

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



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**Investigating the Relationship between the Learners' Oral
Performance and Teachers' Negative Feedback**

The Case of First Year LMD students', University of Bejaia

**A dissertation submitted in partial fulfillment of the requirements for the
master degree in foreign language learning and teaching**

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June, 2017

Dedecation

To my lovely father.

To my tender mother and delightful Nassira

To my brothers Anis and Sissou, my sister and other half Lynda

*To all the members of my family: Mami Zaina, Dada Rabah, Dada
Youcef, Nana Ghania, Khali boualem, Khali Mahmoud, khalti
Nassira and Nana Yamina, Dalila.*

*To all my cousins: Dina, Lina, Daya, Wassim, Lounes, Amine,
Melissa, Tinhinane, Koukou, Ines, Dassine, Meriem, Zouina and
Nounou*

*To all my friends: Salah, Thazdyth, Lylia, Samou, Siham, Kenza,
Fairouz, Salima, Chafina, Souad and the sweet Dihia.*

*To all my teachers especially Mrs. Maouche for her guidance and
precious instructions.*

Acknowledgment

I would like to show my gratitude to Dr Salima Maouche, my supervisor and my model. She was the one who stimulated my initial interest in conducting this scientific research, in addition revived in me the courage to chance it and provided me with the opportunity to live this experience and improve as a researcher. I' am also immensely grateful for her continued, guidance, comments and patience; it was a pleasure and an honor to have her by my side throughout the course of this research. I must also thank my mother for her help, advice and encouragement. I' am particularly thankful to Mrs. Derradji and Mr. Kaci for their cooperation. Without their help and support this dissertation might never have been completed.

Profuse thanks go equally to the members of the jury; to Mr. Ouali for the time he spent reading the work and reviewing the text. I warmly thank him for his insights and interesting comments. I also appreciate the participation of Mrs. Kaci to the jury and honoring the committee by presiding it. Above all I' am grateful to all my teachers, classmates and especially all the members of my lovely family.

Abstract

Spoken language production is often considered as one of the most difficult aspects of language learning (Brown and Yule, 1983). Actually, many language learners find it difficult to express themselves orally in the target language, as; each student presents a specific situation regarding the cognitive knowledge in the target language, the learning styles and strategies as well as the teaching methods, approaches and evaluation. The research work at hand is directed toward exploring the connection between the teachers' negative feedback as a crucial part of the learning process and learners' oral performance. According to our prior data assembled through classroom observation; we noticed that the targeted population gets frustrated when required to produce orally. Our research aims at demonstrating the effect the teachers' negative evaluation may have on first year students' speaking skills at the English department at the University of Bejaia. For this, we find it more judicious and pertinent to adopt a hybrid research methodology, based on observation and experimentation in the research field supporting it by checklist and questionnaires as our tools to gather data. Findings revealed the teachers' negative feedback to have a negative influence on EFL learners' target language production and participation. Finally, the researcher recommended suggestions for effective feedback and presented implications for helping learners cope with associated factors.

Key words: Speaking skill, EFL learning, EFL learners' oral performance, teacher/learner relationship, oral expression classes, evaluation, negative feedback.

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List of Abbreviations

LMD: licence master doctorat

EFL: English as a foreign language

EFLs: English foreign language learning learner's

SLA: second language acquisition

SLL: second language learning

TL: Target language

FL: Foreign language

L2: Second language

L1: First language

TT: Teacher talk

ST: Student talk

TTT: Teacher Talking Time

STT: Student Talking Time

ESL: English as a second language

Glossary of Terms

Fluency: is the extent to which the speakers use of language, with few hesitations or unnatural pauses, false starts, word searches, etc. Moreover, oxford dictionary (2016) defined fluency as to the ability of using a language smoothly, easily and accurately.

Accuracy: oxford dictionary (2016) defined accuracy as the state of being correct and precise. Furthermore, it refers to how correct the learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary.

Mistake: occurs when students know the correct language but incorrectly retrieve it from memory.

Error: occurs when students have incorrectly learnt or don't know yet the correct language.

Uptake: Lyster and Ranta (1997) defined it as the student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw some aspect of the student's initial utterance. To simplify, it refers to what the students absorb/ understand on the basis of their teachers' corrective/negative feedback.

Performance: oxford dictionary (2016) defined performance as the actual use of language in real situations, which may or may not fully reflect a speakers' competence, being subject to such nonlinguistic factors as inattention, distraction, memory lapses, fatigue or emotional side.

General Introduction

General Introduction

Among the four language teaching and learning skills (speaking, listening, reading and writing), speaking is recognized as the most significant of all since the aim of all language learners is to become proficient in using the target language effectively and appropriately to convey oral messages. For this, the major goal of all language teaching courses and syllabuses are structured to enable the learners gain the ability to use English effectively and accurately in communication, and provide an opportunity to improve and develop the language use in different contexts as well. In such a situation, language is the means and an end; language mastery is not only the goal but also the means to reach it.

With the increasing demand of people willing to study English as a foreign language, it became necessary to sort out the most affecting factors that may hinder this process. Therefore, the research work under study addresses the error correction provided by teachers as a factor affecting the EFL learners' oral performance and participation in the classroom. Otherwise throughout this thesis it will be referred to as negative feedback. It was through our prior data collection observed based on observing the EFL learners during oral sessions that we localized the areas of difficulties which expressed our statement of the problem, the population under study encounters problems when provided with negative feedbacks. This has hindered many EFL learners' production and motivation. In order to undertake this research on a holistic and empirical basis the conception of the following research questions is therefore necessary.

The Research Questions

As aforementioned, research questions are as follows:

1. What may impede (hinder) the EFL learners' participation in oral sessions?
2. Why is the teachers' feedback significant in EFL teaching and learning processes?
3. How may the teachers' negative feedback affect the students' oral performance?
4. Can teachers' negative feedbacks be considered as a language learning leitmotiv to EFL learners?
5. Which strategy is advisable in helping EFL learners gain confidence, autonomy and develop their speaking skills bearing in mind that the teacher's or peer's evaluation and feedback are to constantly consider?

The Research Statements

According to the statement of the problem and research questions, we hypothesize that the teachers' excessive use of negative feedback during oral expressions sessions may hinder/impede/discourage our population samples' speaking skills improvement.

In this order we can suggest the following sub-research statements:

1. In addition to speaking difficulties, teachers' negative evaluation during speaking activities may result in student's poor target language production.
2. Feedback is widely recognized to be an important part and a vital concept in the teaching and learning cycles, since it represents corrective information that affects students' language production and motivation if well-designed and structured, this may be of great help to foster and develop the EFL learners' speaking skills.

Aims of the Study

Being a foreign language learner; for more than four years, at the English department, at the University of Bejaia, The researcher herself has not only experienced the negative effect of teachers' negative/corrective feedback in the speaking skill, but has also observed its negative effects on many students. In addition, foreign language learning is a complex task for most of the learners' which renders it a difficult experience to gain autonomy and automaticity in language use. Hattie and Timperley (2007), in relation to negative feedback stated that: "*when feedback is predominately negative, it can discourage the students' effort and achievement*". Similarly, Kluger and DeNisi (1996) "*criticized and condemned negative feedback because of the preconceived pressure to achieve and its potential negative effects on the students' feeling about themselves*". Therefore, being aware of the impact of negative feedback on EFL learners' oral production errors, we decided to explore the most influential factors that impede the success of the language learning process in general and teachers' negative feedback in particular. Subsequently, because of the limited number of studies conducted to discuss negative feedback as a factor affecting students' oral performance, the research is an attempt to add data through an investigatory research about the relationship between the negative feedback provided by teachers and the speaking skills of the EFL target population.

The Significance of the Study

Evaluation is an important component of the EFL teaching and learning processes. However, negative evaluation is proved to have a negative influence on the students' speaking skill and prevent learners from achieving the ultimate goal autonomy in language use. In this sense Okata (2005) assumes that

"Some Japanese learners reported that their greatest source of anxiety was fear of negative evaluation by others and, hence, losing face in speaking related-activities such as oral presentations".

A limited number of studies has investigated the students' views on receiving negative feedback and their effects on students' oral utterances in oral expression. The main aim of this study is to shed light on the impact this type of feedback may have on EFL learners, particularly, the first year students full participation in the oral expression classes. Moreover,

according to our prior data assembled through classroom observation, we have identified that the teachers' negative feedback may have a counterproductive effect on the students' speaking skills if inappropriately and constantly provided. This study then, aims at suggesting some guidance for teachers and serve as a support.

Population and Sample

The representative population of this study is EFL first year students at the department of English at the University of Bejaia. The reason behind this choice is because of the fact that secondary school environment is totally different from the atmosphere students find at the university. Hence, first year students are generally tense, reluctant and hesitant towards using language in front of the class. Therefore, such attitudes can be affected by different intrinsic factors as well as extrinsic including teachers' negative feedback. However, due to the huge number of the population, the sample consists of (54) students, this amount refers to two groups, chosen randomly from (270) students. Moreover, the entire sample and their oral expression teachers were observed for the sake of maintaining the statement of the problem. Besides, the two groups were divided into two sub-groups: the control group and the sub-hypo-experimental group; this is done purposefully to maintain or reject our hypothesis. In addition, the decision of working through this way is to make this study significantly worthy.

Research Methodology and Design

For the sake of demonstrating that the negative reaction of teachers when providing feedback after evaluation may determine the difficulties the students encounter with the oral skills. To have answers about the research questions and to achieve the intended objectives, we decided to undertake this research on observational and experimental methods which have emerged from our pre-observational qualitative and quantitative data collection based on designed observation checklist and supported by questionnaires addressed to both teachers and learners since questionnaires prove to be practical and can be analyzed scientifically and objectively, in order to validate or reject our research statements.

Chapter Demarcation

In addition to our general introduction where the problem is clearly expressed and the general conclusion where all the findings and constraints are described and synthesized, our research comprises two main chapters:

The first chapter concerns the theoretical part of the research. It gives an overview of the main literature related to our variables. This part in its turn is divided into three sections. The opening section introduces the speaking skill and the teachers' negative feedback as the two important issues that cannot be isolated from language learning. The second section deals with the importance of errors treatment as a part of classroom interactions. Finally, the last section addresses the teachers' as well as the EFL students' views on giving and receiving negative feedback and provides the basis for effective feedback.

The second chapter however is practical. As the chapter on literature review, this chapter is divided into three sections too. The first section is about the description of the data collection procedures and analyses. Section two furthermore, discusses the results and the findings. To conclude, section three provides the implications, limitations and suggestions for further researches.

Chapter One

Literature Review

Chapter I

Literature Review on the Main Research Field

Introduction

The following chapter highlights the literature related to the topic under study. It is divided into three sections. The opening one is devoted to explain the importance of the speaking skill in EFL assessment as well as the teachers' feedback, its types and the impact it has on the speaking proficiency. It addresses teachers' feedback as a factor to foster the autonomy and motivate the EFL learners. The second section deals with the appropriate way and timing in which errors should be corrected during the speaking activities; we will also find the teachers' role during such activities and their feedback on oral errors. Finally, the third section gives an overview of how teachers as well as learners view the corrective feedback, what procedure to follow in order to make those feedbacks effective, useful and powerful. Furthermore, it explains how feedback, may act as an assessment tool in EFL classroom.

Section One

Introduction to the Speaking Skill and Negative Feedback

I.1.1. Studies in the Speaking Skill

The process of language learning particularly, includes the necessity to be exposed to that language through the four language skills: speaking, listening, reading and writing. However, speaking is viewed as the center of foreign/second language learning. Similarly, Eagan (1990) stated: "*speaking skill is at the heart of foreign language learning*", supporting this, Ur (1996) added that "*speaking seems the most important skill of all the four skills, because people who know a language are usually referred to as speakers of that language*". Undoubtedly, the major goal of all English language learners is to be able to use English effectively and accurately as it is used in natural discourse.

I.1.1.1. The Importance of the Speaking Skill in EFL Learning and Teaching

Language which is both a human pre-disposition and a tool for communication enables individuals not only to interact with others, to communicate ideas, express feelings, convey messages but also to extract information from written and oral resources. Besides, behind the effective use of the language, one needs to have the capacity to perceive, comprehend, exhibit, negotiate and interpret in that language. Likewise, Hughes (2000) claims that: “*using language implies that the speaker is able to progressively perceive, understand, present, negotiate, hypothesize, and interpret in that language*”.

Indeed, it could be argued that being able to communicate successfully in a foreign language demands the understanding of some linguistic, social and discursal elements which are important for verbal interaction. This conviction and willingness came from the view that language is a means for communication. Lazaraton (2001) argues that: “*for most people; the ability to speak a language is synonymous to knowing that language, since speech is the most basic means of human communication*” (p.103).

In fact, the majority of EFL learners are convinced that speaking is the most required skill they want to develop and to master among the rest of the other skills. Richards and Renandya (2002) assert that: “*A large percentage of the world’s language learners study English in order to develop proficiency in speaking*” (p. 201). Thus, the speaking is the skill, if not the sole skill that fits this function.

For Thornbory (2005), there are two main purposes for speaking: First of all, People speak to convey information and facilitate the exchange of goods or services. In this case, speaking serves as a transactional function. Secondly, they speak to establish and maintain social relations. Here, speaking serves as an interpersonal function. Specifically talk, in the field of teaching and learning English as a foreign language, all learners strongly prefer to master these two aspects with regard to the socio-cultural circumstances. Consequently, the importance of the speaking skill may be summarized as follows:

first, since language is a means for communication, the importance of speaking skills hence is enormous for the learners of any language, Without speech, a language is reduced to a mere script.

Second, the speakers of a language need to be especially and purposefully trained in the skill of speaking.

Thirdly, in-order to use language effectively and appropriately one need to be proficient in each of the four language skills, listening, speaking, reading and writing. However, the ability to speak skillfully provides the speaker with several distinct advantages that is the joy of sharing one's ideas with others because when we speak to others we come to have a better understanding not only of people's view points, opinions and feelings but also of our own selves.

Thus, we strongly believe that the speaking skill is a significant and powerful skill in learning and teaching a foreign language because it is the basic skill of all the human languages. In addition, it is the most powerful form of conveying meaning, since it includes not only verbal but also non verbal ways of communicating ideas, feelings and emotions. When people suit action and body motion to their words, they can effectively communicate more than what they say. Therefore, speaking is very important in EFL learning, it is a way not only of expressing ones ideas but also gaining new knowledge from others.

I.1.1.2. Students' Speaking Performance Affecting Factors in the EFL Speaking Skill

In contrast to the traditional approaches of teaching in which the teachers were used to teach the speaking through repetition of drills and memorization of dialogues, today's sphere of teaching methodologies requires that the main goal of teaching the speaking may result in learners' improvement of the communicative competences, where the learner is no longer a passive participant but rather an active, and any individual who appeals to creativity and productivity in language.

Nonetheless, things did not quiet turn in the way it was envisaged. As a consequence, EFL students are generally facing different learning difficulties hindering them from using the target language effectively. Mimdroom (2016) states that: *“a learning difficulty is a problem of understanding or an emotional difficulty that affects a persons' ability to learn, to get along with others»*. Therefore, we may suggest that a learning difficulty is every emotional, cognitive or social factor that may affects the students' ability as well as their willingness to perform, which may result in their low speaking performance.

Performance conditions

When performing a speaking task, students are liable to several conditions. Furthermore, the circumstances, under which the learning is taking place, may have an impact on the quality of the students' oral performance. Similarly, Nation and Newton (2009) state that: "*performance conditions can affect speaking performances*". The four types of the suggested performance conditions include: time pressure, planning which involves preparing for a task before the task is performed, it involves typically having time to think about a given topic, having time to prepare what to say. Moreover, the amount of support that is supported or guided tasks allow learners to operate under the most favorable conditions for production, an important design feature in such tasks is the presence of patient, understanding, sympathetic and supportive listeners. Finally, the standard of performance or the standard of output expected; the pressure on learners to perform well is increased if they have to speak in public and if they are aware that some judgment is going to be made on their performance.

Affective factors

One of the most important variables adjusting success and failure in SLA and FLA is probably the affective or psychological state of the learners. Brown (2000) emphasizes the importance of the learners' affective side and argues that: "*the affective domain is the emotional side of the human behavior and it may be juxtaposed to the cognitive side*". Yet, Bloom, Krathwohl and Masia (1964) claimed that: "*the affective side is not a wide spread mentioned concept because it is concerned with emotions, feelings and affection in general*". However, we suggest a strong support to the position that the affective side may influence the outcomes of language learners. Similarly, Krashen (1982) stated that:

"A variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety".

Importantly, it could be argued that motivation, self-confidence and anxiety specifically have a direct impact on learners and affect their achievement as EFL learners. Therefore, learners with high motivation, self-confidence, a good self-image and low level of anxiety are well equipped to succeed in second/foreign language acquisition. Nevertheless, low motivation, low self-esteem and debilitating anxiety may combine to raise the learners' affective filter which will create a mental block and prevent language learning or acquisition.

Listening Abilities

Even though listening and speaking are two separated skills, they are dependent on each other. Production and comprehension are connected. Shumin (1997) asserted that: *“when one person speaks, the other responds through attending by means of the listening process.”* Likewise Doff (1998) confirmed the point of view of Shumin and stated that *“the speaking skills cannot be developed unless we develop the listening skill”*. Every speaker therefore plays the role of both an interlocutor and a listener. As a result, it could be argued that the speaking and listening skills are closely intertwined, each of the two modes can affect the other. Furthermore, good listening leads to better understanding. Hence Successful communication with others that is an individual should first comprehend what is said to him so as to converse and produce language proficiently.

Topical Knowledge

Bachman & Palmer (1996) defined topical knowledge *“as knowledge structures in long-term memory”*. In other words, it could be suggested that topical knowledge is the speakers' already existing knowledge of appropriate topical information. Moreover, Bachman & Palmer (1996) believed that: *“topical knowledge has an effect on speaking performance”*. Therefore, we suggest a strong support to this position, what students know about a topic may widely affect the students' communicative language abilities as well as the quality and the quantity of language they are likely to produce in a speaking activity.

Feedback during Speaking Activities

For all learners a teacher is a source of facilitation, guidance and assessment. In addition, most of the students expect their teachers to react, correct and provide feedback on their performance. However, the way they deal with errors and mistakes and the timing of the delivery of those feedbacks during communicative activities have an impact on the students' oral performance. Just as Harmer (1991) asserted:

“The decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the particular student who is making that mistake”.

However, Horwitz et al (1986) Price (199) Tanveer (2007) Young (1991) assumed that:

“The authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learners’ cognition and their willingness to communicate in the class”.

Hence, teachers’ ways of correction in case of errors may destroy the conversational flow as well as the purpose of the speaking activity. Therefore, we strongly believe that excessive and immediate correction during speaking activities may be demotivating and even humiliating and embarrassing. Consequently, before treating the students’ errors and mistakes, practitioners need to take into consideration what, when and how to correct a given student.

I.1.1.3. EFL Speaking Skill Encountered Difficulties

Obviously, speaking has become for learners the most crucial and favorable skill among the others (listening, reading and writing). In addition, to become a proficient speaker, the learner should develop oral abilities through topical speech. To achieve this objective, teachers in their turns have to design and administer meaningful speaking activities in which the learners may speak as much as possible, participate, be motivated and express themselves in a comprehensible way so as others can grasp the meaning and build up appropriate responses . However, learners are always confronted to many obstacles preventing them from communicating successfully. Therefore, these are the most frequent problems in getting learners to speak in the classroom: inhibition, lack of topical knowledge, low or uneven participation and even mother-tongue use.

Accordingly, the first problem that the students often encounter is inhibition. Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Littlewood (2007) asserts that: *“a foreign language classroom can create inhibition and anxiety easily”*. Unlike a writer, a speaker has no time to reflect on what he is going to say. According to Ur (1996):

“Learners are always inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. The speaker is often subject to blockage phenomenon.

As a result, it could be argued that the learners’ fear of making mistakes, fear of their teachers’ or peer’s criticism may be the reason behind their reluctance towards speaking and may influence the quality of their performances.

Moreover, we believe that even if learners are not repressed or inhibited, they often complain that they cannot think of anything to say, or, they have no motive to express themselves beyond the naïve feeling that they should be speaking. Rivers (1968) assumed that: *“the learners had nothing to express maybe because the teacher had chosen a topic which is not suitable for learners or about which they know very little”*. Likewise, Baker & Westrup (2003) believes that:

“It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly”.

Therefore, it may be argued that students’ knowledge about the topic proposed by the teacher will largely determine the extent learners are going to speak in communicative activities.

Another problem in the speaking class is that the EFL learners’ participation is low or uneven. Only one participant can talk at a time if he or she is to be heard; in a large group this means that each one will have very little talking time. This problem is compounded with the tendency of some learners to dominate, while others speak very little or not at all. Subsequently, studies in the causes of limited participation in EFL classes (2015) find that many different factors are behind EFL learners’ low and limited participation, that is: fear of speaking in front of the class, lack of preparation, fear of making mistakes and being laughed at and so on. However, we strongly believe that there is not only a single obstacle preventing learners from participation. Therefore, we do believe that several factors are combined to influence participation in EFL classes including the teachers’ negative feedbacks.

Finally, in classes where all or a number of the learners share the same mother-tongue, they tend to use it because it is easier for them to communicate using their first language, or, because it feels unnatural to speak to one another in a foreign language. Or maybe they feel less exposed to teachers’ criticism, evaluation and correction. Moreover, if the learners who share the same mother-tongue are engaged in small group discussion, it can be quite difficult for teachers to get the students with lack of self-confidence to use the target language instead of mother-tongue. Harmer (1991) suggested some reasons why students use mother-tongue in class:

“Firstly, when the students are asked to have a discussion about a topic that they have few knowledge about and want to say anything about the topic, they will use their own language in

order not to feel intimidated. Another reason is that for some students the use of mother-tongue is a natural thing to do. In addition, using the foreign language to explain something to another if there is no encouragement from the teachers will seem annoying and embarrassing. Finally, if teachers frequently use the students' language, the students will feel comfortable to do so."

Therefore, it could be argued that the use of mother tongue language in EFL classes, may disrupts the smoothness of communication. Thus, we believe that mother tongue language background is one of the most significant factors that affect students' performance in terms of communication.

