

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mouloud MAMMERI University of Tizi-Ouzou
Faculty of Letters and Languages
Department of English



**Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Master in English**

Option: *Applied Linguistics and Social Semiotics*

Presented by: Ms. Dihia ATTALAH and Ms. Lilia AILI

**The Effectiveness of Teachers' Oral Feedback on Students'
Responses: the Case of First Year Teachers at Mouloud
MAMMERI University of Tizi Ouzou**

Board of Examiners:

Mrs. ADEM Karima, MAA, Mouloud Mammeri University, Chair.

Dr. AMEZIANE Hamid, MCA, Mouloud Mammeri University, Supervisor.

Mr. HAMMOU Mohamed, MAA, Mouloud Mammeri University, Examiner.

Academic Year: 2014/2015

dedications

To my beloved parents

To my adorable parents in law

To my brothers and their wives

To my dearest nieces and nephews

To all my lovely and great friends

To my uncles and aunts

To all my cousins

To my fiancé

“Lilia”

To my beloved family:
My parents,
My dear sister and sweet brothers,
To my wonderful and adorable friends
To my aunts and uncles
To my binomial Lilia
To all my cousins
To all those
Who trust
Me

“Dihia”

Acknowledgements

This dissertation would not have been completed without the deepest support and help of many individuals.

We would like to express our heartfelt and sincere gratefulness to our supervisor Dr. Hamid AMEZIANE for his invaluable support, criticism, suggestions and guidance. He has always been ready to devote time to read and correct the drafts. Thank you for your helpfulness.

We are also glad to have this opportunity to express our most sincere thanks to Mr. Akli AOUIE for his help , continuous guidance and his generosity in giving advice; thank you for your understanding and for all even if written words cannot express enough our thankfulness and appreciation.

We wish to express our most precious thanks to the board of examiners for having accepted to read and examine this humble work.

We are extremely grateful to all our friends who helped us, especially, Fatma MELLAK for her assistance, encouragements and her sense of sharing.

Special thanks are addressed to our lovely families for their moral support, trust and prayers.

Finally, we would like to express our particular thanks to all the people who contributed in a way or another to the fulfillment of this dissertation.

Abstract

The present dissertation attempts to explore the effectiveness of teachers' oral feedback. Such a study is important to determine whether teachers of first year classes in the department of English at Mouloud Mammeri University of Tizi Ouzou use effective oral feedback or not. To this end, we have relied our study on Brookharts' theory (2008) about "strategies of feedback". Indeed, the research approach adopted in this investigation is based on mixed research method. Two types of research tools are used: teachers' questionnaire, students' questionnaire and classroom observation. The data analysis is based on statistical methods using SPSS to elucidate numerical data; it also adopts feedback strategies along with Qualitative Content Analysis (QCA) for the interpretation and explanation of the results. On the basis of the results reached, we have found that oral feedback is a helpful strategy which facilitates the learning process and stimulates the students' progress. In other terms, oral feedback is revealed to be more or less a method which is used by teachers to show their students the way forward and construct their knowledge. This dissertation recommends that the outcomes we reached through this investigation will open opportunities for further research in this area of study.

List of abbreviations

- FL: Foreign Language
- i.e.: in other words
- MMUTO: Mouloud Mammeri University of Tizi- Ouzou
- Q: Question
- QCA: Qualitative Content Analysis
- SLA: Second Language Acquisition
- SPSS: Statistical Package for the Social Sciences

List of Diagrams

Diagram1: The effects of oral feedback on learners' achievements.....	30
Diagram2: Timing in feedback.....	32
Diagram3: Feedbacks' modes.....	33
Diagram4: The audience to whom feedback is addressed.....	34
Diagram5: Students' interaction in the classroom.....	35
Diagram6: The use of oral feedback while students present their works.....	36
Diagram7: Frequency of teacher use of oral feedback.....	36
Diagram8: Students' opinion towards the effectiveness of teacher feedback.....	37
Diagram9: Timing of feedback.....	38
Diagram10: The amount of oral feedback.....	38
Diagram11: Feedback modes.....	39

List of tables

Table1: Frequency of teachers' oral feedback.....	29
Table2: The importance of providing oral feedback.....	29
Table3: The focus of teacher when providing oral feedback.....	31
Table4: The amount of feedback.....	33
Table5: The importance of teachers' comments on students 'learning.....	37
Table6: The audience to whom feedback is delivered.....	39

Contents

General Introduction

Statement of the Problem.....	1
Aims and Significance of the study.....	2
Research questions and Hypothesis.....	2
Research Techniques and Methodology.....	3
Structure of the Dissertation.....	4

Chapter One: Review of Literature

Introduction.....	5
1. Definitions of Feedback.....	5
2. Oral Feedback.....	7
3. Positive and Negative Feedback.....	9
3.1. Positive Feedback.....	9
3.1.1. Repetition.....	10
3.1.2. Rephrasing.....	11
3.2. Negative Feedback.....	11
4. Classroom Interaction.....	12
4.1. The Function of Feedback on Classroom Interaction.....	12
5. The Importance of Feedback.....	13
6. Feedback and Assessment.....	14
7. Oral Feedback versus Written Feedback.....	15
8. Types of Feedback.....	16
8.1. Rewarding.....	17
8.2. Punishing.....	17

8.3. Approving.....	17
8.4. Disapproving.....	18
8.5. Specifying Attainment.....	18
8.6. Specifying Improvement.....	18
8.7. Constructing Achievement.....	19
8.8. Constructing the Way Forward.....	19
Conclusion.....	19

Chapter two: Research Design

Introduction.....	21
1. Research Methods.....	21
2. The Context of Study and Simple Population.....	22
3. Procedures of Data Collection.....	22
3.1. The Questionnaire.....	22
3.1.1. Teachers' Questionnaire.....	23
3.1.2. Students' Questionnaire.....	23
3.2. Classroom Observation.....	24
4. Procedures of Data Analysis.....	24
4.1. Statistical Package for the Social Sciences (SPSS).....	25
4.2. Qualitative Content Analysis (QCA).....	25
4.3. Theoretical framework.....	25
4.1. Timing of feedback.....	26
4.2. Amount.....	26

4.3. Mode.....	27
4.4. Audience.....	27
Conclusion.....	27

Chapter Three: Presentation of the Results

Introduction.....	28
1. Presentation of the Results.....	28
1.1. The Questionnaires.....	28
1.1.1. Teachers' Questionnaire.....	28
1.1.2. Students' Questionnaire.....	35
1.2. Classroom Observation.....	40
Conclusion.....	41

Chapter Four: Discussion of the Findings

Introduction.....	42
1. Discussing the Findings of Teachers' Questionnaire.....	42
1.1. Teachers' Year of Experience.....	42
1.2. Teachers' Views Concerning Oral Feedback.....	42
1.3. Teachers' Perception towards the strategies of feedback.....	45
2. Discussing the Findings of Students' Questionnaire.....	48
2.1. Students' Attitudes towards Teachers' Oral Feedback.....	48
2.2. Learners' Attitudes towards the Effectiveness of Oral Feedback.....	49
3. Discussing the Findings of Classroom Observation.....	51
Conclusion.....	53
General conclusion.....	54

Bibliography	57
Appendices	xii

English language teaching has undertaken many changes in the methods and approaches to teach the language effectively. In the past few decades, feedback as a method of teaching has come to play an eminent role in the teaching and learning process because of its numerous benefits.

Feedback, either written or oral is seen as a crucial element in encouraging, supporting and guiding learners to build their knowledge and reach their goals. However, it has always been claimed that oral feedback is more effective than the written one. In fact, some critics (Hylland. K & Hylland. F) have claimed that written feedback has less effect on learners than the oral one since students are more interested in the marks rather than in teachers' comments.

Statement of the Problem

Not long ago feedback has become one of the prominent teaching methods because of its role in improving students' knowledge and performance. More recently, feedback has been adopted in language teaching classes because of its assistance in building up and improving the learning capacities of the learners. Nevertheless, teachers face some difficulties with the way of providing feedback, to whom and when, which makes the feedback less effective. This leads us to the assumption that the effectiveness of teachers' oral feedback highly influences the learners' assimilation and improvement. This dissertation seeks, then, to determine whether teachers in the department of English at Mouloud Mammeri University of Tizi Ouzou, more specifically those teaching first year classes, use oral feedback effectively or not.

Aim and Significance of the Study

Our investigation has two main purposes. First, it aims at determining whether teachers in the department of English at Mouloud Mammeri University of Tizi Ouzou use oral feedback. Second, to check whether teachers' oral feedback is effective or not. More

precisely, it focuses on the importance and complexity of delivering effective oral feedback in the field of language teaching and learning.

It also intends to elucidate the findings obtained through precise interpretation and explanation. In this research work, we will try to check whether teachers use oral feedback effectively in relation to the four strategies of feedback: timing, mode, audience and amount of feedback; developed by Susan M. Brookhart "*how to give effective feedback to your students*" (2008).

The work contained in this dissertation has not been previously conducted in English Department of MMUTO. That is, to the best of our knowledge and belief, the dissertation contains no material previously written by another person except where due reference is made. In fact, the use of effective oral feedback, as a method of teaching, has not often been considered in studies which have been conducted before. This adds value to the current investigation since the study looks into teacher's oral feedback from a new perspective.

Research Question and Hypotheses

A focus on teachers' oral feedback raises forcefully some focal questions:

1. Do teachers provide their students with oral feedback?
2. Is teachers' oral feedback effective or not?

In an attempt to answer the above questions, we expect the following hypotheses:

- a. Teachers use oral feedback on students' responses.
- b. Teachers do not use oral feedback on students' responses.
- c. Teachers' oral feedback is effective since it enhance students' learning.
- d. Teachers' oral feedback is not effective.

Research Techniques and Methodology

To carry out this investigation, we adopt the mixed method research. We combine quantitative and qualitative methods for data analysis. The former is used to describe the data

statistically to emphasize the validity and reliability of the research, while the later is used to give accurate interpretation and explanation of the results. In addition, we adopt the four strategies of feedback conducted by Susan M. Brookharts' (2008) *"How to give effective feedback to your students"*.

Two questionnaires are handed to both teachers and students of first year classes as a practical method in terms of time and efficiency. The questionnaires aim at finding out whether teachers of first year classes give importance and value to the use of oral feedback respecting its strategies. In addition, classroom observation is used in this research as an instrument to obtain reliable data in order to be in direct link with the context of the investigation. In educational setting, the use of classroom observation is a useful approach since it deals with direct observation and is independent of respondent willingness. The analysis of the collected data aims at determining whether teachers of first year classes use effective oral feedback.

Structure of the Dissertation

The overall structure of this dissertation follows the traditional simple model as described by Paul Thompson (1999, cited in Paltridge and Starfield, 2007). It consists of a general introduction, four chapters, and a general conclusion. The first chapter is called "review of the literature". It reconsiders the main theoretical concepts and approaches relating to the study of teachers' feedback. The second chapter is labeled "research techniques and methodology". It represents the different procedures that are employed during the investigation to collect data. It consists of classroom observation and two questionnaires. Indeed, it describes the two methods of data analysis. The first deals with statistical analysis in order to facilitate the analysis and make the results more scientific and objective. The second consists of data interpretation and explanation of the findings. The next chapter called "presentation of the findings". It presents the results in relation to statistical data. The last

chapter is named “discussion of the findings”. It discusses the results presented in the preceding section and it brings answers to the research questions.

Introduction

In the field of teaching English as a foreign language, teachers' feedback is an important device through which learners' knowledge is checked. The significance of feedback has been one of the most serious debate of scholars in the last few decades. Oral feedback is seen as the most essential means to be used while teaching. Many language teachers give it priority since it guides learners to develop their learning process and improve their performances.

This chapter is a review of the literature related to the issue of oral feedback in the field of teaching English as a foreign language (FL). Our aim is to investigate the effectiveness of teachers' oral feedback in the Algerian context in general and more particularly in the Department of English at Mouloud Mammeri University of Tizi Ouzou. This chapter starts with reviewing different definitions of feedback from different perspectives and the focus is on oral feedback. Next it accounts for the way positive and negative feedback influence learning. It seeks to describe classroom interaction and its relation with oral feedback. It also discusses the importance of oral feedback in language teaching and learning as well as it explains the relationship between oral feedback and assessment. It, then, explains the difference that exists between written and oral feedback. Finally, in this chapter we opt to explain the different types of feedback by Tunsall and Gipps (1996).

