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Investigating the Use of Oral Feedback in English Foreign Language Classes: The case of Advanced Level Learners in Modern Language School and Bridge Way World School of English Private Schools in Tizi -Ouzou

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Dedications

I would like to dedicate this humble work to all my family for their continuous support and encouragement.

To my dear fiancé who helped me a lot.

To all my beloved friends.

And to the memory of my mother and grandfather.

Ait Chebib Tizirine



I dedicate this modest work to my dear mother and father.

To all my sisters and brothers.

To my nephews and nieces.

To my beloved friends.

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Abstract

The present dissertation aims at exploring the use of oral feedback in EFL classes in private schools (Bridge Way World School of English and Modern Language School in Tizi Ouzou) of advanced level. In more precise terms, the study investigates whether the teachers of private schools use efficient oral feedback and show their learners how to use it, and whether the learners make use of the feedback in their classroom activities. To reach the outcomes we have relied on Brookhart's (2008) theory about the strategies of feedback and Frey's and Fisher's (2011) one about the characteristics of feedback. We have adopted a mixed method approach to conduct our research. Two types of data collection tools are used: teachers' interview and learners' questionnaire. The data analysis is based on statistical tools using Scientific package for social sciences to clear up numerical data along with qualitative content analysis (QCA) for the interpretation and the explanation of the results. According to the results obtained, we have come to the results that oral feedback is a fruitful and a helpful method which makes the task of learning much easier for the learners and plays an important role in stimulating their development. More precisely, it has been unveiled that oral feedback is a tool used by teachers to pave the right way to their learners to construct their knowledge. The findings reached through this investigation will open more opportunities to go deeper in this area of the study.

Key words: Feedback, Oral feedback, Teachers, Learners, Private schools, Use, EFL Classes.

List of Abbreviations

EFL: English Foreign Language

FL: Foreign language

FP: Feedback Processes

FR: Feedback Regulation

FT: Feedback Tasks

L2: Second Language

MMUTO: Mouloud Mammeri University of Tizi –Ouzou

QCA: Qualitative Content Analysis

SL: Second Language

SLA: Second Language Acquisition

SPSS: Statistical Package for Social Sciences

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General introduction

Statement of the Problem

In the present day, feedback becomes of great significance and importance in teaching and learning processes. It is considered as a powerful means in improving students' performance so that to reach language mastery. Thus, it has been used in many foreign language classes due to its efficiency in constructing and promoting learners' learning abilities and animating a suitable learning environment.

This drives us to postulate that the effective use of oral feedback has an important impact on learners' achievements and progress in their learning process. This study seeks to define whether teachers of English in private schools, more precisely, in Mlschool and Bridge Way World School of English in Tizi Ouzou (advanced level) take into consideration the use of oral feedback as well as whether they implement oral feedback properly and efficiently so,do EFL teachers in private schools take into account oral feedback as a primordial means to maintain the process of EFL teaching and learning safely?

Aims and Significance of the Study

- To incite and encourage EFL private schools' teachers to undertake oral feedback during their teaching process because learners are in need of more feedback to help them progress step by step and motivate them with positive oral feedback. For instance, offering an oral feedback to learners that are not intrinsically motivated and try to stimulate their motivation extrinsically and help them to learn effectively.
- Define whether EFL private schools' teachers take into account the use of feedback as a tool that influences teaching and learning process.

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- To confirm whether oral feedback is effective or not. That is to say, to determine whether oral feedback has a crucial role in building a solid learning process.
- To accentuate the importance, the value and the complexity of providing effective oral feedback in the area of language teaching and learning.

This study is intended to give some clarifications about the reality of the use of oral feedback in private schools through precise interpretation and explanation. Through this research work we will attempt to check teachers' use of oral feedback in private schools according to the four strategies of feedback: timing, mode, audience and amount of feedback dealt with in Susan M. Brookhart's work entitled: *How to Give Effective Oral Feedback to your Students*" (2008). And to show its characteristics according to Douglas Fisher and Nancy Frey (2011) in their work: *The Formative Assessment Action Plan*. To show the relation between feedback, assessment and motivation which is dealt with in the work of John Hattie and Helen Timperley (2007) entitled: *The Power of Feedback*.

The issue of feedback contains several new perspectives and useful concepts which offer the ability for teachers to teach in suitable environment therefore, we have conducted this investigation in order to bring it to light in our department.

Research Questions and Hypotheses

This investigation attempts to answer the following questions:

1. Do EFL teachers in private schools provide learners with oral feedback? If yes, which types of feedback?
2. What are EFL private schools teachers' perceptions towards oral feedback?
3. To what extent do learners take into account teachers' oral feedback and act upon it in private schools?

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In attempting to answer the above questions, we set the following hypotheses:

- a. Teachers of English in private schools use different kinds of oral feedback.
- b. Teachers of English in private school do not use different kinds of oral feedback.
- c. Teachers of English in private schools have a large background and consider oral feedback as an effective method of teaching since it promotes students' learning.
- d. Teachers of English in private schools do not have a large background and do not consider oral feedback as an effective method of teaching.
- e. Learners of English in private schools take into account teachers' oral feedback.
- f. Learners in private schools do not take into account teachers' oral feedback.

Research Techniques and Methodology

To accomplish this investigation, we adopt the mixed method in which we combine quantitative and qualitative methods. The former is used to describe the data statistically to emphasize the validity and the reliability of the research. The latter is used to give precise interpretation and explanation of the results. Additionally, we adopt the four strategies of feedback conducted by Susan M. Brookhart (2008): *How to Give Effective Feedback to your Students*'. And Douglas Fishers' and Nancy Frey's (2011) characteristics of feedback in their book *The Formative Assessment Action Plan*.

The questionnaire is distributed to advanced learners in order to receive their responses and to discover whether teachers give importance to the use of oral feedback by respecting the strategies and including the characteristics. Questionnaires often function as a complement to interviews also they are a practical method in terms of time and efficiency. In addition, the interview is chosen for this piece of work so that to examine in detail participants' discourse through face to face interaction in order to attain reliable data and to be

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in direct link with the participants that is this data collection tool permits the researcher to see the interviewees facial expressions and to ask him for more clarification and details.

Besides, interview is conducted in this research in order to show the role of oral feedback in an EFL classes through two teachers' perspectives. Data analysis tools aims at determining the effectiveness of the oral feedback used in the classroom for advanced level and teachers' perception toward the use of oral feedback to enhance the task of learning as well as learners' consideration of the oral feedback in their English foreign language learning.

The structure of the Dissertation

This research follows the traditional simple model as described by Paul Thompson (1999, cited in Paltridge and Starfield, 2007). It is divided into "General Introduction", four chapters, and "General Conclusion". The first chapter called "the review of literature" which reconsiders the main theoretical background and approaches associated with the study of teachers' feedback. The second chapter involves "Research Techniques and Methodology". It shows the different procedures that are applied during the research in order to gather and collect data. It contains one questionnaire and one interview.

In fact, it aims at describing the two methods of data analysis. The first deals with statistical analysis to facilitate the analysis and make the results more scientific and objective. The Second consists of data interpretation and explanation. The third chapter named "Presentation of the Findings". It represents the results related to statistical data. The last chapter called "the discussion of the findings". It discusses the results of the study.



CHAPTER 1

The review of literature

Introduction

This chapter is a literature review on oral feedback in the field of teaching English as a foreign language. Our interest is to discuss the use of oral feedback in the Algerian context, and more precisely in two private schools Bridge Way World School and Modern language school in Tizi- Ouzou .

So, the present chapter includes: diverse definitions of feedback from different perspectives, but the focus of this study is on oral feedback. It considers how oral feedback is used in the classroom. Next, it seeks to discuss the way positive and negative feedback's effect the continuity of teaching and learning processes. Then, it addresses classroom interaction in relation to oral feedback. It attempts to show the importance and the effectiveness of feedback in teaching and learning processes. Besides, it accounts for different strategies and characteristics of different types of feedback.

Furthermore, it attempts to explicate the divergence that exists between written and oral feedback. At the end, we try to mention some important aspects linked to feedback such as feedback for motivation, feedback and assessment, and strategies to help learners use feedback, as well the criteria of feedback.

1. Definition of Feedback

Feedback can be defined from various perspectives based on (Hattie and Timperly, 2007:81) views feedback is defined as follows: “*information provided by an agent regarding aspects of one's performance*”. That is to say, feedback is used by teachers to inform learners about the quality of their achievements. It is called “*consequence of the performance*”.

Winne and Butler (1994) in their work: *Cognitive Tactics and Strategies*, state “*feedback is information with which a learner can confirm, add to, over write, tune, restructure information in memory, whether the information is domain knowledge, meta-*

cognitive knowledge, beliefs about self and tasks". In fact, feedback is information that permits to the learners to alter, modify, restructure the received information and determine what kind this information is. From the point of view of Askew (2000:6): '*feedback is a judgment about the performance of others with the intention to close the gap in knowledge and skills*'. That is, teachers provide feedback in order to fill the gap and promote their learning and their performance .In the same track, Ramaprasad (1983) claims: "*feedback is the information about the gap between actual and referenced levels*". He adds: "*the information is considered as feedback only when it is used to alter the gap*" (cited in Taras, 2000:470).

Additionally, feedback is an important method that teachers utilize to support learners' will and capacity to construct their learning skills and permit their growth. As in Sadler's words:

Feedback includes :complementing students on strengths of their work about deficiencies where they are occurred and their nature ; telling the students what would have improved their submitted production ; and pointing them to what could be done next time they complete a related type of response .(Sadler,2009:159)

So, feedback embodies several aspects that are related to learners 'performance as showing their area of strengths and weaknesses and the nature of the errors they are committing in their classroom activities (written tasks, oral ones and so on). Teachers can also tell their learners the steps to take in order to improve and get rid of their difficulties in learning. For instance, when learners submit an activity, teachers inform them what kind of mistakes: put the verbs in the right form with reference to time indicators, use the right words in the right place according to the context and the topic, mind your speaking skill. , For the sake of involving them in an active learning process and making them learn by themselves

without deficiencies as well as showing them the appropriate path to follow to progress step by step.

2. Types of Feedback

Feedback can be implemented in many ways thus; it is varied in different types as the following:

2.1. Written Feedback

The learner's written feedback is considered as the essence role in foreign language writing classes. (Ken Hyland and Fiona Hyland, 2005:178) define written feedback as: *“written substantial comments on their papers, justifying the grade they have given and providing the reader's reaction”*. For more clarification, written feedback takes the form of comment on learners' piece of writing in order to point out what is wrong in their writing production. This feedback is considered as a reaction of the teacher to what they write. (Sammers 1982 quoted in Lounis: 22) declares three basic purposes for providing feedback in writing:

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

- *To give learners enthusiasm for revision instead of receiving it from a critical reader.*
- *To make a writer acts as reading to get some mistakes and correct them for improving his writing.*

2.2. Peer Feedback

This kind of feedback is defined by K. Hyland(1998) as a Peer response is to provide a means of both ameliorating writer's drafts and developing reader's understanding of

good writing that is, for instance, a teacher has given to his learners an assignment which is about writing a paragraph about their hobbies and then, he asks them to take a look around their classmates work in order to correct their production this may be seen as an opportunity for learners to help each other improve their writing skills and in turn, to develop their sense of understanding a written production. In addition, it is claimed by K. Hyland (1998) that the effectiveness of peer feedback is mainly based on the usage of peer's comments in their revision besides; the foreign language proficiency, prior experience, and group dynamic one characteristic which may influence providing peer feedback. To be more explicit, an effective peer feedback is a form of peer comments on each other's performances that they should take into account while revising. This kind of feedback is related to peers' background and language proficiency.

Moreover; peer feedback can take different forms, the common one is when the learners are divided into groups of two, three, or four, and then they exchange the first draft and give comments on each other's works. This from one side. From another side, F. Hyland (2000) states that:

Students should comment on their classmate: Classmates brain storming and outlines of their ideas before doing the draft of the task to be aware of their writing strategies as well to develop their learning product that is, peer feedback is provided by incorporating students into each other's brain storming and by incorporating learners into each other's first drafting through commenting on them. The aim of peer conferences is to provide the learners with the opportunity to give and receive feedback about ongoing work, especially, when the focus is on the improvement rather than grading. The positive aspect of peer feedback is that students get to see other student's work which also can deepen understanding of the learning objectives and offer them a good atmosphere to interact, criticize, and develop their critical thinking.

In other words, peer feedback can be seen as an opportunity given to learners in order to offer and receive feedback about different works to attain a certain progress in their ongoing

learning as well, it is a chance which permits to the learners to discover various strategies of performing an activity and to create a suitable climate for interactions, criticism, to develop their critical thinking by themselves.

2.3. Descriptive Feedback

According to Earl (2003) descriptive feedback is linked to the learning that is expected (*where am I going?*); it addresses faulty interpretation and lack of understanding (*how am I going?*) besides, it provides learners with visible manageable next steps to take based on assessment of the work at hand and the image of what “*good work looks like*” so that they can start to take on the responsibility of self-assessing and self-correcting. (*What do I need to Improve and how do I do it?*) An example of descriptive feedback: That is a good introduction because you have covered the main points we discussed at the beginning .Nowwhich point do you think you should expand on?

2.4. Evaluative Feedback

A sort of grades or brief general comments (e.g. well done) about learning, but does not convey the information and guidance that the learners can use to improve; that is, teachers praise their learners to create a positive climate for learning and encourage the good learners to continue working more and more, as well eliciting the weak ones to make efforts so as to improve in their learning. However, for Hattie and Timperley (2007) the impact of feedback on learning has been found to be low when it is focused on praise, rewards and punishment. In fact, as a way for illustration, when evaluating learners’ work, teachers should not over praise their good learners or punish the weak ones because the former may create over self-confidence and self-esteem which can be the reason behind the passivity of some learners.

The latter, may induce psychological problems such as a lack of self-confidence, fear. This may also demotivate them and make them hate the subject they learn and skip the lessons.

2.6. Oral Feedback

Among the types of feedback given to learners, we find oral feedback which is one of the essential issues tackled in the area of English teaching and learning. Frey and Fisher (2011:77-78) declare that it occurs mainly through the spoken form in order to get positive learners' outcomes. This kind of feedback is received by the learners every time within EFL classroom; either intentionally or unintentionally for the aim of fostering their outcomes (Cheryl, 2005). In Brookhart point of view (2008:48):

Oral feedback is often given informally during observations of the 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 teachers and students.