I.1.2. Studies in Teachers' Feedback

I.1.2.1. Definition of Negative Feedback

As Clement and Frandsen (1976) had pointed out: *"despite feedback apparent simplicity as a concept, the literature on the subject suggests various interpretation of the term"*. Generally, the term *feedback* is found in many contexts and not only limited to the educational system. Askew (2000) defines it as *"a judgment about the performance of another with the intentions to close a gap in knowledge and skills"*. Subsequently, Collins (2013) defines feedback as: *"a process in which the factors that produce a result are themselves modified, corrected, strengthened, etc"*.

Moreover, the two previous definitions can be applied within EFL classroom context, where it is commonly called negative or corrective feedback. However, we strongly believe that the definition proposed by Ur (2000) is most meeting our expectations. Therefore; a feedback can be defined as information that is given to the learner about his or her performance of a learning task, usually with the objective of improving and making better this performance. Some examples of feedback in language teaching include namely the words "yes, right" said to a learner, who had answered a question, a raised eyebrow in response to a mistake in grammar, comments written in the margin of an essay, will inform the learner that his utterance contains an error.

Furthermore, Ur (2000) assumed that feedback has two main distinguishable components: *assessment* and *correction*. In assessment, the learner is simply informed how well or badly he or she has performed. A percentage grade on an exam would be an example, or, a response as "No" to an attempted answer to a question, or a comment such as "fair" at the end of a written

assignment will tell the learners whether their performances are good or poor. In correction, some specific information is provided on aspects of the learners' performance. Through explanation, provision of better or other alternatives, or through elicitation of the correct form from learners, the teachers can effectively correct their learners' errors or prompt them to self-correct their mistakes. Note that in principle, correction can and should include information on what the learner did right, as well as wrong and why, because whenever a teacher point out an error without providing any explanation, this correction will be useless and ineffective since it do not show where the error is and do not provide suggestions for improvements . Thus, learners will likely repeat the same mistakes again.

Simply, Feedback is an interaction that makes the learner aware of his or her incorrect use of language, and provides the model for a correct L2 use.

I.1.2.2. Types of Negative Feedback

Providing negative feedback on students' performance and correcting the students' errors is among the most important roles of a teacher, through treating learners' errors, teachers are able to assess the progress of students as well as correct their mistakes. As it was already mentioned in this thesis, negative feedback is information a teacher provide to show an error and provide the correct form. However, the types of the negative feedback used have a different effect on students depending on the way it is delivered by teachers. In spite of the fact that there have been numerous approaches to classifying negative feedback, Lyster and Ranta (1997, pp. 46-48), developed a taxonomy where they distinguished six types of feedbacks, which had proven to be highly influential among negative feedback researchers. Therefore, they presented this system as follows:

1. *Explicit correction* which is a clear way of indicating that the learner has said something incorrect; i.e. The teacher directly tells the student that a mistake has been done, and then provides the correct form. In other terms, the teacher supplies the correct form and clearly indicates that what the student has said was incorrect. However, we do believe that such a way of providing feedback can be annoying, embarrassing and even harmful for some learners.

2. A *recast*: the definition of recast from the Cambridge dictionary (2013) is a follows: “*to change the form of something, for example: she recasts her novel to a musical comedy*”. This type of negative feedback occurs, when the teacher reformulates all or a part of the learners' utterance (answer) but does not explicitly say that the students' utterance is wrong. A typical recast might be:

Student: I want eat.

Teacher: what do you want to eat?

In this example the teacher corrected the student error by adding a “To”, but also extending the learning by asking a question.

3. A *clarification request* is offered to indicate and mention that the learners’ utterance has low intelligibility. This means that the teacher could not understand what the students meant. And in such situations, a reformulation for the sake of making the utterance unambiguous is required. Therefore, to elicit clarification from learners, the teacher uses phrases such as: *pardon?* Or *I do not understand*, to prompt students to self-correct their mistakes.

4. *Metalinguistic feedback* is provided when the instructor offers comments, questions or information regarding the learners’ utterances, without explicitly providing the correct form. Simply, a teacher provides comments, information or questions related to well-formedness. Consequently, it is divided into two parts:

Metalinguistic comments/information mention that something the learner has said is incorrect. This type provides either grammatical metalanguage indicating the nature of the error or, in the case of lexical errors, provides a word definition. For instance:

S: [an] giraffe.

T: that is not how we say it.

Metalinguistic questions refer to the nature of the error which is withdraw or elicited from the learners. By asking the learner for instance “Is ‘girls’ singular?”. Another example is:

S: [an] giraffe.

T: do we say it like that?

5. *Elicitation* refers to techniques used by the teacher to directly elicit the correct form from the learner. This can be done by repeating part of the utterance, or pausing to allow the learner to complete the teachers’ utterance correctly. It may also be done by asking questions to elicit correct forms, e.g. by asking “How do we pronounce X in English?” A final form of elicitation is directly asking the learner to try again.

6. In the case of *repetition*, the teacher repeats the erroneous utterance through providing some changes or adjusting the intonation so as to highlight the error.

Therefore, According to Lyster and Ranta's study (1997), "*recasting was the most widely used technique*". And Sheen (2004) further confirms that: "*recasts are the most common form of error correction used by language teachers*". However, we strongly believe that even though recast is the most used technique, it does not mean that it is the most effective one. Therefore, we do believe that clarification request and elicitation must be used more frequently by teachers since they encourage self-correction.

I.1.2.3. Feedback and Motivation in EFL Speaking Skill

Within the new shift from traditional to modern methodologies of teaching, more responsibility is given to learners to direct and manage their own learning. Thus, EFL teachers are playing different roles as facilitators, motivators and feedback providers. "*Feedback is widely seen in education as crucial for both encouraging and consolidating learning*". Anderson (1982) Brophy (1981) Vygotsky (1972) cited in Highland and Highland (2006) Furthermore, teachers' feedback as a part of the teaching strategies may promote meaningful participation for all students in the classroom and engage their interest within the content learning.

Brookhart (2010) assumes that feedback includes two factors: "*cognitive and motivational*". That means that feedback affect cognition since it gives learners necessary information and instruction they need to understand the gap between where they are in their learning, and what they should do next. In addition, it also affects motivation, once students develop the feeling that they have enough control over their own learning.

Obviously, we can easily acknowledge that motivated learners will engage, persist, prosper and produce results that are superior to learners that have low level of motivation. Accordingly, we can assert that a teacher as a feedback provider becomes a motivator, these two roles are interrelated. Thus, we can assent the idea that the teachers' feedback can generate students' motivation. A teacher can use feedback as a tool to motivate and engage students' interest in the classroom. Subsequently, teachers may increase the students' investment in language learning by giving them frequent and clear feedback about how they are doing.

According to Hattie's far-reaching research in visible learning (2009), and visible learning for teachers (2012), "*feedback is one of the most powerful of all influences on learning*". However, for teachers' feedback to exhibit such a power on students, and to be of a motivating

effect, it must be given in a timely manner and with the specificity needed to help the students determine what the next step in the learning process is. Furthermore, it could be argued that feedback may regulate learners' motivation; teachers therefore need to be very sensitive in the way they give the negative feedback.

Therefore, we do believe that the connection between first year EFLs and feedback specifically is a powerful one. Similarly, McInnis and James (cited in Oliver, Yeo and tucker; (2011) emphasize this idea and claim that *“first year in particular need early feedback on their performance»*. Since, this learning level is of a great importance for EFL learners. Moreover, the way a given teacher delivers his feedback can act as a motivator element but even as a demotivator factor for the continuity of the EFL learners' participation in the speaking activities.

As a result, it could be argued that a teacher as feedback provider plays a major role in motivating student and engaging them in oral sessions. Besides, the way they provide these feedbacks and assessments regulate the students' motivation especially at elementary stages of EFL learning. In summary, for optimal learning to take place, it is useful for practitioners to know that feedback is a crucial sample in adjusting the students' motivation and attitudes towards performing in communicative activities.

I.1.2.4. Negative Feedback and its Impact on the EFL Learners' Speaking Skill

Negative feedback if appropriately provided has a motivating effect on learners. However, it tends to have a negative impact on learners' achievement as well as oral performances when inadequately delivered. Moreover, despite the fact that a certain number of researchers denies the importance of error correction as a vital part of the learning process, the majority believes that providing feedback to students whether in the form of written/oral commentary, error correction, positive or negative is recognized among the most essential educational tool. Nevertheless, the correction of errors is sometimes positive and necessary but other times negative and ineffective. According to Brandt (2008):

“Good classroom practice is considered to be more effective when it is focused, contains meaningful and relevant data. It is descriptive rather than evaluative, and contains a moderate amount of positive feedback with selected and limited amount of negative feedback, it allows response and interaction”.

Accordingly, one can conclude that the effectiveness of the feedback either positive or negative mostly depends on the level in which it is provided. Kluger and Devis (1996) noted that *“both positive and negative feedback can have a beneficial effect on learning”*. Nevertheless, the way a teacher proceeds to deliver the feedback, the classroom atmosphere and the situation in which the oral performance takes place determines and influences the effectiveness and impact of the feedback on the learners.

It is necessary for practitioners to know that the error correction is not appropriate in all situations. Therefore, depending on the level in which the error is made, teachers need to adjust the timing as well as the delivery of the corrective feedback, so as to make it useful. Moreover, In the case of oral sessions, Hedge (2000:2) states that:

“when a given learner is speaking, it is useless to interrupt him or her to give any type of feedback since at that time he is just focusing on his or her speech, therefore, the speaker will not be able to concentrate on any given feedback”.

The teacher has also to be sensitive and has not to exceed in correcting the learners' because it could distract more than assist. Likewise Ur (1996) pointed out that *“a teacher who is trying to correct all mistakes might also end-up with the learners feeling discouraged and depressed and this will take the interest away from learning”*. Admittedly, it could be argued that feedback whether positive or negative has a great effect on the learners' oral performance since it informs learners about their progress. I.e. what they did well and what they did not. Consequently, the effect of the feedback does not turn around its positivity or negativity but rather on the way teachers provide it as well as the way the students receive that feedback.

Therefore, we strongly believe that the teachers' negative feedback may negatively affects students' oral performance, whenever it provides no information to students regarding what to do or how to respond in the future. In addition, it could be argued that the corrective feedback may have a harmful and demotivating element, if the teacher gives little or no importance to when and how the feedback may be delivered.

I.1.2.5. Negative Feedback as a Self-Autonomy Factor

Nowadays, all language learners are working towards achieving the ultimate proficiency in language use; communicative competence became the aim of all language courses and syllabuses, and all language learners aim at reaching the autonomy and automaticity of a native speaker when using language. Learners' autonomy refers to the learners' ability to use

language fluently, appropriately and above all independently; in addition, needless any assistance from the teacher. Benson and Voller (1997) Dam (1995) Sinclair (2000) defined autonomy;” *as the set of skills that allows the students’ to be willingly responsible for their own learning process*”. However, the teacher as well as the provided feedback to the learners cannot be excluded from the concepts of learning as well as teaching. Additionally, the teacher as a feedback provider is proved to play a major role in giving students the opportunity to experience and achieve some degree of autonomy.

In this direction, autonomous learners, effectively, means independent learners who guide their own learning. Moreover, the question here is how the teachers’ feedback can contribute to foster learners’ self autonomy. For teachers, it is challenging because it is always a complex decision to make on how to provide feedback to students for their errors without causing in them any negative effect. Scott Thornbury (2005) states that *“interrupting learners in full flight to give them corrections, seems to run counter to the need to let them experience autonomy”*. In this sense, interrupting students during their oral performance to give them feedback is necessarily going to prevent them from achieving autonomy in language use. The teacher’s feedback may have a counterproductive effect on impeding students’ fluency, autonomy and automaticity.

However, teachers’ corrections are to enhance the learners’ self-autonomy in the following situations: quick and quiet feedback, feedback that elicit self-correction and delayed correction. Hence, Scott Thornbury (2005) states that:

“The teachers’ feedbacks which are explicit, unobtrusive, economical and effective are easily absorbed by students with no real loss of fluency and do not threat the flow of conversation will be constantly omnipresent”.

This means, when correcting the students’ errors the teacher has to do it gently, kindly and quietly as well as briefly or quickly in order not to disrupt the students. The teacher should intervene in a way he can get unnoticed, For instance:

Learner: when it was morning, little snow white [awake].

Teacher: awoke

Learner: little snow white awoke...

Consequently, the teachers’ correction was quiet and quick and went undetected by the student. It was a gentle correction that did not disrupt the conversational flow.

Furthermore, the teachers' way of correction which aims at encouraging the learners to self-correction is also considered as positive in enhancing the students' autonomy. This kind of correction is perceived by learners as *repair*. It means that the teacher comments on students' performance. These comments facilitate rather than judge and assist learners to correct their errors by themselves, or encourage them to self correction. By doing so, the learners succeed to experience autonomy.

Finally, another case in which a teachers' feedback fosters students' autonomy is whenever the teachers' evaluation is recorded as "feedback notes", i.e. the teacher during speaking activities keeps record of the students' errors by writing them down without interrupting students during performance. He then deals with the mistakes later after the activity ends. Moreover, scoot Thornbury (2005) assumes that "*it is generally more motivating if the learners' successes and failures are recorded, one way of doing this is in the form of feedback sheet*". Recording students' dos' and don'ts, during performance provides the teachers with a useful support to progress and improve analysis. As a result, this help the students achieve the goal of full autonomy.

Section Two

EFL Classroom Errors and Mistakes Treating

While in 1960's errors were to be avoided, nowadays, it becomes an integral part of the teaching and learning processes; learners learn from errors. In addition, correcting the errors and mistakes learners make becomes among the most important roles of an EFL teacher. However, as learners are responsible for their learning, they may be negatively affected by various variables; these may be either extrinsic or intrinsic. Therefore, learners may develop a negative notion towards error correction, as fear of teachers' behavior, peer judgments or just an embarrassing feeling, when the teacher provides them with a negative feedback. As a result, the role of a teacher as feedback provider could be a complex and delicate issue on what, when and how to correct learners without exerting kinds of psychological pressure which may affect their oral performance. The following section presents an insight on the roles teachers need to incarnate during a speaking activity and clarifies the rationale behind learners' errors and mistakes. It also presents the attitudes teachers should adopt in different cases of errors. Finally, it tries to establish a link between teachers' feedback as an essential component of learning and EFL learners' achievements.

I.2.1. Teacher Role during a Speaking Activity

To engage the learners' interest and motivation, encouraging them to express their ideas and view points and helping them use language effectively, accurately and appropriately during interaction, an EFL teacher needs to embody various roles in the classroom during different types of teaching activities. However, the infinite roles the teacher incarnate are to move from one role to another taking into consideration the nature of the activity. In the same way, Jeremy Harmer (1999) asserted that: *"we need to be able to switch between various roles, judging when there is appropriate to use one or another of them"*. Moreover, he added that:

"in the case of speaking activities a teacher needs to be able to manage his student's performance by giving arguments about their participation in the discussion, namely, standing back to control over and listen to his student performance and so on"

Moreover, the author specifies two major roles teachers need to play so as they can increase their students' chances to achieve the desired goal of any given speaking activities.

First of all, during a speaking activity a teacher is a participant as it is up to him to create an enthusiastic atmosphere by being a part of the classroom environment, and participating in the speaking task as if he was one of the students. By doing so, he encourages the learners' involvement in the speaking activities. However, we strongly believe that such a participation should not overstep and go beyond certain levels. The teacher does not have to be the center of the interaction and control the conversation. Hence, if the teacher intervenes from time to time, the students' attention would be focused on him to get what he provides them with.

Second, a more important role the teacher plays during the speaking activities is being a feedback provider. Teachers provide two general types of feedback to students: positive feedback in case of correctness, and negative feedback in case of errors and mistakes. In addition, even if students develop a negative perception of corrective feedback; it is still a crucial element in the speaking activities, since it provides corrective information that motivates students and makes them know how well they have performed. Moreover, it is no more a matter of positivity or negativity but rather a matter of tone; the intonation and the pitch of the teachers' voice when providing the feedback as well as the timing and the delivery of the feedback go beyond the nature of the feedback itself. Similarly, Nicolas (1995, p.289) stated that *"negative feedback refers to feedback that is critical that may be rejected if not delivered skillfully"*. However, Brophy (1981, 21), assumed that, *"praise delivered to the wrong student, in the wrong way, or under the wrong circumstances may be not only ineffective, but also counterproductive"*. On the other hand, Salili (2001) asserts that, *"negative feedback if not excessive and if it is followed by helpful guidance and explanations may have a positive effect of motivating learners to work harder"*. Notwithstanding, we suggest a strong support to the above positions. Thereupon, it is very important to mention that positive feedback can have a negative effect on the learners' motivation if it is misused or overused, as the negative one tends to have a positive impact and facilitate the students' performance if successfully provided.

Third, another role the teacher embodies in oral works is being an observer. Harmer (1999) asserted that *"teachers may want to observe what students do (especially in oral communicative activities), so that they can give them useful group and individual feedback"*.

Teachers usually in fluency activities watch, observe what their students have done, and record their performances. In addition, when taking notes on students' responses, it is effective and useful to have an evaluation checklist not only for what students get wrong but also for what they did well. However, practitioners do not only observe students in order to give feedback but also to measure the success of different instructional materials and activities to make necessary changes in the future.

Finally, a teacher is a prompter. According to Harmer (1999):

“Sometimes, when students are involved in a role-play activity, they may lose the thread of what is going on, or they are “lost for words” (i.e. they may still have the thread but be unable to precede productivity for lack of vocabulary). They may not be quite sure of how to proceed. What should teachers do in these circumstances? Hold back and let them work things out for themselves or, instead, “nudge” them forward in a discrete and supportive way? If we opt for the latter, we are adopting some kind of a prompting role”.

Accordingly, in a fluency activity, when students are lost and cannot think of something to say, teachers in such cases should intervene in a tactful and supportive way to enable their students to produce language effectively. Therefore, it may be argued that it is hard to achieve the ideal performance without the teachers' participation. In addition, the development of the students' oral skills relies on the learning environment which results from the combination of the afore-mentioned roles. However, we strongly believe that without making the speaking activity clear to the learners, the above roles will be ineffective.

I.2.2. The Effect of Teachers Talk on EFL Learner's Speaking Skill

It is still debatable about the amount of time teachers spend talking in class. Jeremy Harmer (2007) claims that *“classes are sometimes criticized because there is too much TTT (teacher talking time) and not enough STT (student talking time)”*, in other words, the more teachers talk the less students use language and practice in the classroom. In addition, whenever the time devoted to teacher talk is inadequate and too much, students would have less or no time to use and practice the target language. Consequently, Harmer (2007) assumed that: *“a good teacher maximizes STT and minimizes TTT”*.

In the context of classroom talk, Johnson (1995) claimed that *“there is tendency for teachers to control the patterns of communication, this control comes from the way they use language”*. This means that the teacher decides on how, when, where conversation is to take place as well as with whom language is to be used. As a result, such a teacher has a total control on the extent to which students use the target language in the classroom. However, such control will reduce the students’ chances to use and practice the target language.

Similarly, Wells (1986) found that, *“in school, children spoke with adults much less than what they did at home”* and added that *“they got fewer speaking turns and asked fewer questions”*. Therefore, we do believe that teachers usually do the most of the talking in the classroom, determine the topic to deal with and initiate most of the questions and requests. Thus, classroom interactions are dominated by teachers talk. In addition, students tend to be reduced to a very passive role of answering questions and carrying out the teacher instruction. In addition, teachers’ dominance of classroom interaction and their mechanism of control are manifested through: questions and feedback, this means teachers talking time is devoted to asking questions to learners and giving feedback on their responses. Therefore a more detailed explanation is given below:

1.2.2.1. Questions

According to Tsui (1995) *“studies on ESL classroom have focused on the effect of teacher’s questions on learner’s productions of the TL and on the types of learners responses”* (p.14). Besides, Depending on the type of questions teachers use, the latter can control less or more the lesson content. In addition, Brock (1986), Gall (1970), Wu (1993) regarded questioning as: *“a worthwhile activity in teaching and consider it a popular method of involving students in a lesson and a tool for facilitating student participation»*. Moreover, Tsui (1995) agreed that the types of questions teachers ask affect the types of responses the student produces. She added (1995) that:

“ teachers who usually use display questions are likely to encourage students to regurgitate facts or pre-formulated language items and discourage students from trying to communicate their own ideas in the target language, additionally, teachers who often ask close questions are likely to restrict students output, on the other hand, those who use what appear to be open question are not prepared to accept any other question except those they

have in mind, will encourage students to guess what they want as an answer rather than what is appropriate.(p.30).

Accordingly, studies reveal that 70 percent of the questions asked in classes are display questions and this may lead to students' poor target language output and production. Therefore, we do agree with the view that these types of questions reduce the students' talking time and hence prevent learners from speaking.

1.2.2.2. Feedback

Feedback is another important aspect of teacher talk. Giving feedback to students on performance consists of treating students' errors and mistakes. Whenever this feedback is inexistent, students know that there is something wrong or unsatisfactory with their answer. Tsui (1995) claimed that *"types of feedback provided affect students learning as well"*. And also pointed out that *"teachers feedback apart from evaluating and providing information related to students' response, has many other functions"*. For example, feedback may be used to provide personal comments and criticisms and this may be against the students' willingness to achieve language proficiency. As a result, the few studies in error treatment asserted that the most appropriate manner for teachers to avoid demotivating students is to ignore errors, which is very difficult for teachers. Scott Thornbury (2005), states that *"teachers feel uncomfortable about letting error go even in fluency activities"*.

1.2.3. Origins of the Oral Common Errors

As the goals of EFL learning and teaching have changed, errors too have been favored as a crucial part of the learning process. Thus, the role of error correction and corrective feedback on students' performance, have become a vital and primary issue in learning a foreign language. Moreover, all along the various stages of language learning, students make various mistakes and errors. To draw a definite difference between both terms, we have to add more insights within the term "mistake". Consequently, mistakes can be divided into three categories: slips(which are mistakes where students can correct themselves once the mistake have been pointed out), errors(mistakes that they cannot correct themselves and which therefore need explanation), and attempts(when a student tries to say something but does not yet know the correct way to say it). However, errors are the category that most interest teachers. Harmer (1998) argued that there are two distinct causes for errors to occur, most if

not all students make at various levels of language. In this direction, we may list some but not all the causes; mostly these directly related to EFL context.

