

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC  
RESEARCH

Abdelhafid Boussouf University centre- Mila  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF FOREIGN LANGUAGE

The Effect of Teachers Feedback on improving  
Students' Speaking Accuracy

*The case of Second Year students of English at Abdelhafid Boussouf  
University Center*

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in  
Didactics of Foreign Languages

**Submitted by:**

Amina BEZIR

Ghania KHERRAT

**Supervised by:**

Dr. Rima HADEF

**Board of Examiners**

Chairwoman: **Dr. Laila Zourze**

Supervisor: **Dr. Rima HADEF**

Examiner: **Dr. Assia Azzoui**

**Accademic year:2017 - 2018**

***Dedication***

***Bezir Amina***

*To God who gave me the strength, health and capacities*

*To my parents Djamila and Moussa, you are my blessing*

*I love you so much, thanks for everything.*

*To my future husband Nadjib, you are my happiness.*

*To my grandmother Toma Bouchfer*

*I love you so much,*

*To my sisters Wassila, Sabrina, Hanane, and to my brother Said for giving me this beautiful life, thanks for being my support and my beautiful angel,*

*To my nephews Mouhammed, Mouhammed El Amine, Aymane and to my niece Douaa you are always in my mind and my heart.*

*To everyone who has contributed to my education and was always close by when needed, thank you so much for everything.*

## ***Dedication***

### ***Kherrat ghania***

*I dedicate this dissertation to:*

*My beloved parents, Messouada and Kaddour whose affection, love, encouragement, and pays of day and night made me able to achieve such success and honor.*

*To my husband Oussama who helped me a lot during my illness while doing this work.*

*To my husband's parents Malika and Massebah who encouraged me to continue my master degree, and pray every day in order to succeed.*

*To my brothers Imad, Samir and Naseraddin,  
Thank you for always being in my back.*

*To my little brother, Ilyass who is my life, my heart, my eyes, my best brother in the world.*

*My deepest appreciation and love to:*

*My sisters, Lamia and Hayat*

*Thank you for your support and patience to listen to me in any time.*

*My grandmother, Fatima zehara*

*My Aunt hajira who looks like my mother*

*My uncle Abd Elhamid*

*To all my beloved friends and all people who help me in my study.*

## **ACKNOWLEDGEMENTS**

*The completion of this dissertation and our graduate studies would not have been possible without the support and assistance of many individuals. We would like to thank our supervisor Hadej Rima, for her guidance and encouragement. We could not imagine having a more dedicated, generous, and kind mentor. We would not have been able to achieve this research paper without her support. In addition to this, we would like to express our gratitude to Azzoui Asia and Leila Zourze for gently introducing us to educational research And for MS Jeraimy Rachida, and Ziad Kamilia for their guidance and feedback throughout our research.*

*Our deepest appreciation and love go to our friends: Zelikha, Loubna, Kholoud, and wassila, for giving us all the source of help.*

*Our gratitude is expressed to the staff of the English department Abd Alhafid Boussouf, the teachers, and students for their contribution and cooperation during all the periods of our research.*

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**Fig:** Figure

**%:** Percentage

**Q :** Question

**N:** Number

**L1 :** First Language

**S:** student

## List of Tables

<b>Table</b>	<b>page</b>
Table. 3.1: Teachers' Degrees.....	28
Table .3.2: Teaching Experience.....	29
Table. 3.3: Teaching Oral Expression Experience.....	30
Table .3.4: Students' Level in Speaking Skill.....	31
Table. 3.5: Teachers' Focus When Teaching Speaking .....	31
Table.3.6: Students Difficulties in Speaking Skill.....	32
Table. 3.7. Activities Used in Speaking Skill .....	34
Table .3.8. The use of Various Activities can Enhance Learners Speaking Accuracy.....	35
Table. 3.9. Reasons for Students Poor Accuracy.....	36
Table.3.10. Teachers Opinions about the Role of Feedback to Improve Students Speaking Accuracy.....	37
Table. 3. 11. The Use of Feedback in the Oral Expression .....	38
Table .3. 12. Students Awareness of Using Feedback.....	38
Table. 3.13. The Teachers' Focus When Giving Feedback.....	40
Table .3.14. Selected Topics.....	47
Table 3.15. the time, the number of groups, and the activities made in the class.....	47
Table.4.16. Scores of the Pre-test.....	49
Table.4.17. Representing the Rate of the Pre-test.....	50
Table.4.18. Representing the Rate of Scores under and above the Average in the Pre-test.....	51
Table.4.19. Learners' Sentence Structure in the Pre-test.....	52
Table.4.20. Learners' Intonation in the Pre-test.....	53
Table .4.21. Learners' Use of Pronoun in the Pre-test.....	54

