

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



**Faculty of Letters and Languages**  
**Department of English**  
**Section of English**

**Students' and Teachers' Attitudes Towards Oral Corrective Feedback.**  
**Case of L1 EFL Students at Abou Bakr Belkaid University of Tlemcen, Algeria**

*Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Didactics and Assessment in English Language Education (DAELE)*

**PRESENTED BY**

**Ms. Kawther AMARI**

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**BOARD OF EXAMINERS**

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**2021 - 2022**

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## Declaration/Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the student/candidate:

**Ms. Kawther AMARI**

Date: 27/06/2022

Signature:

## **DEDICATIONS**

This work is dedicated to my parents, family and friends.

To my father, the most loving and supportive person. Whose lifelong passion and commitment to good education has inspired me greatly.

To my lovely mother, for her patience and unconditional love.

To my sisters and brothers, I love you all, mostly my sisters Amel and Samira, we miss you!

Your support and love never go unnoticed.

I would not be where I am without you. I hope I make you proud.

Kawther.

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## **Abstract**

Speaking is a complex skill that requires the mastery of a set of other skills. The oral or speaking skill is more challenging, particularly, for people speaking in a language other than their own. Despite the importance of this skill in our daily life, it is often taken as a difficult skill to acquire that it is often neglected by non-native learners. The evaluation of oral skill are a basic requirement of learning or teaching a new language as one of the main goals in the field of language learning is developing the oral communicative competence. Furthermore, Oral corrective feedback is the act of correcting an error when made by a learner is speaking, generally delivered by a teacher, tutor, or peer. However, it is sometimes used or not by teachers. Thus, the present research study aims to investigate the use of oral corrective feedback in English as a foreign language(EFL) classroom at University of Abou Bakr Belkaid particularly in first year EFL classrooms, it also aims at identifying the different attitudes of EFL teachers as well as students towards the use and usefulness of oral corrective feedback. To achieve the research aims the case study was selected following three research tools for data collection: a questionnaire for fifty 1<sup>st</sup> year university students, structured interviews for EFL teachers, and a classroom observation, (all at Abou Bakr Belkaid University of Tlemcen, Algeria). The obtained results of the investigation were analyzed, interpreted, and discussed in detail; the great majority of teachers use oral corrective feedback in the classroom and most 1<sup>st</sup> year EFL students and teachers have positive attitudes towards the use of oral corrective feedback, its usefulness and effectiveness. Lastly, Oral corrective feedback is so significant for students through their learning process, it is a fundamental part for both teaching and learning and plays a crucial role in EFL classroom, the use of corrective feedback in language lessons is one of the effective ways of ensuring that the learners develop a good foundation in learning the foreign language, it can improve the student's confidence, self awareness and improve its level in an effective way. Simply, effective feedback treats mistakes as important opportunities to learn.

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## **List of Acronyms and Abbreviations**

**CF:** Corrective Feedback.

**FSL:** French as a Second Language.

**ESL:** English as a Second Language.

**EFL:** English as a Foreign Language.

**ELs:** English Learners.

**IELTS:** Institutional English Language Testing.

**OCF:** Oral Corrective Feedback.

**SLA:** Second Language Acquisition.

**USA:** United States America.

# **General Introduction**

### General Introduction

Speaking is a vital and essential skill in our everyday life. It helps us communicate with others, express ourselves and understand our surroundings. Speaking is a complex skill that requires a certain degree of knowledge and understanding of a language and the ability to listen and understand and is even more complex when one speaks in a language other than their native tongue.

The complexity of this skill requires a set of skills, thinking processes, vocabulary knowledge and comprehension, all working as one, which often leads people to believe that this skill is at times too difficult to master or improve that they try to avoid it and avoid speaking in public, in particular, which creates anxiety and low self-esteem, in certain cases.

Oral corrective feedback is a type of feedback that a speaker receives to correct any errors that have been made. It is, at times, the drive that pushes one to realize his/her error and to improve his/her speaking in a correct and accurate manner. Oral corrective feedback is generally delivered by a teacher, a tutor or a peer and received by a language learner. However, it is not always delivered or received in a positive way. However, teachers often use an evaluation grid, some of them found it beneficial and some others not.

The aim of this research study is to investigate the students' and teachers' attitudes towards receiving and delivering oral corrective feedback. The following questions are raised:

- 1- Do EFL teachers deliver oral corrective feedback?
- 2- What are the EFL students' attitudes towards receiving oral corrective feedback from their teachers? (positive/negative)
- 3- What are the EFL teachers' perceptions of their students' attitudes towards oral corrective feedback?
- 4- What are the EFL students' and teachers' perceptions of the usefulness and effectiveness of oral corrective feedback?

The following hypotheses are suggested:

- 1- EFL teachers deliver oral corrective feedback
- 2- EFL students have positive attitudes towards receiving oral corrective feedback from their teachers
- 3- EFL teachers perceive that their students have a positive attitude towards receiving oral corrective feedback
- 4- EFL teachers and students believe that oral corrective feedback is useful and effective for a better teaching-learning process.

To answer these questions, a descriptive approach, based on the interpretative theory to data collection and analysis, would be the most appropriate to be selected for the problematic. The research design employed three research instruments; online questionnaire,

structured interview, and classroom observation for quantitative and qualitative data collection. The online questionnaire, on the one hand, is designed for 50 1<sup>st</sup> year EFL students, as a representative sample of 1<sup>st</sup> year EFL students, to investigate their perceptions of how often their teachers use Oral Corrective Feedback, how useful they believe it is and their overall attitudes towards receiving OCF. The interview, on the other hand, is of structured nature and is designed for six (06) selected EFL teachers of Comprehension and Oral Expression, to investigate whether they use oral corrective feedback, the frequency of their use of OCF, their perceptions of its usefulness and of their students' attitudes towards it. Finally, an observation grid is designed to facilitate and organize the classroom observation for purpose of observing, in an objective manner, how teachers use OCF, the strategies they use, the frequency of using OCF, the most common errors teachers focus on correcting, and the students' attitudes and responses to receiving oral corrective feedback.

In addition, two chapters were designed. The first chapter provides an overview of the Oral skill with the different definitions attributed to it, the skills involved with it. This chapter also focuses on the listening skill. Then, it moves to defining oral corrective feedback, its different types and synthesizing different research literature on the effectiveness of oral corrective feedback in the classroom, research done on the students' and teachers' attitudes towards oral corrective feedback, their perceptions of different techniques used in delivering oral corrective feedback, the different beliefs and practices, and the effect of oral corrective feedback on the other language skills.

The second chapter is a case study design, which deals with a description of the research work objectives, the selected sample and setting, the research instruments, as well as the data collection description. It also includes an analysis, interpretation, and discussion of the obtained results, in addition to providing general recommendations and suggestions for teachers. The objective of the two chapters is to study the delivery of oral corrective feedback and the attitudes of teachers as well as EFL learners towards it. It collects data from both teachers and students for more comprehensive results to study the issue in question, in an explanatory way for the possibility of providing new insights to the already existing research.

# Chapter One: Literature Review of Oral Corrective Feedback



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# **Chapter One      Literature Review of Oral Corrective Feedback**

## **1.1. Introduction**

Speaking is the transmission, of language through the mouth. It is the second type of the four language skills: Listening, Speaking, Reading, and Writing. It is simply, an essential skill to succeed in today's world. It is a source of knowledge, language development, pleasure, and inspiration. It helps improve the language proficiency.

In ELE learning, speaking is usually the second language skill that we learn, it is apparently the language skill that most language learners hope to perfect as soon as possible. It is used to be the only skill that was difficult to practice especially online.

The present chapter is dedicated to exploring the different research conducted to investigate the oral skill. Its characteristics, areas, effectiveness, teachers and students' attitudes and perception of OCF, As well as their beliefs and practices towards the importance, types, and timing of OCF in a second or foreign language (ESL or EFL). Lastly, the effect of Oral corrective feedback on language skills.

## **1.2. Defining of Oral Language Skills**

Oral language is the system through which people interact with each other using spoken utterances in order to express knowledge, ideas, desires, and feelings. It is a significant medium through which learning takes place either at school or university. Actually, Developing Oral Language Skills means developing both the Listening and the Speaking skills together. All people communicate together following many several ways, and the most known way is communicating through Speaking without facing issues in expressing ourselves, but this is not a skill that we are born with, however, our capacity to communicate will simply progress through time, through practicing and communicating orally.

Oral Skill has been viewed and defined differently by different authors and researchers. For instance, Gordillo (2011) has defined oral skill as the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language. It is divided into two complementary skills: listening (the receptive skill) and speaking (the productive skill); both of them are produced within a communication act, in which the speaker and listener communicate among themselves, not individually.

Oral language skills are involved in virtually every aspect of a child's school day. From socializing with peers at drop-off, to understanding instructions from educators and participating in classroom activities, oral language skills are at the centre of every interaction and profoundly impact success in school (Foorman et al., 2015; Ladd et al., 2012; Rubin et al., 2012).

The oral skill indicators are four: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. Within the parameters determined in the certification exam ielts (Institutional English Language Testing System, 2007) and the British Council, they are defined as follows: [Fluency and coherence] is the ability to talk with normal levels

## Chapter One Literature Review of Oral Corrective Feedback

of continuity, rate, and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in discussion, narration or argument, and the use of cohesive devices (e.g., connectors, pronouns, and conjunctions) within and between sentences. (ielts, 2007: p. 12)

### 1.3.Areas of Oral Language

Oral language is made up of at least five key components (Moats,2010:p.02): phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as *semantics*) All these areas of Oral Language are significant to either convey or learn through discussion and spoken communication, yet there are important differentiations among them that have suggestions for education guidance.

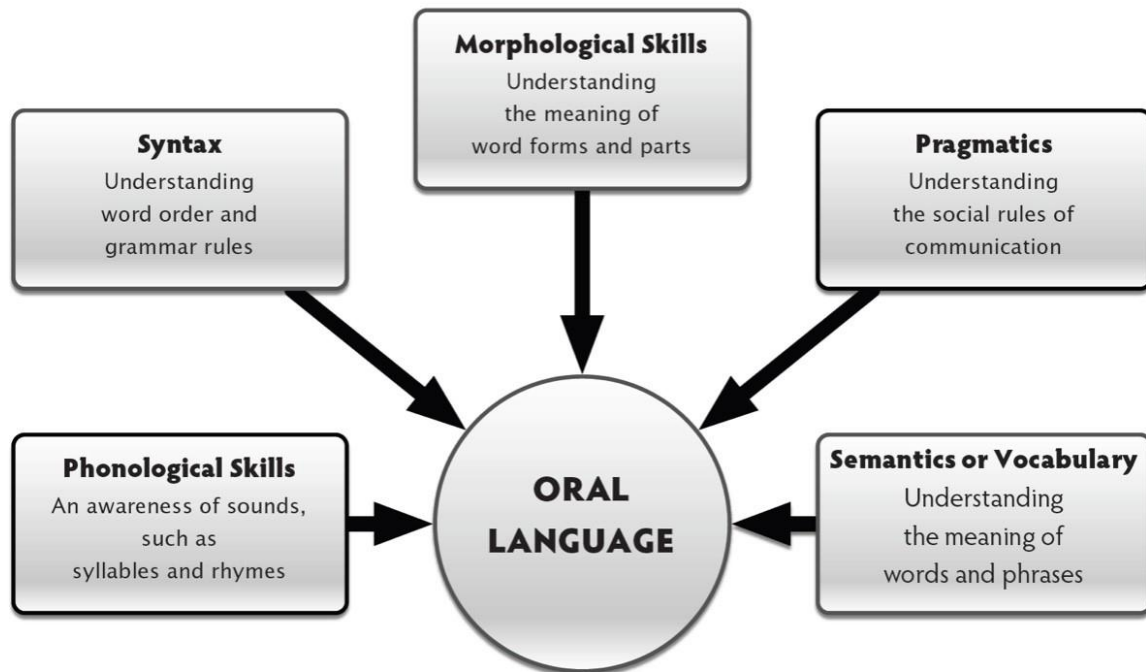


Figure 1.1 (Moats,2010:p02)

## **Chapter One      Literature Review of Oral Corrective Feedback**

The acquisition of these skills often begins at a young age, before students begin focusing on print-based concepts such as sound-symbol correspondence and decoding. Because these skills are often developed early in life, children with limited oral language ability are typically at a distinct disadvantage by the time they enter kindergarten (Fielding et al., 2007).

These skills play a fundamental role in putting the word-reading development further. In the beginning phases of figuring out how to understand words, kids are frequently urged to sound out the words. By and large, ELs and their monolingual English-speaking peers foster phonological abilities at comparative levels, and in the two gatherings, these abilities are dominated by the early rudimentary grades. Understudies' abilities in the areas of linguistic structure, morphology, and pragmatics are integral for assembling and dismantling the significance of sentences and sections, and for oral and composed exchange.

