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The Role of Oral Feedback in Enhancing Classroom Interaction: The Case of Second-Year Pupils of Halliche Houcine Middle School of Tizi-Ouzou

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Dedication

*To my dearest parents who never stopped
believing in me and for their endless support and encouragements.*

*To my sweet brothers who always have been there for me
and to all my beloved friends.*

Loubar Yasmine

To my dear Lord

To my Lovely husband Arezki who supported and believed in me

My Father Mohamed, My mother Saliha

To My beloved sister Tinhinane and her children Esther, Lea, Silas and Cynthia

To my brothers Achour, Jugurtha and Kouceila

To my Friends Narimane, Celine, Celia, Chafia and Lylia.

Hellel Dyhia

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Abstract

The primary focus of the current study is about the crucial factor that teachers use in their teaching process. It is one of the most important elements in teaching English as a foreign language, which is oral feedback. Thus, this research attempts to determine whether EFL teachers of Halliche Houcine Middle School provide Oral Feedback to their learners. It is carried out in Halliche Houcine Middle School in Tizi-Ouzou relying on Brookhat's theory (2008) which demonstrates the four strategies of feedback. In fact, this investigation is based on the mixed- methods approach for both data collection and data analysis. Thus, three distinct research instruments are adopted: Thirty (30) questionnaires are given to Second-Year pupils, two (2) written interviews for teachers of English, and a classroom observation that has been conducted during English classes. Concerning the data analysis, the quantitative data are interpreted through the use of Descriptive Statistical method, whereas the qualitative data are analyzed through Qualitative Content Analysis. According to the findings obtained, it is concluded that oral feedback is a powerful tool, which plays a significant role in language teaching and learning where EFL teachers of Halliche Houcine Middle School provide it to their pupils in order to encourage them to communicate and interact in class. Additionally, the results unveil that both teachers and pupils of Halliche Houcine Middle School take into consideration classroom interaction and oral feedback.

Key Words: Classroom Interaction, EFL classes, Learners, Oral feedback, Teachers.

List of Abbreviations

- **EFL:** English as a Foreign Language.
- **QCA:** Qualitative Content Analysis.
- **Q:** Question.

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General Introduction

Statement of the Problem

Classroom interaction is a vital component in teaching EFL, it is the element that allows communication to take place. However, teachers are facing difficulties in drawing students to interact and communicate in the classroom, which means that there is a lack of interaction between teachers and their learners. In fact, the starting point for change comes from the teacher when he/she interacts with his/her students, when he/she gives them opportunities to talk in the classroom, to participate and enhance them to overcome their anxiety. This is where oral feedback from the teacher becomes crucial. Teachers should develop this oral interaction with students even if the topic is not concerned with the subject of the study in order to improve their abilities to participate and interact in the classroom.

A necessary element to consider is that not all the students are similar in their way of learning, there are different types of students and it is difficult for the teacher to deal with their different personalities and develop a good relationship with them. First of all, students have to get used to the teacher and his/her method of working. After that, they are automatically influenced by him/her, by his/her words, expressions, method, facial expressions and his/her personality. Thus, teachers' oral feedback is a very important tool in teaching English as a foreign language, it is an indispensable part of classroom interaction, which means, the teacher provides solutions, gives explanations and translates difficult words.

Students learn by listening, by memorizing what the teacher says, they also learn through interaction, owing to the fact that a foreign language should be learned through practice. And this comes through interacting with the teacher, with classmates, by working in peer groups, through using suitable tasks that enhance classroom exchanging. As it is claimed by Krashen (1982, cited in Tsui 1995), "students must be favorably disposed towards language learning before language acquisition will take place."

Despite the fact that teachers' oral feedback is a crucial factor in fostering a conducive environment for interaction, it has unfortunately received the least attention. Previous studies have explored oral Feedback but not as a fundamental component, that improves classroom interaction. Nezzal Iman, a student at the University of Biskra has investigated about "The Enhancement of Students' Interaction through Cooperative Learning in Oral Expression Courses". She has found that through cooperative learning, students interact with each other freely, it creates a healthy space of interaction. Another investigation that has been conducted by Ait Chebib Tizirine and Amriou Celia at the University of Mouloud Mammeri Tizi-Ouzou, in which they have investigated about "The Use of Oral Feedback in English Foreign Language Classes". They have found that teachers' use of oral feedback is a helpful and effective mean to overcome learners' obstacles and difficulties in their learning process.

The current investigation examines the role of oral feedback in improving classroom interaction. It aims to identify the essential elements associated with oral feedback that can assist teachers in providing feedback effectively and appropriately. It explores also the different aspects of classroom interaction and the way in which oral feedback contributes to its improvement.

Aims and Significance of the Study

The Primary aim of this investigation is to determine whether EFL teachers in Halliche Houcine Middle School provide oral feedback to their learners. The second Objective is to identify the various types of oral feedback used by EFL teachers. Lastly, the third objective aims to explore how oral feedback influences classroom interaction.

This study is significant in the process of teaching and learning English as a Foreign Language because it aims to provide teachers with support and guidance to deliver oral

feedback that meets learners' needs. Moreover, the research explores the way in which oral feedback influences and improves the quality of interactions between teachers and learners.

Research Questions and Hypotheses

This research study aims at answering the following questions:

- 1- Do EFL teachers in Halliche Houcine Middle School provide oral feedback to their learners? If yes, which types of oral feedback?
- 2- Does oral feedback influence learners' learning process?
- 3- Does EFL teachers' oral feedback influence classroom interaction?
- 4- Do EFL teachers and learners of Halliche Houcine Middle School take into consideration classroom interaction?

To answer the above-mentioned questions, we have appointed the following hypothesis:

- 1- EFL teachers in Halliche Houcine Middle School provide oral feedback to their learners in various ways.
- 2- Oral feedback influences learners' learning process.
- 3- EFL teachers' oral feedback influences classroom interaction.
- 4- EFL teachers and learners take into consideration classroom interaction.

Research Techniques and Methodology

To conduct this study, we have adopted the mixed-methods research, which combines both quantitative and qualitative methods for data collection and analysis.

The research data has been collected by using thirty (30) questionnaires, which are designed for the most diligent class of second-year pupils that is divided into two sections because of Covid-19. The questionnaires target what learners can express about the feedback that they receive from their teachers and so many other ideas. In addition, two (02) written interviews containing eight (08) questions have been conducted with two (02) different teachers of English subject. We have asked open-ended questions to make an in-depth

exploration of the research topic, informing us about the use of oral feedback and its types the most used by them to involve their learners in classroom interaction. Moreover, classroom observation is used in this study as a research instrument to gather reliable data in order to be in direct link with the context of the investigation. The data obtained from learners' questionnaires are analyzed through the use of Descriptive Statistical method, whereas the gathered data from teachers' written interview and classroom observation are analyzed and interpreted using the Qualitative Content Analysis (QCA).

As for the theoretical framework, we have relied on the four strategies of feedback, which are established by Susan M. Brookhart (2008): "How to Give Effective Feedback to your Students."

The Structure of the Dissertation

The typical structure of this dissertation pursues the traditional simple model. It is composed of a general introduction, four chapters and a general conclusion. Concerning the introduction, it states the problematic of the study. The first chapter is called "Review of the Literature", it reviews the main theoretical background information about the research study, whole definitions, meanings, origins and resources. The second chapter is named "Research Design and Methodology", it shows and describes the different procedures used to collect information and the method of data analysis. It sets out the selected instruments used when gathering information. The third chapter is the "Presentation of the Findings" which serves to present the results obtained from the data collection. It is an overall presentation of all what we have obtained from our research and practice. The fourth and last chapter entitled "Discussion of the Findings" which discusses and interprets the most significant findings of the study so as to clarify and answer the research questions mentioned in the introduction. Lastly, the dissertation ends up with a "General Conclusion" that is the summary of the whole

work restating the aims of the study that we have stated in the general introduction and a recommendation for further researches.

Review of the Literature

Introduction

The present chapter is a review of the literature that seeks to account for the main theoretical background information related to our research. The chapter is divided into two major sections. The first section deals with the definition of classroom interaction and its different aspects. The second section concerns the definition of oral feedback in the process of teaching and learning English as a foreign language. Then, it explains its most different types provided by EFL teachers and some various aspects related to oral feedback.

1- Definition of Classroom Interaction

In the process of teaching and learning English as a foreign language, classroom interaction plays a considerable role that evolves students' oral fluency and accuracy. It is a communication that takes place in classes, either between teacher and students or among students. It helps students to submerge in a communicative experience. Thus, it is a necessary component that maintains communication between teachers and learners, a behavior that consists of exchanges, a direct and reciprocal action of speaking. Moreover, it is the act of talking and reacting to each other by exchanging ideas, thoughts, facts, beliefs, attitudes and different opinions. Through exchanging, we have the ability to negotiate meaning and communicate different purposes. There is no understanding and no clarification during the lecture without interaction, it helps both parties to complete meanings and understandings. Classroom interaction is the way that leads to discussion and pushes us to ask questions about everything that turns in the classroom. Pica (1994: 494) defines classroom interaction as:

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways.