1.2.3.1. First Language Interference

Dulay et al (1982), defined interference as, “*the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language*”. Lott (1983:256), defined interference as, “*errors in the learner’s use of the foreign language that, can be traced back to the mother tongue*”. Subsequently, Ellis (1997: 51) referred to interference as “*‘transfer’, which he says is ‘the influence that the learner’s L1 exerts over the acquisition of an L2*”. Therefore, it could be argued that when an individuals’ understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language interference. According to Harmer (1998), “*students who learn English as a L2 or FL already have a deep knowledge of at least one other language*”, that means that EFL learners all have a well-developed knowledge of a minimum one other language which is the first language. This latter then, exerts an influence on the way the second or foreign language is learnt. Whenever the L1 affects the L2 or FL, this will create a confusion and will lead to errors in the learners’ use of the target language.

So, interference mainly occurs at different level of language. First, at the level of sounds, Harmer (1998) provided the instance of the Arabic language. He asserts that this language does not have a phonemic distinction between the sound /f/ and /v/, and Arabic speakers would say “*ferry*” instead of “*very*”. In addition to this, another instance to support this idea, Egyptians especially have this problem, they always say /b/ instead of /p/ that is instead of saying “*park*” they would say “*bark*”. Second, at the level of grammar; the grammatical system of the first language is different from the one of L2 or FL. Finally, at the level of word usage; words that sound alike in the L1 and L2 or FL and have different meanings may also lead to errors, Jeremy Harmer (1998) labeled this as “*false friend*”. For example, the word “*embarazada*” in Spanish means “*pregnant*” in English and not “*embarrassed*” which is synonym to the Spanish word “*desconcertado*”. As a result, this first language interference is a frequent problem students encounter when they are introduced to a speaking activity.

1.2.3.2. Developmental Errors

Harmer (1998) pointed out that errors may also be the result of overgeneralization of rules. EFL learners make developmental errors in the same way a child does in his stages of development. He asserted that: *“a child who starts by saying daddy went, they came etc. perfectly, correctly and suddenly starts saying daddy goed, they comed”*. Still according to the same author:

” Errors of this kind are part of the natural acquisition process. When EFL learners make an error they are demonstrating part of the natural process of language learning”

This occurs because children start to over generalize a rule that have been subconsciously learnt. In this same natural order, an EFL student moves through the same process and same kind of developmental errors; he/she mixes up with the rules that he/she has learnt. In other terms, the learner creates a deviant structure on the basis of other structures in the target language (e.g. "He can sings" where English allows "He can sing" and "He sings").

Consequently, we can deduce from these point that, in the learning process, students subconsciously recall the different rules they have already stored. Therefore, this may lead to errors in the new knowledge.

Moreover, there are two other aspects which are considered among the most relevant causes, that lead students to make errors and which are worth mentioning.

1.2.3.3. Carelessness

Language learners usually make mistakes when they speak because they are more focused on what they are saying rather than on the way they are saying it. Even when using the native language they have the tendency to make mistakes because they do not pay attention to how they produce language but concentrate more on what they utter. Thus, if carelessness is a cause of errors and mistakes in the native and mother tongue, it is then, when they are learning a second or foreign language.

1.2.3.4. Translation

There is only a slight difference between first language interference and translation. Translation is done consciously and voluntary, whereas interference is an involuntary and subconscious process. EFL learners usually translate from one language to another, sometimes, translate expressions; word by word using dictionaries, which may change the meaning of the expressions or completely render them meaningless. Other times, students in the case of an oral task usually translate from the mother tongue, or from the 1st language into the target language to transmit their ideas. For example: when I was a first year student, I remember our teachers telling us, “Students! You know what your problem is; you are just thinking in French and speaking in English”. As a result, we strongly support the idea that the first language or the mother tongue system influences and complicates the second/foreign language learning process, as learners have the tendency to translate their ideas from the language that they master to the target language.

1.2.4. When and How to Correct Errors and Give Feedback

After tracing the most common sources of second/foreign language learning errors, including: first language interference, overgeneralization, translation and so on, we will discuss in the following passage some general guidelines for teachers in correcting errors in second/foreign language learning.

Importantly, it is not only sufficient to treat the errors made by learners but also to deal with these mistakes in a comprehensible way so as it can be grasped by the learners. There is no doubt that errors must be treated at a given point, otherwise, students would likely to repeat the same errors again and again. In addition, before giving any negative evidence about a student performance, a practitioner needs to consider the learners’ preferences towards error treatment, then explains the type of errors which are most important to treat as well as when and how to treat.

Therefore, it is very significant for teachers to know when and how to correct their learners’ errors. They need to decide what the specific, appropriate moment for error treatment is. They need to decide whether the errors are to be treated immediately (immediate feedback), at the end of the oral activities or interaction after the students have fully expressed their ideas and opinions (delayed feedback), or may provide no feedback on errors but just

ignore the mistake. However, letting error go is very rare. There has been much research on the timing of feedback. Moreover, immediate error correction on form during a task is said to be beneficial. Whereas, immediate feedback during fluency activities can, detract learners from experiencing automaticity and autonomy in language use.

Gower and Walters (1995) reported that *“correction depends on the aim of the activity. If the focus is on accuracy, the teacher’s control and correction will be tight and if the focus is more on fluency then the teacher’s direct control and correction will be less”*.

We do believe that it is more appropriate for teachers to give immediate feedback whether the error occurs at the level of accuracy as form, grammar or pronunciation. In addition to providing delayed feedback if ever the error occurs at the level of fluency to avoid killing the flow of conversation as the interruption would disturb fluency.

Regarding the way to treat learners’ errors, there is no magic formula. However, there is many varied recommended techniques teachers’ use in order to correct their students’ mistakes. Moreover, whatever the technique chosen by the teacher is, the type of error, the students learning styles and strategies (age, temper...) should be taken into consideration. Fundamentally, human learning is a process that involves the making of mistakes. Moreover, in the context of language learning, errors became the basis of ultimate learning, and providing feedback on those errors is a vital concept in the processes of teaching and learning that cannot be neglected. However, giving feedback and treating errors rely basically on the delivery and the timing of the feedback. Otherwise, it would be ineffective and even harmful. The types of error treatment given to learners have been classified into many different techniques. Here are the most common correction techniques applied by teachers in EFL classes:

1.2.4.1. Negative Feedback

Saying “No” is a typical example of negative feedback which does not provide students with corrective information of their mistakes and errors; rather it is viewed as inappropriate and aggressive way of correction. In addition, the excessive use of such feedback may affect the students’ affective filter, discourage their motivation and affect their language production and participation. Teachers usually implement this technique when they think that their students made a slip because of pressure, and do not reflect to the students’ lack of

knowledge. Therefore, negative feedback is manifested in different ways and even through facial expressions. However, such a way of delivery will always leave the students asking themselves about what the error they made might be.

1.2.4.2. Utterance Repair

Whereas negative feedback refers to directly saying “No”, utterance repair is the correction in its literal meaning. The teachers directly correct the faulty utterance or the linguistic breakdown. They might do this to maintain the flow of conversation but also to remind the students that they need to focus on both form (accuracy) and meaning (fluency). This technique have been criticized and rejected because its effectiveness has not been proven to overcome the students’ linguistic limitations and problems they encountered with language production. As a matter of fact, this way of correction may be harsh and harmful for certain learners.

1.2.4.3. Pinpointing

Subsequently, pinpointing is another way of correcting students’ errors. This term is used to describe the teachers’ localizing an error without giving it away. Through this technique, the teacher repeats the sentence for the students in order to let them identify where the mistake is. The technique sounded successful only if the learners pay enough and careful attention on what their teacher was saying. Learners need to be aware of what part of their speech, sentence, and phrase is erroneous and incorrect. This technique is good to meet their expectations because sometimes the students want to be informed about the incorrect part. This technique is more effective when the last word before the error is emphasized. Teachers are able to do so either by lengthening the vowel or trailing intonation. By doing so, the students can immediately identify where the error is.

1.2.4.4. Request for Clarification

In contrast to the already mentioned techniques that are all based on the teachers’ correction, through the use of request for clarification technique, teachers elicit correction from their students. Forthwith, it is a very soft, delicate and friendly way to inform students that there is something wrong in their utterance or that they have made a mistake. Request for clarification is among the frequent techniques used in real conversation. Expression such as

“I’m sorry, I did not understand, excuse me?” are used to obtain clarifications from students and prompt them to self correction. Questioning is one way of asking for clarification. If a student uses a word that is incomprehensible for the teacher, this latter should then ask a question about it. The student in that case is expected to explain the word without using the native language and without making any obvious correction.

1.2.4.5. Literal Interpretation

Furthermore, sometimes usually in a funny way, the errors that the students make are interpreted by the teacher in order to show the students the intended effect of the error or what could be understood from the students’ response. In other word, what would be interpreted from the error. Once the learner appreciates the difference between faulty and correct form, she/he is more likely to make the same mistake again. Here is an example of literal interpretation of teachers:

S: He has a long hair

T: Just one? Like this? [Draws a bald man with one long hair] ha ha.....

This way of treating learners errors, is evidently a gentle and funny way of correction which can get unnoticed by learners. Henceforth, it could be argued that this technique can be very effective in treating learners’ errors in communicative activities without hurting students.

1.2.4.6. Reactive Teaching

Furthermore, reactive teaching focuses more attention on the errors students make. Therefore, when teachers implement this technique, it means that the instruction is going to be based on the errors and mistakes students make. Thornbury (2005) points out that “*if the teachers were to do this at every mistake, the classes will not only become teacher-centered but the students might become reluctant to open their mouths*”. There exist, therefore, several variations of this way of correction, for instance, teachers may use grammatical terms to tell students about the function it has in the sentence. In addition, one important aspect of this type of correction is that it focuses on both linguistic correctness and communication. However, we do believe that whenever the teacher makes a lesson for every mistake done, students in the future may avoid participation and speaking.

1.2.4.7. Reformulation

Additionally, teachers' reformulation is the kind of correction used by parents to correct their children. The same principle was brought and applied in the classroom. It is a very useful technique of correcting learners' mistakes. Here is an illustration of reformulation:

The learner says: I have been to the swimming pool last week.

The teacher replies: you went to the swimming pool last week?

Moreover, students do not feel embarrassed or humiliated when they are corrected since the feedback is delivered in a natural way. Hence this enables the students to carry their talk on, because such correction does not expect any uptake on the part of the learners. However, sometimes students fail to perceive the difference between the students' statements and the one provided by their teacher. Consequently, the idea behind, is to attract the students' attention and direct it to the errors made.

1.2.4.8. Delayed Correction

Finally; delayed correction occurs after the activity ends. This type of error correction is better appropriate in the communicative activities. When learners produce language, teachers need to listen and record the students' errors in order not to interrupt the students' talk. Thornbury (2005) points out that "*teachers need to postpone their feedback in order not to disrupt the flow of talk, but deal with the error once later*". Additionally, the feedback is given unless learners have finished the activity. The teacher then can write down the mistakes the student made and can even provide his learners with an opportunity to correct their errors by themselves so as these errors become more meaningful.

I.2.5. The Error Feedback Providers

Error treatment can be defined as the most important as well as the most misunderstood issue in ELT. In addition, researches in this field are far from being conclusive. It is of great importance to reflect on what, when, how to correct errors and provide feedback. However, it is also of the same importance to reflect on who is in a position to give corrective feedback. In this sense, Jimenez (2004) asserts that:

“The teacher is not the only person in the class capable of correcting the errors; the error can also be self-corrected, or could be just as well treated by another student, by a group of students, or the whole class, there is also the possibility of letting the students do some research to find out the correct form, or even ask someone outside the classroom”.

In this direction, an error can be self-corrected, peer-corrected or corrected by the teacher.

1.2.5.1. The Role of Learners (Self-Correction)

Self-correction can be defined as the process in which students are prompted by their teacher to correct their own errors. Self-correction tends to reduce teacher talk as well as students’ fear of mistakes that may result from teacher excessive correction. Hence, it is very important to give students the opportunity to correct their own mistakes by themselves, through letting them do some investigation outside the classroom to find out the correct answer or form, by asking either another teacher or another knowledgeable person may be involved. Hence, drawing conclusions and learning from their own errors and mistakes are two main principles to engage and foster.

In addition, self-correction involves learners in the process of learning. This way renews confidence if learners succeed to correct their errors. Consequently, it fosters students’ autonomy to become responsible for their own learning. Nevertheless, this responsibility exerts a kind of pressure on the students’ motivation because if students fail to correct their errors by themselves, they may feel demotivated and embarrassed. Another positive aspect of self-correction is that it is a technique for teachers to tell students indirectly that they trust in them. In addition, if learners have the capacity to correct their own errors, they remember easily what they have already corrected.

1.2.5.2. The Role of Peers (Peer Correction)

Besides self correction, peer correction also is of importance. A language is better learnt in its social context where interaction is between various participants. Learners need to learn from each others. Thus, peer correction is very significant. Some students find it easier being corrected by peer, as this may give them much self confidence and help the teacher to “assess” their students’ awareness as well. However, teachers need to be very careful because some students might feel uncomfortable being corrected by their classmates. They consider

that it is the job of the teacher to give feedback. Hence, to avoid the learners' misunderstandings, they need first to be conscious and develop a clear ideology regarding the significance of learning from others. Through the uncomfortable situation the peer-corrected learners may present, a good range of advantages while using peer-correction are as follows:

First, it motivates students who previously thought that a foreign language is hard to learn; because they see their mates using it correctly. Second, it involves a great number of students to participate in different speaking activities. Third, it tends to be at the level that other in the class can understand. Finally, it increases the amount of students' talking time in class and reduces teachers' one.

1.2.5.3. The Role of the Teacher (Teacher's Correction)

If the previous corrections are unsuccessful the teacher then should intervene to treat the errors made by the students. These interventions must not go beyond some bounds; the teacher should provide helpful, constructive feedback that may help and not discourage the students. If ever the teacher corrects the students' errors, this must not be done directly, especially in oral works in order not to disrupt the conversational flow and make the students lose their ideas because of these interruptions. Moreover, teachers have to help students by drawing their attention on the erroneous and faulty pattern of the language so as they will correct their mistakes by themselves. Practitioners need to avoid giving immediate feedback when peer and self-correction is not effective to provide the learners with enough space to reflect, comment using the target language. In addition, whenever, the teachers give the correct form directly, the corrective information provided might be meaningless to the students in comparison to the information they could have obtained before.

1.2.6. The Nature of Oral Feedback

Error correction has been lengthily discussed. Obviously, negative feedback is provided by the teacher to show that a student has misapplied a grammatical, lexical, morphological, phonological rule. In addition, providing a correct model of the incorrect form, suggestions in different researches underlined that negative feedback is a useful and effective aspect of communication/interaction which can promote language in general and the speaking skill in particular.

However, because of its pedagogical consequences, it has also demonstrated its important issue in order to measure its impact on the students' behavior, participation and performance. Moreover, giving feedback to students is one of the most influential elements in language learning/teaching, as it affects positively students if successfully guided; but negatively if the teachers failed in providing the appropriate correction.

Therefore, In case of oral activities, the feedback can be very helpful and effective. The decisions teachers make about the students' performance rely mainly on the stages of the lesson, the type of mistake made and the particular student who is making the mistake. Moreover, the type of the speaking activity is very important, teachers need to make a distinction between "non-communicative activities" that focus on accuracy (grammar, pronunciation, and vocabulary exercises) and "communicative activities" where students are expected to use language as fluently as possible. However, the teachers' feedback can go beyond accuracy and fluency, and the learners' attitudes and beliefs can also be criticized.

I.2.6.1. Feedback on Learners' Accuracy

Most students want and expect their teachers to give them feedback on their performance. Students need to be corrected. This correction according to Harmer (1999); is made up for two distinct stages. First of all, the teachers indicate that a mistake has been made; secondly, help them to react to. In other words, the first step is devoted to showing incorrectness. Then, the students are prompted when necessary, to correct the error themselves once the problem has been identified. However, it is worth noting that this is complicated for the students to correct themselves. Therefore, teachers need to use other techniques whose detailed explanations are given below.

I.2.6.1.1. Showing Incorrectness

At this level, the error made by students can be pointed out in a number of different ways.

- ***Repeating***

By asking the students to repeat what they have said, by restating what they have already said with an intonation which shows that the students' utterance was ambiguous and faulty.

- ***Echoing***

The teachers repeat what the student has said by emphasizing the part of the utterance that was incorrect. It is therefore, extremely an efficient and a precise way of showing the error during accuracy activities.

- ***Statement and Question***

Here, the teacher can say “it is not exactly that” or “do your mates think that it is correct in order to localize the wrong answer.

- ***Expression***

When a teacher is familiar with his classroom, a simple facial expression or gesture can be widely sufficient to indicate incorrectness. This needs, of course, to be done with care because in some circumstances, a wrong expression or gesture may be cruel and harmful.

- ***Hinting***

It is a rapid way of helping students to activate rules they have already stored, by giving clues or hints. Teachers may encourage self-correction by pointing for instance at the word “tense” to make the learners know that they should have used the simple past rather than the present simple.

- ***Reforming***

Through this technique, the teacher repeats what the student has said, but in a correct way by reformulating the sentence. Moreover, through the above techniques, once teachers have mentioned where the mistake is, they expect from their students to correct their errors by themselves.

I.2.6.1.2. Getting it right

Whenever the teachers fail to elicit self-correction from students, they need to deal with the correct version in more details. Teachers can say the correct form by emphasizing and focusing on the part which is incorrect, and if necessary, they can explain the grammar related to the mistakes or a given lexical and ask them to repeat the utterance correctly. Sometimes, teachers can encourage peer-correction. They might say for example: *can anyone help siphax?* And hope that other students know the correct answer and be able to correct their mates. This kind of correction is very useful; Harmer (1999) stated that: “*the idea of the group helping all of its members is a powerful concept*”. Nevertheless, this can be inadequate for a certain category of students, particularly, those with a weak psychological state as they may

think that they are the only ones who did not know the grammar or vocabulary. This kind of technique is only effective if it does not affect such sensitive learners.

I.2.6.2. Feedback on Learners' Fluency

“The way in which teachers respond to students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also on how they behave in fluency activities in the future” (Harmer, 1999).

this means that the manner in which a teacher corrects and give feedback to students when they are performing using the target language, can not only affect significantly the way students perform at that moment but also the way they are going to perform orally in the future. As a result, teachers need to be very careful in how and when to deliver the negative feedback and treat fluency errors.

Nevertheless, as in accuracy activities (non-communicative activities), teachers need to intervene also in communicative ones. However, they need to be very sensitive to how and especially when to react to mistakes and release the negative feedback without interrupting the flow of conversation. It is very delicate to give feedback on students' oral performance in a fluency activity, since teachers have to assess both the content of the language produced as well as the speaking problems students may encounter; especially when all this should be done only after the task and never during it to ensure the conversation flow. Harmer (1999) asserted that, *“there are ways we can respond to our students once such activities are over.”* We effectively believe that delayed correction is more effective in oral activities.

I.2.6.2.1. Gentle Correction

Whether there is language breakdowns during communicative or fluency activities, teachers need to intervene if students are lost and unable to think of something to say. Teachers' role in such a situation is a prompter. He should prompt students forwards. Whenever they see that it is the right moment to intervene, they may offer the correct answer or form of the word, sentence, phrases ...etc. Jeremy Harmer (1999), asserted that, *«the correction provided in a fluency activity has to be tactful and discreet so it can be helpful”*. Moreover, gentle correction can take different forms, through reformulation (see reformulation p.32) to encourage the students to pick the correction up. Furthermore, a

number of accuracy techniques can be used in order to show incorrectness. However, “*the over-use of gentle correction will be counterproductive*». Harmer (1999), because the students may be too much spoon-fed and may lose self-confidence thus autonomy and self responsibility.

1.2.6.2.2. Recording Mistakes

Here, the teacher acts as an observer listening to the students’ performance and giving feedback once the activity had been done. Harmer (1999) pointed out that, “*one of the problems of giving feedback after the event is that it is easy to forget what students have said*”. Therefore, most teachers observe, write down and record the mistakes and errors their students have made, and deal with, once the activity is over. Other teachers use charts or other forms of categorizing the errors, as illustrated in the following table:

Grammar mistakes and possible correction	Words and phrases	pronunciation	Appropriacy
Mistakes: I have been playing, yesterday he open the door possible correction: He opens the door I played , yesterday	Mistakes: According to my opinion Possible correction: In my opinion.	Mistakes: Chef /fɛf/ Detective / d ɪ - tɛk - tɪv / Possible correction: Chef /tʃɛf/ Detective / d ɪ ' t ɜ k tɪv /	Mistakes : I've got little problems The cat jumped in the table. Possible correction: I've got a few problems The cat jumped on/ on to the table.

Or, teachers may be recording the students’ oral performances on an audio instrument or a videotape.

1.2.6.2.3. After the Events

After having recorded the students' performance, teachers then, will give the feedback to the all classroom. This can be done in various ways:

First of all, teachers might assess the activity getting the students to say what was easy and what was more difficult. After that, writing the errors down on the board, and make the students localize the error, suggest solutions; or write down both the correct and incorrect form of words, phrases, sentences, finally, get the students find the correct form from the incorrect.

However, the teacher writes the mistakes he heard on the board in an anonymous way, to avoid harming the learners; instead saying overtly that the mistake is common to all EFL learners.

1.2.6.3. Feedback on Learners' Attitudes

The students' attitudes regulate their motivation towards learning, and determine how well the language will be learnt. Similarly, Gardner (1985) described attitudes as: "*an important component of motivation in L2 learning*". According to Gardner (1985) motivation refers to "*the combination of desire and efforts to attain the goal of learning the L2 in addition to the favorable attitudes towards learning the language*". Moreover, attitudes may perform a very influential role in L2 as they may influence learners' success and failure in their learning.

Accordingly, Karahan (2007.p. 84) asserts that "*positive language attitudes, let students have a positive orientation towards learning it*". As a result, it could be argued that teachers' negative feedback may affect the students' attitudes toward EFL learning. Subsequently, teachers' feedback can play a major role in adjusting their students' attitudes and motivation. However, we strongly believe that positive feedback does not necessarily motivate learners, if it is used inappropriately, it can have a negative impact not only on students' performances but also on their attitudes and motivation. In the same way that negative feedback does not necessarily bring harmful effect to learners' motivation. Therefore, we strongly support the idea that learners' attitudes and motivation can be affected negatively and positively by the feedback of the teacher, depending on what, when and how the feedback is delivered.

In the same way, negative feedback does not necessarily bring harmful effect to learners' motivation. Therefore, we strongly support the idea that learners' attitudes and motivation can be affected negatively and positively by the teachers' feedback depending on the teachers' tone and the time during which it is provided rather than on the nature of the feedback.