The importance of oral language as a predictor of future literacy achievement is supported by research across a number of oral language domains. Young children need to have control over several aspects of oral language prior to starting the beginning to read process— Forum on Public Policy 2 phonology, vocabulary, syntax, discourse, and pragmatics (Snow, Burns and Griffin 1998). However, the main areas of Oral Language skills are as follows:

### **1.3.1 Phonology**

Phonology covers the association or arrangement of sounds in a language. A student's *phonological skills* are those that give her an awareness of the sounds of language, such as the sounds of syllables and rhymes (Armbruster, Lehr, and Osborne 2001). When the phonological framework has been obtained for fundamental listening and speaking, kids start to foster phonological mindfulness—the consciousness of words in sentences or syllables in words. Other Phonological awareness characteristics are alliteration, rhyme, onset rime, segmenting, blending and manipulating sounds.

### **1.3.2 Vocabulary (Semantics)**

Semantics refers to the study of the meaning of words and phrases in a language or particular context. The advancement of vocabulary centres both around expressive and receptive vocabulary. On the one hand, Expressive vocabulary addresses the different words the student actively uses either when speaking, writing or communicating. On the other hand, Receptive vocabulary, addresses the different words that the student acknowledged depending on the situation and background experiences- but does not necessarily use when talking or writing.

### **1.3.3 Morphology**

Morphology is designed sometimes to be a branch of Syntax and sometimes as a part of vocabulary, i.e., Semantics, Morphology deal with the smallest units of meaning in words, also, the rules about the formation of these words. Morphology can also deal with the study of structural analysis, i.e., how words are combined together. Morphological awareness refers to a child's awareness and ability to manipulate these small units of meaning (Carlisle, 1995), and it begins to develop as early as the preschool years. Morphological awareness is also related to children's reading success, and should, therefore, be targeted alongside phonological awareness in interventions for early literacy (Deacon & Kirby, 2004).

### **1.3.4 Grammar (Syntax)**

Syntax is often referred to as Grammar (Language structure). Once children improve their oral language skill, they improve their understanding of grammar as well as the arrangement of structural rules that dictate the combination of phrases and words into sentences. It is so significant to use correct syntax in order to interact with messages that are easy and meaningful to understand. From an early age, syntax influences the way in which children communicate spoken language. As they age, the importance of syntax extends to written language as well. In fact, syntax has been shown to be a predictor of writing success, which in turn impacts success in higher education and employment later in life (Daffern et al., 2017; National Commission on Writing, 2004).

### **1.3.5 Pragmatics**

Pragmatics refers to the social utilization of language. This incorporates social norms like personal space, interaction in a group, the participation in communication, including how to alternate in a discussion, interface in a gathering, keep up with individual space, and utilize suitable conduct with various correspondence accomplices or in various settings.

Not only do children who struggle with pragmatic skills have difficulty interacting with peers and forming social relationships, but many also have underdeveloped early literacy skills due to difficulty participating in classroom activities (McClelland et al., 2006). For the majority of children, oral language develops during the first few years of life with little effort. Precursors for the five language skills outlined above are apparent early in infancy and develop in concert as a child ages, becoming increasingly complex (Honig, 2007).

### 1.3.6 Discourse

Spoken and written interaction, also known as 'Discourse', it is a critical skill, for instance, account narrating follows an unmistakable arrangement: Stories commonly have a start, centre, and end. They depict the principal characters and the setting in which they live, the contention, and the goal. A comprehension of story structure is fundamental to peruse, comprehend, and compose account.

### 1.4. Defining speaking

Speaking is the heart of the learning of any second language. It is the capacity to speak and communicate orally, as well as the delivery of expressions through the mouth. Once you speak you will automatically create sounds by the use of several parts of the body, and this includes the vocal tract, vocal cords, the lungs, the tongue as well as the teeth and lips. It is the second type of language skills we have 'Listening, Speaking and then Reading and Writing'. Pollard (2008: 34) states that speaking is one of the most difficult aspects for students to master.

Speaking is considered as a difficult skill for students to master and acquire because they do not have enough exposure to the English Language (Environmental aspect), (i.e. students tend to use their mother tongue while communicating, instead of using the English language. Admittedly, the environment plays a significant role in acquiring any language. However, when you're surrounded with native speakers you will acquire the language easily and it would be easy for you to speak the language), as well, students feel either shy or embarrassed while speaking. The majority of learners cannot speak appropriately when they talk with foreigners simply because they do not have the capacity to express what they want to say and how to say it, this is the reason why they get a miss interaction with others.

For instance, speaking may be formal or informal:

- **Formal speaking** happens in academic situations and in business, or when you meet other people for the first time.
- **Informal speaking** happens typically with your friends or family, or with the people you know very well.

Speaking is typically the type of language skill that the majority of any language learners wish to master it as soon as possible. Also, and it is considered to be the only language skill that is difficult to use it online.

### 1.5. Defining Listening

Listening is defined as the process of getting language through the ears. Listening incorporates the identification of the sounds of the speech and transforming them into words and sentences. Once, people listen, they tend to use their ears to receive sounds, and they use their brains in order to convert these sounds into messages which are meaningful in real life

## **Chapter One      Literature Review of Oral Corrective Feedback**

situation. Listening is not the same as hearing. While hearing is a physiological process, listening is a conscious process that requires us to be mentally attentive (Low & Sonntag, 2013). It is also defined as “a process that involves the interpretation of messages that others have intentionally transmitted in the effort to understand those messages and respond to them appropriately” (Burlison, 2011: p. 27).

### **1.6.Types of Listening**

You can develop our listening skills through practice. whether you're interested in developing your networking, having a new client, or interfacing better with your family, solid listening abilities can always help. The following are only a couple of successful listening styles :

#### **1.6.1. Deep Listening**

Deep listening happens when you're focused on understanding the speaker's viewpoint. It includes focusing on both verbal and nonverbal signs, for example, the words being utilized, the body language of the speaker, and their tone. This sort of listening assists work with trusting and compatibility, and it helps other people feel good and comfortable in offering their viewpoints, perspectives as well their sentiments.

#### **1.6.2. Full Listening**

Full listening is the type of listening which includes giving close and cautious consideration to what the speaker is conveying. It usually involves the use of the techniques of active listening, for example, rewording what's been told the individual you're talking with in order to guarantee that you comprehend their informing. Full listening is helpful in the classroom, when somebody is teaching you on the best way to finish a responsibility, and while examining work projects with experts.

#### **1.6.3. Critical Listening**

Critical listening includes utilizing deliberate thinking and careful thought to investigate a speaker's message and separate reality from point of view. Critical listening is usually helpful in circumstances when speakers might have a specific plan or objective, like watching political discussions, or when a salesperson pitched a service or product.

#### **1.6.4. Therapeutic Listening**

Therapeutic Listening implies permitting a companion, partner, or relative to talk about their issues. It includes accentuating and applying strong nonverbal cues, for example, gesturing and keeping eye contact.



### **1.7. Defining Oral Corrective Feedback**

Oral corrective feedback (OCF) may be described as an aid or support given through the instructor or a teacher to his unexperienced learners concerning their spoken errors. Corrective Feedback has been investigated primarily in the literature as an important part of classroom instructions in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings (Lyster, Saito & Sato, 2013).

Corrective feedback has been defined as teacher's correction of mistakes in learners' utterances. In one of the earliest works, Chaudron (1977: p. 31) describes corrective feedback as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance". Ellis, Loewen & Erlam (2006) define corrective feedback as follows:

Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of these. (p. 340). Furthermore, the most common definition of corrective feedback is provided by Lightbown & Spada (1999) (as cited in El Tatawy 2002:1) as the act of "indicating to the learners that their use of the target language is incorrect" (p. 171).

Chaudron (1977) maintains that teachers' corrective feedback practices are effective in developing accurate performance and thus enhance learners' communicative competence. On the other hand, Brown (2000) notes that students sometimes use avoidance strategies in order to avoid errors, and that this causes them to regularly produce problematic structures.

### **1.8. Research On The Effectiveness Of Oral Corrective Feedback**

The last two decades have seen a significant number of experimental studies investigating the effectiveness of oral CF in the acquisition of second language grammar and vocabulary. Sufficient studies have been carried out to enable the publication of several meta-analyses, which all show CF to be effective (Li, 2010; Lyster & Saito, 2010; Mackey & Goo, 2007; Russell & Spada, 2006). However, there is some disagreement regarding the most effective type of CF. On one hand, there is evidence from laboratory studies in favour of the effectiveness of recasts or reformulations (see Ishida, 2004; Leeman, 2003; McDonough & Mackey, 2006). On the other hand, Lyster and Saito's (2010) meta-analysis of 15 classroom studies revealed that output-pushing CF types, i.e., prompts, may be more effective in a classroom context. In any case, observations of teaching practice almost invariably yield the result that teachers overwhelmingly use recasts more than any other oral CF type (Lyster et al., 2013).

### 1.9. Research on teachers' and student's attitudes to Oral CF

So far only a limited number of studies have investigated teachers' and students' attitudes to oral CF, usually as part of broader surveys on beliefs about grammar instruction (Schulz 1996, 2001; Jean & Simard, 2011). Significantly, only one early study focused exclusively on beliefs about oral CF (Cathcart & Olsen, 1976). All four of these survey studies have found a mismatch between teachers' and students' beliefs concerning oral CF, as students appear to want to be corrected much more than their teachers believe to be necessary. For instance, in Schulz's (2001) study on Colombian and American university teachers' and students' attitudes to grammar and correction, 90% of the students expressed a wish to receive CF on their oral mistakes, while only 30% of the teachers felt it was necessary to provide CF on speaking. A large-scale survey study by Brown (2009), including students of various target languages at an American university, also revealed that teachers tend to be reluctant to provide immediate error correction, whereas students appear to be more positive about this practice. Finally, one other early study surveyed English as a second language (ESL) learners about their preferences regarding CF, but instead of teacher CF the questionnaire focused on CF provided by native speaker friends: Chenoweth, Day, Chun, and Luppescu(1983) found that 50% of the learners in their study felt they would like to receive more CF.

However, students' attitudes may vary depending on a number of factors. For instance, Brown (2009) found that the students' language level can play a role in their preference for CF types, as second-year students were more positive about being corrected indirectly than first-year students. Apart from proficiency level, other variables may influence students' beliefs about oral CF. Research has yielded somewhat contradictory results: while Schulz(1996) found that students of different target languages were equally positive about receiving CF, Loewen et al. (2009) surveyed students of 13 different target languages at an American university about their attitudes toward grammar and CF and found that English as a second language learners disliked error correction the most, whereas Arabic as a foreign language learners were the most positive about this aspect of language teaching. Schulz's (2001) study compared students from a Colombian and an American university but found no cultural differences regarding students' attitudes toward CF, although there were some disagreements regarding grammar instruction.

Instead of using surveys, Lasagabaster and Sierra(2005) made use of small-group discussions triggered by a video of a lesson to determine whether 11 undergraduate students and 10 teachers of English noticed the error correction moves in the video and what their attitudes were toward the way in which the teacher provided CF. In this study, the teachers and students agreed that it is better to focus on a smaller percentage of errors and to devote more time and more detailed explanations to these errors. Both groups also expressed their concern about possible negative affective reactions to oral CF. A similar concern was observed by Yoshida (2010) among Japanese language teachers at an Australian university, who stated they used implicit CF to avoid causing embarrassment or anxiety. Yoshida's (2010) study combined classroom observations with stimulated recall interviews involving seven learners and two teachers of Japanese as a foreign language. Even though the teachers

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stated a preference for prompting learners to self-correct, in reality they mainly used recasts. Six of the seven learners, on the other hand, stated they preferred time to think and self-correct their errors.

The issue of students' and teachers' disagreements about oral CF is further complicated by findings that teachers' beliefs about this topic do not always correspond to their classroom practices (e.g. Basturkmen et al., 2004). Four studies comparing teachers' beliefs about oral CF in relation to their practice have resulted in contrasting findings. On one hand, a study by Jensen (2001) involving five adult ESL teachers in Australia, and a study by Vicente-Rasoamalala (2009) of three immersion teachers in Senegal, revealed that the teachers' attitudes toward CF predicted their practice quite well. On the other hand, in 320 H. Roothoof and R. Breeze Basturkmen et al.'s (2004) study, three ESL teachers in New Zealand who carried out the same communicative activity with their students stated that it was only necessary to give CF if the error made the message incomprehensible. However, the classroom data showed that they actually did correct language forms even when the message was understandable.

In a study of ESL teachers' beliefs and CF practices in Canada, Junqueira and Kim (2013) found that the teachers they observed and interviewed provided more than half of their students' spoken errors with CF, even though they both claimed they did not believe in correcting students' spoken errors. Moreover, neither of the teachers appeared to be aware that they were indeed providing CF to their students.

It can be concluded from studies cited above that students seem to have a very positive attitude to oral CF and express a desire to be corrected. Teachers, in contrast, appear to be far less inclined to provide CF on their students' spoken errors. One reason for this reluctance to provide CF could be teachers' preoccupation with their students' affective responses.