The setting of classroom interaction is student to teacher or teacher to student. Generally, the interaction starts from the teacher who is the leader of the classroom, as it is stated by Razaee

and Fairhain (2012, cited in Tawa, 2019:03) the usual interaction is initiated by the teacher and not by the students. The teacher takes into consideration every step that will take place during the lecture, because it is for him/her to give explanations, definitions and asking students to participate. In addition to that, students may face a lack of opportunities to talk and participate, because, the teacher may take much time to explain, and this gives place to an element that all teachers must avoid which is called “controlled learning” where the teacher dominates all the classroom climate, as it is stated by Domalewska (2015, cited in Tawa 2019:03) “the most controlled learning is meaningless because there is no spontaneous and natural interaction, which means Classroom interaction involves both teachers and students as two equally active interactants”. Tsui (1995: 22) explains:

The classroom is not a place where the teacher just carries out predetermined routines, but rather a place where various elements interact. These elements are the students and teacher, including their educational and social background, experiences, knowledge and expectations.

Generally, there are two types of interaction, the first is when the teacher comes and greets students, asks them about their holidays and journey and enhances them to speak and express themselves. As we recognize, students like to talk about things that are out of the lecture and become so delighted that they raise their hands to speak. After that, the teacher generally tends to ask some questions about the previous lesson to make them talk and participate, to remind them about important things since they are already excited. The second situation is when the teacher comes by greeting students and starts immediately the lecture, the goal is to accomplish the lesson, even when he/she questions, he/she does not give enough time to them to respond and the climate seems to be cold. Additionally, it would be useful for teachers to apply different ways and techniques to get students’ attention and get maximum results and outcomes considering that they are part of the classroom and have the right to talk.

2- Classroom Interaction and Language Learning

In the process of teaching and learning English as a foreign language, classroom language plays a vital role, because it is the subject that we are dealing with. As Siddig and AlKhoudary (2018: 86) say: “student-teacher interaction is essential since it plays a vital role in developing a positive trajectory of student academic progress and also a social improvement”. The purpose is to put the language in use by enhancing students to learn it using different ways. Classroom interaction has a facilitative effect in the acquisition of the target Language, Tsui (1995:22) explains that when the target language is used in the classroom as a mean of communication, interaction in class becomes necessary due to the fact that the foreign language is the subject of learning.

3- Aspects of Classroom Interaction

In accordance to Tsui (1995) Classroom interaction has some different aspects that determine communication in the classroom that are: Teacher’s questions, teacher’s feedback and error treatment, teacher’s explanation, modified input and interaction (teacher’s voice and interaction), turn- allocation and turn taking behavior and student’s talk.

3.1- Teacher’s Questions

A question is any sentence which comes with an interrogative form or function. The teacher tends to ask questions for many different purposes. Before starting the lesson, the teacher usually asks questions about the previous lesson to review and summarize it. Then, he/she may ask a question about the following lesson to motivate students to become actively involved in the lessons and check whether if they do have any background about it or not. Therefore, questions have a great role in developing students critical thinking, because questions create on learners the desire and the curiosity to know about something, and this by discussing and interacting with their teacher.

3.2- Teacher's Feedback and Error Treatment

Students are in need to recognize whether they are getting the right understanding or not. When they respond to teacher's questions, the teacher should correct them and treat errors in an effective way by giving deep explanations and comments on students' performance. Tsui (1995: 42) claims that "this can be seen from the fact that classroom exchanges typically consist of three parts: an initiation from the teacher, a response from the student, followed by a feedback from the teacher."

3.3- Teacher's Explanation

It is the core element of learning, that is to say, explanation is the substantial segment of teacher's talk in the classroom, it provides solutions for ideas and misunderstanding that are not clear through telling why, when and how things work. It is very important to realize the way of providing effective explanations to get students' understandings. Tsui (1995: 16) states that "how teachers deal with explanation must be taken into consideration. Inappropriate explanation or over explanation hinder rather than helps students to comprehend."

3.4- Modified Input and Interaction (Teacher's Voice and Interaction)

In order to get students' understanding and students' response, teacher's voice is an important factor that enhances classroom interaction. Teacher's talk should be clear in the classroom, the feedback should be understandable to make a comprehensible speech. There is a time where it is necessary to talk slowly, a time where the teacher should modify his speech such as using requests and providing feedback in different ways.

3.5- Turn - Allocation and Turn - Taking Behavior

Tsui (1995:19) claims "whether students are actively involved in classroom interaction is largely determined by the turn allocation behavior of the teacher and turn taking behavior of the students." For the turn allocation, teachers tend to establish regular routines and to be

strict in the classroom, while for the turn taking behavior, it is about student's will to be involved in the classroom. In this case, the teacher tends to stimulates students to get their responses after asking questions. Unfortunately, not all the students answer or ask questions freely for many different reasons, the most common one is shyness.

3.6- Student's Talk

Students' talk is one of the components that keeps interaction in the classroom. It is a verbal discourse produced by the learners in the classroom that aims at discussing topics with their teacher and negotiating meaning. It is the element that leads students to understand the lesson, this can be reached by group work, activities and teachers' questions. Therefore, students talk is part of classroom communication.

4- Definition of Feedback

The word "feedback" as a noun has many definitions that can be found in various fields that are related and used for a variety of purposes and concerns. In the educational field, it is considered as an essential element and teaching tool provided by teachers to their learners regarding their performance especially in the process of teaching and learning English as a Foreign Language.

The term "Feedback" has captivated the interest and the attention of many scholars and researchers. Hattie and Timperley (2007:81) define it as being: "actions or information provided by an agent (e.g. teacher, peer, book, parent, internet, experience) that provides information regarding aspects of one's performance or understanding". That is to say, feedback refers to the information utilized by teachers to inform their learners about the quality of their work as a consequence of their performance and what they can do to make it better. In addition, Askew (2000:06) views feedback as: "a judgment about the performance of another. It is given and received in the belief that the recipient will be able to adjust subsequent performances". She continues to state that:

It is assumed that the person giving the information knows more than the person receiving it, that the person receiving the information does not already know it, that they want to hear the information and this knowledge will lead to improvement. (Ibid)

In other words, learners are given comments or criticism which are used as a basis and a purpose for improvement about their work or performance. In the same point, Ur (1996:242) claims that feedback is: “information that is given to the learner about his or her performance of a learning task usually with the objective of improvement this performance”. As it is said in the quotation, feedback is provided to learners for the purpose of identifying their mistakes to improve their performances.

Moreover, providing feedback means giving learners an explanation of what they are doing correctly and incorrectly to help them to improve some specific points about their learning skills. As it is claimed by Brookhart (2008:8): “feedback says to a student somebody cared enough about my work to read and think about it! Most teachers want to be that “Somebody”. Therefore, feedback cannot be separated from the teaching process since it is regarded as a guide for learners by looking for different aspects that are associated to learners’ performance as their strengths, weaknesses and areas for improvement so as to achieve a better understanding and a positive consequence.

Feedback may take many different types that can be used in EFL classrooms. It can be given by teachers either orally or in a written form, but the main focus here in our research study is on oral feedback.

5- Oral Feedback

Oral feedback plays a crucial role in the process of the English language teaching and learning. It is a part of feedback and it is considered as one of the most effective types of feedback given by EFL teachers to their learners. It has been proven to be an effective tool in EFL classrooms. Frey and Fisher (2011:77) state that “oral feedback occurs mainly through the spoken form in order to get positive learners’ outcomes”. This kind of feedback typically

involves comments or information that the teacher delivers to his/her learners (individual, group or the whole class) orally about their performance during or at the end of a task or activity in order to clarify some misconceptions. According to Brookhart (2008:48), oral feedback:

Is often given informally during observations of students doing their work or of work in progress. Oral feedback is also appropriate as a formal response to finished products completed by young children or for students of any age during conferences, where feedback leads to a conversation between teacher and student

This indicates that teachers can provide oral feedback in both formal and informal ways, depending on the classroom conditions and whether students' work is considered finished products or still in progress. In formal situations, where students have completed their tasks or assignments, teachers may provide feedback that focuses on the overall outcome and evaluation of the work. While, in informal situations where students are still in the process of completing their tasks, teachers may deliver feedback that aims to guide and support students' ongoing work and development. Oral feedback is viewed as the core of the interaction between teachers and learners. As it is confirmed by Clarke (2004, cited in Faraghar, 2014) "oral feedback is the most force for moving pupils on in their learning".

In their work, Mahdi and EL Saadany (2013:07) point out that "oral feedback as one of many communication forms where students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say". Besides, oral feedback is considered as a support that is provided by a teacher to his/her learners regarding their spoken errors since it is a form of error correction where the teacher identifies that there is a certain mistake in the learners' utterance.

In addition, Hyland (2003, cited in Mahdi and El Saadany,2013:17) claims that "verbal feedback provides teachers with an opportunity to respond to diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving ambiguities while saving time spent in the detailed marking of papers". This means that oral feedback

permits teachers to answer students' cultural, educational, and writing requirements by identifying the intended meanings and solving doubts rather than wasting time on commenting and noting students' papers.

According to Peterson (2010:02), verbal feedback may be beneficial and useful since it is one of the quickest and easiest types of feedback, he asserts:

Verbal feedback may be given as teachers circulate around the room while students are writing, etc. Verbal feedback may also be given to students-teacher conferences. Student sign up to meet with their teacher when they feel ready for feedback, or they may meet with their teacher on a regular basis. Effective as both teaching and assessment tools, student-teacher conference provide individualized instruction for students and opportunities to gather information about student's thinking and writing processes.

In other terms, oral feedback is of a great importance and significance due to the fact that it is delivered immediately by the teacher while turning around the classroom to check on students' writing. Verbal feedback is not restricted only on classroom observation, but it is also included in student-teacher discussion to which teachers recognize the learners' thinking and writing capacities.