This means that teachers' oral feedback may be formally or informally delivered depending on the kind of the classroom products (accomplished or in progress). Teachers' oral feedback should be as a means for the promotion of fertile classroom interactions where learners may have access to knowledge and development.

In addition to This, *“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”* (Hyland (2000) quoted in Mahdi and el Saadany, 2013:17). That is, instead of losing time in commenting on students' papers, oral feedback or oral conference permits teachers to

face students' cultural, educational and writing matters ; this by clarifying the intended meanings and disposing ambiguities in the classroom. Stagg Peterson (2010:2) notes:

Verbal feedback can also be beneficial and it could be one of the quickest and easiest forms of feedback as it may be given teachers circulate around the room while students are writing ... verbal feedback may also be given to students-teacher conferences. Student sign up to meet their teachers when they feel ready for feedback, or they may meet with their teachers on a regular basis. Effective as both teaching and assessment tools, student-teacher conferences provide individualized instruction for students and opportunities to gather information about students' thinking and writing process.

In other expression, oral conference is of a considerable role and importance since it is rapidly delivered without any effort provided by the teacher while turning round the classroom to take a look around the learners 'pieces of writing. Oral feedback is not only curtailed to classroom observation; it is also implicated in students-teacher conversation in which teachers identify the learners' thinking and writing abilities.

Carnicelli (1980:13)shows: *“oral feedback is more preferable to use in class-teaching; he notes that oral feedback might fail if the teacher does not listen to the student, if the student feels insecure, or does not remember the teacher's comments”*. In response to Carnicelli , Keh (1990:294-304) states: *“teachers' authority can lead to the failure of feedback function in the classroom”*. For instance, if the teachers dominate the conversation and pay no attention to what their learners ask during the dialogues, feedback will be inutile. So, for him teacher-students oral feedback is more effective than teacher-student one because the former has an important role in allowing them to learn and exchange more ideas and obstacles they face in their learning from one another.

In other words, teachers' authority and conversion s' dominance are among the factors that may engender the failure of feedback function and that feedback should be delivered to the whole class and not individually in order to be effective in making learners more active (participate, exchange ideas).

Moreover, Hyland (2003) believes that oral feedback may be highly fruitful if learners are actively involved ask questions clarify and disagree instead of simply accepting advice.

That is to say, learners should be active in their learning process and highly motivated in terms of asking for knowledge and more information, possessing the ability to contradict and to make things clear in the classroom. In being so, oral feedback may be highly virtuous.

3. Criteria of Oral Feedback

For Frey and Fisher (2011:77), Oral feedback should be characterized by the setting, the structure, and the tone. These aspects are important to the students when providing the oral feedback:

3.1. Choose one appropriate setting

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

If the teachers’ feedback is brief, teachers should be close to the learners and lower their voice in order to move smoothly in the conversation. This type of feedback helps learners get it or understand it.

3.2. Structure the Response

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

- Showing the result of learners’ performance.

- Describing and distinguishing between the right form and the wrong one that should be changed.
- Motivating and encouraging at the same time.

3.3. Use the supportive form:

The tone has an effect on the effectiveness of oral feedback so, in addition to the given information on the teachers' verbal feedback, non-verbal feedback such as: eye contact intonation can encourage learners to receive effective feedback, whereas, descriptive tone, rolling eyes, an averted gaze and biting tone speak volumes affect negatively in receiving feedback.

4. Feedback provider:

EFL teachers should give appropriate feedback in particular situation. For example, Harmer (2001:76-78) states: "*over correction may inhibit them and take the communicativeness out of the activity*". That is, when the teacher over corrects his learners' errors in most of the time feedback may hinder the purpose of the classroom activity negatively. In the other side, he shows that feedback can be positive if the correction is done through gentle and helpful form which makes the EFL learners keep out the difficult misunderstandings and hesitations.

5. The Effect of Feedback on the Learning Process

For Moneim Mahmud Mohammed (1991:261), feedback has a great effect on improving the learning process. So, it fixes the correct new information mentioned through it in the learners' mind, and it is considered as the main element in the teaching process. It should be at the end of the learners' production, and during their performance according to certain conditions. The feedback has a lot of advantages among them:

- *It informs the learner about his learning's results, whether it is correct or not, which decreases the learners' stress when he wants to know his performance's results.*
- *It encourages the learner to continue his learning especially when he knows that his production's results are correct*
- *If the learner finds that his production's results are incorrect, he will take into consideration that he is the responsible for his performance results. Thus, he should do better next time*
- *It shows to the learner his learning direction and to what extent he has developed the oral foreign language performance. A learner will be given a chance to have a clear report about the main weaknesses he encounters and having the opportunity to look for possible remedies to achieve a better performance.*
- *It provides the learner with additional information in order to support, rich, and encourage the learning process .It ensures continuity.*

6. Feedback for Motivation

Gass and Selinker (2001:348) state: "*motivation is a social psychological factor and a predictor of success in L2 (second language) learning*". They add in (2001:349) : "*It makes sense that individual who are motivated will learn another language faster and to a greater degree*". Since numerous studies have provided evidence that indicates types of feedback to motivate language learning. Feedback is therefore, considered as a way to motivate learners' learning especially, in L2 and foreign language learning.

Burnett (2002) and several researchers have focused on both effort and ability feedback (Dohrn & Brayan, 1994; Mueller & Dweck, 1998; Schunk, 1984). Weiner (1979; as cited in Schunk, 2003:2) state : "*Effort is internal, unstable, and controllable, which is quite favorable for motivation*". Schunk (1983; as cited in Schunk, 2003:2) define effort feedback as: "*oral or written feedback by others which link performance outcomes with effort*". That is,

learners who are successful with good performance on a task are likely to continue to work. Learners who poorly perform on a task or do not work hard are likely to continue their performance.

Early research on effort feedback showed some interesting results. Schunk (1982) found that effort feedback for past achievement led to more rapid progress in skill development and high percepts of self-efficacy. Schunk (1984) investigated how the sequence feedback influences children's motivation, attribution, self-efficacy and skillful performanceThe results show that children who initially received effort feedback developed higher ability attributions compared to those who received less feedback.

In other words, what is mentioned above means that according to these scholars, motivation is the predictor of success because it allows learners learn another language easily and quickly to a higher degree. In fact, it is proven that many types of feedback have a significant role in motivating learners to look for more knowledge as well as to achieve high academic standards. Therefore, Feedback effort is closely related to learners' outcomes and performances in which motivation represents a solid basis.

7. The importance of Feedback

Feedback plays a vital role in teaching and learning English as a foreign language. It is a far-reaching aspect in the learning process. Indeed, teachers 'oral or written feedback should be delivered within any teaching context. Feedback is used to simplify and facilitate teaching and learning tasks for teachers and learners. Therefore, the basic function is to help learners improve their knowledge, as well as, be aware of their strengths and weaknesses.

In addition, feedback has an important impact since it provides the learners with hints and information about their works and how to reach their objectives. Gipps (1994:129-130) believes: *"feedback is essential for two reasons: it contributes directly to progress in learning through the process of formative assessment, and indirectly through its effect on*

pupil 's academic self-esteem”, That is ,the notion of feedback is delivered directly to promote the learning process through formative assessment and indirectly through its effect on learners’ educational confidence. In addition, oral feedback is a crucial tool that helps learners to attain a higher proficiency in a foreign language, as well as, a useful method for responding to learners’ work (S. Rydahl, 2005).

In other words, through the use of oral feedback, teachers offer the chance to their learners to allot and swap their ideas; it is also utilized to make language development easier. Furthermore, S.Rydahl (2005:5) claims: *“the majority of teachers find oral feedback as an important tool to help student to achieve a higher proficiency in second and foreign language and they use it to correct their errors”*. Indeed, oral feedback is usually interactive; it assists teachers to control and monitor their learners and adds more explanations, this through body language, facial expressions, tone of the voice, emphasis...In other terms, through learners’ facial expressions teachers can recognize the effects of their words on learners. Oral feedback then, is the most widely used and preferred method for supporting learners’ learning (Santos, L. & Pinto., 2006).

8. How to give Effective Oral Feedback

For S.M Brookhart (2008) 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 learner at a time and a place in which the learner is ready and willing to hear what you have to say. Individual oral feedback ranges more broadly than any other type of feedback, from the very formal and structured (learner–teacher conferences) to the very informal for instance, (a few whispered words as you pass next to the learner’s seat). Group oral feedback for example, speaking to a whole class about a common misconception can also be helpful.

In other terms, for oral feedback to be effective, teachers should be aware of where and when should they give it (at the right time in the right place) respecting learners' readiness and will to hear the oral feedback for both group and individual oral feedback.

9. Positive and Negative Feedback

Basing on research results, Kulger and Denisi (1996) postulate that not all feedbacks are the same and not all feedbacks are equally in advancing learning. This depends on the learners' work, if the performance is successfully presented the feedback will be positive but if it is not feedback which will be negative, Hence, positive and negative may have valuable effects on learners' behavior since "*one reinforces the correct behavior and the other punishes the incorrect behavior*" (Kulger and Denisi, 1998:67).

9.1. Positive Feedback

Positive feedback is highly required in promoting learners' achievements. It is defined as kind of comments which indicate that a particular response is correct (Ashby & O'Brein, 2007) and it is used by the tutor to assist learners to reinforce their knowledge, or to incorporate new knowledge to their previous one when the correct answer was provided by chance or tentatively (Fossati, 2008). This, while the teachers give explanation and clarification about learners' response to expand their thoughts. Therefore, it is important for teachers to give positive feedback that should be used to praise learners for acting properly and performing appropriately (Rydhal, 2005).

Additionally, several theories show that positive feedback operates to support learners to believe that they are able to do well (Barbara Davis, 1999). Accordingly, learners' self-confidence and self-esteem to learn a language will be developed. A similar view is hold by Fishback, Tale Eyal and Stacey Finkestlein (2010) when they claim that positive feedback

intensifies people confidence that they are capable to reach their objectives, by expecting successful goal attainment.

That is to say, its main function is generally to reduce learners' uncertainty about their success. From the aforementioned views, positive feedback is considered as a way to show support, encouragement, or appreciation as well as a best technique to increase learners' motivation. In this context, Elis (1997) distinguishes two types of positive feedback to SLA which are repetition and rephrasing.

9.1.1 Repetition: it deals with teachers' repetition of the learners' right answer. That is, when a learner is performing well and then the teacher encourages her or him and make him or her as a good model for the classmates to follow

9.1.2 Rephrasing: this is when a teacher rearticulates the learners' correct answer using new and different word and by adding new information with the aim of expanding learners' knowledge.

9.2. Negative feedback

Negative feedback, on the other hand, can have beneficial effects on learning. It is described as statements presented by the instructor in return to learners' mistakes (Fossati, 2008). He adds that if it is used effectively, it can help learners rectify what is mistaken and learn from their errors which lead them to be aware about such mistakes in the future.

Besides, Rydahl (2005) maintains that negative feedback contains a set of information about learners' incorrect answers and sometimes teachers bring some advice about the way to correct their errors. She argues: *"it is among the helpful techniques used to faster learners' understanding and to explain what necessitate change in the students' incorrect utterance.* This kind of errors correction has a great impact on the process of learning (Davon K;Barrow, 2008). As researches revealed negative feedback is a simple approach which can have a significant impact on the learning process, others see criticism to learners' behavior.

In fact, negative feedback is very powerful; it can create negative atmosphere within the classroom, as well as, it is potentially harmful (Kim, 2004). Additionally, negative feedback normally affects student-teacher relationship (Spoul. K.,2011) because some learners believe that instructors use negative comments to hurt their feelings and to put them in an embarrassing situation.

Consequently, the integration of negative feedback to promote learning may decrease students' self-confidence (Fishback, A.,Eyal,T. and Finkestlein, S.R, 2010) in their ability to learn a language. For this reason, teachers ought to relate this kind of feedback to a specific performance rather than to student as individual (Barbara Cross David, 1991) because this may offend learners' performance that can result in demotivation and deterioration.

10. Oral Feedback versus Written Feedback

The issue of feedback on learners' skillful performance has been attracted a great deal of attention over the last few decades. Written or oral feedback is generally delivered by teachers in the estate of language teaching. Consequently, there is no unlikeness in principle between oral and written feedback noticing that both of them implicate word choice issues or content matters such as, focus comparison, function, clarity, and tone (Brookhart, 2008). Bitcher (2005) found that both oral and written feedback is used to enhance learners 'writing over time.

Brookhart (2008) mentioned that oral feedback is the same as written feedback in the choice of words. However, it contains some exclusive issues. Content issues are the same for oral feedback as for written feedback. The suggestions made about "*concentration, comparison, function, clarity, and specificity*" apply to oral feedback, as well as, to written feedback. One variance is that when speaking instead of writing, teachers have less time to make decisions about how to say things, and once they have said them we cannot take them back. If teachers consider feedback choices they have. In addition, giving helpful feedback

will become very crucial. Teachers need to give oral feedback to the learners at a time and a place in which the learners are ready and willing to hear what teachers have to say. In studies of Li, Lyster, and Saito (2010), it is demonstrated that oral corrective feedback can facilitate L2 development, but that its effects may be constrained by contextual factors and individual learners' differences.

11. Figure 1: Strategies to help students learn to use feedback

- *Model giving and using feedback yourself*
- *Teach students self- and peer assessment skills*
 - *Teach students where feedback comes from.*
 - *Increase students' interest in feedback because it's "theirs."*
 - *Answer students' own questions.*
 - *Develop self-regulation skills, necessary for using any feedback.*
- *Be clear about the learning target and the criteria for good work.*
 - *Use assignments with obvious value and interest.*
 - *Explain to the student why an assignment is given—what the work is for.*
 - *Make directions clear.*
 - *Use clear rubrics.*
 - *Have students develop their own rubrics, or translate yours into "kid-friendly" language, if appropriate.*
 - *Design lessons that incorporate using the rubrics as students work.*
- *Design lessons in which students use feedback on previous work to produce better work.*
 - *Provide opportunities to redo assignments.*
 - *Give new but similar assignments for the same learning targets.*
 - *Give opportunities for students to make the connection between the feedback they received and the improvement in their work.*

Adopted from S.M.Brookhart (2008:66)

In this figure there are some important strategies that help learners learn to use oral feedback correctly in the way that teachers should provide enough knowledge about the skills of self-assessment and peer assessment to be able to evaluate, assess their own performance and their classmates' performance and to develop the sense of self-regulation. What is the role of feedback in the domain of education; make the learners aware of the objectives of doing different activities (easy or challenging activities) and the criteria of a good performance.