### **1.10. Teachers' and Learners' perception of Oral CF Techniques**

Several studies have shown that many teachers have a positive perception of oral corrective feedback, while a few studies perceive feedback practices as having negative impact on the feelings and emotions of the learners (see in particular Méndez & Cruz, 2012). In this context, a study was undertaken by Lee (2013) at a Public University in USA to investigate teachers' and learners' preferences concerning corrective feedback. Lee conducted his study on 60 ESL graduate students with a high level of proficiency in English and four English native-speaker teachers. Data were gathered using qualitative and quantitative research tools. The results indicate great differences between teachers' and learners' preferences about the types and frequency of corrective feedback. Students expressed serious concerns about being corrected for all their errors, while the teachers were not persuaded of the value of providing corrective feedback for every error. Regarding the types of error, learners preferred explicit correction whereas teachers were more inclined to provide implicit corrective feedback (Lee, 2013, p. 8).

Brown (2009) conducted a study comparing the perceptions of 49 language teachers with 1,600 students studying in their classes. The work was specifically designed to make a

direct comparison between teachers' and learners' beliefs on oral corrective feedback. The findings of his study revealed great differences between how teachers and learners regarded the manner of grammar feedback. The teachers in Brown's study discouraged explicit grammar instructions because they perceived that such instructions undermine the communicative approach to SLA. However, students strongly favoured a focus on form. Brown (2009) suggests in his study that teachers should adapt their methods to the learners' perception if they are to enhance their spoken proficiency.

Jean & Simard performed an inquiry-based study of teachers' and students' perspectives on different aspects of grammar instruction. They investigated the beliefs of 45 teachers and 2,321 high school French as a Second Language (FSL) and ESL students in Canada. One of the findings of their study was that teachers correct only those mistakes which they feel disrupt communication and not those which negatively affect students' confidence and interrupt their speech. By contrast, learners welcomed the use of oral corrective feedback techniques by the teacher (Jean & Simard, 2011). The findings suggest that corrective feedback does not have a detrimental effect on students' motivation and that students firmly believe in the importance of error correction. Other studies have reinforced the view that learners greatly appreciate corrective feedback on their spoken errors (Katayama, 2007; Timson, Grow & Matsuoka, 1999). However, determining the differences between teachers' and learners' perspectives is tricky in the teaching and learning process. Brown (2009) and MacIntyre & Gardner (1994) believe that consensus between the teachers' and the learners' perspectives may produce effective learning outcomes, as it enables the teachers to provide corrective feedback to learners in a more informed and effective manner.

### **1.11. Types Of Oral Corrective Feedback**

Oral corrective feedback (OCF) can be defined as support given by a teacher to the learners regarding their spoken errors. Lyster & Ranta (1997) divided OCF types into 6 major categories, ranging from implicit to explicit according to the division of Sheen & Ellis (2011). These categories are recast; elicitation; clarification request; metalinguistic feedback; explicit correction; and repetition. They incorporated OCF and its different types and investigated four communicative French immersion classes of Grades 4 and 5 students. Their study analysed OCF in 27 lessons, specifically how language errors in forms were negotiated by the teacher and L2 learners (i.e., how errors were treated by teachers and what happened after an error was pointed out). OCF types were represented in the following proportions: recasts (55%), elicitation (14%), clarification requests (11%), metalinguistic feedback (8%), explicit correction (7%) and repetition of errors (5%). To elaborate on the six types of OCF used in the classroom, Lee (2013) made a sample by implementing Lyster & Ranta's six types of OCF in L2 or foreign language classrooms. If, for example, a student says that 'he has dog', then teachers might recast it (i.e. reformulate the error by providing the correct language choice) by replying: 'a dog'; or they can explicitly correct it by pointing out the error involved in the omission of 'a', and providing instruction on the correct form by replying: "No, you should say 'a dog'"; or they can make a clarification request by replying: 'Sorry?', or 'Pardon?', or 'Say that again'; or they can give metalinguistic feedback by replying: 'You need an indefinite article'; or they can make an explicit correction, eliciting the correct form by

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saying: 'He has ...?'; or teachers can repeat the wrong sentence by replying 'He has dog?' Other researchers have added two more categories: translation and multiple feedback to Lyster&Ranta's list of OCF types.

With the emergence of error analysis in the early 1970s, errors that learners make have been the issue of many teachers and researchers (Allwright& Bailey, 1991). It is clear and natural that learners make errors, and Corder (1971) stated that these errors are crucial because the errors learners make provide insight into the acquisition of a language, and how learners make use of strategies while learning a language. However, as there has been a shift in attention from language forms to functional language within communicative context throughout the years, the focus of classroom interaction, including all kinds of errors and error treatments, has gone through certain changes as well (Brown, 2000). Since communicative functions of language have gained importance, the issue of error treatment and corrective feedback has undergone many changes, and oral corrective feedback (OCF) in communicative contexts has come to the floor.

Corrective feedback is a technique utilized by teachers to attract students' attention to erroneous parts so as to lead to modified output (Suzuki, 2004) and is defined as "responses to learner utterances containing an error" (Ellis, 2006, p. 28). According to Long (1997), CF is closely related to language improvement because it gives learners chances to see the difference between their input and output; learners get opportunities to compare their interlanguage forms and target-like forms, and it promotes language development. OCF has obtained considerable attention in SLA (Lyster&Ranta, 1997; Ellis, Loewen, &Erlam, 2006). Ellis (2009) summarized two types of feedback: immediate and delayed. According to Long (1997), delayed feedback is advantageous because it does not hinder communication. For Doughty (2001), effective feedback is immediate feedback.

Though some other scholars stated (Allwright, 1975; Doughty, 2001; Yoshida, 2008; Lee, 2013) that they were also in favour of immediate feedback; however, there is no evidence showing the superiority of one type over the other. The framework developed by Lyster and Ranta (1997) has been the baseline of many studies in the literature, and numerous studies have been carried out to identify the uses of these types in a classroom atmosphere (Oliver, 1995; Lyster; 1998; Erlam, 2006; Ammar & Spada, 2006).

In this model, there are six types of OCF recast, explicit correction, clarification request, elicitation, repetition, and metalinguistic feedback. The table below provides an example and explanation for each OCF type(Lee, 2013, p. 218)

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<u>CF Types</u>	<u>Definition</u>	<u>Example</u>
<u>Explicit Correction</u>	Indicates an error; identifies the error and provides the correction.	S: On May. T: Not on May, in May. We say, "It will start in May."
<u>Recast</u>	Reformulates all or part of the incorrect word or phrase to show the correct form without explicitly identifying the error.	S: I have to find the answer on the book? T: In the book
<u>Clarification Request</u>	Indicates that the student's utterance was not understood and asks the student to reformulate it.	S: What do you spend with your wife? T: What? (Or, Sorry?)
<u>Meta-linguistic Feedback</u>	Gives technical linguistic information about the error without explicitly providing the correct answer.	S: There are influence person who. T: Influence is a noun.
<u>Elicitation</u>	Prompts the student to selfcorrect by pausing, so the student can fill in the correct word or phrase.	S: This tea is very warm. T: It's very.? S: Hot.
<u>Repetition</u>	Repeats the student's error while highlighting the error or mistake by means of emphatic stress.	S: I will showed you. T: I will SHOWED you? S: I'll show you.

Table 1.1 Types of oral corrective feedback

The above table shows the different types of oral corrective feedback the teachers use in the classroom with their students, it define each type with its example of correction.

### 1.12. Teachers' beliefs and practices about Oral CF

The term «teacher's beliefs» (also «teacher cognition») refers to the complex system of beliefs, knowledge, and attitudes which teachers possess, and which potentially influence their classroom practice (Borg, 2003). While beliefs can influence practices, they are not always acted upon by teachers, since several contextual factors can stand in the way, for instance school policies and curriculum mandates, but also internal factors such as teachers' knowledge and self-awareness (Borg, 2003; Buehl & Beck, 2015). Teachers' attitudes have been found to be shaped by a combination of factors such as practical experience, but also the teachers' own experience as language learners (Borg, 2003). The study of teachers' beliefs can help researchers gain insight in the decisions teachers make in the classroom. It is also vital that teacher training programmes take teacher cognition into account, since research has found that for teaching practice to change, one first needs to address teachers' beliefs, which are resistant to change (Baily, 1992; Golombek, 1998).

To find out why teachers provide corrective feedback in this way, it is necessary to look at their attitudes and beliefs. According to Borg (2003), teachers' beliefs can influence their classroom practice, although the two do not always correspond. As far as teachers' and students' beliefs about corrective feedback are concerned, it is generally assumed that there is a mismatch between the two, since some studies have shown that students want to be corrected much more than their teachers believe to be desirable (e.g., Jean & Simard, 2011; Schulz, 2001).

A number of studies have observed teachers' oral CF practices, sometimes in combination with interviews or questionnaires to compare their practices to their beliefs. While it is generally agreed that most teachers rely heavily on recasts (Havranek, 2002; Panova & Lyster, 2002; Sheen, 2004), and use other types of CF far less frequently, in some specific settings researchers actually found the reverse trend. For instance, in Lochtman's (2002) study of German as a foreign-language classes in Belgian secondary schools, the teachers mainly used prompts.

Studies focusing exclusively on attitudes and beliefs about oral CF are few in number and have mostly been conducted in ESL contexts. A general questionnaire study on teachers' beliefs about foreign language teaching carried out by Bell (2005) with teachers of French, German and Spanish in the United States included several items related to corrective feedback. Bell (2005) noted that corrective feedback seemed to be an aspect which caused considerable disagreement among teachers. For instance, on the question of whether foreign language learners should be corrected when making grammar mistakes, 34% agreed, 36% disagreed and 28% were not sure. On the other hand, the majority of respondents in Bell's (2005) study disagreed with the statement that it is essential to correct most errors.

A study which focused exclusively on beliefs about oral corrective feedback is Cathcart and Olsen (1976), who compared the attitudes of ESL students and teachers in higher education in the US. These authors found that students expressed a wish to be corrected all the time, which most teachers did not agree with. Some differences were also found between

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teachers' and students' views towards CF-types. For instance, explicit correction was viewed more negatively by the teachers than by the students. Schulz (2001) found a similar mismatch between teachers and students with regard to how often they want to be corrected in her study of university teachers and students in Colombia and the US. While this author found some cultural differences regarding the importance of grammar instruction, agreement about the importance of error correction was high between Colombian and American students, on the one hand, and Colombian and American teachers on the other hand.

A fourth questionnaire study carried out in an ESL context is Jean and Simard's (2011), whose findings confirm that students expect to be corrected much more than teachers are inclined to do. In an EFL context (private language schools in Iran), Rahimi and Zhang(2015) surveyed 20 novice and 20 experienced teachers of English regarding their beliefs about oral CF and carried out follow-up interviews with 10 participants. They found that inexperienced teachers were significantly less inclined to correct spoken errors than experienced teachers, and inexperienced teachers also claimed to favour more indirect types of oral CF such as recasts. Experienced teachers, in contrast, believed in using a range of CF-types, depending on the students' level, students' anxiety and types of errors. With regards to CF timing, the inexperienced teachers did not believe in interrupting students with immediate CF. Rahimi and Zhang's (2015) study thus shows that teacher factors such as their experience may influence their beliefs about oral CF. Instead of using surveys, Lasagabaster and Sierra (2005) used a focus group of 11 undergraduate students and 10 teachers, who offered their views about oral CF based on a videotaped lesson. Both the teachers and the students in this study appeared to believe that oral CF can cause negative emotional reactions from students and that teachers should, thus, take care of when and how they correct errors.

Yoshida (2010) observed two language teachers at a university in Australia and conducted stimulated-recall interviews with them. Similar to the teachers in Lasagabaster and Sierra (2005), these teachers expressed their concern that CF can cause embarrassment or anxiety, and therefore they preferred implicit CF. Critics of oral CF such as Truscott (1999) also warn about the possibility of some students getting frustrated or embarrassed as a result of being corrected when speaking in the target language. However, despite these concerns voiced by scholars and teachers, hardly any CF-studies have taken affective factors into account. To the best of our knowledge, only one survey study has investigated the possible relationship between students' affect and their beliefs about CF: Zhang and Rahimi (2014). These authors compared the beliefs about oral CF of a group of high and low anxiety students, and concluded that there were not many differences between the two groups.

Other aspects of error correction which may be of interest to teachers include the right moment to provide CF, either immediately or after finishing a communicative activity. In their case study of three teachers' oral CF beliefs and practices at a language school in New Zealand, Basturkmen, Loewen and Ellis (2004) found that all three teachers preferred not to correct students in the middle of communicative activities, unless the meaning of the message was compromised. As explained above, the novice teachers in Rahimi and Zhang's (2015) study had similar beliefs about CF timing. However, as discussed in section II.1, all



experimental studies have investigated the impact of immediate CF, while no study so far has looked at the effects of delayed CF on language development.