6- Types of Oral Feedback

Oral feedback as a concept is an essential part of language teaching and learning. However, when providing EFL learners with oral feedback, the latter may take many forms such as corrective feedback and praise.

6.1- Corrective Feedback

Lyster and Ranta (1997) have identified six different types of corrective feedback, based on their descriptive study of teacher-student interaction in French Immersion classroom which are recast, explicit correction, elicitation, metalinguistic feedback, and repetition. However, in our research study, we have focused mainly on four major types.

6.1.1- Recast

In the second language acquisition, recast has been defined by Richards & Schmidt (2010:487) as:

A type of negative feedback in which a more competent interlocutor, (parent, teacher, native-speaking, interlocutor) rephrases an incorrect or incomplete student utterance by changing one or more sentence components (e.g. subject, verb or object) while still referring to its central meaning.

Therefore, recast is a form of error correction used in language teaching from a teacher to a student to correct his/her utterance or phrase without directly indicating that the students' word is wrong. So the teacher here repeats the error back to the learner in a corrected form.

E.g.: S: Yesterday, I go to the zoo.
T: Ah, you went to the zoo yesterday. (Recast)
S: Yes, I went to the zoo yesterday

6.1.2- Elicitation

It is when the teacher prompts or encourages a student to remember or provide a fact or response instead of simply providing them with the answer. This type of oral feedback is used directly to provide the correct form from students, where the teacher elicits a reformulation from his/her learner by asking them questions such as "How do we say that in English?" by pausing to allow the students to complete the teacher's utterance or by asking students to reformulate their utterances. An example of elicitation can be seen below:

E.g.: S: I'm a people at Najah School.
T: You are ...? (Elicitation)
S: I'm a pupil at Najah School

6.1.3- Clarification Request

By using phrases and expressions such as: "Excuse me! Pardon me, I don't understand or Say that again", the teacher indicates that the message is not clear and has not been understood, or that the student's utterance contains some kind of mistakes and that a repetition is required and needed.

E.g.: T: At what time do you have your dinner?
S: I has my dinner at eight pm.
T : Excuse me ! (clarification request)
S: I have my dinner at eight pm.

6.1.4- Metalinguistic Feedback

Lyster and Ranta (1997:47) refer to this type of feedback as “comments, information, or questions related to the well-formedness of the students’ utterance, without explicitly providing the correct form”. That is to say, the teacher gives technical linguistic information about the error without providing the correct answer.

E.g.: S: when I was a children I used to play?
T: children? Should that be singular or plural?

6.2- Praise

This type of oral feedback is the most given by teachers to their learners, in which teachers provide learners with the motivation and the confidence to enhance their learning and move them forward. It involves positive evaluations of students’ performance such as comments and compliments like “Excellent, Very Good, Good Job and Wow”, which are considered and regarded to be an encouraging, motivating and affirming tool for reaching a favorable outcome and reinforcement.

7- Effective Oral Feedback

Effective oral feedback provides students with a record of what they are doing well and what needs to be improved. In accordance with Brookhart’s (2008:47) statement, effective oral feedback:

Involves all the word choice issues that written feedback does, but it also includes some unique issues. Where and when should you give oral feedback? You need to speak to the student at a time and a place in which the student is ready and willing to hear what you have to say. Individual oral feedback ranges more broadly than any other type of oral feedback, from the very formal and structured (student-teacher conferences) to the very informal (as a few whispered words as you pass a student’s seat). Group oral feedback for example, speaking to a whole class about a common misconception can also be helpful.

In other words, to provide manageable and effective oral feedback to learners, teachers should be mindful and conscious that oral feedback should be given at an appropriate time and in the

right place for both individual and group oral feedback since it is often a matter of opportunity of observing student's readiness to hear it.

8- Students' Perception towards Oral Feedback

According to Irawan and Salija (2017:140), students' perception about teachers' oral feedback is related to "the way they think, interpret, understand, or notice teachers' oral feedback within their senses". Students are supposed and expected to have positive attitudes and responses towards their teachers' use of feedback since they want to accomplish a positive outcome in their learning. They need to be encouraged and motivated during their learning process since EFL teachers are the only source that can provide them with comments, support and encouragements to move them forward in their learning and attain their needs and demands. When the students start to get involved in the classroom with their teacher and get better on their learning, this means that students have already a positive response about their teachers' feedback.

Brookhart (2008:30) explains that "student's response is the criterion against which you can evaluate your own feedback". She also approves that "your feedback is good if your students become more motivated, their work does improve and your classroom becomes a place where feedback is valued and viewed as productive including constructive criticism". (Ibid)

In addition to this, "students' experience and perspective of teachers' oral feedback can contribute to the teaching practice" (Gamlem & Smith 2013:140, cited in Irawan and Salija, 2017). They also add that "it can assist teachers to understand the needs of students to feedback and do the adaptation of feedback to fulfill their needs" (Ibid). That is to say, helpful and gentle correction from their teachers may get students out of difficult misunderstandings and hesitation since oral feedback is used to simplify and facilitate teaching and learning tasks for them and help them improve their learning and knowledge.

However, students' reaction to their teachers' oral feedback may be different from one to another, it can also be negative. There are some situations where students do not like when their teachers provide them with oral feedback regarding their performance. They consider it as a humiliation in front of their classmates. Thus students become less interested about the teacher's learning and there is no improvement to their learning.

Lee (2008, cited in Prastya, 2018) holds the view that the teacher always ignores and puts aside incompetent students who struggle from low proficiency. Therefore, this leads the students to have negative attitudes such as getting demotivation and ignoring the teachers' feedback. For more clarification, when teachers do not contribute to the needs of their students who have low competence in their learning, they may lose interest and get easily discouraged.

To put it concisely, oral feedback should be constructive and supportive to boost students' motivation and self-confidence in learning so as to reduce and diminish their anxiety and fear of communicating and making errors which is the responsibility of the teacher at the first place including the way and the manner of delivering it to his/her students. As it is affirmed by Brookhart (2008:96): "feedback, like any communication, depends on the sender and the receiver, as well as on the message itself".

9- The Impact of Oral Feedback in Enhancing Classroom Interaction

Teachers' oral feedback is the factor that enhances classroom interaction, as it is claimed by Brookhart (2008:48) "feedback leads to a conversation between teacher and student." It is the center of interaction in the classroom. It creates an atmosphere of interest and discussion and it provides better opportunities of communication between teachers and students. In fact, oral feedback has a significant effect on students' performance as it reveals students' strengths and weaknesses during the lecture, as it is stated by Macky (2007:30): "through interaction that involves feedback, the attention of learners is paid to the form of

errors and are pushed to create modification.” This means that when teachers provide oral feedback and correct learners’ mistakes, learners learn from their mistakes and they won’t be repeated. Learners like to be simply corrected, once students answer well and are gratefully praised by the teacher by saying: very good, excellent, oh great. Etc. They tend to be more excited to participate again.

10- Theoretical Framework

The final section of the literature review is intended to present the theoretical framework on which our research is based. It is about the four strategies of feedback that are established by Susan Brookhart. Thus, these four main strategies help in promoting a good interaction in the classroom. The four strategies are: the timing, the amount, the mode and the audience. A teacher who considers these four main strategies is able to prompt a good interaction in the classroom.

10.1- Timing

Providing immediate feedback to learners is one of the most fundamental elements that should be taken into account during classroom instruction. Brookhart (2008:10) asserts: “feedback needs to come while the students are still mindful of the topic, assignment, or performance in question, it needs to come while they still think of the learning goal. That is something they still striving for, not something they already did. It especially needs to come while they still have some reason to work on the learning target”. That is to say, feedback should be given immediately by teachers since students need to be reminded of their learning objectives and given the chance to use it so as to show progress in their learning.

10.2- Amount

The amount of feedback to provide to learners may be a difficult assignment for the teacher, as it is claimed by Brookhart (2008:12): “the hardest decision to take about the feedback is the amount to provide”. This is due to the fact that feedback is tied to students'

cognitive abilities and knowledge where there are some of them who need more detailed feedback. She also states that authentic learning is to provide a useful quantity of feedback in regard to learner's knowledge to move them from one level to another. Therefore, Brookhart explains that teachers' feedback should be clear rather than confusing, focusing on the major significant learning goals to help learners to understand what to do to progress. However, teachers can make use of detailed feedback when necessary especially when their learners seek for more explanation.

10.3- Mode

Feedback may be provided in a variety of ways depending on the nature of the tasks, activities and assignments during classes. Brookhart (2008:15) argues: "some kinds of assignment lend themselves better to written feedback, some to oral feedback and some to demonstrations". However, she believes that teachers-student interaction is some of the best ways of providing feedback to learners especially when the teacher transmits more information regarding the learning activity. Thus, oral feedback is the most effective tool for teachers to clarify their ideas, provide encouragements, resolve misunderstandings or assess the correctness of answers (2008:15).

10.4- Audience

Teachers should be aware of the audience to whom they are providing feedback since some learners require feedback more than others. In certain circumstances, Feedback should be given individually, especially when teachers speak about something relevant to an individual action or to demonstrate a certain level of attention for the student, as it should be delivered to a group of students or the entire class in order to save time and review the lesson. Brookhart (2008:17).

Conclusion

As a conclusion, this chapter has reviewed the literature concerned with the role of oral feedback in enhancing classroom interaction in EFL classes. It is divided into three sections. The first section is about classroom interaction, it has defined classroom interaction followed by its six aspects. The second section explores oral feedback in detail, including an examination of its various types, effective strategies for delivering it, students' perception towards it, and its impact in enhancing classroom interaction. Lastly, the third section is dedicated to the theoretical framework, which provides a detailed explanation of the four strategies adopted for the current study.