I.2.6.4. Feedback on Learners' Beliefs

Learners' beliefs refer to what students believe to be appropriate to guide their language learning process. In other words, it is the personal knowledge about the second/foreign language learning, including issues such as (who) that the learner can learn a second or foreign language, the adequate way to learn a second or foreign language (how), the learning tasks that should be included in the learning (what), and the appropriate place, environment and time to learn the language (where and when). Henceforth, the students' belief is a very important point of second/ foreign language learning; similarly, Horwitz (1987) stated that:

“second language learners often hold different beliefs or notions about language learning, some of which are influenced by student' previous experiences as language learners, and others that are shaped by their own cultural background”

However, whenever the conduct of feedback process that is the timing, the delivery of the teachers' feedback is inappropriate, this may affect the students' cognitive as well as affective variables; hence, affect the language learning process.

Therefore, we strongly believe that teachers' feedback influences not only the learners' written/oral performances, but also every variable related to their psychology (motivation, attitudes and mainly beliefs). In addition, the criticisms teachers provide to learners may call their beliefs to questioning. Consequently, learners become doubtful regarding their conviction about who/what/how/where and when learning is better taking place. To conclude, such suspicion on the part of the students may result in low levels of motivation, self-esteem and self-confidence; therefore, poor target-language production.

I.2.7. Areas of Remediation between Teachers' Feedback and Learners' Achievements

Giving feedback to students after performance is a way of reinforcing the correction techniques. It is an indispensable aspect which cannot be isolated from language learning, and tends to have a negative effect on students oral performance. However, feedback itself is not the only responsible in affecting the students' performances and improvement. Nevertheless, there are other variables that influence the effect feedback may have on students' achievements as language learners.

I.2.7.1. Giving is not Receiving

The fact of giving feedback does not mean that students get it as it should. Most of the feedback provided is given to the whole class. Hence, students often believe that such feedback is not about them. Feedback is valuable when it is received, understood and acted on. Similarly, (Nicol, 2010) states that: *“how students analyze, discuss and act on feedback is as important as the quality of the feedback itself»*. Moreover, students often find their teachers' feedback confusing, non-reasoned and difficult to understand. Higgins, Hartley, and Skelton (2001) argue that *“many students are simply unable to understand feedback comments and interpret them correctly”* (p. 270). Students sometimes think that they have understood the teachers' feedback even when they have not, and some others, even though they have understood it, they still ignore how they may use it. Therefore, we strongly believe that the teacher' intention when providing feedback to learners, may completely differ from the way learners may receive that feedback.

I.2.7.2. The Culture of Students can Influence the Feedback Effect

Brown (1994:165) described the relation between language and culture as follows: *“A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”*. Language cannot be isolated from culture and vice versa, and when it comes to the teaching and learning contexts, it could be asserted that language learning and cultural learning are interdependent. Therefore, as teachers' feedback play an important role in EFL learning/teaching, we strongly believe that EFL teachers as feedback providers need to be aware of the place of culture in a foreign language classroom. Wang (2008), likewise,

asserts that “*foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers*”.

Henceforth, a feedback is not only differently provided but also differently received. In such cases, the students’ cultures determine how well they receive and understand the feedback delivered. Luque and Sommer (2000), on the one hand, find that students from different cultures prefer indirect and implicit feedback. It is a more group-focused feedback and no self-level feedback. Students from individualist/Socratic cultures (e.g., USA) prefer more the direct feedback particularly related to effort, as they are more likely to use direct inquiry to seek feedback, and prefer more individual focused self-related feedback. Furthermore, Kung (2008), finds that while both individualistic and collectivist students seek feedback to reduce uncertainty, collectivist students are more likely to welcome self-criticism “for the good of the collective” and more likely to seek developmental feedback. Individualistic students, however, avoid such feedback to protect their ego. Hyland and Hyland (2006) argue that, “*students from cultures where teachers are highly directive generally welcome feedback, expect teachers to notice and comment on their errors, and feel resentful when they do not*”. As a result, students’ cultures are of great significance in determining the effect of feedback. Therefore, we do believe that the Algerian society tends to be more collectivist, since it emphasizes family and stresses the importance of the community. However, people in the collectivist cultures can have a strong fear of rejection. Henceforth, it could be argued that Algerian students may prefer the feedback that is indirect and that lacks criticism.

1.2.7.3. Disconfirmation is more Powerful than Confirmation

Confirmation is related to the feedback that confirms the correctness of a response; whereas disconfirmation is related to the feedback that corrects an erroneous or a faulty utterance, or goes beyond the students’ current expectations and beliefs. Students usually seek the feedback that confirms their understanding and disregards the feedback that is contrary to their beliefs. These notions, however, should not be mixed with negative and positive feedback as disconfirmation can be positive and confirmation negative. This means that negative feedback is often more powerful because it feels like an attack on who we are as a person. Therefore, it may be argued that it is the responsibility of teachers to work at

separating the person from behavior when providing the negative feedback. Kulhavy (1977, p. 220) asserted that:

“Feedback is most powerful when it addresses erroneous interpretation and not lack of knowledge and understanding. If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known”.

Similarly, Kang, McDermott, & Roediger (2007) argue that: *“disconfirmation feedback can improve retrieval performance (at the task level) when learners receive a feedback on incorrect answers, but not when they receive a feedback on correct answers.”*

Therefore, we strongly believe that the feedback that shows incorrectness, if skillfully and effectively delivered, may be more powerful than positive feedback which may confirm a response.

1.2.7.4. Errors Should not Be Avoided

Heimbeck, Frese, Sonnentag and Keith (2003) recommend that: *“rather than being error-avoidant, error training that increases the exposure to errors in a safe environment can lead to higher performance»*. Moreover, the making of mistakes may have a beneficial effect on the language learning process. Errors are an inseparable part of the learning process that is inevitable. Therefore, the only way to avoid language mistakes would be to avoid speaking. However, this would not be helpful. Nonetheless, making errors and having them corrected by means of the teachers’ feedback is an effective way to learn a language. Corder (1967) argued that *“errors provide evidence of how language is learnt; they serve as a tool through which the learners discover the rules of the target language”*. Henceforth it may be argued that errors should not only be considered as a significant problem hindering the students’ from achieving language proficiency, rather we strongly believe that errors are natural elements that cannot be isolated from learning in general, and language learning in particular. In summary, EFL learners learn more about the target language when they are aware of when and why things have gone wrong.

1.2.7.5. The Significance of Peer-Feedback

With the emergence of the communicative language teaching and learners' centered teaching, peer feedback has become considerably more frequent in language classroom. Nuthall (2007) has conducted extensive in-class observations and has noted that "80% of verbal feedback comes from peers and most of this feedback information is incorrect". However, according to Sultana (2009) "peer feedback is implemented in the classroom to enhance the learners' autonomy, cooperation, interaction and involvement". Henceforth, we strongly believe that peer correction is a powerful technique in EFL classes. Especially in oral sessions, since it can help students exchange opinions and ideas about the topic, and make them feel free to express their doubts to their mates. In addition, through the detection of others' errors, students can recognize their own errors. Consequently, receiving feedback from peers can lead to positive effects on success, and reduction of uncertainty. Nevertheless, we strongly believe that peer feedback may be very useful but can be self defeating when overused. Harelli & Hess (2008), state that: "peer correction can lead to negative effect in terms of reputation as a poor learner, shame, dependence, and devaluation of worth". Henceforth, we may suggest a strong support to Sultanas' position (2009) that "peer correction can be carried only when there is a cooperative atmosphere in the classroom".

1.2.7.6. Hints/Guidelines to Maximize the Power of Feedback

Hattie (1999) defined feedback as "the most powerful single moderator that enhances the learners' achievement". However, to be beneficial, feedback need to be constructive, timely and meaningful. Moreover, Shute (2008) provides nine guidelines for using feedback to enhance learning:

- Focus the feedback provided on the task not on the learner (provide elaborated feedback describing the what, the how and the why)
 - Be specific and clear with feedback messages.
 - Keep feedback as simple as possible based on the learners needs and instructional constraints
 - Reduce uncertainty between performance and goals
 - Provide feedback after students have tested solutions.

➤ The author also notes interactions with the level of student achievement. This may be optimal to use immediate, directive or corrective, scaffolded feedback for low-achieving students, and delayed, facilitative, and verification feedback for high-achieving students.

Section Three

Negative Feedback and its Impact on EFL Learners

Negative feedback is among the most important tools used in language classes, as it not only includes treating learners' errors, but assesses them as well. Negative feedback as a valuable issue in language learning has been recently considered as a matter of debate and discussion among language teaching researchers and practitioners. Studies on the impact of feedback on learners are far from being conclusive. In addition, the teachers' expectations and learners' attitudes toward error correction are proved to be opposing. This section is meant to understand and analyze the students and teachers views on and perceptions regarding the use of negative feedback in EFL classes as well as the various effects the various types of the negative evidence may have on EFL learners. Moreover, it attempts to provide a model for effective negative feedback and explain its power in EFL classes. Finally, it explores the role of assessment in treating learners' errors and giving feedback to emphasize the importance of negative feedback in EFL learning and teaching.

I.3.1. EFL Learners' Attitudes towards Error Correction

Naturally, all students react to their teachers' feedback either in a positive or a negative way. These reactions are referred to as uptakes. In addition, the effectiveness of the teachers' feedback depends mainly on these uptakes. Some students are convinced that being corrected for every single mistake they make, will improve their chances for learning the target language. Cathcart and Olsen (1979) claimed that "*students want their oral errors to be corrected*". In addition, in a study on EF students' writers, Leki (1991) finds that "*100% of these students wanted all their written errors to be corrected*". However, some other students find it very annoying, discouraging and demotivating to be excessively corrected. They do not mind if the error is conspicuous. As a result, this needs immediate correction and explanation. Nonetheless, they really hate constant correction for every mistake they make. Therefore, students generally hate being corrected in communicative or speaking activities. Consequently, excessive correction would prevent them from participation in classroom interaction. Because of all these complications, students as well as teachers need to adopt reasonable approaches to handle error-correction problem effectively so as to adapt in their preferences in teaching and learning.

I.3.2. Learner' and Teachers' Perceptions of Negative Feedback

Most of the EFL teachers usually have a positive perception regarding the use of corrective/negative feedback in the classroom; whereas others view it as optional because they are concerned with the learners' psychology. Hence this concept affects their feelings, emotions, attitudes and beliefs. Such teachers take into account the learners' individual differences such as personality, motivation, learning styles and so on. Furthermore, teachers and students have different perceptions on the students' errors, and the way these errors are corrected. In this sense, Pit Corder (1967) asserted that:

“they are more concerned with how to deal with the errors than with what cause them, some of them think that if they were to achieve a perfect teaching method, the errors would never be committed in the first place and that therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques”.

Accordingly, it can be argued that teachers do their utmost to prevent learners from making mistakes, and this through correcting them constantly because they believe that it would help them recognize their own errors and avoid them in the future. However, Krashen (1982) assumed that:

“Certain category of teachers thinks that, constant correction and insisting upon correcting grammatical accuracy would discourage the process of language learning. In such a way, they also believe that continuous correction can raise learner's level of anxiety and that this impedes learning”.

Therefore, there are two major approaches for investigating different perceptions of negative feedback. The first is to examine whether students view the negative feedback given in the classroom as error correction, or whether teachers provide these feedbacks only for treating learners' error or as a conversational strategy. The other approach is to investigate the views and opinions of people in general concerning the use of negative feedback. This latter can be examined from students' point of view in order to enlighten their opinions regarding their reception of corrective feedback. Moreover, it can also be explored from teachers' views to highlight their perception on negative feedback as an instructional tool. Consequently, we strongly believe that from the part of the learners as well as teachers, there is not only a single view regarding the use of negative feedback. However, we do believe that despite its negative

effect, negative feedback is crucial, very powerful and effective when appropriately provided and received.

I.3.3. The Extent of Teachers' Feedback to EFL Learner's Classroom

In ESL and EFL contexts, the frequent use of negative feedback is expected as a significant part of instruction for improving the students' language speaking skills. As a result, previous researches on the effect of negative feedback show that errors are never ignored and usually responded to in the classroom. However, the extent teachers respond to errors and give feedback, vary from one teacher to another. Panova, Lyster and Lochtman (2002) report that: "*from a percentage of 48% to 90% of errors are receiving feedback*".

Subsequently; Lyster and Ranta's study (1997) on teacher-student interaction in four grade 4/5 French immersion classrooms, reports that: "*teachers give feedback on 62% of student's erroneous utterances*". Finally, when this concerns the laboratory studies using native speakers as interlocutors, between a half and a third of erroneous utterances produced by learners receive negative feedback Oliver (1995); Iwashita (2003); Mackey et al. (2003).

Therefore, we strongly support the results obtained from these studies above. In addition, teachers respond to students' errors whatever the nature of the activity is. However, teachers do not feel uncomfortable to let an error go even in a fluency activity. To summarize, teachers need to know that it is necessary for them to reconsider the timing as well as the delivery of negative feedback in communicative activities in order not to influence negatively the students' performance.

I.3.4. Differential Effect of Different Types of Negative Feedback on EFL Learners Oral Skills

A feedback has a great effect on improving and encouraging ultimate language learning. Also, classifying the different types of negative feedback makes also the task of finding out which one is most effective in EFL learning. In Lyster's and Ranta's study (1997), "*recasting was by the most widely used technique*". Here is a short description of two approaches which measure various effects of negative feedback since recast is the most used technique. Our attention is focused on the following:

I.3.4.1. Prompt vs. Recast

Prompts are described as feedback techniques that “[...] *push learners to self correct or peer correct*” Ammar, Spada (2006 p.549); whereas, a *recast* occurs when the interlocutor reformulates the learner’s utterance maintaining its meaning but offering a correct model of the form. Ammar & Spada’s quasi-experimental study (2006) investigate the effects of recasts and prompts on 64 students of English as a second language in Canada. The first group received the feedback in the form of recast, the second moreover in the form of prompt. While the control group did not receive any form of corrective feedback. In addition, the third person possessive determiners [his or her] were the targeted structure. Therefore, the study reveals that the two groups who received negative or corrective feedback reached better results than the control group who did not receive any kind of negative feedback. However, those receiving prompt feedback benefitted more from the corrective feedback than those who received the negative feedback in the form of recast. Besides, we do believe that the usefulness and effectiveness of recasts depended on the learner’s proficiency. Consequently, the students who have an advanced level of proficiency benefitted from both prompt and recast forms of negative feedback; whereas those with low level of proficiency felt more comfortable with prompt feedback than recast.

I.3.4.2. Implicit vs. Explicit Negative Feedback

Ellis, Loewen & Erlam (2006) divide the negative feedback into either implicit or explicit feedback. “*In the case of implicit feedback, there is no overt indicator that an error has been committed, whereas in explicit feedback types, there is*”. Recasts are regarded as implicit or indirectly provided corrections. Whereas, Metalinguistic feedback or explicit correction is explicit as its name suggests. The treatment of the error is done directly without turning around. Therefore, results from various tests and studies, show an important advantage for explicit feedback.

I.3.4.3. Recasts

Several studies have found positive evidence that recasts facilitate language learning Ayoun (2001) Braidı (2002) Doughty & Varela (1998) Han (2002) Havranek (2002) Iwashita (2003) Leeman (2003) Mackey & Philp (1998) Oliver & Mackey (2003) claim that, “*recast have always been seen as the most frequently used beneficial form of negative feedback*”. Ellis & Sheen (2006) point out that recasts may differ both in form and function. It means that they can serve communicative functions and negotiate meaning. However,

distinguishing recast that negotiates meaning from those that negotiate form is very difficult. In addition, recasts may be used as a ‘*conversational lubricant*’ Ortega (2009, pp. 73-74), which means that it is used as a discursual strategy to maintain the flow of conversation. Moreover, it is also a way of making things more obvious and clear for the interlocutor. Despite the fact that recast which has a corrective goal may differ in terms of explicitness, positivity or negativity, all forms of recast provide positive evidence. However, it could be argued that providing negative feedback depends solely on students’ interpretations.

I.3.4. Effective Feedback scale on EFL Learners Oral Skills

Teachers are seeking to provide the motivating feedback that tends to inspire students to persevere in the face of challenge. Three essential questions can help guide this process .these are as follows: (“Where am I going?”, “How am I doing?” and “Where to next?”) which “*typically work together in the feedback process*” Hattie & Timperley (2007). They do not work in isolation; instead complement each other so that the process of providing feedback would be powerful. Before giving any feedback on students’ performance, teachers need to reflect and take into consideration these questions.

I.3.4.1. Where am I going? (Feed-up)

Question one relates to students clearly understanding the challenge. In other terms, it is related to goal setting (what are the goals), teachers’ feedback will be more effective and powerful whenever the students have a clear understanding of their goals as well as what this success looks like once those goals have been achieved. In addition, without designing these goals to reach intended learning outcomes, feedback can be confusing, disorienting and interpreted as if it criticizes the students themselves and not their performances. Hastie (2009) claims that: “*most school age student’s goal, are more sport or social than academic*”.

However, most academic goals are more concerned with the completion of work, being punctual and trying harder than on the quality of the academic outcomes. Hastie (2009) finds that: “*half of student-set academic goals invoked a sense of challenge, half were shared with another person (peer or teacher), and only rarely did teachers assist or ask students to set academic goals*”. Smith (2009) asks teachers to set specific targets for secondary students based on students’ past performance and many teachers were reluctant to set goals as they claimed that attaining them was not in their control.

Therefore, challenge and commitment are two dimensions of a goal (Hattie and Timperley, 2007), challenges relate to feedback in two different manners. First, they provide individuals with information as to what type or level performance is to be realized so that they can adjust and evaluate their actions and efforts accordingly. Second, feedback permits both students and teachers to set more challenging goals once the previous goals have been met. Thus, encouraging ultimate and continuous learning, in addition, goals are more effective when learners share a commitment to attaining them. Commitment refers to the students' determination, engagement and motivation to accomplish their goals; that commitment need to be nurtured and built up. Parents, teachers and peers are some of the agents that can influence that process. Locke & Latham (2002) assert that: *"The strongest relationship between goal and performance Occurs when people are committed to their goals"*. Carroll, Houghton, Durkin, & Hattie (2009) assume that *"There are many mediators that can affect goal commitment and among the more important are peers who can influence goal commitment through pressure, modeling, and competition, and particularly during adolescence, the reputation desired by the student can very much affect the power of this peer influence"*.

Therefore, we strongly believe that when goals are clearly defined at the appropriate level, students and teachers are committed to these goals.

1.3.4.2. How am I doing? (Feedback)

Question two is about students knowing where they are presently in regard to reaching that challenge. In other terms, it refers to what progress is being made towards the goals. This question is related to the process of feedback progress. It usually involves feedback agents, i.e. teachers, students, peers or self for providing adequate information about the performance. Feedback is useful and valuable when it gives information about progress. This question includes and generally leads to assessment. However, this concept is not the basis in this question. Hattie and Timperley (2007) assert that:

"Assessment always fails to deliver feedback information that can help learners know how well they are doing. In addition, to obtain the greatest benefit from feedback, the information should be delivered in a specific manner that addresses a critical component of a task or performance and it should be delivered in a low-threat environment".

1.3.4.3. Where to next? (Feed- Forward)

Finally, question three really strikes at the heart of effective feedback, that is, it represents students receiving the information (feedback) needed to close the gap between where they are presently and the goal (learning intention). Therefore, question “where to next” refers to what activities need to be undertaken to make better progress. It is more related to result, a consequential question. Hattie and Timperley (2007) point out that: “*addressing it provides information that leads to greater opportunities for learning*». Such feedback is able to help in selecting the next most adequate and challenging tasks, allowing self-direction and self-regulation in the students’ learning process, deep understanding and providing guidance to students through the use of more effective strategies. Therefore, getting a baseline of what is known and what is not known. In this same meaning, Hattie and Timperley (2007) assert that:

“This question includes providing more challenging tasks, allowing learners to self-direct in their learning process, guiding them with useful strategies that will help them to progress further, provoking deeper understanding of subjects, and addressing what is known and what is not known. This feed forward question can result in the most potent impacts on learning”.

Therefore, an ideal learning environment is when practitioners as well as learners seek answers to the three major questions; where am I going (learning intentions, what are the goals and success criteria), how am I doing (what progress is being made towards the goals) and where to next (progression or what learning support is needed for me to make progress to achieve the goals).

1.3.5. The Invisible Power of Negative Feedback in EFL Classes

Actually, feedback is one of the most powerful influences on learning as well as achievement. However, its impact may be either positive or negative. Hattie and Timperley (2007) state that: “*depending on the nature and delivery of the negative feedback, it can have a powerful positive effect on students’ learning and engagements*”. The negative feedback therefore, can go unnoticed and stay out of sight depending on how and when it is provided to learners. Robert (1995) examined the ability of L2 learners in a Japanese class to observe and notice the teachers’ negative feedback. And it was revealed that learners were unaware of the error correction provided by teachers. Therefore, of 92 examples of teacher’s error correction,

students are able to recognize 35% of them and only understand 21% of those feedbacks. Similarly, Slimani's study (1992) showed that students failed to identify and comprehend 36% of the language items that were dealt with and focused on in the classroom since, most of these items were focused on as error correction where teachers used negative feedback in the form of recast without any metalanguage or students' involvements. From this, using recast as a way of correcting students' errors was proved not to be the appropriate way to promote and facilitate learners' noticing. Panova and Lyster (2002) supported this; "*learners claim to notice forms that they are pushed to self-repair more than form that are explicitly provided by teachers*". However, the problem in the field of negative feedback research is that it is not easy to detect either the problem is the teachers' illocutionary power when giving corrective feedback or whether or not students are able to understand their teachers' intention and interpret the negative feedback provided. Therefore, it could be argued that the effectiveness of feedback includes not only, the timing and delivery but also how much it is understood or grasped by learners. Finally, Russel (2009) claims that: "*there is a need to do further researches regarding the dynamic between teachers and students and how it may affect classroom interaction*", she particularly emphasized for more research on learners' perceptions and teachers' intention when providing feedback. Consequently, as it was previously stated in this research, negative feedback is an area that needs to be investigated from different perspectives.

I.3.6. Feedback as an Assessment Tool in EFL Teaching and Learning

Meaningful and beneficial feedbacks should be part of the classroom assessment environment, in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. Assessments help in correcting students' errors and mistakes. Testing and assessment are essential for helping students progress in their language learning.