Another crucial point to mention is that teacher should design lessons that implicate the use of diverse rubrics and feedback provided in the previous works (in order to avoid making the same mistakes). Furthermore, learners should be given more chance to redo assignments, and make them understand the link between feedback and their progress (feedback is a means to develop and go beyond in their learning).Ibid.

12. Feedback and Assessment

There are major implications from this review of feedback for assessment in the classroom. Assessment can be considered to be activities that provide teachers and/or learners with feedback information relating to one or more of the three feedback questions (at the FT, FP, or FR level). Such a definition places emphasis on devising assessment tasks that provide discrepancy between current status information and interpretations about the learning goals at any of the three levels: about tasks, about the processes or strategies to understand the tasks, and about the regulation, engagement, and confidence to become more committed to learn.

This contrasts with the more usual definition of assessment, an activity used to assess learners 'levels of proficiency. This usual definition places more emphasis on the adequacy of scores (and less on the interpretation of these scores). Crooks (1988) and Black and William (1998): Demonstrate that there is a little evidence that such classroom testing has assisted in the learning process. Black and William (1988:17) for example, reviewed 578 publications relating to the role of assessment in learning and concluded that classroom assessment:

Typically encourages superficial and rote learning, concentrating on recall of isolated details, usually items of knowledge which pupils soon forget... teachers do not generally review the assessment questions that they use and do not discuss them critically with peers, so there is little reflection on what is being assessed.

Too often, the power of assessment feedback is aimed to drive learners toward (often unspecified) goals or to do more or do better. Learners receive little feedback information in these instances; primarily because the assessment feedback does not address

the three major questions enhance the processes (FP) and metacognitive attributes (FR) of the task. Furthermore, teachers too often see assessment feedback as making statements about learners not about their teaching (Timperley & Wiseman, 2002). Thus, the benefits of feedback in the classroom from such testing are often diluted.

12.1. Different ways of giving Feedback

Four major types of corrective feedback are presented in Lightbown & Spada (1999:107).

12.1. Clarification requests is: *“where the teacher indicates to the learner that an utterance has been misunderstood or that there is an error in it and that a repetition or a reformulation is needed”*. That is, a clarification request includes phrases such as ‘Pardon me...’ It may also include a repetition of the error as ‘What do you mean by...?’ for instance, a learner has answered back about a question such as how do you see leaning is it utile or it pushes people to be not creative? And then he answers: yes it does. Then the teacher seeks for more explanation: what do you mean; support your answer with arguments.

12.2. Recasts are: *“where the teacher repeats a student’s utterance, using correct forms where the student has made an error, but does not draw attention to the error and maintains a central focus on meaning”*. This is while doing a lesson about the verb and the tenses ,then one learner says *I goes* instead of *I go* in the present. For the purpose of correcting this mistake, the teacher repeats the learner s’ answer with using the correct form of the verb to go in the present with the personal pronoun ‘I’ by saying *“I go”*

12.3. Elicitation is: *“where the teacher uses questions to elicit completion of students’*

utterances, asks questions to elicit correct forms, or asks students to reformulate their utterances". When the student answers correctly and then the teachers look for more clarification by the reformulation of the answers.

12.4. Metalinguistic feedback is: *"where the teacher points to the nature of the error by Commenting on, or providing information about, the well-formedness of a student's utterances"* *"Metalinguistic" feedback also includes "metalanguage", which could be 'It's singular, not plural'*". The teacher here tries to make the learners understand the nature of their mistakes for instance, "it is all that not all what". And information in plural not informations

13. Classroom interactions

In a communicative approach of language teaching classroom interaction becomes an important feature in second and foreign language pedagogy. Through interaction, teachers and learners can create an active learning environment, focus attention; connect knowledge, help learners to organize their knowledge; provide timely feedback and prevent communication breakdowns.

Ellis (1990) *"interaction is meaning –focused and carried out to facilitate the exchange of information and prevent communication breakdowns"*. Rivers (1987: 4-5) asserts: *"through interaction, students can increase their language store. In an interaction, students can use all they possess of the language.* This means that when interacting with teachers or classmates, learners may use their foreign or second language background (all they have learned or casually absorbed in real life exchanges).

13.1. The Function of Feedback on Classroom Interaction

The issue of especially, oral feedback has been the focus of many scholars. In fact, it has been considered as the key concept of classroom interaction. It is indispensable in the classroom. With reference to Mackey (2007:30) claims: *"through interaction that involves*

feedback, the attention of the learners is paid to the form of errors and are pushed to create modification’. As it is said in the quotation, feedback is given to learners for the purpose of reconnoitering and admitting their fallacies to ameliorate their performances. Additionally, the function of feedback on the classroom interaction is of a great importance since it is used with the view to develop learners’ language proficiency and knowledge (Black, Harrison, Lee, Marshall, William, 2003). Besides, in researchers’ views oral feedback is a fruitful tool that entails the characteristics of interaction which heightens both teaching and learning processes, this is why, the everyday usage of feedback in classroom interaction is basic.

14. The Strategies and the Characteristics of Feedback

For feedback to be effective, S. M Brookhart (2008) states four strategies that govern the deliverance of feedback in his work: *How to Give Effective Feedback*. In the same issue Fisher and Frey (2011) states some important criteria that feedback should have to be effective in their work entitled: *Formative Assessment Action Plan: practical steps to more successful teaching and learning*.

14.1. Timing

The objective of the classroom instruction is to deliver feedback immediately after the assignment to help learners to use it in the right way. S. Brookhart (2008:17) claims: *“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”* That is to say, teachers should provide feedback to their learners while they are trying to perform an activity and a skill not the ones they already knew or did. She adds: *“it especially needs to come while they still have some reason to work on the learning target”*.

To be more precise, effective feedback should be delivered at the moment that learners still attentive of the instructional objectives and possess the chance to make use of it in order to demonstrate progress and development.

14.2. Amount

The amount of feedback to be provided is a hard task for teachers as S. Brookhart(2008:19) asserts: “*the hardest decision to take about feedback is the amount to provide*” this because it is related to learners cognitive capacities and knowledge i.e. for instance, in the classroom there are some learners who need more detailed feedback in order to reach a skillful performance while others do understand and assimilate rapidly .Therefore, for Brookhart an original learning is to offer a useable amount of feedback that allows the learners to move to the next stage in their learning. In addition, in the Brookhart view it is of a big importance to provide a clear and understandable amount of feedback to help learners move forward. But when asking for more clarification, learners require more detailed feedback to take them to the next level.

14.3. Mode

Feedback may be provided differently in various modalities depending on the kind of the tasks, Assignments and activities Brookhart (2008:22) argues: “*some kind of assignment lend themselves to written; some to oral; and some to demonstration*”.

Meanwhile, the best way to provide feedback can come from teacher-learner conversations this is when the teachers try to add extra information about a specific assignment, task, or activity. Therefore, oral feedback is considered as being the best mode that permits teachers to clarify ideas, provide encouragement, clear up ambiguities, or evaluate the answers’ correctness (ibid) .

14.4. Audience

The effective feedback should be provided to the appropriate audience. Teachers in delivering feedback should really know the audience to whom they address their feedback for instance; there are some learners who need much more detailed feedback than the others.

In some cases feedback should be delivered individually above all when the teachers speak about something specific of individual activity and sometimes to show a certain consideration of the learner. Feedback is to be addressed to a group of learners or to the whole class for saving time and reviewing the lesson (Brookhart 2008:24).

15. Feedback's Characteristics

Teachers should take into consideration some features when they provide feedback to their learners. The two researchers Frey and Fisher (2011) mention that the feedback's criteria are:

15.1. Timely

Douglass Fisher & Nancy Frey (2011:71) assert: *“the evidence is clear the sooner feedback is given, the better feedback is powerful when it is linked as closely as possible in time students performance”* that is, feedback should be delivered immediately after the task at the moment the learners attempt to perform an activity to help them meet their purpose in learning, it is about motivation and relevance.

15.2. Specific

It is claimed by Fisher and Douglass (2011:72) that with *“superficial”* and *“generic”* feedback, the learners do not understand what they are going to do and they do not understand what they are going to do and they do not relate between how they do the assignment and what they need to do well in the future. Whereas, if the feedback is specific learners may understand what they should do, on what they focus on in the future and they find opportunities to improve their performance where they still need to work on. That is, for example, when learners understand what they have well performed and what is the next step to take later, they will be able to make *“adjustments and improve their performance”* (ibid).

15.3. Understandable and constructive

If the learners do not understand the language of feedback, the feedback will not be constructive and will not alter anything in learners' performance. That is, there will no reaction from the learners when teachers provide them with feedback related to a given activity in the classroom. Furthermore, Frey and Fisher (2011:73) argue: *"if the feedback is not understandable the students probably are not going to learn, despite the time that the teacher has put in providing feedback. So, they declare that the informative feedback should not be only timely, but also understandable"*. In other expression, the provided feedback should be understood by all the learners' in order to help them to improve their learning skills and performances, as well to build an effective SL or FL background.

15.4. Actionable

Learners' should have the chance to act on the information provided through teachers' feedback. So, they should practice, revise, improve, and retry what they get from the feedback. The latter affects negatively on learners' performance when the teachers indicate whether their learners' answer is right or wrong while, it affects them positively performance when the teachers provide information to their learners with correct answers (Frey and Fisher, 2011: 76). *"positive effect when teacher provided students with explanations about their correct and incorrect responses"*. *ibid.*

So, learners should be attentive and take into consideration their teachers' feedback while demonstrating their errors since it influences their performance positively or negatively. Thus, they should put into practice this feedback to reach good outcomes.

Conclusion

The chapter has been consecrated to show what has been previously done and said about the oral feedback as a way or a technique with different aspects to perfect learners' performances and to broaden their knowledge.

So, from all that has been said previously , learning and teaching a foreign language is a complex task for this reason both teachers and learners must be equipped with effective and fundamental techniques in which oral feedback represents a core and a fundamental component that is utilized by teachers to ensure an effective and an ongoing learning process. Teachers base on the way of using it to facilitate the teaching and learning processes and to offer the learners a suitable climate for learning. Brookhart (2008).



CHAPTER 2

Research Design

Introduction

Our research is conducted to explore the use of oral feedback in EFL classes. As it is shown in the introduction, it is intended to unveil whether teachers utilize or take into consideration oral feedback as an effective method in EFL classes especially, in private schools. Therefore, it is of a big importance to ground our study on empirical criteria to scrutinize teachers' attitudes, perceptions, and beliefs about oral feedback to obtain a complete shrewdness of the issue.

This chapter is established to draw a full picture of the steps and the procedures taken for the collection of the information concerning this issue, and the research techniques used to realize our investigation. It considers the procedures which include the research methods, the context of study and the sample of the population, the procedures and the phases of data collection and data analysis. At the end, it consecrates few lines to refer to the limitation of the study.

1. Research Methods

In this research paper, we have adopted a mixed method which combines the qualitative and the quantitative research tools for data collection and data analysis because it ensures and guaranties credibility and flexibility of the study. Indeed, the qualitative method is associated with the interpretation and explanation of collected data, whereas quantitative method involves numerical and statistical data (C.R.K.Kothari, 2004).

As it is mentioned above, this dissertation has employed two procedures for data collection. Indeed, this research is based on one questionnaire and one interview. More precisely, the quantitative data are attained through close- ended questions, included in the questionnaire and the interview, and look for quantitative description that should be exhibited by the usage of percentages, pie charts, bar charts and tables. On the other side, qualitative

data are reached via open- ended questions embodied in both research tools (interview and questionnaire). For the analysis and the interpretation that are closely tied to feedback strategies, and characteristics, qualitative content analysis is used.

2. The Context of Study and Sample of Population

For this research, a case study approach is integrated to achieve deep data and to target research purposes .U.S general accounting office (1990:14) defines case study as: *“A method for learning about a complex Instance, understanding of that instance obtained by extensive descriptions and analysis of that instance taken as a whole and in its context”*. It is also defined by Yin (2003: 13) as: *“an empirical enquiry that investigates a contemporary phenomenon in depth and within its real –life context especially when the boundaries between phenomenon and context are not clearly evident”* (J.Beggam, 2008 : 10). It is proper for our investigation because it allows us to go deeper in our investigation and to reach relevant and reliable data in relation to a specific case.

3. Procedures of Data Collection

For the purpose of collecting data, two ethical procedures were undertaken: one Questionnaire and one interview.

3. 1. The Questionnaire

The questionnaire is one of the widely used instruments for data collection about a specific issue. Dorney (2007:102) defines it *“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 among the existing answers”* i.e. the questionnaire is one of the major means that helps us to obtain answers from the participants by writing them down or choosing from the suggested answers.

For this investigation, questionnaires were distributed to learners in order to receive responses from them. Questionnaires are usually associated with quantitative research and

statistics. But they can also be used in qualitative research, designed differently. The most common ways of using questionnaires in quantitative research is by using close-ended questions in which the respondent is requested to answer back by selecting responses from the provided list.

Meanwhile, the suitable way to gather qualitative data is that the questionnaire should contain open-ended questions that require from the participants to answer in their own words. The questionnaire has been structured and distributed to the advanced level learners of English in two private schools: ML School and Bridge Way World in Tizi Ouzou.

3.1.1 The Learners 'Questionnaire

For the sake of gathering data about the reality of using oral feedback in the classroom, we distributed questionnaires to learners of two private schools: MI school and Bridge Way World, more precisely, to advanced level. The questionnaire involves 15 items which are a mixture of close-ended and open-ended questions. These items are, in turn, embodied in four sections:

- 1) "*General Information about the Students*" which aims at identifying the students' level in English and the duration of their English learning.
- 2) "*Students' attitudes towards oral feedback*" to figure out their perceptions about oral feedback.
- 3) "*Teachers' use of oral feedback*" which attempts to collect data about how do teachers use feedback and their implementation of the strategies that are used in the classroom.
- 4) "*The impact of oral feedback on the students' performance*" which seeks to gather data about the role and the influence of oral feedback on the students' performance.