Table.4.22. Learners' Use of Tenses in the Pre-test.....	55
Table.4.23. Representing the rate of the scores of the post-test.....	56
Table.4.24. The Rate of the Post-test Scores.....	56
Table.4.25. Representing the Rate of the Scores under and above the Average in the Post-test.....	57
Table.4.26. Learners' Structure of Sentence in the Pre-test.....	58
Table.4.27.Learners' Intonation in the Pre-test.....	59
Table.4.28. Learners' Use of Pronouns in the Pre-test.....	60
Table.4.29.Learners' Use of Tenses in the Pre-test.....	60
Table.4.30. Rates of marks of Learners in both of the Pre-test and Post-test.....	61
Table.4. 31..Rates of Marks below and above the Average of the Group in both Tests	63
Table.4.32. The Differences of Structure form Percentages between both Tests.....	64
Table.4.33. The Rates of Learners' Intonation in both of the Pre-test and Post-test.....	65
Table.4.34. The Rates of Learners' Use of Pronoun in both of the Pre-test and the Post-test.....	66
Table.4.35. Differences of Structure form Percentages between both Tests.....	67
Table.4.36. Differences between the Two Tests of the Group.....	68

## Table of Contents

<b>Dedication</b> .....	
<b>Acknowledgment</b> .....	
<b>Abstract</b> .....	
<b>List of abbreviation</b> .....	
<b>List of the tables</b> .....	
<b>General Introduction</b>	
1. Research Problem.....	2
2. Aim of the Research.....	2
3. Research Questions .....	2
4. Research Hypotheses.....	2
5. Tool of research.....	3
6. Structure of the Dissertation.....	3
<b>Chapter One: The Speaking Skill</b>	
Introduction	
1.1. Definition of Speaking Skill.....	6
1.2. The Elements of Speaking Skill.....	7
1.2.1. Accuracy.....	7
1.2.1.1. Grammar.....	8
1.2.1.2. Vocabulary .....	8
1.2.1.3. Pronunciation.....	9
1.2.2. Fluency.....	10



1.3. Types of Speaking Performance Classroom.....	10
1.3.1. Imitative .....	10
1.3.2. Intensive .....	10
1.3.3. Monologue (Extensive).....	10
1.3.4. Responsive.....	10
1.3.5. Interpersonal.....	11
1.3.6. Transactional .....	11
1.4. Speaking Difficulties in Foreign Language Learning .....	11
1.4.1. Inhibition .....	11
1.4.2. Nothing to Say .....	12
1.4.3. Low or Uneven Participant .....	12
1.4.4. The Mother Tongue Influence.....	13
1.5. Speaking Activities.....	13
1.5.1. Discussion.....	13
1.5.2. Games.....	13
1.5.3. Information Gap Activities.....	14
1.5.4. Role Play.....	14
1.6. Teaching and Learning Speaking Accuracy.....	15
1.6.1. The Role of the Students .....	15
1.6.2. The Methods of Speaking Skill .....	15

1.6.2.1. The Environmentalist Approach to Language Learning .....	15
1.6.2.2. The Innatist Approach to Language Learning .....	16
1.6.2.3. The Internationalist Approach to Language Learning .....	16
Conclusion	
<b>Chapter Two: Teacher’s Feedback</b>	
Introduction	
2.1. Definition of Feedback .....	19
2.2. Types of Feedback .....	20
2.2.1. Oral Feedback .....	20
2.2.2. Peer Feedback.....	21
2.2.3. Self-Feedback .....	21
2.3. Feedback Strategies.....	23
Conclusion	
<b>Chapter Three: Teachers’ Questionnaire</b>	
Introduction	
3.1. Description of teacher’s Questionnaire.....	27
3.2 .Analysis of the Questionnaire.....	28
3.3. Discussion of the Results.....	41
Conclusion.....	
<b>Chapter Four: Students’ Tests</b>	
Introduction	
4.1. Data Collection.....	45
4.1.1 The Population and The Sample .....	45