In this direction, assessments are a process that involves scoring, grading and giving feedback; in addition, without the giving of feedback, assessment will be incomplete. Scoring, as teachers are designing a classroom test, should take into consideration how the test will be scored, i.e. scoring refers to the point the teacher thinks each of the sections that form the test deserve. H. Douglas, on the other hand (2003) points out that: "*teachers' scoring plan reflects the relative weight that you place on each section of the classroom test*". Grading, on the other hand, refers to the final mark teachers attribute to students after adding the scores up.

However, H.Douglas,(2003) asserts that: “*your first thought must be that assigning grade to students would be easy, just give an A for 90-100 percent and B for 80-89 percent and so on, not so fast grading is such a thorny issue*”. Finally, assessment will not be beneficial without giving any feedback. When returning the test to students, teachers need to combine it with a feedback. Consequently, giving feedback on students’ performance is part of this assessment. Therefore, assessment/feedback tend to drive students either towards different, often unspecified goals and objectives, or to do more or better. Consequently, it could be argued that feedback and assessment are co-relational and cannot be isolated from each other; in other words, feedback is a full part of assessment.

Conclusion

We have attempted through this chapter to shed light on the speaking skill, its importance in language learning and the different difficulties students encounter during the speaking activities. Moreover, we reviewed, analyzed and synthesized some of the previous studies and literature about negative feedback in terms of concept, effect and impact on language learning, particularly, students’ speaking performance to reinforce the ideas we made about language learners’ evaluation, assessment and mainly how to provide constructive feedbacks to enable a more holistic progress and engagement.

Therefore, it is obvious that the teachers’ corrective/negative feedback has a negative effect on learners’ oral performances. Even though corrective feedback has been received a significant amount of attention in the research field from different perspective, only few studies in the effect of negative feedback have been conducted till now. Investigators suggest that there is a strong connection between teachers’ inappropriate way of correction and the learners’ low participation or poor oral performances. Finally, these are the main points which contributed to the conception of our research questions.

Chapter Two

Design, Methodology and Results

Chapter II

Design, Methodologies and Results

Introduction

The research work at hand investigates the relationship between the learners' low oral performance (dependent variable) and the teachers' negative feedback (independent variable). The reasons behind this study were to sort out the most significant factors that affect EFL students' participation in oral sessions, the importance of the teachers' negative feedback and more significantly the negative feedback and its effect on learners' oral performance or target-language production. Moreover, we have presented in chapter one an overview of the related literature so as to gain new insight about the research variables aim. Accordingly, the following chapter covers a detailed description of the research design and methodology including sampling, population as well as the data collection instruments. Furthermore, it is composed mainly of three sections. The first section is concerned with the description of the study. The second section, presents the findings and analyses of the results. Finally, the last section comprises the limitations of the present work, recommendations and implications for further research.

Section one

Description of the Study

This section is devoted to the description of the research study. It comprises the presentation of the participants or the sample, the techniques and methods used for data collection. Moreover, it provides an explanation of the procedures followed for data collection.

II.1.1. Participants (sample)

Participants refer to the sample selected to be involved in the study. According to Gefee (2012) "*participants describe the persons involved in the study*". In addition, Field (2005) defines sample as "*a smaller (but hopefully representative) collection of units from a population used to determine truth about the population*". Therefore, it may be argued that

participants refer to the individuals who are selected to participate in the study. Accordingly, the population of the study consisted of the 1st year LMD students at the department of English at the University of Bejaia, during the academic year 2016/2017. The total number of the first year students is 270 students divided into ten (10) groups. Each group consists of 27 students. The selection of such population was based on the consideration that first year students are beginners and not very familiar with the environment of language learning, especially because they face several difficulties with the speaking skill according to our prior data gathered through the observation method. Hence the teachers' corrective feedback may present a barrier for students' target-language production.

The researcher randomly selected two groups from the targeted-population. Furthermore, the students were at an intermediate proficiency level. All the sample that made 20% of the population as well as teachers in charge of the oral expression module were observed in terms of behavior, type of interaction, the source of the negative feedback, the timing and the delivery of the feedback in order to get an insight into the problem and focus on the students in the natural/social setting. Moreover, the researcher assigned the questionnaire to both groups. Finally, ten teachers as our participants have also been assigned questionnaire to gather data about the field of study.

II.1.2. The adopted research methodology and research design

According to the statement of our research topic, we can suggest two different research methodologies: the observational methodology to limit the problematic area and the experimental methodology as our research basis which helps to:

- Obtain the students' and teachers' perceptions regarding the importance of teachers' corrective feedback as part of EFL learning and teaching processes;
- Sort out the most significant language production affecting factors in EFL classes; and explore the relationship between the students' low oral performances and teachers' negative feedback.

We opted for questionnaires as our study tool to gather data, because we strongly believe that the results can be quickly and easily qualified either by the researcher or through the use of a software package. The combination of the above gathering data techniques were designed

to get an appropriate balance between our variables as well as to achieve a valid understanding of the effect of teachers' negative feedback on EFL students' oral performance.

II.1.2.1. The qualitative method

Dawson (2002) claims that: "*the qualitative method explores attitudes, behaviors and experiences*". This method was selected in order to test and maintain the existence of the problem, to explore the negative feedback and its effect on our target population. For this, we opted for a structured classroom observation as our study tool. Basically, Gorman and Clayton (2005, p.40) define observation studies as those that: "*involve the systematic recording of observable phenomenon or behavior in the natural setting*". Henceforth, an observation checklist which involves specific information to be observed is developed to guide our study.

II.1.2.1.1. Structured Classroom Observation (Observation Checklist)

Before starting our investigation, our participants were observed. When using this method, Burns (1999, p. 80) stated: "*the researcher observes the classroom interactions and events, as they actually occur*". More importantly, Johnson & Turner (2003, p. 314) assume that observation "*enables the researcher to combine it with questionnaires and interviews to collect "relatively objective firsthand information"*". In addition, it was a non participant observation since the researcher watched and recorded the classroom activities without any involvement.

The structured classroom observation was done using the instrument formatted as a checklist. The researcher decided where the observation was to take place, at what time and with which participants. Throughout the observation, the researcher, on the basis of several criteria, has recorded behavioral patterns related to negative feedback, including the classroom organization, pre-task oral sessions, the types of communicative activities and material used to guide the learning process, the classroom environment in which language learning took place, the nature of the feedback provided (error correction, positive feedback, motivational feedback), the types of the negative feedback the teacher frequently used.

Moreover, the researcher observed the sources of the negative feedback which referred to the person to provide the corrective feedback (self, peer, teacher), the timing of the correction that is when the negative feedback was delivered. Furthermore, the delivery of the corrective

feedback were given great importance, the way the teacher and mates provide the feedback was also considered, since the tone and the intonation of the delivery might have an impact on the way students receive the negative feedback. Finally, the researcher focused on the students' reactions and approaches to negative feedbacks. Consequently, to observe the participants, their behaviors, their reactions to feedback and the environment in which they were interacting.

II.1.2.2. The quantitative method

Hoepfl (1997) stated that: “*researchers who use logical positivism or quantitative research employ experimental methods and quantitative measures to test hypothetical generalizations*”. We opted for the quantitative method in order to gather numerical data to comprehend, explore, and measure the importance of the negative feedback as far as its impact on the students' target language production. For this, questionnaires were administered to both teachers and students to understand the relationship between the teachers' corrective feedback and students' oral performance. Henceforth, a mixture of open-ended and closed questions were used to bring to light the most significant factors that may affect students' oral performance, the teachers' as well as the learners' views regarding the use of negative feedback and the effect of the corrective feedback on the students' speaking skill.

II.1.2.2.1. The Students' Questionnaire

After exploring our participants' behaviors and reactions to negative feedback during oral sessions and proving the existence of the problem. Questionnaires were administered to students in order to answer anonymously. This questionnaire consists of 26 questions, which are divided into four sections.

The First Section: The preliminary part is concerned with the students' general information and background, their preferred learning style as well as the contribution of such styles to their achievements and their views regarding learning English.

The Second Section: is devoted to explore the students' attitudes towards the speaking skill. This part is composed of 7 questions. It deals with the learners' attitudes towards learning English, the skill they most want to develop, their feeling towards expressing themselves in oral sessions as far as their preferred communicative activities.

The Third Section: encompasses 15 questions. It aims at linking the students' speaking difficulties to the negative feedbacks of teachers and finding out the most significant speaking skill affecting factors. This section therefore investigates the common types of error students most do when speaking, the source (self, peer, teacher), the timing (immediate, delayed correction) as well as the delivery of the negative feedback (the way in which the teacher or peer provide the corrective feedback) and the effect it may have on their affective domain.

The Fourth Section: the last section thereupon is concerned with the students' perceptions regarding the negative feedback; it is based on one open-ended question in which the participants were asked to say whether they are for or against the teachers' negative feedback. Thus, in a short period, the use of the questionnaire allowed us to collect from a large number of students, a large amount of information. Consequently, questionnaire provides us an opportunity to check our research statements and offers insight into how negative feedback can be at the same time important and have a negative impact on learners' oral performance.

II.1.2.2.2. Teachers' questionnaire

For the sake of investigating the teachers' views and opinions regarding the importance of the negative feedback and its effects on the EFL students' achievements, ten (10) teachers participant teaching oral expression were given questionnaire. This latter contains twenty three (23) questions.

As for the learners' questionnaire, the teachers' questionnaire is divided into four sections.

The First Section: is devoted to the teachers' background information that is their views regarding teaching English and the different experiences they came through as language teachers.

Section Two: Subsequently, The Second section consists of four (4) questions concerning teaching oral expression, the different oral activities they have the tendency to use and their preferred teaching methods.

Section three: the third section moreover deals with the effect of the teachers' oral negative feedback on the students' errors during oral works as well as the level at which student frequently make error; it provides us then with the teachers' views on the importance of providing learners with corrective feedback.

Section Four: Finally, the last section comprises one open-ended question, where teachers were asked to imagine their feeling whenever they do not provide any feedback on their learners' error. Henceforth, the use of the questionnaire as a quantitative data collection instrument allowed us to sort out the teachers' perceptions of negative feedback, the changes it could bring about EFL learners and its impact on their oral performances.

II.1.3. Data Collection Procedures

The study was conducted during the academic year 2016/2017 at the department of English at the University of Bejaia. Moreover, in order to collect the data required for the fulfillment of the objectives of this study two groups (4, 8) were randomly selected from the targeted population. Both groups were the same in terms of their level of English proficiency and have the same teacher of oral expression. Furthermore, the observation started on April, 3rd. In order to gain a deep understanding; both groups were observed to gather data that support the statement of the problem. In addition, one class was considered as the control group (group 8) and continues to work as it is used to do. The other one was the experimental group (group 4) on which the researcher experimented the suggestion on the appropriate timing and delivery of the negative feedback which motivated the learners in oral activities. Finally, to assemble data about the subject effect of the corrective feedback on the learners' speaking skill and get adequate information to validate our hypothesis, questionnaires were administered to both teachers and students.

II.1.4. Data Analysis Procedures

The data obtained from the qualitative method that is the structured classroom observation were analyzed based on a grounded theory. Glaser and Strauss (1967:2) defined the grounded theory as "*the discovery of theory from data systematically obtained from social research*", they also stated that its aim is "*to generate and discover a theory*". This theory can identify categories, make links between those categories and establish relationship between them. Henceforth, provide an explanatory framework to understand the phenomenon under study. Therefore, the researcher was able to understand the negative feedback, and linked it to the learners' oral performance and target language production. Moreover, the data obtained from the questionnaires (quantitative method) were analyzed using excel 7 format. Then, we interpreted our data through descriptive statistics.

II.1.5. Validity and Reliability of the Research Questions

For the reliability in the results of the study, the researcher must be assured that the research questions consistently measured what they intended to measure. In short, it must be both valid and reliable. Smith (1991) defined validity as “*the degree to which the researcher has measured what he has set out to measure*”. Moreover, reliability according to Stiles (1993) “*can be thought of as the trustworthiness of the procedures and the data generated*”. Therefore, our research questions have demonstrated satisfactory inter reliability and validity for several reasons which are depicted as follows:

First, our research sought to measure the negative feedback and the effects it might have on the learners’ oral performance. It aimed at sorting out the most common factors affecting the learners’ participation in oral sessions and understanding the importance of error correction in language learning and teaching. Our research questions then, were revealed to support what was already measured and found by different research studies including Wafa’s study (2012) on the role of teachers’ negative feedback in improving the learners’ oral production and Dawit and Demis (2015) study on the causes of limited participation in EFL classroom. Henceforth, our research supported the aforementioned research studies and led to novel results that were the effects of teachers’ over-correction on learners’ oral performance, the essence of the teachers’ negative feedback as well as the adequate strategy of providing effective feedback that might promote the learners’ autonomy, confidence and oral improvements. Therefore, since our research questions supported previous research questions and added new findings to them, we strongly believe that they are consistent, trustworthy and thus reliable.

Second, our research is an attempt to establish a link between the learners’ oral performance and teachers’ negative feedback. The addressed research questions tried to sort out the causes behind the students’ limited participation and understand the importance of teachers’ negative feedback as well as its effects on our participants’ poor target language production. For this, it could be argued that our research questions are valid for the desired outcomes.

To conclude, we strongly believe that our research questions produces valid and reliable data that can be replicated by other researchers.

Section two

Results and Discussions

The results and discussions section presents and analyses the data obtained through the implementation of the present research. The analysis concerns: the data gathered from both the qualitative (structured classroom observation) and quantitative instruments namely the teachers' and students' questionnaires. First, the findings observed through the observation were described and interpreted. And then we described, analyzed and interpreted the data assembled from the teachers' and learners' questionnaires. Accordingly, the process of data analysis allowed us to reach different conclusions that helped us verify our research statements about the negative feedback and the impact it has on the learners' oral performance.

II.2.1. Results

This section is devoted to the analysis and interpretation of the data obtained as mentioned above from the quantitative as well as the qualitative instruments that is the structured classroom observation and the questionnaires.

II.2.1.1. The Analysis of the Data Obtained from the Structured Observation

After observing the groups (4-8), the results revealed interesting information regarding the effect of teachers' negative feedbacks on 1st year EFL learners' oral production. The observation took place in April, 3rd 2017, from 9h40 to 14H40 at the University of Bejaia. The researcher coded the learners' as well as teachers' behaviors according to previously agreed criteria using an observation checklist. The current research uses the following component analysis model:

Classroom organization	✓ Classical desk organization.
Pre-task oral session	<ul style="list-style-type: none"> ✓ In the listening sessions, the teacher prepares her learners for the content to be covered in the oral sessions. ✓ The teacher clearly states the goals for the days' content. ✓ The classroom activities are based on home works. ✓ Students work either in pairs or individually. ✓ The students can express themselves only when the teacher asks them to. ✓ There is no voluntary participation on the part of the

	students.
Types of communicative activities and instructional material	<ul style="list-style-type: none"> ✓ No instructional tools are used. ✓ The teacher employs the speaking activities that are based on dialogues, pair/individual oral presentation and role play ✓ the activities are extracted from “Cambridge English skills: real listening and speaking”
Classroom atmosphere	<ul style="list-style-type: none"> ✓ There is no interaction between the students. ✓ The teacher establishes and maintains no contact with her students (no complicity). ✓ There is an important distance between the students and their teacher. ✓ Anxious and unmotivated students. ✓ A kind of silent method teaching adopted ✓ A high rate of absences.
The nature of the feedback	<ul style="list-style-type: none"> ✓ The teacher provides no encouragement or motivational feedback in case of correctness. ✓ The majority of feedbacks are negative, related to fluency and accuracy ✓ Excessive use of negative feedback and disregard of what students did well
Types of negative feedbacks	<ul style="list-style-type: none"> ✓ Explicit correction. ✓ Recast or reformulation of the students’ responses. ✓ Metalinguistic feedback. ✓ The teacher overuses the elicitation type of negative feedback. ✓ Teacher tends to use gestures and facial expressions to show incorrectness. ✓ Overuse of elicitation type of negative feedback may lead to errors which may result in students’ discouragement.
Source of negative feedback (who)	<ul style="list-style-type: none"> ✓ The teacher elicits the correct form from the learners themselves (self-correction) ✓ The teacher focuses more on peer correction. ✓ In case students fail to self-correct their errors or their

	<p>mates, the teacher intervenes and provides the correct form.</p> <ul style="list-style-type: none"> ✓ Peer-correction is favored this may be annoying and humiliating for students with low level of self-confidence.
The timing of the negative feedback (when and what)	<ul style="list-style-type: none"> ✓ The teacher provides immediate feedback on the learners' errors at the level of pronunciation, sentence structure, and inappropriate vocabulary. ✓ Delayed correction is provided on the errors students do at the level of grammar (when a given student is speaking the teacher writes down and records all the grammatical mistakes, and deal with once the students finishes speaking).
The delivery of the negative feedback (how)	<ul style="list-style-type: none"> ✓ The teacher discusses immediately every single mistake related to fluency. ✓ The teacher provides delayed feedback to the students' errors that occurred at the level of accuracy. (she corrects every mistake done by every student) ✓ Critical feedback: the teacher criticizes the students without giving suggestions for improvement in the future. ✓ The teacher does not let the students know what they did well. ✓ The teacher provides harsh correction, for example: <i>"Why did you repeat the same mistake? I have just corrected you"</i>.
The students' reactions to teachers' negative feedbacks	<ul style="list-style-type: none"> ✓ No uptake on the part of the students. ✓ Students seem uncomfortable to speak in front of their teacher and mates. ✓ Students were intimidated and embarrassed by their peer and teacher criticism. ✓ When using language, students reveal low language level and self-confidence. ✓ Students show facial expressions from which we concluded that they were under pressure.

II.2.1.2. The Analysis of the Students' Questionnaire

The data collected from the questionnaire was analyzed using excel 7 format for the aim of bringing order, structure and meaning to the mass of the collected information.

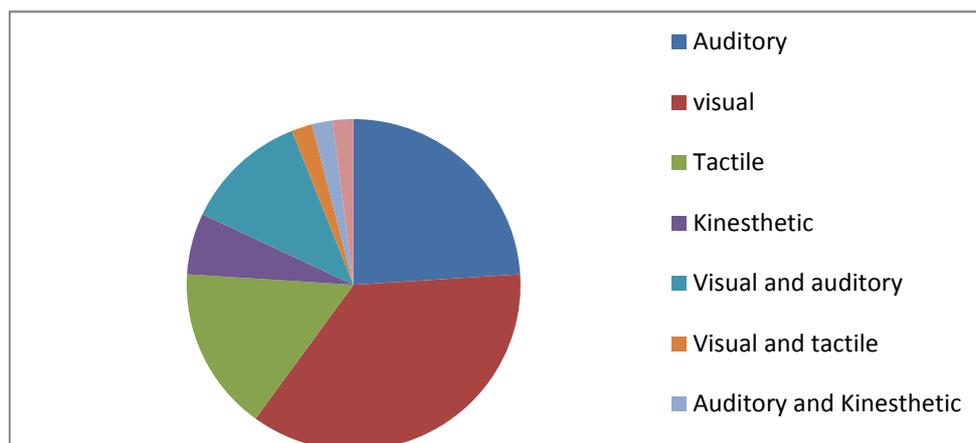
Section One: General information

The present questionnaire begins with the general information or the students' background; this concerns our population sample. It assesses the students' preferred learning styles based on how they learn better using: visual, auditory, kinesthetic, and tactile or mixture styles. Moreover, the students' feelings regarding learning English are mentioned as our introductory questions in the questionnaire to understand our participants' attitudes and preferences.

Table 1: Students' preferred learning styles

Possible responses	visual	auditory	Tactile	kinesthetic	Visual and auditory	Visual and tactile	Auditory and kinesthetic	Tactile and kinesthetic	total
Frequency	12	18	8	3	6	1	1	1	50
Percentage	24%	36%	16%	6%	12%	2%	2%	2%	100%

Q1: What are your preferred learning styles?



Graph 1: Students' Preferred Learning Styles

The table.1 reports the learners' preferred learning styles, the majority of the respondents (18) 36% stated that they are visual learners and prefer learning by means of charts, pictures and graphs etc. (12) 24% reported that they are auditory learners who prefer reading through

listening to lectures and reading. Moreover, (08) 16% of them argued that they are tactile learners, (06) 12% of the students responds that they combine between auditory and visual learning styles, whereas (03) 6% of our population sample answered that they are kinesthetic learners. However, a percentage of (03) 6% of the participants combine between tactile, kinesthetic and visual. These results therefore, show that most of the learners are visual, auditory or mixed. Hence, this category of learners has a well developed vocabulary and strong conversational skills, which makes them pre-disposed to develop their oral skills and to express freely in oral sessions.

Q 2: What may your learning style provide you as achievements?

The respondents' answers were analyzed according to the type of the learning style they prefer:

Visual learners: the results show that the most of the students (13) assumed that the visual learning style helps them analyze and understand things better and have a good memory. However, (05) provided no answer.

Auditory learners: the data demonstrate that (08) of the participants who answered that they prefer learning through listening, argued that by using this learning style they can develop their pronunciation, gaining new vocabulary as well as developing their listening abilities.

Auditory and visual learners: according to the findings, (05) of the respondents who claimed that their preferred learning style combine the auditory and visual, answered that this combination helps them focus more on what others say, and what they do in order to understand better and remember more. Furthermore, (01) of them did not provide any answer.

Tactile learners: the results suggest that (05) of those who prefer learning through experiencing the world assumed that by discovering things by themselves they learn better. Yet, (02) of the participants gave no answer.

Kinesthetic learners: the findings report that (02) who prefer the kinesthetic learning style said that learning through carrying out physical activities help them to learn easily and quickly. Henceforth, (01) did not answer.

