People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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The Role of Teachers' Feedback in Improving Students' Speaking Skill

The Case of Study: First Year LMD at Biskra University

A Dissertation Submitted to the Department of Foreign Languages

As Partial Fulfilment for the Master's Degree in Sciences of Languages

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June 2016

Dedication

I dedicate this work to:

My beloved mother Fatima and my father Mohammed.

My precious brother Taha and his wife Fatima and my sister Aida.

My lovely friends Asma, Sana, Khanssa, Atika, Khawla, and Radia.

All people who encourage me and give positive energy (Kim Jae Joong) to continue this work during difficult times.

Acknowledgements

Thanks to Allah, for his blessing and protection that are given to us.

Special thanking to my supervisor Mr. El-Hamel Lamdjed, who dedicated his precious time, academic advice, and valuable efforts to make this work possible.

I would like to express our gratitude and thanking to the members of the jury, Mr. Segueni Laamri and Mr. Bachar Salim for their guides about the dissertation.

Finally, all thanks and gratitude to people who helped me during our dissertation.

Abstract

This study aims to investigate the role of the teachers' feedback in improving EFL learners' speaking skill. Our study is based on the hypothesis, which sets out that teachers' feedback can be a positive influence for EFL learners that helps them during learning process. It aims to identifying the errors and the obstacles that happen during students' performance, consider the role of feedback as an efficient tool that can help teachers' develop students' proficiency, and improving EFL learners' oral production. In addition, encouraging EFL teachers' to use feedback as a tool to correct students' errors in oral task, and to motivate students to enhance their speaking level. In order to test our hypothesis, we use two research tools. First, questionnaire fourteen students of first year LMD at university of Biskra to get their opinions about teachers' feedback and their different teaching methods to help them during oral tasks. Second, questionnaire for six oral expression teachers of first year students at university of Biskra to get their points of view about interaction with students and their reaction of teachers' feedback. The results of the questionnaires of students and teachers' showed that teachers' feedback is very influential on students' performance. Teachers' apply various teaching methods and tools according to learners' needs and weaknesses and help them to avoid errors using different strategies. However, students' sometimes do not rely on teachers' feedback and rely on other sources to correct their errors and some teachers' tend to insist on them to use that method to enhance their level and become competitive learners during classroom activities.

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List of Abbreviations

EFL: English as Foreign Language.

GTM: Grammar Translation Method.

CLT: Communicative Language Teaching.

L1: First Language.

L2: Second Language.

MT: Mother Tongue.

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General Introduction

Introduction

Speaking Skill is very necessary element in teaching process for nonnative learners. Most of teachers focusing much more on writing skill and spend the most of time on written tasks to form correct sentences ignoring speaking skill. In this research, we will focus on the role of teachers' feedback in improving speaking skill of the student during oral activities.

The effective teaching focuses more on the role of teachers during classroom activities. Feedback is needed for students to check errors they made during oral activities. The successful teacher choose the appropriate techniques of teaching that capacitate students to become more fluent and accurate disregarding problems they face in oral tasks.

Before finding solution for lack of oral proficiency of students during oral activities, we must know the root of this problem and what the reasons for such problem. When teachers know about the reasons of poor oral performance during classroom activities, the design syllabus, and activities that strengthens their weak points and make more active and participate in the classroom tasks without hesitation.

It is important for the EFL learners to receive feedback from the teachers that makes the learner aware of errors and give those tips to avoid errors again during learning process. When learners receive positive feedback from teacher, they will become more confident and motivated to speak more during the learning process.

In order to talk about the details of our subject which is the role of teachers feedback in improving speaking skill we divided our research into two parts. A Theoretical part, which includes literature, review about two chapters.

Chapter one is about general overview about speaking skill, which contains definitions of different writers, to probe its different types, features and classroom activities without overpassing the importance of speaking skill, learners' communication strategies and EFL learners' errors in the classroom.

This research is devoted for Fist year learners and teachers of English Division at MOHAMED KHEIDER University to know what teaching methods that teachers apply during teaching process to improve learners' speaking performance, how learners react to those teaching strategies, and if they use those methods during learning process to overcome difficulties and problems.

1-Statement of the Problem

When a student interacts with a teacher or with other students, English language is developed and this interaction appears in oral activities in the classroom. Speaking in the classroom   is considered as a skill, included in the teachers' activities to enable students to communicate successfully during oral expression session. Teachers should provide students with feedback to overcome the problems they face and mistakes they made such as: mispronunciation, overgeneralization, grammatical mistakes, and lack of vocabulary…

In other words, the majority of EFL learners face so many problems and make mistakes and errors during speaking in which they decide not to speak because of the embarrassment and they become novice learners and repeat the same error, each time because of the inappropriate feedback they receive from the teacher.

2-Literature Review

Recent studies have shown that feedback is used when students make errors during teaching process. «Feedback is a vital concept in the most theories of learning and is closely related to motivation."(Weiner, 1990) and several researchers have focused on both effort and ability feedback (Dohrn&Bryan, 1994, Muller&Dweck, 1998).

Learners can receive feedback both in the form of rewards such as stickers and awards as contingencies to activities (Deci, koestner&Ryan, 1999).Burnett (2002) .Rewards motivate students' even if they are just words and encourage them for giving their efforts during learning process.

Based on research results, some researchers postulate that the feedback in learning and teaching is beneficial for learners (Titchener, 2008; Evan, Hastshorn&Strong-Krause, 2011).Teachers' feedback give students the ability to express their ideas without any worries of making errors because their errors are part of the learning process, which they learn by their teachers in the classroom.

3- Significance of The study

This study is conducted to show the central role that feedback plays during the learning process, how teachers help students to correct their errors and improve their oral production in different oral activities.

This research emphasizes the most important teacher's duties, which are showing learners errors and suggest for them advice and criticism to correct their own errors. The Effective teacher gives such advice and suggestions to EFL learners during the learning process for enhancing learners' level, to produce correct and meaningful sentences.

4- Aims of the Study

The general purpose of this research is to consider the role of feedback as an efficient tool. Therefore, this research aims at:

- Improving EFL learners' oral production.
- Identifying the mistakes and the obstacles that happen during EFL students' performance.
- Encouraging EFL teachers to use feedback as a tool to correct students' errors in oral task and to motivate students to develop their speaking skill.

5-Hypothesis

We hypothesize that teachers' feedback can be a motivator for EFL learners that helps them during the learning process. If teachers' provide EFL learners with feedback during oral activities in the classroom, EFL learners' oral, performance will develop and overcome their problems for better results.

5.1– Research Question

This research is based on the following questions:

- Does the teacher's feedback improve EFL learners speaking skills?
- How does teachers' feedback enhance EFL learners' speaking skill?
- What are the effective teaching methods that teachers apply to help EFL learners during the learning process?
- What is the effect of the feedback on the learning process?

6-Research Methodology

This study will be guided through the descriptive method to investigate our hypothesis that we mentioned before that the feedback provided by teachers to EFL learners during

learning processes. Therefore, we will teachers and students at University to consider their opinion to answer our research questions.

Our sample consists of oral expression teachers' and first year students for the academic year 2015/2016, and we choose those teachers because they know about the level and the different types of errors that students make during the learning process.

Teachers know that students' understanding of the feedback may be more important than the amount of the feedback they receive in oral tasks.

This sample will consist of forty students among 551 first year students. It is chosen randomly because oral expression module they studied for the first time and they do not know about the problems they face during learning process. Through the students' oral production, we will know the importance of the teacher feedback to become more active member in the classroom.

In order to answer the questions stated before, quantitative data from teachers' questionnaire. The questionnaires of teachers and students' gets information about their level of oral proficiency, teacher feedback during the learning process, and how they respond to it.

7-Limitation of the Study

This study is limited to students of first year at University of BISKRA .this research would be experimental to test our hypothesis. Because of limited time, we cannot involve all the levels of students and cannot take into consideration all opinions of oral expression teachers in the Department of English about the role of feedback in enhancing oral production of EFL learners during the learning process.

8-Conclusion

Our research purpose the major problems which effect EFL learners oral performance and showing the significant EFL teachers during the learning process in order to help EFL learners to overcome their learning problems. In addition, we suggest the effective methods and strategies for teachers in EFL classroom to help EFL learners to strength their weak points, to become more confident, and to participate in classroom activities.

Chapter One

Theoretical Background

of

Teachers' Feedback

Introduction

The teacher plays an important role in teaching English as a foreign language in order to develop EFL learners' speaking skill. He plays different roles; he can act as a motivator, corrector, source, controller and more to achieve his goals. The teacher's feedback is a necessary part in the teaching and learning processes.

Feedback is a form of assessment. Itis essential for both learners and teachers at the same time. It motivates learners to develop and produce sentences without hesitation or anxiety, and relies on teachers' advice and correction .Feedback can be given in private, when learners are in need of it especially when they possess incorrect information, or in groups to develop the relationship between teacher and student for better production.

In this chapter, we will mention the general definition of the teaching process, learning process, the different teaching methods and teacher's role during oral activities. Furthermore, we will tackle the effect of positive and negative feedback during the learning process, besides to defining feedback and its types. In addition, we will trace students' reaction to teachers 'feedback during tasks.

1-Definition of Feedback

Feedback is essential part in teaching and learning process. It is a way of correcting learners' errors. Therefore, learners do not commit those errors again and try to develop their speaking proficiency. For <u>Oxford Dictionary</u> feedback is "*Information about reaction to product, a person's performance of a task, etc. which is used as basis for improvement.*"

Dekeyser defines feedback as a mechanism that provides the learner with information the success or failure of a given process (112). However, feedback can defined as the information that given or being given on how an action being developed in terms of its quality for success (Sadler, 1989). Receiving feedback about learners' performance reflect their level 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 quoted. Bouraya 34).

According to (Hattie and Timperley, 81), feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide a corrective information, a peer can provide alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answers to evaluate correctness of a response. Feedback thus is "consequence" of performance.

2- Types of Feedback

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

2-1-Oral Feedback

The effectiveness of oral feedback is important to students for improving their spoken proficiency. Questioning and dialogues with students are the key of oral effective feedback for teachers; through this, they find the weakness of students and try to make them strengthen these weak points. According to Frey and Fisher, (77-78) oral feedback occurs mainly

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

❖ Structure to The Response

In order to be effective, it should be specific and alert students to what is correct or not. The following points are better for oral feedback:

- ✓ Praise and encourage students and motivate them for better results in future during the learning process.
- ✓ Explain and show to students where they made mistakes then provide them with correction so as not to repeat them again.

❖ Choose an Appropriate Setting

For Frey and Fisher the choice of the setting sets the tone of the discussion that follows .choosing a place in the classroom makes students focus on what being said by teacher. If the teacher feedback is brief, teacher should close to the students and lower his voice to move smoothly in the conversation.

❖ Use a Support Tone

The tone of the teacher during the teaching process has an impact on the students' performance such as praising, encouraging, smiling, rolling eyes by words or giving extra marks to motivate them to develop their spoken proficiency.

2-2-Written Feedback

Written feedback designed as a tool to help learners to improve their language use. Oral feedback cannot be complete without written feedback during the learning process in second language classrooms .Written feedback has positive impact on developing the level of proficiency of learners, unlike oral feedback, which can be forgotten easily.

"Written feedback can be a powerful tool for helping students to move forward in their learning ….Written feedback has the advantage that students can refer to it over and over again."("Written feedback: Improving students learning"). Moreover, there are some techniques for effective written feedback:

- Instead of telling, ask questions.

- Be positive or neutral, never negative.

- Allow an opportunity for all the students to re-do the work.

- Word your feedback in students' understandable talk.

- Locate and correct students' errors.

- Awards or scores for students for their correct answers.

2-3-Peer Feedback

Peer feedback occurs when learners offer one another advice about their work and correct tasks for each other. Peer feedback is considered as an important dominant tool in enhancing the process of learning writing. It is considered as a social activity. Some researchers have claimed that peer feedback in writing classes is useful because it has cognitive and social benefits of peer feedback (Bijami, Kashef, and Najad 91).

In addition, students should comment on their classmates 'brainstorming and outlines of their ideas before doing the draft task, to be aware of their writing strategies and to develop their written product. Thus the peer feedback is provided by incorporating learners into each other brain storming and by incorporating learners' into each other first drafting through commenting on them (Hyland 200 quoted in Bouraya 38).

3- Teaching Methods

3-1- The Grammar Translation Method

For many years, EFL teachers try different teaching methods during the learning process to develop EFL learners' physical and mental capacities.

In 1980s and 1990s, communication approaches were widely used rather than old methods like Grammar translation method (GTM). The focus on the grammar was to learn about the target language rather than learn it, and translation is an academic exercise.

Grammar translation method tends to analyze and study the grammatical rules of the language to translate both from and into the mother language. Richards and Rodgers declares that Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by an application of this knowledge to the task of translating sentences and texts into and out of the target language (Cambridge University Press 5). There are problems that rise during learning process, which result from this approach, which are:

- Learners have not the chance to listen or to speak to the foreign language.
- Vocabulary taught as isolated items, which make using them very difficult.
- It banishes the communication with others.
- Its focus may bother some learners (Knight and Lindsay 16 quoted in, Bouraya 27).

3-2-Direct Method

The basic premise of the direct method was similar to that of Godin's series methods , that the second language learning should be like first language learning which includes lots of oral interaction, spontaneous use of language , no translation between first and second language , and little or no analysis of grammatical rules(Douglas "teaching by principles"21). Richards and Rodgers set principles of direct method:

1. Classroom interaction conducted exclusively in the target language.

2. Only everyday vocabulary and sentences were taught.

3. Oral communication skills built up in a carefully graded progression organized under question-answer exchange between teacher and student in small intensive classes.

4. Grammar taught inductively.

5. New teaching points introduced orally.

6. Concert vocabulary taught through demonstration, objects, and pictures; association of ideas taught abstract vocabulary.

7. Both speech and listening comprehension were taught.

8. Correct pronunciation and grammar were emphasized (12).

3-3-Audio-Lingual Method

The Audio-lingual method was widely used in the 1950s and the 1960s. Its emphasis was not on understanding the words, but the acquisition of the structures and patterns in discourse during the learning process. Harmer declares that Audio-lingual method relies heavily on drills to form those habits; substitution was built into these drills so that the students constantly learn, and he was shielded from the possibility of making mistakes into the design of the drills (The practice of English Language Teaching: 79).

However, the Audio-lingual method focused on memorization, repetition, dialogues, and ignored the role of context and knowledge in language learning. This method still used today, as a part of individual lessons but this method did not deliver an improvement in the communicative ability of learners.

Moreover, according to Douglas (Teaching by principles; 23), there are the characteristics of the Audio-lingual method summed up in the following points (adapted from Prator&Celce-Murcia 1979):

1. New materials presented in dialogues form.

2. There is dependence on mimicry, memorization a set of phrases, and over-learning.

3. Structures sequenced by means of contrastive analysis and taught at one time.

4. Structural patterns taught using receptive drills.

5. Grammar taught by inductive analogy rather than by deductive explanation.

6. Vocabulary is strictly limited and learnt in context.

7. There is much use of tapes, language labs and visual aids.

8. Great importance attached to pronunciation.

9. Very little use of mother tongue by teachers permitted.

10. Successful response immediately reinforced.

11. There is a great effort to get students to produce error-free utterances.

12. There is tendency to manipulate language and disregard content.

3-4-The Communicative Language Teaching Method

The C.L.T method is an approach to teaching second or foreign language, this method emphasizes interaction as the means and the goal of learning language. C.L.T has been seen as a response to the Audio-lingual method. Harmer states that C.L.T method is the name, which was given to a set of beliefs, which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis on how to teach (The Practice of English Language Teaching 84).

Activities in C.L.T method typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of communicative task they are preforming (85).

However, Douglas offers six interconnected characteristics as a description of C.L.T method (Teaching by Principles 43):

1) Classroom goals are focused on all components of communicative competence, and goals must intertwine the organizational aspects of language with pragmatics.

2) Language techniques are designed to engage students in pragmatic, authentic and functional use of language for meaningful purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques.

4) Students in communicative classes ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom.

5) Students are given opportunities to focus on their own learning processes through an understanding of their own style of learning and trough the development of appropriate strategies for autonomous learning.

6) The role of the teacher is that facilitator and guide, not an all-knowing bestower of knowledge.

3-5-Task Based Learning Method

Task based learning method offers an opportunity for students to interact with each other during the learning process and to use target language to complete classroom tasks. In task-based courses, teachers make learners use and need to learn language to accomplish their purposes and improve their level if proficiency.

This method includes tasks such as information- gap tasks, opinion-gap tasks, and problem solving tasks. Moreover, Harmer declares that students are given tasks to preform only when the task has been completed, the teacher discusses the language that was used, making corrections and adjustments that the students' performance of the task has been shown desirable (The Practice of English Language 87).