1. Definitions of feedback

In the field of language teaching and learning the topic of feedback has received much scholarly attention (Ur, Ellis, Crooks). Therefore many definitions of feedback exist to highlight its importance and effectiveness in the educational process.

Feedback is an influential teaching method which comes to play a significant role in

educational settings where teachers monitor students' behavior. Accordingly, *"feedback says to students somebody cared enough about my work to read it and think about it! Most teachers want to be that "somebody"* (Brookhart, 2008: 08). In the context of teaching English as a foreign language, the concept of feedback is broadly defined as *"information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance"* (Ur, 1996: 242). It is related to any comments or information that teachers give to students about their works, which can either be oral or written in order to improve learning and enhance learners' progress. Despite the fact that feedback has a great effect on learners' improvement, it has positive or negative aspects depending on the type, delivery, and timing of feedback (Hattie & Timperley, 2007).

Indeed, the notion of feedback was tackled by Crooks (1988) who suggests that feedback *"should be specific and related to need, simple knowledge of results should be provided consistently (directly or implicitly), with more detailed feedback only when necessary, to help the student work through misconceptions and other weaknesses in performance"* Crooks (1988: 469). In other words, feedback should be delivered in a specific way to suit learners' needs. As far as teachers are concerned, they should use detailed feedback only when it is required since it aids students to learn from their mistakes.

Traditionally, it is understood as one of the frequent technique which is used by teachers to tell their students how well or bad they performed (Kulhavy, 1977). For Askew (2002) this notion is a means by which teachers enable students to "close the gap" in order to enhance their learning process and promote their performance. Likewise, Ramaprasad (1983) states that feedback is information about the gap between actual and referenced levels. He adds that this information is considered as feedback only when it is used to alter the gap (cited in Taras, 2005:470).

Moreover, teachers' feedback is useful since it constructs and supports students' ability to develop their learning skills. In this respect, Salder (2009) states that feedback includes:

Complementing students on the strengths of their work; telling them (gently) about deficiencies where they are occurred and their nature; telling students what would have improve their submitted production; and pointing them to what could be done next time they complete a related type of response.

(Salder, 2009: 159)

Thus, feedback is not limited to a specific feature, but it looks to different aspects that are related to students' performance as their strengths, weaknesses, students' feelings, areas of improvement, and the next steps to take on their learning.

Despite widespread recognition of the importance of feedback, there is a notable lack concerning the definitions of oral feedback.

2. Oral Feedback:

One major issue that has been addressed in the field of English language teaching and learning is oral feedback. It is a kind of comments or information that the teacher delivers to his/her student orally about his/her performance during an assignment to promote their learning process. Oral feedback has proven to be an effective tool in SLA classrooms (Lyster et al. 2013) and learners receive it every time they are in contact with their teacher, either intentionally or unintentionally for the aim of advancing their outcomes (Cheryl 2005). According to Brookhart (2008):

Oral feedback is often given informally during observations of students doing their work or of work in progress. Oral feedback is also appropriate as a formal response to finished products completed by young children or for students of any age during conferences, where feedback leads to a conversation between teachers and students. (Brookhart, 2008: 48)

This reveals that teachers' oral feedback can be either formal or informal depending on the classroom circumstances: the former is provided during teachers- learners' conferences as a formal response to students' finished products whereas the latter is delivered at the time the student performing activities.

Nevertheless, learners do not consider the informal discussion with their teachers as feedback since they do not notice that such feedback is a valuable means to foster their understanding in an effective learning environment (Cheryl, 2005).

Oral feedback is a form of communication where students receive information for the aim of either correcting their performances either implicitly or explicitly, or clarifying their answers (Mahdi and El Saadany, 2013). Verbal feedback cannot be remembered as a whole. Students tend to remember just particular parts of it (Race & Brown, 2005). Indeed, Race and Brown (2005) assert that the students' reaction towards oral feedback is extremely related to their mood and state of mind whilst it is given, for instance, if they are in good humor they might remember the positive; if they are not they may recall the negative.

Additionally, Hyland (2000) states that *"verbal feedback provides teachers with an opportunity to respond to diverse cultural, educational and writing needs of their students, clarifying meaning and resolving ambiguities while saving time spent in the detailed marking of papers"* (quoted Mahdi and El Saadany, 2013:17). Instead of wasting time in writing comments on students' paper, verbal feedback offers an opportunity to answer back students' requirements as cultural, educational and writing matters; this by elucidating the intended meaning and solving ambiguities. For Brookhart (2008) *"oral feedback is often a matter of opportunity of observing students readiness to hear it"* Brookhart (2008: 48). Moreover, Zamel (1985) emphasizes that both teachers and students tend to be positive about the opportunities that oral feedback offers, and the same author has suggested that students

typically receive more focused and useful comments in oral feedback than in written one.

Stagg Peterson (2010) clarifies this assertion in the following words:

Verbal feedback can also be beneficial and it could be one of the quickest and easiest forms of feedback as it may be given as teachers circulate around the room while students are writing... Verbal feedback may also be given in students-teacher conferences. Students may sign up to meet with their teachers when they feel ready for feedback, or they may meet with 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 (Stagg Peterson 2010: 2)

In other terms, oral feedback is of a great significance as it is quickly and easily delivered while a teacher passes around the room to check the students' writing. Oral feedback is not limited to classroom observation; it is also involved in students-teacher conferences in which teachers identify the learners' thinking and writing capacities of their students.

3. Positive and Negative feedback

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

3.1. Positive feedback

Positive feedback is highly required in promoting learners' achievements. It is defined as kind of comments which indicates 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 teacher gives more explanation and clarification about the students' response to expand his/her thoughts. Therefore, it is important for teachers to give positive feedback that should be used to praise students for acting properly and performing appropriately (Rydhal, 2005).

Additionally, several theories show that positive feedback operates to support students to believe that they are able to do well (Barbara Cross Davis, 1999). Accordingly, students self confidence and self-esteem to learn a language will be developed. A similar view was hold by Fishbach, Tale Eyal, and Stacey Finkestlein (2010) when they claimed that positive feedback intensifies people confidence that they are capable to reach their objectives .by expecting successful goal attainment i.e. 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.

Ellis (1997) distinguishes two types of positive feedback in relation to SLA which are repetition and rephrasing.

3.1.1. Repetition: it deals with teachers' repetition of the learners' right answer.

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

However, we should not ignore the disadvantages that positive feedback may arise, especially when students' self-confidence is highly increased. In this case, students may show

a kind of ignorance towards teachers' feedback especially when they think that their competences to learn ESL depend not on teachers' comments and recommendation.

3.2. 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 students' mistakes (Fossati, 2008). He adds that if it is used effectively, it can help the student to rectify what is mistaken and learn from his/her errors which lead them to be aware about such mistakes in the future. Besides, Rydal (2005) maintains that negative feedback contains a set of information about students' incorrect answers and sometimes teachers bring some advice about the way to correct their errors. She argues that it is among the helpful techniques used to faster students' 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 some researchers see negative feedback as a simple approach which can have a significant impact on the learning process, others see it as a criticism to students' 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 (Spouls. K, 2011) because some learners believe that instructors' use of negative comments is to hurt their feelings and to put them in an embarrassing position. Consequently, the integration of negative feedback to promote learning may decrease students' self-confidence (Fishbach, 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 the student as an individual (Barbara Cross

David, 1999) because this may offend the students' feelings that can results in demotivation and deterioration.

4. Classroom Interaction

Classroom interaction comes to play a crucial role in both teaching and learning process. It is of that significance because learning a language is an interactive process (Richards & Lockhart, 1996:138). Chaudron (1988) stated that interaction is viewed as an essential process; because it is quarreled that only through interaction learners have opportunities to communicate and drive meaning from classroom events. Actually, interaction is considered as unavoidable strategy that advances acquisition of language. Wagner (1994: 8) defines interaction as *"Reciprocal events requiring two objects and two events mutually influence one another"*. It is seen as a procedure where two or more people involved in mutual communication which can be either verbal or non-verbal(facial expression, body language, symbols). Indeed, Brown (2000b:165)relates interaction to communication, asserting, *"...Interaction is, in fact, the heart of communication; it is what communication is all about"*. According to that quotation, in the process of teaching and learning both interaction and communication are used interchangeably. Among the influential aspects of classroom interaction is the concept of feedback that has long been viewed central in language teaching.

4.1. The function of Feedback on classroom interaction:

Macky and others have been focused on the topic of feedback as a key aspect of classroom interaction. We cannot speak about successful learning through interaction without connecting it to feedback. Thus, providing feedback especially, oral feedback is required in the classroom. According to Mackey (2007) *"through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification"*

(Mackey 2007:30) As it is mentioned in the quotation, feedback is delivered to learners for the sake of recognizing their mistakes in order to make some changes and corrections. Moreover, feedback as an important interaction between teachers and students carried out for the aim of developing learners' language skill and knowledge (Black, Harrison, Lee, Marshall, William, 2003). Besides, according to Researchers oral feedback is one of helpful and useful features of interaction which enhances both teaching and learning process, For this reason, the frequent use of feedback in classroom interaction is fundamental.

5. The Importance of Feedback

Feedback comes to play a significant role in teaching and learning English as a foreign language. It is considered as a vital aspect in the learning process. In fact, teachers' feedback, either written or oral should be presented within any teaching context. As far as, such feedback is used to facilitate teachers' task and students in their attainment. Thus, the focal function or role of feedback is to help learners to improve their knowledge as well as to be aware of their strengths and weaknesses.

Additionally, feedback has a considerable effect on students' performance as it gives the learners information about their works and how to achieve their goals. Gipps (1994) believes that 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"* Gipps (1994:129-130). 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.

Hence, teachers' feedback appears central for students' growth because it gives them the chance to progress in their learning, helps them to correct their mistakes and promote them to develop their language learning. Indeed, teachers' oral feedback is a crucial tool that

helps students to attain a higher proficiency in a foreign language as well as a useful method for responding to students' work (S. Rydahl, 2005). In other terms, by oral feedback, teachers give opportunities to their students to share and exchange their ideas; it is also used to facilitate language development.

Moreover, S. Rydahl (2005: 5) claims 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 and they use it to correct their errors"*. Indeed, oral feedback is one of the most helpful types of feedback because it is usually interactive; it assists teachers to control and monitor their students and add more explanation, this through body language, facial expressions, tone of the voice, emphasis... In other terms, through students' facial expressions teacher can recognize the effects of his/her words on students. Oral feedback, then, is the most widely used and preferred method for supporting students' learning (Santos, L. & Pinto, J., 2006).

6. Feedback and Assessment

The investigation and identification of the complex relationship between feedback and assessment have always been of the most significant discussions of scholars since the last several years. Assessment as a part of classroom activities is an essential means required to enhance learning and ultimately attainment (Cherly 2005). However, Ilgen & Davis, 2000, Kluger & Denis, 1996 claim: *"in order for assessment to facilitate learning, students need to receive information about their performances and their existing discrepancy between the actual and the desired state, and effectively process this information. This information is commonly referred to as feedback"* (cited in Anastasia A. Lipnevich & Jeffery K. Smith, 2008: 1). Black and William (1998) have emphasized that feedback which is closely related

to students and learning outcomes has a great effect on learning process, especially, on learners' motivation and learning gains.

Obviously, the concept of feedback is a vital component of formative assessment. Salder (1998) refers to formative assessment as the assessment that mainly aimed to generate feedback on learners' works, in order to promote the learning process. Indeed, Brookhart views (2008) that *"giving good feedback is one of the skills teachers need to master as part of good formative assessment"* (Brookhart, 2008:1-2). Through feedback, formative assessment presents opportunities to learners to recognize where they are in their learning, to be aware of their weaknesses and realize their strengths. Knight (2001) claims that *"good formative assessment offers opportunities for good learning conversations arising from feedback on students' performances that are related to course learning outcomes"* (quoted in Irons & Smailes, 2007: 3). Hence, Brookhart (2008) affirms that *"good feedback should be part of classroom assessment environment"* (Brookhart 2008:2).