4.1.2. The Pre-test .....	45
4.1.3. The Treatment.....	47
4.1.4. The Post-test.....	48
4.2. Results and Analysis of the Pre-test .....	49
4.2.1. Scores of the Pre-test .....	49
4.2.2 Results and Analysis of the Criteria .....	55
4.3 Results and Analysis of the post-test .....	55
4.3.1 Scores of the Post-test .....	55
4.3.2 Results and Analysis of Criteria .....	57
4.3.3. Analysis of the Differences.....	61
4.4. General Discussion of the Results.....	68

Conclusion

## **Chapter five: Pedagogical Implications and Recommendations**

Introduction

5.1. Pedagogical Implications.....	73
5.2. Recommendations.....	73
5.2.1. Suggestion for teachers.....	73
5.2.2. Suggestions for students.....	74

Conclusion.....

**General conclusion**

<b>Reference List.....</b>	<b>77</b>
----------------------------	-----------

**Appendices**

## **General Introduction**

1. Research Problem .....	2
2. Aim of the Research.....	2
3. Research Questions and Hypothesis.....	2
4. Tools of research.....	3
5. Structure of the Dissertation.....	3

# General Introduction

## 1. Statement of the Problem

Acquiring speaking proficiency of the target language is not easy especially that it includes different aspects such as fluency and accuracy. Even though fluency is important in the development of proficiency, accuracy is considered as the most salient feature that should be developed first.

It is widely noticed that foreign language learners have great problems in speaking accurately although it is the widely emphasized character of speaking by both teachers and learners. Learners' poor achievement of speaking accuracy is not always the consequence of the difficulty of the FL or the influence of the mother tongue. . Al Hosni (2014) says that EFL students may face numerous problems in the way of developing their speaking skills.

Perhaps, the main hidden reason is probably related to the lack of feedback. The teacher can help FL learners achieve accuracy by providing them with appropriate feedback.

## 2. Research Aim

The general purpose of this research is to investigate and test whether teachers' feedback influences second year learners speaking accuracy. Therefore, the main concern of this study is to shed light on the prospective correlation between teachers' feedback and students' speaking accuracy.

## 3. Research Questions and Hypothesis

This study addresses the following questions:

1. Does teachers' feedback affect students' speaking accuracy?
2. Are students aware of their teachers' feedback during oral activities?

In the light of the present research and intentions, it is hypothesized that:

If learners received feedback, their speaking accuracy would be improved.

#### **4. Tools of the Research**

The data will be collected through a teachers' questionnaire and an experiment. The teachers' questionnaire, administered to second year teachers of oral expression in the Department of letters and English, aims at investigating the teachers' use of feedback. Concerning the experiment, the feedback strategy will be tested to check its effectiveness on learners' accuracy.

#### **5. Structure of the Study**

The present dissertation consists of two parts; the theoretical part and the practical part. The theoretical part is composed of two chapters; the first chapter covers the major features of the speaking skill, while the second one denotes feedback. The second part is devoted to explain and analyze data attained from different research means: a teachers' questionnaire and an experiment.

## Chapter One: The Speaking Skill

### Introduction

1.1. Definition of Speaking Skill.....	6
1.2. The Elements of Speaking Skill.....	7
1.2.1. Accuracy.....	7
1.2.1.1. Grammar.....	7
1.2.1.2. Vocabulary.....	8
1.2.1.3. Pronunciation.....	8
1.3.2. Fluency.....	9
1.3. Types of Speaking Performance Classroom.....	10
1.3.1. Imitative.....	10
1.3.2. Intensive.....	10
1.3.3. Extensive.....	10
1.3.4. Responsive.....	10
1.3.5. Interpersonal.....	11
1.3.6. Transactional.....	11
1.4. Speaking Difficulties in Foreign Language Learning.....	11
1.4.1. Inhibition.....	11
1.4.2. Nothing to Say.....	12
1.4.3. Low or Uneven Participant.....	12
1.5.4. The Mother Tongue Influence.....	13
1.5 Speaking Activities.....	13

1.5.1. Discussion.....	13
1.5.2. Games.....	13
1.5.3. Information Gap Activities.....	14
1.5.4. Role Play.....	14
1.6. Teaching and Learning Speaking Accuracy.....	15
1.6.1. The Role of Students .....	15
1.6.2. The approaches of Speaking Skill .....	15
1.6.2.1. The Environmentalist Approach to Language Learning .....	15
1.6.2.2. The Innatist Approach to Language Learning .....	16
1.6.2.3. The Interactionalist Approach to Language Learning.....	16
Conclusion	



## **Chapter one: The Speaking Skill**

### **Introduction**

Acquiring proficiency in a FL is a demanding objective. To achieve it, many skills should be developed: listening, speaking, writing and reading. Speaking is one of the most challenging skills that should be improved to realize proficiency. It is used to exchange thoughts, share ideas, and express feelings. To do so, FL learners should master how to speak correctly.