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 in number of steps.

❖ **Post-Task:** It focuses on the practice and used language to promote accuracy (Knight and Lindsay 23-24 quoted in, Bouraya 31).

4-Teacher's Role during Oral Activities

The aim of teaching speaking is to improve learners' communicative skills, so they can express their ideas, opinions, and learn how to follow the social and cultural rules appropriately in any situation inside or outside classroom. Teacher plays important roles in improving EFL learners' speaking abilities.

EFL teachers' role becomes more efficient when considering these tasks:

▪ Provide opportunities for learners to speak in the target language by giving collaborative activities to share knowledge with each other.

▪ Give more time and space to learners to speak more than a teacher.

▪ Do not correct learners 'pronunciation mistakes during speaking.

▪ Give encouragement words or signs for learners to motivate more during the learning process.

▪ Notice the weak points of learners in pronunciation and provide them with information and activities to strengthen those weak spots.

Harmer suggests roles for teachers that they should adopt some of them to help students during the learning process, they are:

➢ **Observer**

When observing students we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things all the time.

It is often useful, when taking students' performance to have column for not only what students get wrong but also what they do right, either in their use of actual language or in their use of conversational strategies. Observing for success often give us a different feel for how well our students are doing (62).

> **Tutor**

When students are working on longer projects, such as piece of writing or preparation for talk, we can act as tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situation, we are combining the roles of prompter and resource, acting as tutor (62).

4-1-The Effect of Positive and Negative Feedback during the Learning Process

Muhamad S. B.Yusof (30) declares that positive and negative feedback can have favorable effects on learning, and these effects vary depending on the feedback level. Negative feedback refers to information given to learners that argues against the learner's understanding or beliefs in relation to a task.

Negative feedback is also known as disconfirmation feedback. Positive feedback refers to information given to learners that supports the learners' understanding or beliefs in relation to a task. Positive feedback is also known as confirmation feedback.

Learners can ignore positive feedback. If the learners' knowledge is insufficient to accommodate additional feedback information, and it can encourage learners to increase effort to reach a minimum requirement of performance or lead them to avoid feedback after initial achievement because they have reached an adequate level of performance and additional tests merely put them at risk of getting unfavorable outcome.

Negative feedback has negative impact on motivation and performance of low self-efficacious learners; they might experience negative effect, exhibit less motivation on a subsequent task, and attribute the feedback less to effort and more to ability (31).

5-Students' Reaction to Teacher Feedback

The weak line between students' reactions and actual teachers' feedback is situated in specific context that limits existing research on students' reviews of teachers' feedback.

When teacher's feedback is investigated without reference to specific learners' characteristic and classroom context, it is dangerous to generalize results from one group of learners to another group with markedly different characteristics, especially operating in completely different context (Lee 146).

When feedback used to build relationships with students and targeted to their personality and needs, students are more likely to perceive it as effective. Hence, students' reaction maybe influenced by who the teacher is and how she or he interacts with students during the feedback process and students' reactions to teachers' feedback influenced by the instructional context in which feedback delivered.

6- The Importance of Effective Feedback

Feedback is an essential part of effective learning. It helps students understand the course being studied and give them a clear guidance on how to improve their learning. For Lorna **Keane** when students are better informed about their learning progress, they can zone on in areas that needed more attention, further highlighting their strengths and weaknesses. With clearer direction, students gain more confidence heading towards their goals.

Effective feedback helps students to maximize their potential during learning process, raise their awareness of strength and areas of improvement. Feedback helps and motivates

learners' knowledge, skills and behaviors. It provides learners with additional information to support their weakness and motivate them during the learning process.

6-1-Feedback during Accuracy Work

Harmer (144) states that teachers show students that mistakes have been make and they help students to do something about it. The first set of techniques we need to be aware of is devoted to showing incorrectness. These techniques are only beneficial for what we assume to be language 'slips' rather than embedded or systematic errors. There are different techniques to provide feedback, they are:

❖ **Showing Incorrectness**

- Repeating: here we can ask the students to repeat what they said.

- Echoing: this can be a precise way of pinpointing an error. We repeat what the students has said, emphasizing the part of the utterance that was wrong.

- Statement and question: we can say simply good try, but that is not quite right or do people think that is correct? To indicate that something has not quite worked.

- Expression: a simple facial expression or gesture may be enough to indicate that something does not quite work.

- Hinting: a quick way of helping students to activate rule that they already know is to give a quick hint and this help students to correct for themselves.

- Reformulation: the teacher repeats the correct version of what the students have said, reformulating the sentences, but without making a big issue of it. (145)

❖ **Getting It Right**

If the students are unable to correct themselves or respond to reformulation, we need to focus on the correct version in more details. We can say the correct version, emphasizing the part where there is a problem before saying the sentence normally, or we can say the incorrect

part correctly. If necessary, we can explain the grammar, or the lexical issue. We will ask the students to repeat the utterance correctly (145).

6-2- Feedback during Fluency Work

The way in which we respond to the students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also on how they behave in fluency activities in the future. There are different ways that the teachers should intervene during activities (145):

❖ Gentle Correction

If our students cannot think of what to say, we may want to promote them forward. We will not stop the whole activity and insist on everyone to say the item correctly before he allowed continuing with his or her discussion. However, we need to be careful of over-correction during a fluency stage. What we have to judge is whether a quick formulation or a quick prompt may help the conversation move along without intruding too much, it is not especially necessary and has the potential to get in the way of the conversation. (146)

❖ Recording Mistakes

We can act as observers, watching and listening to students so that we can give feedback afterwards. Such observation allows us to give good feedback to our students on how well they have performed, always remembering that we want to give positive as well as negative feedback.

One of the problems of giving feedback after the event is that it is to forget what students have said. Most teachers write down points they want to refer to later, and some like to use charts or other forms of categorization to help them to do this. Another possibility is for the teacher to transcribe parts of the recording for the future study (147).

❖ **After the Event**

When we have recorded students' performance, we will want to give feedback to the class. We might want to give an assessment of an activity, saying how well we thought the students did in it, and getting the students to tell us what they found the easiest or most difficult. We can put some of the mistakes we have recorded up on the board and ask the students first if they can recognize the problem, and then whether they can put it right.

Another possibility for teachers is to write individual notes to students, recording mistakes they heard from those particular students with suggestion about where they might look for information about the language-in dictionaries, grammar books, or internet (147).

Conclusion

In this chapter, we spot light on teacher's feedback, which deals with the role of teacher during the learning process using different teaching methods according to learners' needs and weaknesses. Therefore, we defined feedback in general and from experts' point of view, and we highlighted three types of feedback.

Moreover, the teacher's role during oral activities, which helps learners to succeed and motivate them to develop their level of proficiency. However, feedback can affect in a positive or negative way the learning process and this can cause good or bad results on their oral production and their behaviors during this process. In addition, we referred to the students' reactions to teachers' feedback by words, gestures, or facial expression during oral activities, and the importance of effective feedback for encouraging learners' to strengthen their weaknesses and develop their oral performance. We also incorporated feedback during fluency and accuracy work in the teaching and learning processes.

Chapter Two

Speaking Skill

Introduction

Teaching English for EFL learners based on receptive and productive skills. Receptive skills include listening, and reading the productive skills are divide into speaking, and writing and each learner should learn them. The teacher should provide learners with feedback to make learners more active and effective participants in the classroom activities. The speaking skill is an important skill in teaching foreign language. Through speaking EFL, learners can express and exchange their ideas or points of view during the learning process in the classroom with teachers or with other students and get to know other foreign cultures for easier understanding for different words and their uses outside classroom.

EFL teachers help learners to overcome difficulties and to correct their errors using effective teaching methods during classroom activities. That suits learners' needs and reduce their weakness and they become more confident when they speak and make them able to overcome any difficult situation that contains misunderstanding to other person in conversation.

1-Definition of Speaking

According to (Abd El Fatah Turkey 13) Speaking is one of the four language skills (reading, writing, listening and speaking). In other words, which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints? In addition, people who know a language are refer to as 'speakers' of that language.

Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking skill is consider as productive skill for communication with other people to express

their ideas, points of view, giving order …. Etc. to transmit messages through different situations according to appropriate setting. Lindsay and Knight (57) state that:

"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."

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".

2-The Importance of Speaking Skill

According to Goh and Burns (25): the speaking skill is vital to the progress of foreign language learning. Communicating effectively in various learning situations demands developing the speaking skill of language learners. It is regards as the most fundamental language skill that establishes communication in the classroom. In fact, this skill is important since it enables learners to negotiate, express opinions, and share information [quoted in Raouia MANSEUR].

Learners in EFL classes exposed to the speaking tests more than other tests when they learn because they consider the development of the foreign language depends mainly on the speaking skill. Therefore, if they master the speaking skill they can master other skills. In addition, it helps learners' express themselves, their emotions, their ideas and the different other functions of the language (Bouraya, Wafa).

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skills

hence is enormous for the learners of any language. Without speech, a language is reduce to a mere script. The use of language is an activity, which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

3- Constituent Features of Speaking Skill

Like other skill, speaking skill has the common constituent elements   Harmer (269-271) explains the elements that are represent through language features and processes of language and information.

3-1- Language Features

The important language features for the speaking skill are the following:

3-1-1-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).

3-1-2-Expressive Devices

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

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

3-1-3-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 that can be use in different stages of communication with the others (Harmer 269).

3-1-4-Negotiation Language

Student's benefit is from the negotiation language, and they are ask for clarification when they listen to others' talk. Therefore, the teacher's role is to give necessary phrases or expressions that show "seeking for clarification" from the other speaker. Students also should structure their discourse to be understood by the listener clearly, and they should reformulate their utterances to be clearer, especially when they find that the listener did not understand them (Harmer 269-270).

3-2- Mental Social Processing

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

3-2-1-Language Processing

It refers to learners' ability to process first language in their mind and to make it in coherent order. Therefore, the language processing should be comprehensible to convey the

intended meaning. Learners retrieve words and phrases from their memories to communicate with others effectively.

3-2-2-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. In addition, they should know when they take turns or let the others do that (Harmer 271). Information processing on the spot is the learners' ability and it has no effective response when it takes long time to process it.

4-Difficulties in speaking that EFL Learners face during learning process

Many EFL learners face so many difficulties in oral courses. According to (Belhabib 16) EFL learners often encounter some difficulties while dealing with such a difficult skill, even those who have a clear idea about the language system face the same problems. According to Ur (2000), there are four main problems in getting students speak in the foreign language in the classroom.

4-1-Inhibition

When students want to participate in the classroom, many of them experience inhibition that is cause by many issues as shyness and fear of making mistakes. In this perspective, Ur (111) states that: "Learners are often inhibited about trying to say things in a foreign language in the classroom". Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."

Bowman et al. (1989) agree on this view and argue that when the teacher deals with speaking, he might ask his students to express themselves in front of their classmates that can lead to stressful and anxious situations while performing oral activities.

4-2-Nothing to Say

When students are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others might say, "I have no idea" or "No comment". These expressions are due to the lack of motivation in expressing themselves on the chosen topic. The teacher may ask his students to talk about an uncongenial topic or about an unknown subject, thus, they have nothing to say whether in the native language or foreign one. (Rivers 1968).

4-3-Low or Uneven Participation

Participation has been define as: "the number of unsolicited responses volunteered." (Burchfield & Sappington 290); and low participation is about the amount of each student's time of talking. There are some of them tend to be dominant and take the place of others who prefer to keep silent or they are uncertain whether what they will say is correct or not and the situation will get worse. Therefore, a minority of talkative participants dominates Classroom discussion and contributions are not evenly distributed. This may be due to the mixed ability groups.

4-4-Mother-Tongue Use

In cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more at ease.

According to Baker and Westrup (12), "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue that is a result of target language vocabulary lacks.

5-H.D. Brown's Principles for Teaching Speaking Skill

1-Focus on both FLUENCY & ACCURACY depending on your objective.

2- Make sure your tasks have a linguistic (language-based) objective, and seize the opportunity to help students to perceive and use the" building blocks of language.

3-"Appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy … help them to see how the activity will benefit them.

4- Encourage the use of AUTHENTIC LANGUAGE in meaningful contexts.

5-Provide appropriate FEEDBACK and correction.

6-Capitalize on the NATURAL LINK between speaking and listening.

7-Give students' opportunities to INITIATE oral communication.

8-Encourage the development of speaking strategies.

6- Complementary Integration between Listening and Speaking

EFL learners' should have a combination of four skills to transmit their ideas correctly; combination of four skills makes communication effective. Reading is relate to writing, listening is relate to speaking and for Anderson and T .Lynch ; listening and speaking complete each other:

> For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener. However, language teachers and course writers, who have often separated off "listening" and "speaking" as discrete parts of language competence., have not always appreciated this interdependence Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation (15)

Therefore, the complimentary bond between speaking and listening makes communication successful and easier to process information during learning process. In addition, the two skills are part of language competence, and EFL teachers should give more attention to it during teaching progress, by means of activities and homework that enable students to improve speaking and listening skills when working alone or with groups.

Furthermore, Bahns said, "It is imperative that developing listening is seen in combination with developing speaking" (as quoted in Lynch 110). Speaking cannot be isolated from other skills because each skill completes the other one. Therefore, a good speaker is a good listener because of the ability to understand the speaker's words and meaning; for that, speaking is required to be practice with listening.

7-Assessing speaking skill

Tests in speaking differs from tests in other skills, for that Thornbury (121) states in his book "*How to Teach Speaking*"; Assessment of speaking can be done by using tasks or interviews which include oral activities. Testing can be at the beginning, during or at the end of the session. Assessment targets testing progress, achievement and understanding of lessons or information that was given during learning process and the focus in designing speaking assessments is often on the tasks.

Reliability is important because it means that the scores are dependable, so that we can rely on them in decision-making. Unreliable scores, on the other hand, can lead to wrong placements, unjustified promotions, or undeservedly low grades on report cards.

Rost(169) claims that: "Assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learners performance". In other words, assessment is essential part in the teaching process that allows for teachers to give support to students during the learning process, and teachers who face many difficulties during assessing students' oral abilities such as: problems of finding appropriate time, designing applicable tests and focusing on certain parts that do not serve students' needs.

7-1-Assessing Learners' Use of Strategies

Many assessment tools exist for uncovering the strategies used by L2 learners. Self-reports, surveys, observations, interviews, learner's journals, dialogue journals, think-aloud techniques, and other measures have been used. Each one of these has advantages, disadvantages, as analyzed by Oxford (1990), Cohen, and Scott (1996).

The most widely was used survey, the Strategy Inventory for Language Learning (an appendix in Oxford, 1990), has been translated into more than 20 languages and used in

dozens of published studies around the world. Various learning strategy instruments have disclosed research results beyond those that have been mentioned above. These additional findings include the following: L2 learning strategy use is significantly relate to L2 learning motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs, and the nature of theL2 task. A number of these findings have been summarized in Oxford (1999a, 1999b).

8- Speaking Strategies

There are strategies that help EFL students to improve their oral performance during learning process by feedback from teacher, and here is a list of some strategies that help to improve oral language that are mentioned in *LaBelle Textbooks(358-369)***:**

- Model language by saying aloud and writing the ideas and concepts you are teaching.

- Model what a fluent reader sounds like through focused read-aloud.

- Be explicit. Give each activity you do a name, the simplest and most accurate name that you can, and then repeat the activity, so students can learn the verbal and written cues and procedures.

- Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking.

- Make expectations clear for behavior, written assignments, independent practice, and group work. Write key expectations on a chart and keep the chart posted for reference. Use a rubric whenever possible to help students evaluate their behavior and work.

- Have students retell stories aloud. Record their retellings in their own words to create a language experience chart that can be used for future reading and writing lessons with this group.

- Teach choral speaking and reading (poetry may be the most accessible format with which to begin).

- Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.

- Have students read and perform Readers Theater scripts.

- Practice dictation, especially for learning spelling. Allow students to take turns dictating, too. Use full sentences for contextualizing the spelling words.

- Experiment with speaking and writing in different tenses and using different types of expressive language. For example, say the same word or phrase using a tone that is happy, sad, angry, and so forth. Use facial expressions—a smile, frown, or quizzical look—to embed more meaning in your speech. For beginners, hold up picture cards showing expressive faces and have them act out these expressions.

- Explain by showing, not just telling. Act it out if you have to or use visual tools such as sketches and diagrams or actual objects.

- Correct content, not grammar. To model proper grammar and syntax, restate or rephrase students' questions or statements. You can do this in writing too.

Student: I put mines pencils on the desk.
Teacher: I put my pencil on that desk, too.