Mixed learning styles:

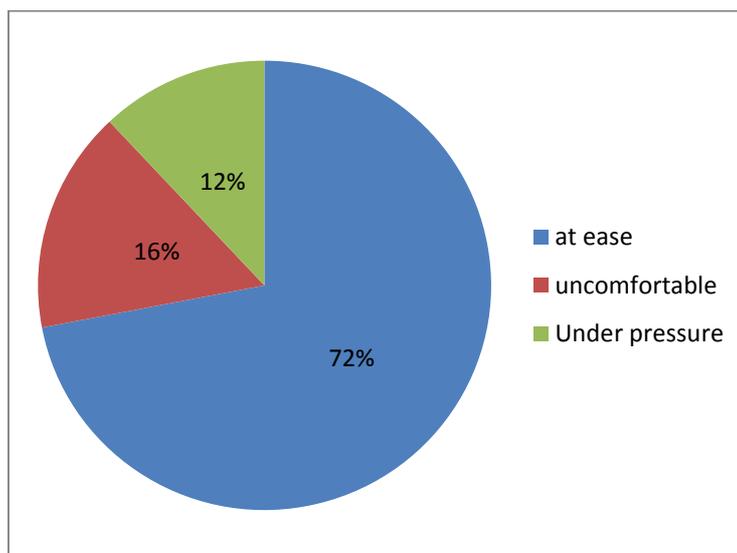
The student who answered (01) by tactile and visual said that this learning style help in understanding better through feeling things. Moreover, the participant who responded by auditory and kinesthetic (01) also stated that it helps in understanding better and never forget things. The student (01) who answered by kinesthetic and tactile argued that it helps in understanding better and save information. Thereupon these data demonstrate that despite the

fact that every student learn differently, what is common is that their goal is to achieve a better understanding of the foreign language structures.

Table 2: Students' Feeling when Speaking English

Possible responses	at ease	uncomfortable	Under pressure	total
results	36	8	6	50
percentage	72%	16%	12%	100%

Q3: How do you feel when learning English?



Graph 2: Students' Feeling when Speaking English

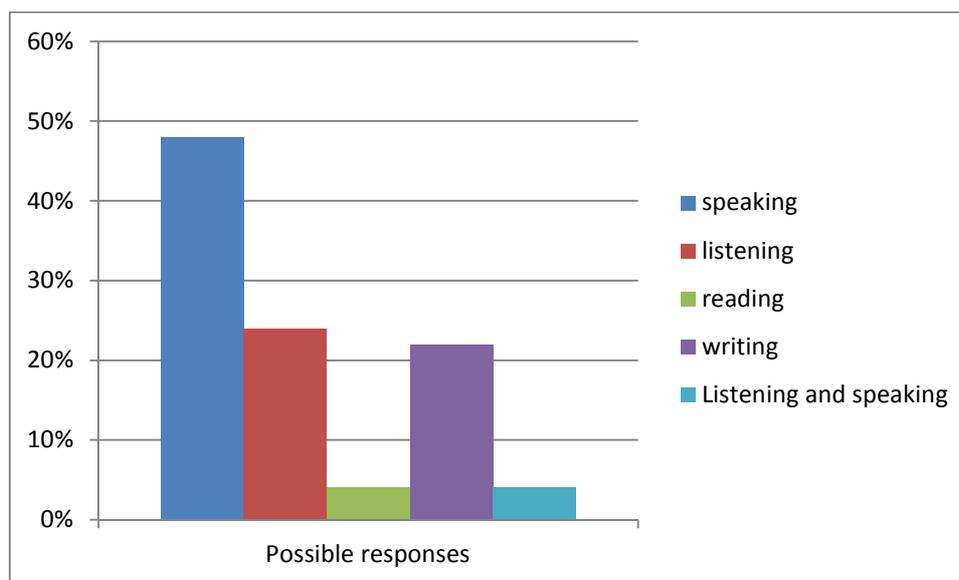
The students feeling when learning the target language is illustrated in table.2 findings indicate that (36) 72% of the respondents feel at ease when learning English, whereas (08) 16% of them feel uncomfortable and (03) 6% answered that they feel under pressure. These data demonstrate that most of the students are guided by intrinsic or extrinsic incentives which make them at ease when learning the target language. However, participants who answered that they feel uncomfortable (08) 16% and under pressure (06)12% should not be neglected. These results suggest that a percentage of 28% of the respondents do not feel comfortable when learning the target language because several factors prevent them from learning in comfort.

Section two: The Students' Attitudes towards the Speaking Skill

The second part of this questionnaire is concerned with the learners' views and attitudes towards the speaking skill. It analyses the skill the students view as the most difficult, the skill they most want to develop, the students' feeling regarding expressing themselves in oral sessions as well as their preferred communication activities.

Table 3: The Skill Students Find most Difficult

Possible responses	speaking	listening	reading	writing	Listening and speaking	total
frequency	24	12	2	11	2	50
percentage	48%	24%	4%	22%	4%	100%

Q4: Which of the four skills do you find most difficult?**Graph 3: The Skill Students Find the Most Difficult**

It could be observed from table.3 that most of the respondents (24) 48% believe that the speaking skill is the most difficult among the other skills, (12) 24% of the participants viewed that listening is the most demanding and (11) 22% said that it is the writing skill. Moreover a percentage of (02) 4% believed that listening and speaking are most difficult to learn. Subsequently, (02) 4% find that reading is the most difficult skill. Therefore, these findings suggest that the way our population sample perceives the speaking skill may act as an obstacle towards language learning. According to these results the majority of the students are convinced that the speaking skill is the most difficult skill, this conviction may affect the students' affective filter and raise their level of anxiety which may hinder their oral performances.

Table 4: The Language Skill Students most Want to Develop

Possible responses	speaking	Listening	Reading	writing	Writing and speaking	Speaking and listening	total
frequency	37	1	0	7	2	2	50
percentage	74%	2%	0%	14%	4%	4%	100%

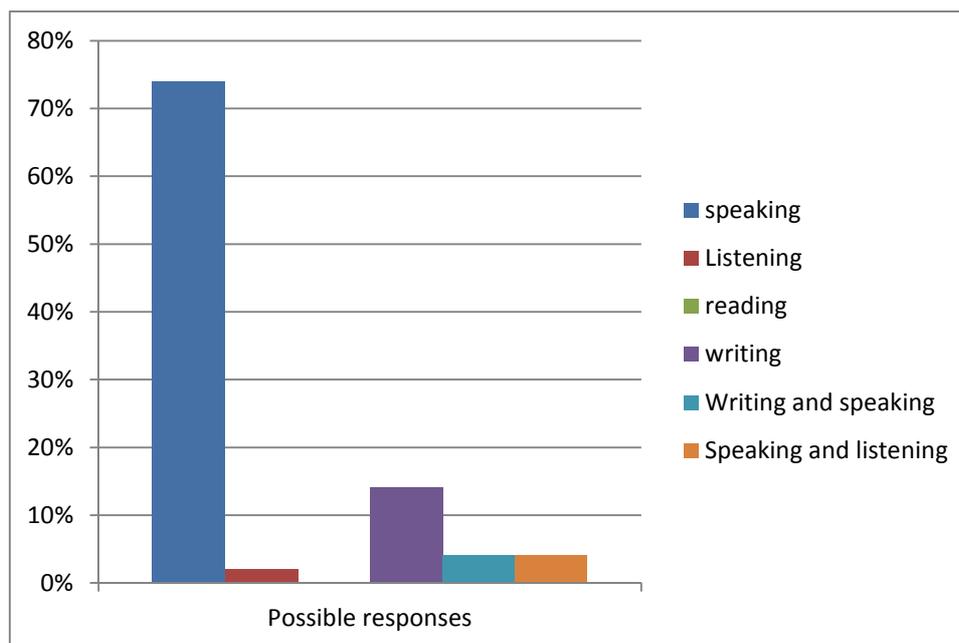
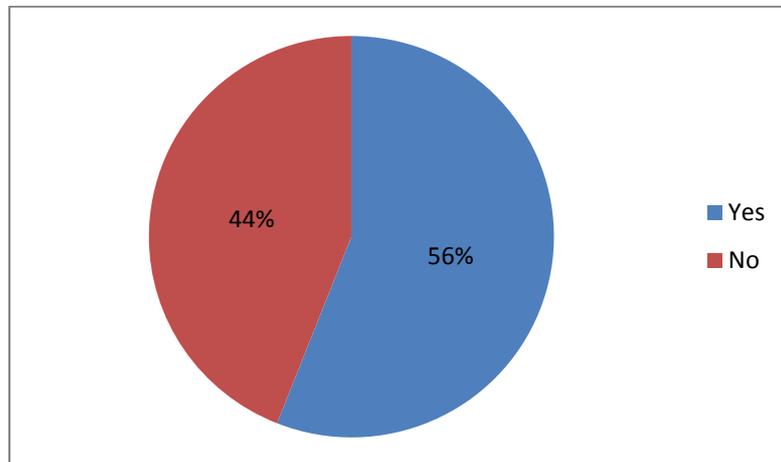
Q5: Which skill of your English do you most want to develop?**Graph 4: The Language Skill Students Most Want to Develop**

Table.4 reports the students' answers concerning the skill they most want to develop and improve. Findings reveal that (37) 74% of the sample answered by the speaking skill, (07) 14% of the respondents wanted to improve the writing skill and only (01) 2% wanted to develop the listening skill. Moreover, (01) 2 % of the participants answered that they want to develop both their speaking and writing skills, while (01)2% said that they want to improve the speaking and the listening skills. Furthermore, no one wanted to improve the reading skill. Therefore, it is noticeable from these findings that the speaking skill is the one that most of the students want to develop before the writing skill. Finally, according to these results, it is obvious that students aim at developing the productive skills (speaking, writing) rather than the receptive skills (reading and listening).

Table 5: Students' Feelings regarding Expressing Themselves in Oral Sessions

Possible responses	Yes	No	total
frequency	28	22	50
Percentage	56%	44%	100%

Q6: Do you feel comfortable to express in oral expression sessions**Graph 5: Students' Feelings regarding expressing themselves in Oral Expression Sessions**

We noticed from table.5 that a large number of respondents (28) 56% which represent the majority of the sample who answered “Yes”, i.e. they feel comfortable to express their feeling, emotions, opinions and ideas in front of the class during oral sessions. However, those who answered “No” represent (22) 44% of the respondents. Consequently, we strongly believe that a large number of the students feel free to express themselves orally, this means that the classroom atmosphere in which learning takes place as well as the teachers’ methods suit our population sample expectations, hence feel comfortable to share and exchange ideas. Notwithstanding, 44% also represents an important number of students, this number of learners may face different cognitive, social and affective difficulties which make them reluctant towards speaking.

Q7: If No, why?

Findings suggest that (10) of the students who answered “No” attributed their reluctance towards expressing themselves in oral sessions to shyness and anxiety. Here are some examples of the participants’ answers:

Student (A): *“because I feel shy and not at ease”*.

Student (B): *“because I am too shy and have a lack of self-confidence”*.

Student (C): *“because I feel shy and under pressure”*.

Student (D): *“because I am shy”*

In addition to shyness, (09) of the respondents who said that they do not feel comfortable to express in oral expression sessions argued that they lack practice, here are some illustrations of the students' responses:

Student (A): *"because I do not use English frequently"*.

Student (B): *"because I do not have the habit to speak in English"*.

Student (C): *"because I am not habituated to speak"*.

Moreover, a number of (03) of the respondents who answered by "No" claim that they do not feel comfortable to express in oral sessions because they fear making mistakes, some of the students' answers are summarized below:

Student (A): *"I am afraid that I will speak English incorrectly"*.

Student (B): *"because I am always afraid of making mistakes"*.

Student (C): *"when you express in oral session, everyone look at you and if you do some errors they make it funny"*.

It is obvious from these findings that shyness, lack of target language practice and fear of making mistakes are among the most frequent speaking skill affecting factors.

Q8: If Yes, how?

Findings reveal that (18) of the respondents who answered "Yes", expressed the comfort they feel when they use the target language. Here are some examples of the learners' responses:

Students (A): *"to express my ideas in a free way"*.

Student (B): *"using the appropriate words and expression to release all what I feel"*.

Student (C): *"because I feel myself free to talk about what I want"*.

Students (D): *"I can say what I want"*.

Subsequently, (09) of the participants argued that they speak during oral session because it is the only way to practice and improve the target language, according the some students':

Student (A): *"because oral expression is the only module I can improve my speaking and show my capacities"*.

Student (B): *"it is for a good cause, so I enjoy speaking in order to learn"*.

Student (C): *"it is the only place you are given the opportunity to practice this language"*.

Nonetheless, (01) did not respond.

Accordingly, these results suggest that an important number feels comfortable to express their view points and opinions and exchange their ideas, hence, developing their oral skills.

Table 6: Students' Preferred Oral Activities

Possible responses	frequency	Percentage
Story telling	0	0%
Dialogues	13	26%
Role play	7	14%
Discussion	4	8%
Problem solving	2	4%
Dialogues and problem solving	3	6%
Discussion and role play	3	6%
Discussion and dialogue	2	4%
All the activities	15	30%
Total	50	100%

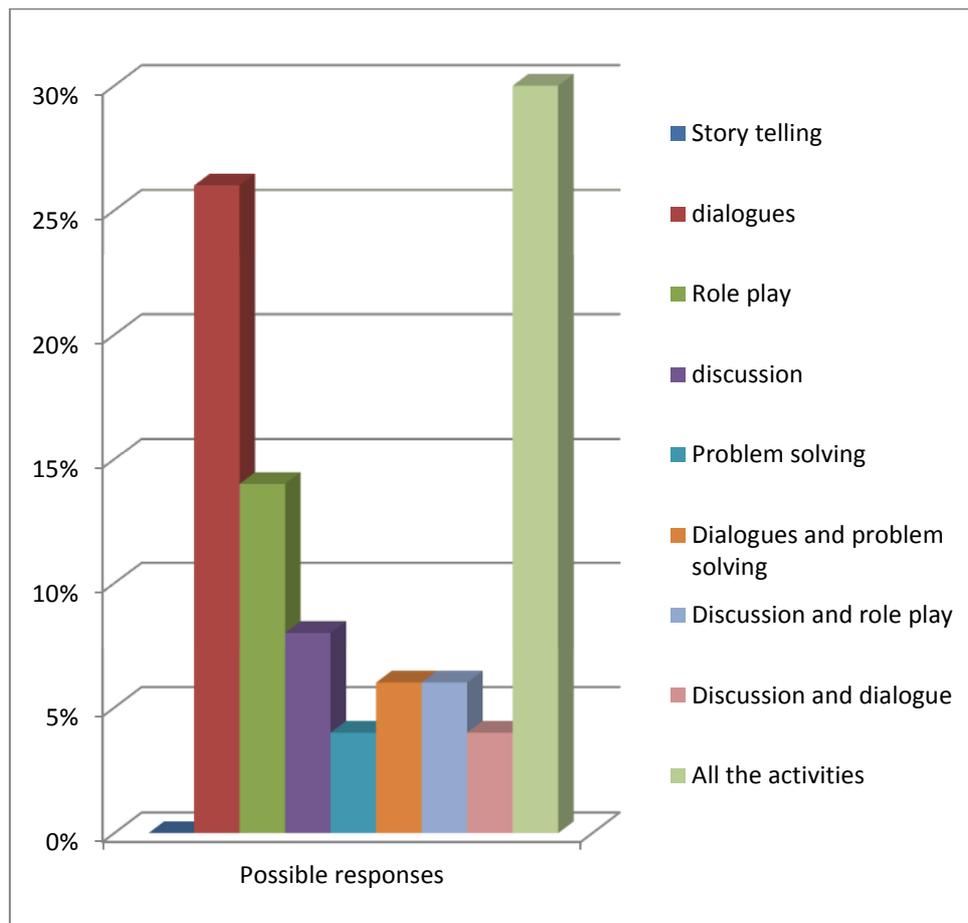
Q9: What are your preferred oral activities?**Graph 6: Students' Preferred Oral Activities**

Table.6 discusses the speaking activities students prefer. (13) 26% of the respondents answered that dialogues are most preferred activities to students, (07) 14% of the sample preferred role play type of communicative activities. Moreover, (04) 8% of them preferred discussions, (02) 4% preferred problem-solving, while (03) 6% felt more comfortable with dialogues and role play. Subsequently, (02) 4% preferred discussions and dialogues. Moreover, (15) 30% answered that they felt at ease with all the above mentioned communication activities. Therefore, these findings show that all respondents prefer dialogues, discussions and role play. It is obvious then that our population sample feels more comfortable with the types of speaking activities that include peer or group work since these activities reduce the students' anxiety, shyness and motivate the students to express their opinions. However, problem-solving and storytelling was not really interesting for the majority of participants because it usually required students to deliver speech in front of an audience. This consequently, may cause fear and anxiety. As a result, these findings demonstrate that our sample prefers the communication activities that encourage group or peer work than those that require the student to face an audience individually.

Q 10: In which oral improvement, do these activities help?

According to the obtained results, (33) of the respondents who refer to the majority of the participants argued that these communication activities provide them with an opportunity to develop their vocabulary and improve their speaking skill. Participants' answers are illustrated below:

Student (A): *“learn new vocabulary and learn how to speak”*.

Student (B): *“to improve my speaking skill”*.

Student (C): *“to improve my capacity to speak”*.

Student (D): *“these activities help me to learn many words and develop my speaking skill”*.

Student (C): *“it helps in improving the speaking skill”*.

Moreover, (06) of the respondents, said that these speaking activities help in reducing shyness. These are some instances of the students' answers:

Student (A): *“in order to speak well and fight our stress”*.

Student (B): *“to be more confident and feel more at ease while speaking”*.

Student (C): *“help to have the courage to face the public”*.

Student (D): *“provide the chance to reduce the degree of shyness when speaking in front of everybody”*.

However, (11) of the participants did not respond to this question may be because they felt not concerned or maybe they did not understand the question.

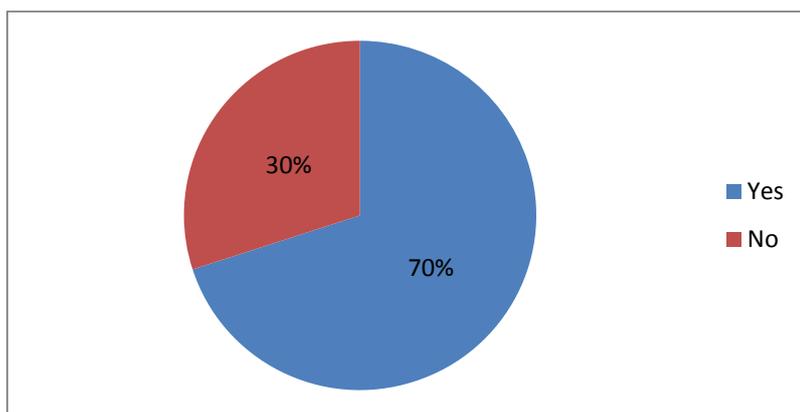
Section Three: Learners' Speaking Skill and Teachers' Negative Feedback

This section aims at digging up into the most frequent difficulties the students encounter when speaking. Moreover, it measures the negative feedback and seeks to understand who, what, when and how the feedback is delivered. Finally, it analyzes the learners' reaction to excessive error correction.

Table 7: Students' Speaking Difficulties

Possible responses	Yes	No	Total
frequency	35	15	50
percentage	70%	30%	100%

Q11: Do you find difficulties when speaking?



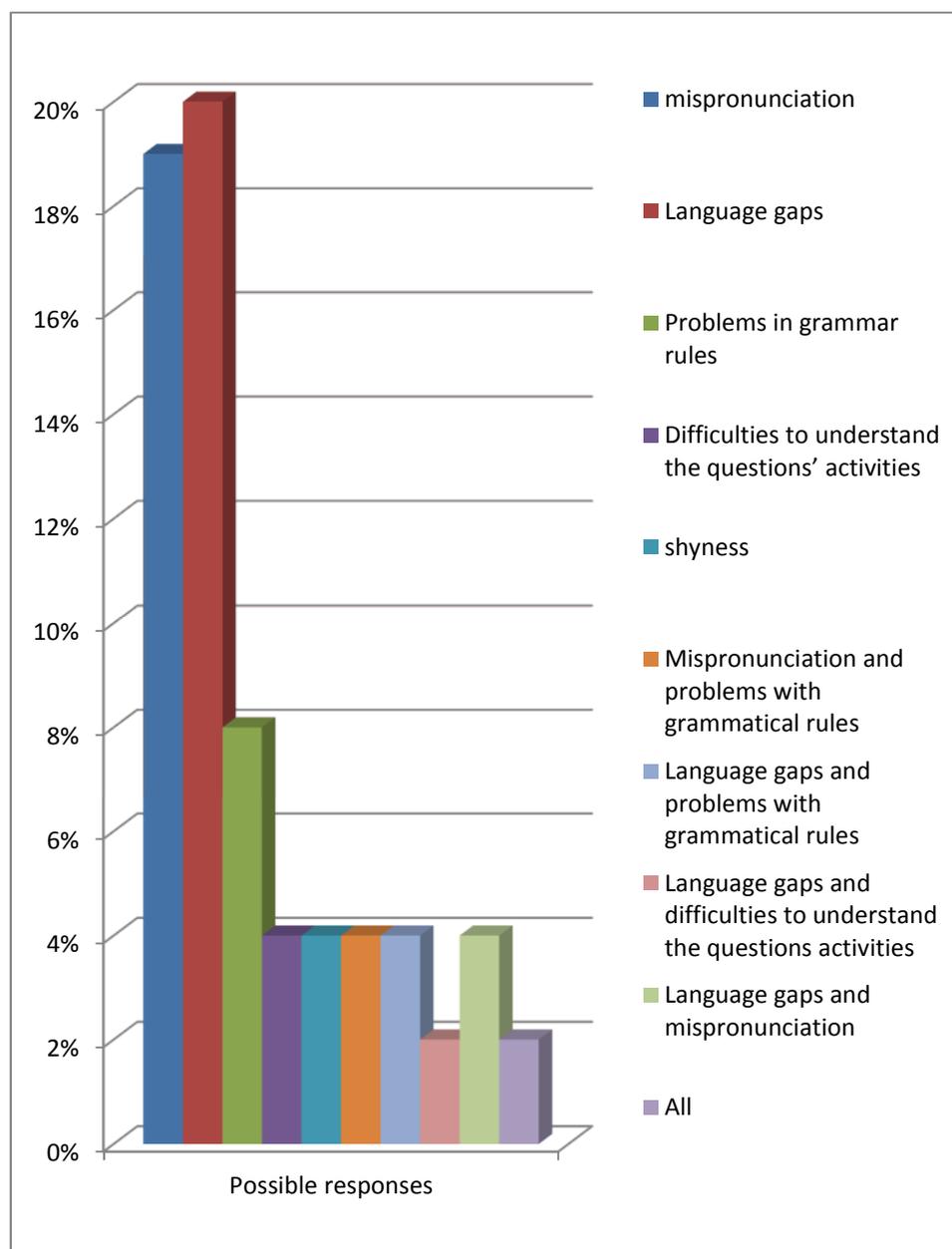
Graph 7: Students' Speaking Difficulties

Table.7 displays the students' responses regarding whether they encounter difficulties when they are introduced to the speaking skill or not. These findings suggest that (35) 70% of the respondents face several obstacles when performing in the target language. This amount henceforth represents most of our population sample. Moreover, (15)30% of the participants answered "No". This means that a quarter of the students does not find difficulties when producing the target language. As a result, it is obvious from these data that the majority of the students are affected by different factors as depicted in the next question.