3.2 Teachers' Interview

It is worth saying that the questionnaires are very utile research tools that are used by many researchers in their investigations because of their advantages such as obtaining data from many people and so on. However, using another data collection tool along with the questionnaires is a necessity. As far as our work is concerned, we have chosen an interview for the purpose of gathering data about the use of oral feedback in EFL classes, finding out teachers' perceptions, and the role of oral feedback for an ongoing teaching and learning processes.

We have designed this interview as a helpful data collection tool in which the *“interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do”* (Bell, 2005: 157). Moreover, *“The interviews follow ethic guidelines where the teachers are informed about the purpose of the interview and what will be done with it as well as emphasize that their participation will be anonymous”* (Bell, 2010: 49).

This interview consists of different questions associated with the elements which are: the importance of oral feedback in EFL, the four strategies (the timing, the amount, the audience and the mode) as well the impact of oral feedback on learners' motivation, the impact of positive and negative oral feedback on learners' achievements, aids to show how should learners use oral feedback and then characteristics of oral feedback.

4. Procedures of Data Analysis

The information gained from the interview and the questionnaire are analyzed and interpreted by various procedures of data analysis. The quantitative data are analyzed by using SPSS (Statistical Package for the Social Sciences). However, the qualitative data are presented and analyzed in relation to strategies of feedback and feedback characteristics along with QCA (Qualitative Content Analysis).

4.1 Statistical Package for Social Sciences (Statistical package SPSS)

SPSS is a complete and a detailed system that is utilized for data analysis .It is applied to analyze data gathered from close-ended questions which permit us to get exact percentages. The results are presented in tables, pie charts and bar charts.

4.2 Qualitative content analysis

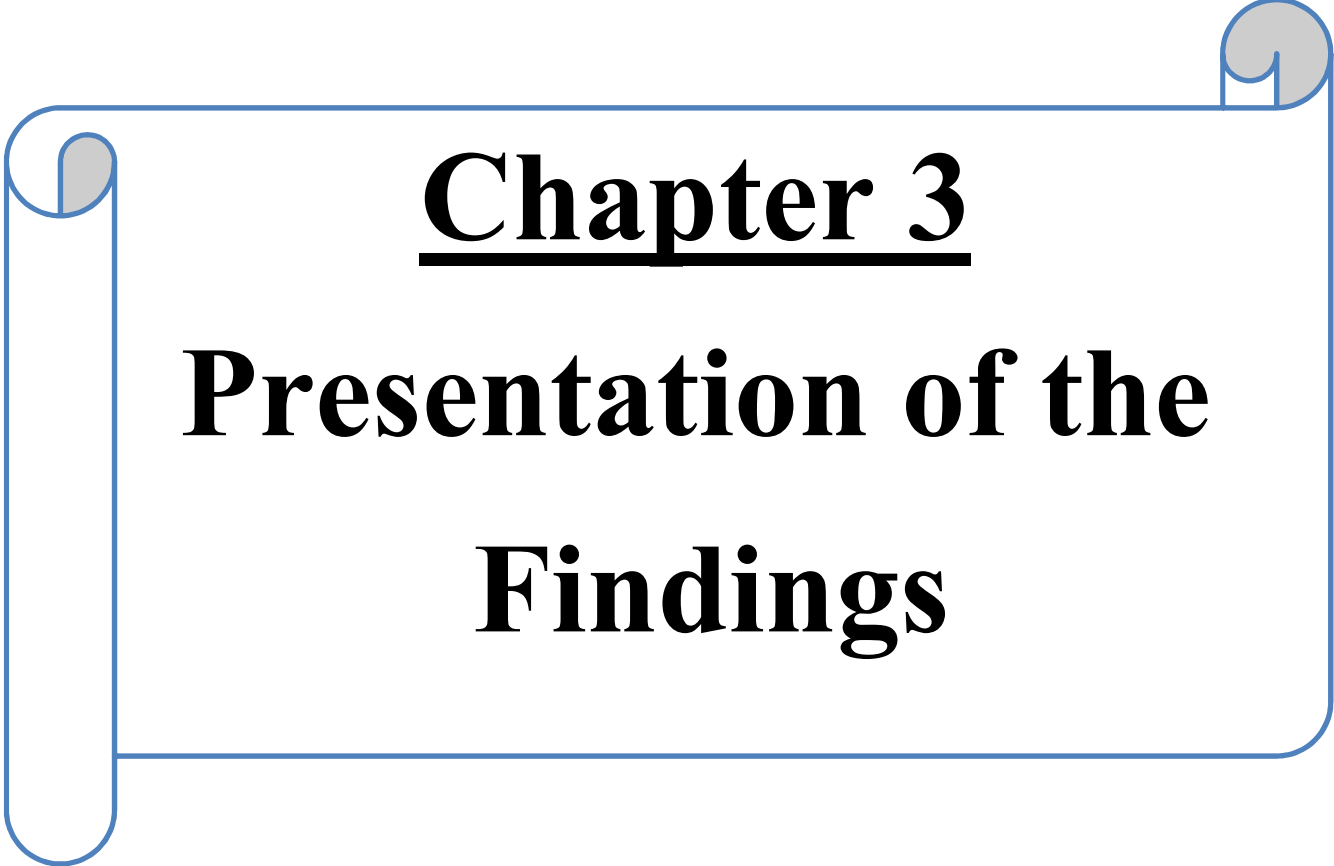
We adopt qualitative data analysis for the interpretation and the analysis of the data gained from the learners' questionnaire and the teachers' interview.QCA is defined as a *“research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes and patterns”* (Hsieh & Shanon, 2005:02).It ,clearly, regards text analysis and interpretation in order to determine and clarify its meaning. In addition, the main objective and purpose of this technique are stated by Down-Wamboldt (1992:314) as follows *“to provide knowledge and understanding of the phenomenon under study”* (quoted in Heish & Shanon, 2005:1278). Therefore, it is implicated in this piece of work to clear up, explicate and interpret the collected information from open-ended questions.

4.3. Theoretical Framework

The effectiveness of using oral feedback requires from teachers to deliver it in a relevant way this in accordance to: When? How much? How? To whom it should be delivered? These are four strategies, developed by Susan Brookhart, which ensure its efficacy. In addition, feedback should have different specific characteristics to help learners to understand it and use it in the right way to succeed in their learning progress; these features are stated and dealt with in the work of Frey and Fisher (2011) entitled: *the formative assessment action plan: practical steps to more successful teaching and learning*.

Conclusion

This chapter has put emphasis on the research design of the study. It has provided us with general over view about the research methods, the context of the study and sample population; tools of data collection and data analysis procedures that are utilized to conduct this investigation and some limitations or obstacles met during the work. In the next chapter the findings are going to be presented.



Chapter 3
Presentation of the
Findings

Introduction

The previous chapter has involved the plan and the methodologies that have been selected to operate the investigation empirically. This chapter expertises the data gathering stage. It, thus, shows the outcomes of the questionnaire distributed to the advanced level learners (20 participants) of English as a foreign language in two private schools (MLSchool and Bridge Way World in Tizi Ouzou) and of the interview conducted with (4) teachers at these two private schools in Tizi Ouzou.

These results are exposed in tables, bar charts and pie charts to keep reliability and visibility of the investigation. This chapter consists of two main parts: the first questionnaire which is composed of four sections: the first is: “*General Information about the Students*”. The second is: “*Students’ attitudes towards oral feedback*”. The third is: “*Teachers’ use of oral feedback*” and the fourth is: “*The impact of oral feedback on the students’ performance*”; and the second part is: the interview which involves teachers’ perception towards the use of oral feedback in EFL , questions about the implementation of feedback strategies and its characteristics , the impact of oral feedback on learners’ motivation and their progress in their learning, the important role of feedback in teaching and learning processes.

Section one: the Presentation of the Findings of Learners’ Questionnaires

These are the results gained through the questionnaires distributed to advanced level EFL learners in two private schools (Bridge Way World School of English and ML School) in Tizi-Ouzou.

Q 01: What is your level of instruction?

	Fréquence	Percentage	Percentage valide	Percentage cumulé
Advanced	20	100.0	100.0	100.0

Table1: The Number of the Participants in MI school and Bridge Way World in Advanced Level.

The outcomes displayed in the table (1) show that the participants in the advanced level in both schools (ML School and Bridge Way world school) are about (20) that represents 100%.

Q 02: How long have you been studying English?

	Frequency	Percent	Valid Percent	Cumulative Percent
Three years	5	25.0	25.0	25.0
Five years	4	20.0	20.0	45.0
Six years	2	10.0	10.0	55.0
more	9	45.0	45.0	100.0
Total	20	100.0	100.0	

Table2: Students' Experience in English Learning

From the table above, we notice that the majority of participants(9) who represent 45.0% have been learning English for more than six years, while (5) of them who correspond to 25.0% for three years. However, only a few of them 30.0% (20.0%+10.0%) have been studying English for six and five years.

Q 03: Do you interact with your teacher in the classroom?

Yes	15	75.0	75.0	75.0
No	5	25.0	25.0	100.0
Total	20	100.0	100.0	

Table3: Student-Teacher Interaction in the Classroom.

The findings represented in the table (3) show that the majority of the participants 75.0% argue that they interact with their teacher in the classroom. However, the minority 25.0% of them claim that they don't do so.

Q 04: What kind of feedback do you prefer? Justify your answer.

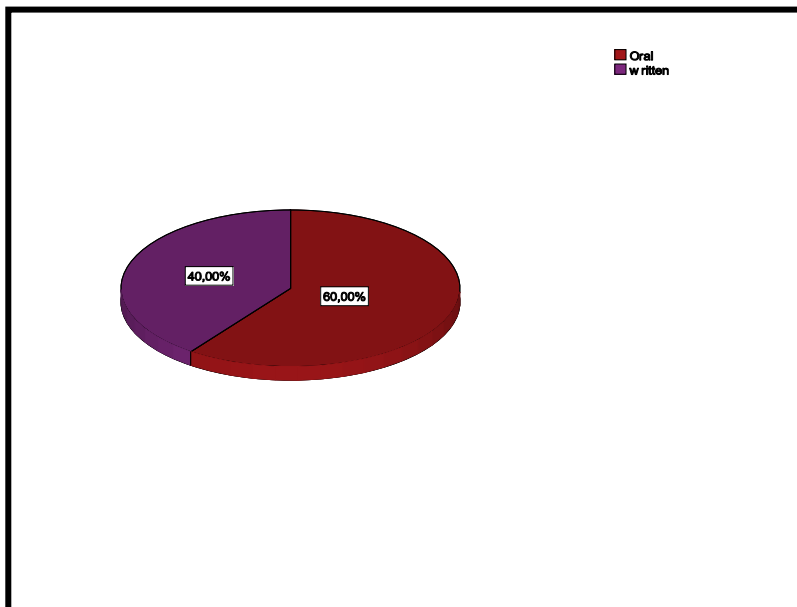
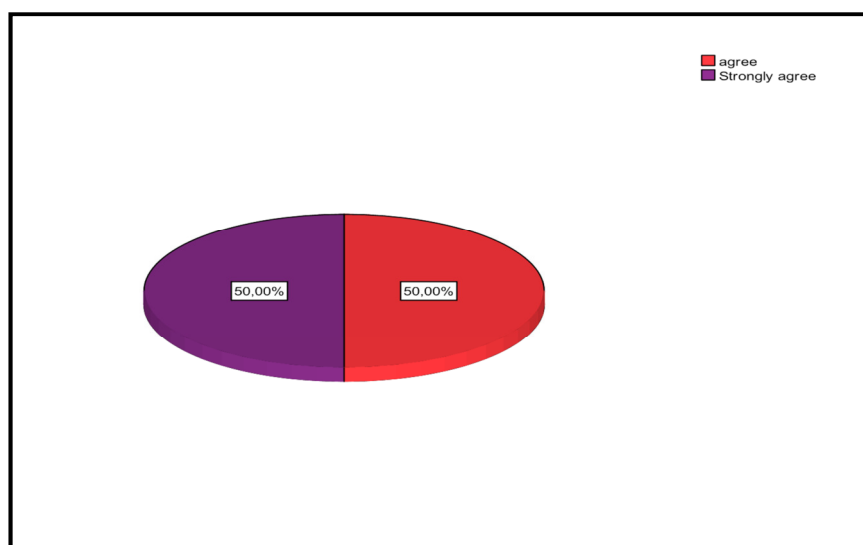


Diagram1: Learners' Preference of Feedbacks' Mode.

As highlighted in diagram (1), it is apparent that the majority of the respondents 60.00% prefer oral feedback and 40.00% opted for written one.

WHY?

In spite of the various choices of modes between the participants, mainly the great number argue that oral feedback is more helpful than the others because it permits them to interact with their teachers for more details, debate different issues of learning a foreign language and practice English language that helps them to be fluent in their English speaking as well as it offers them the opportunity to express themselves. However, some of them argue that the written mode helps them to memorize better the teachers' comments and understand quickly.

Q 05: Teachers' oral feedback has an impact on my motivation.**Diagram2: The Effect of Oral Feedback on the Learners' Motivation.**

The results on the table above clearly show that 50.00% assert that oral feedback has an impact on their motivation and the same view for the others who correspond to 50%.

Q 06: I am highly negatively influenced by negative oral feedback

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	6	31.6	31.6	31.6
Strongly agree	4	21.1	21.1	52.6
disagree	8	42.1	42.1	94.7
strongly disagree	1	5.3	5.3	100.0
Total	19	100.0	100.0	

Table4: The Negative Influence of Negative Oral Feedback on the Learners

As displayed in the table above, many participants 42.1% claim that they are not negatively influenced by negative oral feedback. 31.6% assert that they agree about the fact that negative oral feedback has a negative impact on the learners. However, only a few of them 26.4 % (21.1%+5.3%) argue that they strongly disagree and others who claim that they strongly agree about the negative influence that oral feedback may have on the learners.

Q 07: I am highly positively influenced by positive oral feedback.