Student: Who go to bring lunch count today?
Teacher: Hmmm, let us see . . . Who is going to bring the lunch count to the office today?

• To express proper intonation and pitch, be aware that you modulate your voice, make adjustments in tone, and use a range of pitch with everything you say to your students. We do this naturally anyway; for example, our voices rise at the end of a question.

• When asking questions, give choices for the answer. This will also help you check for understanding especially in the earlier stages of language acquisition. For example, ask, "Would you like pizza or a bagel for lunch?" Alternatively, after reading a story, ask, "Did the first pig build his house of bricks or straw?"

• Respond to the interests of the children. Provide reading, speaking, listening writing, and activities and opportunities in which students can share their hobbies and interests.

• Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just tell when teaching a new concept, idea, or vocabulary.

• Be your own glossary. If you use an unfamiliar word, define it for the class as part of your lesson.

• Do not assume that students truly understand the subject being discussed just because they are nodding and even answering your questions.

• Monitor what you say to make sure that they understand. When in doubt, ask the class to restate the directions you have given or the ideas you have presented.

• Ask students to give multiple meanings of a particular word or tell whether it can be labeled a verb or a noun. This will help students sharpen their grammar skills and place ideas in the context of your discussion.

• Develop vocabulary over time, in different learning contexts—use the target words in large and small groups and one-on-one formats. Post vocabulary words in the room on chart paper.

9-Classroom Oral Activities

Speaking activities are essential part of the course in the classroom and the teachers' should give his learners' opportunities to choose and express their ideas and point of views about the different speaking tasks that he present during teaching process. The learners' need the speaking activities during learning process to interact with other learners'.

9-1-Warm-up Activities

Since this is a speaking class, the teacher should begin by telling his students something about him or herself, for example, the teacher's name, his/her place of birth, qualifications and experience, what he/she as teacher expects students to do and to get from the class, followed by some guidelines on how student performance will be evaluated. Often, classes may begin with everyone standing up and introducing him/herself. This is a bit abrupt, however, and the activity below works better according to David Holmes (10):

Getting to Know You by Interview

Start with an activity to introduce the people in the class to each other as a warm-up task. Put the students in pairs, in two rows of chairs opposite one another, and have them interview each other in English, take down notes, follow the guideline below. When the interviewing is finished, each student stands up and introduces his/her partner to the class in no more than two to three minutes. When the first pair have finished, go to the next pair and so on.

I would like to introduce you to my friend........... Whose nickname is ...?"

Name, nickname, birth, date, place of birth, family members, Education, Skills, What makes this person unique?

As SDS are speaking, the teacher should keep correcting their grammar. For example, "He *was* born *on* the ten*th* of April *in* Bangkok." On the other hand, "She graduat*ed* from Chula *with* a degree in English."

The mistakes will be almost all the same, so by the time the students near the end of the activity, these mistakes will be repeated less frequently.

Twenty Questions for the Teacher

If there are twenty students in the class, get them to put their chairs in a circle. Then, ask each student to take a sheet of A4 paper and write the numbers from1-20 down the left-hand margin and write a list of 20 questions to ask the teacher .Next to the number one (1) each student must write one question as illustrated below.

when the student has written the first question, he/she passes the sheet to the person on the right, who in turn writes a different question after the number (2) two, and so on all around the circle, until every student has written 20 different questions.

For example,

1. What is your name?

2. Where do you come from?

3. Do you like football?

When the students are finished writing their questions, and their sheets have gone around the circle, and finally come back to their owners, then, the student may go around once more and ask the teacher any question that is list on the sheet. Nobody should repeat a question that has already been used. First, the students will ask a question, then, the teacher will answer it.

If there is any grammar mistake in the question, the teacher can correct it, repeating the question correctly and answering in clear and simple language that everyone can understand.

9-2-Interactive Role-Play

This means putting two or more Students together and giving them a handout sheet, which they can, read and study, taking time to look-up unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language.

When they have had enough time to develop some sense of self-confidence, but before they begin to get bored, ask them to read out their parts aloud with the rest of the class listening.

They will be nervous and uncomfortable the first couple of times that they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become. For example: "telephone Role Play":

Lek: "Hi, Pom this is Lek, are you free tonight? I would like to go out somewhere and have some fun. What do you think?

Pom: "Actually, I've got some homework I have to do, but if I work hard, I think I can be free by about eight o'clock. How about that?

Lek: "That's great! OK, what do you want to do? Do you want to go to a movie together?

There are a lot of good new films that I haven't seen yet"

Pom: "Yes, I think that's a very good idea. Have you seen the new action movie *The Terminator Returns?* I hear it's a pretty good one, better than the earlier ones."

Lek: "Yes, as a matter of fact, I saw it last Saturday with my girlfriend. I thought it was good but she said that there was too much violence."

9-3-Finding The Right Words

The teacher gives tasks and activities to the students and they will try to the correct words or expressions to name or explain an idea, a feeling, a desire, a wish, a need, etc. If they did not find the correct word or they cannot remember it, they will discuss the problem with their classmates in the form of pairs or groups, thereby learning-by-doing and by helping one-another.

After the students have finished or when the time is up, the teacher can ask the students to read out their answers aloud, correcting mistake and pronunciation where needed.

There are many activities to let students think about the right words like: "guessing with your back to the wall in which the teacher asks one person to sit facing the class, with his/her back to the board, and then the teacher writes a word on the board. Everyone in the room can see the word except the one facing his/her classmates with his/her back to the wall."

Then, the class members have to give verbal hints to help their classmate guess. For example, if the teacher writes *Mexico,* someone might say: *"*the country directly south of the American border". Here are some other words to try: Chimney = through what does smoke go up out of the house on the rooftop? Face powder, Antique, Marijuana, Cousin, Uncle, Profit, Lullaby.

9-4-Talking Tasks

Talking tasks for the classroom may involve role-play situations using dialogues, interviews, surveys, opinions, discussion, debates, presentations, interaction and problem-solving. In this tasks teacher try to make students talk without hesitation or felling embarrassed and make all students participate in the activities. For example: Why do not More English Majors Take Literature Classes?

For some reason English majors seem to want to avoid taking literature classes. It would be interesting to hear some student opinions on this matter and ask some questions about why English literature classes are never popular like:

Is it because students fear that the class will be too difficult?

Do the students feel that a literature class requires too much work?

Is it because students do not like to read even in their own language?

Having to read completely books in a second language would be too hard?

Is it because the language is above their heads?

Is it because they are afraid their GPA will suffer if they get a low grade?

Is it because it is the literature of a different culture and hard to understand?

9-5-Jigsaw Activities

In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

Jigsaws that are more elaborate may proceed in two stages. Students' first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task.

Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input was given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

10-Learners' Errors in Speaking

Error correction is a form of feedback, which given by the teachers to the students to use during their learning process, and it is one of the most difficult tasks in second language learning.

10.1. Definition of Error

Error is a sign of misunderstanding or distraction during leaning process. According to the behavioristic point of view, the reason behind making errors lies in inadequate teaching methods which if they had been "perfect" they would never be committed. According to Lennon (1991), an error is "a linguistic form or combination of forms which, in the same context and under the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts."

10.2. Types of Speaking Errors

Researchers dealing with second language acquisition (Cored, 1974, Shovel, 2001) agree that one of the major causes of errors is language transfer. Yet, we can mention other related errors' sources as follows:

Language Transfer or Interlingua Interference: In this type, errors are cause by mother tongue interference.

Intralingua Interference: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also cause by the difficulty or the problem of language itself. According to Richards (1971), intralingua errors are also subdivide to the following categories:

Over-generalization, simplification, communication base, induced errors, analogical errors, ignorance of rule restrictions, incomplete application of rules, false hypothesis.

10.3. Ways of Correction

1-*Self-correction*

After the student recognizes what is incorrect in his/her response, s/he should be able to correct him/herself. Self -correction is the best technique, because the student will remember it better.

2-Peer Correction

If the student cannot correct him/herself, the teacher can encourage other students to supply correction. This technique is to be applied tactfully, so that the student who originally made the mistake will not feel humiliated.

In the case of errors, it is useful if after peer correction the teacher goes back to the student who made the error and gets him/her to say it correctly.

Edge (1990) mentions the following advantages of peer correction:

- It encourages cooperation, students get used to the idea that they can learn from each other

- Both learners (who made the error and who corrects) are involved in listening to and thinking about the language.

- The teacher gets a lot of important information about the learners' ability - if students learn to practice peer correction without hurting each other's feelings, they will do the same in pair-work activities. However, it may happen that whenever the teacher asks for peer correction from the

whole class and always the same students who answer. In this case, the teacher has to make sure that other students are involved as well.

3-Teacher Correction

If no one can correct, the teacher must realize that the point has not yet been learn properly. In that case, the teacher can re-explain the problematic item of language, especially if the teacher sees that the majority of the class has the same problem.

There might be more repetition and practice necessary. We must not forget that the main aim of correction is to facilitate the students to learn the new language item correctly. That is why it is important that after correction the teacher have to ask the student who originally made the error and to give the correct response.

Conclusion

Throughout what we have seen in this chapter, speaking skill is very important in learning and teaching second or foreign language. EFL teacher should use different oral tasks to improve students' oral performance and make them more self-confident during learning process. The speaker is facing many difficulties during learning process. Therefore, the teacher uses different strategies to make learners communicate effectively.

Making errors is very important, beneficial; and it is a part of the learning process .So, the teachers know that error correction is very difficult task and teachers tend to use different ways to correct students' errors.

Chapter Three

Field Work

Introduction

The previous two chapters are dedicated to the literature review of the role of teachers' feedback to improve EFL learners' oral performance, the difficulties that face them during learning process, and the speaking strategies that teachers apply during different oral activities. In this chapter, we collect information about students' behavior during oral tasks and the problems they face during the learning process. In addition, we collect teachers' opinions about students' reaction to their feedback and teachers' role during students' oral performance.

In this chapter, we analyze the information collected from students and teachers' questionnaires as a result to our research questions and hypothesis to investigate the role of teacher's feedback to improve students' speaking skill.

1- The Students' Questionnaire

It is a research tool to collect information about our subject and to get answers for our questions.

1- Population and Sample

The students' questionnaire was given to forty from first year students of LMD system of Mohammed Kheider University in Biskra. This questionnaire contains sixteen questions: fourteen questions of multiple choices and three questions are open ended.

I administered this questionnaire before the spring holidays; I gave it to different students from different groups because the most of them did not accept this questionnaire and they gave it back at the moment they finished answering its questions. The questionnaire includes three sections: background information, speaking skill, and teacher's feedback.

1-1- Description of the students' questionnaire

Section one: Background information

In this section, there are four questions. These questions aimed to know about our participants by knowing their gender, age, their level in English, and their choice of studying English.

Section two: Speaking Skill

This section contains nine questions, which aimed to know about the students' opinion towards speaking skill, the importance of oral expression module in English learning, the difficulties they face during speaking activities and the most preferring oral activities during the learning process. In addition, the teacher's interaction with students, their reaction towards teacher's correction, and how they deal with problems they face during the speaking performance.

Section Three: Teachers' Feedback

This section consists of four questions. The purpose of these questions is to get information about if teachers provide the needed feedback to their students, if teachers correct their errors, when a teacher gives feedback during teaching process, and pen question at the end about any ideas or points of view they want to suggest to help students better their oral performance.

1-2-Analysis of Students' Questionnaire

Section one: Background Information

Question 1: Gender

The answers	Reponses	Percentage %
Male	14	35%
Female	26	65%
Total	40	100%

Table 01: Students' gender
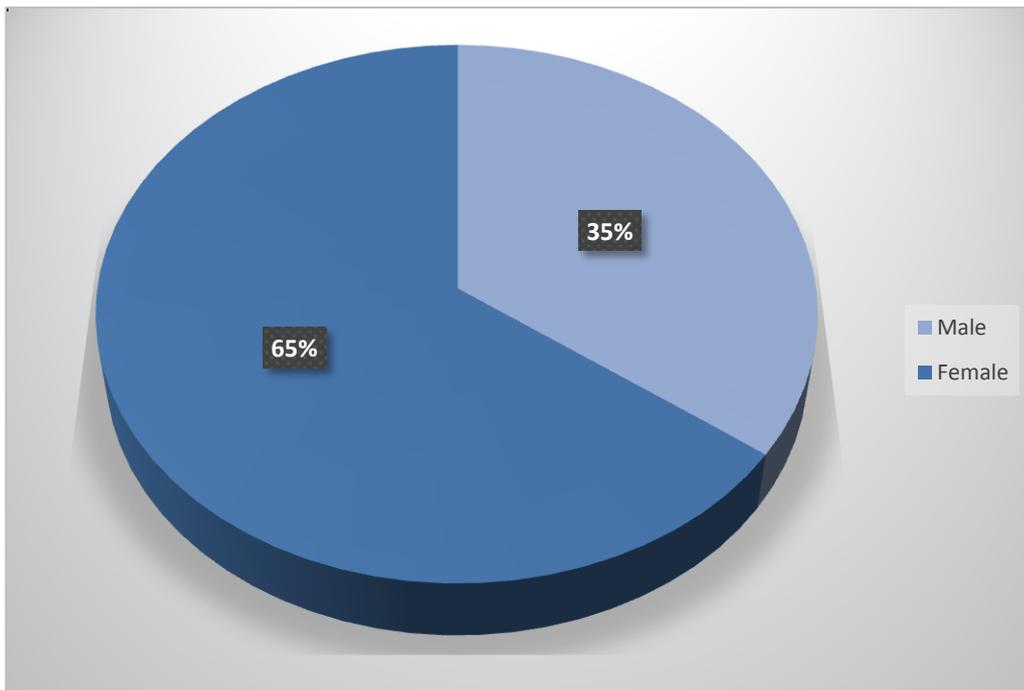
Graph 01: Students' gender

According to the graph and table, the female participants are 65%, while male participants are 35%, which means that female, are more interested and motivated during classroom activities.

Question 02: Students' Age

The answers	Responses	Percentage %
17-20	18	45%
21-25	16	40%
26-28	6	15%
Total	40	100%

Table 02: Students' age
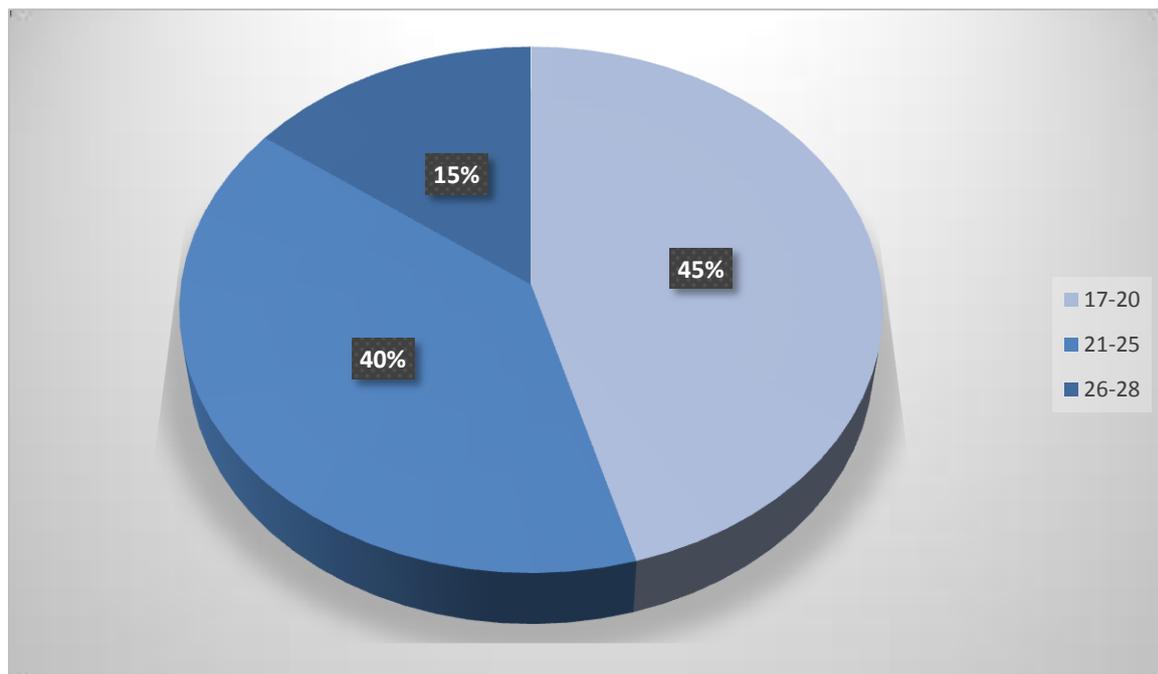
Graph 02: Students' age

From the table above, we notice that the students' age varies between seventeen and twenty-eight, so, our population is extremely young. The participants between seventeen and twenty are concentrating, motivated to produce and to participate in oral activities during learning process with teacher's feedback. However, participants between twenty-one and twenty-five have a little interest in oral expression module while participants between twenty-six and twenty-eight have interest in written expression module.