Research Design

Introduction

This chapter deals with the methodology and research tools that we have adopted in our investigation to answer the main research questions mentioned in the general introduction. It describes the procedures and techniques of data collection and data analysis. The chapter is divided into two main sections, the first section discusses the procedures and instruments used for data collection, including the research methods, sample population and a detailed description of the data collection methods used in this study. The second section provides an explanation of the data analysis procedures used to analyze and examine the data obtained from the instruments used.

1. Procedures and Techniques of Data Collection

1.1. Research Methods

This study has relied on mixed-methods approach, which is a mixture of both quantitative and qualitative data in order to collect the appropriate and suitable information that are related to our research study. Tashakkori & Creswell (2007:4) define this approach as: “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or a program of inquiry”. That is to say, mixed-methods research is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research techniques in one study to understand a certain research problem.

1.2. Sample Population

Our research study is carried out in an educational setting more precisely in Halliche Houcine Middle School of Tizi-Ouzou from 4th to 12th May during the academic year 2021/2022. The representative sample of this research consists of Second-Year Middle School pupils and their English teachers. Thus, thirty questionnaires (30) have been distributed to pupils during their revision and preparation of their examinations. Additionally, two (2)

teachers of English subject are selected to answer the written interview as the classroom is divided into two sections because of the covid-19 restrictions. Furthermore, classroom observation is carried out in one classroom only, during English teaching sessions, focusing on a scheme of eight (8) different items to be observed.

1.3. Research Instruments

In order to collect the appropriate data that are related to our study, we have adopted three main instruments. The first instrument is the questionnaire that is devoted to second year pupils of Halliche Houcine Middle School. The second instrument is a written interview that is conducted with two English teachers of Halliche Houcine Middle School. Lastly, the third instrument consists of conducting classroom observation during English teaching sessions.

1.3.1. Pupils' Questionnaire

Questionnaire is an effective instrument that aims at collecting information from a respondent. Mulder (1989, cited in Oschman, 2004:203) views the questionnaire as a data collecting method as “a purposeful, structured set of questions that can be used to obtain the opinions of a large number of respondents in writing, without necessarily making contact with the target group”. This means that, a questionnaire contains a series of questions that are handed out to respondents in a writing form in order to obtain their opinions and ideas about a specific topic or issue. On the same track, a questionnaire is also defined as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown,2001:06). That is to say, a questionnaire is a set of written questions used to collect information from a number of people either by answering the questions or selecting the appropriate answer since the questionnaire composes of two kinds of questions: closed and open-ended questions.

The questionnaire of this study is provided to thirty (30) pupils of Halliche Houcine Middle School, precisely to Second- year pupils. It consists of eight (08) items including closed and open-ended questions to be answered. Moreover, it is divided into two different sections. The first section is concerned with classroom interaction. The second section aims at exploring pupils' perception towards oral feedback that is provided by their EFL teachers.

1.3.2. Piloting the Pupils' Questionnaire

To ensure the effectiveness of our questionnaire, we have decided to conduct a pilot study. The primary objective of this pilot study is to determine whether the pupils can comprehend the terms used in the questionnaire and whether they can answer the questions accurately. As the participants are beginners in English, the original English version of the questionnaire is modified and translated into Arabic to make it more easy and understandable for the participants to respond.

1.3.3- Teachers' Written Interview

The interview serves as a powerful tool for data collection, primarily used as a technique to gather information about an individual's opinions, ideas, and thoughts on a particular topic. For our research study, we have conducted a written interview with two (02) English teachers of Halliche Houcine Middle School since the classroom is divided into 2 sections. This written interview comprises of eight (8) open ended questions which aim to gather information about teachers' use of oral feedback and its role to enhance classroom interaction. The purpose of this written interview is to reveal teachers' use of oral feedback in EFL classes, the way and the manner in providing it, including the types of oral feedback they make use most of the time. It also seeks to explore pupils' perception after providing them with oral feedback and how it contributes to their engagements in classroom interaction.

1.3.4. Classroom Observation

According to Hora & Ferrare (2013:01) classroom observation is “a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons”. This means that classroom observation is a method that allows to an observer to notice teacher's performance in their classroom or learning environment and take some notes. Additionally, Bell (2005:184) states that classroom observation is “a technique that can reveal characteristics of groups or individuals which would have been impossible to discover by other means”. In other terms, it is a technique used so as to observe individuals or groups in which it is impossible to observe by other aids such as questionnaires where the participants may skip and leave some questions.

In this study, classroom observation is conducted in Halliche Houcine Middle School specifically in one classroom comprising Second-Year pupils from 4th to 12th may 2022. We have assisted 2 different sections since the classroom is divided into 2 sections because of Covid-19 situation, where we have pointed out a scheme of eight (8) important items to be observed during English classes.

2. Procedures of Data Analysis

The data that are collected and obtained from the pupils' questionnaire, teachers' written interview and the classroom observation are interpreted and analyzed by two different techniques of data analysis. The quantitative data are analyzed by implementing Descriptive Statistical method. Meanwhile, the qualitative data are interpreted through the use of Qualitative Content Analysis since the data are not numerical.

2.1. Descriptive Statistical Method

The information gathered from pupils' questionnaire are analyzed and interpreted by adopting the rule of three to calculate the percentages. The percentages are calculated with the following equation $X=Y \times 100/Z$ in which, X stands for the calculated percentage, Y represents the obtained answers and Z is the total number of the participants. The data are presented in the form of tables, diagrams and pie charts.

2.2. Qualitative Content Analysis

The qualitative content analysis is a data analysis used to describe, analyze and interpret the findings and the results obtained from the open-ended questions of pupils' questionnaire and teachers' written interview of the research study. QCA is viewed by Hsieh and Shannon (2005:1278) as "a research method for the subjective interpretation process of the content of text data through systematic classification process of coding and identifying themes or patterns". In other words, qualitative content analysis is an effective method that allows and helps the researcher to analyze and interpret the results attained from the open-ended questions. Thus, it is used in our study to interpret and analyze the open ended questions included in pupils' questionnaire and teacher' written interview.

Conclusion

This section highlights the research design of our study. It has presented and described the methods used to carry out our research. It has provided an explanation of the setting, the sample population and the data collection tools which are pupils' questionnaire, teachers' written interview and classroom observation. It has also explained the procedures used for the analysis of the collected data which are the Descriptive Statistical method for the quantitative data and the (QCA) for the qualitative data.

Presentation of the Findings

Introduction

This chapter concerns the presentation of the findings of our research. It is divided into three sections. The first section presents the data obtained from pupils' questionnaire that recognize learners' opinions about teachers' use of oral feedback. The second section covers the presentation of the outcomes gained from the teachers' written interview that is designed to review their use of oral feedback in EFL classes. The last section introduces the data collected from our classroom observation.

1- Presentation of the Findings of Pupils' Questionnaire

1.1- Section One: Classroom Interaction

This present section is devoted for classroom interaction. It aims at showing whether pupils communicate and speak with their teachers or not.

Q.1. Do you participate in the classroom?

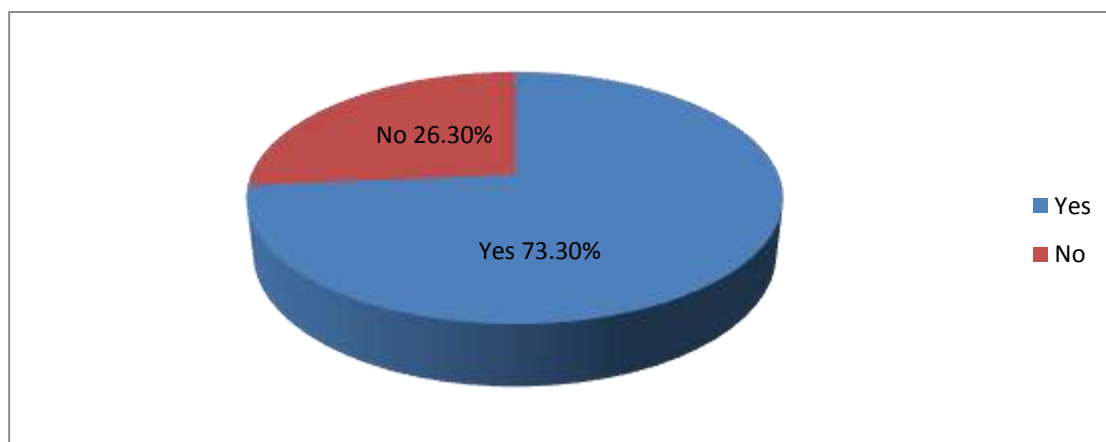


Diagram 1: Pupils' Participation

Diagram 1 reveals that a great number of pupils (73.30%) participate with their teachers, whereas (26.30%) of them affirm that they do not like to participate in the classroom.

If your answer is No, would you explain why?

The majority of the participants assert that they do not participate with their teachers because they are afraid of making errors or giving wrong answers. Others claim that they are afraid of their classmates' mockery and their teachers' scolding. Three participants have confided that "our teacher works mainly with the good students especially those who sit in the first row".

Q.2. Do your teachers' positive comments encourage you to get involved in the classroom interaction?