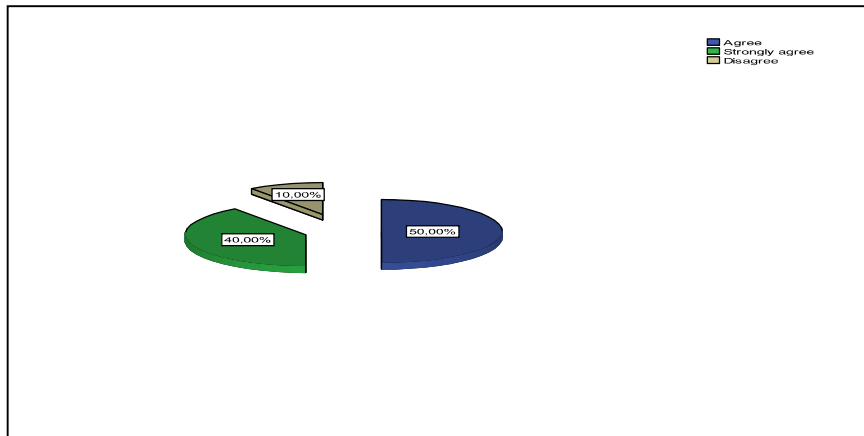


Diagram3: The Positive Influence of Positive Oral Feedback on the Learners

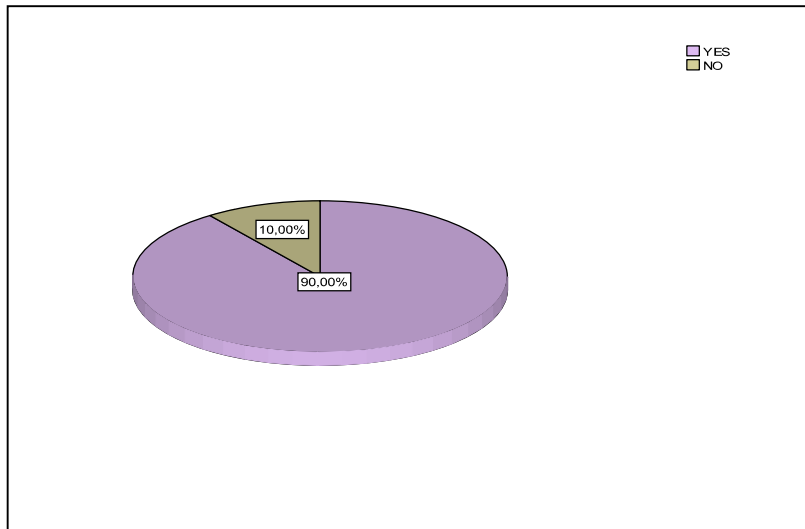
From the diagram (3), it is clearly mentioned that 90 % (50%+40%) of the respondents argue that positive oral feedback has a positive influence on them. While only 10 % of them claims that they are not positively influenced by positive oral feedback.

Q 08: How do you perceive your teachers' oral feedback? (Choose one answer)

	Frequency	Percent	Valid Percent	Cumulative Percent
necessary	9	45.0	45.0	45.0
Slightly necessary	1	5.0	5.0	50.0
important	10	50.0	50.0	100.0
Total	20	100.0	100.0	

Table5: Learners' Perception of Teachers 'Oral Feedback.

As shown in the fifth table, 50.0% of the respondents perceive their teacher's oral feedback as being important and 45.0% of them see that it is necessary .While only 5.0% who consider it slightly necessary.

Q 09: Do you like receiving oral feedback from your teacher?**Diagram4: Learners ‘Attitudes towards Oral Feedback.**

From the findings presented in the diagram above, the majority of participants 90.0% confirm that they like receiving oral feedback from their teacher. Meanwhile, 10% of them argue that they don't like receiving it.

What makes you like it?

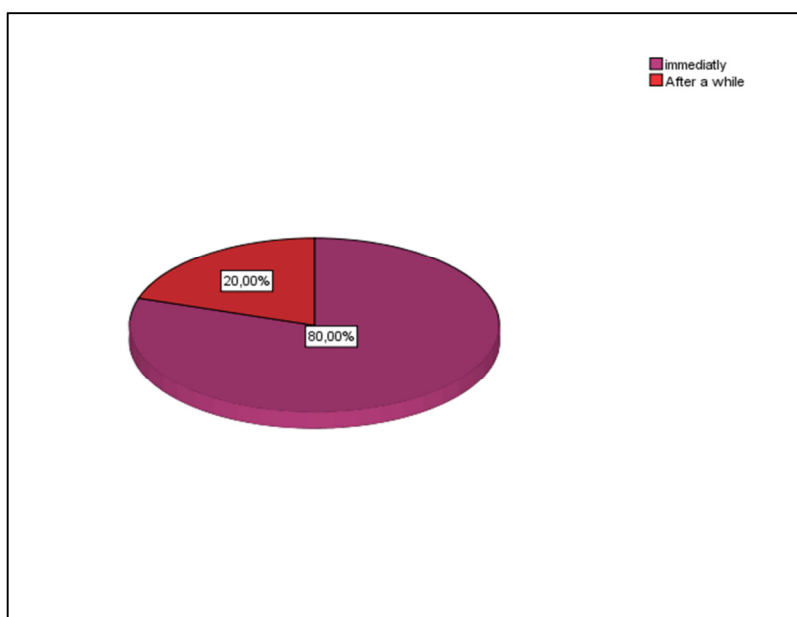
Because oral feedback allows us to get much better in our learning and shows us the right way to do things.

Q 10: Does your teacher's oral feedback target all your mistakes or only the basic ones?

	Frequency	Percent	Valid Percent	Cumulative Percent
All the mistakes	11	55.0	55.0	55.0
Basic mistakes	9	45.0	45.0	100.0
Total	20	100.0	100.0	

Table6: The Amount of Feedback.

The results presented in the sixth table confirm that (11) of the respondents who stand for 55.0% claim that, their teacher targets all the mistakes they make in classroom. While 45.0% of them argue that, their teacher targets only basic mistakes.

Q 11: When does your teacher assess your performance orally?**Diagram5: The Timing of Feedback**

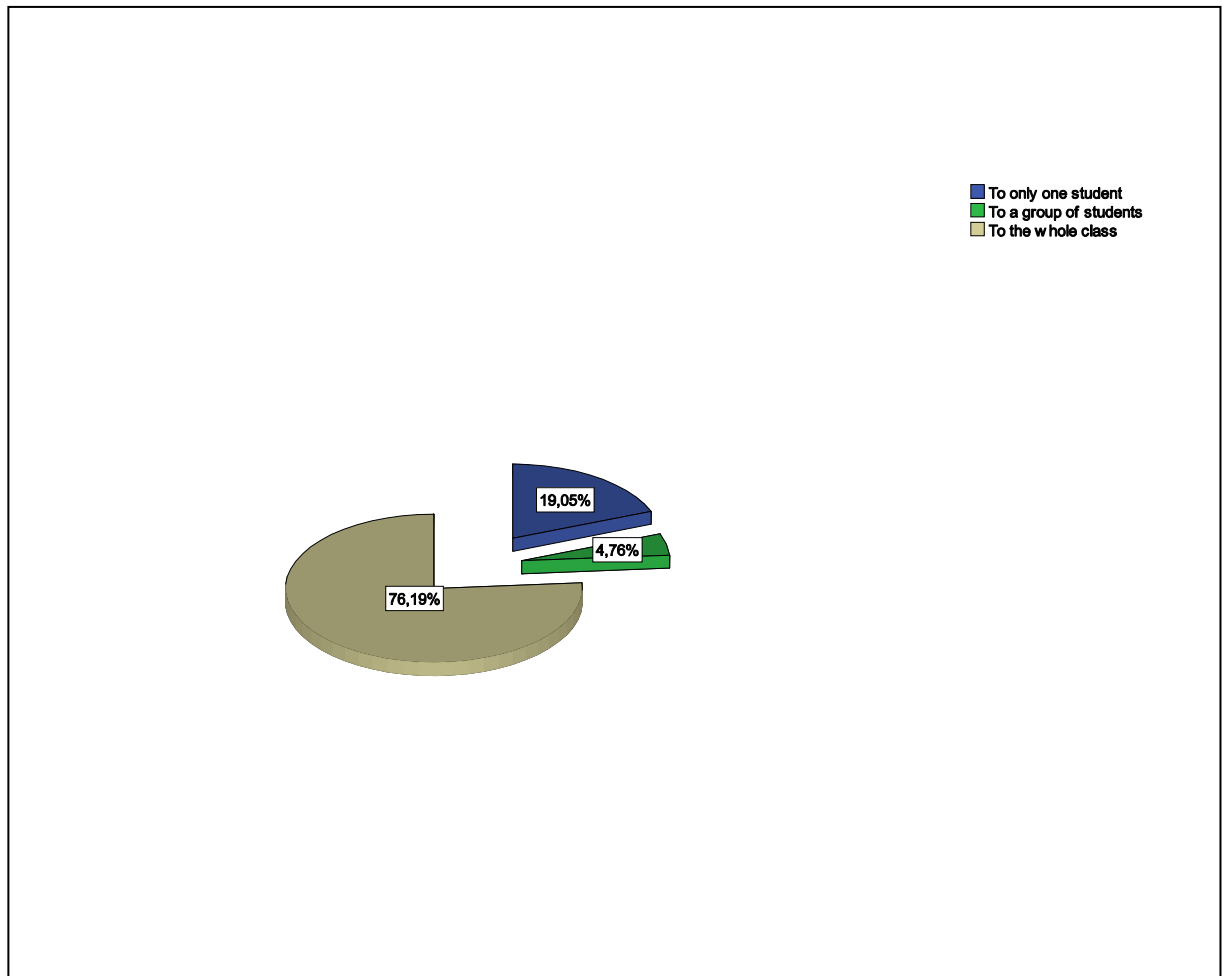
The results shown in the diagram (5) state that the majority of the participants who stand for 80.0% argue that their teacher provide them with oral feedback immediatly after the task. However, the minority of them who stand for 20%claim that their teacher asses them orally after a short period after performing an activity.

Q 12: what is the mostly used mode of feedback by your teacher?

	Frequency	Percent	Valid Percent	Cumulative Percent
Written	3	13.6	13.6	13.6
Oral	17	77.3	77.3	90.9
Non- verbal feedback	2	9.1	9.1	100.0
Total	22	100.0	100.0	

Table7: The Mode of Feedback.

From this table, it appears that 77.3% which represents the majority of the participants confirm that the mostly used mode by their teacher is oral feedback as whereas 13.6% of them assert that written feedback is usually used by their teacher. By contrast only 9.1% of participants that claim that their teacher usually uses non-verbal feedback.

Q 13: To whom does your teacher deliver the oral feedback?**Diagram6: The Audience of Feedback.**

As it is shown in this diagram, the majority of the participants 76.19% argue that their teacher delivers feedback to the whole class. Whereas, 23.81% (19.05%+4.76 %) claim that their teacher provides feedback to only one student and to a group of students.

Q14: My teachers ‘oral feedback encourages me to get actively involved in the learning process.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	47.6	47.6	47.6
Agree	10	47.6	47.6	95.2
Disagree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Table8: Oral Feedback and Encouragement.

The results in this table show that the majority of the participants (20) who stands for 95.2% (47.6%+47.6%) argue that oral feedback encourages them to get actively involved in the learning process. On the other side, only one student who represents 4.8% who asserts the opposite.

Q 15: Do you think that oral feedback is a tool which allows you to get rid of your weaknesses? Justify your answer.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	100.0	100.0	100.0

Table9: The role of Oral Feedback in Overcoming Learning Weaknesses.

It is displayed in this table that all the participants 100% confirm that oral feedback is a too which helps them to get rid of their weaknesses.

Why?

All the participants claim that oral feedback helps them to overcome their difficulties and weaknesses because it makes them know the right decision to make in their performances and avoid making the same mistakes again.

Section 2: The presentation of the findings of teachers' interview

The analysis of this section is based on data gathered through interview conducted with four teachers of English (advanced level teachers) in two different private schools, more exactly, two of them are teachers in ML SCHOOL and the two others in Bridge Way World. The qualitative data in this section consists of transcripts from the interview with teachers. However, the quantitative data are presented in diagrams, pie charts, bar charts and tables to ensure more validity and credibility to the research.

Q 01: What kind of feedback do you give to your students? We mean is it evaluative, corrective or judgmental?

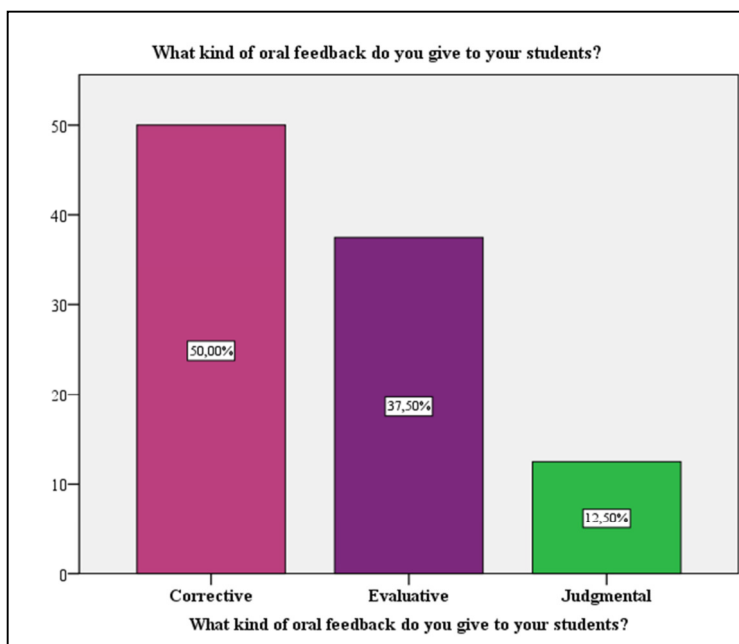


Diagram 1: the kind f Oral Feedback delivered to the Learners

As highlighted in the diagram above, 50.00% of the interviewees assert that they prefer providing their students with corrective feedback when teaching. While, 37.50% of the participants claim that they prefer using evaluative feedback. And 12.50% of the interviewees argue that they provide their students with judgmental feedback.

Q 02: What is the importance of implementing oral feedback in EFL classes?

All the participants answered that the importance of implementing oral feedback in EFL classes is to correct students errors and to help them overcome their difficulties, as well as, to motivate students and enhance their learning process.

Q 03: Do you agree that effective oral feedback can highly positively affect students' performance? if yes, how?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	10.0	100.0	100.0

Table1: The Positive Impact of Oral Feedback on learners' Performance.

All the participants claim that effective oral feedback can highly positively affect learners' performance.