7. Oral feedback versus Written feedback

The subject of feedback on students' performance has been catching a great attention over the last few decades. This notion of feedback either written or oral is generally provided by teachers in the field of language teaching. Accordingly, there is no dissimilarity in principle between oral and written feedback seeing that both of them involve word choice issues or content matters such as focus, comparison, function, clarity, and tone (Brookhart, 2008). Bitchener (2005) found that both oral and written feedback is made to enhance students writing over time.

Oral feedback is of numerous advantages and can be beneficial for students' improvement since it is usually interactive i.e. a teacher can recognize and judge how his/her words affect his/her learner, this is by their non-verbal feedback (tone of the voice, facial

expressions, body language) .Additionally, it is widely considered that verbal feedback has a better impact on students' presentation than written feedback, possibly because most oral feedback is offered immediately (Cheryl, 2005).

Further, even though second language students have a positive insight about teachers' written feedback, it is still uncertain and vague to the expansion of writing skill because students pay no attention to teachers' written comments while revising their paper i.e. They do not take into account teachers' written feedback (Hyland & Hyland, 2006). Moreover, learners face obstacles or problems in recognizing and comprehending written comments, thus those written feedback require to be discussed when interacting with students or face to face (Zamel, 1985).On the other hand, according to Brookhart oral feedback comprises a number of unique issues. Where and when should you give oral feedback? Hence teachers ought to speak at a time and a place in which the learner is ready to grasp from their teachers' speech.

8. Types of Feedback

In reference to the typology of feedback, there are several propositions. Therefore, a number of scholars notably Tunsall and Gipps (1996) have defined eight types in relation to individuals, groups and the whole class.

Table 1: Tunsall and Gipps (1996) Feedback Typology

Evaluative feedback		Descriptive feedback	
A₁ . Rewarding	B₁ . Approving	C₁ .Specifying attainment	D₁ .Constructing achievement
A₂ . Punishing	B₂ . Disapproving	C₂ .Specifying improvement	D₂ .Constructing the way forward

8.1. Rewarding (A_1)

This is evaluative feedback supplied by teachers to praise and recompense their learners for their attempts and efforts in a specific work or performance. It is used to be positive since teachers' objective through rewarding is to fortify and support learners to go forward (Tunsall and Gipps, 1996: 395). Teachers use this type of feedback in relation to a wider audience to maximize its effect. Examples of A_1 feedback are: smiley faces, stamps, stickers, being given a clap...etc.

8.2. Punishing (A_2)

This is evaluative feedback used to be negative. Punishing indicates complete disapproval and dissatisfaction. Tunsall and Gipps (1996: 395-396) claim "*whatever A_2 took, the purpose seemed to be to stump out whatever considered unsatisfactory*". This means that teachers' objective through punishment is to show a kind of aversion towards the students' performance. Similarly to A_1 , A_2 feedback is used for the whole class audience for maximum effect. As well, punishment may include: removal from the class, removal from the group, the use of symbols as sad faces, and so on.

8.3. Approving (B_1)

Alike A_1 , B_1 feedback is used to be evaluative and positive. This kind of feedback is described as the warm expression of teacher approval of the child's work or engagement that may be expressed verbally through personal feelings "*I am very pleased with you*", use of general praise "*very good*", use of labels "*brilliant ideas*"...etc. or non verbally as smiling (Tunsall and Gipps, 1996: 396-397). Approving is used in relation to individuals' work with the intention of supporting and reinforcing learners' behavior.

8.4. Disapproving (B₂)

It is seen as evaluative and negative. According to Tunsall and Gipps (1996: 397) B₂ “*was often strongly related to the general expression of personal feelings of disapproval by the teacher*”. B₂ mainly provided by the teacher when his/her learner has mistaken or fail in error especially because of lack of concentration that leads to poor performance. It may be non-verbal negative feedback or verbal negative feedback. The first is communicated through facial expression “*eyebrows will be raised or lowered*”, tone of the voice “*the use of firm tone*”, physical gestures and actions “*pointing without speaking*”, whereas the second is stated by expressions of anger and disappointment as “*I am very disappointed on you today*”, expression of annoyance “*Oh for goodness' sake, put something sensible*”, use of threats. Disapproving is used with an individual student in front of a whole class audience to support his/her behavior (Tunsall and Gipps, 1996: 397).

8.5.Specifying Attainment (C₁)

This is seen as descriptive feedback and identifies “aspects of successful attainments” Tunsall and Gipps (1996: 398). Teachers use this kind of feedback to prop learners’ behavior through specific praise on what they have performed successfully. In this case teachers use a variety of statements like: “*this is very well done*”, “*this is extremely well explained*”.

8.6. Specifying Improvement (C₂)

It is descriptive feedback that “teachers use to specify how something which is being learned can be corrected” Tunsall and Gipps (1996: 398-399). It means that the objective through C₂ is to specify what is wrong and mistaken instead of praising students’ behavior. Therefore, C₂ is a way through which educators point out to learners what needs improving in their performances and guiding them to correct the mistakes themselves.

8.7. Constructing Achievement (D₁)

This is descriptive feedback which is carried out through discussion with students reflecting on work in progress. Tunsall and Gipps (1996) assert:

Teachers' use of this feedback appeared to shift the emphasis more to the child's own role in learning, using approaches which seemed to pass control to the child. There was much more of a feel of teacher as 'facilitator' rather than 'provider' or 'judge' with this type of feedback; it seemed to be less of 'teacher to the child' and more of 'teacher with the child

(Tunsall and Gipps, 1996: 399)

Hence, Teachers using D₁ feedback aim to facilitate to the learner the way to construct their achievement using their works as reference. As well, teachers' role with this type of feedback is to be a facilitator instead of a provider or a judge.

8.8. Constructing the Way Forward (D₂)

“Constructing the way forward was used by teachers to articulate future possibilities in learning in a way that looked like a relationship with the child” (Tunsall and Gipps, 1996: 400). This type of feedback is used to suggest upcoming possibilities and opportunities to improve on learning. Indeed, D₁ seems to be delivered frequently to a wider audience i.e. the whole class plays an important part in this type of feedback (ibid).

Conclusion

Through time, educators seek to investigate new teaching methods to enhance the learning process. This chapter is devoted to reviewing the literature on oral feedback as a technique to improve learners' knowledge. It demonstrates that a huge number of scholars that are mentioned so far, focus on the importance that oral feedback plays in language classes. In fact, it is thanks to oral feedback that students can measure their success in terms of identifying their areas of strengths and weaknesses. On the light of what has been said

before, it seems clear that oral feedback is an indispensable component that is used by teachers to foster students' learning. Hence, teachers focus on how to use it effectively to facilitate teaching and learning process.

Introduction

Our investigation is opted to explore the effectiveness of teachers' oral feedback. As it is indicated in the general introduction, it is meant to reveal whether teachers make use of effective oral feedback in language classes. So, it is important to base our study on empirical criteria to scan teachers' attitudes towards oral feedback in order to get a full insight of the implementation of feedback strategies as an important teaching strategy.

The present chapter is set to describe the procedures of data collection and the research techniques used to carry out our investigation as well as to answer the fundamental research questions stated in the general introduction of the dissertation. It accounts for the procedures used in this study, including research methods, the context of study and sample population, procedures of data collection and data analysis. Finally, it devotes few lines to refer to potential limitations of the study.

1. Research Methods

To carry out our investigation, we have adopted a mixed method that combines the quantitative and qualitative research tools for data collection and data analysis since it ensures credibility in reporting the findings and guaranties flexibility. In fact, as it is known, the quantitative method is generally concerned with numerical and statistical data, whereas qualitative ones involve the interpretation and explanation of collected data (C. R. Kothari, 2004).

As stated above, this study has employed multiple procedures for data collection. The quantitative and the qualitative data are gathered through two questionnaires and classroom observation. More specifically, the quantitative data is achieved through close ended questions, involved in both questionnaires, and seeks for quantitative description that should be represented statistically using percentages, pie charts and tables. The qualitative data, on

the other hand, is obtained via open ended questions and classroom observation to get information about classroom events, for the purpose of analysis and interpretation in close relation to feedback strategies and qualitative content analysis.

2. The Context of Study and Sample Population

For this research, a case study approach has been used to gain deep information as well as to meet the research objectives. A case study is defined by Yin as “*an empirical enquiry that investigates a contemporary phenomenon in depth and within its real life context*” (2009: 93). It is suitable to our research because it “*provides an opportunity for one aspect of a problem to be studied in some depth*” (J. Bell, 2005: 10).

Therefore, the current study takes place in the Department of English at Mouloud Mammeri University of Tizi Ouzou. The population which participated in this study as a source for data collection consists of (17) teachers and (56) students. Additionally, teacher's experience in the field varies between one to fourteen years. As regards the choice of the target population, it has been randomly made.

3. Procedures of data collection

For the sake of collecting data, two ethical procedures were followed; two questionnaires and classroom observation.

3.1. The Questionnaire

“*The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher...*” (Wilson and Mc Lean, 1994 cited in Cohen et al., 2007: 317). That is, the questionnaire is one of the major tools for collecting information about a particular issue. The questionnaire comprises two kinds of questions: closed and open

ended questions. In the former, the researcher provides a suitable list of answers which can be selected by the respondents, whereas, in the latter, the respondent is invited to answer in his/her own words. A questionnaire has been designed and handed to both teachers and students in the department of English at Mouloud Mammeri University of Tizi Ouzou.

3.1.1. The Teachers' Questionnaire

In order to get pertinent pieces of information about teachers' classroom practices in terms of feedback towards their learners, we designed a questionnaire which is handed to teachers of first year classes. It is headed by an introduction that includes the effectiveness of teachers' oral feedback in improving students' knowledge and performance. The questionnaire contains eleven (11) items that are of different kinds. They are categorized into closed and open ended questions. The items are organized into three sections:

- 1) "Teachers' profile" which aims at obtaining data on teachers' teaching experience;
- 2) "Teachers' background of oral feedback" that seeks to show teachers' knowledge on the topic of feedback as well the teachers' opinion on the feedback they use;
- 3) "Teachers' attitudes toward the strategies of feedback" which is intended to elicit information on the strategies or techniques that are used by the teachers inside the classroom.

3.1.2. The Students' Questionnaire

This questionnaire is addressed to students of first classes. It is handed out to a total of 60 students and we received 56 answers. This questionnaire consists of ten (10) items which are closed ended questions. These items are, in turn, grouped into three sections:

- 1) "*Students' profile*" which aims at identifying the students' gender.

2) “*Students’ attitudes toward teachers’ oral feedback*” which attempts to find out their perceptions about oral feedback.

3) “*Learners’ attitudes towards the effectiveness of oral feedback*” which seeks to gather data about their opinions concerning the strategies that are used by the teacher within the classroom.

3.2. Classroom Observation

It is worth to highlight that questionnaires are very useful research tools that many researchers tend to use in their studies because of the advantages they have such as getting information from a lot of people promptly, the analysis of the closed questions is straightforward...etc. However, they necessitate to be used with another research tool to gather more data (Gillham, 2007). As far as our study is concerned, we have opted for the classroom observation which is defined by Bell (1987) as “*a technique that can often reveal characteristics of groups of individuals which would have been impossible to discover by other means*” (Bell, 1987:88).

We dealt with classroom observation over a period of one week which lasted a whole week; from fourteen to eighteen June 2015. The selection of the seven classes was randomly made and we have attended different modules as writing, grammar, methodology, and oral module. But in our visit we spent 90 minutes of classroom observation. The observation was mainly carried out with the help of a guide line checklist that was prepared beforehand, which is suggested by Ur (1996).

4. Procedures of Data Analysis

The data gathered from the two questionnaires and the classroom observation are analyzed and interpreted by different procedures of data analysis. The quantitative data are

analyzed by using SPSS (Statistical Package for the Social Sciences), while, the qualitative data are interpreted and analyzed in relation to strategies of feedback along with QCA(Qualitative Content Analysis).

4.1.Statistical Package for the Social Sciences (SPSS)

SPSS is a comprehensive system which is used for data analysis. According to Landau Everitt (2004) SPSS is a package that is mainly used in social sciences. In our case, it is applied to analyze data collected from closed-ended question which enables us to get precise percentages. The outcomes are shown in table, pie charts and histograms.