The answers	The Responses	The percentage %	**Question 04:** The choice

to study English

Personal	38	95%	
Imposed	2	5%	**Ta**
Total	40	100%	**ble** **03**

: Students' choice to study English at the university
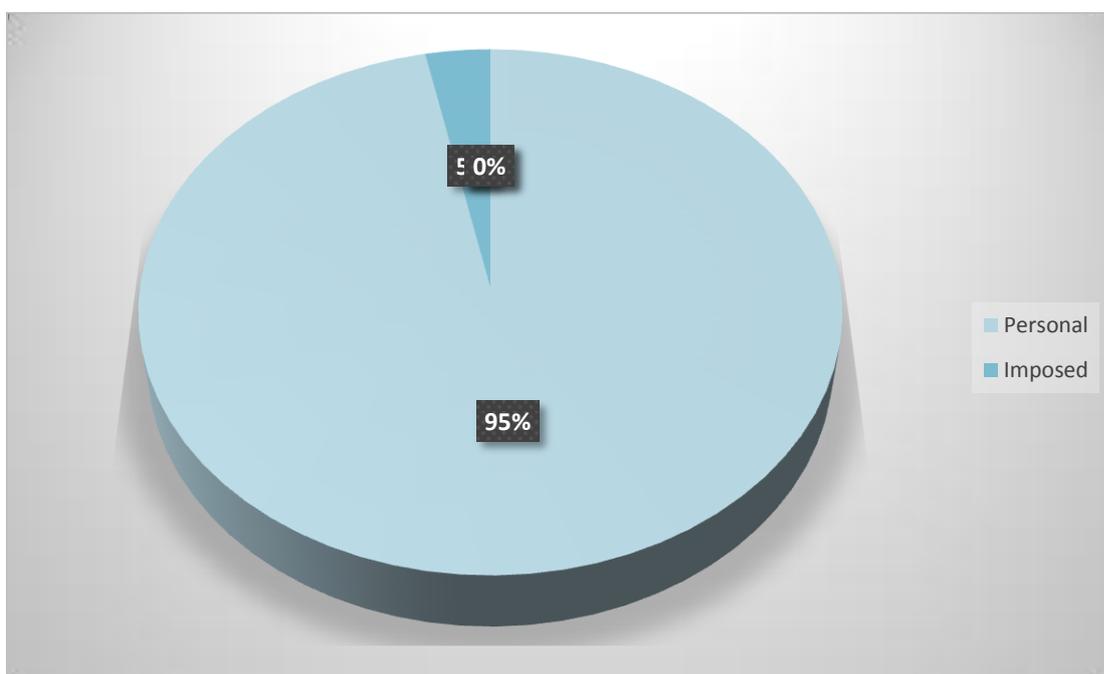
Graph 03: Students' choice to study English at the university

The table above has shown that the majority of students (95%) have chosen personal choice to study English. Therefore, they are interested and motivated to learn English in order to communicate effectively. Participants explained their choice because they considered English easier to learn more than any other languages because it is universal language, and its uses for sharing ideas with native speakers through social media or in person for effective communication. However, 5% of participants who are forced to choose English to study it at university by their parents for personal reasons refused to share them with us. So, students who chose English are based on the desire to reach a higher level of oral proficiency and receiving feedback from teachers during learning process and from students and friends outside classroom.

Question04: **Students' level at English**

The answers	The responses	The percentage%
Very good	1	3%
Good	20	50%
Average	19	47%
Poor	0	0%
Total	40	100%

Table 04: Students' level at English
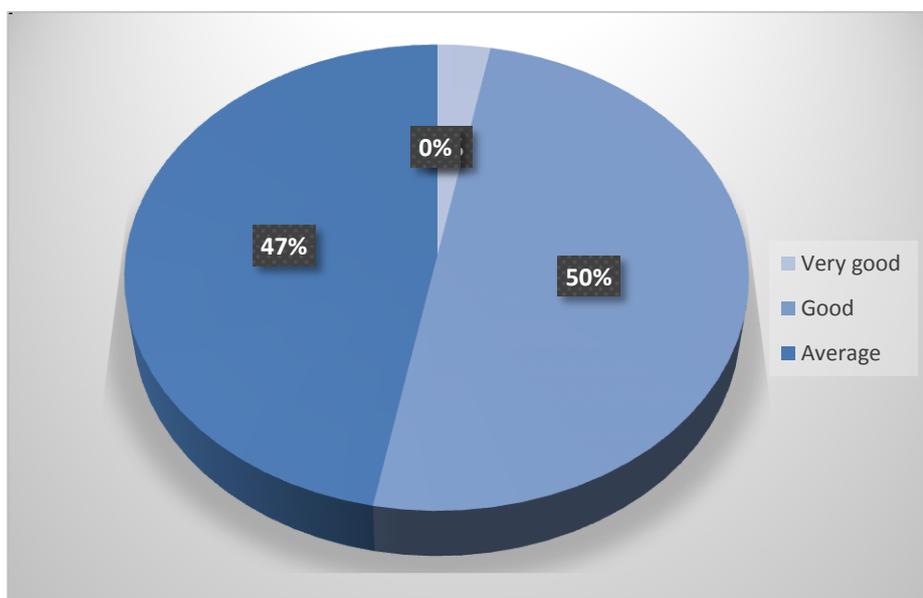
Graph 04: Students' level at English

According to this table, 50% of the participants considered their level at English as good, while 47% considered their level average. However, one student was confident in his level because he was very comfortable during oral tasks in the classroom, unlike other participants who were anxious and embarrassed to make errors in front of their classmates.

Students' judged their level from teachers' correction and their oral performance during the learning process.

Section two: Speaking Skill

Question05: Students' interest in speaking English

The answers	The responses	The percentage%
Yes	36	90%
No	4	10%
Total	40	100%

Table 05: Students' interest in speaking English
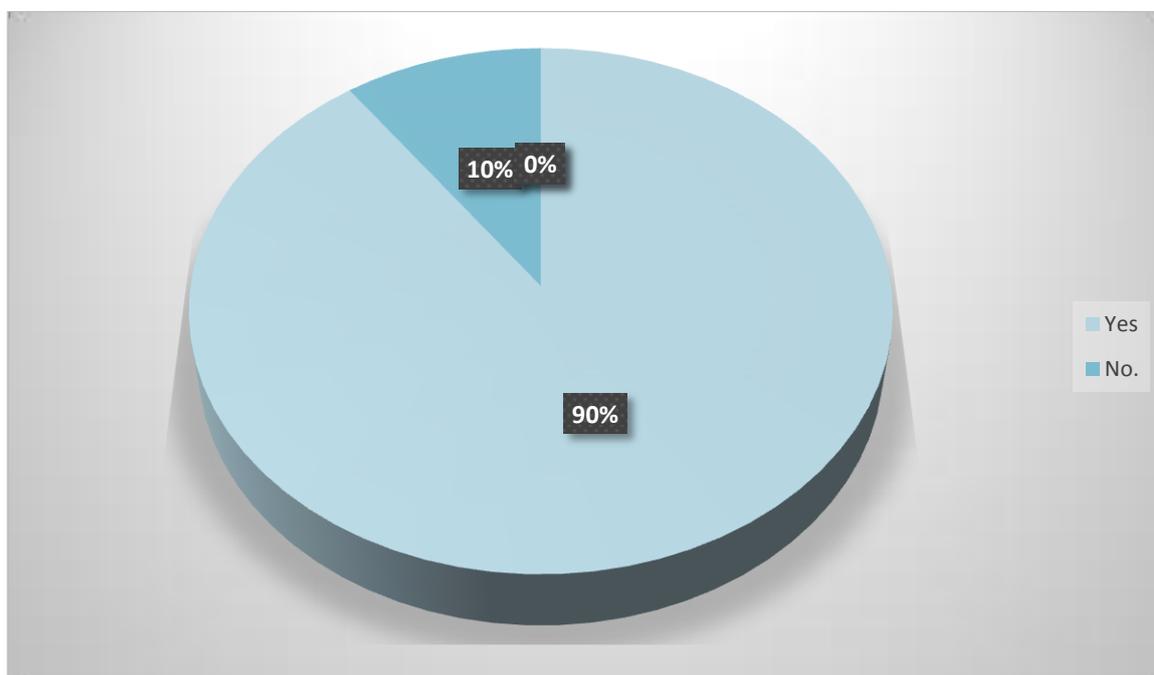
Graph 05: Students' interest in speaking English

According to this table, 90% of the participants liked to speak in English more than writing, while 10% preferred writing because speaking in front of other students makes them

uncomfortable and anxious. On the other hand, the rest of the participants considered speaking in English makes conversation more effective and beneficial for both parts.

Question 06: Students' opinion in English.

The answers	The responses	The percentage %
Difficult	7	18%
Very difficult	3	7%
Easy	27	68%
Very easy	3	7%
Total	40	100%

Table 06: Students' opinion in English
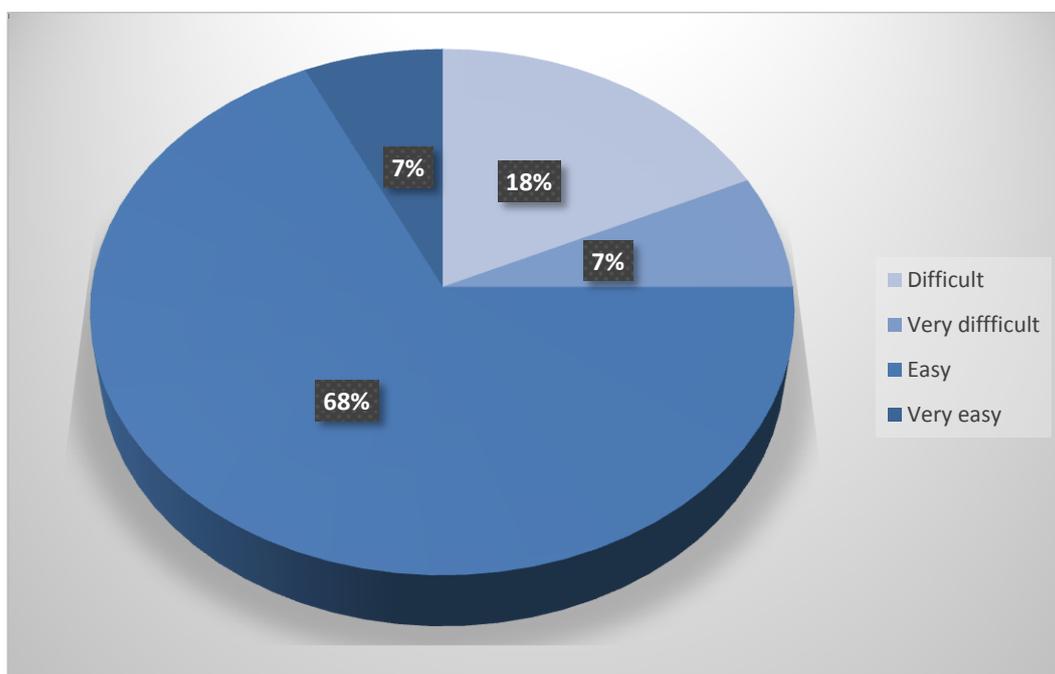
Graph 06: Students' opinions about English

According to the results from the table above, 68% of the participants view English an easy language to learn comparing to other languages. 18%, of learners view English a very easy because of its rules are easier than French language, and it is a worldwide language. However, 7% of the participants considered English a difficult language to learn because it is used only in the classroom ,but outside classroom the French language is more useful than English .

Question 07: Students' opinion about the importance of oral expression module in learning English. .

The answers	The responses	The percentage%
Yes	39	98%
No	1	2%
Total	40	100%

Table 07: Students' opinion about the importance oral expression module in learning English.
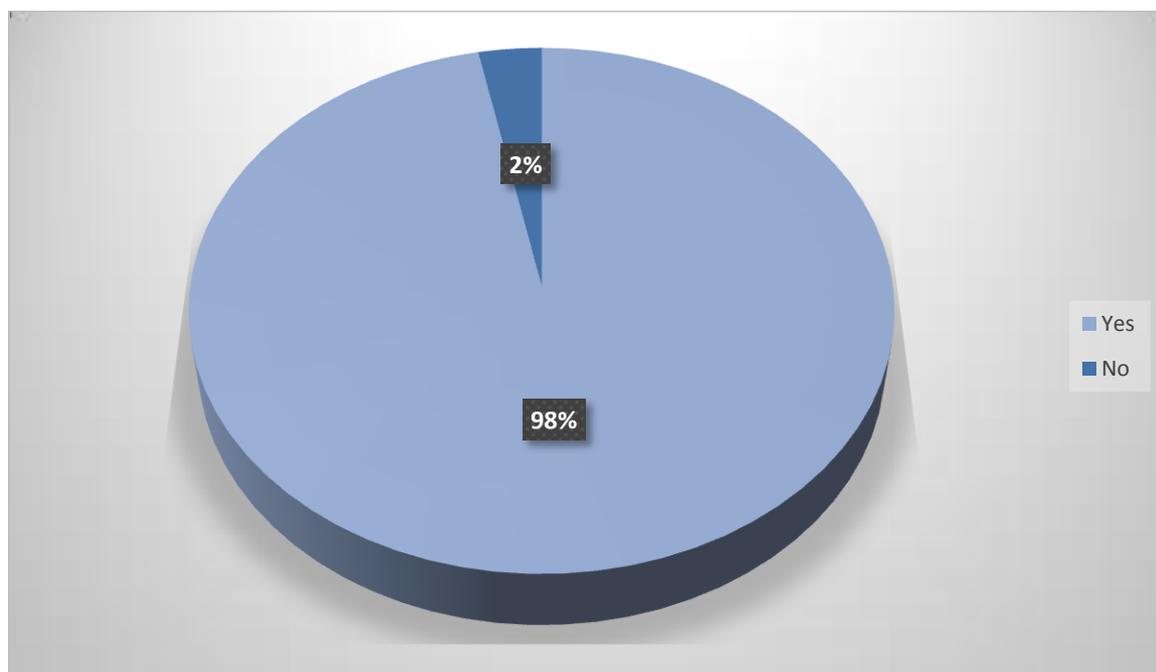
Graph 07: Students' opinion about the importance of oral expression module in learning English.

From the table above, 98% of the participants considered oral expression module a very necessary in learning foreign languages because it helps EFL learners to develop their speaking level, enhance pronunciation, and allow expressing ideas freely, interacting with other learners in different oral activities, and producing effective oral performance. On the other hand, one student preferred written expression module to oral expression module because he feels anxious when he talks in front of his classmates during classroom activities.

Question 08: Students difficulties during speaking activities.

The answers	The responses	The percentage%
Yes	31	78%
No	9	22%
Total	40	100%

Table 08: Students difficulties during speaking activities.
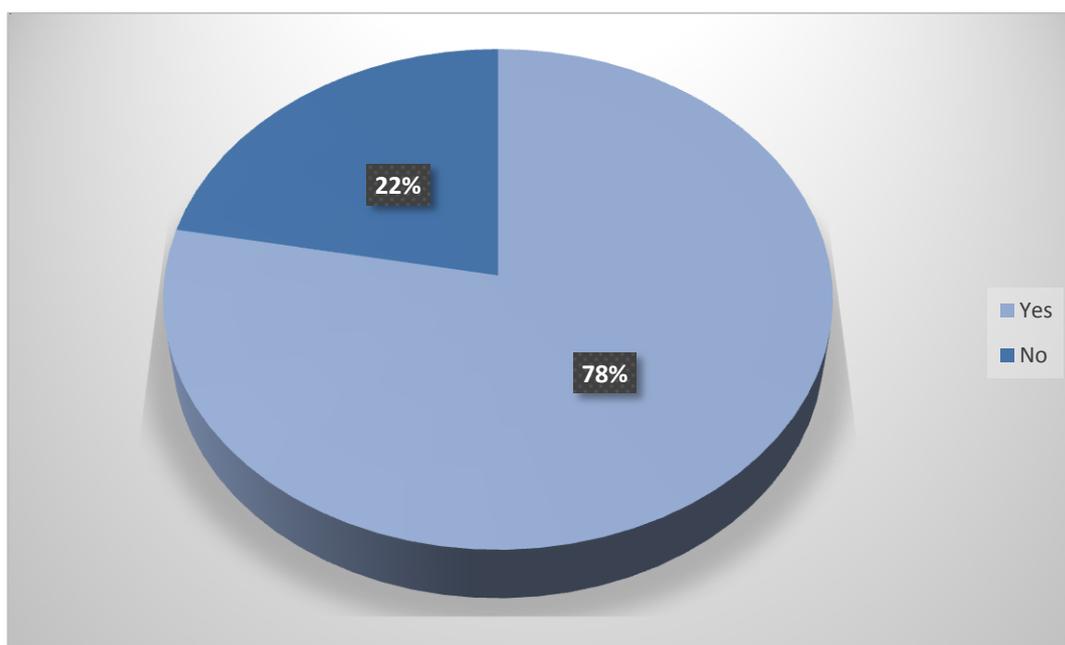
Graph 08: Students difficulties during speaking activities.