This chapter is an attempt to present the speaking skill and one of its main components named accuracy. It will start with the definition of the speaking skill. Then, it will illuminate its components. It will explore some of the types of performances used to enhance it. In the same chapter, we will display some of the difficulties, activities, the roles of students and the methods of speaking that are used in the classroom.

### **1.1. Definition of Speaking**

Speaking is a verbal production that is considered as the main part of our daily life communication. It is defined as “the verbal use of the language to communicate with others” (Fulcher 2003, cited in Itkonen, 2010, P. 23). In other words, it is a means of interacting with one another. According to Harmer (2007), the verbal production requires grammar to build structured and correct utterances to transmit different messages. Moreover, it is also defined as a complex process involves, in addition to verbal production, nonverbal aspects such as paralinguistic features (intonation, stress, pitch, etc.) and body language (facial expressions, gestures, etc.) (Chaney, 1998, as cited in Mannaai, 2013, P. 3). In addition, Lindsay and Knight (2006) add an essential component which is social characteristics which include the context and the language culture.

## **1.2. Elements of the Speaking Skill**

The speaking skill involves many imperative constituents. Accuracy and fluency are acknowledged to be the most significant elements to achieve proficiency in speaking.

### **1.2.1. Accuracy**

Accuracy is defined as the capacity of creating correct utterances with the use of proper grammar, vocabulary, and pronunciation. Bryne (1986) refers to accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactical, semantically, or discourse features of language. Although FL students often seek to be fluent rather than being accurate, teaching speaking puts much emphasis on improving students' accuracy as it is believed that it includes all the features of speaking including fluency. In addition, comprehension is based on how accurate the utterances are produced. Hence, learners cannot be fluent without being accurate.

To increase accuracy in speaking, many features should be focused on:

#### **1.2.1.1. Grammar**

Grammar is a group of words that are arranged in a particular pattern in order to convey a written or a spoken message. Thornbury (2005) made a distinction between the spoken grammar and the written one and comes up with the following characteristics of the spoken grammar:

- ❖ Clause is the basic unit of construction.
- ❖ Clauses are usually added (co-ordinate).
- ❖ Head+ body+ tail construction.
- ❖ Direct speech favored.
- ❖ A lot of ellipsis.

- ❖ Many question tags.
- ❖ Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

Accordingly, to improve accuracy in speaking, learners should be aware of and master all these characteristics.

### **1.3.1.2 Vocabulary**

Vocabulary is the store of words the speaker has. It is commonly believed that speaking as a skill depends, in a great extent; on how large the repertoire of a learner is so that s/he can communicate easily and correctly. Thus, a limited repertoire can inhibit the process of speaking. Usually, when conveying messages, learners find it difficult to find words or choose the appropriate words which may destroy their communication. According to Harmer (2001), the knowledge of the word classes also allows speakers accuracy.

Thus, in order to build accurate spoken sentences, FL learners should acquire enough and variant vocabulary or try to find other strategies to compensate for their missing words.

### **1.3.1.3. Pronunciation**

Many scholars consider pronunciation as the most difficult aspect of speaking English as a foreign language. Louma (2003) states that pronunciation “can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation” (P.11). Hence, the oral ability of a learner should be characterized by a high quality of articulating sounds, words and utterances used when speaking. Moreover, Redmond and Vrchota (2007, P. 104) argue that “It is imperative that you use the correct word in the correct instance and with the correct pronunciation.

Pronunciation is to say words in ways that are generally accepted or understood”. Consequently, accuracy cannot be achieved unless there is a correct pronunciation.