Q 04: When do you provide your students with oral feedback to inform them about their performance? We mean is it immediately, after a while or at the end of the lesson?

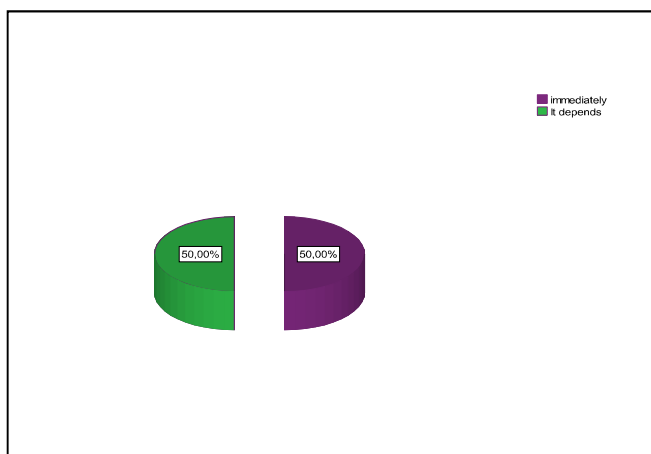


Diagram 2: The Timing of feedback.

When asked about the timing of oral feedback two teachers assert that they provide their students with oral feedback immediately .Whereas, two others claim that they do not have a specific time to provide their students with oral feedback and they assert that their correction depends on learners' mistakes.

Q 05: When you provide your students with oral feedback, do you mention all the mistakes or only the basic ones?

	Frequency	Percent	Valid Percent	Cumulative Percent
BASIC mistakes	3	50.0	50.0	5.0
All the mistakes	3	5.0	50.0	100.0
Total	6	100.0	100.0	

Table2: The Amount of Feedback

As shown in the diagram above, 50% of the participants assert that when they provide students with oral feedback they mention only the basic mistakes. While 50% of the interviewees do mention all the mistakes when providing their students with oral feedback.

Q 06: According to you, how can oral feedback be an effective tool in EFL classes?

The majority of the interviewees assert that oral feedback can be an effective tool in EFL classes, if it is constructive and helpful one .In addition to this, if it increases students' motivation, as well as, if it helps them to progress in their learning process. While, one participant claims that oral feedback can be an effective tool in EFL classes when teacher maintains good relationship with his students and both of them work as a team during the lessons.

Q 07: How can oral feedback motivate your students?

When asked this question, the majority of the participants confirm that oral feedback can motivate their students if they are given many opportunities to speak freely and to express

their ideas. While one participant asserts that oral feedback can motivate students only if it is backed with encouragement and praising words.

Q8: To whom you deliver, oral feedback is t only one student, to a group of students or to the whole class or it depends? Please explain?

	Reponses		Observation Percentages
	N	Percentage	
To only one student	1	11.1%	25.0%
To a group of students	3	33.3%	75.0%
To the whole class	3	33.3%	75.0%
It depends	2	22.2%	50.0%
Total	9	100.0%	225.0%

Table3: The Audience of Feedback

As highlighted in the table above, one teacher answers that he delivers feedback to only one student. whereas 33.33% assert that they deliver feedback to a group of students. While 33.33% of the interviewee claim that they prefer to deliver it to the whole class .and two teachers claim that it depends.

Q 09: In relation to your experience as a teacher of English in private school, what do you think about the use of oral feedback in teaching and learning process?

All the participants argue that the use of oral feedback is very important in the teaching and learning process. Since it allows students to correct their errors, to achieve performance and to develop their language skills.

Q10: How does oral feedback influence foreign language learning?

The majority of the participants assert that oral feedback has a positive influence on the learning of a foreign language, mainly, when the nature of oral feedback is a positive one. In the learning process teachers should always provide their learners with positive oral feedback for a good influence. While one of these interviewees refuses to answer this question.

Q11: Do you really think that providing oral feedback (negative or positive) has an impact on the students' foreign language learning and achievements? How?

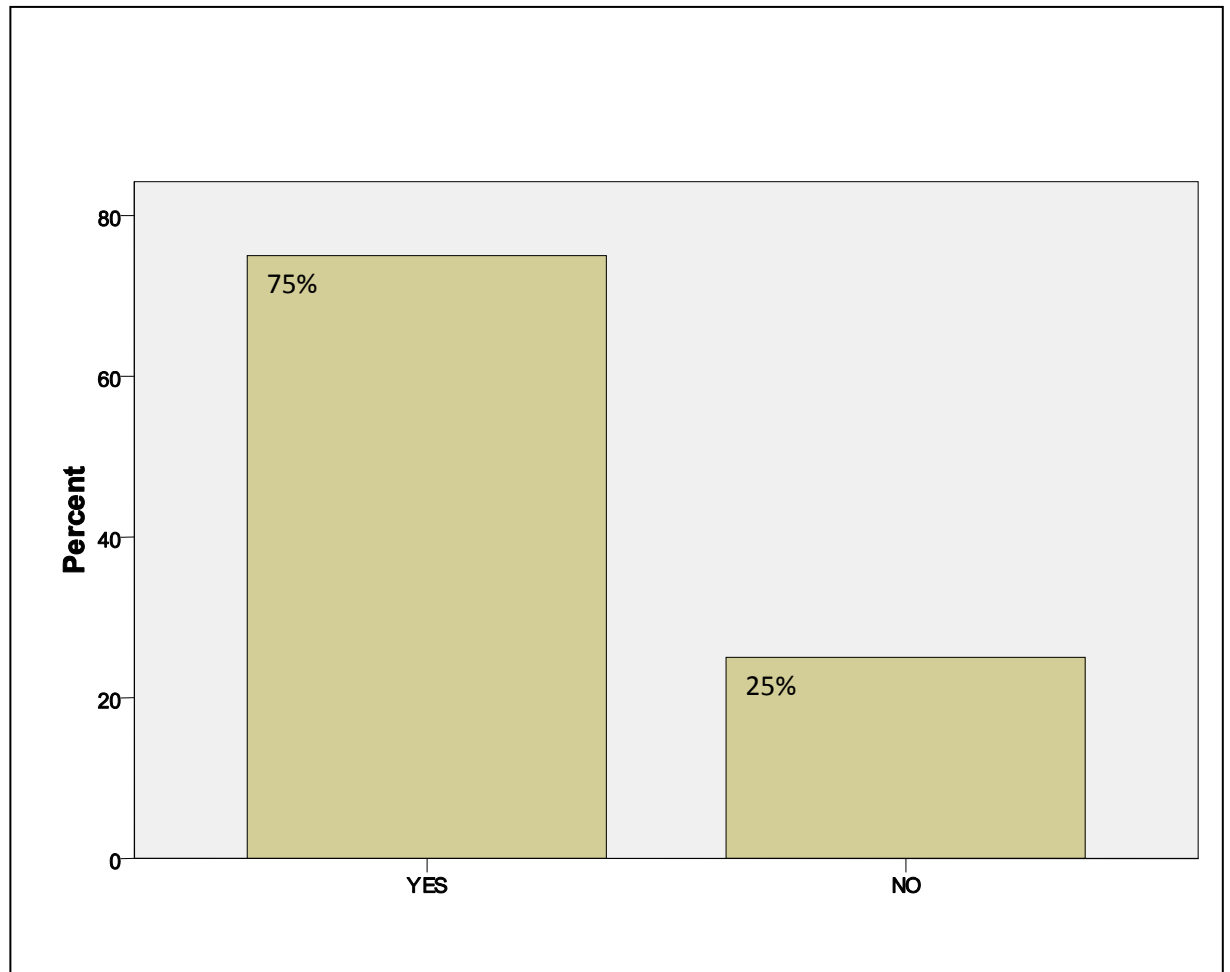


Diagram 3: The Effect of Negative or Positive Oral Feedback on Learners' Achievements.

As shown in this pie chart above, the majority of the participants 75% assert that oral feedback has an impact on students' foreign language learning and achievement. Whereas 25% of the interviewees claim that it does not have an impact on students' foreign language learning and achievement.

Q 12: Do you use oral feedback to promote your students' interaction in the classroom?**Diagram 4: The Use of Oral Feedback to Promote Learners' Classroom Interaction.**

As shown in the diagram above, all the interviewees assert that they use oral feedback to promote students' interaction in the classroom.

Q13: Do you prefer using oral, written or non-verbal feedback? Why?

	Frequency	Percent	Valid Percent	Cumulative Percent
All of them	4	100 .0	100.0	100.0

Table 4: The Mode of Feedback

In the table (7) results display that all the participants (4) which stands for 100% argue that they prefer using all the modes.

Q14: How should be your oral feedback in order to be effective? For example constructive, actionable, understandable please explain we mean its characters.

The majority of the interviewees state that oral feedback should be constructive, understandable and precise in order to be effective; it makes the learners aware of their mistakes so, it should be direct constructive and develop their know how to do .Whereas, one

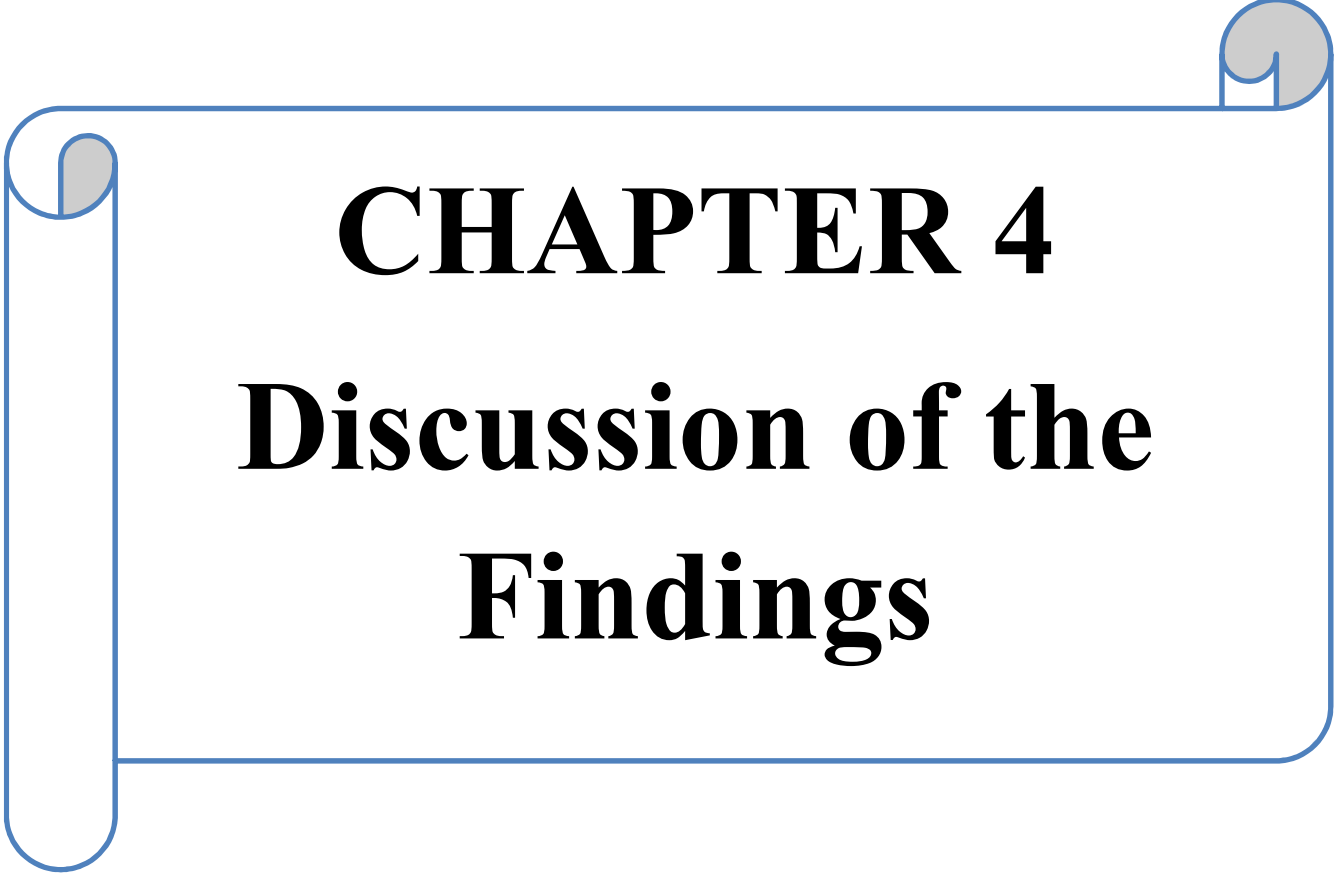
participant claims that he does not take any criteria into consideration when giving oral feedback (I do not focus on this).

Q15: Would you like to tell me how do you help your students use oral feedback? in which way please, explain.

When asked about this question most of the interviewees affirm that they help their students to use oral feedback through different activities like telling them stories, giving them videos and songs, and mainly giving them specific topic to discuss . However, one participant claims that he does nothing to help his students using oral feedback because by time they will understand the importance of feedback unconsciously.

Conclusion

In this chapter all the collected data through the questionnaires and the interview are clearly interpreted and presented in tables, bar charts and pie charts and are to be discussed in the next chapter.



CHAPTER 4
Discussion of the
Findings

Introduction

The present chapter is devoted the discussion of the results of the questionnaire and the interview in relation to the review of literature. It aims at highlighting the results of the study and answering the research questions advanced in the general introduction. It also aims at confirming or refuting the hypotheses stated in the general introduction.

This discussion adopts strategies of feedback which go hand in hand with feedback criteria along qualitative content analysis for the discussion and the explication of the outcomes. The chapter consists of three sections: It starts by discussing and analyzing the results of the learners' questionnaire, and then it parleys the results of the teachers' interview.

1. Discussing the Findings of Learners' Questionnaire**1.1 Learners' Level of Instruction and Experience in English Learning**

The results show that 20 of the participants that represents 100% in both private schools: ML School and Bridge Way World School of English are taking English language lessons in advanced level. We have considered this level for the purpose of gaining enough information and clarification about the issue of using feedback in EFL classes.

According to the results demonstrated in the previous chapter, the majority of the participants 45% (see table 2 in advanced level in both schools) have been studying English for more than six years. This fact shows that the learners are familiar with English language and they have some background about this language so, obviously they receive feedback in daily English learning.