From the results above, 78% of the participants found difficulties during speaking activities, while 22% of them did not face any problems during oral activities.

- **If yes, what are these difficulties?**

The answers	The responses	The percentage%
Inhibition	12	30%
Nothing to say	4	10%
Low/uneven participation	4	10%
Mother tongue use	4	10%
Grammatical mistakes	16	40%
Total	40	100%

Table 09: Students difficulties in speaking activities
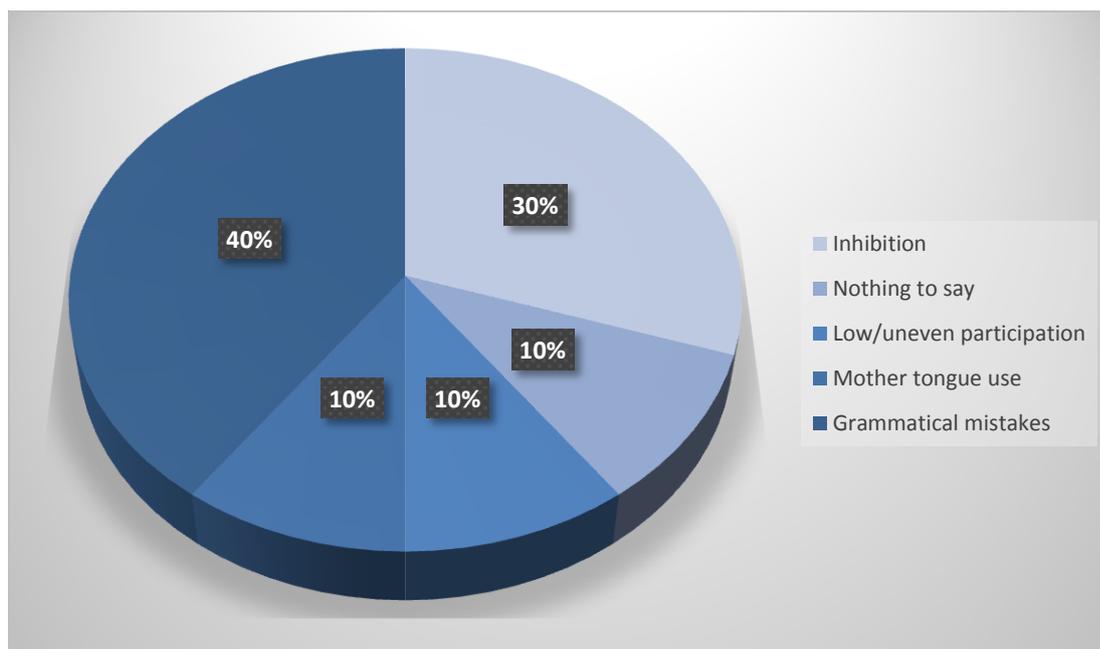
Graph 09: Students difficulties in speaking activities

According to the students' difficulties they faced during the speaking activities, 40% of the participants faced grammatical problems and 30% of them faced inhibition especially when they expressed or discussed their ideas in from of other students. However, 10% of learners faced lack of vocabularies, 10% of them faced mother tongue use because they were very anxious, and 10% of the students did not participate in classroom activities. Problems like anxiety, embarrassment, fear of making mistakes in front of other students; all these led students to less participation in classroom and produced incorrect language.

Question09: Students' Possibility to deal with problems or mistakes

The answers	The responses	The percentage %
Yes	25	63%
No	15	37%
Total	40	100%

Table 10: Students' possibility to deal with problems or mistakes
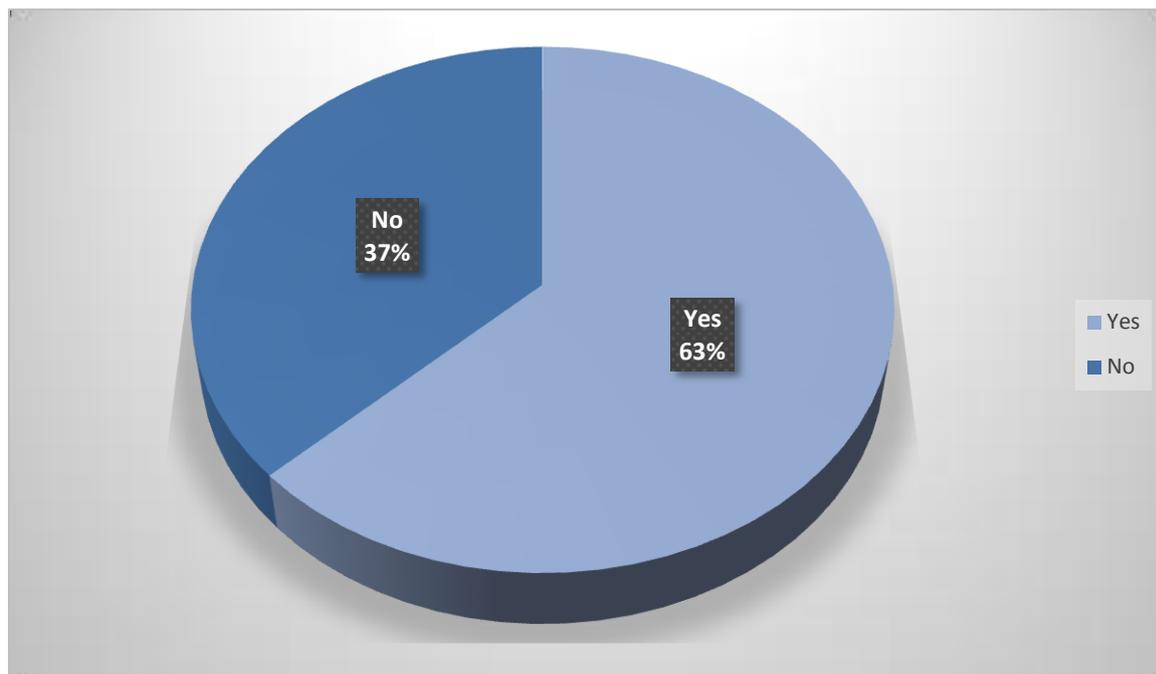
Graph 10: Students' possibility to deal with problems or mistakes

According to the results shown in the graph above, 63% of the participants relied on themselves by using dictionaries or asking friends without getting help from teachers to enhance their level of proficiency, while, 37% of them relied on teachers' correction because they lack self-confidence and to receive the appropriate correction.

Question10: Students' opinion towards teacher that never intervenes

The answers	The responses	The percentage %
Positive	17	42%
Negative	23	58%
Total	40	100%

in their problems.

Table 11: Students' opinion towards teacher that never intervenes in their problems.
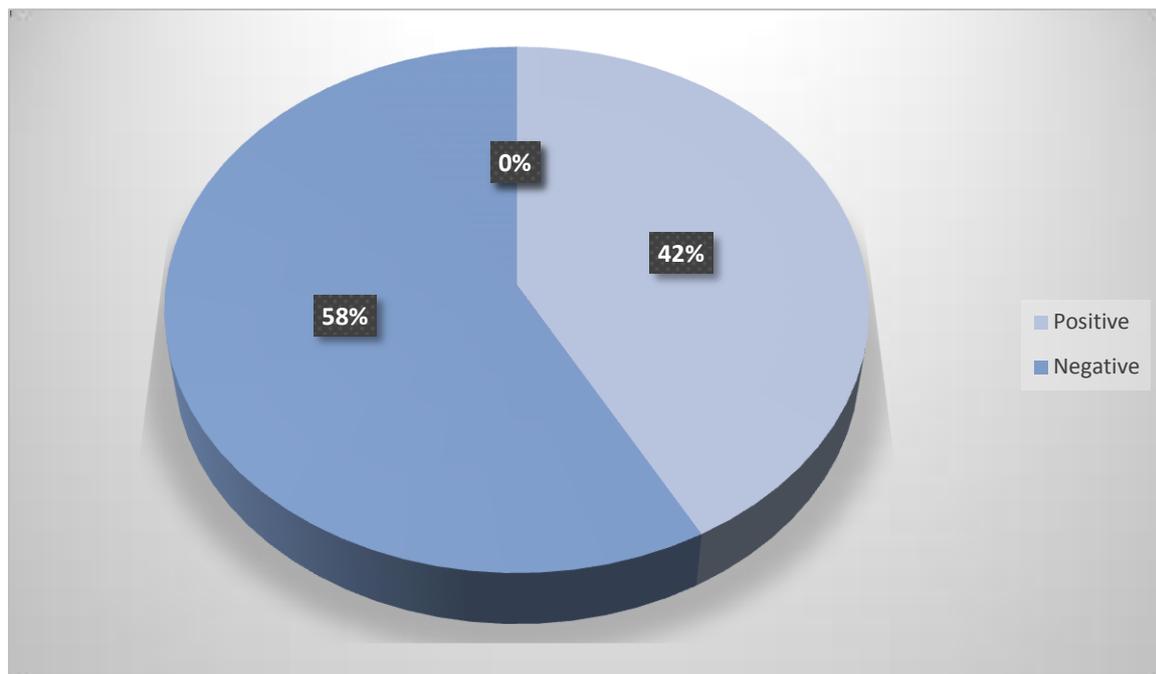
Graph 11: Students' opinion towards teacher that never intervenes in their problems.

From the table above, 58% of the participants considered that the teacher never intervened in his or her students' work during the teaching process ,this act is negative because learners need encouragement and the correct correction help them improve their speaking level and produce fluent and effective language. However, 42% of them considered it positive because it helps them to become more confidents of their answers because they have the proof on it.

Question 11: Teacher interaction with learners.

The answers	The responses	The percentage %
Motivating	28	70%
Discouraging	12	30%
Total	40	100%

Table 12: Teachers' interaction with learners.
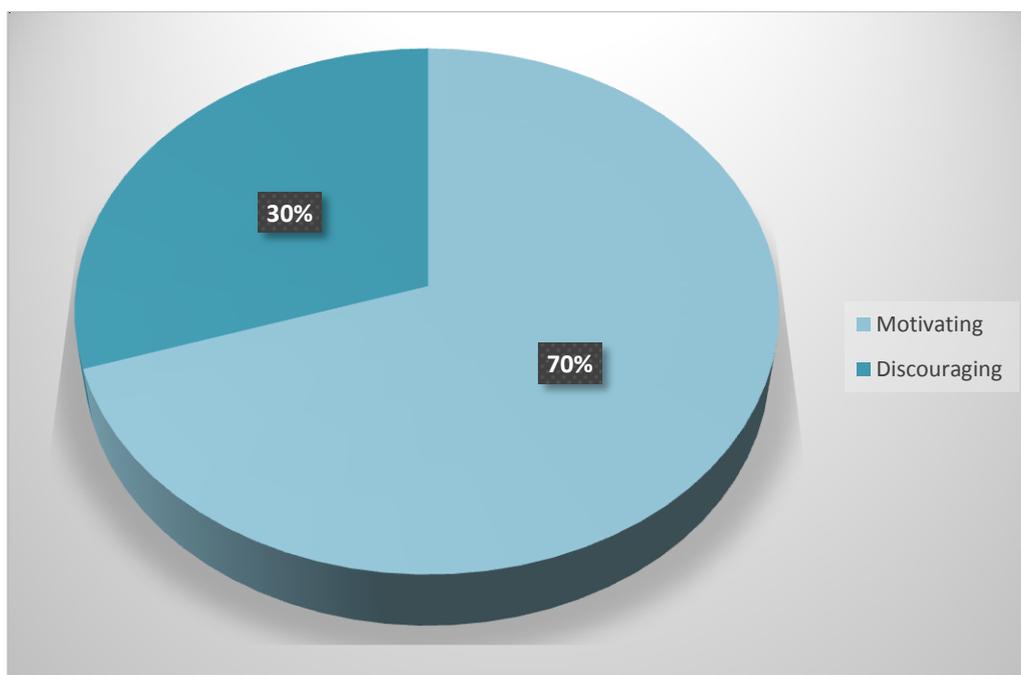
Graph 12: Teacher interaction with learners

We notice from this table that 70% of the participants considered the teacher's interaction with them motivating because he corrects their errors, gives the advice to avoid their happening again, encourages them when they make mistakes, and share their own ideas with the teacher during learning. On the other hand, 30% considered it discouraging for their confidence. They felt anxious and uncomfortable when the teacher is talking to them.

Question 12: Speaking activities that learners prefer.

The answers	The responses	The percentage %
Warming up activities	3	8%
Role play activities	11	27%
Finding the right words	8	20%

Talking tasks	13	32%
Puzzle	5	13%
Total	40	100%

Table 13: Speaking activities that students prefer
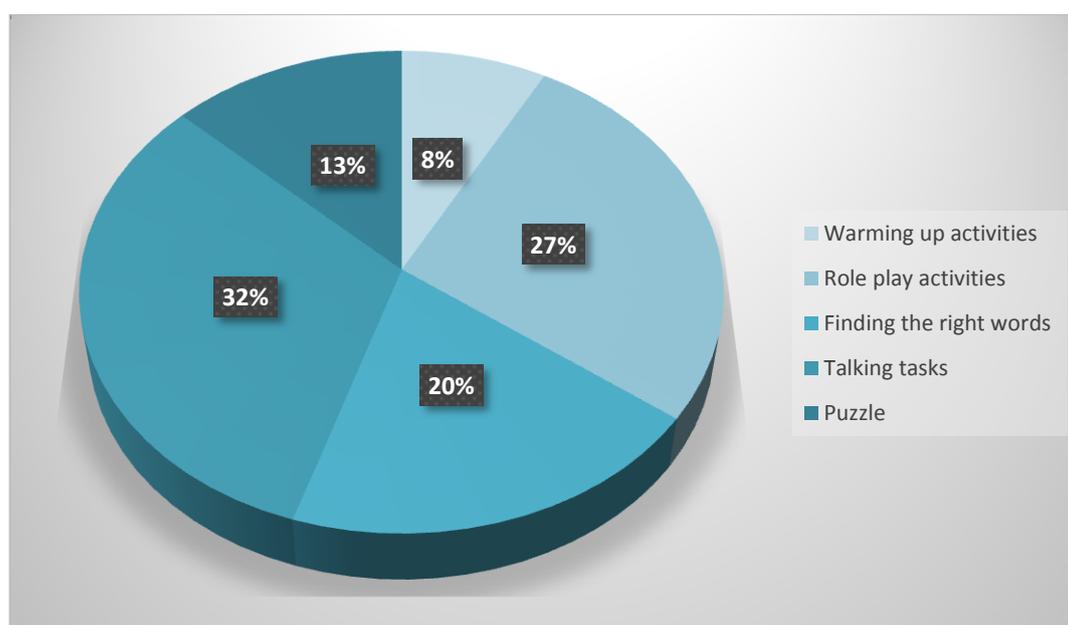
Graph 13: The Speaking activities that students prefer

From these results, we notice that 32% of the participants preferred talking tasks because they allow them to express their ideas and opinions freely, while 27% of learners liked role-plays activities because they use language in comfortable way and they interact with other students. Besides, 20% of learners liked to practice on finding the right words activities because it makes them gain vocabulary they did not know before. However, 13% of the participants preferred puzzle games because they make them use different tools to find the words like dictionaries. 8% of them liked warming up activities because they help them remember the course of the last session.