4.2.Qualitative Content Analysis

In an attempt of interpreting and analyzing the qualitative data reached from teachers' questionnaire and classroom observation, Qualitative Content Analysis is adopted. 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 or patterns”* (Hsieh & shanon, 2005:02). It, obviously, deals with text's analysis and interpretation to identify its intended meaning. Furthermore, Down –Wamboldt (1992:314) claims that the main objective of this technique is *“to provide knowledge and understanding of the phenomenon under study”* (quoted in Heish & Shanon, 2005:1278). Thus, it is involved in this research work to elucidate, explain and interpret the data obtained.

4.3.Theoretical framework

The efficiency of oral feedback depends on the way teachers deliver it: When? How much? How? To whom it should be addressed? Accordingly Susan Brookhart developed four main strategies of feedback that mark its effectiveness.

4.1. Timing

A very significant theme during classroom instruction is the feedback being provided promptly. S. Brookhart (2008,p.10-11) asserts *“feedback needs to come while students are still mindful of the topic, assignment, or performance in question. It needs to come while they still think of the learning goal as a learning goal. That is, something they still striving for, not something they already did. It especially needs to come while they still have some reason to work on the learning target”*. To be exact, good feedback should be immediate since learners need to get it while they still mindful of the learning goals and have opportunities to use it in order to show improvement.

4.2. Amount

Sometimes a particular group of learners call for detailed feedback while others do not. Therefore, *“the hardest decision to take about feedback is the amount to provide”* (S. Brookhart (2008: 121). Authentic learning, for Brookhart, is to provide a useable amount of feedback in relation to students’ knowledge that takes them from that stage to the next one.

She adds 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. However, they can make use of detailed feedback simply when it is required; especially, when learners ask for more clarification.

4.3. Mode

Different modalities of feedback exist. This depends on the kind of the assignment or the task involved during classes. Brookhart (2008:15) claims *“some kind of assignments lend themselves to written; some to oral feedback; and some to demonstration”*. However, she views that teacher-student conversation is a best way of providing feedback, especially, when

the teacher wants to convey extra information about the learning task. So, oral feedback is the best mode by which teachers clarify their ideas, provide encouragement, or look up for the answer to evaluate its correctness (ibid).

4.4. Audience

The best feedback is addressed to the best audience. That is, to effectively deliver feedback, the teacher should know the appropriate sense of audience as some students need much more feedback than others. Feedback should be addressed to individual students in case the teacher speaks about the specifics of individual work or while he/she should show a kind of care about the student. Further, the feedback message may be addressed to a group of students or to the whole class for saving time and reviewing the lesson (Brookhart 2008: 17).

Conclusion

This chapter puts its emphasis on the research design of the study. It gives general overview about the research methods, the context of investigation and sample population, instruments of data collection and data analysis procedures used to conduct the work. It highlights talks about some limitations that have arisen during the investigation. In the next chapter, the data analysis and the findings are discussed.

Introduction

This chapter is devoted to the findings of the study. It presents the results achieved through questionnaires administrated to both teachers and students and classroom observation in which the reliability and visibility of the research tools are estimated. It is grouped into two sections; the first deals with the presentation of the questionnaires while the second presents the results reached from the observation.

1. Presentation of the Results

1.1. The Questionnaires

1.1.1. Teachers' Questionnaire

Q1: teachers' year of experience

The results demonstrate that the majority of teachers have an experience that ranges from one year to eight and there are only two teachers who have taught English language for fourteen and sixteen years.

Q2: How can you define oral feedback in the field of teaching English as a foreign language?

From the gathered data, it has been perceived that the vast majority of the participants defined oral feedback as an effective teaching strategy that is used to correct students' mistakes, stimulate their understanding and help them to be aware of their strengths and weaknesses.

Q3: How often do you provide your students with oral feedback?

	always	often	sometimes	rarely	Never	Total
participants	7	11	0	0	0	18
percentages	38.9%	61.1%	0%	0%	0%	100%

Table1: Frequency of teachers' oral feedback

The above table represents teachers' frequency of the use of oral feedback inside their classes. 61.1% "*often*" make use of oral feedback and only 7 participants who stand for 38.9% do it "*always*".

Would you explain your choice?

In spite of the divergent choices between the participants, the justifications of the majority are approximately the same. Mainly the great number of teachers argues that through oral feedback they can encourage their students and help them to overcome their problems and difficulties. However, some of them assert that they deliver it for the sake of assessing and evaluating the class.

Q4: How important do you think it is to provide your students with oral feedback?

	Not important	Slightly important	Important	Very important	Total
participants	0	0	6	11	17
percentages	0	0	35.3%	64.7%	100%

Table2: The importance of providing oral feedback

As highlighted in table (2), it is apparent that the majority of teachers (64.7%) see that it is "*very important*" to provide their students with oral feedback, while six of them which stand for 35.3% argue that it is only "*important*" to use it with their students.

Q5: Do you think that oral feedback can affect learners' achievements?

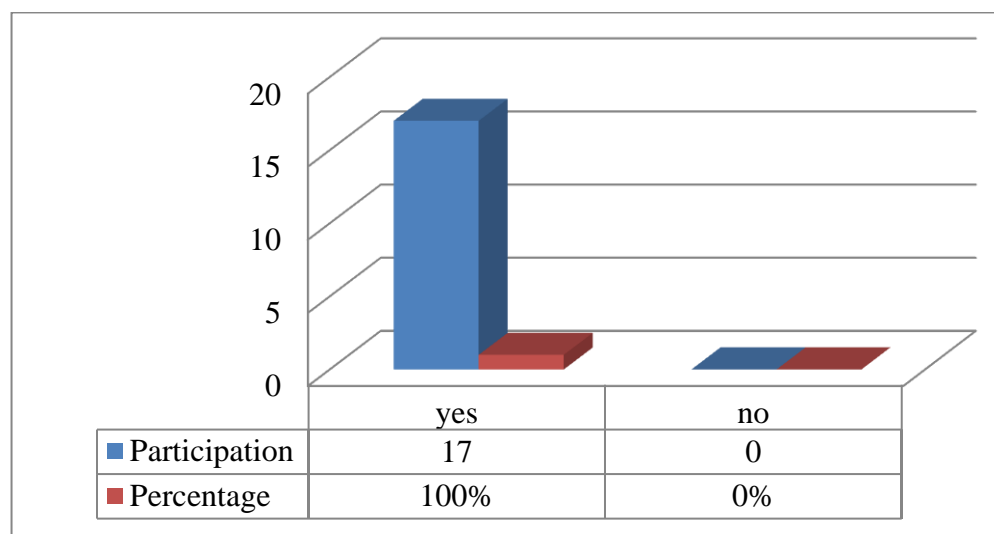


Diagram1: The effects of oral feedback on learners' achievements

From the diagram above, it is clearly shown that 17 participants who stand for 100% assert that oral feedback can affect students' achievements.

Could you explain your choice of providing your students with oral feedback?

From the outcomes, it is seen that all of the participants affirm that oral feedback can affect learners' achievement positively in the sense that it certainly helps to foster students' knowledge.

Q6: what is the main function of providing oral feedback?

For some teachers, the function of feedback is to achieve improvement and support the students learning, while some others state that it is to correct students' mistakes as well as to guide them to know what to do next. Only one teacher did not provide any answer.

Q7: As an EFL teacher, what do you usually stress when you provide your students with oral feedback?

	Correctness of the answer	Pronunciation	Grammar	Comprehension
participants	16	13	15	7
percentages	31.40%	25.50%	29.40%	13.70%

Table3: The focus of teacher when providing oral feedback

The results on the table above clearly show that 31.4% of the participants stress the “correctness of the answer” when providing oral feedback whereas 29.4% stress “grammar”. As for the rest of the participants, only 13.7% emphasize the students’ comprehension while 25.5 of them stress on pronunciation.

Q8: According to your experience in teaching English at university level, what makes oral feedback less effective?

For the majority of the respondents large classes make the feedback message less effective. In addition, the ways in which the oral feedback is sometimes provided result on students’ demotivation. Besides, only one participant affirms that oral feedback should be performed on a daily basis to achieve effective improvement.

Q9: When a student performs a task, do you deliver the oral feedback immediately, at the end of the lesson, or few days later?

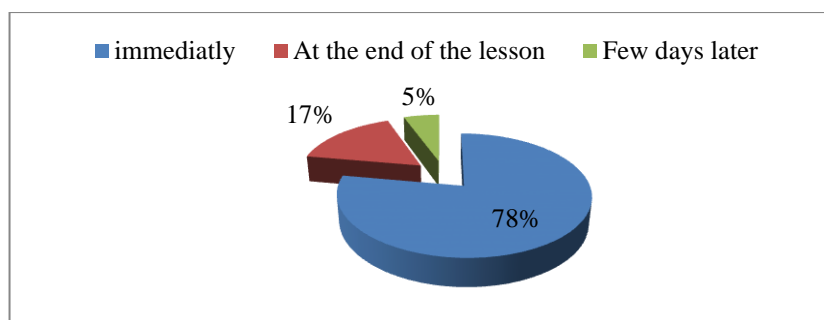


Diagram2: Timing in feedback

As displayed in the above diagram, the majority of teachers who represent 78% deliver feedback at the instant the students respond, whereas, 17% of them provide it at the end of the lesson. There is only one teacher who gives feedback few days later.

Could you explain why you do so?

Most of the participants prefer to give immediate feedback since they believe that it helps the students to recognize where their mistakes lie and correct them accordingly; otherwise the errors will be forgotten after few days if they remain uncorrected. Three others confirm that it is better to provide it at the end of the lesson since they think that it is more beneficial than immediate feedback which can demotivate learners. Only one of them gives feedback few days later to assess his/her students.

Q10: What do you stress when you comment on your students' work?

	every error made by the student	The interesting points as well as the important learning goal	The wrong answer and no comment on the correct one	total
Participation	7	11	5	23
Percentages	30.4%	47.8%	21.7%	100%

Table4: The amount of feedback

From this table, it appears that 47.8% of teachers comment on the interesting points, while 30.4% of them stress on every error made by the student. Concerning the rest of the participants, only 7 of them comment on the wrong answer and no comment on the correct one.

Q11: As a teacher, what is the best mode to communicate the feedback message: Oral, written, visual/demonstration?

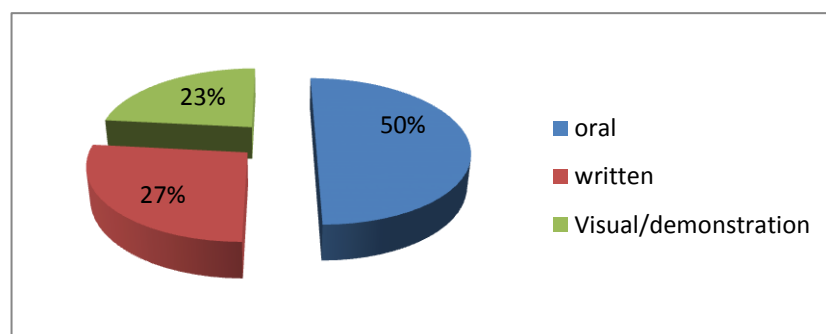


Diagram3: Feedbacks' modes

The diagram above presents that 15 participants communicate the feedback through the oral mode, while written feedback is selected only by 8 participants. On the other hand, 7 of them prefer to use visual mode.

Would you explain why?

The majority of the participants tend to use feedback orally as it is delivered immediately to develop the students' self-confidence. They see that the written one is most of the time ignored by the students. Whereas, some others suggest that the written mode is the most appropriate means for memorization. Only seven participants select the visual mode.

Q12: Which audience do you target while providing your students with oral feedback?