Table 8: The Speaking Difficulties Students most Encounter

Possible responses	frequency	percentage
mispronunciation	9	19%
Language gaps	10	20%
Problems in grammar rules	4	8%
Difficulties to understand the questions' activities	2	4%
shyness	2	4%
Mispronunciation and problems with grammatical rules	2	4%
Language gaps and problems with grammatical rules	2	4%
Language gaps and difficulties to understand the questions activities	1	2%
Language gaps and mispronunciation	2	4%
All	1	2%
Total	35	100%

Q 12: If yes, what kind of difficulties so you most encounter?



Graph 8: kind of Speaking Difficulties Students' Encounter

Table.8 illustrates the kind of difficulties the students encounter in oral sessions. These findings show that the respondents face several difficulties. Most of the participants (10) 20% assumed that they had language gaps, (09) 18% claimed that they had problems with pronunciation and (04) 8% said that they had difficulties with the grammatical rules. Moreover, (02)4% asserted that they had problems with expressing themselves because of shyness, whereas (02) 4% had difficulties with pronunciation and grammar. Furthermore, (02)4% answered that they had language gaps as well as problems with the grammatical rules. Finally, (01)2% stated that they found difficulties at all levels. Thus, it is noticeable that language gaps, mispronunciation and difficulties with the grammatical rules are the most frequent difficulties students face when producing the target language.

Table 9: Opportunities for Self-Correction

Possible responses	Yes	No	No answer	Total
Frequency	38	11	1	50
Percentage	76%	22%	2%	100%

Q13: Are you given an opportunity to reconsider you responses when an error has been detected?

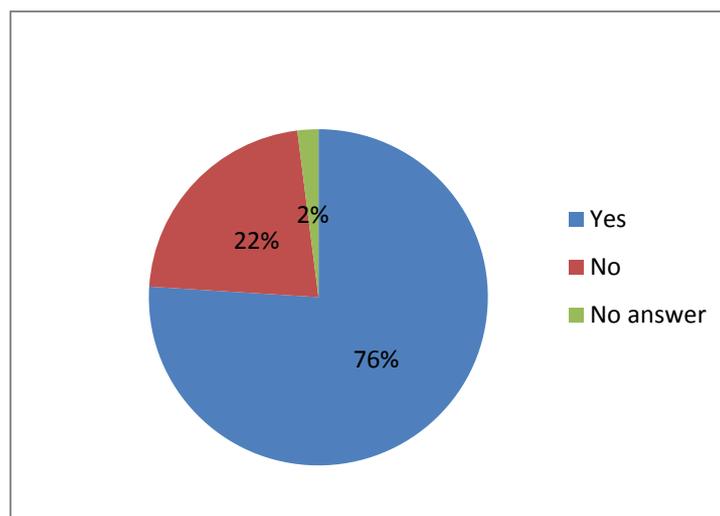
**Graph 9: Students' Opportunities for Self-Correction**

Table.9 reports the respondents answers concerning whether they are provided with a chance for self-correction in case of errors or not. It is apparent from these findings that (38) 76% of our targeted population sample are provided with an opportunity to reconsider their errors. While (11) 22% assumed that their teacher do not prompt them to self-correct their oral mistakes and errors. Therefore, according to these results self-correction is favored by the practitioner since they provide their students with an opportunity to take a more active role in their own learning and this by reconsidering their errors and correcting them.

Q 14: if yes, how?

According to the findings, (18) of the participants who answered "Yes" said that their teachers explicitly tell them that they have made an error and ask them to correct it. These are some of the participants' responses:

Student (A): *"he asks me to correct my answer"*.

Student (B): *"he gives me the chance to correct my answer"*

Moreover, (08) of the respondents assumed that their teachers repeat their errors, so that they can understand that they made an error and correct it. Below are the students' responses:

Student (A): *"he repeats the error and corrects it"*.

Student (B): *"Repeats correctly the error"*.

Student (C): *"repeats the error and ask me to answer in another way"*.

Furthermore, (05) claimed that their teachers show the mistake and ask them to correct it, for instance:

Student (A): *"the teacher shows the mistake, and gives me the chance to correct it"*

Student (B): *"she gives me time to reformulate my answer"*

Student(C): *"she says that there is an error and she waits me to correct it"*

Finally, (1) of the respondents said that their teacher elicit the correct form from the students through advising.

Student (D): *"by following the teachers' advice"*.

However, (06) of the participants who answered "No" did not respond to this question.

Therefore, these results suggest that most of the teachers' corrections are explicit feedbacks that inform the students about the mistake and ask them to provide the correct answer. Moreover, repetition and elicitation are also used by the teachers to elicit the correct form by students.

Q 15: If no, why?

The data demonstrate that (06) of the respondents who answered "No" provided no justifications. Nonetheless, (05) of the participants blamed their teachers for the fact that they did not provide them with an opportunity to self-correct their oral errors. Examples of some of the students' answers are summarized below:

Student (A): *"he moves directly to someone else"*.

Student (B): *"because they never give us the right"*.

Student (C): *"I really do not know why they are like that"*.

Q16: In case your answer is No are your classmates encouraged to peer-correct your errors?

These results show that (11) of the respondents who answered "No" to the previous question, said that they were not encouraged to reconsider their errors and mistakes, and stated that they were corrected by their mates. It is obvious from these findings that peer-correction is encouraged by the teachers.

Q17: In case your answer is Yes, do they help with any feedback?

According to the obtained results (04) stated that it was embarrassing to be corrected by peers and that they preferred to be corrected by their teacher. Here are some of the students' responses:

Student (A): “I prefer to be corrected by my teacher because he gives me the correct form”.

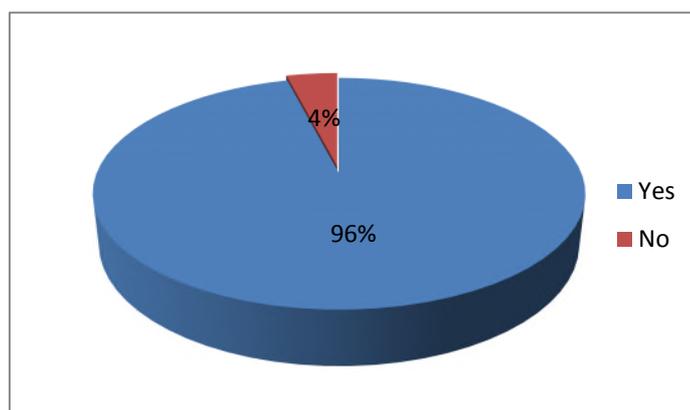
Student (B): “when I am corrected by students I do not feel comfortable in the rest of the work I give”.

Furthermore, (03) of the participants assumed that peer-correction was effective and helpful. In addition (04) provided no response. However, these data demonstrate that students’ view peer correction as embarrassing and annoying rather than effective and helpful.

Table 10: Teacher’ Error Correction

Possible responses	yes	No	Total
Frequency	48	2	50
Percentage	96%	4%	100%

Q18: Does your teacher correct your errors when speaking?



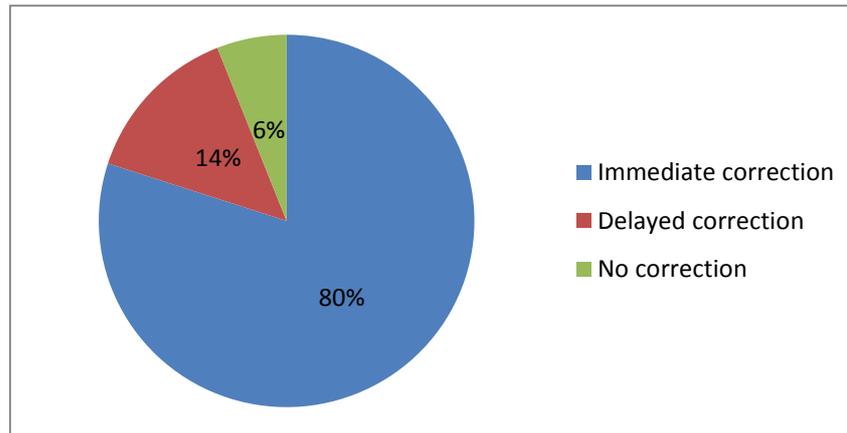
Graph 10: Teachers’ Error Correction

Table.10 illustrates the students’ answers regarding whether their teachers correct their oral errors or not. Moreover, (48) 96% of the participants answered “Yes” and only (02) 4% of the students said that they were not corrected by their teachers in case of mistake and errors. We notice from these findings that negative feedback which is an important element in language learning and one of the most important roles teachers incarnate during oral works is favored.

Table11: The timing of the teachers’ feedback

Possible responses	Immediate correction	Delayed correction	No correction	total
Frequency	40	7	3	50
Percentage	80%	14%	6%	100%

Q19: When does your teacher provide you feedback during a speaking activity?



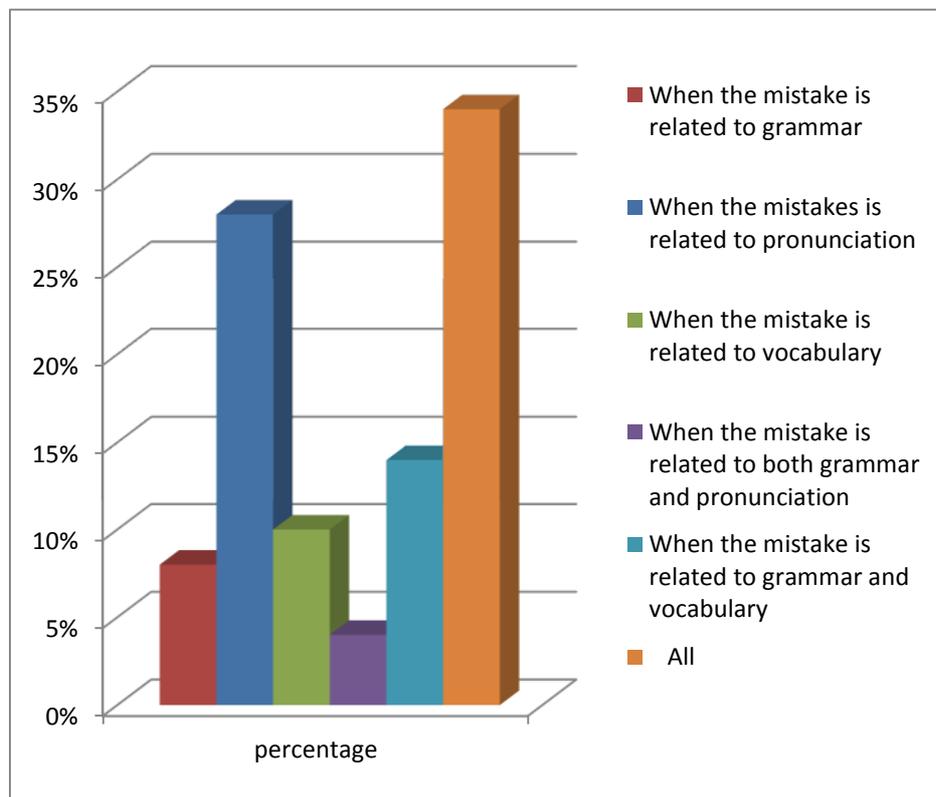
Graph 11: The Timing of the Teachers' Negative Feedback

Table.11 represents the students' answers regarding the timing of the teachers' feedback. The results show that a considerable number of the students (40) 80% said that the teachers' feedback were provided immediately after making the mistake. However, (07)14% of the respondents answered that teachers gave delayed correction that is after the activity ended. In addition, (03)6% of the participants said that their teachers did not correct their errors. Therefore, these findings suggest that most of the teachers' negative feedbacks during oral works are immediate error correction which may negatively affect the students' target language production.

Table 12: The Level at which the Feedback is provided

Possible responses	When the mistake is related to grammar	When the mistakes is related to pronunciation	When the mistake is related to vocabulary	When the mistake is related to both grammar and pronunciation	When the mistake is related to grammar and vocabulary	All
Frequency	4	14	5	2	7	17
percentage	8%	28%	10%	4%	14%	34%

Q20: Which feedback does your teacher give you?



Graph 12: The Language Aspects on which the Teacher Provides the Negative Feedback

Table.12 displays the students' responses regarding the language level on which the teachers' feedback is provided. (17)34% of the students pointed at all the possible responses (i.e. when the mistake is related to grammar, vocabulary and pronunciation).furthermore, (14) 28% of the participants said that their teachers provided the negative feedback when the mistake was related to pronunciation, (04) 8% of the students said that the feedback was given on grammatical mistakes. In addition (07) 14% of the respondents assumed that their teachers provided feedback on grammatical errors and vocabulary and only (02)4% of the sample said that the teachers' negative feedback was provided at the level of vocabulary and grammar. Therefore, these data demonstrate that the teachers provided feedbacks that are related to accuracy. Accordingly, we believe that the learners' language appropriateness and fluency is neglected.

Table 13: The Type of the Teachers' Negative Feedback

Possible responses	Frequency	percentage
Providing the correct form	10	20%
Showing the mistake	7	14%
Criticizing	1	2%
Advising	2	4%
Emphasizing	1	2%
Both showing the mistake and providing the correct form	10	20%
Showing the mistake, providing the correct form and advising	7	14%
Providing the correct form and advising	5	10%
Showing the mistake, providing the correct form and emphasizing	5	10%
Advising and criticizing	2	4%
Total	50	100%

Q21: How does your teacher correct your errors?

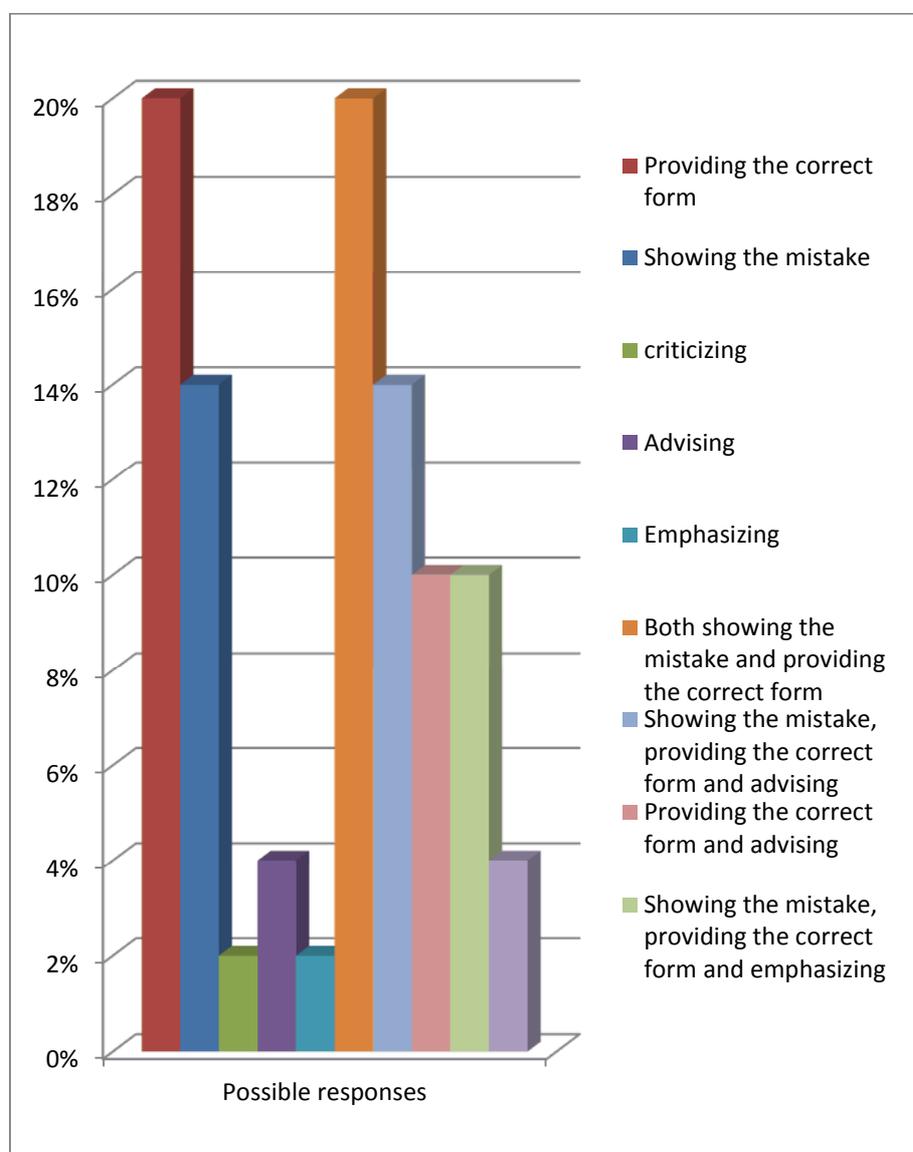
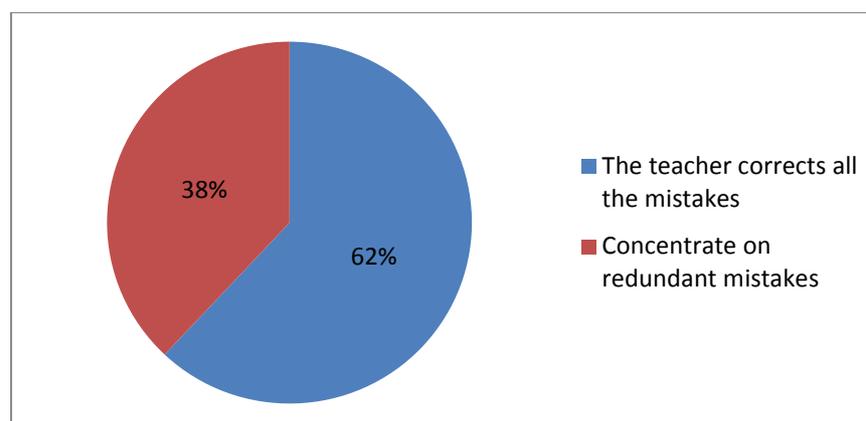
**Graph 13: The Type of Teachers' Negative Feedback**

Table.13 lists the respondents' answers about the types of the teachers' negative feedback students receive on their oral mistakes. Ten (10)20% of the participants answered that their teachers correct their errors by providing the correct form, (10) 20% stated that they were corrected through showing the mistake and providing the correct model, and (07) 14% assumed that their teachers corrected their mistakes by showing the error. Moreover, (07) 14% answered that their teachers reacted through the negative feedback by showing the mistake or provide the correct form. Furthermore, (05) 10% choose the answer "advising and providing the correct form". Then, a percentage of (05)10% choose the answer providing the correct form showing the mistake and emphasizing on the language rule. In addition, concerning advising only (02) 4% of the participants said that their teachers corrected their mistakes by means of advising. Moreover, a number of (02)4% stated that their teachers treated their errors through criticizing and advising and only (01)2% of the respondents answered by "emphasizing". These findings therefore, suggest that most of the teachers' negative feedbacks used in the classroom during oral expression are either explicit correction or elicitation.

Table 14: The extent to which errors are corrected in the classroom

Possible responses	Correct each of the mistakes you made	Concentrate on the redundant mistakes	Total
frequency	31	19	50
percentage	62%	38%	100%

Q 22: During oral sessions, does your teacher correct each of the mistakes you made or concentrate only on redundant mistakes?



Graph 14: The Mistakes the Teacher Frequently Correct

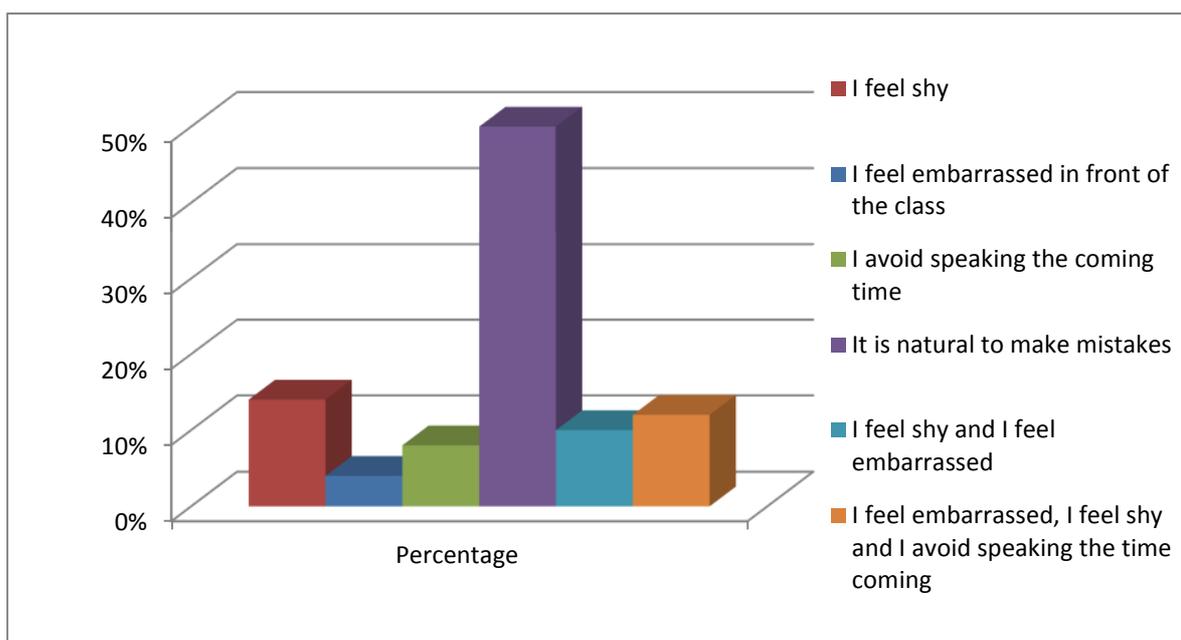
Table.14 illustrates the participants' answers regarding whether the teachers correct all the mistakes the students make or focus only on the repeated error. It was found that (31) 62% of the respondents answered that they were corrected for every single mistake they did and (19)

38% of our population sample said that their teachers concentrate only on the redundant mistakes. These findings, henceforth, suggest that teachers' correction during oral sessions is somehow excessive.