### 1.3.2. Fluency

Fluency is defined as "the ability to keep going when speaking spontaneously "(Gower, Philips, & Walter, 1995). In other words, speaking fluency involves speaking without pausing and hesitating. Some researchers agree on the correlation between fluency and accuracy; Tamo (2009, as cited in Kiyani, 2017, P. 307) confirms this relationship by saying that in order to be a fluent in speaking, you should be able to use language structures accurately.

Fluency requires intensive practice of its features to be improved on foreign language learners' speech as it does not obey rules. Drawing on (Tam 2007 as cited in Kiyani Pishkar 2017, P. 305)"providing a variety of situations and frequent speaking tasks for learners plays a significant role in the improvement of learners' fluency and accuracy in speaking". To boost it in FL students speaking, Kellem (2009, P. 09) suggests some principle:

- Incorporate repetition: To repeat from listening activities helps the learners imitating and practising the native speaker's language at the same time.
- Increase speaking time.
- Prepare before speaking.
- Use familiar and motivating topics
- Ensure appropriate level.
- Impose time limits.
- Teach formulaic sequences.

Accuracy consists of using vocabulary, grammar and pronunciation through some activities whereas fluency takes into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995).

### **1.3. Types of Classroom Speaking Performance**

According to Brown (2001, P. 266-268), six types of classroom speaking performances exist:

#### **1.3.1. Imitative**

Imitative is one type of speaking performances that focuses on the ability to emulate words, phrases, or sentences. The purpose of this type is to emphasize some components of language form such as grammar structures and pronunciation. Hence, repeating from a model reduces learners' phonological and grammatical mistakes and improves automaticity (fluency) in speaking.

#### **1.3.2. Intensive**

Intensive practice involves doing a task exhaustively in a short period of time. It can be done individually or in pairs. This type is planned to practise some grammatical, lexical and phonological aspects of the language. As a result, this genre of performances enables learners to speak correctly in a limited time.

#### **1.3.3. Monologue (Extensive)**

monologue is a long speech by one student during a conversation that stops other students from speaking or expressing an opinion. This type of practice aids learners to speak more fluently as they are not disturbed by their mates and teacher. It can be in the form of oral presentation, telling stories, short speech, etc.

#### **1.3.4. Responsive**

Responsive speaking means the ability to give meaningful responses to the requests and comments of others. This kind of performances enables learners to react easily to others speeches. The main purpose of this type is to develop students' interaction with each other. This kind of

speaking, then, helps them improve both how to take turns in conversations smoothly and how to speak accurately.

### **1.3.5. Interpersonal**

Interpersonal performances can be accomplished in the form of dialogues. They are designed to maintain social relationships.

### **1.3.6. Transactional**

Transactional activities can be in the form of dialogues as well. They aim at carrying or exchanging specific knowledge. They help learners develop their oral production because a dialogue is a formal discussion between two groups. As result, they can exchange and correct each other's' ideas, opinions, etc.

## **1.4. Speaking Difficulties in Foreign Language learning**

### **1.4.1. Inhibition**

Inhibition is one of the common problems that FL learners suffer from. According to Ur (1996, P. 121), “learners are worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.” Likewise, Littlewood (1999) claims that ‘it is too easy for a foreign language classroom to create inhibition and anxiety’ (P. 93). Hence, FL students experience anxiety especially during oral classes where learners are invited to express themselves in front of the whole class. This will have a negative effect on both accuracy and fluency.

### **1.4.2. Nothing to say**

Nothing to say is another speaking difficulty that most FL learners encounter. Students usually do not like to talk, and they just prefer to keep silent or use expressions like "I don't know". (Dornyei 1998) This problem can be due to:

- Lack of motivation
- Lack of vocabulary and grammar (Westrup, 2003)
- Lack of ideas
- Shyness

### **1.4.3. Low or uneven participation**

Most teaching methods and approaches encourage class participation. Abebe and Daneke (2015) state the importance of participation in the development of the TL by saying that "students' verbal participation or engagement is essentially important in the classrooms" (P. 74) . Despite its importance in improving students' speaking, learners do not participate or share ideas with their classmates or teachers.

The problem of low or uneven participation is related to the following factors:

- The chosen topics which might not be interesting which leads students to stop or minimize their participation Rivers (1968).
- Fears of committing mistakes

All these factors affect students speaking accuracy and fluency negatively because without practice, learners cannot detect their problems and enhance the TL.

#### **1.4.4. Mother Tongue Use**

Students borrow some words and structures from their first language for many reasons among which is the fact that they try to avoid the break of the flow when talking to others in English and to solve vocabulary problems that encounter them.