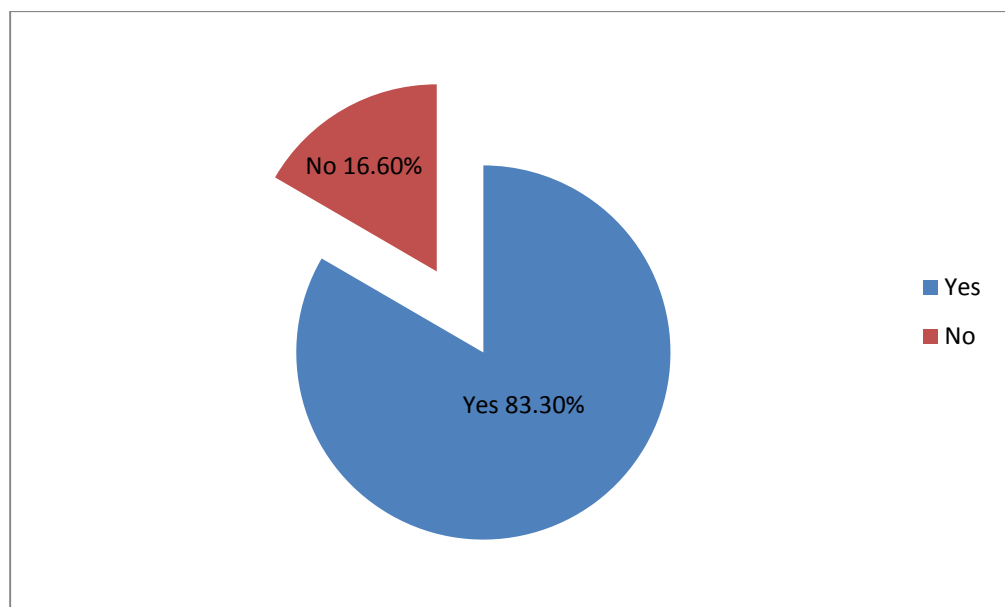


Diagram 2: Pupils' Attitudes towards Positive Comments

The results indicate that (83.30%) of pupils perceive their teachers' positive comments as a source of encouragement for engaging in classroom interaction and communication, while the minority (16.60%) of them state that positive comments from their teachers have no impact and influence on their willingness to participate.

1.2- Section Two: Pupils' Perception of Oral Feedback

This section aims at exploring pupils' attitudes and response about their EFL teachers' use of Oral Feedback.

Q.3. Does your teacher reward you when you answer correctly?

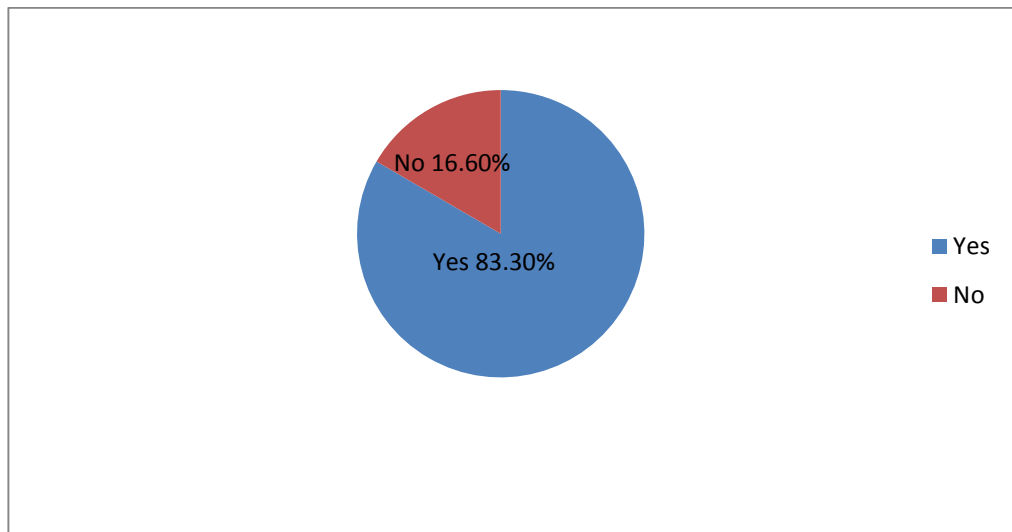


Diagram 3: Teachers' Rewards

Diagram 3 demonstrates that a large number of participants (83.30%) have admitted that their EFL teachers reward them when giving a correct answer. However, only (16.60%) of them claim that they do not get any reward from their teachers.

If yes, how does your teacher reward you?

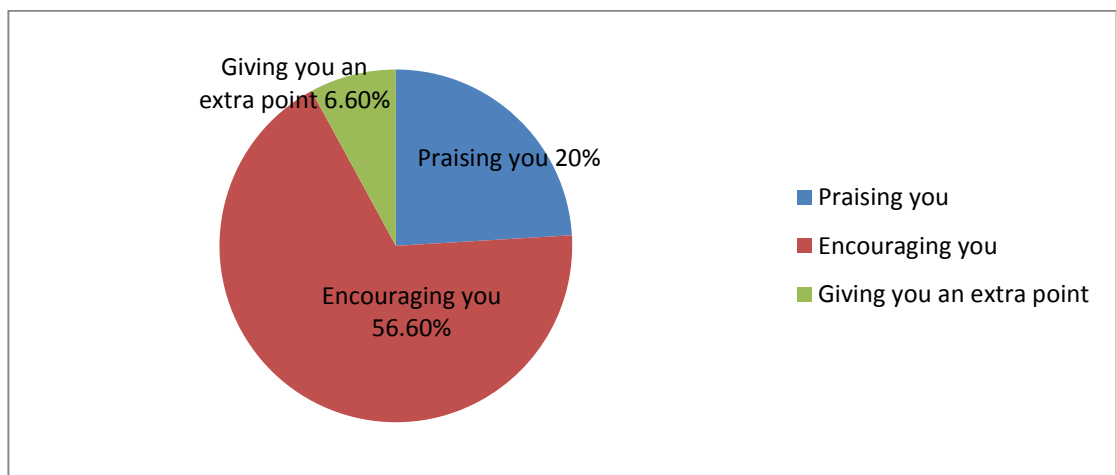


Diagram 4: Teachers' Types of Rewarding

From Diagram 4, it is apparent that half of the participants (56.60%) have selected the second suggestion, (20%) of them have selected the first one and the rest of them (6.60%) have picked the last answer.

Q.4. Does your teacher of English provide you with oral feedback?

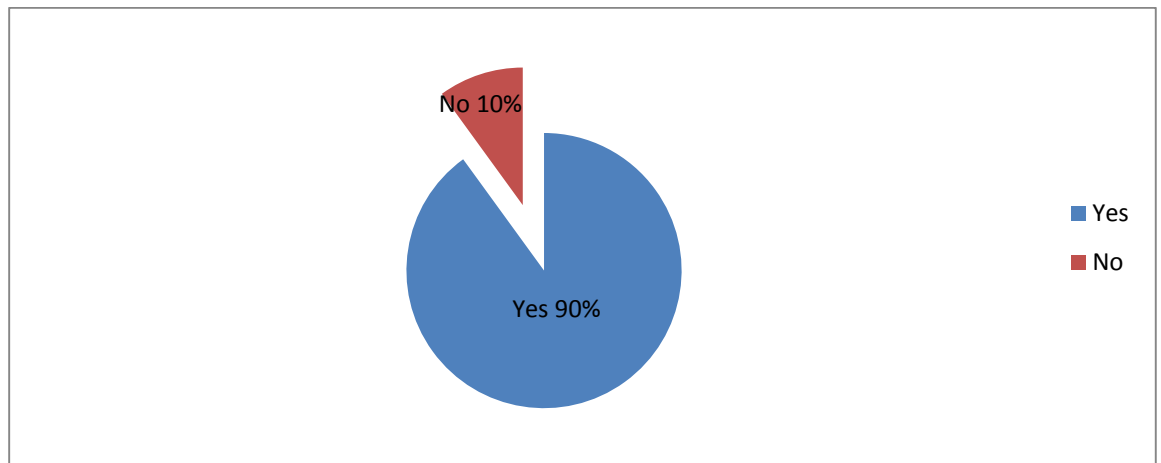


Diagram 5: Teachers’ Use of Oral Feedback

Diagram 5 represents teachers’ use of Oral Feedback. The majority of pupils (90%) assume that they receive Oral Feedback from Their EFL teachers, while (10%) of them have answered “No”.

If yes, how does she/he provide it?

The majority of respondents’ answers prove that their EFL teachers provide them with oral feedback by complimenting their performance, correcting their mistakes in a tactful way or simply encouraging them by saying for instance: “keep working, keep fighting, you are doing good, Etc.”

Q.5. Does your teacher scold you when you give a wrong answer?

Answers	Participants
Yes	28
No	02
Total	30

Table 1: Teachers’ Scolding

The aim of this question is to find out whether the participants have already been scolded by their English teachers or not. Table 1 exposes that 28 of the respondents when giving a wrong answer have never been scolded by their teachers and only 2 of them have been scolded.

Q.6. Does your teacher of English correct you immediately when giving a wrong answer?

Answers	Respondents
Yes	28
No	2

Table 2: Teachers' Immediate correction.

Table 2 shows that the 28 respondents confirm that their teachers correct their errors and mistakes immediately. Whereas, only 2 of them have answered by 'No' since they do not receive immediate correction from their teachers.

Q.7. How often does your teacher correct your mistakes?