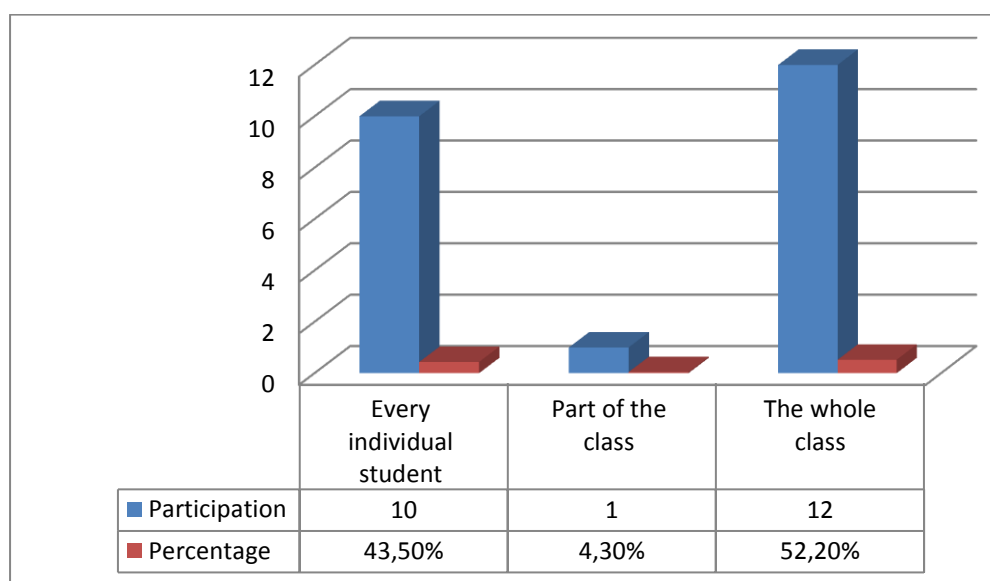


Diagram4: The audience to whom feedback is addressed

From the collected data, the majority of the participants address oral feedback to the whole class. They point out that it is beneficial to all the class since it allows the students to learn from each other's mistakes. On the other hand, other teachers aim at delivering feedback to every individual student since they think that every single learner has his/her own mode of thinking and motivation. There is only one participant who chooses to provide the feedback to part of the whole class.

1.1.2. Students' Questionnaire

Q1. In the classroom, do you usually interact with your teacher?

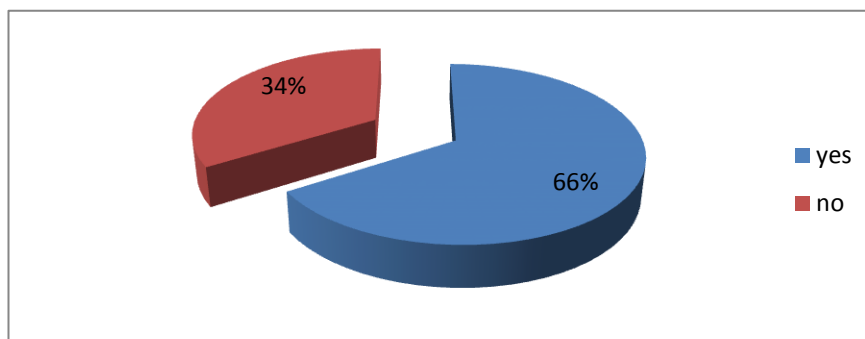


Diagram5: Students' interaction in the classroom

The findings displayed in diagram (8) reveal that the majority of participants (37) who stand for 66% say that they usually interact with their teacher inside the classroom, whereas, the minority (19) which represents 34% affirms that there is no interaction with their teacher in classes.

Q2. Does your teacher provide you with oral feedback while presenting your work?

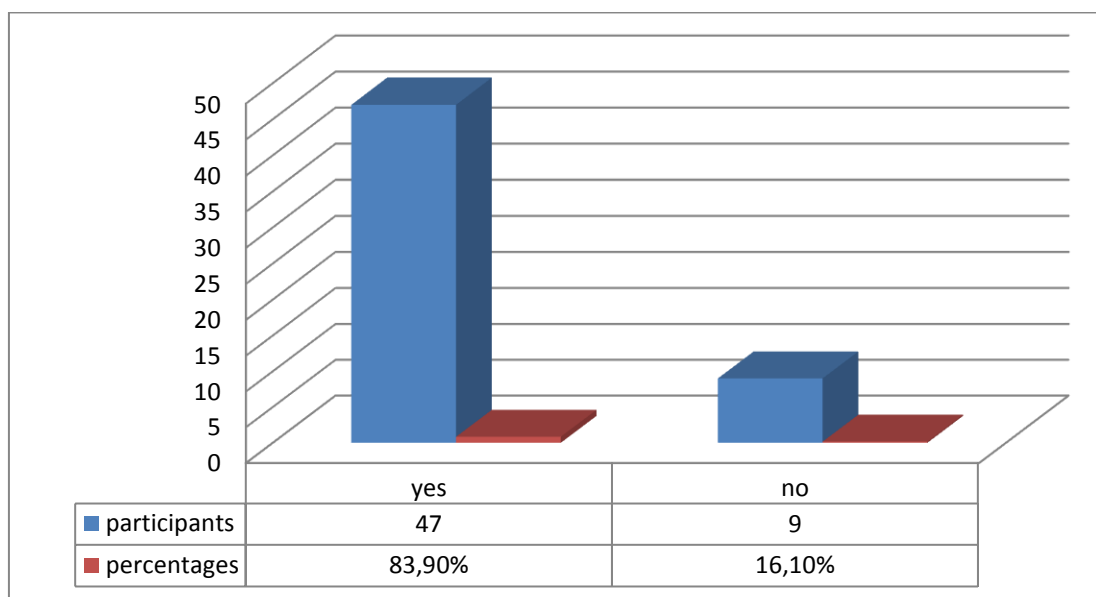


Diagram6: The use of oral feedback while students present their works

As shown in the sixth diagram, the majority of respondents (47), which correspond to 83.9%, confirm that their teachers provide them with oral feedback while presenting their work. In contrast, only 16.1% declare the opposite.

Q3.If yes, how often?

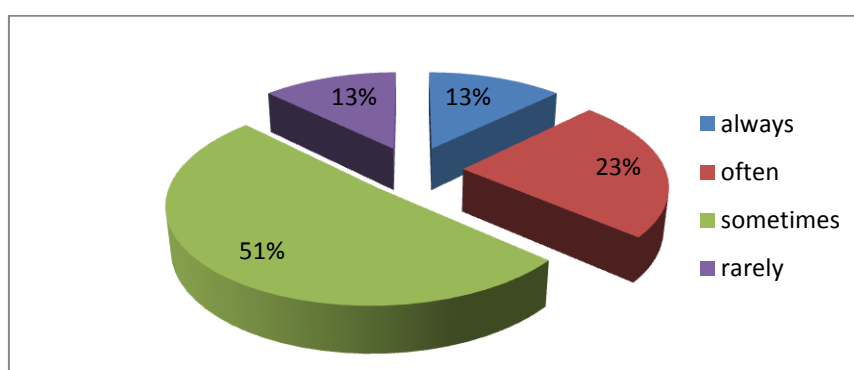


Diagram7: Frequency of teacher use of oral feedback

This diagram represents the frequency of teachers' use of oral feedback. Thus, 51% of teachers "*sometimes*" provide their students with oral feedback, 23% "*often*", while 13% do it "*always*". Only seven participants maintain that the feedback is delivered "*rarely*".

Q4: Teachers' comments are important for students 'learning

	I strongly agree	I agree	I disagree	I strongly disagree	Total
participants	17	37	2	0	56
percentages	30.4%	66.1%	3.6%	0%	100%

Table5: The importance of teachers' comments on students' learning

From the above diagram, it is clearly demonstrated that the great majority of students 96.5 %(66.1%+30.4%) either strongly agree or agree that teachers' comments are important for their learning, while 3.6% state that they disagree.

Q5: As a learner, do you think that your teachers' feedback is effective or not?

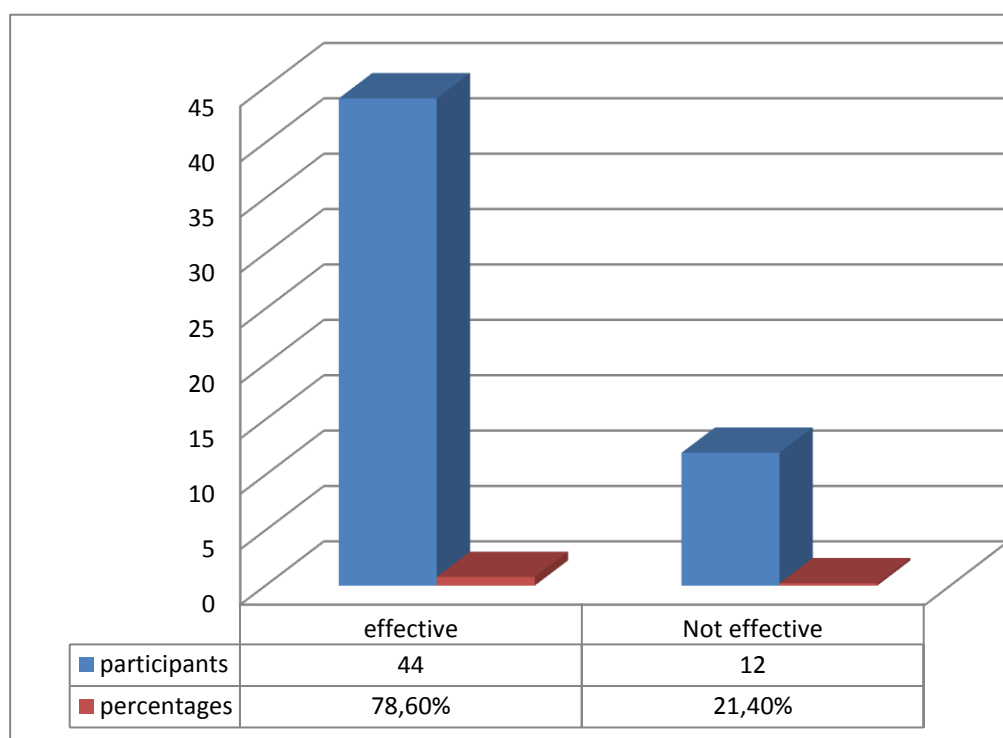


Diagram8: Students' opinion towards the effectiveness of teacher feedback

From the diagram above, it is clearly revealed that the majority of 78.6% of students notice that their teachers' feedback is effective. On the other hand, only 21.4% claim that their teachers' feedback is not effective.

Q6: Does your teacher use oral feedback immediately, at the end of the lesson or few days later?

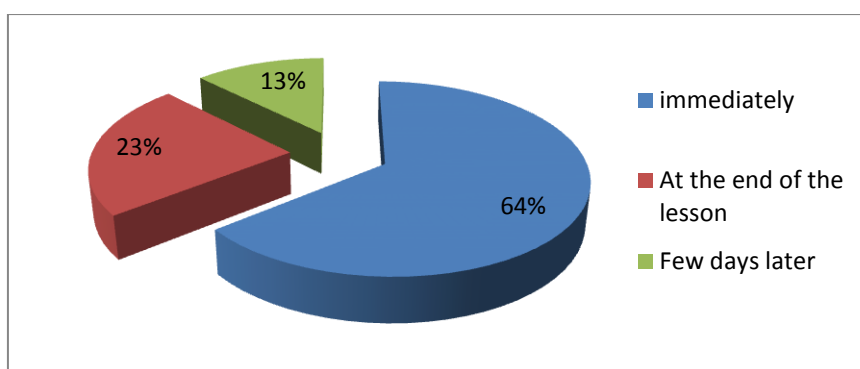


Diagram9: Timing of feedback

The findings highlighted in the diagram (8) demonstrate that 36 of participants which stand for 64% argue that their teachers' oral feedback is used immediately, but 23% confirm that it is used at the end of the lesson. However, few ones claim that it is done few days later.

Q7: does your teacher provide you with oral feedback to every false answer, to the most recurrent mistakes or to selected points?

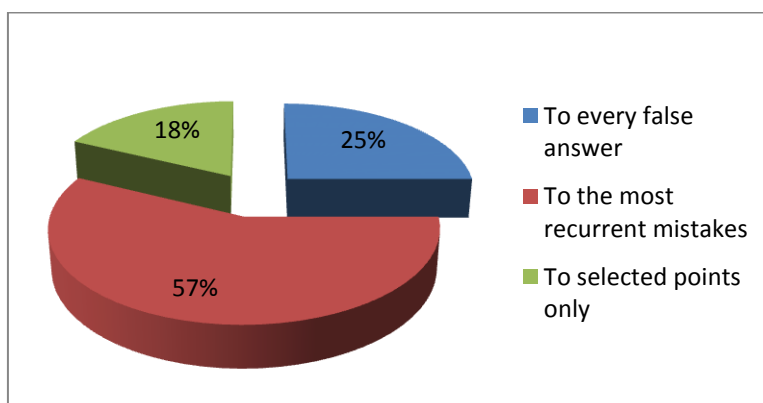


Diagram10: The amount of oral feedback

The result displayed in the diagram (13) show that 32 of respondents who stand for 57% affirm that the feedback is provided to the most recurrent mistakes. While 14 of them assert that it is given to every false answer. 10 of the participants say that it is used to selected points only.