### **1.5. Speaking Activities**

#### **1.5.1. Discussion**

Discussion is one of the most common types of the speaking activities used in EFL classes during the oral work. Harmer (2001) defines discussion as a speaking activity that can be seen as the most useful and interesting of oral practice in the classroom because it is an opportunity for students to exchange opinion, talk about experience and express their views to develop their communicative ability when using the target language (P. 128).

That is to say, it is one of the crucial activities that are used in order to improve speaking proficiency because it helps learners reveal their view points, negotiate meaning, etc.

#### **1.5.2. Games**

Games are considered as different classroom speaking techniques. Amy (2010, P. 4) defines them as “fun activities that promote interaction, thinking, learning, and problem solving strategies”. Games are one of the effective activities that enhance communication, language knowledge, reasoning, critical thinking, and ways of solving problem. Through games, learners can express their points of view and give different information by using all aspects of language in an interesting way. According to Johnson and Morrow, (1981, as cited in Amy 2010), games are used as a tool in order to develop students’ pronunciation and word intonation. As result, games are not applied just for pleasure but also to improve accuracy.



### **1.5.3. Information gap activities**

Information-gap activities are interactive activities. They are typically presented in pairs where the students have two different ideas that should be shared to get the whole information. For example, in an information gap activity called "the picture difference ", two students have two similar pictures, but with some differences, they must extract these differences through describing their pictures. O'Malley and Pierce (1996) define this kind of tasks as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.” As reported by Richards (2006), such genre of activities plays a great role in the development of oral accuracy. Therefore, the purpose behind this activity in language teaching is to enhance speaking accuracy, communicative knowledge, handle information in a more naturalistic manner, etc.

### **1.5.4. Role play**

Role play is one of the speaking activities extensively used in communication-based classrooms. To perform it, learners are asked to imagine themselves in a situation that is taken from real life situations or an imaginary one Ur (1996, P. 131). Golebiowska (1987, p. 13) indicates that to perform the task in the right way, learners are given some clues about the characters that should be incarnated. Kowalska (1991, P. 113) believes that role play develops learners speaking since it is a useful kind of activity that is used by many teachers in EFL classes to develop students’ oral competence. According to Livingstone (1983, P. 3), role play is “a classroom activity which gives the students the opportunity to practise the language, the aspects of role behaviour and the actual role s/he may need outside the classroom”. This will help them to diagnose how to act in a particular social setting and offer a good atmosphere in the classroom.

## **1.6. Teaching and Learning Speaking Accuracy**

### **1.6.1. The role of Students in the Classroom**

In educational settings, students need to be aware of their roles inside the classroom in order to improve their learning. As stated by Pirhonen, (2016), "self-assessment is an important issue to consider when considering the importance of students' roles in a classroom". This entails that the students must be autonomous by correcting their mistakes and evaluating their progress before, during and after any activity. The use of such strategy aids learners to know the source of their failure which can be internal and not external.

According to Johnson and Paulston (1976), learners should assume, design, and monitor their learning. They should tutor other learners, and learn from them.

### **1.6.2. Methods of Speaking**

#### **1.6.2.1. The environmentalist approach**

The Environmentalist approach was emerged before the sixties and it has been applied up to its end. It assumed that the speaking skill is developed through listening and imitation. As Martínez-Flor, Uso-Juan and Soler (2006, P. 140) point out that Burns and Joyce (1997) claim that "learning to speak a language in a similar way to any other type of learning followed a stimulus and its response consisted of imitating and repeating such input".

### **1.6.2.2 The Innatist Approach**

This approach comes with the pioneer Naom Chomesky who states that human beings born with some special innate language knowledge. This innate ability is an internal device that allows learner to comprehend and structure any language. Therefore, “speaking a language was a de-contextualized process which involves the mental transformation of such internalized system of rules” ( Marténez-Flor, et al, 2006, p. 141-142).

This approach is different from the environmentalist one in which learner will create utterances by using rules rather than repeating what they have heard.

### **1.6.2.3. The Interactionist Approach**

Unlike the previous approaches, the Interactionist Approach takes into consideration the importance of both nature and nurture in learning speaking. Marténez-Flor, et al (2006) point out that:

As a result of the emergence of discourse analysis, which described language in use at a level above the sentence producing spoken language was no longer seen in terms of repeating single words or creating oral utterances in isolation, but rather as elaborating a piece of discourse (i.e. a text) that carried out a communicative function and was affected by the context in which it is produced (p. 143).