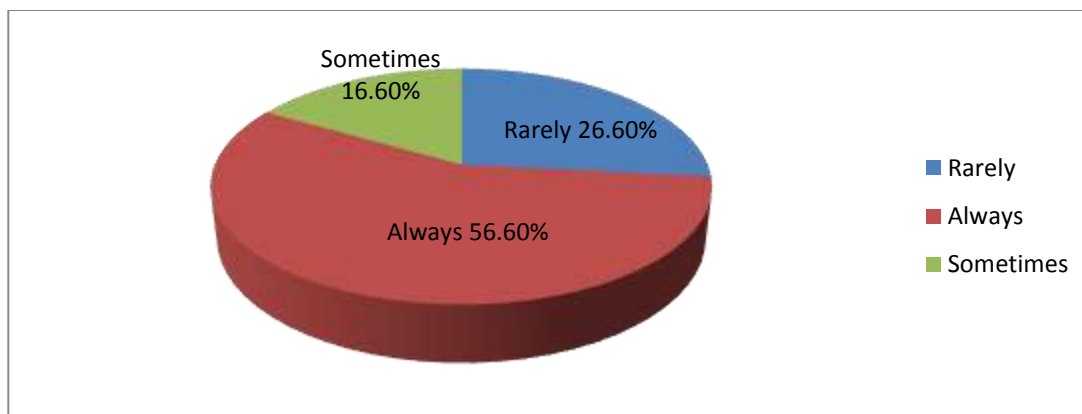


Diagram 6: Teachers' Frequency in Correcting Pupils' Mistakes

The findings shown in the pie chart above state that (56.60%) of pupils affirm that their teacher always corrects their mistakes, (26.60%) of them claim that they are rarely provided with a correction. However, a small number of them (16.60%) state that they sometimes get a correction from their teacher.

Q.8. When your teacher corrects your mistake, Do you:

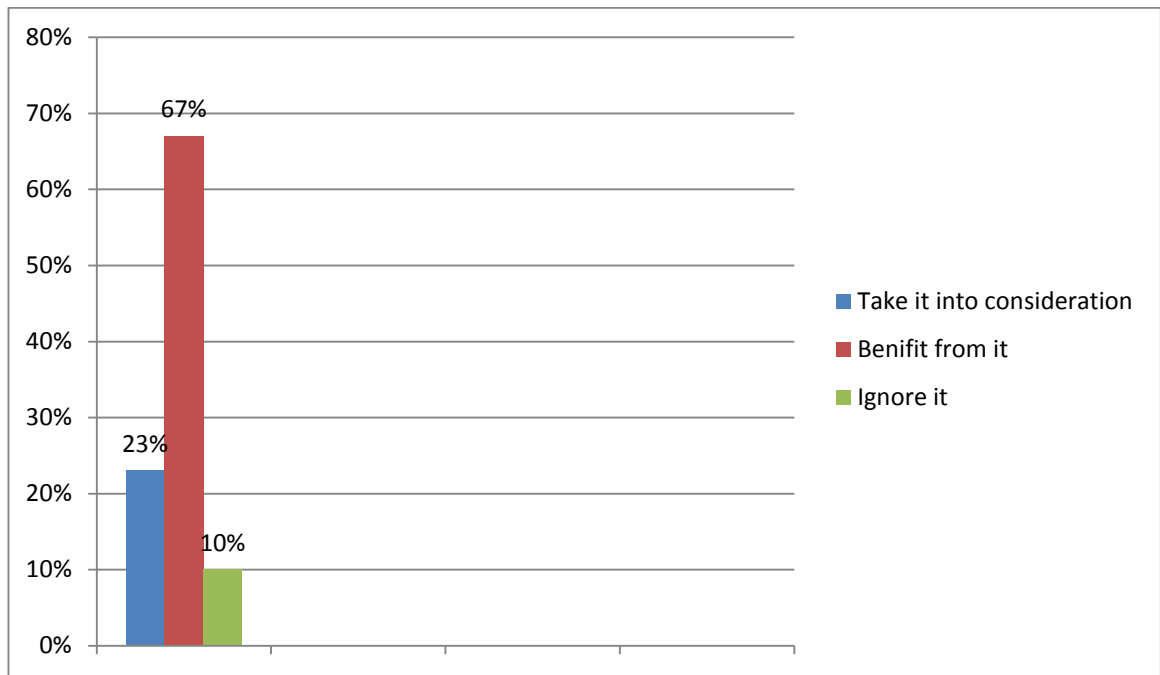


Diagram 7: Pupils’ Perception towards Correction

The diagram above illustrates that (67%) of learners benefit from their errors when their teachers correct their mistakes. However, (23%) of learners take their teachers’ correction into consideration and only (10%) of them ignore the correction.

2- Results of Teachers’ Written Interview

Q.1. Is there any kind of interaction between you and your pupils in the classroom?

Both teachers have answered this question by “yes”. They both interact with their pupils inside the classroom.

If yes, would you give more clarification?

According to teachers’ answers, both of them declare that they do have a kind of interaction between them and their pupils by creating a lovely environment of free communication, listening to their needs, respecting their opinions and making them talk despite their weaknesses.

Q.2. According to your understanding, how would you define oral feedback? Would you please describe it in few lines?

According to teachers' answers, one of them believes that oral feedback is an essential step in which the teacher creates an oral communication with her learners. In this case, she explains that the teacher has to correct smartly the pupils' mistakes without hurting their feelings in the case of wrong answers. On the other hand, the other teacher asserts that oral feedback is very important for moving students on their learning process. It is often given during a lesson.

Q.3. Do you think that oral feedback is a critical element in English teaching and learning process?

The aim of this question is to explore teachers' opinions about the importance of oral feedback in English teaching and learning process. The results reveal that both teachers agree that oral feedback is a critical element in teaching English.

If yes, would you please justify your answer?

From the obtained results, one teacher affirms that oral feedback means oral communication in which the goal of teachers is to make their learners speak and communicate. While, the second teacher asserts that oral feedback offers the learner an opportunity to move forward, but he claims that oral feedback becomes less important if the learner forgets easily the information.

Q.4. Do you provide oral feedback to your pupils?

The purpose of this question is to determine whether EFL teachers provide oral feedback to their pupils or not. Both teachers assert that they do provide oral feedback to their pupils in their classes.

Q.5. When do you provide oral feedback to your pupils?

The findings obtained from this question indicate that one teacher provides oral feedback when she evaluates her pupils' performance whether it is right or wrong. However, the other teacher' use of oral feedback depends on the context and the situation. He adds that he provides oral feedback only if necessary. For instance, giving feedback about the grammatical mistakes students usually do.

Q.6. Which type of oral feedback do you make use of most of the time?

The aim of this question is to explore which type of oral feedback teachers make use most of the time to correct their pupils' mistakes. According to their answers, both teachers provide their pupils with metalinguistic feedback and praise. Only one of them makes use of clarification request.

Q.7. How would you evaluate your pupils' answers after providing them oral feedback?

Do they respond well, hesitate, get lost and confused or they get easily involved?

This question aims to demonstrate how pupils react towards their teachers' use of oral feedback. Both teachers have answered that their pupils get easily involved in the classroom after providing them with oral feedback.

Q.8. How does oral feedback make your pupils have the desire to get involved in classroom interaction?

The outcomes of this question have shown that both teachers' answers are replied differently. As it is explained by one teacher, when giving complements to pupils about their performance, the teacher usually wins learner's confidence. Therefore, learners get more and more involved in the topic. Meanwhile, the second teacher finds that oral feedback is attractive when the information is well explained to the students. It is usually done by giving examples from the reality and making them guess the answers instead of giving them directly.

3- Presentation of the Findings of Classroom Observation

From our observations, we have noticed a consistent and dynamic interaction between teachers and pupils in the classroom. Teachers encourage and facilitate opportunities for pupils to express their opinions and engage in discussions on various subjects. Besides, we have witnessed that teachers consistently make use of oral feedback during classroom activities. It is evident that teachers consider oral feedback as a valuable tool for facilitating effective communication and learning in the classroom. Moreover, we have observed that teachers provide immediate oral feedback, whether to correct pupils' answers or to provide further clarification even when the response is correct. However, we have also found that sometimes teachers intentionally delay their feedback to offer their pupils opportunities to self-correct.

Teachers' oral feedback is often delivered either by providing corrective feedback to correct pupils' errors or by praising their performance by saying: Good, Very Good, and Excellent and so on. Therefore, we have noticed that pupils are aware that the feedback provided by their teachers influences their learning experience and perceptions. Whether it is corrective feedback aimed at identifying and addressing errors or positive feedback that acknowledges and reinforces their performance, they recognize the impact it has on their growth and development. This, in turn enhances their overall communication abilities and facilitates their engagement in meaningful conversations with their teachers. Consequently, we have observed that teachers' use of oral feedback is of great importance in moving pupils to communicate with their teachers in EFL classes.

Conclusion

This chapter has dealt with the presentation of the different answers obtained from pupils' questionnaire, teachers' written interview as well as the findings of the classroom observation sessions. The obtained findings are to be interpreted and discussed in the following chapter.

Discussion of the Findings

Introduction

The present chapter aims to discuss the findings obtained from pupils' questionnaire, teachers' written interview as well as classroom observation. The discussion of the results is destined to answer the research questions and confirm or refute the hypotheses mentioned in the general introduction. This chapter is divided into three sections, the first one deals with the analysis and discussion of the data of pupils' questionnaire, the second section is about interpreting the results of teachers' written interview. The last section consists of discussing the data collected from our classroom observation.