### **1.13. Teachers' and Students' beliefs concerning the importance, types and timing of oral corrective feedback**

Most of the research investigating OCF beliefs has been conducted as part of larger projects that focus on teachers' and students' beliefs concerning language learning and teaching. These studies usually included several questionnaire items eliciting teachers' and students' views on the efficacy or/and need of OCF as part of a broader survey. This body of research shows that students were generally much more positive about the efficacy and necessity of OCF than teachers (Brown, 2009; Jean and Simard, 2011; Loewen et al., 2009; Schulz, 1996, 2001). The main reason for this discrepancy was ascribed to teachers' concern about students' emotional well-being and the possibility of disruption of OCF (Kartchava et al., 2020; Li, 2017; Roothoof and Breeze, 2016). L2 learners' desire for OCF has been found to be dependent on the learning context and their previous learning experiences (Ha et al., 2021; Loewen et al., 2009). Research has also suggested that students' beliefs are one of the factors that mediate learners' uptake following feedback and learners' noticing of the corrective function of feedback (Akiyama, 2017; Kartchava, 2019; Kartchava & Ammar, 2014).

In terms of teachers' and/or students' beliefs about OCF types, several studies have been carried out in a certain range of contexts and showed some mixed findings. Research by Lee (2013), for instance, showed that advanced ESL learners in the US ranked explicit corrections as their favourite type of feedback and metalinguistic feedback as their least preferred type. This finding is inconsistent with previous research which showed that metalinguistic feedback was preferred by most secondary and tertiary ESL students in Singapore (Oladejo, 1993). In a study involving 395 learners (both adults and teenagers) and 46 teachers in the Spanish EFL context, Roothoof and Breeze (2016) showed that the learners were more willing to receive explicit kinds of OCF such as explicit corrections and metalinguistic feedback while the teachers were reserved to use these feedback types but preferred a more implicit type such as elicitation. Also, the teachers were concerned about the possible negative reactions from students, while the students did not seem to believe so. Zhang and Rahimi's (2014) research, which involved 160 Iranian adult EFL learners (80 high anxiety and 80 low anxiety learners), showed that the learners strongly favoured metalinguistic feedback and explicit corrections regardless of their anxiety levels. By contrast, in Zhu and Wang's (2019) study within the Chinese tertiary EFL context, the learner participants reported that they favoured prompts (e.g., repetition and metalinguistic feedback) rather than explicit corrections. Overall, these studies suggest that students' preferences for feedback types are influenced by the teaching and learning contexts, and EFL students tend to be more inclined to receive metalinguistic feedback than ESL students in the US. Students seem to be positive about explicit feedback, but teachers are less positive due in part to their concern about students' affective responses to feedback. However, it remains unknown about the feedback

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preferences of students and teachers in secondary EFL contexts in Asia, including Vietnamese secondary schools.

Another strand of research focusing on teachers' and/or students' beliefs concerning OCF rests on the ideal timing for teachers to correct students' erroneous utterances. OCF can be immediate or delayed. Immediate OCF is provided more or less as soon as an error occurs, while delayed OCF does not take place until a pedagogical activity which serves as a context for correction has been completed (Li et al., 2016). Davis (2003), in a study with 97 EFL students and 18 teachers in Macau, found that 86% of the students but only one-third of the teachers (6/18) reported that errors should be corrected more or less as soon as they were made to help students avoid forming bad habits. Research by Brown (2009), which involved 49 teachers and 1,409 university ESL students in the US, revealed that the teachers were more supportive than the students of the idea that effective teachers should not use immediate feedback. In contrast, Iranian university EFL students in Zhang and Rahimi's (2014) study preferred immediate to delayed feedback, and Chinese tertiary EFL students in Zhu and Wang's (2019) research also expressed a negative attitude towards delayed feedback. The teacher participants in Ha and Murray's (2020, 2021) qualitative studies were also found to be sceptical about the workability of immediate feedback. Generally, this line of research suggests that students are more positive about immediate OCF than teachers, but further studies are needed to gain a more conclusive understanding of teachers' and students' perspectives about feedback timing. This research evidence is important as it can help to inform more definite pedagogical implications in this regard.

### **1.14. Effect of Oral Corrective Feedback on Language Skills**

Corrective feedback is an approach that is widely used by language teachers to evaluate and reflect on the progress of the learners with regards to utterances and pronunciations (Zhao, 2015). Corrective feedback is a vocal response given by a tutor or addressee in order to rectify a speaker's incorrect pronunciation or utterances. Its primary goal is to repair any phonological, syntactic, semantic, or functional errors that may be present in a speaker's speech. Corrective feedbacks are usually separated into different categories, each with its own set of functions. Corrective feedback is important in learning since it reveals a learner's faults, allowing them to avoid them in the future. The use of corrective feedback to facilitate learning begins in early childhood whereby mothers and caregivers correct the young child when they commit mistakes in their speech. At this age, children normally have pronunciation problems and the primary approach used is repetition. Children learn how to speak through repeating after their mothers (Solikhah, 2016).

The results of research into corrective feedback systems and their effects on learning outcomes have been mixed. Some of the findings are contentious, prompting experts to question whether corrective feedback is beneficial in helping second language acquisition. According to Sanavi and Nemati (2014), corrective feedback is not meant to teach the

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learners' pronunciations and phonetics in a given language, but it is instead aimed at triggering self-correction. This approach suggests that application of corrective feedback should be delayed so that the learners can naturally realize their mistakes leading to self-repair. Sanavi and Nemati (2014) indicate that though error correction might be quite crucial in learning languages, it can bring detrimental effects on the learning progress of second language learners.

Oral corrective feedback's impact on a learner's language skills is a phenomenon that may be measured in a variety of ways. Numerous studies have been conducted by applied linguistic researchers to determine the impact of each of the oral corrective feedback procedures on students' learning results. According to Pfanner (2015), application of corrective feedback in language lessons is one of the effective ways of ensuring that the learners develop a good foundation in learning the foreign language. Every language has the underlying structures that guide how it is spoken. For most languages, the alphabets act as the guiding elements which mainly influence the pronunciations of words. If a learner cannot correctly pronounce the alphabets in a given language, then it is less likely for them to master the language. Application of corrective feedback ensures that the learners grasp the fundamental concepts and build blocks of a given language. The approach used in correcting linguistic errors should only focus on certain types of errors. Some of the errors do not distort communication as they hardly change the meaning of the phrases or statements. Such mistakes should not be corrected as the learner self-corrects as they get a better knowledge of the language. The author classifies errors made in communication into global and local. Global errors are those that affect communication while local ones can easily be overlooked as they have little effect on communication. However, some teachers are unable to distinguish between local and global errors, and this makes them unable to figure out when they should apply oral corrective feedback strategies. This suggestion, however, focuses on the conversational element of oral corrective feedback and assumes its pedagogical significance in facilitating proper learning in languages.

In the classroom set up, the reactions of learners to feedback are used to assess the effectiveness of oral corrective feedback provided. The leading indicators that show the impact of such feedback are uptake, intake, and repair. In this context, it is expected that effective feedback should trigger the repair or correction of language mistakes. The ability of the learner to intake, process and implement corrective feedback shows their consciousness in noticing significant corrections (Bitchener, Young & Cameron, 2005). In some cases, the learners fail to respond to corrections which make it impossible for the teacher to assess the effectiveness of the corrective feedback provided.

As a result, most of the experimental studies conducted on the impact of oral corrective feedback on language skills of learners resort to comparing pre- and post-test scores.

# **Chapter Two: Data Collection and Data Analysis**

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**2.1. Introduction**

Chapter two of this research study is dedicated to the description of the case study, the analysis of the collected data as well as the suggestions and recommendations provided. It includes a representation of the research tools used for the data collection, i.e., the teachers' interviews, the students' questionnaires, handed to fifty 1<sup>st</sup> year EFL students, and classroom observation, all conducted at the University of Abou Bakr Belkaid Tlemcen, Algeria.

Moreover, this chapter includes a description of the sample and setting selected for the case study, followed by a detailed qualitative and quantitative analysis of the data and representation and display of the interviews, the questionnaires, and the observation. A discussion of the research results is also provided. Finally, some suggestions and recommendations are directed to both teachers and students.

**2.2. Description of the Case Study**

A case study is a research strategy (Yin, 2003), it is the most used type of research design and in – depth analysis (Duff, 2008). The present case study is an explanatory single case study, i.e., an explanatory case study studies an issue in order to understand it and provide ideas to solve it. This case study is designed to collect data about Oral Corrective Feedback from 1<sup>st</sup> year EFL students and teachers at the university of Abou Bekr Belkaid Tlemcen (Algeria).

**2.3. Research Setting and Sample**

The present research took place at the Department of English, university of Abou Bakr Belkaid, Tlemcen. Sampling in this research was purposive, i.e., the samples were selected according to the purpose of the research and the required data.

For the students' questionnaire sample, fifty 1<sup>st</sup> year EFL students belonging to the same group, were sent an online questionnaire, as a representative sample of 1<sup>st</sup> year EFL students at the University of Tlemcen.

Six university teachers of Comprehension and Oral Expression (COE) were selected for an interview. And as for the observation, six COE teachers were selected for a classroom observation.

**2.4. Data Collection Instruments**

Data collection instruments are the tools used to collect the needed data. Research instruments may include interviews, questionnaires, tests etc. This research makes use of three research tools: interview, questionnaire, and observation.

**2.4.1. The Questionnaire**

A questionnaire is one of the most commonly used research tools. It may be used to collect both quantitative and qualitative data depending on the type (s) of questions used. It is not time consuming, easier to manage and organize. Rowley states:

“Questionnaires are typically used in survey situations, where the purpose is to collect data from a relatively large number of people (say between 100 and 1,000). Often, but not always, the people from whom responses are collected are a sample drawn from a wider population and are chosen to “represent” the wider population.”(Rowley, 2014: 310).

The data collection in the present study includes a student questionnaire as research instrument.

**2.4.1.1. Students’ Questionnaire**

The students’ questionnaire aims at investigating the students’ perceptions and attitudes towards oral corrective feedback, as well as the impact of oral corrective feedback on their learning. The questionnaire is composed of a set of thirteen questions; open - ended, close – ended as well as multiple choice questions. The first section of the questionnaire explores oral expression errors students make, the second section of the questionnaire investigates the students’ perceptions and attitudes towards oral corrective feedback, and third and final section explores the students’ suggestions and recommendations. The students’ questionnaire was sent out to a sample of fifty 1<sup>st</sup> year EFL students at the university of Tlemcen to provide their answers and suggestions.

**2.4.2. Classroom Observation**

Observation is the process of collecting data by observing attitudes, behaviour, etc. There are different types of observation. Each type depends on the observer, how the observation is organized, the work ethic, and the nature of the observed situation.

The researcher used non – participant, overt and uncontrolled observation in this work, i.e. the observation took place in a natural setting which is the usual weekly COE class time and place, without any influence or involvement of the observer and with the consent of the observed. The aim of observation was to observe the type of corrective feedback used by the teacher, the interaction with students and the classroom atmosphere.

**2.4.3. Interviews**

An interview is a qualitative research method that relies on asking questions in order to collect data. There are several types of interviews, each type is different in structure. Structured interviews have predetermined questions asked in a predetermined order, while unstructured interviews are more free-flowing, and semi-structured interviews fall in between.

## 2.5. Data Analysis and Results' Interpretation

Data analysis and interpretation is an essential part of any research. The data collected in this research using the questionnaire, interview, and observation, was analysed qualitatively and quantitatively. The two types of data analysis are defined by Madisha (2018) below:

“Quantitative analysis is often associated with numerical analysis where data is collected, classified, and then computed for certain findings using a set of statistical methods [...] Unlike with quantitative analysis that is restricted by certain classification rules or numbers, qualitative data analysis can be wide ranged and multi-faceted. And it is subjective, descriptive, non-statistical and exploratory in nature.”

## 2.6. Students' Questionnaire Results

The students' Questionnaire (**Appendix A**) was handed Online to fifty (50) 1<sup>st</sup> year EFL students at the University of Abou Bakr Belkaid, Tlemcen (the researcher received about 48 respondents). It consists of thirteen (13) questions; varying of close – ended questions, multiple choice questions, and open – ended questions. All students were given a link to the questionnaire using the platform: Google Forms, which gives them enough time to answer their questions in suitable conditions and at their convenient time. However, there are some questions that have been left unanswered. The results of each question will be discussed and displayed in separate tables and graphs below.

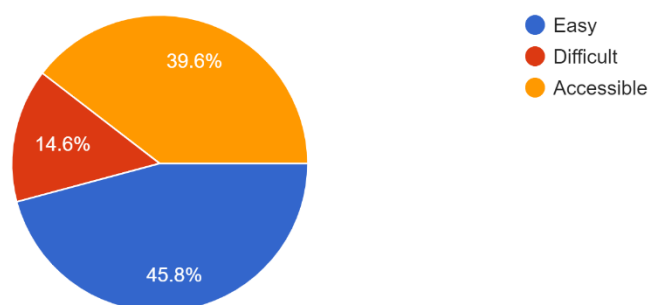
### Section One: Oral expression errors

**Question 01:** What do you think of Oral module for 1st year students?

The first question investigates the students' perceptions of Oral module, whether it's easy, difficult or accessible. The obtained results are represented in the following graph:

1- What do you think of Oral module for 1st year students?