Q8: What is the frequent mode through which your teacher expresses his/her feedback: oral, written or visual/demonstration?

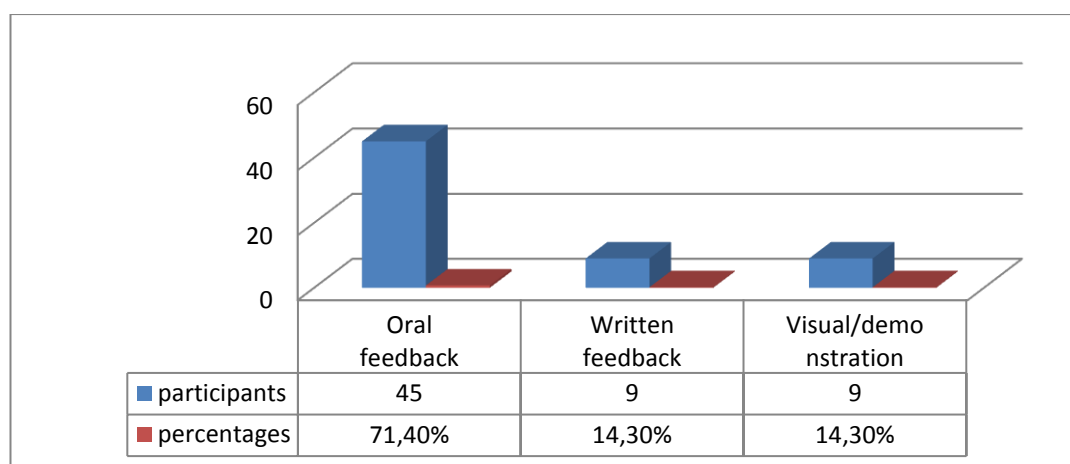


Diagram11: Feedbacks' modes

From the results obtained, it is obviously seen that 71.4% of the respondents say that oral feedback is the frequent mode through which their teacher expresses their feedback. Whereas, 28.6% (14.3%+14.3%) of them state that their teachers tend to use written and demonstration feedback frequently.

Q9: Does your teacher provide oral feedback to individual student, the whole class or to a group of students?

	Individual students	Group of students	The whole class	Total
participants	11	15	31	57
percentages	19.3%	26.3%	54.4%	100%

Table6: The audience to whom feedback is delivered

From table (5), it is apparent that 54.4% of the participants assert that their teacher delivered oral feedback to the whole class, 26.3% too say that it is used for the group of them, on the other hand, 19.3% of them argue that it is provided for an individual.

1.2. Classroom Observation

As stated in the second chapter, classroom observation is used as a research tool for collecting qualitative data on teachers' classroom practices. During the observation process we have attended different modules as: listening, speaking, writing, methodology, and grammar.

From our observations, we have noticed that all of the teachers give their students opportunities to communicate and interact during the instruction. This is perceived when both teachers and students are involved in mutual conversation to negotiate meaning. Besides, we have seen that teachers frequently make use of oral feedback since there is no interaction without feedback. In addition to this, during our observations we have noted that the majority of the teachers prefer to provide oral feedback instantly while the students respond. Every time they use oral feedback either to correct students' answer or to clarify what is said even the response is right. However, we have found that few teachers delay feedback slightly to give students time to correct themselves.

Moreover, we have noticed that when some of the students require full understanding, all of the teachers delivered detailed feedback, but most of the time they tried to select only the main points to comment on. Indeed, the most common mode used by teachers while teaching is oral, since both teachers and students were involved in face to face interaction. For that reason, we have not noticed any written comments. In addition, the selections of modes depend on the tasks involved inside the class. During the observations we observed that there are only two teachers who use visual/ facial expressions to express either positive or negative feedback. Finally, through our observation, it appears that most teachers favor to address feedback to the whole class when an individual student missed a concept on the assignment.

Only a small number of teachers deliver oral feedback to an individual student as well as to a group of learners who need more understanding.

Conclusion

The present study reveals that teachers are aware of the importance and the significance of oral feedback in learning and acquiring knowledge. The majority of the participants tend to use oral feedback effectively to enhance students' language development. These findings will be discussed and interpreted in the last chapter.

Introduction

This chapter is devoted to the discussion of the results of the study which were obtained through the questionnaires and classroom observation. The results are, in fact, discussed and interpreted in relation to the review of literature introduced in section one and they aim at responding the research questions and confirm or refute the hypotheses stated in the general introduction. The discussion adopts strategies of feedback along qualitative content analysis for the interpretation and explanation of the findings. The chapter comprises three sections. It initiates by discussing the results achieved through teachers' questionnaire. It, then discusses the findings of the students' questionnaire. Finally, it deals with the discussion of the results reached through classroom observation.

1. Discussing the Findings of Teachers' Questionnaire

1.1. Teachers' Year of Experience

The results demonstrate that the majority of teachers have an experience that ranges from one year to eight and there are only two teachers who teach English language for fourteen and sixteen years. This fact shows that the majority of teachers who teach first year classes are novice ones.

1.2. Teachers' Views concerning Oral Feedback

From the results displayed in the previous chapter, it appears that the majority of the participants give, nearly, the same definition of oral feedback. One teacher, for instance, declares that *"through oral feedback we can communicate information and correct the students answer"*. Another one too asserts that *"oral feedback is what guides the students in terms of pointing out mistakes and managed improvement"*. This result is likely to be interpreted by the fact that teachers are aware of the significant role that oral feedback plays when correcting students' mistakes and guiding them to construct their knowledge. This

confirms (Mahdi, D. and El Saadanys', N. 2013: 7) assertion that oral feedback *"is a mode of communication used by the teacher to provide his/her students with feedback either to correct them or asks them for more clarification"*.

The main reason for teachers' choice concerning the frequency of the use of oral feedback is the fact that they perceive the necessity of its usefulness in language classes and its impact on students' improvement. According to the outcomes, one participant, for instance, says *"giving feedback to students is important in the process of learning as it promotes and develops learning"*. Another one argues that *"through oral feedback you can encourage your students and help them overcome their learning problems and difficulties"*. These results support Zamels' (1989) claim that both teachers and students are aware of the opportunities the oral feedback presents.

In addition, the findings of this work demonstrate that the majority of teachers (64.5%) consider oral feedback as *"very important"* and the minority (35.3%) sees it as it is only *"important"*. From these results, it is noticed that all of teachers consider oral feedback as an important aspect of teaching through which students advance their learning process. This confirms S. Rydahls' (2005) claim 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 and they use it to correct their errors"* (S. Rydahls, 2005: 5). This may be interpreted by the fact that teachers realize the value of oral feedback in teaching EFL and its role in developing students' proficiency and aptitude to learn English language.

Indeed, the questionnaire reveals that all the participants believe that oral feedback affects students' achievement in terms of developing their understanding and knowledge. One respondent, for instance, claims that *"The learners' achievements are based on teachers' feedback"*. Another one states that *"through oral feedback you can motivate your students"*.

and help them get rid of their weaknesses". Additionally, one teacher views that *"commenting on the students performance is a kind of guidance and pedagogical orientation"*. This result goes hand in hand with Lysters' et al (2013) assertion that oral feedback is effective in SLA classrooms. Accordingly, teachers are aware of the positive effects of oral feedback in constructing students' knowledge. It enables learners to restructure their understanding and build more powerful ideas and capabilities.

In the same vein, from the results displayed in the previous chapter, it is noted that some of the participants believe that the function of oral feedback lies in its assistance in constructing students' knowledge. One of the participants maintains that *"the main function is to support the students' learning"*. Another one argues that it *"develops the different competencies of the learner"*. While for some others, it is to correct students' mistakes and help them to go forward. One teacher, for example, says that *"its main function is to correct students' errors and mistakes and help them to be active learners"*. Another one adds that it is *"to improve students' language by encouraging them and correcting their errors"*. These results do confirm A. Aouines' (2010) statement that the main function of feedback is to enhance learners' knowledge and to recognize their strengths. That is to say, oral feedback aims at reflecting on students' progress; their areas of strengths and weaknesses.

The study also reported that the participants stress different aspects of language when delivering feedback. Some of them (31.4%) stress the correctness of the answer while (29.4%) stress grammar. Some others (25.5%) focus on pronunciation whereas (13.7%) emphasis comprehension. This is due to the fact that teachers are aware of the significance of teaching all features of language to aid learners to master English language effectively.

1.3. Teachers' Perception Towards the Strategies of Feedback

It is clearly shown in the previous chapter that the majority of teachers believe that the effectiveness of oral feedback depends on the amount of learners in classes and the way the feedback message is delivered. One of the teachers, for instance argues that what makes oral feedback less effective is *"the crowded and large classes"*. Another one says that it is less effective *"when it is meant to punish the students"*. Further, one teacher claim that *"oral feedback should be used on a daily basis otherwise it will be useless"*. Hence, teachers are mindful about the barriers that prevent the feedback message to be effective.

As displayed in the diagram (4), the study reported that a great number of teachers (78%) prefer to deliver feedback promptly while the students respond to show their areas of strengths and aid them to overcome their areas of weaknesses through correction; otherwise learners will forget the learning goals. One participant for instance argues *"I provide oral feedback immediately to help my students effectively memorize what is wrong and what is right"*. Another one states *"I do this to avoid ambiguity and false starts"*. Indeed, there are three participants who delay feedback slightly to provide it at the end of the lesson. They think that feedback at the end of the course is more useful and beneficial. One participant, for instance, declares *"it is better to provide feedback at the end of tasks to permit learners to benefit more"*. Another one states that *"learners benefit more from the feedback provided at the end of the lesson as it may avoid interruption and demotivation"*. These results support Brookharts' (2008) claim that *"the purpose of immediate or only slightly delayed feedback is to help students to hear it and use it"* (p.10). This may be interpreted by the fact that teachers recognize the importance of immediate or slightly delayed feedback in language classes and the significance of using feedback, when learners are mindful about the learning goals, to construct their knowledge.

However, one participant believes that feedback is beneficial when it is delivered few days latter *“to assess’ students understanding”*. This reveals that the main objective of giving feedback is to evaluate learners’ comprehension and knowledge. As a result, the participant is unaware of the fact that learners possibly will forget the performance, the issue or the subject matter. The results disconfirm S. Brookhart (2008) statement that *“feedback needs to come while students are mindful of the topic, assignment, or performance in question”* (p.10).

Furthermore, in the table (3), it is clearly shown that the majority of the participants (47.8%) comments only on the interesting points and the important learning goals as detailed feedback are ways of demotivating learners to learn by themselves. This is due to the fact that teachers prefer to give feedback on a point or points that they believe important to be noticed by their learners. This goes hand in hand with Brookharts’ view that *“for students to get enough feedback so that they understand what to do but not so much that the work has been done for them”* (p.13). Conversely, the minority of teachers (30.4%) prefer to emphasize every error rather than the main points. The result demonstrates that teachers are not able to identify the negative effects of detailed feedback on students’ attainments. Giving detailed feedback on student’s performances is always considered as a technique to reduce students’ enthusiasm and motivation. Accordingly, this refutes Brookharts’ (2008) argument that feedback should be presented in a point or selected points that learners need to develop.

The diagram (5) displayed in the previous chapter demonstrates that most of the participants tend to use feedback orally as it is immediately provided. One participant, for instance, argues *“the students need to receive oral feedback because it is immediate and sometimes it participates in constructing students’ self confidence”*. Another one suggests that *they prefer oral feedback immediate”*. On the other hand, 26.7% of the participants focus on the written feedback because they believe that it helps to memorize the learning goals which will be required in the future. For instance one teacher affirms that *“because most of*

students have the habit of taking notes and memorizing them only when the message is written". However, 23.3 % of teachers prefer to use visual modes, since they think that it is the best mode to express their feedback when the learner requires seeing what is said for more understanding. These results may be interpreted by the fact that all the participants are aware of the advantages of oral feedback in getting students involved in conversation with their teachers so as to clarify certain ambiguities, express ideas and exchange knowledge. This proves Brookharts' claim (2008: 15) that *"some of the best feedback can result from conversations with the students"*.