Therefore, this approach gives much importance to the social interaction (the context) to develop the FL.

## **Conclusion**

Speaking is the production skill that is included in two main categories: accuracy and fluency. As a productive skill, speaking is a very essential element to improve proficiency in the TL. Accuracy is considered as the most important and challenging aspect of speaking that shows the speaking skill as a high risk activity that creates anxiety and causes learners worry about losing face. Thus, To develop accuracy, students should make lively practice and engagement in the language that is correct. So that they will be able to use English for communication. Moreover; it is the responsibility of EFL teachers to exactly investigate the factors, conditions, and components that form the basis of effective speaking. Effective instructions like feedback, together with sufficient language input and speech-promotion activities, will gradually help learners speak English accurately and appropriately.

## **Chapter Two: Teacher’s Feedback**

### Introduction

2.1. Definition of Feedback .....	19
2.2. Types of Feedback.....	20
2.2.1. Oral Feedback .....	20
2.2.2. Peer Feedback.....	21
2.2.3. Self-Assessment.....	21
2.3. Feedback Strategies.....	23

### Conclusion

## **Chapter Two: Teachers' Feedback**

### **Introduction**

From the crucial roles that are played by the oral expression teacher there is what is named as the facilitator of the learning process and motivate students to improve accuracy in EFL classrooms. A controller, a guide, an organizer, a promoter, and a feedback provider are among the responsibilities the teachers have in the classroom. The latter is considered as the most important and valuable role to improve learners accuracy.

This chapter tackles the concept of teacher's feedback as a vital ingredient in the development of the speaking skill and its components. We will start with the definition of the term feedback. Then, we will shed light on the differences between the term feedback and assessment. We will explore the different types of feedback. Next, we will discuss the feedback strategies. We will end up with its effects on the learning process.

### **2.1. Definition of Feedback**

Feedback becomes an important part in teaching. It is a remarkable way of influencing learning (Hattie and Timperley 2007, P. 81). In other words, it is a way used to evaluate students' performances. Sadler (1989, P. 120) describes the term feedback as comments about how exactly a work should be done. Feedback, then, refers to any remark given to describe one's work by saying this work is good, bad, acceptable, etc.

It is a well-established fact that the use of feedback in EFL classrooms especially oral expression ones has an important effect on the enrichment of learners language. Archer (2010) maintains that "Feedback is widely recognized as a tool to

enhance students' performance and practice in various educational settings" (p.101). Therefore, it is considered to be an essential element to promote cognitive, technical and professional development. Hence, feedback is used in the language teaching and learning to assess different language features. It is a piece of advice, criticism, and knowledge about learners 'production which gives an idea about the learners' levels.

## **2.2. Types of Feedback**

### **2.2.1. Oral Feedback**

During the oral work, the teacher give student's comments like "good" or "bad". However, this is not the intended feedback students look for because it will not help them neither identify their mistakes nor correct them. In fact, FL learners usually like their teachers to provide them with detailed remarks in order to know their problems, find the appropriate solutions to reduce them, know their strengths and try to work more on them. According to Cohen et al (2004, P. 362):

The researchers suggest that it is important to note that comments which only gave praise or criticism to students did not help them to improve; indeed it was reported that the students preferred to be given oral..., as this enabled them to enter into a dialogue with their teachers.

Therefore, giving comprehensive feedback does not just help learners find their mistakes, it is considered as a practice for them too.

Moreover, oral feedback can be an effective strategy for students to improve their speaking accuracy if teachers increase their efforts and involvement by being able to deliver a thorough feedback.

Oral feedback will be more effective if teachers take care about certain points as Brookhart (2008) and Moss and Brookhart (2009) have used a division consisting of

seven issues that teachers should take into consideration while supplying oral feedback among which are:

- ✓ The clarity while using vocabulary to be understood.
- ✓ Being specific to help learners know exactly their problems and get the right way to solve them.