48 responses

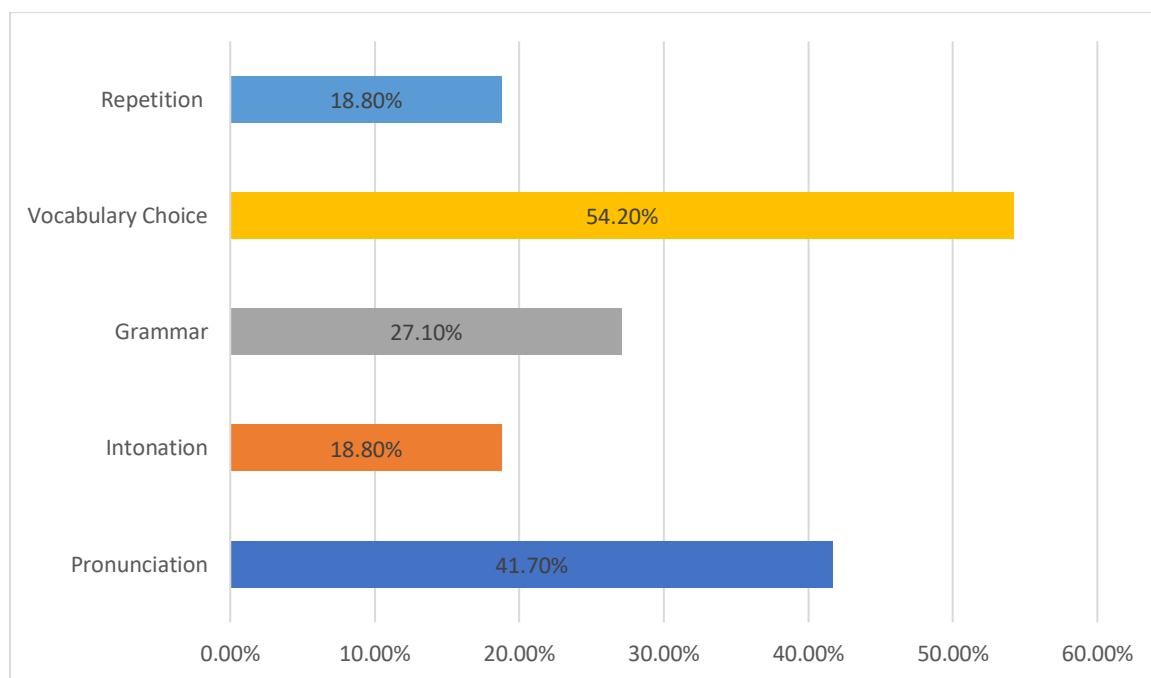


**Graph 2.1 : Students' perceptions of Oral module**



**Question 02: What types of errors do you make in oral expression?**

The second question's main purpose was to explore the types of mistakes students make in Oral expression and to give us an idea of their awareness of their learning process. The results obtained are displayed on graph below:



**Graph 2.2 : Students' errors in oral expression**

The majority of the students have an issue with the vocabulary choice and the pronunciation while speaking.

**Question 03: What is the impact of oral expression on your academic study?**

The third question aims at investigating the students' perceptions and awareness of how oral expression influences their learning. Students were given the freedom to express themselves freely in a free text. The students' answers are shown below: (please note that the answers from students carry grammatical and spelling mistakes, these mistakes were not corrected by the researcher to maintain objectivity and limit research interference in data)

- It improves my speaking skills
- developing my talking skills
- I learned how to speak in front of people comfortably. It correct my oral pronunciation errors
- Oral expression
- It helps to be more fluent

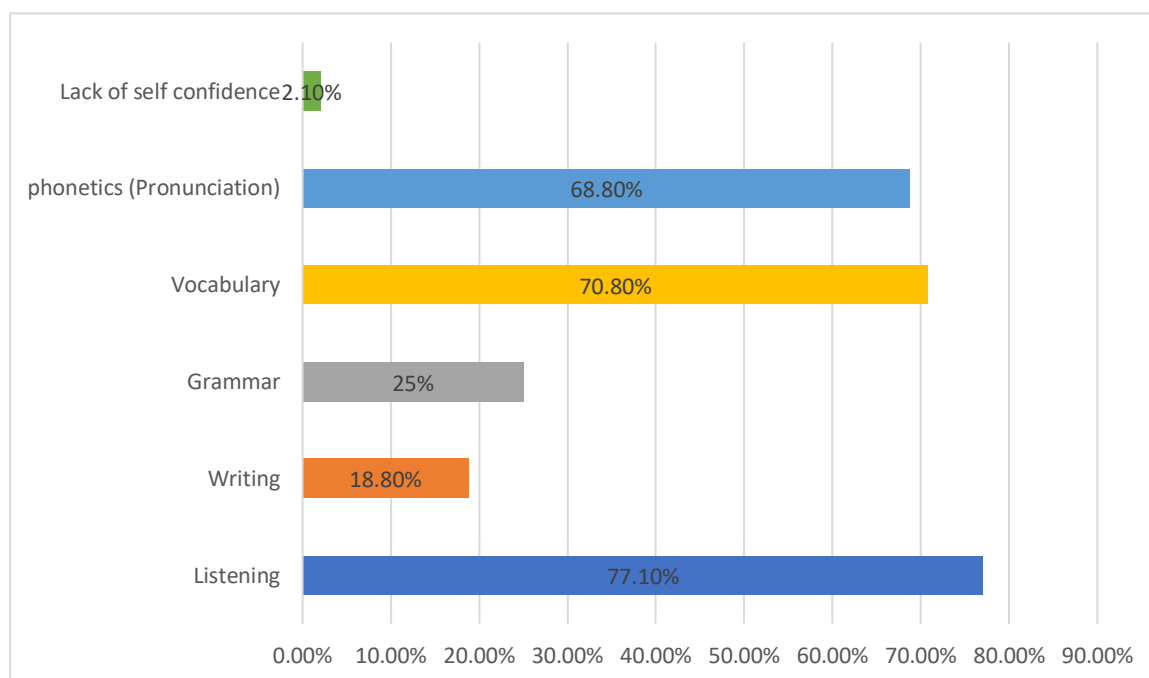
- It either hinders your progress if you were bad at it or gives you a good push in your academic study
- It helps me to improve my pronunciation
- It impacts my speaking
- It helps with developing thinking skills
- Developing our pronunciation and learn new vocabulary by watching videos and listening to audios .
- I could develop from my vocabulary, be more confident while presenting or speaking orally in front of people,...etc
- It's very important
- Positive impact
- Oral expression helps you to practice the language and could be used as a detector for any lacks or incompetencies
- It has a positive impact in my daily speaking in university especially with teachers
- It helps me improve my speaking skills
- improved my pronunciation
- It can be beneficial to have self confidence as well as improving your speaking skill
- Communication and expression myself with others and students
- It is very helpful by developing my speaking skill especially in presentation.
- Make me more comfortable in expressing my thoughts
- It impacts my academic study in several ways such as talking
- Oral expression Can effect as a negative and positive way at the same time, a positive one that improves communication with colleagues and professors. As for a negative one, it may make you an introverted person.
- Having an advance language
- It helps me enhance my vocabulary as well as my writing along with improving my fluency
- It helped me a lot in improving my listening skill, pronunciation and expressing my thoughts especially without hesitation .
- Fluency
- It helped me overcome stress when speaking English as well as improve my performances when presenting an idea or a topic and discuss it in a comfortable way.
- It helps me on communication skills and getting socialize with people
- Oral expression impact my academic study in several ways such as get rid of shyness, anxiety while talking in a group of people or with English teachers.
- Notheing
- Not a lot because we studied only idioms and stuff like that
- it makes me confident in talking ifront of others
- It helps me to discuss in various topics and gives me confidence to present some oral projects without being shy or hesitant.
- It makes you confident, and allows expressing your feelings in an appropriate way unlike the written I one.

- This module help us to speak clairely and easily
- I cant express my ideas well
- It isn't practical errors make the task difficult.
- Oral expression is a fundamental aspect in academic study as it showcases the student's intellectual level and helps achieve a successful communication.
- Improve my oral performance and somehow decrease my anxiety and self-esteem issues

The data collected from question three gives a general understanding of how students view oral expression. This question was answered by forty (40) respondents out of fifty (50). The great majority of the respondents show a positive attitude towards oral expression module and state that it helps them practice for speaking in front of others, enhances their speaking performance and skills and to communicate clearly without hesitation and shyness. On the other hand, a small number of respondents, three (03) out of forty (40) argue that oral expression module does not have an impact their learning.

#### Question 04: What are the other skills impacted by Coe module?

The fourth question investigates the students' perceptions of the impact of COE module on the other language skills, i.e., listening, writing, grammar, vocabulary, pronunciation, as well as confidence, as key a psychological factor that greatly contributes to the learning process. The data collected is displayed in the graph below:



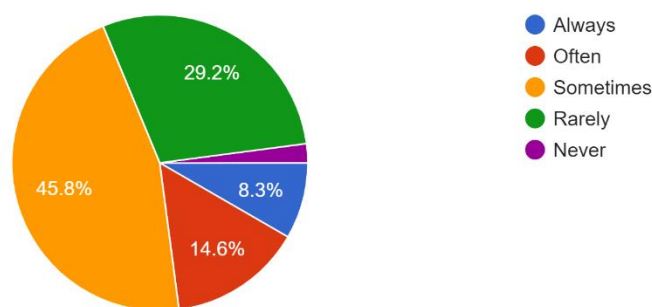
**Graph 2.3 : the skills impacted by COE module**

The results shown above demonstrate that the listening skill, according to a great majority of the respondents, is the most addressed and impacted by the COE module, then comes acquisition of vocabulary and accurate pronunciation. However, self confidence is not as impacted by COE module unlike the results shown in question three, where a great number of respondents state that COE helps them get rid of anxiety and builds their confidence to speak in front of others.

### Question 05: How often do teachers correct your mistakes?

Question number five investigates how often teachers correct the students' mistakes in oral expression, from the students' point of view. The results obtained from this question are displayed below:

5- How often do teachers correct your mistakes?  
48 responses

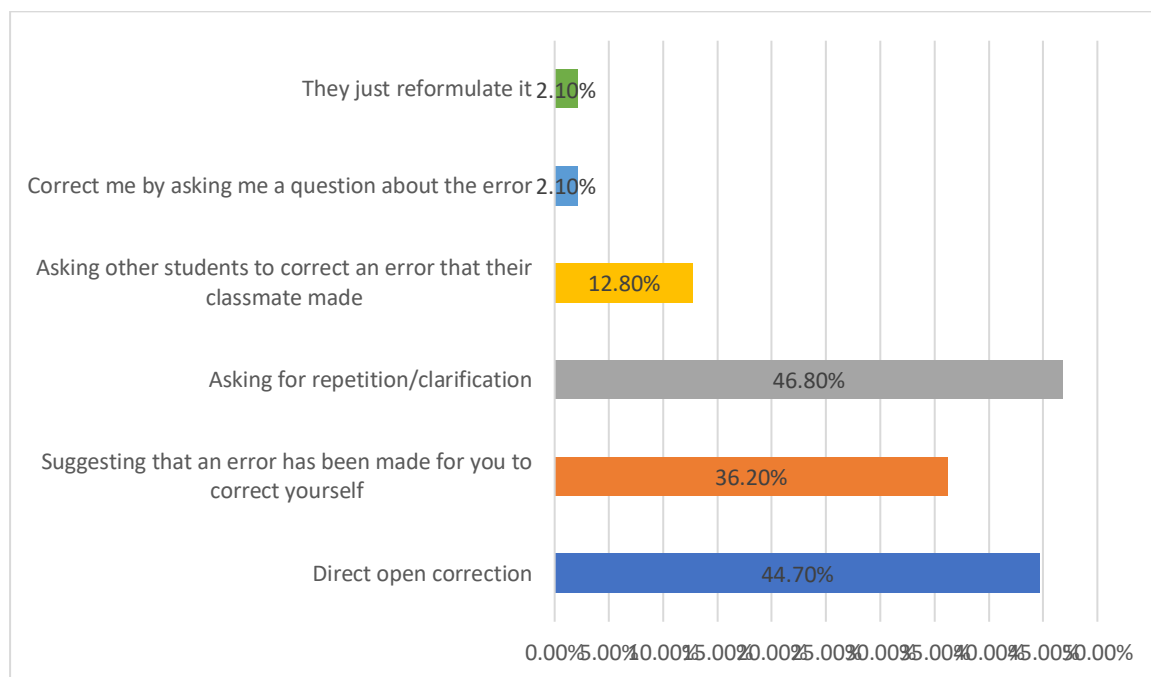


**Graph 2.4 : Teachers' frequency in correcting the students' errors in speaking**

The graph above shows us that a great number of students state that their errors are "sometimes" and "rarely" corrected, and only a total of four (04) students state that their errors are always corrected.