Finally, it is clearly demonstrated that 52.2% of the participants choose to address their feedback to the whole class. One teacher, for instance, *says "I provide oral feedback to the whole class to allow every student to learn from others mistakes"*. Thus, teachers are able to realize that giving feedback to the whole class promotes learners' to learn more about a particular task or activity. This supports Brookharts' (2008) statement that providing feedback to the whole class can operate as a mini lesson or review session.

On the other hand, 43.50% of the participants favor to give oral feedback to every individual student. They believe that each learner has his/her particular ways to develop his/her knowledge about the language. One teacher, for instance, argues *"feedback should be individualized to enable learners to develop competencies like communicative one"*. Another one suggests *"every learner has got his/her own mode of thinking and motivation"*. This may be interpreted by the fact that teachers recognize the importance of delivering feedback to an individual student, especially, about his/her work since they think that each student has his/her distinctive features from the others i.e. each student has his/her own way of learning. This asserts Brookharts' (2008) claim *"feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand"*

2. Discussing the Findings of the Students' Questionnaire

2.1. Students 'Attitudes Towards Teachers' Oral Feedback

From the results displayed in the previous chapter, it appears that first year teachers at MMUTO are engaged to interact with their students within the classroom. The research revealed that the majority of respondents (66.17%) affirm that interaction is frequently provided by their teachers inside the classroom while a significant part of the respondents; 37% say the opposite. This is due to the fact that the majority of teachers give opportunities to their students to express their points of view towards a specific task. This result goes hand in hand with Browns' (2000b:165) assertion that interaction is the heart of communication since both of them are used interchangeably in the process of teaching and learning.

As a matter of fact, our findings demonstrate that (83.9%) confirm that most of their teachers provide oral feedback while presenting their works. This may be interpreted by the fact that teachers are aware of the signification of oral feedback in the development of students' skills.

Besides, as concerns the students' perception towards the importance of teachers' comments. It has been noticed that the vast majority of the participants (95.5%) as a whole (30.4%+66.1%) (See diagram4) agree and strongly agree concerning the significance of teachers' comments on students' learning. This is due to the fact that teachers' feedback helps learners to correct their mistakes and gives them the chance to progress in their learning. This is in conformity with Rydahl (2006) claim that teachers' feedback seems fundamental for students' growth as it aids them to reach the intended goals.

Indeed, it is clearly revealed that most of the students claim that the majority of their teachers "sometimes" provide them with oral feedback while presenting their work (50.9%). 23.6% affirm that oral feedback is "often" delivered. Whereas 25.4% of the respondents

(12.7%+12.7%) argue that it is “always” and “rarely” provided. This may be interpreted by the fact that most of the teachers do not use oral feedback frequently while their students presenting their work.

2.2.. Learners’ Attitudes Towards the Effectiveness of Oral Feedback

Furthermore, the results of the investigation revealed that the majority of participants (78.6%) viewed teachers’ feedback as effective. In fact, teachers try to find out means that will help students to work harder to reach their goals. So teachers’ feedback is one tool that can be an essential motivator for students. Thus, learners are aware of the effectiveness of teachers’ feedback as it helps them to progress in their performances. It also gives them the chance to see what was well and ill done in their works.

Furthermore, the outcomes reported that great number of participants 64.3% claim that most of teachers use oral feedback immediately. Some of them (23.2%) declare that it is used at the end of the lesson. 12.5% argue that their teachers use it few days later. These findings can be interpreted by the fact that it is provided by most of teachers for the sake of helping their learners to hear it and use it promptly, while they are still mindful of the assignment. In fact, these results support Brookharts’ statement that *“feedback needs to come while students are still mindful of the topic, assignment or performance in question”* (2008:10); otherwise, it has no influence on learners’ behavior.

In addition, the obtained results demonstrate that 57.1% of the participants assert that their teachers tend to focus on the selected points only when delivering feedback. 25% of the them argue that it is provided to every false answer. 17.9% of the participants claim that it is given to the correct answer only. This may be interpreted in relation to the fact that most of the teachers recognize the necessity of providing feedback on the main interesting points. This result is likely to prove Brookharts’ (2008) assertion 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. However, they can make use of detailed feedback simply when it is required.

Moreover, it is clearly shown in table (10) that the great number of learners 71.4% state that most of their teachers favor to use oral feedback instead of other modes. This result can be explained by asserting that oral feedback is fundamental in students' progress, actually, talking with students is usually best since there is a kind of conversation and interaction. That is to say, the quality of feedback could be resulted from discussion of teacher-student communication. Indeed it included more explanation and revision than written. This outcome goes hand in hand with Brookhart (2008), who confirms that oral feedback is often a matter of opportunity of observing students readiness to hear it. Whereas, (14.3%+14.3%) of participants report that written and demonstration feedback are most use by their teachers. This is due to the fact that teachers noticed the significance of the two modes since both of them help their students in their learning process. This confirms Brookharts' (2008) assertion 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.

From the results revealed in the previous section, 54.4% of the respondents say that oral feedback is best addressed to the whole instead of individual or group of students. 26.3% of them claim that it is most addressed to the group of students. Only 19.3% say that oral feedback is best provided to individual students. This finding is likely to be interpreted by the fact that teachers recognize the importance and the usefulness of providing oral feedback to the whole class as it fosters student's understanding and saves time. This confirms Brookharts' (2008) view that the message would benefit a group of student when it is delivered more to the whole class.

3. Discussing the Findings of Classroom Observation

The outcomes of classroom observation demonstrate that all of the participants that have been observed tend to consider classroom interaction as their first crucial strategy to maintain good relationship with their students as well as to support the learning process. This is noticed when teachers ask their students some questions before starting the lesson. One teacher, for instance, says “*someone to tell me what is the difference between comparison and contrast paragraph?*” every student starts to give his/her point of view about this question. These results support Chandroms’ (1988) that classroom interaction is seen as a basic element that offers opportunities to learners to be in communication with their teachers and learn from classroom events.

The observation also reported that the majority of the participants choose to provide oral feedback promptly. In a grammar session, for instance, the teacher asks the students to combine two sentences to get conditional sentence. One student responds “*if John had eaten too much birthday cake, he would have been sick*”; the teacher in his/her turn asks the student to pay attention to the tense of the verb “*to eat*”. Then he/she explains that in this case students have to use the past participle “*eaten*” rather than “*ate*”. This may be interpreted by the fact that teachers are conscious about the benefits of immediate feedback as it gives the learners sufficient opportunities to use that feedback to improve subsequent performance. These results do confirm Brookharts’ (2008) statement that good feedback should be immediate since learners need to get it while they still mindful of the learning goals and have opportunities to use it in order to show improvement

It is clearly shown in the results obtained that all of the participants tend to provide oral feedback on the main interesting points that they think the student needs to improve. For instance, one of the participants asks his/her students to speak about a free topic; one of them

chooses to speak about “*Thanks Giving Day*”. When the learner narrates, he/she mixed between the present simple and the past simple tense; he/she found difficulties when pronouncing some words, and many others. Even though the student made different mistakes, the teacher has focused on the use of present and past tense. This is revealed when the teacher asked the student to use only the past tense since it is a story that occurred in the past. This is due to the fact that teachers recognize the importance of selecting the main points to comment on since they believe that detailed feedback cannot be kept by the learner. These results support Brookharts’ (2008) claim that the feedback message should elucidate which points are required to be improved by the learner.

Indeed, from our outcomes, it has been noted that a great number of participants support the use of oral feedback as a frequent mode in their assignments. This is because the lesson is constructed by teacher-students interaction. Accordingly, teachers notice that classroom interaction is an available aspect in teaching process which is regularly used to reinforce oral feedback. This approves Brookharts’ (2008) declaration that “*some of the best feedback can result from conversations with students*” (Brookhart, 2008: 15)

Finally, through our observation it has been noticed that the audience who is addressed by the teacher depends on students’ understanding of the learning task. Hence, it has been observed that the majority of teachers regularly provide oral feedback to the whole class as a review of what is said before in order to foster students understanding. This confirms Brookharts’ (2008) view that when the message is used to help a group of students, providing feedback to the whole class or to a group of students is more beneficial. On the other hand, it has been perceived that few of them use it to individual students. This can be interpreted by the fact that teachers take into account individual comprehension of the learning task as well as give importance to individual work. As a result, this reinforces Brookharts’ (2008) belief

that *“feedback about the specifics of individual work is best addressed to the individual student; in terms the student can understand”* (Brookhart, 2008: 17).

Conclusion

The discussion of the results of the questionnaires and classroom observation answered the research questions and confirmed the hypothesis set in the general introduction. Oral feedback is revealed to be more or less a method which is used by teachers to show their students the way forward. This is reflected in the teachers’ awareness about the valuable role and the value of oral feedback in the field of language teaching and learning.

This study proves that teachers support the use of oral feedback effectively. This is perceived while the majority of the participants take into account the importance of timing in feedback, the audience to whom the feedback should be delivered, the mode by which the feedback message is expressed, and the significance of providing a usable amount of feedback.

This dissertation has investigated the effectiveness of teachers' oral feedback in the field of teaching English as foreign language (FL) at Mouloud Mammeri University of Tizi Ouzou. It mainly focused on the use of oral feedback in relation to timing, mode, amount and the audience to whom the feedback is provided. These four strategies of feedback were given more importance since they are major strategies to reinforce the efficiency of teachers' feedback and they constitute important turn points in the construction of students' knowledge.

The objectives of this current study consisted in investigating and identifying the significance of oral feedback as a teaching method which facilitates the learning process and stimulates the students' progress. Then, it is to seek how effective oral feedback is used by teachers of first year classes. The third and the last objective aimed at providing some clarity through accurate interpretation and explanation of the results obtained.

To check the hypothesis, the study relied on a mixed method approach combining the quantitative and qualitative research methods for data collection and data analysis. These data, indeed, were drawn from two distinctive research sources. Fifty six (56) first year students were randomly chosen from Mouloud Mammeri University of Tizi Ouzou and seventeen (17) teachers to respond the questionnaires. As well, a classroom observation was carried out too in order to collect data about the effective use of teachers' oral feedback. For quantitative data analysis, a software package known as SPSS was used for statistical analysis of the data. In addition to the statistical method, qualitative data analysis (QCA) was used to interpret the data gathered from the open ended questions of the two questionnaires, and a checklist was adopted to be the focus of our observations.

Relying on the data analysis, the discussion of the outcomes of the two questionnaires and those of the classroom observation has provided answers to the research questions advanced in the investigation. The findings obtained from the questionnaires show that oral

feedback, as a teaching method, aims to improve students' learning abilities and to construct their knowledge. As it is stated by S. Brookhart, oral feedback is effective when it is given immediately using the appropriate mode to a required audience who call for feedback on the important points that are unclear and ambiguous. In fact, through the outcomes, it is clearly shown that the great amount of teachers tend to implement the four strategies of feedback which make the oral feedback more effective. However, immediate feedback is the frequent strategy which is involved inside classrooms. Therefore, the majority of teachers (78%) and students (64%) perceive immediate feedback as beneficial since it gives students sufficient opportunities to enhance their learning capacities.

As concerns the classroom observations, it has been noticed that the majority of teachers tend to put the strategies of feedback into practice to fulfill the intended goal. During the observations, it is noted that immediate feedback is best used while students present their works i.e. an important dimension of feedback is its immediacy. The longer the time gap between the completion of the work and its feedback, the less effective the feedback becomes. Ideally, feedback should be provided within minutes after the completion of a task. Indeed, it is revealed that teachers' comments are effectively provided in relation to the audience concerned, the mode and the amount of feedback. Actually, it has been observed that oral feedback is the most common mode used by the teacher as the lesson is constructed through teachers- students' interaction.

We hope that the results we reached through this investigation will open opportunities for further research in this area of study that is a fresh one in Algerian context. Evaluating the effect of teachers' oral feedback on students' behavior and performance provide this research with clear outcomes about the effective use of oral feedback in language classes. Indeed, our corpus is only limited to teachers of first year in the Department of English at Mouloud

Mammeri University of Tizi Ouzou. Accordingly, extra research on the same issue can be conducted in different settings with different levels.