1.2. Learners' Attitudes towards Teachers' Oral Feedback

As it is shown in the previous chapter, it becomes clear that the teachers in ML school and Bridge Way World School of English are engaged to converse and interact with their learners.

Since the majority of the participants (75.0%) affirm the presence of interactions with their teachers within the classroom. This is resulted from the fact that the majority of teachers offers their learners the chance to interact with them and also between each other and encourage them express and exchanges various ideas and opinions and develops their language fluency and knowledge; to raise the sense of communication and prevent the communication misunderstandings. This confirms the views of Ellis (1990), that communication is a question of meaning transmission and information exchange to avoid communication breakdowns. It does also confirm what Rivers (1987) views that interaction involves learners' ability to increase their language store or language background knowledge that they learn in real life exchanges....

Besides, as concerns the learners 'preferences of feedbacks' modes, it has been noticed that many respondents (60%) prefer receiving oral feedback in both schools. However, (40%) of them argue that they like receiving written one and no one prefers non-verbal one. This may be interpreted by the sense that learners see oral feedback as a tool that helps them achieve high language fluency and practice in the way that it permits them to be engaged in classroom interactions with their teachers and get better in speaking skills because for them language is communication. Accordingly, (Cherly, 2005)claims that this kind of feedback is received every time; either intentionally or unintentionally for the aim of fostering their outcomes. This result is in accordance with Brookhart's (2008) assertion that oral feedback is appropriate as a formal response for students of any age during conferences, where feedback leads to conversation between teachers and learners.

In addition, about the effect of oral feedback on the learners' motivation, a large number of the participants 100% (50%+50%) hold the same view (they agree that oral feedback has an impact on their motivation) see diagram 2. This outcome leads us to think about the significant role of oral feedback in creating learners' motivation which is considered

as a key for improvement and success because it provides learners with higher ability to achieve a skillful performance rapidly especially in L2 and FL classes. Indeed, this is linked to what Schunk(1993; as cited in Schunk 2003:22) calls: “*effort feedback*” which he defines as “*oral or written feedback by others which link performance outcomes with effort*”. In fact, when the learners receive more effective oral feedback they become more motivated.

Moreover, as regards the perception of the positive and the negative influence of positive and negative oral feedback on the learners, the findings show that the majority of the participants (see diagram3in advanced level in both schools) argue that they are highly positively influenced by positive oral feedback. This is resulted from the fact that learners take into account their teachers’ oral feedback and act upon it in different educational tasks since this kind of feedback helps them to develop their self -confidence, self- esteem, their ability to reach a good performance and increase their motivation. Accordingly it is stated by Barbara Davis (1999) that the function of *positive* feedback is to support learners’ belief in being able to do a well. This is in conformity with the view hold by Fishback, Tale Eyal Stacey Finkestlein (2010) that positive feedback intensifies people confidence that they are capable to reach their objectives by expecting successful goal attainment. On the other side, the results demonstrate that the vast majority of the participants 52.7% (31.6%+21.1%) are negatively influenced by negative feedback (see table 4 advanced level). This can be related to learners’ psychological state for instance; they are sensitive learners (hurt their feelings and embarrass them).

In fact, this sort of feedback may affect student – teacher relationships and create negative classroom climate decrease their self-confidence. This goes hand in hand with (Kim, 2004) claim that negative feedback is very powerful; it can create negative atmosphere within the classroom as well as it is potentially harmful. Additionally, negative feedback affects student- teacher relationship (Spoul. K.2011). and with (Fishback, A. Eyal, T. and Finkestlein,

S.R, 2010) views assert that the integration of negative feedback may decrease students 'self-confidence in their ability to learn language.

However, for some of them negative oral feedback doesn't have a negative impact (see table4 in advanced level) because it may be seen that in this level the learners have different perceptions towards their teachers' negative oral feedback .That is, these learners perceive this type of feedback as being not harmful rather it helps them to rectify and reconsider their mistakes, be aware of what kind of mistake they are making and will never make them for the next time similarly (Fossati, 2008) claims that negative feedback is as statements presented by the institutor in return to learners mistakes. He adds that if it is used effectively, it can help the learner to rectify what is mistaken and learnt from his or her errors which lead them to be aware of such mistakes in the future.

As to learners' perception towards the importance of teachers' oral feedback, It has been noted that a significant part of the participants consider it necessary and important (see table 5).This due to the fact that learners realize the significant role that teachers' feedback plays in the development in their learning process through giving them the opportunity to correct their errors and permitting them to make headway and to attain their goals (proficiency) in their learning of a foreign language or second one . This corroborates with S.Rydahl (2005:5) views who claims :*“the majority of teachers find oral feedback as an important tool to help students achieve a higher proficiency in second and foreign language and they use it to correct their errors”*.

1.3. Learners' Attitudes towards the Effectiveness of Oral Feedback and its Impact on their Performance.

Furthermore, our research unveils the large majority of the respondents (see diagram4 and diagram 7 table9) view oral feedback as being an effective tool which helps them first to reach high academic standards (quality and language mastery) this can be understood from

the fact that learners notice progress each time they perform an activity within classroom that is, oral feedback is a means that tells the learners how and what they understand and misunderstand, how to find directions that they should take to improve and seek to understand the goals of the learning.

Second, it encourages them to actively get involved in the learning process this due to the reason that learners perceive oral feedback as an encouragement to go beyond what they have already performed or known, to be eager to know more and to stimulate their motivation. Third, it helps them through making them conscious about their errors therefore; it offers them the opportunity to overlap their obstacles and barriers they face in their learning.

All of these views are in line with Moneim Mahmoud mouhamed's (1991:261) assertion: *"feedback provides the learner with additional information in order to support rich and encourage the learning process to ensure continuity. "feedback gives the chance to a learner to have a clear report about the main weaknesses that he encounters and the chance to look for possible remedies to get a better performance and he becomes aware that he is responsible for his performance results".* *ibid*

In addition, the results obtained demonstrate that 80.0% (See diagram5) claim that their teachers provide them with oral feedback immediately after performing an activity. Some of them (20%) declare that it is used after a short period of time. These findings may be interpreted by the fact that most of teachers do so for the purpose of helping their learners to hear it and use it immediately, while they are still mindful of the assignment as it is viewed by Brookhart s' (2008) that feedback should be delivered promptly after the activity or during the performance to keep it in their minds and act upon it situations.

Accordingly, Frey and Fisher s' (2011:71) state: "*feedback is more powerful when it is linked as closely as possible in time with the student performance*". Otherwise, it has no influence on learners' behavior".

Furthermore, the reported findings show that great number of the participants (55.0%) argue that their teachers focus on all the mistakes they make when delivering feedback. While only (45.0%) of them argue that their teachers stress only basic ones. This can be seen from the view that teachers realize the significance and the necessity of feedback to be provided on all the mistakes because for them each simple mistake may be the reason of the learners' failure in learning and of course being a teacher requires a large knowledge about the nature of the committed errors and the amount of feedback. In fact, there are some mistakes that a teacher should focus on for this reason teacher should be careful (See table6). This proves what Brookhart's (2008) asserts that teachers' feedback should be clear rather than ambiguous and particularly should focus on the main important learning goals in order to help learners to understand what to do to reach the successive stage. This case may be understood by the fact that teachers are aware of the kind of the mistakes they focus on and the amount of feedback to deliver so as to elicit learners to progress and to learn step by step.

However, they can make use of detailed feedback when it is required .like Brookhart(2008), Frey and Fisher (2011:72) hold the same view: "*if feedback is specific, students can understand what they should do and on what they focus in the future and they find opportunities to improve their performance*" they add that "*if the feedback is not understandable, the students probably are not going to learn, despite the time that the teacher has put in providing feedback*".

Moreover, for a vast majority of the respondents (77.3 %) (See table 7) argue that their teacher provides them with oral mode of feedback. This may be seen in the fact that teachers

tend to utilize oral feedback since this mode of feedback leads to conversations and interactions. That is to say, teacher student interactions raise the quality of feedback. These findings are in conformity with Brookhart(2008), who argues that oral feedback is often a matter of opportunity of observing students readiness to hear it. Also because oral language is clearer and more understandable than any other language for learners.

While a small part of them state that their teacher uses written one because for teachers this mode helps learners to keep this feedback and use it each time they as well to develop their reading ability. This confirms Brookhart's (2008) statement that the type of feedback that should be delivered either in oral or written forms is partially related to students 'reading ability. Such decisions are also related to opportunity. A few number of them claim that their teacher provide them with non- verbal feedback this due to the fact teachers utilize all modes of feedback depending on the type of the tasks and also due to the fact that they always try to transmit their message in a complete , a clear, and a safe way .

From the results revealed in the previous section, (76.19%) of the respondents (see diagram6) state that their teachers tend to address their oral feedback to the whole instead of individual or group of learners. Only (23.81%) argue that their teachers offer oral feedback to a group and individual learners. These outcomes is likely to be interpreted through the fact that teachers recognize the importance and the effectiveness of delivering oral feedback to the whole class to give the chance to all the learners to hear it act upon it and also save time. This goes hand in hand with Brookharts' (2008) view that the message would benefit a group of students when it is delivered more to the whole class. Accordingly Frey and Fisher (2011:76) claim: *"learners should have the chance to receive feedback and take it into consideration while revising, improving and retrying what they get from feedback"*.

2- Discussion of the Findings of the Teachers' Interview

2. 1. Teachers Views about Oral Feedback

As shown in the previous chapter, all the teachers answer that it is very important to implement oral feedback in EFL classes, and put a great emphasis on its use since it is practical and efficient pedagogical tool, that allows teachers to reach their instructional objectives, as well as, to motivate their learners and to contribute to the enhancement of their learning process.

One teacher for instance, asserts: *“implementing oral feedback in EFL classes is so important because it creates motivation and helps students to overcome their difficulties, and make them fall in love with English language”*. Another one claims *“oral feedback is a pillar for success and motivation”*. So, these teachers' answers may be interpreted by the fact that they are extremely aware of the positive impact of oral feedback on EFL learners and its irreplicability in the field of teaching mainly, while teaching foreign languages. This confirms S. Rydal (2005) point of view that the majority of the teachers find oral feedback as an important tool to help students to achieve a higher proficiency in second and foreign language learning and they use it to correct their errors. These results go also hand in hand with Gips (1994) views that feedback has an important contribution to learning development due to the fact that feedback involves formative assessment and an effect on learners' self-esteem.

In addition to this, from the outcomes in diagram (5) it appears that the majority of the teachers (75%) view that oral feedback has a positive impact on the development of the learners learning ability; mainly when learning a foreign language. For instance, one teacher asserts: *“According to me, of course it has because it helps learners to achieve a high level in learning a foreign language”*. This result may be interpreted by the fact that oral feedback helps enormously students learn English language more efficiently and develop language's

communicative skills in a remarkable way. This result supports Mahmud's statement (1991:261): *"it provides students with additional information in order to support, rich, and encourage the learning process .it ensures continuity"*. Whereas, only one teacher argues that oral feedback does not have any impact on the learners' performance and (see diagram 5). This due to the fact that teachers may have several perceptions about the impact of oral feedback that is to say, some teachers perceive that oral feedback does not really affect learners' learning as a whole.

Next to this, the previous chapter reveals that all the teachers use oral feedback to correct their learners' errors, to promote their interactions in the classroom and to stimulate their motivation (see diagram 6). One teacher for instance, claims: *"I give them a lot of oral feedback and make them speak as much as possible"*. Another one argues that *"interaction goes hand in hand with oral feedback"*. Another one asserts: *"yes, most of the time I use oral feedback as a means to create a good atmosphere for communication, and expression of their ideas freely"*.

Consequently, this may be viewed that oral feedback plays a crucial role in raising the sense of communication within the classroom and offering the opportunity to the learners to be actively involved in the classroom interactions which in turn permits them to practice language in context and get access to more foreign language's background offers the teacher s to discover learners language stores and to make some modifications. Therefore, this kind of feedback allows them to get rid of their mistakes and make rectification and their fear to practise language fluently.

All these teachers views are in conformity with Mackey's words : *"through interaction that involves feedback, the attention of the learner is paid to the form of errors and are pushed to create modification"* Mackey (2007:30).

When asked the participants about their perception of the use of oral feedback in the process of teaching and learning foreign language they responded by stating that it is too important to use oral feedback in teaching and learning process since it helps learners, to get a quick access to learn a foreign language and to improve their linguistic skills, as well as to increase their motivation and to achieve a good performance. Another one states: “In *the learning process we need a lot of feedback to realize quality*”. And then, Another one argues: “*It is important to develop Speaking skills and motivation, it is a kind of assessment of students performances*”. This goes hand in hand with Gipps (1994:129-130) statement: “*It contributes directly to progress in learning through the process of formative assessment and indirectly through its effect on pupil’s academic self –esteem*”. This may be perceived that teachers cannot deny the indispensability of using oral feedback to ensure the continuity of learning process and its effectiveness and they cannot take any step forward without feedback .

As displayed in table(7)all the interviewees argue that they do not have any preference when giving feedback however, they prefer to use all the types of feedback during their teaching sessions in an alternative and various way, and this according to the learners’ need, as well as to the type of the activity. One interviewee for instance, explains: “*I provide my learners with oral feedback if the activity is oral one and I provide them with written feedback if it is about a written work or activity and the nature of students’ errors*”. One interviewee for instance, asserts: “*I use them all according to the activity*”. Another one claims: “*I use them all to develop my learners’ language skills*”. This is in conformity with Brookhart’s (2008: 15) statement: “*some kind of assignment lends themselves to written; some to oral; and some to demonstration*”. Thus, this means that teachers use oral feedback according to learners’ assignments and academic purposes. Besides, teachers attempt to use diverse types of feedback so as to help the learners to achieve a skillful performance and transmit knowledge in various useful and complete ways.