### Question 06: How does your teacher correct your errors?

Question six (06) investigates and explores the way teachers correct the students' errors in speaking, from the students' point of view. The results obtained are shown below:



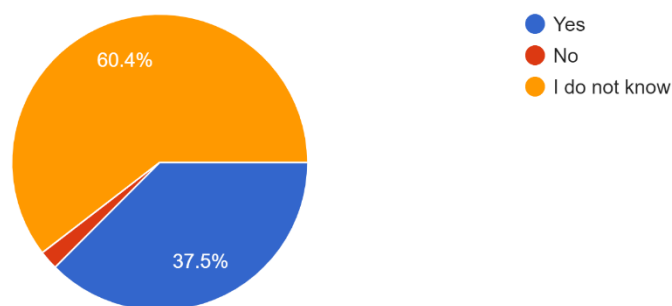
**Graph 2.5 : the teachers’ strategies in correcting speaking errors**

From graph 1.5 we conclude, from the students’ point of view, that teachers often correct the students’ errors in speaking in three common ways: a direct open correction of the error, asking for repetition or clarification to give the student a chance to rethink and realise that an error was made, and directly point out that an error has been made and request the student to correct it him/herself.

**Question 07: Do your teachers use an evaluation grid?**

Question seven (07) investigates the students’ awareness of whether teachers use an evaluation grid in correcting the students’ errors in oral expression modules. The results obtained from this question are shown below:

7- Do your teachers use an evaluation grid?  
48 responses



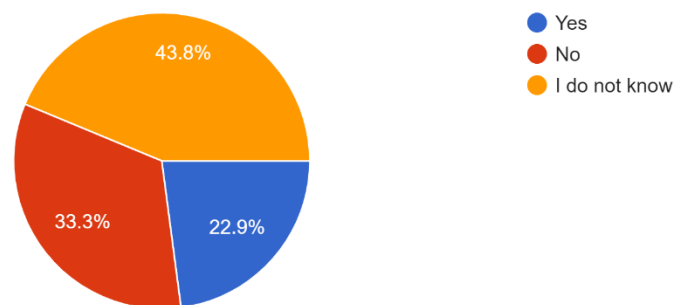
**Graph 2.6 : Students’ awareness of teachers’ use of evaluation grid**

The graph above shows us that a majority of the student respondents are not informed of whether their teachers use an evaluation grid in COE expression module, however, the second majority state that their teachers do use an evaluation grid.

### Question 08: Did your teacher expose the evaluation grid at the start of the semester?

Question eight (08) investigate whether the students were exposed to the evaluation grid used in COE module at the start of the semester and if they are aware of its existence. The data collected from this question is shown in the graph below:

8- Did your teacher expose the evaluation grid at the start of the semester?  
48 responses



**Graph 2.7 : Students' exposure to the evaluation grid used in COE**

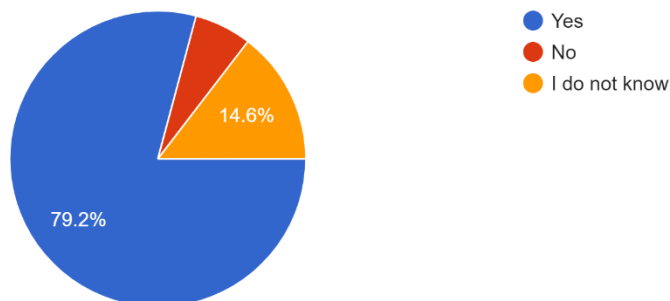
The graph above shows us that the great majority of students (21 s out of 48 respondent) are not aware of whether their teachers have introduced the class to the evaluation grid, the second majority state that their teachers did not introduce them to an evaluation grid and eleven (11) respondents out of the total number of respondents state that they were introduced to and are aware of the teachers' use of an evaluation grid.

### Question 09: Do you think the evaluation grid is beneficial?

Question nine (09) investigates the students' attitude towards the use of an evaluation grid by teachers in COE module and whether they perceive it as beneficial for their learning or not. The collected data from this question is shown in the graph below:

9- Do you think the evaluation grid is beneficial ?

48 responses

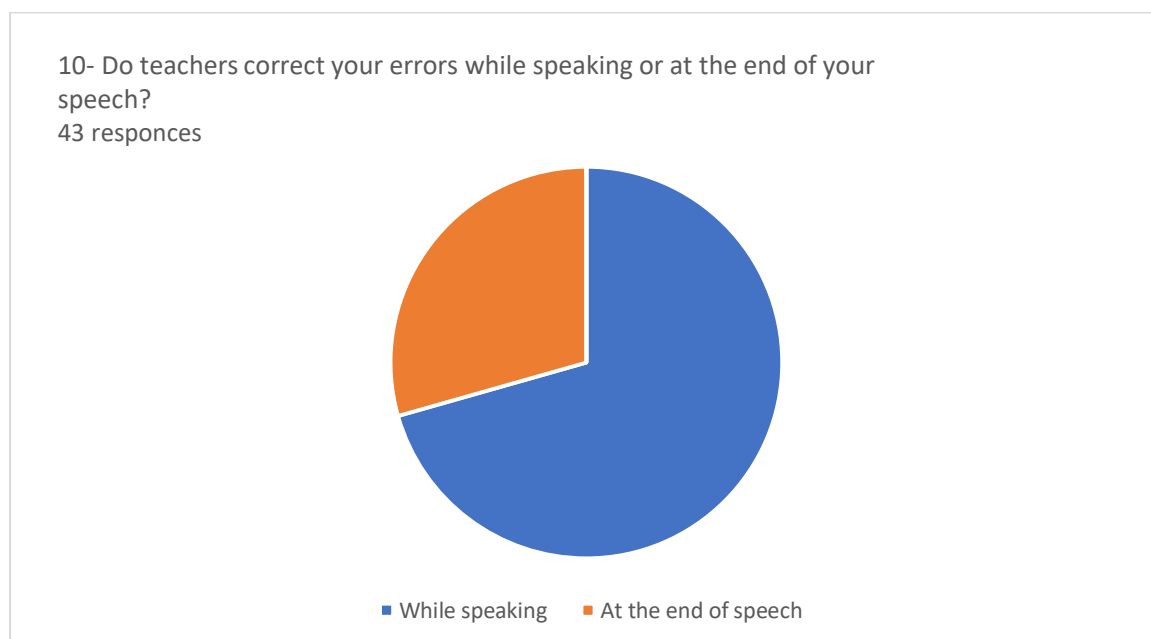


**Graph 2.8 : Studnets’ attitudes towards the use of an evaluation grid in COE**

The results shown above show that the majority of students believe that teachers using an evaluation grid in COE module is beneficial to their learning, a total number of 7 respondents out of 48 do not know if it is useful or not, and 3 out of 48 respondents believe that it is not beneficial for their learning.

**Question 10: Do teachers correct your errors while speaking or at the end of your speech?**

Question 10 investigates whether teachers correct the students’ errors right after making the error, while speaking, or wait until after they finish talking. The data collected from this question is shown in the graph below:



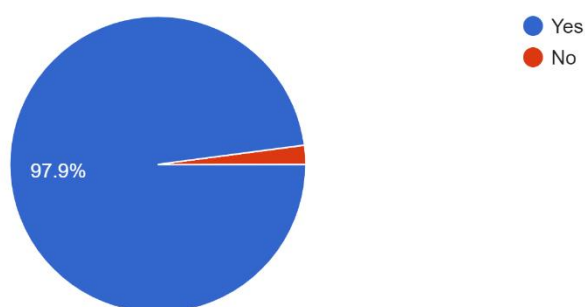
**Graph 2.9 : teachers’ timing of error correction**

The graph above shows that the majority of student respondents claim that their teachers correct their errors while speaking, i.e., right after the error is made.

### Question 11: Do you try to correct your own oral expression errors?

Question 11 explores the students' level of self-assessment and self-correction. It also helps show how aware the students are of their own learning, their strengths and weaknesses. The data collected from this question is shown below:

11- Do you try to correct your own oral expression errors?  
48 responses



**Graph 2.10 : students' self-assessment and correction**

The above graph shows us that the majority of students use self-assessment and correction. This is a positive action the students take which shows us a level of self-awareness and independence in learning.

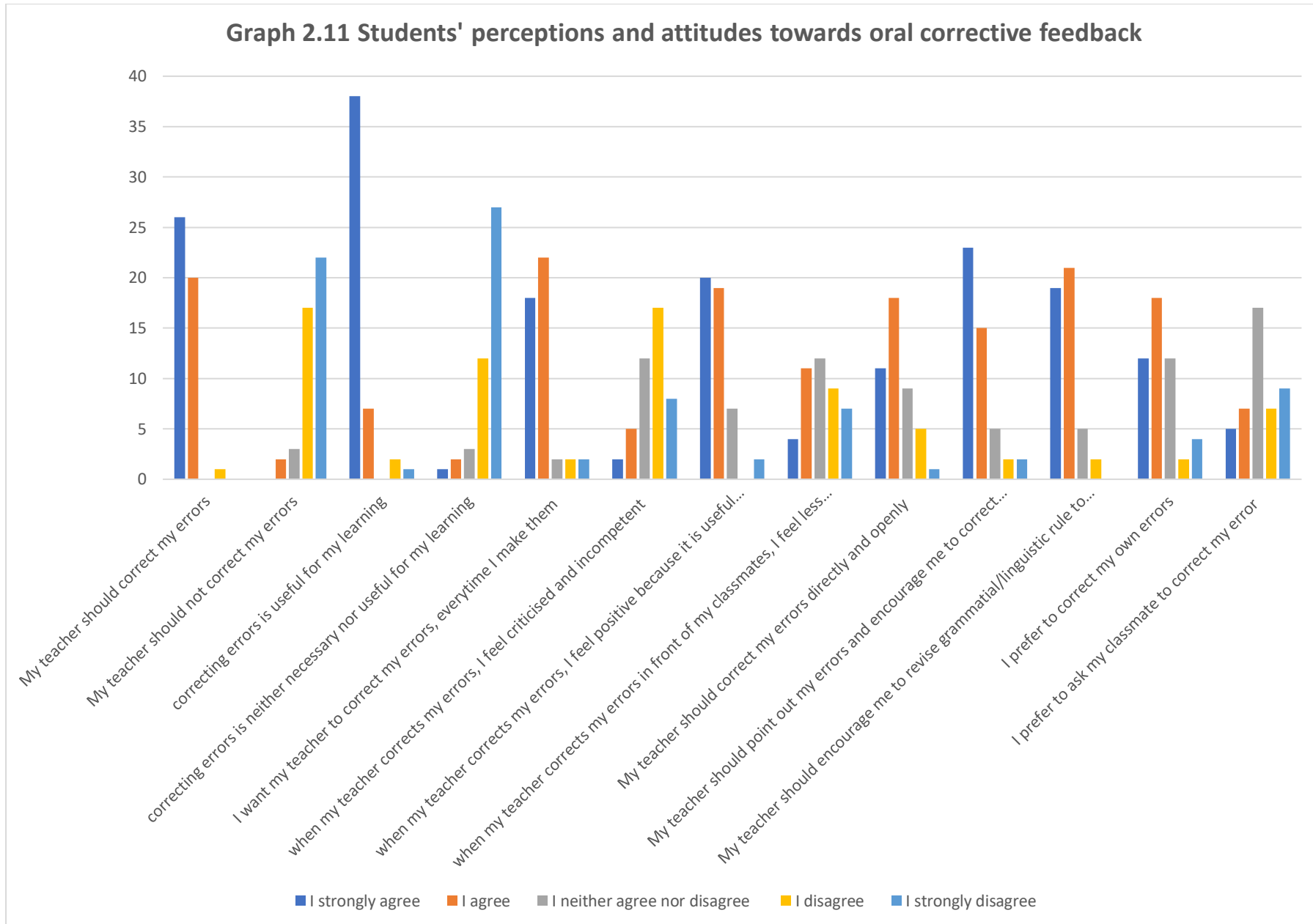
## Section Two: Students' perceptions and attitudes towards oral corrective feedback

**Question 12: The following statements aim to assess and rate your perceptions and attitudes towards oral corrective feedback. For each statement, please tick (✓) where you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.**

Students were given a set of statements that aim to assess their perceptions and attitudes towards receiving oral corrective feedback. The collected data is shown in the graph below:



Graph 2.11 Students' perceptions and attitudes towards oral corrective feedback



From Graph 1.11, we may conclude that the majority of students have a positive attitude towards oral corrective feedback and are open to teachers correcting their errors openly. The students are also aware of the importance and the positive impact that oral corrective feedback may have on their learning.