Bibliography

- Anastasiya, A., Lipnevich & Jeffery K. Smith. (2008), *Response to Assessment Feedback: The Effects of Grades, Praise, and Source of Information*.
- Aouine, A. (2010) *English Language Assessment in the Algerian Middle and Secondary School: A Context Evaluation*. Magister Degree: University of Tizi Ouzou.
- Ashby F. G. and O'Brein, J. B. (2007), *the Effects of Positive and Negative Feedback on Information Integration Category Learning*. University of California, Santa Barbara: California, pp 865-878.
- Askew, S. (2000). *Feedback for Learning*. London: RoutledgeFalmer.
- Barbara Cross Davis, September (1999) *Motivating Students*. University of California, Berkeley. *From Tools for Teaching*, Copyright by Jossey Bass.
- Barrow, D. K. (2008), *Assessing the Impact of Positive Feedback in Constraint -Based Tutors*. University of Canterbury.
- Bell, J (2005) *Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science*. 4th ed. UK: Open University Press.
- Bell, J. (2005). *Doing Your Research Project*: Open University Press, 4th ed.
- Bitchener, J., Young, S., & Cameron, D. (2005). *The effect of different types of corrective feedback on ESL student writing*. *Journal of second language writing*, 14(3), 191-205.
- Black, P. & William, D. (1998) *Assessment and classroom learning*, *Assessment in Education*, 5(1), 7-74.
- Black, P., Harrison, Lee, C., Marshall, B., & William, D. (2003). *Assessment for Learning: Putting it in Practice*. Maidenhead: Open University Press.

- Brookhart, S. M. (2008), *“How to Give Effective Feedback to Your Students”*, Association For Supervision and Curriculum Development Alexandria. Virginia USA.
- Brown, H.D. (2000b) *Teaching by principle: An Interactive Approach to Language Pedagogy*. 2nd ed. San Francisco: Longman.
- Chaudron, C. (1988): *Second Language Classroom*. Cambridge: Cambridge University Press.
- Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education*. 6th Ed. New York: Routledge.
- Crooks, T. (1988). *The impact of classroom evaluation practices on students*. Review of Education Research, 58(4), 438-481.
- Cheryl, A. J. (2005), *Assessment for Learning*, Published by the Learning and Skills Development Agency.
- Ellis, R. (1997), *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Fishbach, A. Eyal, T. and Finkestein S. R. (2010), *How Positive and Negative Feedback Motivate Goal Pursuit*, Social and Personality Psychology Compass 4/8, 517–530.
- Fossati, D. (2008), *The Role of Feedback in Intelligent Tutoring Systems*, Department of Computer Science, University of Illinois Chicago, IL, USA.
- Gillham, B. (2007) *Developing a questionnaire*. 2nd ed. London: Continuum International Publishing Group.
- Gipps, C.V (1994). *Beyond testing: Towards a theory of educational assessment*. Washington D. C.: The Falmer Press.

- Hattie, J. and Timperly, H. (2007). *The Power of Feedback. Reviewing of Educational Research*. 77(1).81-112.
- Hattie J. & Timperly, H. (2007) *The Power of Feedback*, Review of Educational Research , Vol. 77, N01, pp.81-112; University of Auckland.
- Hatzipanago, S. and Wamburton, S. (2009), *Feedback as Dialogue: Exploring the Links between Formative Assessment and Social Software in Distance Learning*, Kings College London, UK.
- Hsieh, H. F. and Shannon, S. E. (2005) “ *Three Approaches to Qualitative Content Analysis*”, *Qualitative Health Research*, 15(9), 1277-1288.
- Hyland, K. and Hyland, F. (2006). *Feedback on second language students’ writing*. *Language Teaching*, 39, 83-101.
- Hyland, K. (2003) .*Second language writing*. NewYork: Cambridge University Press.
- Irons, A. and Smails, J. (2007), *Shifting Emphasis Towards Formative Assessment*, Northumbria University, British Library Cataloguing in Publication Data Positive and negative feedback.
- Kim, J. H. (2004), “*Issues of Corrective Feedback in Second Language Acquisition Working Papers in TESOL and Applied Linguistics*”, 2(4), 1-24.
- Kluger, A. N., & DeNisi, A. (1996). *The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedbackintervention theory*. *Psychological Bulletin*, 119(2), 254–284.
- Kluger, A. N. and Denisi, A. (1998), *Feedback Interventions: Towards the Understanding of a Double- Edge Sword*, *Current Directions in Psychological Science*, 7, 67–72.

- Kothari, C.R.(2004), *Research Methodology:Methods and Techniques*, Former Principal, College of Commerce, University of Rajasthan, Jaiper (India), New Age International Publishers, 2nd revised ed.
- Kulhavy, R.W. (1977). *Feedback in written instruction*. Review of Educational Research, 47(1), 211-232.
- Landau, S. and Everitt, B.S. (2004) *A Handbook of Statistical Analyses usingSPSS*. Chapman and Hall / CRC Press LLC.
- Lyster, R., Saito, K., Sato,M. (2013) *Oral Corrective Feedback in Second Language Classrooms*. Language Learning 46 (1), 1-40.
- Mackey, A. (2007) *Conversational Interaction in Second Language Acquisition: A Collection of Empirical Studies*: Oxford University Press.
- Mahdi, D. and El Saadany, N. (2013) *oral corrective feedback in EFL classrooms*.
- Nicol, D & Macfarlane, D. (2005), *Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice*, Accepted for Publication by Studies in Higher Education.
- Paltridge, B., Starfield, S. (2007) *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*, New York: Routledge.
- Patton, M. (1990) “Qualitative Evaluation and Research Methods”, *Designing Qualitative Studies*, Beverly Hills, CA: Sage, 169- 186.
- Peterson, S. S. (2010) *Improving Student Writing Using Feedback as a Teaching Tool*, OISE/ University of Toronto.
- Pinto, J. & Santos, L. (2006). *Modelosde avaliaçãodasaprendizagens*. Lisboa : Universidade Aberta.
- Richards, J. C. and Lockhart, C. (1996) *Reflective Teaching in Second LanguageClassrooms*. Cambridge: Cambridge University Press.

- Rydhal, S. (2005), *Oral Feedback in the English Classroom, Teachers' Thoughts and Awareness*, Millender Editor.
- Sadler, D.R. (1998) Formative assessment: revisiting the territory, *Assessment in Education*, 5(1), 77-84.
- Sadler, D.R. (2009). *Indeterminacy in the use of preset criteria for assessment and grading in higher education*. *Assessment and Evaluation in Higher Education* 34: 159-179.
- Spouls, K. (2011), *Teachers Use of Positive and Negative Feedback with Students Who are High-Risk for Emotional Behavioral Disorder*.
- Tarras, M. (2005), *Assessment -Summative and Formative- Some Theoretical Reflections*, *British Journal of Educational Studies*, ISSN 0007-1005, Vol 53, NO 4, pp 466-478
- Tunsal, P. & Gipps, C. (1996) *Teacher Feedback to Young Children in Formative Assessment: A Typology*, *British Educational Research Journal*, Vol. 22, No. 4, pp.389-404 Published by: Taylor & Francis.
- Ur, P. (1996) *"A Course in Language Teaching: Practice and Theory"*. Cambridge: Cambridge University Press.
- Wagner, E. D. (1997). *Interactivity: From Agents to outcomes, New Directions for Teaching and Learning*. London: Longman.
- Yin, R. (2009) *Case Study Research. Design and Methods*, Sage Publication, Thousand and Oaks, 4th ed.
- Zamel, V. (1985). *Responding to Student Writing*. *TESOL Quarterly*, 19(1), 79-101.

Appendices

Teachers' Questionnaire

Dear teacher,

The following questionnaire is part of our research work that deals with the effectiveness of teachers' oral feedback in improving students' knowledge and performance. Your answers will be of a great help for our research. So you are kindly requested to tick the appropriate box and make statements when required. Your answers will be only used for academic purposes. Thank you in advance for your collaboration.

Section One: Teacher's Profile.

Year (s) of experience:

Section two: teachers background of oral feedback.

1. How can you define oral feedback in the field of teaching English as a foreign language?

.....
.....

2. How often do you provide your students with oral feedback?

a. Always ☐ b. Often ☐ c. Sometimes ☐ d. Rarely ☐ e. Never ☐

Would you explain your choice?

.....
.....

3. How important do you think it is to provide your students with oral feedback?

a. Not important ☐

b. Slightly important ☐

c. Important ☐

d. Very important ☐

4. Do you think that oral feedback can affect learners' achievements?

Yes ☐

No ☐

Why?

.....

.....

.....

5. According to you, what is the main function of oral feedback?

.....

.....

6. As an EFL teacher, what do you usually stress when you give your students oral feedback? (Tick more than one answer).

a. Correctness of the answer ☐

b. Comprehension ☐

c. Pronunciation ☐

d. Grammar ☐

Section three: teachers' attitudes towards the feedback strategies.

7. According to your experience in teaching English at University level, what makes oral feedback less effective?

.....

.....

8. When a student performs a task, do you deliver the oral feedback :

- a. Immediately. ☐ b. At the end of the lesson. ☐ c. Few days later. ☐

Could you explain why you do so?

.....

.....

.....

9. What do you stress when you comment on your students' work?

- a. Every error made by the students. ☐
- b. The interesting points as well as the important learning goals. ☐
- c. The wrong answer and no comment on the correct one. ☐

10. As a teacher, what is the best mode to communicate the feedback message?

- a. Oral. ☐ b. Written. ☐ c. Visual/Demonstration. ☐

Would you explain your choice?

.....

.....

.....

11. What is the audience do you target while providing your students with oral feedback?

- a- Every individual student. ☐
- b- Part of the class. ☐
- c- The whole class. ☐

Would you explain your choice?

.....

.....

.....

Students' Questionnaire

Dear students

We are preparing a master dissertation about “the effectiveness of teachers’ oral feedback on students’ response” as a method of teaching to support learners’ enhancement. You are kindly requested to answer the following questions by putting a tick on the appropriate box and expressing your comments when necessary.

Students' profile

1. Sex: Male ☐
 Female ☐

Section one: students' attitudes towards teachers' oral feedback

2. In the classroom, do you usually interact with your teacher?
- Yes ☐ No ☐
3. Does your teacher provide you with oral feedback while presenting your work?
- Yes ☐ No ☐
4. If yes, how often?
- Always ☐ Often ☐ Sometimes ☐ Rarely ☐
5. "Teachers' comments are important for students' learning"
- I strongly agree ☐ I agree ☐ I disagree ☐
- I strongly disagree ☐

Section three: learners' attitudes towards the effectiveness of oral feedback

6. As a learner, do you think that your teachers' feedback is:
- Effective? ☐ Not effective? ☐
7. Does your teacher use oral feedback?
- Immediately ☐
- At the end of the lesson ☐
- Few days later ☐

8. Does your teacher provide you with feedback?

To every false answer ☐

To the most recurrent mistakes ☐

To selected points only ☐

9. What is the frequent mode through which your teacher expresses his/her feedback?

Oral feedback ☐

Written feedback ☐

Visual/demonstration ☐

10. Does your teacher provide oral feedback to:

Individual student? ☐

Group of students? ☐

The whole class? ☐

Thank you for your collaboration.

A Check list to classroom observation							
<u><i>The point that we can observe</i></u>	T1	T2	T3	T4	T5	T6	T7
Do teachers regularly interact with their students during the instruction?							
Do teachers use oral feedback immediately when the student respond							
Do teachers delay feedback slightly to give the student's classmates time to understand more the students' answer?							
Do teachers ignore completely the use of feedback?							
Do teachers deliver detailed feedback to their students' performances when it is required?							
Do teachers select only the main point to comment on?							
Do teachers use oral feedback frequently during their assignment?							
Do teachers use visual/facial expression as feedback?							
Do teachers provide oral feedback to individuals when most of the class missed the same point on the task?							
Do teachers provide oral feedback to the whole class when an individual missed a concept on the assignment?							
Do teachers deliver oral feedback to a specific group that requires more understanding?							
Do teachers provide oral feedback to individual student?							

Check list: Ur (1996: 228)