1- Discussing the Findings of Pupils' Questionnaire

1-1. Pupils' Perception of Teachers' Use of Oral Feedback

According to the results presented in the previous chapter, it is apparent that second-year pupils of Halliche Houcine Middle School are involved to cooperate and communicate with their EFL teachers inside the classroom. As it is displayed in Diagram 1, a large number of the respondents 73.30% confirm that they participate with their teachers in the classroom activities which lead to the existence of interaction with their teachers, while 26.30% of them have expressed otherwise. This is due to the fact that teachers demonstrate interest in every learner and create chances and opportunities for them to speak, communicate with their peers in spite of their weaknesses.

This goes along with Tsui's (1995) statement when he has explained that the classroom is not a place where the teacher just carries out predetermined routines but rather a place where various elements interact, which are the students and the teacher. It also confirms what Siddig & AlKhoudary (2008) statement in claiming that student-teacher interaction is essential in developing a positive trajectory of students' academic progress and it is also a social improvement.

Besides, the results obtained from question 4, related to teachers' use of oral feedback, show that 90% of the participants affirm that their teachers provide them with oral feedback. Only 10% of them have declared the opposite. When the pupils are asked about how their teachers provide it to them, most of the responses mentioned being encouraged, complemented and corrected. These findings support Ur's (1996) assertion that Feedback is defined as information provided by the teacher to learners regarding their performance in the purpose of improving it.

Out of the 30 pupils who are asked, it is found that 28 of them have responded affirmatively indicating that teachers provide immediate correction. Only 2 pupils have responded negatively. This indicates that teachers are attentive to the importance of providing immediate correction to their pupils. Furthermore, when pupils are asked about the frequency of correction provided by their teachers for their mistakes and errors, 56.60% of the participants have stated that they always receive correction, 26.60% of them have claimed that teacher's correction is rarely delivered, and 16.60% of the participants have selected the option "Sometimes". These findings have identified that pupils may have varied perceptions regarding the frequency of correction provided by their teachers. On the other hand, when pupils provide correct answers, as it is revealed in Diagram 3, it is evident that the majority of pupils 83.30% receive rewards from their teachers, while a small number of them 16.60% do not receive any rewards. The pupils who appreciate these rewards can be categorized into three groups: those who receive verbal encouragements 56.60% such as "Excellent, Well done", those who receive praise for their performance 20%, and those who receive extra points 6.60%. These findings suggest that the implementation of rewards by teachers has a positive impact on pupils' motivation and engagement. By recognizing and rewarding their correct answers, teachers create a supportive and encouraging learning environment. Pupils

feel valued and acknowledged, leading to increased motivation and a desire to progress in their learning journey.

1-2. The Effect of Oral Feedback on Pupils' Performance

The findings presented in Diagram 7 indicate that a significant number of participants 67% benefit from their teachers' correction, while 23% of them take the correction into consideration. However, it is worth noting that a small percentage of participants 10% completely ignore the correction provided by their teachers. These results suggest that oral feedback plays a crucial role in pupils' learning process. Unlike other forms of feedback, oral feedback has the potential to be more motivating as it provides immediate guidance and support to pupils, regardless of whether their responses are correct or incorrect. It serves as a mean to praise and encourage pupils, fostering a positive learning environment and boosting their self-confidence. The fact that the majority of participants benefit from their teachers' correction implies that the feedback has a positive impact on their learning outcomes. It aids in their progress and development by providing valuable guidance and direction. Furthermore, oral feedback encourages learners to engage in classroom activities without fear or anxiety, as they perceive it as a supportive tool rather than a source of judgment or criticism.

2- Discussing the Findings of Teachers' Written Interview

2-1. Teachers' Point of View Regarding the Use of Oral Feedback

With reference to the previous chapter, teachers consider the use of oral feedback as a crucial and critical element in teaching EFL in classes, as it is responded for question 3, they make use of it in their teaching time. According to one teacher's response to question 2, it is revealed that oral feedback rises an oral communication between teachers and learners and it allows the teacher to get students' responses and correct their mistakes. This confirms Macky (2003, cited in Amriou and Ait Chebbib 2018:23-24)' statement "through interaction that involves feedback, the attention of learners is paid to the form of errors and are pushed to

create modification.” One teacher claims: “oral feedback is very important for moving students on their learning process”. This response may be converted by the fact that teachers are conscious of the significance and the role of oral feedback in improving students’ learning skills

Next to this, teachers’ oral feedback effects on learners’ perceptions when it is well given by the teacher. One teacher has responded to question 8 by this following statement: “oral feedback is attractive when the information is well explained to the student, usually by giving and providing examples from the reality, it makes the students guess the answer instead of giving it directly”. It means that the teacher has to correct the student cleverly. The teacher may use examples from their real life since students like to be relaxed contrary to being given structural explanations.

2-2. Teachers’ Use of Oral Feedback

Teachers use and provide their learners with oral feedback, which means that oral feedback is an element that takes place in the classroom. From the results obtained, one teacher asserts in question 5 that he provides oral feedback in the classroom, when it is necessary, while the other one tends to provide it most of the time using two different types of oral feedback which are corrective feedback and praise. Corrective feedback focuses on four major types which are: recast, elicitation, clarification request and metalinguistic feedback. As it is responded to question 6, one teacher makes use of clarification request in order to make the pupils guess the mistakes by asking them to repeat the sentence as it is mentioned in the review of the literature in clarification request’s definition “the teacher indicates that the message is not clear, Etc.” while both teachers have claimed in question 6 that they make use of metalinguistic feedback which is another kind of Corrective feedback that makes the pupils think about their mistakes by asking questions. For example, a pupil has said: “I am play”, then, his teacher has provided him with a metalinguistic feedback by saying: “the sentence is

in the present or in the present continuous?” This affirms Lyster and Ranta’s (1997) definition of metalinguistic feedback “comments, information, or questions related to the well-formedness of the students’ utterance, without explicitly providing the correct form”. Moreover, as it is responded in the teachers’ written interview, teachers utilize another type of oral feedback which is praise (see the response to question 6). Teachers tend to praise their learners when they answer correctly. This element helps in improving students’ performance and allows them to believe in themselves. For instance, there are too many shy pupils that have difficulties in expressing their point of view, but when they are praised by their teachers, they feel confident and excited to work and participate again. This means that oral feedback is a helpful way to get students’ attention and help them to participate and improve their learning skills using the target language.

According to teachers’ responses to question 8, most of the learners are easily involved in the classroom environment after providing them with oral feedback. One teacher claims that after providing them with oral feedback, learners feel safe and confident since they understand the topic well and they may have an explanation when things are not clear, which means that through oral feedback, learners can understand during the lecture. While the other teacher explains that in order to make his learners have the desire to be involved in the classroom, his main focus is to explain the lesson within an effective way that makes all the students understand, by using examples from real life, asking questions that make them think and sometimes making jokes is also helpful to enhance them to have the desire to be involved in the lecture.

3- Discussing the Findings of Classroom Observation

Classroom observation is the third data collection tool on which we have relied in conducting our investigation in order to gather as much information as possible to answer our research questions since it tends to be more helpful to explore what is going on during the teaching and learning processes.

The results of the classroom observation unveil that all the participants that have been observed take into account the importance of classroom interaction so as to maintain the communication and the autonomy during the learning process. We have noticed that teachers provide interesting topics and questions to their learners in order to attract their attention and push them to speak. One teacher, for instance, has asked them about “What will you do if you discover that your friend is a liar?” All the learners have started to give their point of view about this topic. These outcomes support Tsui’s (1995) statement that classroom interaction is viewed as a place where students and teachers interact including their educational, social background and experience. From our attendances, we have also noticed that EFL teachers in Halliche Houcine Middle School tend to provide immediate feedback to their learners. In reading sessions, for instance, one teacher has asked a pupil to read the text and he has mispronounced the verb “know” by pronouncing it /knəʊ /, the teacher, in her turn, explains that we do not pronounce the “K” because it is a silent letter. This may be explained that teachers are mindful about the effectiveness of immediate oral feedback since it provides the learners with chances to benefit from their mistakes. These results are related to what Brookhart (2008) claims that teachers need to speak to students at a time and a place in which they are ready and willing to hear what their teachers have said.

The results clearly indicate that when teachers provide immediate oral feedback to their pupils, they tend to utilize corrective feedback and praise. The findings highlight that teachers focus on addressing pupils’ mistakes and errors by providing specific guidance for

improvement. Additionally, they recognize and acknowledge pupils' correct responses by offering words of praise and encouragements. This emphasizes the teachers' intention to both correct and motivate their pupils through the use of oral feedback. For instance, one of the teachers has asked her pupils a question and one has answered it correctly, she has not only praised him verbally by saying "Wow! Bravo!", but she also added a kid stamp on his hand as a motivating tool to encourage him so as to make him proud of his answer and to push him to reinforce his learning. In addition to this, we have also noticed that when pupils make mistakes or they answer incorrectly, their teachers always provide them with implicit correction in order not to hurt their feelings and make them feel embarrassed but to point them in the right direction to learn. The majority of the teachers when they provide corrective feedback to their learners, they use a gentle tone and tend to thank their pupils for the participation. During our observation, we have found that teachers usually make use of metalinguistic feedback, recast, elicitation and clarification request to correct their pupils' mistakes. For instance, one of the teachers has asked his pupil whether he likes playing football. The pupils' answer is "Yes, I like to playing football". Here, the teacher has relied on recast to correct the pupils' mistake and he has reformulated his statement by saying "Oh, you like to play football!". Based on our findings, it is observed that the majority of pupils pay attention to their teachers' use of oral feedback. They recognize the importance of learning from their mistakes in order to achieve positive outcomes in their language learning process. By implementing strategies such as recast and other forms of corrective feedback, teachers provide pupils with opportunities to notice and correct their errors. This not only enhances their linguistic accuracy but also promotes a supportive learning environment where pupils feel encouraged to engage and improve their language skills.