### Section Three: Students' suggestions and recommendations

#### Question 13: According to you, what are the other ways that could help you in correcting your errors?

Question aims at analysing the students' needs in error correction and achieving a successful learning process. The students were given the chance to express themselves and their own needs in this question through a free text answer. Below are the answers collected from 42 out of 50 student respondents: (please note that the answers from students carry grammatical and spelling mistakes, these mistakes were not corrected by the researcher to maintain objectivity and limit research interference in data)

- Try to communicate with everyone in English, try to use English whenever you can, and ask for help whenever you need it.
- Listening to English native speakers and watching many movies and series in English
- listening to correct accents, use phonetics to clarify how a word should be pronounced
- Internet teacher
- Read books is best way
- If I'm not sure about something that is not correct or if I made a mistake i will ask my teacher about it or I'll check the correct answer on Google . And to avoid all of that we have to develop our lessening skill because it helps a lot .
- By asking my mates or my teacher about the correction without hesitation .
- Internet can also help me to correct my mistakes and learn from it in addition to reading books which improve my vocabulary and writing skills
- I must work hard,read a lot and listen a lot , good luck for all: "break a leg".
- Reading and listening
- There are many other ways as an example i take discussing with classmates and advanced learners as a very useful way to improve the speaking skill and to reach a vocabulary store as well .
- Reading books listening
- Asking for a feedback from the classmates or record yourself a video to watch yourself and depict the mistakes
- i will first correct my words or sentences than i will use them several times until i make sure that my problem is fixed
- By learning from my errors
- I have to revise my grammatical lessons , listen to fluent speakers and read a lot in order to improve my vocabulary in this way I will find it easy to speak.
- Grammar and apps

- Listening to recordings of myself speaking really points out the errors that I make during oral expression
- repetition
- making a list of errors made by students and correcting them collectively
- On terms of speaking ,one can record him/herself and listen to it again. In terms of writing, one can write essays and use Grammarly app to correct the mistakes by himself. Besides, practice is the best way to be perfect .
- Reading
- Reading books ,writing ,practice
- Vocal recording Being learnt by native teachers
- kind words and encouragement
- By repeating the word after him without disturbing and hurting his feelings
- Self esteem...listening more....
- I always try to think about what i have to say before any output. I can clearly see that concentration while speaking is very important inorder to avoid making mistakes. Moreover, i often used to correct my mistakes before finishing the idea inorder not to make the audience's focus on the error and not the idea itself.
- By learning grammar in context after a listening session
- I can use transfer or generalization, and also i should not talk very rapid to avoid making mistakes and errors
- listening to native speakers can help improving my oral skill.
- Reading/ listening
- Improving my speaking and listening skills
- Have them pointed out to me in a manner that explains the exact error and how to correct it in the future. Being referred to books, articles, videos... that are informational and can assist me in overcoming my errors.
- The best way to correct your errors is make errors 😊!
- Your classmates Your teacher Checking books and apps that help in ur pronunciation
- By reading and visualizing we can improve our level in any language. Take the remarks given by others positivity and try to correct the errors at that time.
- As long as verbal interaction is concerned, I'd say watching English movies or documentaries will not just help me correct my oral mistake but also show me how to make my speech more fluent and coherent.
- self assessment and observation
- Reading and listening a lot
- Asking Google for such rules and informations then I will get the answer easily
- Checking google

From the above stated answers collected from the student respondents, we may conclude that the majority of students suggest that reading and listening are key for an individual to improve their speaking skill and develop awareness to be able to monitor their learning, self-assess and correct.

### 2.7. Teachers' Interviews Results

The teacher interview was designed for the purpose of collecting data regarding the teachers' attitudes towards oral corrective feedback, what type of corrective feedback they prefer to use with which type of errors. It also aims at investigating whether teachers use the evaluation grid provided to them for oral presentations by the university.

Six COE teachers at Abou Bakr Belkaid university of Tlemcen were selected for a structured interview. The Interview questions were sent by e-mail to each teacher due to constraints in teachers' availability. Due to the structured nature of the interview the interview consists of a set of 12 questions for a detailed collection of data.

Q1: What do you think of the level of your students (' speaking)?

The teacher respondents generally rated their students' level above average, however, there is what they label as "an exception of excellent students".

Q2: Do you use oral corrective feedback in your classroom?

Most teachers state that they use corrective feedback often. One teacher, in particular, states that he/she does not use oral corrective feedback as much in order not to cause embarrassment for the student.

Q3: Is there a type of error that you focus on correcting, in your class?

The errors most teachers commonly focus on are pronunciation and grammar. Two out of six teachers also state that since L1 students do not have an adequate level speaking in English, they often correct sentence structure and spelling in writing tasks that are related to speaking tests.

Q4: Do you use an evaluation grid?

- Have you shared the evaluation grid with your students?
- Do you believe using an evaluation grid is beneficial?

The majority of teacher respondents claim they use the oral presentation evaluation grid. However, one teacher in particular states that she/he uses:

*"The "grading numerology" in my evaluation of the progressively learning outcomes includes both numerical scales (e.g 13/20, 11.5/20) and letters scales (e.g. C+, B+, B+). However, the assessment system I used in the grid is rather overall or overarching and not detailing all aspects of the student's communication, it includes only the final marks in their fullfiled tasks." (T4)*

1. Another teacher states that she/he uses an evaluation grid is mostly for evaluating the students' skills related to the general skill of speaking. The teacher provided the evaluation grid is the following:

Task	Can do	Can't do	50/50 Needs consolidation
Use of idioms			
collocations			
Introducing myself			
Making a request, an apology, etc			

**Table 2.1 Evaluation grid used by one COE teacher participant**

Finally, all teachers claim that they have shared the evaluation grid used with their students, typically at the start of the first semester of the year. And the majority of them state that they believe the use of an evaluation grid is beneficial, as one of the teacher participants states it **“creates more harmony and makes the students aware of the way they are to be evaluated, a matter that pushes them to be more productive and interactive in class”** T3

Q5: Do you think all errors should be corrected or only errors that impede communication, and errors related to the lesson focus that should be corrected?

All teacher participants believe that all errors should be corrected. One of the teachers argues that **“it is the responsibility of the teacher to correct as much errors as possible even if they are not the main focus of his/her lecture. To avoid embarrassing students, some mistakes or errors should be corrected in an indirect way, but should never be left unhandled.”** T4

Q6: Do you believe it is necessary to correct the students' errors to support their learning progress?

All teachers believe that it is necessary to correct the students' errors to help them improve and progress in their learning process. Teacher participants number four, for instance, states that students in master's level often make errors in basic language use and according to him/her it is **“because their errors where not corrected when made in the beginning of their journey of learning English. This means that it is better to shed light on these errors when made by students.”** T4

Q7: What types of errors do you find yourself frequently correcting?

The majority of teachers commonly state that they correct pronunciation and grammar errors more frequently than any other type of errors.

Q8: What strategies do you use in correcting your students' errors?

All teachers claim they use repetition in correcting errors made by students instead of direct correction to avoid causing embarrassment for the student. One of the teachers, however, states that she/he gives the students homework on the errors she notices they make the most; **“when I notice that the same error is made by many students I give them homework about it and then correct it in class to assure general understanding.”** T2

Q9: How effective do you view oral corrective feedback, in terms of improving the students' language accuracy and fluency?

All teachers commonly believe that it is an effective way to help students learn to speak more accurately. One teacher argues that it can be more effective if students **“write the correction to remember it. They should also be asked to find examples where the corrected error is used to assure better understanding of their errors and their correction”** T4

Q10: What are the students' responses and attitudes to being corrected? (Positive or negative)

All teachers agree that students have positive reactions and attitudes towards receiving corrective feedback. However, two teachers argue that it is only perceived positively by the student when the correction is done in a positive and constructive manner.

Q11: How do you tackle the students' negative attitudes, if any, towards receiving corrective feedback?

All teachers claim that they mostly do not experience any negative attitude from students towards correcting their errors. One of teachers states that if he/she ever does he/she would

*“Tell them that English is a foreign language even to their teachers and that everyone might unconsciously do numerous mistakes when learning the language. It is through mistakes that one learns the best. I also use some examples from my own experience when a student to make them feel all the most positive about feedback, this created a very positive atmosphere in class and encouraged students to open up to participation.”*T4

Q12: Do you believe that ongoing oral corrective feedback creates a positive or a negative learning environment? Please elaborate

Two out of six teachers believe that oral corrective feedback creates a positive environment for the students to continuously learn and improve. However, the remaining teacher participants argue that it could be both positive and negative depending on how the teacher approaches correcting the student. One teacher, for instance, argues that:

*“oral corrective feedback is good, but should not be used on an excessive manner. When students are always and unstoppably being corrected, they will start feeling extremely anxious about speaking in class and this will create a class that lacks harmony and a gap between the teacher and the students. Students mostly feel “targeted” and would lose the passion of participating and learning if oral feedback is excessive, especially when a specific student is being targeted and corrected more than others”* T2

### 2.8. Classroom Observation Results

Classroom observation took place at Abou Bakr Belkaid university of Tlemcen, (05 sessions were observed, about an hour and a half for each class twice a week) was aimed at observing the type of oral corrective feedback used by teachers in COE sessions as well as the types of mistakes made by students. An observation grid was used to guide the researcher throughout each COE session. The observation grid was designed to separate the types of errors students make and the type of corrective feedback used by the teacher. The types of corrective feedback used in this observation grid were taken from Chu (2011, p455). In addition, to maintain confidentiality and anonymity of teachers, names of teachers were not used, and instead each teacher was referred to as T1, T2, T3 and so on.

The following observation grid was used during each of the 5 COE sessions observed:

Teacher	Type of corrective feedback	Grammar errors	Pronunciation errors	Vocabulary errors	Frequency
T1	Explicit correction				
	Elicitation				
	Metalinguistic feedback				
	Clarification request				
	Repetition				

**Table 2.3 Types of corrective feedback taken from Chu, 2011, p455**

The results obtained from the observation show though some teachers use clarification request and repetition in correcting the students' errors. 5 out of the 5 observed teachers use repetition more frequently as a tool to correct the students' errors, i.e., when a student makes an error while speaking the teacher repeats the error as a way to hint that there is something wrong with what has been said and to give the student a chance to realise that and correct him/herself. And 3 out of 5 teachers used clarification request as another tool to correct the students' errors. Clarification request is when teachers ask the student to clarify what has been said so that the student realises his/her error. In the above table, four types of errors were added, and the most common error made by students in the observed session of COE were grammar, pronunciation, and vocabulary. In addition, from an observer point of view, teachers did not use corrective feedback every time students made errors while speaking and only used repetition and clarification request 2 to 3 times per session. Finally, when teachers requested repetition or clarification, the students did not seem to have any negative attitude towards that and were willing to repeat or clarify when asked to.

Thus, the collected data from observation shows us that teachers sometimes use oral corrective feedback, and the most common types of corrective feedback by teachers is requesting the student to repeat or clarify.

**2.9. Interpretation of the Main Findings**

In this chapter, the research findings from the students' online questionnaire, teacher interviews and classroom observation, to investigate the use and perceived attitudes of EFL students and teachers towards oral corrective feedback in COE sessions for first year EFL students at Abou Bakr Belkaid University of Tlemcen, were presented and their interpretation helps us decide the validity of the hypotheses presented at the beginning of the research (see page 1).

In regard to the first hypothesis which stipulates the use of oral corrective feedback by EFL teachers, we have concluded that all the student and teacher participants confirm the use of oral corrective feedback in COE sessions. The use of oral corrective feedback, however, the frequency and type of oral corrective feedback used depends on each teacher/situation. Many teachers state that they try to minimize correcting the students' errors in order not to cause any embarrassment for the student. As for the data collected from the classroom observation, all teachers used oral corrective feedback, some not as frequently as others, but the data showed that most teachers try to correct the students' errors using repetition and/or clarification request as a strategy to correct the students' errors. The second and third hypotheses claiming that EFL students have positive attitudes towards receiving oral corrective feedback as perceived by the students themselves and their teachers, was confirmed as 75% of the students 'strongly agree' that teachers should correct their errors all the time and all teacher participants claim that they have never perceived or received negative attitudes from students for having their errors corrected. Finally, as for the fourth and last hypothesis suggests that both EFL students and teachers believe that oral corrective feedback is useful and effective to achieve a better teaching-learning process. The collected data shows that 89% of the student respondents 'strongly agree' that receiving oral corrective feedback is useful for their learning process. As for teacher respondents, the great majority of them believe that using oral corrective feedback is useful and effective, however, some of them argue that it is only useful when done in an appropriate and not excessive manner.

**2.10. Conclusion**

In essence, the data collected shows us that oral corrective feedback is perceived as a necessary and a positive approach teachers use to help students progress and improve their speaking skill. One of the limitations to collecting the data was that students were not always cooperative to answer the questionnaire provided, so, that was time consuming for the researcher to gather the required number of student respondents. Overall, the data collection provided this research with rich data enough for the research study.

The researcher would provide suggestions and recommendations for teachers to communicate the aim of lectures and the aim of correction, if any, with their students in order to create a positive environment for students to freely express themselves without feeling judged or scolded for making errors in speaking, and for students to be open to constructive criticism and feedback from their teachers.



## **General Conclusion**

### General Conclusion

The importance of the speaking/ oral skill is undebatable in our world. It is a vital and essential skill that human beings use daily to communicate, express themselves and understand one another as well as the world that surrounds them. Speaking is a complex skill, particularly when one is speaking in a language other than his/her mother tongue, which requires the incorporation of a set of other skills. The complexity of this skill lead to errors and it is generally believed that through mistakes one learns and improves.

The present research study investigates the use and perceived usefulness of oral corrective feedback and the attitudes that surround the delivery and receipt of oral corrective feedback in first year EFL classroom at University of Abou Bakr Belkaid, Tlemcen, Algeria. Two chapters were devoted for the investigation.