Table 15: Students' Feeling regarding the Teachers' excessive Negative Correction

Possible responses	Frequency	Percentage
I feel shy	7	14%
I feel embarrassed in front of the class	2	4%
I avoid speaking the coming time	4	8%
It is natural to make mistakes	25	50%
I feel shy and I feel embarrassed	5	10%
I feel embarrassed, I feel shy and I avoid speaking the time coming	6	12%
Total	50	100%

Q 23: How do you feel when you are always negatively corrected?



Graph 15: The Students' Feeling regarding the Teachers' Excessive Correction

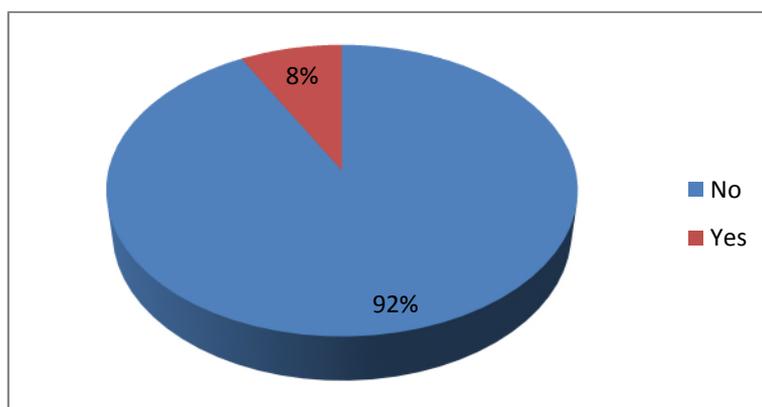
Table.15 reports the students' responses concerning being excessively and negatively corrected during oral performances. These results indicate that (25) 50% which represent half of our targeted population sample have chosen the answer "It is natural to make mistakes", (07)14% have chosen the answer "I feel shy". Moreover, (02)4% said that they felt embarrassed and (02)4% of the participants said that they avoided speaking the coming time; whereas (05)10% answered that they felt shy as well as embarrassed and (06) 12% combined the three choices and said that they felt shy, embarrassed and avoid speaking the coming time.

Thereupon, it is a positive thing. Half of the respondents thought of mistake as natural, however the other half had a negative attitude towards excessive negative correction.

Table 16: Repeating the Same Errors

Possible responses	Yes	No	Total
frequency	46	4	50
Percentage	92%	8%	100

Q 24: If your teacher has already given you a feedback on an error are you likely to repeat the same error?



Graph 16: Repeating the Same Mistakes

Table.16 shows the participants answers on whether or not they re-do the same errors if ever they had already been corrected. (46)92% of the respondents answered “No” while (04) 8% responded “Yes”. From these results we were able to demonstrate that the majority of the students when effectively provided with the feedback are not going to make the same errors again.

Table 17: The Student Reason for Repeating the Same Mistakes

Possible responses	Because of the ambiguous instruction	Because of the teachers’ method of dealing with the feedback	Total
Frequency	1	3	4
Percentage	2%	6%	100%

Q 25: If yes, why?

The table.17 relates the answers of the students who replied to the previous question by “Yes”. The data demonstrate that (03) 6% of the sample said that they were likely to repeat the same errors because of the teachers’ method of dealing with the feedback; whereas (01) 2% of the sample said that it was because of the ambiguity of the teachers’ feedback.

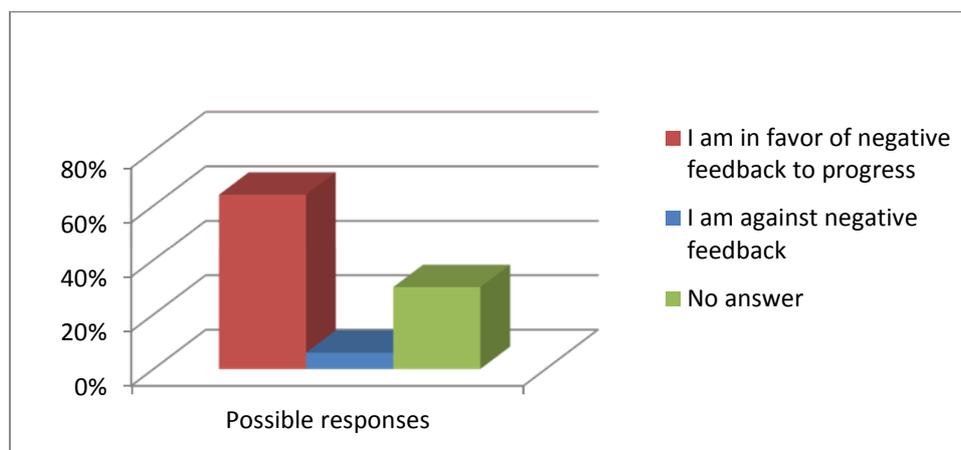
Section Four: Further Information

This section contains one question which figured out the learners' perceptions regarding the importance of receiving negative feedback on their oral performance.

Table 18: Students' Perception of Teachers' Feedback

Possible responses	In favor of negative feedback	Against negative feedback	Yes and no	No answer	total
Frequency	31	3	1	15	50
Percentage	62%	6%	2%	30%	100%

Q 26: Are you in favor of any feedback to progress orally in the target language?



Graph 17: Students' Perception regarding the Teachers' Negative Feedback

Table.18 reports the respondents' views regarding the teachers' negative feedback, whether they are in favor or against the practitioner negative feedback to progress and improve in the speaking skills. The results show that (31) 62% which represent approximately three quarters of the total of our population sample said that they were in favor of the teachers' negative feedback. Moreover, only (03) 6% of the students answered that they were against. However, (15) 30% of the respondents did not provide any answer. It is obvious then, from these findings, that the students view teachers' feedback as very important to progress in the target language and develop the communicative skills.

Students' Responses:

The responses of the students who were in favor of teachers' negative feedback:

Student (R): "yes, I like when the teacher corrects me it gives me an opportunity to learn better and to never repeat the same mistake".

Student (S): "yes, it is natural for me".

Student (T): "yes, feedback is important to develop and progress in the target language".

Student (U): *“yes, the teacher must give feedback, so that students pay more attention to avoid mistakes the next time”*.

Student (V): *“yes even though it embarrasses me, but it has to happen so that I become better”*.

Student (Y): *yes, I am in favor, behind every negative thing, there is a positive thing”*.

Students who responded that they were not in favor of the teachers’ negative feedback:

Student (K): *“No, since it is the way to let the learners’ become more shy and certainly give up”*.

No and Yes:

Student (L): *“I am not against the negative feedback, but some teachers have to be nicer when they give their advice”*.

Section Three

Limitations, Implications and Suggestions for Further Research

On the basis of the obtained results and the conclusions drawn, a number of implications and recommendations came to the surface. Therefore, this section provides the teachers as well as the learners with some implications and guidelines regarding the negative feedback. Moreover, it clarifies the different limitations that could have influenced the results gathered, to conclude with different suggestions for further researches.

II.3.1. Limitations of the study

Although the research has reached its aims, there were some unavoidable limitations to the present study which should be highlighted so as to avoid any overgeneralizations and misinterpretations of the results. First, because of the time limit, this research was conducted only on a sample size of population. Consequently, the results of this study have been applicable only to the sample of population. In addition, to generalize the results for larger groups the study should have involved more participants at different levels. Second, the classroom observation might not reflect our participants' usual behaviors including their uptakes to the negative feedback since when participants knew that they were observed they might behave differently. Moreover, regarding the questionnaires, the respondents' answers might be superficial; especially that the questionnaires required time to be completed. Accordingly, understanding the learners' psychological status, perceptions and views on receiving corrective feedbacks during oral sessions would be complicated. Finally, even though the teachers' negative feedback might negatively affect the learners' oral skills, the various types of speaking difficulties cannot be attributed to the negative feedback. Henceforth, there is other affective, cognitive, social factors that may impede the speaking skill including the students' beliefs, attitudes, intelligence, gender, culture, social status and so on.

II.3.2. Implications of the Study

The result of this study led to different practical tips practitioner may follow in order to provide timely and constructive feedback that does not affect the learners' oral performance as well as various activities and recommendations that may help learners overcoming shyness,

anxiety and fear of making mistakes. First of all, there is an urgent need to heighten the teachers' awareness regarding the timing as well as the delivery of the negative feedback during oral sessions, because although most of the teachers are aware of the impact of harsh feedbacks on learners' oral performance they still correct their learners' errors inappropriately. In other words, teachers' need to know that during oral activities, the negative feedback if immediately provided need to be brief and quick in order not to disrupt the flow of conversation. Moreover, correcting learners for every error is ineffective and may be counterproductive. Regarding the source of the negative feedback, peer feedback is useful since it involves the whole class in the moment and it also allows the teachers to check what the rest of the class knows. However, over-use of peer correction may be harmful for some students.

Therefore, the teachers' methods of dealing with the feedback can be considered and adjusted to fit the students' learning styles, strategies, expectations, and personalities and so on. Furthermore, teachers should switch between various roles during oral sessions; their roles need to be expanded into a participant, an assistant, a consultant instead of acting as passive observer and feedback provider. Subsequently, providing negative feedback means giving explanations about what students did well and what they did wrong. Moreover, it is very necessary to know that EFL classes are full of diverse learners' with various attitudes towards learning. Hence, while some of them need to be nudged towards, others should be handled very kindly in order not to discourage them and disrupt the flow of conversation, therefore damage self-esteem. As a result, more attention should be paid to shy students because shyness is a source of problems in language learning, especially in communication activities. Thus, to overcome shyness teachers' should create friendly and open classroom environment, in this way learners will not worry of their imperfect pronunciation and grammar instead feel encouraged to speak overtly in oral sessions.

Subsequently, Kurtus (2001) assumed that: "*the primary reason of fear of making mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how others will see them*". Hence, to help learners overcome this problem, teachers have to build emotional bonds with their learners to make them feel comfortable to express themselves and believe that in case of error their teacher will help them instead of judging them. In addition, create a harmonious atmosphere that can reduce students' nervousness to

perform. As a result, the way teachers deal with the students' errors need to be reconsidered to suit the learners' differences.

Finally, teachers must know that some gestures and facial expressions can convey more negative messages to learners than the verbal negative feedback. Thereupon, practitioners need to be very careful regarding non-verbal ways of providing negative feedbacks on learners' oral performances. Consequently, to develop the speaking skill, students need intensive practice that should be done in pairs/group works. For this Teachers should construct a variation of English speaking activities which motivate the students to learn. Communicative activities such as role-playing or simulation, discussion and problem solving, can be used in oral sessions since these kinds of activities can create interaction. We presented then an explanation of the aforementioned communicative activities.

Role play and simulation are very useful types of speaking activities; since the emphasis in role play activity is on fluency and accuracy, whereas in simulations the focus is on fluency and not so much on accuracy. They can be funny and learners could really grow to like them. Especially if the teachers adapt them to their learners' age and level of knowledge.



However, there is a slight difference between role play and simulations. When it comes to role play students speak and react as themselves, but the group role, situation and task is imaginary. In role play, on the other hand, students are given a situation plus a problem or

task but they are also allotted individual roles, so they are not acting as themselves but as someone else. Notwithstanding, the most important thing for both is that students imagine themselves in a situation outside the classroom and use appropriate language to the situational context.

Discussion is another popular and useful form of classroom interaction. Discussions can bring out your students interests and motivate them; it is a chance for them to talk about the things they really care about. Giving and justifying opinions using English can also bring students a sense of accomplishment as they are using the target language to express complex ideas. A formal version of discussion is referred to as debate. It involves discussing a topic from two opposing points of views. Moreover, classroom discussions offer students opportunities to test their ideas and opinions against the ideas and opinions of their peers. Furthermore, the characteristics of a good discussion are as follow:

- **Accessibility:** Students need to feel comfortable to engage in the discussion.
- **Non-combative:** There must be a cordial and pleasant tone to the conversation and no hostility.
- **Diversity:** A variety of opinions and points of view need to get articulated.
- **Cohesion and focus:** Discussions should be about "something," with a pedagogical goal.
- **Trust:** Environment should allow students to take intellectual risks.

Finally problem solving, which is another useful activity to get learners involved in the classroom. It requires students to work together to solve a problem. In other terms it is a process of working through the details of a problem to reach a solution through analyzing, evaluating and reasoning. In such activities learners are required to analyze and evaluate critically a task and interpret it through oral expression, negotiation and argumentation. In addition to improving the learners' oral skills, problem-solving activity help in developing the learners' critical thinking and teach a variety of skills that can be applied to any situation in life that call for reflection.

II.3.3. Suggestions for Future Research

The thesis studies the relationship between the teachers' negative feedback and learners' oral performance, among the 1st year students at the department of English at the University

of Bejaia. To investigate the effect of teachers' corrective feedback on students' target language production, further researches should involve more EFL learners at all levels that is second, third year as well as master learners. Moreover, this study can measure the negative feedback from different perspectives including the impact of peer correction or feedback on learners' oral performance as well as the effect of teachers' negative feedback on EFL learners' motivation, beliefs, attitudes, culture and so on. Furthermore, only few studies have investigated the effect of teachers' corrective feedback.

As a result, learners' attitudes towards errors correction, the teachers' negative feedback as a factor promoting learners' autonomy and the effect of oral interactive feedback on the complexity of EFL learners' writing performance should be explored too. Finally, deeper studies need to be conducted regarding the impact of differential types of negative feedbacks on learners' language proficiency especially recasts and explicit negative feedback on the learners' target language production.

In this section, we have identified the methodological limitations of the present investigation that impacted the interpretation of our findings. Subsequently, we have come with significant implications to help practitioners to deal better with the oral negative feedback in order to take into account our results and apply them in EFL classes. Finally, we have provided some researchers with some suggestions to support our research and contribute to a better understanding of our variables.

Conclusion

In this chapter, we have discussed the results of the study and came to the conclusion that teachers' negative feedback is important for both practitioners and learners. However, if inappropriately provided corrective feedbacks affect the learners' oral performances and participation in oral sessions. Furthermore, in addition to the overall implications of the findings of the current research, this chapter also discusses the research design and methods of data analysis. Moreover, the recommendations and suggestions for future research are mentioned throughout this chapter.

General Conclusion

General Conclusion

Through this study, we have attempted to understand the relationship between the learners' oral performance and teachers' negative feedback, taking the case of 1st year students at the department of English, at the University of Bejaia. It starts from the hypothesis that teachers' excessive use of the negative feedback may discourage and impede our population samples' speaking production and improvement.

The research work aims at investigating the negative feedback as a factor behind the learners' poor target language production or low performance. In addition, sort out the most frequent factors affecting the learners' participation during oral activities. Moreover, we have also tried to measure the importance of the negative feedback in EFL learning and teaching as well as its status as a language learning leitmotiv regulating EFL learners' motivation. Finally, this study sought to find the suitable strategy for helping EFL learners gain confidence, autonomy and develop their speaking skill through referring to their teachers' negative feedback.

The current study, henceforth, is divided into two main chapters. In addition to the general introduction, the first chapter is concerned with the literature related to our variables. This chapter in its turn is divided into three sections. The second chapter moreover is practical; it is also composed of three sections. It is concerned with the design, methodology and results. Specifically, our research work is based on a hybrid methodology of both quantitative and qualitative methods of data collection. The former has been based on a structured classroom observation; whereas the latter consisted of questionnaires assigned for both learners and teachers.

Through the analysis of the data obtained from the structured classroom observation as well as the questionnaires we have reached interesting findings related to our research topic. First, as revealed by our research instruments, several factors were found to negatively influence the learners' target language production and participation. Accordingly, anxiety, shyness, fear of making mistakes and lack target language practice were the most common problems students encounter with the speaking skill. As a result, this provided us an answer for our first research question concerning the learners' participation hindering factors in oral sessions.

Similarly, the questionnaires allowed us to understand the significance and essentialness of the teachers' negative feedback in the teaching and learning processes. Moreover, it helped us measure its effects on the learners' oral performance. The findings, hence, revealed that teachers' corrective/negative feedback might be one of the reasons behind the learners' shyness, anxiety, lack of target language practice and fear of making mistakes and hence low oral performances. Furthermore, direct and harsh teachers' feedback could negatively influence shy learners with a high level of anxiety and low level of motivation. Therefore, negative feedback could be recognized as an indispensable language learning root, if snatched the learning and teaching will fade away.

Finally, for helping learners gain confidence, experience autonomy and develop their oral skills the teacher must pay more attention and reflect on what, when and how to deliver the negative feedback, considering the learners' affective side, learning styles and strategies, personalities and differences. Thereupon, it could be argued that the data obtained from the structured classroom observation and the questionnaires are in the direction of our research statement which might be validated. As a result, we strongly believe that during oral activities, the teachers' negative feedback, when excessively and immediately delivered, may affect the students' affective filter and even be harmful for learners' with a delicate psychological state. Hence, it may influence negatively the students' oral performances.

Moreover, the negative feedback is a basic issue in EFL learning and teaching which may not be overlooked since it may negatively influence the learners' target language production and achievement when overused or misused. Henceforth, it is very important to sensitize the teachers of not only the significance of error correction, but also of the importance of correcting the learners' errors adequately, particularly, learners' oral mistakes taking into account their psychology.

In conclusion, more detailed research to explore the relationship between the students' oral performance and teachers' negative feedback is required to support the findings of the present study. Besides, even though this research work provided us with interesting findings, more studies on the topic are to be conducted using other research tools, such as interviews and unstructured classroom observation.

Thesis Constraints

In addition to the study design and statistical limitations and shortcomings encountered throughout the conception of this research work, our thesis bore some other external restrictions the researcher came through at the ground. Unfortunately, there has been no collaboration neither from learners' nor practitioners. The distribution of the students' questionnaire lasted for twenty days long, after many unsuccessful attempts to reach the groups that were selected to be our study sample, the researcher was obliged desperately to distribute the questionnaires by asking each student individually to respond to the questionnaire. Moreover, the teachers' participants refused to co-operate too, claiming that they had never taught the target skill (oral expression). However, a minority accepted to respond and give their answers and viewpoints regarding the topic under study even though some of them responded partially to the questions. Henceforth, because of such difficulties much time has been lost.

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Appendices

Students' Questionnaire

Dear participants,

This questionnaire is designed to gather necessary data in order to conduct a scientific research aiming at investigating and measuring the teachers' negative feedback and its effects on EFL learners' oral performance. Your contribution in completing the following questions will be greatly appreciated.

Section One : General Information

1) What is your preferred learning style?

- Visual
- Auditory
- Kinesthetic
- Tactile

2) What may your learning style provide you as achievements?

.....

3) How do you feel when learning English?

- At ease uncomfortable under pressure

Section Two: Students' Attitudes towards Speaking Skill.

4) Which of the four skills do you find most difficult?

- Speaking
- Listening
- Reading
- Writing

5) Which skill of your English do you most want to improve?

.....
.....

6) Do you feel comfortable to express in oral expression sessions?

Yes

No

7) If No, why?

.....

8) If yes, how?

.....

9) What are your preferred oral activities?

Story telling

role play

Discussion

problem solving

Dialogue

10) In which oral improvement, do/does this/these activity (ies) help?

.....

Section Three: Learners' Speaking Skill and Teachers' Negative Feedback

11) During an oral session, do you find difficulties when speaking?

Yes

No

12) If yes, what kind of difficulties you most encounter?

Mispronunciation

language gaps

Problems in grammatical rules

Difficulties to understand activities' questions

Other please do add here

.....

13) Are you given an opportunity to reconsider your responses when an error has been detected?

Yes

No

14) If yes, how?

.....

15) If no, why?

.....

16) In case your answer is “No” are your classmates encouraged to peer-correct your errors?

.....

17) If your answer is “Yes” do they help you with any feedback?

.....

18) Does your teacher correct your errors when speaking?

Yes

No

19) When does your teacher give you feedback during a speaking activity? (feedback is a piece of advice or criticism your teacher gives you when you make a mistake)

After doing the mistake delayed reaction no correction at all

20) Which feedback does your teacher give you?

When the mistake is related to grammar

When the mistake is related to pronunciation

When the mistake is related to vocabulary

21) How does your teacher correct your errors?

Providing the correct form criticizing

Showing the mistake emphasizing on the language rule

Advising

22) During oral sessions, Does your teacher:

Correct each of the mistakes you made

Concentrate only on redundant mistakes (repeated mistakes)

23) How do you feel when you are always negatively corrected?

- I feel shy
- I feel embarrassed in front of the class
- I avoid speaking the coming time
- It is natural to make mistakes

24) If your teacher has already given you a feedback on an error, are you likely to repeat the same error again?

- Yes
- No

25) If yes, why?

- Because of the ambiguous instruction
- Because of the teachers' method of dealing with the feedback

Section Four: Further Information

26) Are you in favor of any feedback to progress orally in the target language? Please add any comment related to the theme under study.

.....
.....

Heartfelt thanks and regards

Teachers' questionnaire

This questionnaire is designed to gather necessary data in order to conduct a scientific research aiming at investigating and measuring the teachers' negative feedback and its effects on the EFL learners' oral performance. We will be much indebted to your contribution and your precious time devoted to answer the present questionnaire.

Section One: General Information

1) As a language teacher, how do you view teaching English?

.....

2) What kind of teaching experience have you come through all over your career?

.....

Section Two: Teaching Oral Expression

3) How long have you been teaching oral expression?

.....

4) Do you think that the time devoted for teaching oral expression is enough?

Yes

No

5) What are the different oral activities you most give your students in oral expression?

.....

6) In oral communication, what kind of teaching approach do you see more appropriate?

Meaning-focused teaching approach. Example: it is more important that students have the courage to speak, regardless of correctness.

Form -focused teaching approach. Example: It is more important to help students to speak correctly than to get them the courage to talk.

A mixture of both approaches.(hybrid-approach)

Other methods.....

Section Three: Teacher's Feedback and Their Views on Student's Errors.

7) What are the most common errors students do when speaking?

.....

8) What is your role in such a situation, do you consider feedback as a tool to correct these mistakes?

Yes

No

9) How important do you think is to give oral feedback when your students perform in English?

Not important

rather important

Fairly important

very important

10) Are you in favour of giving harsh, direct feedbacks, or, on the contrary you let things go unnoticed?

11) If yes, how?

.....

12) If no, why?

.....

13) What do you usually comment on when you give oral negative feedback?

Content

vocabulary

Pronunciation

grammar

14) At which level do you think the feedback is more helpful and effective to improve oral performance?

.....

15) During oral activities, when do you give the negative feedback?

Immediately

after the activity

16) How do your learners react to your way of correction?

.....

17) How do they react when they are corrected all the time?

.....