Finally, it has been observed that Oral feedback influences classroom interaction, Teacher's positive comments make pupils encouraged and motivated to get involved in the

classroom and have the desire to communicate with their teachers. This approves Brookhart's (2008) statement that oral feedback always leads to a conversation between teacher and student.

Conclusion

This chapter has discussed and interpreted the fundamental findings obtained from the pupils' questionnaire, teachers' written interview and as well as classroom observation. The results of this study have answered the research questions and confirmed the hypotheses mentioned in the general introduction. It has furthermore confirmed the efficacy of Susan Brookhart's strategies. Indeed, the results gathered from the classroom observation, teachers' written interview and pupils' questionnaire have proven that Oral feedback is an effective tool in enhancing classroom interaction. Besides, the outcomes have also revealed that Second-Year pupils of Halliche Houcine Middle School are provided with oral feedback from their EFL teachers during English classes and activities. Thus, both teachers and pupils of Halliche Houcine Middle School take into consideration the importance of oral feedback in the field of language teaching and learning. As a result, Oral Feedback has allowed teachers and pupils to communicate, to reinforce classroom interaction and pupils' learning process.

General Conclusion

General Conclusion

The objective of this research is to investigate the importance of teachers' oral feedback in improving classroom interaction. The research is based on Susan Brookhart's theory (2008), which identifies four major strategies for providing effective oral feedback: the timing, the amount, the mode and the audience. In the first chapter of our study, we have focused on reviewing the literature related to oral feedback and classroom interaction. We have explored various scholars' definitions and books that are relevant to our subject of study. Conducting our literature review was an essential step, because it has contributed to the understanding of oral feedback and classroom interaction, and demonstrated the impact of oral feedback on classroom interaction.

In the second chapter, we have discussed the materials and methods employed for data collection and analysis. To confirm the hypotheses and address the research questions identified in the literature review, we have chosen the mixed-methods approach that combines the qualitative and quantitative method. The quantitative and the qualitative method are used in the questionnaires designed for pupils, in which we have gathered numerical insights and detailed responses related to oral feedback and classroom interaction. On the other hand, qualitative method is employed for the written interview designed for teachers and the classroom observation.

In the third chapter, the main focus was on presenting the data collected from pupils' questionnaire, teachers' written interview and classroom observation. Pupils' questionnaire is presented in a form of statistical numbers using diagrams, pie charts and tables. The questionnaire is about classroom interaction and learners' attitudes regarding teachers' use of oral feedback in class. The chapter has interpreted teachers' written interview by identifying teachers' responses in a form of short paragraphs in which it is revealed that oral feedback is a basic element that teachers rely on to explain, discuss, interact with their learners and

stimulate their responses. In this chapter we have also focused on presenting the data obtained from the classroom observation that have considered the elements mentioned in our scheme. We have seen from this that teachers make use of oral feedback most of the time. It is demonstrated that through oral feedback, teachers can actively communicate with their students, explain concepts, encourage discussions, and elicit responses. This interactive exchange between teachers and learners promotes active participation, encourages students to express their thoughts and ideas, and creates opportunities for further learning and understanding.

In the fourth chapter, the focus is on discussing the findings presented in the third chapter. It provides deep interpretations that respond and confirm Susan Brookhart's theory. The research demonstrates that EFL teachers actively utilize Brookhart's theory and possess a clear understanding of when to give oral feedback, how to deliver it, how much, and to whom it should be directed. Pupils take into account their teachers' feedback because it is the key that offers them opportunities to interact with their teachers and understand meaning.

Consequently, it is revealed that oral feedback is a necessary element that teachers cannot avoid to provide in the classroom because it has a great impact in enhancing classroom interaction. It is the factor that leads pupils to a deep understanding and enhances them to participate in the classroom and to be aware of their mistakes, which means that oral feedback is a forceful mean that helps pupils to progress in their learning process.

Like all the previous researches, we have faced some limitations. Concerning the questionnaires, not all the students have responded to the open-ended questions, the majority have opted to answer the close-ended ones because it was easy to deal with this kind of questions instead of thinking and taking time to write. We would have liked to get more information about students' attitudes regarding their teachers' use of oral feedback and their point of view concerning classroom interaction.

We hope that our investigation will be a guide for further researches. We suggest to investigate about the nature of oral feedback in primary schools since English has been introduced as an official subject of teaching. Thus, the first contact of pupils with their EFL teachers start in their young age and it is clear that the environment is not the same for the Secondary School. We advise to take into account the elements mentioned in the review of the literature because it tackles the basic elements of oral feedback and classroom interaction and the way oral feedback enhances classroom interaction.

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Appendices

APPENDICES

Pupils' Questionnaire

Dear pupils,

The following questions are part of our research study that aims at investigation the role of oral feedback in enhancing classroom interaction. You are kindly asked to answer the questions. Be sure that all your answers will be kept anonymous. Thank you in advance for your collaboration and participation.

Section One: Classroom Interaction

1) Do you participate in the classroom?

Yes

No

If your answer is no, would you explain why?

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

2) Do your teachers' positive comments encourage you to get involved in the classroom interaction?

Yes

No

Section Two: Pupils' Perception of Oral Feedback

3) Does your teacher reward you when you answer correctly?

- Yes
- No

If yes, how does your teacher reward you?

- Praising you.
- Encouraging you by saying "Excellent, Well done"
- Giving you an extra point.

4) Does your teacher of English provide you with oral feedback?

- Yes
- No

If yes, how does he/she provide it?

.....

.....

.....

5) Does your teacher scold you when you give a wrong answer?

- Yes
- No

6) Does your teacher of English correct you immediately when giving a wrong answer?

- Yes
- No

7) How often does your teacher correct your mistakes?

- Rarely
- Always
- Sometimes

8) When your teacher corrects your mistakes, Do you?

- Take it into consideration.
- Ignore it.
- Benefit from it.

Thank you for your help and time.

أعزائي التلاميذ،

الأسئلة التالية جزء من بحثنا العلمي، نرجو منكم الإجابة عليها بكل شفافية و
مصداقية، شكرا لمساعدتكم.

القسم الأول: التفاعل في القسم

1- هل تشارك في القسم؟

نعم

لا

إذا كانت إجابتك لا، إشرح لماذا؟

.....

.....

2- هل الملاحظات الإيجابية للأستاذ تحفزك للمشاركة في القسم؟

نعم

لا

القسم الثاني : ردود فعل التلاميذ اتجاه الفعل الشفوي

3- هل يكافئك أستاذك عندما تجيب إجابة صحيحة؟

نعم

لا

إذا كانت الإجابة بنعم، كيف يكافئك معلمك؟

بمدحك

يشجعك ويقول لك : جيدا , أحسنت

يضيف لك نقطة إضافية

4- هل يقدم لك أستاذك تشجيعا شفويا للدراسة؟

نعم

لا

إذا كان نعم, كيف يشجعك؟

5- هل يوبخك أستاذك عندما تجيب إجابة خاطئة؟

نعم

لا

6- هل عندما تجيب إجابة خاطئة يصحح لك أستاذك على الفور؟

نعم

لا

7- كم من مرة يصحح أستاذك خطأك؟

نادرا ما

أحيانا

دائما

8- عندما يصحح أستاذك خطأك، هل:

تأخذه بعين الاعتبار

تتجاهله

تستفيد منه

شكرا لمشاركتكم

Teachers' Written Interview

Dear Teachers,

The present written interview explores “The role of oral feedback in enhancing classroom interaction”. We would be very grateful if you could contribute to our investigation by answering the questions. You are guaranteed that the answers you provide will be treated confidentially and used only for academic purposes.

- 1.** Is there any kind of interaction between you and your pupils in the classroom?

If yes, would you give more clarification?

.....

.....

- 2.** According to your understanding, how would you define “oral feedback”?

Would you please describe it in few lines?

.....

.....

- 3.** Do you think that oral feedback is a critical element in English teaching and learning process? If yes, would please justify your answer?

.....

.....

- 4.** Do you provide oral feedback to your pupils?

.....

.....

5. When do you provide oral feedback to your pupils?

.....
.....

6. Which type of oral feedback you make use most of the time? In other terms, do you use recast, elicitation, clarification request, metalinguistic feedback or praise to correct your pupils' mistakes?

.....
.....

7. How do you evaluate your pupils' answers after providing them oral feedback? Do they respond well, hesitate, get lost and confused or they get easily involved?

.....
.....

8. How does oral feedback make your pupils have the desire to get involved in the classroom?

.....
.....

Thank you very much for your cooperation.

A classroom observation scheme

Observed Items	
1. Is there any interaction between teachers and pupils?	
2. The teacher makes use of oral feedback in his/her classroom activities.	
3. The teacher provides pupils with immediate oral feedback.	
4. The teachers provide pupils with corrective oral feedback and praise.	
5- Pupils receive effective oral feedback from their teachers.	
6. Oral feedback effects on pupils' perception.	
7. Pupils take into consideration oral feedback.	
8- Oral feedback pushes pupils to communicate with their teachers.	