Section three: Teacher' Feedback

Question13: Students' opinion about teacher correction during speaking

The answers	The responses	The percentage%
Yes	31	78%
No	9	22%
Total	40	100%

Table 14: Students' opinion about teacher correction during speaking
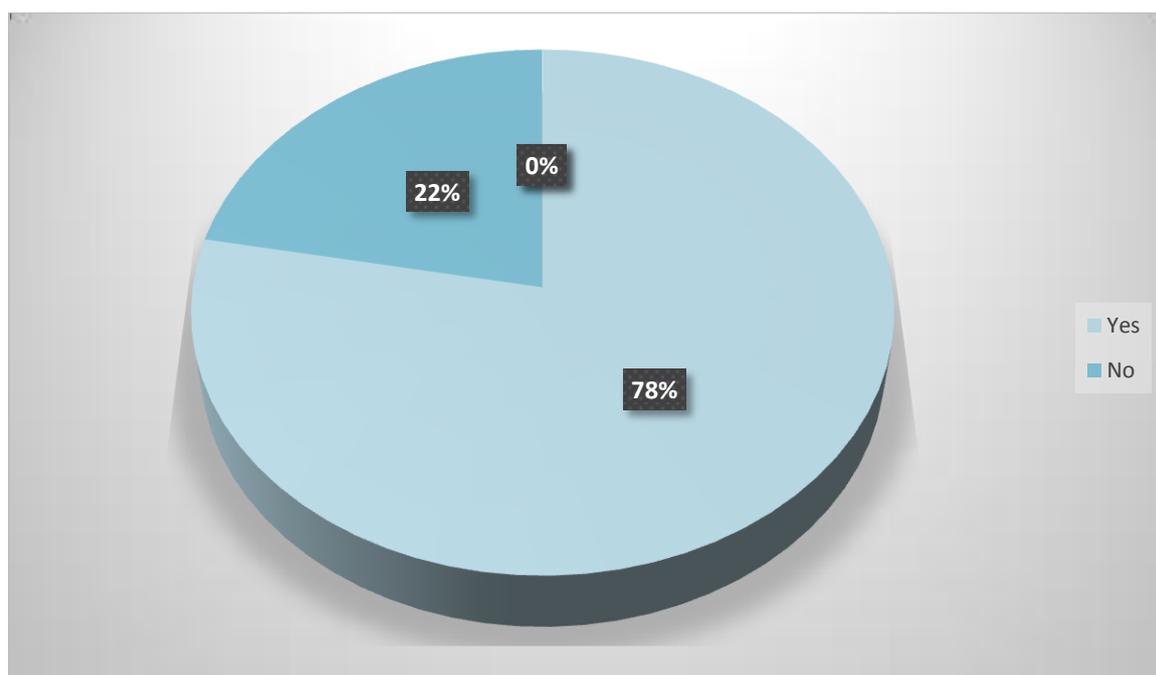
Graph14:Students'opinion about teacher correction during speaking

We notice that 78% of the participants declared that their teacher corrected their errors during speaking to not repeat them again and enhanced their level, while 22% of them stated that their teacher did not correct their errors and gave them the chance first to search for the correction by themselves.

Question 13: **Students' opinions about receiving feedback from teacher during speaking tasks.**

The answers	The responses	The percentage%
Always	10	25%
Sometimes	23	57%
Rarely	7	18%
Total	40	100%

Table 15: Students' opinion about receiving feedback from teacher during speaking tasks
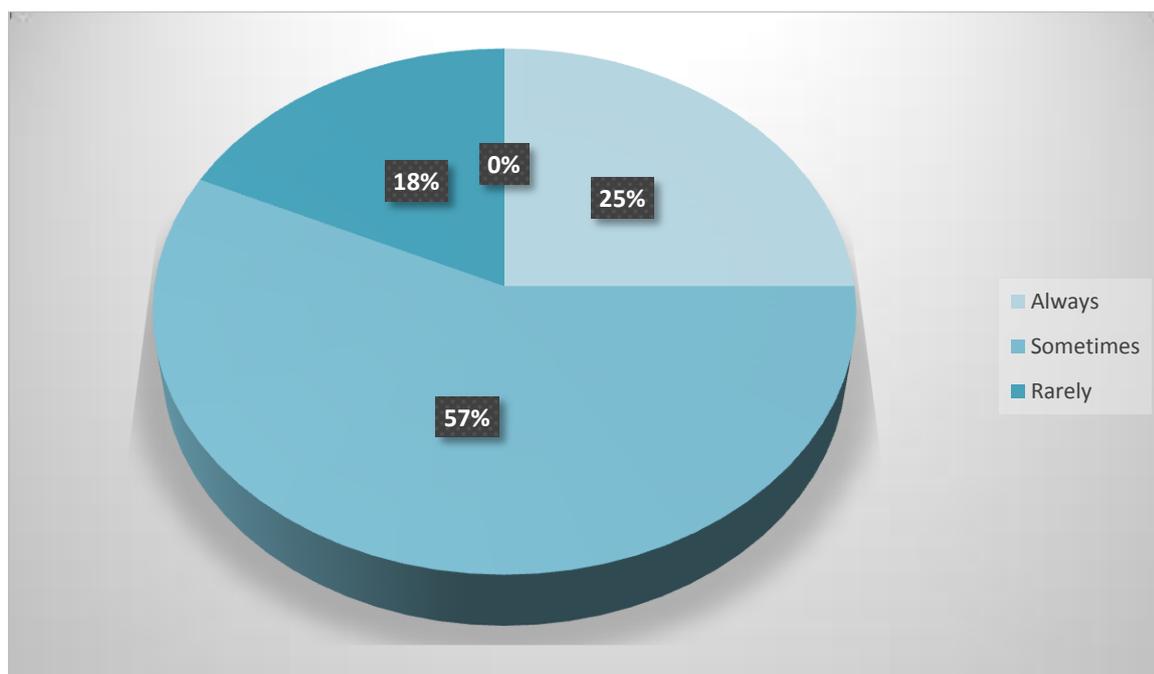
Graph 15: students' opinion about receiving feedback from teacher during speaking tasks.

According to the results, 57% of the participants stated that their teacher sometimes provided them with feedback during speaking activities because the teacher thinks that correcting learners' errors at the moment makes learners feel anxious, shy, and reluctant to

participate in the classroom activities. On the contrary, 25% of learners declared that the teacher always provided them with feedback at any error they made because it encouraged them not to repeat such errors again. 18% of participants claimed that they rarely provided them with feedback and made them rely on themselves to search for the correction and present it in front of other students.

Question14: Students' opinions about the situations when the teacher gives them feedback.

The answers	The responses	The percentage%
First language transfer	3	7%
Grammatical mistakes	19	48%
Pronunciation mistakes	11	27%
All of them	7	18%
Total	40	100%

Table 16: Students' opinions about the situations when teacher give them feedback.
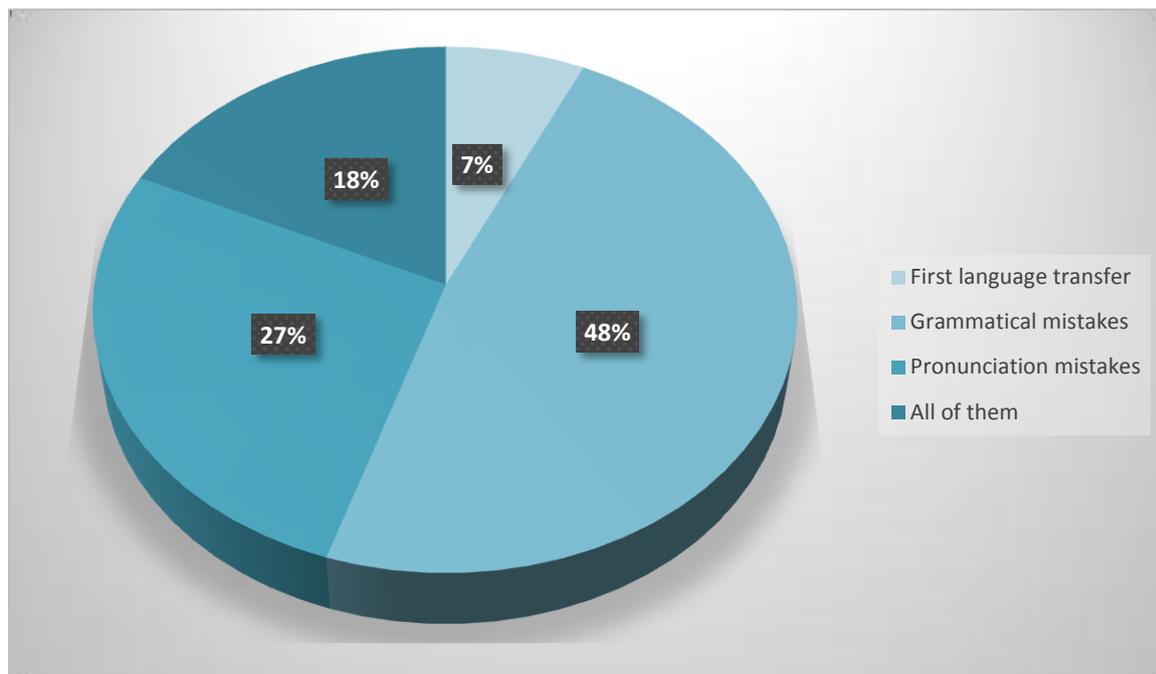
Graph 16: Students' opinions about the situations when the teacher gives them feedback.

From this table, we notice that 48% is the highest percentage for the participants who received feedback from the teacher for grammatical mistakes because unrestricted sentence may give a different meaning. 27% of learners received feedback during pronunciation mistakes and that affected their level and made them less confident. On the other hand, 7% of learners received feedback from the teacher during first language transfer because they were forced to study English; it was not their personal choice. Therefore, they do not have any English vocabulary package. However, 18% of participants have been provided by feedback from the teacher for all mistakes mentioned, and that made students less active and shy during the classroom activities.

Question15: Any other suggestions or points of view from students.

All the informants neglected this question.

2- Teachers' questionnaire

This research tool helps us to get teachers' opinions about the role they played during teaching oral expression session and to get insight about the different ways to use feedback to improve their learners' speaking level.

2-1- Description of teachers' questionnaire

The teachers' questionnaire was given to six teachers of oral expression module of first year LMD at Mohammed Kheider University in Biskra. This questionnaire contains fifty questions: ten questions of multiple choice and four questions are open-ended.

I administered this questionnaire after the spring holidays in April, I gave it to different oral expression teachers because some of them did not accept this questionnaire and they did not answer it until after two weeks.

2-2- The Analysis of Teachers' questionnaire

<u>**Question01**</u>: Teachers' qualifications

The answers	The responses	The percentage%
BA (license)	0	0%
M(master/magister)	6	100%
PHD (doctorate)	0	0%
Total	6	100%

Table 17: Teachers' qualifications
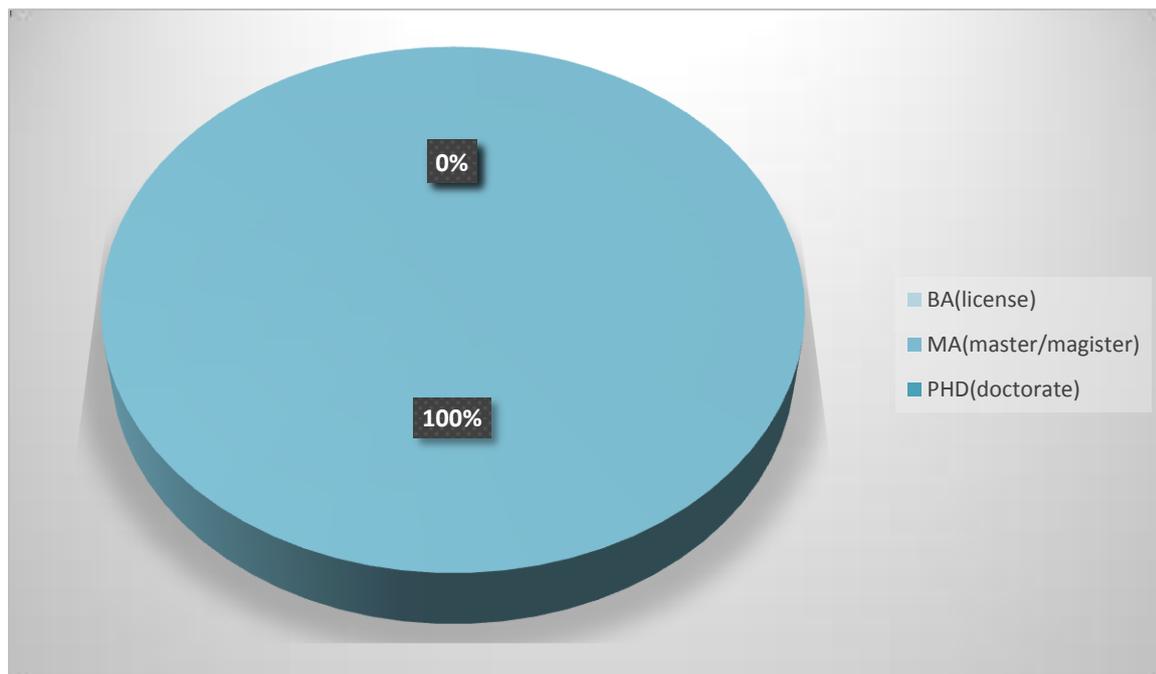
Graph 17: Teachers' qualifications

The table has shown that the teachers' qualifications are all the same magister degree.

Question02: Teachers' period of teaching oral expression module.

The answers	The responses	The percentage%
8 months-2 years	2	33%
3 years-5 years	4	67%
Total	6	100%

Table 18: Teachers' period of teaching oral expression module.
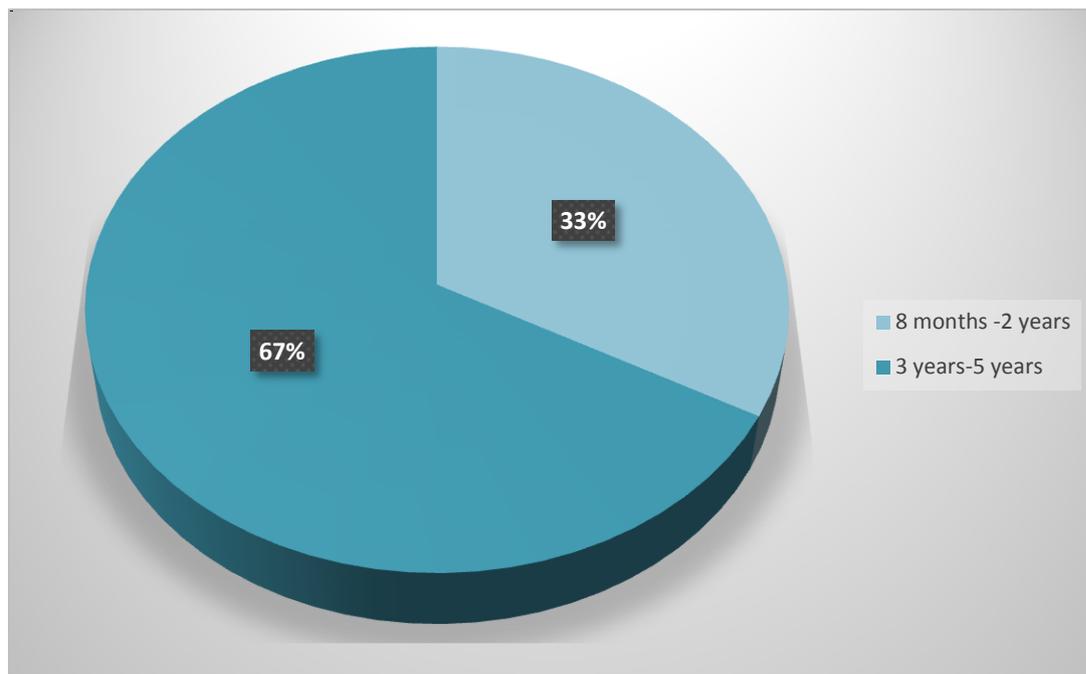
Graph 18: Teachers' period of teaching oral expression module.

We notice that four teachers have been teaching oral expression module between three years and five years while two teachers have been teaching oral expression from eight months to two years.

Question03: Do teachers receive any kind of training for teaching oral expression?