2.2 Teachers Use and Perception of Feedback

The findings in diagram (1) demonstrate that teachers use all the kind of feedback (corrective, evaluative or judgmental) during their teaching process and this according to the errors that the learners make. In fact, 50% of teachers prefer to deliver corrective feedback by arguing that their feedback intends always to correct learners' errors. While 37.50% of them prefer to give evaluative feedback. One teacher for instance, asserts: *“sometimes I use corrective feedback to correct grammar errors pronunciation and sometimes I use evaluative feedback to evaluate their communication abilities”*. Another teacher said: *“my feedback depends on the topic sometimes corrective and sometimes evaluative”* that is to say, that teachers are aware of the main roles of feedback in the learning process like for instance, the evaluation and assessment of the learners' needs. Whereas only 12.50% of them argue that they give judgmental feedback in order to motivate learners, and push them to make more efforts to learn and use English language. One participant for example, asserts: *“we use judgmental feedback kindly to encourage them use English language because they are afraid of using it and making mistakes”*

As demonstrated in the fourth diagram 50% of teachers assert that they mention only the basic mistakes when they provide their learners with oral feedback by arguing that it is preferable to correct learners' basic errors and to give comments only for the learners' basic errors that may have negative impact on their learning process.

In addition, they should avoid the correction of all the mistakes that learners commit during the course, as well as giving a lot of comments and feedback that may influence negatively on their studies. An interviewee for instance asserts that: *“too much feedback becomes negative for learners' learning process”*. This confirms Harmer s' statement (2001:76-78) *“over correction may inhibit them and take the communicativeness out of the*

activity". That is, teachers are aware of the notion of the amount of feedback that they should use when providing their learners with oral feedback and mainly, of the role learners play when learning because sometimes it is their mission to correct some kind of mistakes and evaluate the development of their learning process without taking reference to their teachers. Whereas three other teachers who stand for (50%) assert that they prefer to provide their learners with oral feedback for all the mistakes they make, and to give comments in a permanent way for learners' errors by arguing that it is very important to provide learners with feedback for any type of mistake they have made because these mistakes may prevent them from developing their language skills, as well as achieving a good performance in their learning process.

One teacher for example, explains: *"I mention all the mistakes because it helps them to find the right answer and to develop their knowledge"*. So, these teachers' answers disconfirm Harmer's view: *"over correction may inhibit them and take the communicativeness out of the activity"*. This may be viewed that teachers take into account all kinds of mistakes that their learners make because the latter has a significant influence on learners' learning development. In fact, the question of amount refers back to the type of the learners and their cognitive capacities that is, there are learners who can assimilate rapidly and there are others who are slow learners who demand more detailed oral feedback so as to understand what to do and act upon the oral feedback provided (teachers should provide a useable amount of feedback that permits to the learners to progress and to move to the next stage) as it is viewed by Brookhart's (2008) that the original leaning is to give the learners the required amount of feedback that allows them to move forward precisely and clearly.

As indicated in the diagram (3).in the data collected from the interview two teachers answered that they prefer to provide their learners with oral feedback at the moment they are committing the error because the immediate correction allows learners to assure a good

memorization of the feedback and avoid making these errors next time as well to make them aware of the missing points . One interviewee for instance, asserts: *“I always provide my students with oral feedback immediately because I can make them think about the type of mistakes they make”*. Another interviewee states: *“I provide oral feedback immediately in order to clarify ambiguities and to take control over my students’ degree of understanding of the course”*. This confirms Frey and Fisher (2011) statement that feedback is more powerful when it is linked as closely as possible in time with learners’ performance. That is to say, teachers take into consideration the most important criteria of feedback when providing it such as; the timing of feedback that may have an influence on learners’ learning and achievement .Conversely for the two other teachers who assert that they do not have a specific time when they give oral feedback to their learners, yet they claim that their timing of feedback depends on the nature of the learners’ errors and activity.

One teacher for instance, adds: *“I do not have a specific moment for that it depends on the mistake. Sometimes I correct their errors immediately, but generally I do not interrupt them, I let finish then I offer them feedback, and sometimes I correct their mistakes at the end of the lesson”*. Another one asserts:” *it depends on the nature of the activity and the situation”* these results go hand in hand with Brookharts' view (2008) that the objective of the prompt feedback or only slightly delayed feedback is to help learners hear it and use it. This is due to the fact that teachers are extremely conscious of the utility and benefits of using the immediate and slightly delayed feedback in EFL classes since it helps learners to retain the right and needed information for their future outcomes, as well as to enhance their learning process.

As shown in the table (1) only one teacher who explains that he prefers to deliver oral feedback to an individual learner. He argues that they *should* correct students’ errors separately and give feedback for each student in the way that he prefers receiving it and also

in the way it will be helpful for his learning development. Accordingly Brookhart (2008:1) argues: *“in some cases feedback should be delivered individually above all when teachers speak about something specific of individual activity and sometimes to show a certain consideration of the learner”*. This may be interpreted by the fact that this teachers should pay a great attention for learners ' lacks, and misunderstandings. And be aware that every learner has his own way of learning and involvement in the classroom activities so; he must be given his part of consideration in the classroom.

While 66. 66% address their oral feedback to a group of students and to the whole class because teachers think that most of the time learners commit the same errors and that when offering oral feedback to the whole or to a group of learners, teachers give the opportunity to all learners to hear the oral feedback and act upon it (as three teachers said). Another thing is that when doing so, teachers save time and review the lesson; this confirms brookhart's assertion (2008:17) *“feedback is to be addressed to a group of students or to the whole class for saving time and reviewing the lesson”*.

However, there is one teacher who claims that *“it depends on the situation I cannot be more precise for this question”*. This may be perceived as teachers change the audience to whom oral feedback is addressed due to different types of assignments that learners take and also this fact can be related to different circumstances such as time, teachers' perception about the audience and so on.

As revealed in the previous chapter, the findings have shown that the majority of the teachers believe that oral feedback must be constructive, precise, timely, understandable, and actionable in order to reach its goals and effectiveness. One teacher for instance argues: *“when giving oral feedback to my students I first make sure that it is precise, direct, immediate, and touches to the sticking points for the sake of avoiding ambiguities and*

successfully motivate my students”. Another one states: *“I take many criteria into account in order to my oral feedback be effective, it must be given just after the error commitment”* This proves Douglass and Fisher (2011) statements that when feedback is closely related in time with the learners’ performance, feedback becomes more powerful. For these authors if feedback is not specific and in understandable, learners will get lost and this may hinder their progress in learning. Two other teachers argue that oral feedback should be understandable, constructive, specific and prompt, and motivating this is how an effective oral feedback should be.

This is the fact that these teachers are well documented about the effectiveness and the criteria of feedback since it represents a basis that guaranties the continuity of teaching and learning processes. For this reason, teachers are always careful about the use of oral feedback and about the way by which they make their learners use it. This is in conformity with Fisher and Douglas (2011) views that learners should be given the opportunity by teachers to use the information transmitted by feedback. They add that feedback may affect negatively the learners’ performance when the teachers indicate whether the learners ‘answers are wrong or right. Whereas, it may also affect them positively when teachers provide information to learners with correct answers.

Conclusion

The discussion of the results of the questionnaire and interview has answered the research questions and has confirmed the hypothesis set in the general introduction. Oral feedback has been unveiled as being more or less a means which is utilized by teachers to show their learners the step forward. This has been mentioned in teachers’ awareness about the virtuous role and the valuable status of oral feedback in the domain of language teaching and learning.

This study has witnessed that teachers use oral feedback effectively. This has been noticed from the fact that the majority of the participants take into consideration the strategies and how oral feedback should be such as the importance of the notion of timing in feedback, the audience to whom feedback should be delivered, the mode through which feedbacks' message is transmitted and necessity of providing a needed amount of feedback and its criteria.



**General
conclusion**

General conclusion

This research paper has worked on the use of oral feedback in EFL classes in the field of teaching English as foreign language (FL) in two private schools ML School and Bridge Way World School of English in advanced levels. It is principally based on the use of feedback in accordance to timing, mode, audience, mode and characteristics of feedback. The four strategies and characteristics are given more value since they are the central strategies and characteristics to enhance, the effectiveness and the efficacy and they involve important hints in the building of learners' knowledge.

This piece of work aimed at investigating and identifying the important role that oral feedback plays as a teaching method which simplifies, facilitates the task of teaching for teachers and learning one for learners and ensures the progress and the continuity of such processes. Then, it is to show that teachers' feedback is a forceful and effective means to overlap learners' obstacles and difficulties in their learning process. To incite and encourage EFL private schools' teachers to undertake oral feedback during their teaching process because learners are in need of more feedback to help them progress step by step and motivate them with positive oral feedback and negative one.

For instance, offering an oral feedback to learners that are not intrinsically motivated trying to stimulate their motivation and helping them learn effectively. In addition, this investigation is conducted to define whether EFL private schools' teachers take into consideration the use of feedback as a tool that influences teaching and learning process, as well To confirm whether oral feedback's use is effective or not. That is to say, to see if oral feedback has a crucial role in building a solid learning process. Then, to confirm whether oral feedback's use is effective or not. That is to say, to see if oral feedback has a crucial role in building a solid learning process.

General conclusion

Finally; to accentuate the importance and the value and the complexity of providing effective oral feedback in the area of language teaching and learning and to give some clarity about the reality of using oral feedback in EFL classes.

Concerning the hypothesis, the research is based on a mixed method approach that combines the qualitative and the quantitative as methods of investigation for the collection of the data. The latter, in fact, has been found by using two distinctive research sources. (20) Learners of advanced level that has been chosen randomly from two private schools: ML School and Bridge Way World School of English and four teachers from these schools. For quantitative data analysis, a software package known as SPSS has been used for statistical data analysis of the close-ended questions. Besides, qualitative data analysis (QCA) has been utilized to present and interpret the information obtained from the open- ended questions of the questionnaire and the interview.

According to the data analysis, the discussion of the outcomes of the questionnaire and those of the interview has answered the research questions advanced in this study. The results gained from the questionnaire have demonstrated that oral feedback, as a teaching tool, has one main purpose which is to improve and develop learners' learning abilities and build up their background knowledge. As it is asserted by S. Brookhart and Frey and Fisher, oral feedback is effective when it is given immediately with a suitable mode and to a required audience who ask for feedback on essential points that are not understandable and ambiguous. From what has been shown in the findings of the investigation a large number of teachers keep implementing the four strategies of feedback which make oral feedback more efficient and effective with its characteristics.

General conclusion

Meanwhile, the prompt feedback is mostly used in the classrooms. So, the majority of teachers and students see immediate feedback as beneficial and virtuous because it offers learners a large chance or opportunity to give a rise to their learning capacities.

We hope that the findings of this research paper will offer more chances and clues for further research in this field of study. Analyzing and investigating the impact of oral feedback on learners' behavior and performance has given this research more value in showing the reality of the effective usage of oral feedback in foreign language classes. In fact, our corpus is restricted in teachers of advanced and level in two private schools in Tizi Ouzou. Therefore, it is to be hoped that further investigations on the same issue to be led in various settings with different levels.



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Appendices

APPENDICES

Appendix (A): Students' Questionnaire

The following questions investigate **The Use of Oral Feedback and its Impact on Students' Learning in English Language Classes** in ML School and Bridge Way World School. You are kindly invited to answer the questions. Your answers will be used only for academic purposes.

Thank you very much for your collaboration.

SECTION ONE: General Information about the Students

1) What is your level of instruction?

- ❖ Intermediate Advanced

2) How long have you been studying English?

- ❖ For three years for five years for six years or more

3) Do you interact with your teacher in the classroom?

- Yes no

SECTION Two: Students' Attitudes towards Oral Feedback

1) What kind of feedback do you prefer? Justify your answer.

- ❖ Oral written Non-verbal (gestures and facial expressions)

.....
.....
.....
2) Teachers' oral feedback has an effect on my motivation.

❖ Agree strongly agree disagree strongly disagree

3) I am highly negatively influenced by negative oral feedback.

❖ Agree strongly agree disagree strongly disagree

4) I am highly positively influenced by positive oral feedback.

❖ Agree strongly agree disagree strongly disagree

5) How do you perceive your teacher's oral feedback? (choose one answer)

❖ Necessary slightly necessary important unimportant

6) Do you like receiving oral feedback from your teacher? If yes, what makes you like it?

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

SECTION THREE: Teachers' Implementation of Oral Feedback

1) Does your teacher's oral feedback target all your mistakes or only the basic ones?

❖ All the mistakes Basic mistakes

2) When does your teacher assess your performance orally?

❖ Immediately after a while at the end of the lesson

3) What is the mostly used mode of feedback by your teacher?

❖ Written Oral Non-verbal feedback (gestures facial expressions)

4) To whom does your teacher deliver the oral feedback?

❖ To only one student to a group of students to the whole class

SECTION FOUR: The Impact of Oral Feedback on Students' Performance

1) Oral feedback helps me achieve high academic standards

- ❖ Strongly agree agree disagree strongly disagree

2) My teachers' oral feedback encourages me to actively get involved in the learning process.

- ❖ Strongly agree agree disagree strongly disagree

3) Do you think that oral feedback is a tool which allows you to get rid of your learning weaknesses? Justify your answer.

- ❖ Yes No

.....
.....

Thank for your help and time

Teachers' Interview

This interview is intended to investigate: **the implementation of oral feedback in EFL classes** in ML SCHOOL and BRIDGE WAY SCHOOL. You are kindly requested to answer back our questions related to our research paper. Your answers are going to be used only for academic purposes.

Thank you for your collaboration and attention

1. What kind of oral feedback do you give to your students? We mean is it evaluative, corrective or judgmental?
2. What is the importance of implementing oral feedback in EFL classes?
3. Do you agree that effective oral feedback can highly positively affect students' performance? If yes, how?
4. When do you provide your students with oral feedback to inform them about their performance? We mean is it immediately ,after a while or at the end of the lesson or it depends.
5. When you provide your students with oral feedback, do you mention all the mistakes or only the basic ones?
6. According to you, how can oral feedback be an effective tool in EFL classes?
7. How can oral feedback motivate your students?
8. To whom do you deliver your oral feedback is it to only one student, to a group of students or to the whole class or it depends? Please explain.
9. In relation to your experience as a teacher of English in private school, what do you think about the use of oral feedback in teaching and learning processes?
10. How does oral feedback influence foreign language learning?
11. Do you really think that providing oral feedback (negative or positive) has an impact on the students' foreign language learning and achievements? How?
12. Do use oral feedback to promote your students' interactions in the classroom?

13. Do you prefer using oral, written, non-verbal feedback or all of them? Why?

14. How should your oral feedback be in order to be effective? For example, constructive, actionable, understandable please explain. We mean its characters.

15. Would you like to tell me how do you help your students use oral feedback? In which way please explain.

THANK YOU AGAIN FOR YOUR HELP AND TIME