language not as offending form.

General conclusion

The teachers' feedback in teaching English as a foreign language is considered as an issue that many researchers had tackled, but each one focuses on one among its aspects. Our learners in EFL context claimed having many problems dealing with speaking, and it is up to all concerned sides to look for remedies among which teacher's feedback seems to be one of them as, it helps to provide the learners with correct input for a better oral performance and enables them to realize their weaknesses in the target language. Many teachers select some ways of providing feedback without taking into account students' preferences and positive responses. So, they should examine their ways when they respond to their students' oral production and they should ensure the effectiveness of the feedback according to their students' reaction to it. Moreover, they should be aware of the effect of their feedback on their students through observing their improvement in their speaking performance.

Throughout our study, we investigate the role of teacher's feedback in enhancing EFL learners' oral production. The results indicate that the students like speaking and they have the desire to learn more about its oral aspects, but they face a lot of problems as they make mistakes when speaking. So, they need a help from their teachers to correct these errors. Their teachers undertake the feedback as a tool to encourage their students to correct their mistakes and to improve their oral performance; furthermore, the provided feedback should meet some features to be effective, in other words, it should be at the end of their learners performance, it should meet the learners preferable way of presenting it and their preferences type and form, it should be stated clearly, and the learners should take the feedback in consideration as a motivator not as offending to learning

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Appendix 01: Student's questionnaire

We are preparing a research on the effect of teacher's feedback on EFL learners speaking performance, and this questionnaire is a part of it. We are grateful if you could answer these questions to help us getting your views about your speaking performance and about your teacher's feedback (feedback is advice or criticism that the teacher gives to his students when they make mistakes).

May I thank you in advance for your collaboration.

Section one: *background information*

1. Gender

Male ☐

Female ☐

2. What branch did you study in secondary school?

Languages ☐

Letters ☐

Maths ☐

Technical ☐

3. Age ☐

4. Your choice of study English was

Personnel ☐

Imposed ☐

Justify?

....

....

5. Are you interested in oral expression module?

Yes ☐

No ☐

Justify?

....

....

6. Did that course help you to improve your oral performance?

Yes ☐

No ☐

Justify?

....

....

7. What are your preferred oral activities?

Story telling ☐

Discussion ☐

Dialogue ☐

Role play ☐

Problem-solving ☐

Section two: *speaking skill*

8. Do you like speaking?

Yes ☐

No ☐

Justify?

....

....

9. In your opinion, Speaking in English is

A difficult task ☐

An easy task ☐

10. Do you find difficulties when speaking?

Yes ☐

No ☐

If yes, what are they?

Mispronunciation ☐

Problems in grammatical rules ☐

Lack of vocabulary ☐

Difficulties in transfer from the first language to the second language ☐

Others ☐

If others mention them

....

....

11. Do you feel bothered about them?

Yes ☐

No ☐

justify?

....

....

12. Does your teacher try to correct your errors when speaking?

Yes ☐

No ☐

Section three: *Teacher's feedback*

13. Does your teacher give you feedback during your speaking tasks? (feedback is advice or criticism that the teacher give you when you make mistakes)

Always ☐

Sometimes ☐

Never ☐

14. He gives feedback

When you commit grammar mistakes ☐

When you commit pronunciation mistakes ☐

When you commit poor vocabulary ☐

When negative transfer from first language to the second language ☐

Others ☐

If others mention them

....
....

15. How did your teacher correct your errors?

Provide the correct form ☐

Show the mistake ☐

Giving the rule ☐

Giving advice ☐

Giving criticism ☐

Other ☐

If others, Please specify?
....

16. Your teacher of oral expressions

Correct all kind of mistake ▭

Concentrate on the mistake which are repeated every time ▭

17. Do you feel bothered when you receive feedback?

Yes ▭

No ▭

If yes, why?

....

....

18. If your teacher gives you a kind of correction of mistake, do you repeat the same mistake?

Yes ▭

No ▭

If yes, why?

Because of the ambiguity of feedback ▭

Because of teachers` way of presenting the feedback ▭

Others ▭

If others, mention them

....

....

19. In your opinion, explain the role of teacher's feedback in improving your oral performance?

....

....

....

....

Appendix 02: teacher's interview

I will be very grateful if you help me to answer these questions whose aim is to gather information about teacher's role during his learner's speaking production, about his conceptions of feedback, and about the way he incorporates feedback to correct his students' errors in speaking.

 I would appreciate your collaboration if you share your ideas and opinions.

1. How long have you been teaching oral expression course?

2. How do you present your course ?

3. Is there any kind of interaction between you and your students in the classroom?

4. Do you think that the time for teaching oral expression course is enough to improve speaking skill?

5. What are the different oral activities which you give your students in oral expression course?

6. What are the errors students commit in their speech? How do the students do when they face an obstacle during their speaking performance?

7. What is your role in this situation? Do you undertake the feedback as a tool to correct their mistakes?

8. Which kind of feedback do you provide to them?

9. Where and when do you think that the feedback is helpful and effective to improve the oral performance?

10. Do your students respond to your feedback?

11. In your opinion, along your experience in teaching oral expression course, do you think that the feedback is an important technique in teaching to correct mistakes the learners face, and to improve their speaking production?

12. How do you make your learners take feedback into consideration?

Thank you