The answers	The responses	The percentage%
Yes	2	33%
No	4	67%
Total	6	100%

Table 19: Teachers' training of teaching oral expression
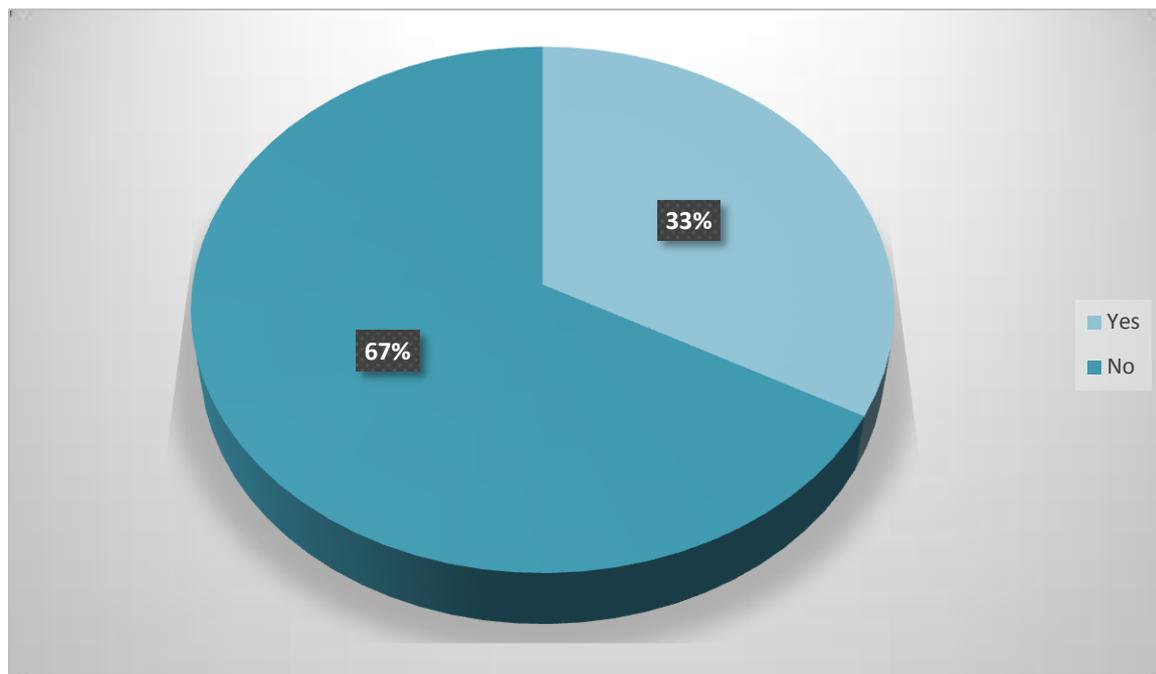
Graph 19: Teachers' training of teaching oral expression

According to the table, four teachers did not receive any kind of training in teaching oral expression, while only two teachers who received training for teaching this module.

Question04: teachers' opinion about the importance of speaking skill in comparison to other skills.

The answers	The responses	The percentage%
More important than other skills	4	67%
As important as other skills	2	33%
Less important than other skills	0	0%
Total	6	100%

Table 20: teachers' opinion about the importance of speaking skill in comparison to other skills.
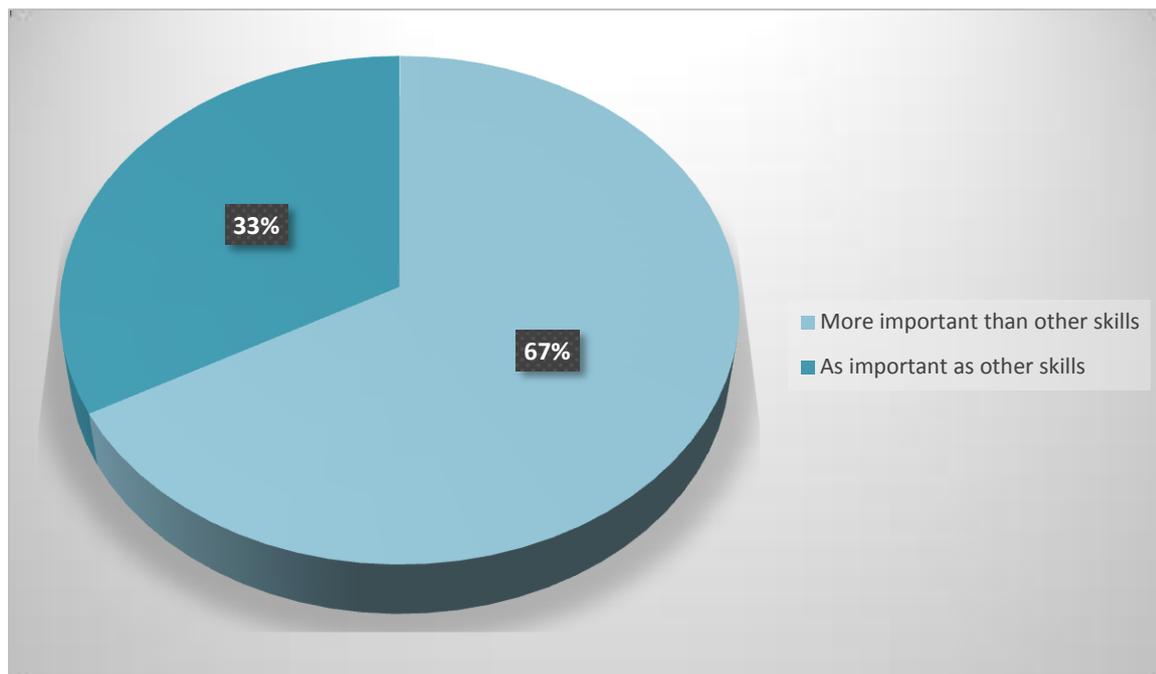
Graph 20: teachers' opinions about the importance of speaking skill in comparison to other skills.

From this graph, we noticed that four teachers considered speaking skill as more important than other skills and two teachers stated that speaking skill is as important as other skills because all skills completed each other and allowed learners to express their ideas or opinions about any topic during the learning process.

Question 05: Teachers' interaction with learners during learning process.

The answers	The responses	The percentage%
Yes	5	83%
No	1	17%
Total	6	100%

Table 21: Teachers' interaction with learners during the learning process
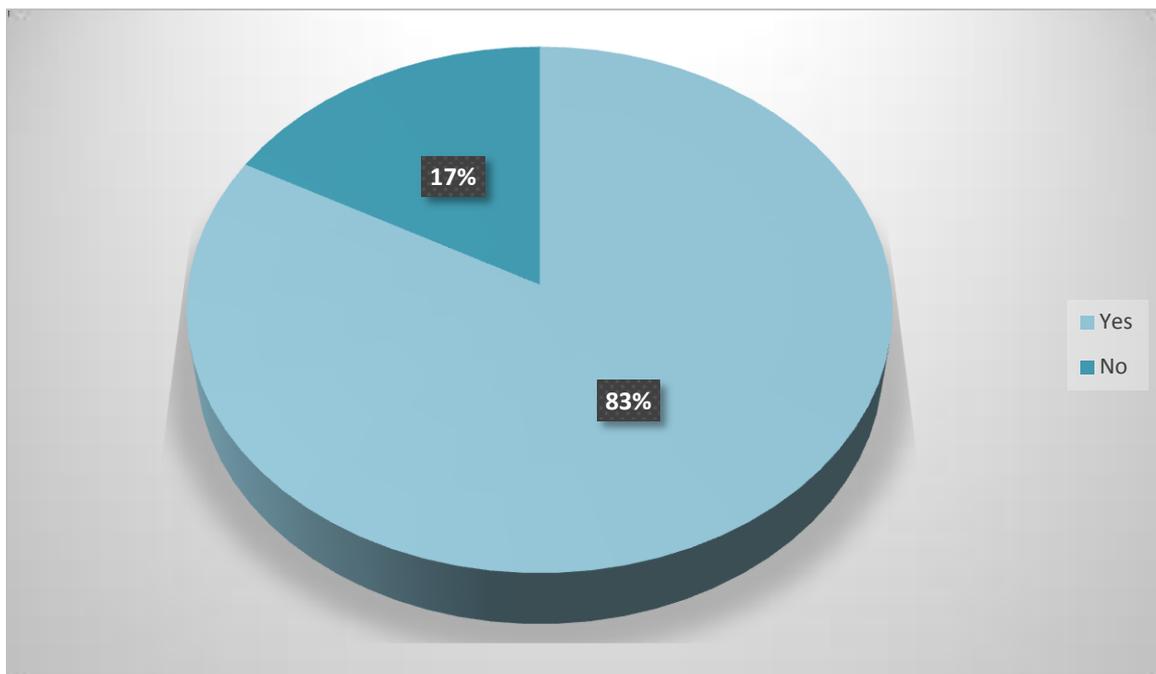
Graph 21: Teachers' interaction with learners during the learning process

From the table above, five teachers who are interact with their students and give them feedback to be active more in classroom activities. One teacher do not interact with his or her learners and give them more time to interact with learners to exchange their ideas or points of view.

Question 06: Teachers' opinion about the time for oral expression course.

the answers	The responses	The percentage%
Yes	0	0%
No	6	100%
Total	6	100%

Table 22: Teachers' opinions about the time for oral expression course
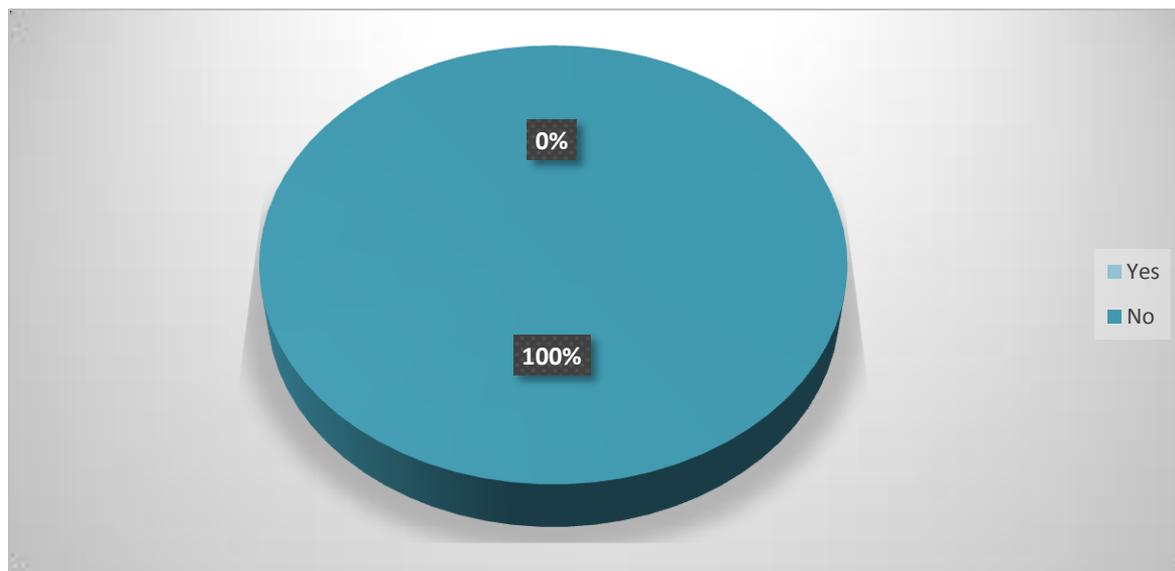
Graph 22: Teachers' opinions about the time for oral expression course

The table shows that all teachers agreed that the time allocated for oral expression course in not sufficient for improving learners' speaking skill.

Question 07: The different activities that teachers' give for students' during oral expression session

The answers	The responses	The percentage%
Filling gaps activities	0	0%
Role-play activities	3	50%
Discussion activities	1	17%
Problem solving activities	0	0%
Puzzle activities	0	0%
Pair/group work activities	2	33%

Total	6	100%

Table 23: The different activities that teachers give to students during oral expression sessions
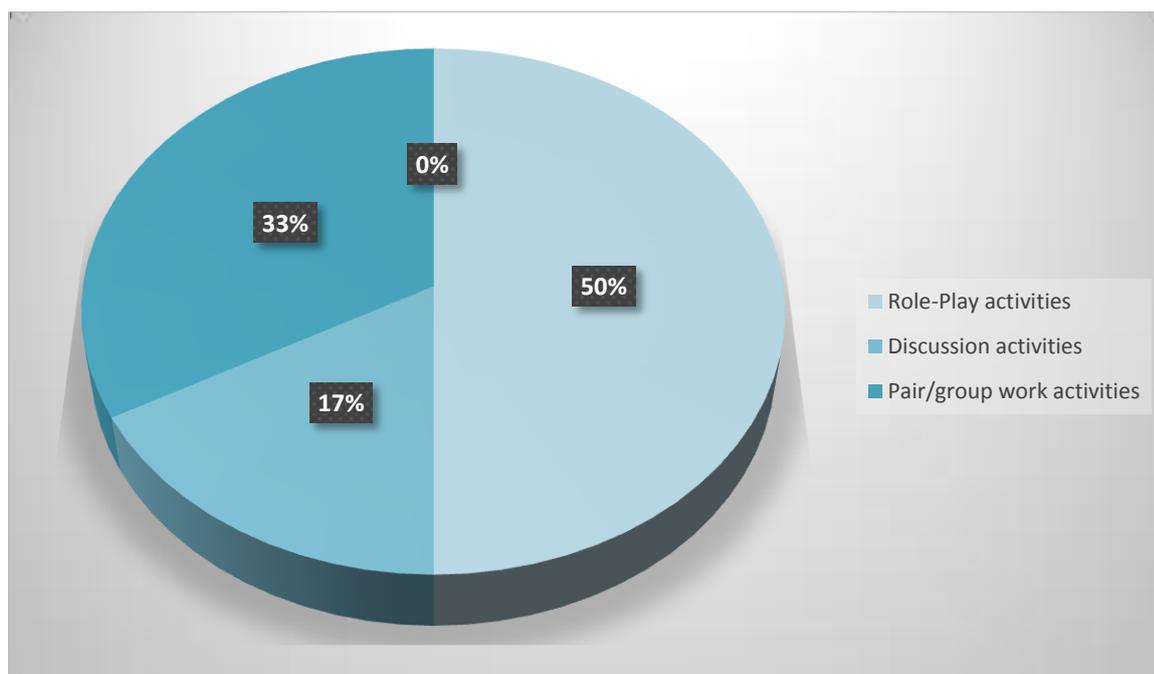
Graph 23: The different activities that teachers give to students during oral expression sessions

From this table we notice that three teachers chose Role-Play activities for learners because it is a funny and comfortable method to enhance their level of speaking, while two other teachers chose pair or group work activities for their learners because they allow them to interact and exchange ideas with each other. However, one teacher chose discussion activities because they make them express their ideas and points of view freely in front of the whole classroom during oral expression sessions

Question 08: **Teachers' opinions about the common errors that learners make during the learning process**

The answer	The responses	The percentage%
Mispronunciation errors	3	50%
Grammatical errors	2	33%
Misuse of vocabulary	1	17%
Transfer from mother tongue	0	0%
Total	6	100%

Table 24: Teachers' opinion about the common errors that learners make during learning process
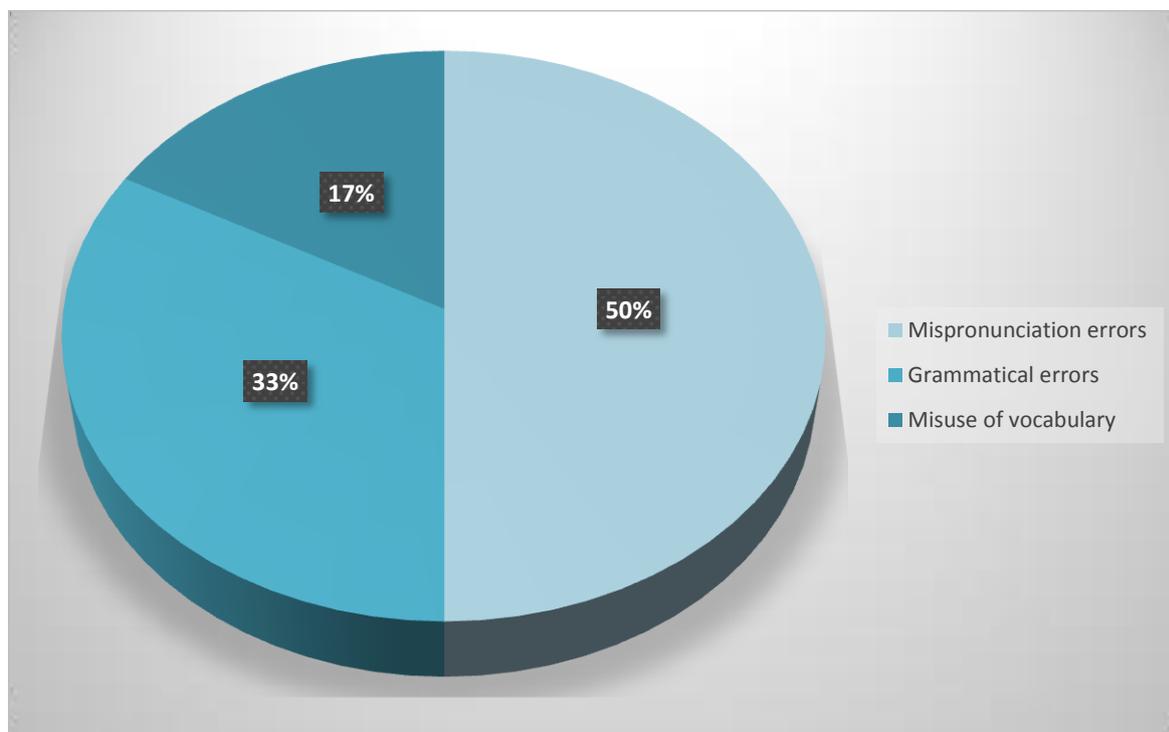
Graph 24: Teachers' opinions about the common errors that learners make during learning process

According to the figure above, three teachers chose mispronunciation errors as the most common errors that their students tend to make during learning process because they feel anxious and shy when they speak in front of other learners. Two other chose teachers grammatical errors because their learners did not learn the grammatical rules correctly from the beginning. One teacher ticked misuse of vocabulary because leaners do not have enough vocabulary luggage to express their ideas in a correct way.