The first chapter aimed at providing an overall insight the Oral skill with the different definitions attributed to it, the skills involved with it i.e., morphological skills, syntax, pragmatics, phonological skills, and semantics/vocabulary. This chapter also focuses on the listening skill, as an essential skill that determines the speaking skill. Then, it moves to defining oral corrective feedback, its different types and synthesizing different research literature on the effectiveness of oral corrective feedback in the classroom, research done on the students' and teachers' attitudes towards oral corrective feedback, their perceptions of different techniques used in delivering oral corrective feedback, the different beliefs and practices, and the effect of oral corrective feedback on the other language skills.

The second chapter aimed at the design of a case study to further investigate on oral corrective feedback. It deals with a description of the research work objectives, the selected sample and setting, the research instruments, as well as the data collection description. It also includes an analysis, interpretation, and discussion of the obtained results, in addition to providing general recommendations and suggestions for teachers. The objective of the two chapters is to study the delivery of oral corrective feedback and the attitudes of teachers as well as EFL learners towards it. It collects data from both teachers and students for more comprehensive results to study the issue in question, in an explanatory way for the possibility of providing new insights to the already existing research.

The research design and the overall approach selected for data collection and analysis, depended on the interpretive theory where an interpretation of the qualitative and quantitative data collected was mainly done by the researcher in an objective manner. The research design was a descriptive one, where the researcher explains and describes the situation of the use of oral corrective feedback and the perceived attitudes. The research was entirely objective in the collection and analysis of data, where student participants were observed in a classroom setting without the involvement of the researcher and sent an online questionnaire where they had to answer questions on their own convenience, and the teacher participants were e-mailed structured interview questions o be answered.

The main findings of this research study show that the great majority of teachers use oral corrective feedback in the classroom and that most 1<sup>st</sup> year EFL students and EFL teachers have positive perceived attitudes towards the use of oral corrective feedback, its usefulness and effectiveness. The results of this research study have positively answered the research questions that were raised and confirmed the validity of the hypotheses presented at the beginning of the research; regarding the use of oral corrective feedback in EFL classrooms and the students' and teachers' attitudes towards delivering and receiving oral corrective feedback and its usefulness.

However, after the completion of this research work, some limitations may be noted. First, the access to relevant literature and documents was limited. As the library at University of Tlemcen contains mostly limited and outdated sources on oral skills and oral corrective feedback. Another limitation discovered after the interpretation of the findings of this research, is the design of the questionnaire. Some questions were not as successful in addressing the aim of the research and a couple of additional questions may have been included for a more comprehensive investigation of the research problem. In addition to that, the data collection was time consuming, particularly, having students agree of participating in this research and answering the questionnaire. The data collection was also constrained by the deadline of the submission of this research work, which was difficult to meet due to the limited access to the selected sample of students as well as some teachers.

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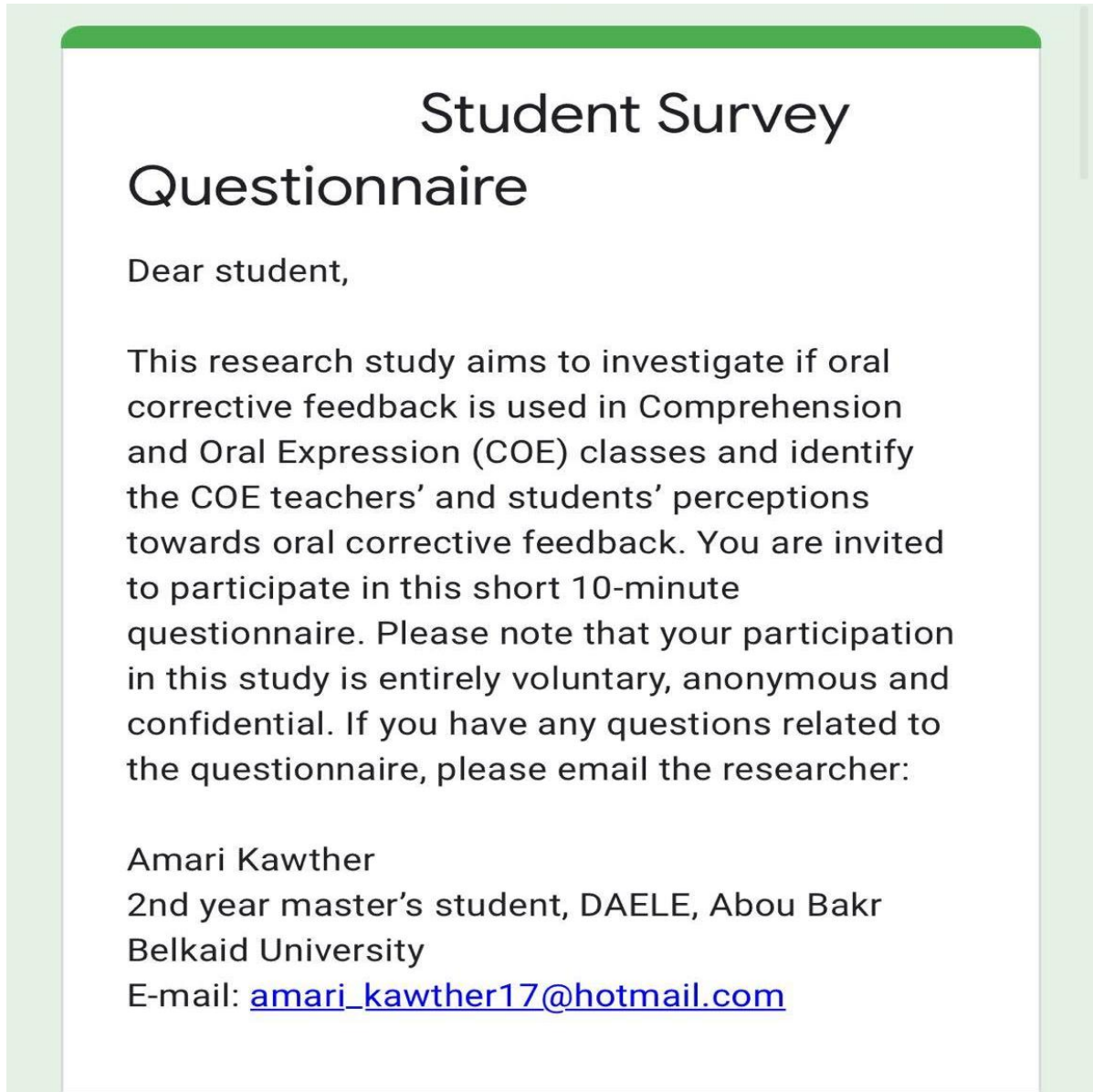
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# **Appendices**

## Appendix A: Students' Questionnaire:

The students' questionnaire can be accessed through the following link:  
<https://forms.gle/zjAFsZYdGutx7jtZ9>

The image shows a screenshot of an email titled "Student Survey Questionnaire". The email is addressed to a student and explains the purpose of a research study. The study aims to investigate the use of oral corrective feedback in Comprehension and Oral Expression (COE) classes and to identify the perceptions of COE teachers and students. The email invites the student to participate in a 10-minute questionnaire, noting that participation is voluntary, anonymous, and confidential. It also provides contact information for the researcher, Amari Kawther, a 2nd-year master's student at DAELE, Abou Bakr Belkaid University, with an email address of amari\_kawther17@hotmail.com.

**Student Survey**

### Questionnaire

Dear student,

This research study aims to investigate if oral corrective feedback is used in Comprehension and Oral Expression (COE) classes and identify the COE teachers' and students' perceptions towards oral corrective feedback. You are invited to participate in this short 10-minute questionnaire. Please note that your participation in this study is entirely voluntary, anonymous and confidential. If you have any questions related to the questionnaire, please email the researcher:

Amari Kawther  
2nd year master's student, DAELE, Abou Bakr Belkaid University  
E-mail: [amari\\_kawther17@hotmail.com](mailto:amari_kawther17@hotmail.com)

## Section 1: Oral expression errors

1- What do you think of Oral module for 1st year students?

- Easy
- Difficult
- Accessible

2- What types of errors do you make in oral expression?

- Pronunciation
- Intonation
- Grammar
- Vocabulary choice
- Repetition
- Other: \_\_\_\_\_





3- What is the impact of oral expression on your academic study?

Your answer \_\_\_\_\_

4- What are the other skills impacted by Coe module?

Listening

Writing

Grammar

Vocabulary

Phonetics (Pronunciation)

Other: \_\_\_\_\_

5- How often do teachers correct your mistakes?

- Always
- Often
- Sometimes
- Rarely
- Never

6- How does your teacher correct your errors?

- Direct open correction
- Suggesting that an error has been made, for you to correct yourself
- Asking for repetition / clarification
- Asking other students to correct an error that their classmate made
- Other: \_\_\_\_\_



7- Do your teachers use an evaluation grid?

- Yes
- No
- I do not know

8- Did your teacher expose the evaluation grid at the start of the semester?

- Yes
- No
- I do not know

9- Do you think the evaluation grid is beneficial ?

- Yes
- No
- I do not know



10- Do teachers correct your errors while speaking or at the end of your speech?

- While speaking
- At the end of speech

11- Do you try to correct your own oral expression errors?

- Yes
- No

**Section 2: Students' perceptions and attitudes towards oral corrective feedback**



12- The following statements aim to assess and rate your perceptions and attitudes towards oral corrective feedback. For each statement, please tick (✓) where you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree.

	I strongly agree	I agree	I neither agree nor disagree
My teacher should correct my errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher should not correct my errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correcting errors is necessary and useful for my learning and for my classmates' learning as well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correcting errors is neither necessary nor useful for my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want my teacher to correct my errors, every time I make them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



When my teacher corrects my errors, I feel criticized and incompetent

When my teacher corrects my errors, I feel positive because it is useful for my learning

When my teacher corrects my errors in front of my classmates, I feel less confident and shy

My teacher should correct my errors directly and openly

My teacher should point out my errors and encourage me to correct them by myself

My teacher should encourage me to revise grammatical/linguistic rule to help me correct my error



I prefer to correct my own errors

I prefer to ask my classmate to correct my error

### Section 3: Students' suggestions and recommendations

13- According to you, what are the other ways that could help you in correcting your errors?

Your answer

Submit

Clear



Never submit passwords through Google Forms

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## Appendix B: Teacher Interview Questions:

### Interview questions

The aim of the present research study will be explained to the COE teachers' participants and will be reminded that their participation in this study is entirely voluntary, anonymous and confidential, and will be provided with the researcher's email address to contact, should they have any questions about the research.

- 1- What do you think of the level of your students ?
- 2- Do you use oral corrective feedback in your classroom?
- 3- Is there a type of error that you focus on correcting, in your classes?
- 4- Do you use an evaluation grid, do you share it with your students , is it beneficial ?
- 5- Do you think all errors should be corrected? Or only the errors that impede communication, and the errors related to the lesson focus that should be corrected?
- 6- Do you think it's necessary to correct students for their learning improvement ?
- 7- What types of errors do you find yourself frequently correcting?
- 8- What strategies do you use in correcting your students' errors?
- 9- How effective do you view oral corrective feedback, in terms of improving the students' language accuracy and fluency?
- 10- What are the students' responses and reactions to being corrected? (Positive or negative)
- 11- How do you tackle the students' negative attitudes, if any, towards receiving corrective feedback?
- 12- Do you think ongoing oral corrective feedback creates a positive or a negative learning environment? Please elaborate



### Appendix C: Classroom Observation Grid

Teacher	Type of corrective feedback	Grammar errors	Pronunciation errors	Vocabulary errors	Frequency
T1	Explicit correction				
	Elicitation				
	Metalinguistic feedback				
	Clarification request				
	Repetition				

## ملخص:

يهدف هذا العمل إلى دراسة استخدام الرسوم التصحيحية الشفوية في فصل اللغة الإنجليزية كلغة أجنبية في جامعة أبو بكر بلقايد في تلمسان ، الجزائر. يتحقق من مواقف الطلاب والمعلمين ومعتقداتهم تجاه فعالية التعليقات التصحيحية الشفوية.

**الكلمات المفتاحية:** التغذية الراجعة التصحيحية الشفوية ، مهارة التحدث ، اللغة الإنجليزية كلغة أجنبية ، الاستراتيجيات التعليمية.

## Summary:

This work aims at studying the use of Oral corrective feedback in the EFL classroom at Abou Bakr Belkaid University of Tlemcen, Algeria. It investigates the students' and teachers' attitudes and beliefs towards the effectiveness of Oral corrective feedback.

**Key Words:** Oral corrective feedback, Speaking skill, EFL, Instructional Strategies.

## Résumé:

Ce travail a pour but d'étudier l'utilisation de l'Oral corrective feedback dans la classe EFL à l'Université Abou BakrBelkaid de Tlemcen, Algérie. Il étudie les attitudes et les croyances des élèves et des enseignants quant à l'efficacité de la rétroaction corrective orale.

**Mots-clés:** Rétroaction corrective orale, Compétence orale, EFL, Stratégies pédagogiques.