Question 09: Teachers' methods of correction learners' errors.

Two teachers have neglected this question.

Teacher 1: peer correction

Teacher 2: correct by myself and depend on peer correction.

Teacher 3: It depend on the error.

Teacher 4: In most cases, I do the correction. Other times, I encourage self- correction or peer correction (it depends on the type of errors).

From teachers' answers, we notice that the three of them agreed that the correction by the teacher or peer correction depends on the type of the errors that the learners make during the learning process. Another teacher stated that he depended on peer correction to give opportunities for them to exchange ideas or information and interact with each other.

Question 10: The types of feedback that teachers use during learning process.

The answers	The responses	The percentage%
Oral feedback	4	67%
Written feedback	2	33%
Total	6	100%

Table 25: The types of feedback that teachers use during the learning process.
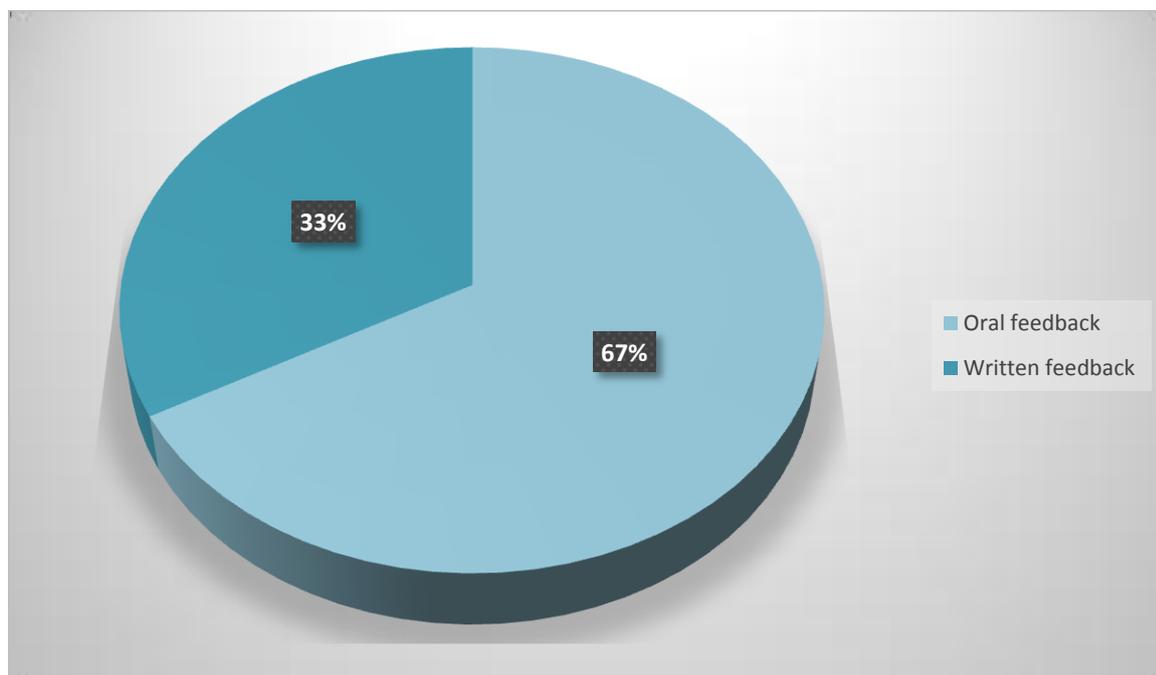
Graph 25: The types of feedback that teachers' use during learning process.

According to the results, four teachers agreed on oral feedback that they use for learners during oral activities to encourage their students not to repeat the errors again. Two other teachers chose written feedback for learners to not forget correction.

Question11:Teachers'opinion about positive/negative aspects of feedback on learners.

Positive aspects:

Teacher 1 and 2: Constructive feedback serves as a model for students in order not to do the same mistakes again and it shapes their learning (makes it correct and effective).

Teacher 3: They correct their mistakes and do better.

Teacher 4: Interact with it positively through taking notes and asking for more details.

Teacher 5 and 6: The positive side is that you show the right way of using the language.

From teachers' answers above, we notice that they all agree on the same ideas about the positive aspects of their feedback on learners; they show the appropriate method to use language, correct errors and improve their proficiency level. However, all teachers' agree on the negative aspects of their feedback on learners is to make them dependent on teacher correction, demotivate students and push them towards silence and negative interaction. It touch their self- esteem and degreases their self-confidence.

Question 12: The learners' reaction to teachers' feedback.

Teacher 1and 2: Some of students correct themselves and keep making the same mistake again.

Teacher 3: Positively.

Teacher 4 and 5: The majority do not mind to receive teachers' feedback.

Teacher 6: Most of the time, positively because they know that feedback is provided to develop their skills, and guide them towards effective learning. Rarely, however, it is perceived negative when used as a kind of critique or sarcasm.

From the results above, four teachers declared that some learners corrected their errors while others do not care about teachers' feedback and kept doing the same error again. Besides, two teachers stated that learners reacted positively on their feedback because it helps them to improve their level and become effective learners during the learning process, but sometimes they react in negative way, consider it as critique, and become less active in the classroom activities.

Question13: Teachers' opinions about the effect of the absence of the teachers' feedback on the learners' level.

Four teachers neglected this question.

Teacher 1: Yes, sure. The absence of the teachers' feedback will worsen the learners' level.

Teacher 2: Yes, for sure. Teachers' feedback is very necessary to build students' knowledge and to develop their skills. The teacher is the model and example in class for correct

pronunciation, vocabulary use… So he or she is here to guide students and correct their mistakes when necessary, being as tolerant and fair as possible.

From this two teachers' answers to the question, we remarked that the absence of the teachers' feedback will contribute to worsen learners' level or at least keep it where it is without any improvement or updating of the knowledge, and it would be a kind of pushing them to rely on themselves.

3-The Interpretation of Questions' Findings

The results of the students' questionnaire show that the majority of the learners whose personal choice was to study English were motivated to enhance their speaking level through different oral activities that the teacher provides them with during the learning process. However, they faced different problems and made various errors during producing language for that they need the correction and encouragement from teachers, and this happened through feedback. In addition, 70% of the learners consider teachers' interaction very motivating for them; it helps them to strengthen their weakness, and raise their self-confidence through classroom activities.

According to the participants, 48% of the learners received teacher's feedback during grammatical mistakes, and 57% of them received it in the moment when the errors happened, for that makes them shy and anxious about making mistakes again. Learners prefer to receive feedback at the end of the session through advising, explaining, and encouragement to improve their speaking proficiency during the learning process.

The analysis of the teachers' questionnaire informs us that teachers consider interaction between them and the learners very important, and the time allocated for oral expression session course is not sufficient for improving their students' speaking performance.

Furthermore, some teachers prefer Role-Play activities for the students during oral expression sessions because they allow them to express their ideas freely, and others prefer pair or group work activities to exchange ideas and interact with other learners. Moreover, teachers state that learners tend to make different errors; consequently, different types of feedback and techniques are necessary in order to make the learner more active in the classroom activities to react positively to teachers' feedback. Teachers' encourage students' through different methods to improve their fluency, accuracy, and their speaking skill during the learning process

Conclusion

This chapter discusses the significance of the questionnaires and the findings they led to. It provides a thorough analysis of all the informants' answers and their implications. The analysis of students' questionnaire have shown that the feedback of teachers have huge impact on learners' achievement during learning process. The analysis of the teachers' questionnaire have indicated that the students do not pay attention at teachers' feedback and consider it as negative feedback for some of them while others they consider it as positive to improve their level of proficiency.

General conclusion

In teaching foreign languages, speaking skill is very important for EFL learners to express their ideas and points of view during the learning process. In this research, we focused on the difficulties that EFL learners are facing during oral expression sessions. The effect and role of teachers' feedback in developing students' oral performance proved very essential by providing them with various activities according to their needs, strengthen, and their weaknesses to become more active in classroom activities.

Through our study, we asked four research questions that have been answered at the end of the research and we tested the hypothesis through two questionnaires: one for first year LMD students and the other for oral expression teachers. The results of the questionnaires indicate that teachers' feedback has influenced in improving EFL learners' speaking skill and they used feedback through different techniques to enhance their level. In addition, teachers' applied various teaching methods to help EFL learners during the learning process. Hence, it is necessary for the students to receive feedback that makes them aware of the errors and give them guidance to avoid such errors again.

Moreover, each teacher has his own method and teaching materials to give feedback with for different learners' needs; they give students different oral activities and use different ways to correct their errors. Besides that, the absence of the teachers' feedback makes a huge difference on the students' level, students' will keep on the same level without any improvement and teachers should give feedback in the form of advice with careful attention at the end of the session in order not to embarrass them in front of the other learners. Learners need teachers to act as motivators and advisors that correct for them and develop their level to become active learners during the learning process.

Recommendations

Considering the role of teachers' feedback to improve EFL learners' speaking skill, teachers tend to use different methods of teaching and techniques to involve students in classroom activities and to overcome the different problems they encounter. Therefore, we propose the following recommendations:

For learners:

❖ Students should explore different methods and techniques to develop their level without waiting for the teachers' feedback.

❖ Students should avoid the influence of mother tongue language during participating in classroom activities.

❖ Students should be aware of the relation between listening and speaking, so, how they complete each other to improve their speaking skill.

❖ Students should not be embarrassed of making errors because it is part of the learning process.

For teachers:

❖ Teachers are required to be aware of the importance of strategies and techniques and their impact on students' oral production.

❖ Teachers are required to provide comfortable and enjoyable atmosphere for learning.

❖ Teachers ought to encourage all students to participate in classroom activities.

❖ Teachers should use different teaching materials to get their attention and motivate them to improve their oral performance.

❖ Teachers had better use different activities according to the students' needs and weaknesses, and encourage them to practice more to improve their level.

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Appendix 1: students' questionnaire

Dear Students,

This questionnaire is designed to investigate the role of teachers' feedback to improve learners' speaking skill during the learning process. (Feedback is advice or criticism that teachers give to students when they make mistakes).We would be pleased if you answered these questions in order to find your opinions about teachers' feedback and oral performance. You can use a cross (×) or a tick (√) to indicate your answer. Be sure that YOU answer and it does not matter if it is right or wrong, we care only about you sincere opinion and we respect it.

Thank you for your collaboration

Section One:

1-Gender:

Female ☐   Male ☐

2-Age:

3- Was it your personal choice to study English?

Personal ☐   Imposed ☐

- If personal, it is because the following feature:
- Easy to learn   ☐

-    Universal language   ☐

-    For effective communication ☐

4- What is your level at English?

- Very good   ☐

- Good   ☐

- Average   ☐

- Poor   ☐

Section Two:

5- Do you like speaking English?

Yes   ☐   No   ☐

Justify

…………………………………………………………………………………………………
…………………………………………………………………………………………………..

6-In your opinion English is:

- Difficult   ☐

- Very difficult   ☐

- Easy   ☐

- Very easy   ☐

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

Yes   ☐   No   ☐

Why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………..

8- Do you find difficulties during speaking activities?

Yes ☐   No ☐

- If yes, what are these difficulties?
- Inhibition ☐
- Nothing to say ☐
- Low or uneven participation ☐
- Mother tongue use ☐
- Grammatical mistakes ☐

9- Can you rely on yourself to deal with such problems or mistakes?

……

……….

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

Positive ☐

Negative ☐

11- Is your teacher's interaction with you?

Motivating ☐

Discouraging ☐

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

- Warming up activities ☐
- Interaction through Role Play activities ☐
- Finding the right words ☐
- Talking tasks ☐
- Jigsaw activities (puzzle) ☐

Section Three:

13- Does your teacher correct your mistakes during speaking?

Yes ☐   No ☐

14- Does your teacher provide you with feedback during speaking tasks? (Feedback is helpful information, criticism or advice given by the teacher to the student during the learning process).

- Always ☐
- Sometimes ☐
- Rarely ☐

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

- First language transfer ☐
- Grammatical mistakes ☐
- Pronunciation mistakes ☐
- All of them ☐
- If there are others, please mention them:

……………………………………………………………………………………………

…………………………………………………………………………………………......

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

……………………………………………………………………………………………

…………………………………………………………………………………………..

BOUGHAZZOULA AICHA.

PLEASE ACCEPT MY GRATTITUDE FOR YOUR CONRIBUTION.

Appendix 2: teachers' questionnaire

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH BRANCH

Teachers' Questionnaire

Dear teacher:

We would like to ask you some questions about the role of teacher's feedback to improve the learners' speaking skill. We have noticed this problem over the five years we spent in studying English that the most EFL learners are better in listening and reading than in writing and speaking, that's why learners are in need for teacher's feedback during the learning process. We notice that each teacher has his own definition and method of giving feedback when it is necessary. We are very interested in your opinion since you represent the source of this inquiry.

1- What is your degree?

- BA (license)
- MA (mater/magister)

- PHD (doctorate) ☐

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

   …………years.

3- Have you ever received any kind of training of teaching oral expression?

   - Yes ☐
   - No ☐

4- In your opinion, how much important is speaking in comparison to the other skills (listening, reading, and writing)?

   - more important than the other skills ☐
   - As important as the other skills ☐
   - less important than the other skills ☐

5- Is there any interaction between you and your student during the learning process?

   - Yes ☐
   - No ☐

6- Do you think that the time allocated for oral expression course is sufficient for improving students speaking skill?

   - Yes ☐
   - No ☐

7- What are the different oral activities that you give to your students during oral expression session?

   - Filling gaps activity ☐
   - Role-Play activity ☐
   - Debate and discussion activity ☐
   - Problem solving activity ☐
   - Puzzle activity ☐
   - Pair or group work activity ☐

8- What are the most common errors that your students tend to make during learning process?

   - Mispronunciation errors ☐
   - Grammatical errors ☐

- Misuse of vocabulary ☐

- Transfer from mother tongue ☐

9- Do you correct them by yourself or you depend on peer correction?

………………………………………………………………………………………………

……………………………………………………………………………………….

10-What kind of feedback do you use for your students during the learning process?

- Oral feedback ☐

- Written feedback ☐

11-What are the positive/ negative aspects of your feedback on your students?

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12-How do the students react to your feedback?

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13-In your opinion, would the absence of the teacher's feedback make any difference for the students' level? Please explain how.

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AICHA BOUGHAZZOULA   *THANK YOU*

Résumé

Cette étude vise à étudier le rôle des enseignants de la rétroaction pour améliorer les apprenants EFL de l'habileté de parler. Notre étude est basée sur l'hypothèse, qui énonce que la rétroaction des enseignants peut avoir une influence positive pour les apprenants EFL qui les aide au cours du processus d'apprentissage. Elle vise à identifier les erreurs et les obstacles qui se produisent au cours des étudiants de la performance, examiner le rôle de la rétroaction comme un outil efficace qui peut aider les enseignants à «développer chez les élèves de la compétence, et l'amélioration des EFL apprenants de la production orale. En outre, les enseignants EFL encourageants »à utiliser la rétroaction comme un outil pour corriger des élèves des erreurs dans la tâche orale, et de motiver les élèves à améliorer leur niveau de langue. Pour tester notre hypothèse, on utilise deux outils de recherche. Tout d'abord, le questionnaire quatorze étudiants de première LMD année à l'université de Biskra pour obtenir leurs opinions sur les commentaires des enseignants et de leurs différentes méthodes d'enseignement pour les aider lors de tâches orales. Deuxièmement, le questionnaire pour six professeurs d'expression orale des étudiants de première année à l'université de Biskra pour obtenir leurs points de vue sur l'interaction avec les étudiants et leur réaction des commentaires des enseignants. Les résultats des questionnaires des élèves et des enseignants ont montré que les enseignants de la rétroaction est très influent sur le rendement des élèves. Enseignants appliquent différentes méthodes et outils selon les apprenants enseignement les besoins et les faiblesses et les aider à éviter les erreurs en utilisant des stratégies différentes. Toutefois, les étudiants «parfois ne comptent pas sur les enseignants de la rétroaction et comptent sur d'autres sources pour corriger leurs erreurs et certains enseignants ont tendance à

insister sur eux pour utiliser cette méthode pour améliorer leur niveau et de devenir des apprenants compétitifs au cours des activités en classe.