### **2.2.2. Peer review**

Peer review is a kind of feedback used by teachers in the class to provide students with a chance to learn from each other. It can be in the form of corrections, opinions, suggestions, ideas, awards and scores. Ladyshewsky (2013, P. 178) maintains “when peer feedback moves into a group situation, it becomes a cooperative or collaborative learning group”. In other words, this sort of assessment awards an opportunity to learners to work together especially if it is applied within subgroups. Hence, learners can practise the language by using group work strategy and evaluate each other’s performances. This kind of feedback can enhance learners’ speaking production. As Race (2010) says, Peer review can be used in the assessment of oral presentations whereby students can quickly provide feedback on a rubric style feedback sheet. As a result, it enables students to gain the role of their teacher and take active part in giving feedback to each other. So, this strategy aids learners to improve motivation to learn more and enhance competition among them which may help the reduction of mistakes.

### **2.2.3. Self-Assessment (Self Feedback)**

According to Willis ( 1993, P. 150) , “self-assessment is defined as altering EFL learners to their points of strength and weakness in terms of speaking, by assisting them to develop the ability to compare their performance with some norms”. That is to say, self-assessment is a tool that enables learners to develop their speaking skill,



and to identify their own skill gaps. This process helps students stay involved, motivated, and encourages self-reflection, responsibility and autonomy.

When we say self-assessment, it means that the teacher does not have any role to play. Conversely, the teacher becomes a motivator instead of feedback provider. Motivating learners to become independent and correct their mistakes by themselves is among the difficult roles played by teachers. To make it easier, Hart (1999) suggests some strategies such as *evaluative questions*. It is used to force students think about their responsibilities and mistakes in oral production by asking them questions like ‘how do you reduce your errors? What are the things you learn from your errors?’

Moreover, Feedback has a crucial function in EFL classroom development. Through feedback, teachers can provide the students with suggestions to increase their learning strategies and correct their errors/mistakes or reward their performances to motivate them for better achievements. Hence, two kinds of feedback are distinguished: a positive feedback and a negative feedback.

The positive feedback can be defined as “verbal , nonverbal , or tangible feedback, in which includes: praise , behavior points , awards , and or positive acknowledgement of a desired or appropriate behavior”( Sprouls , 2011, P. 34). In other words, the positive feedback refers to a variety of efficacious words/expression and gestures used by the teacher to encourage or describe learners’ performances such as ‘good, bravo, I am sure that you can do it, a smile, etc.’ Moreover, positive feedback has a favorable impact on learners motivation and confidence as it decreases anxiety and fear from participation. Burnett (2002, P. 7) argues that “praise is recommended for students because it can build self-esteem [and] provide encouragement”. Thus, it can be used in the classroom to push appropriate classroom behaviour or accomplish a task.

On the contrary, negative feedback can be defined as “delivering a verbal or nonverbal reprimand, consequence, and ultimatum and /or leave request to indicate the need to terminate a behavior” (Sprouls, 2011, P. 34). In other words, the teacher may criticize his/her learners work verbally by using warning expressions for instance and non-verbally by adopting certain gestures or changing the tonality of his/her voice. It is widely proved that this kind of feedback is not effective as it can improve a kind of psychological problems to learners such as anxiety and stress especially to learners with low self-esteem. Upon receiving negative feedback, individuals become more dissatisfied with their previous performance level, (Podsakoff & Farh, 1989,p. 62) Negative feedback, then, may decrease both learners’ motivation and performance. Therefore, using positive feedback or negative feedback, specifying the goal of the feedback is the most significant phase. In other words, the more specific the goal is, the best results will be.

### **2.3. Feedback Strategies**

To deliver potential feedback, teachers should follow certain strategies. According to Pirhonen (2016, P. 25), many investigators find that feedback has many strategies selected along with students’ levels. Researchers in the field of assessment distinguish between two strategies of feedback: descriptive and evaluative.

First, descriptive strategies are regarded as the most complex and useful strategies for learners since they include the use of rewards, and punishments. In fact, Deci, Koestner, and Ryan (1999) described tangible rewards (stickers, awards, etc.) as contingencies to activities rather than feedback because they contain such little task information. In addition to that, they include the use of approval and disapproval expressions. Besides that, descriptive strategies aid teachers to show why the answers are incorrect. The aims

of these strategies are to guide the teachers for clarifying specific way to tell students about their mistakes, and how they correct them.

The second strategy is called the evaluative strategy. Evaluative strategies do not focus directly on students and their tasks, but their purposes are to motivate or demotivate them to do something. It may also encourage competition and does not give students information about specific elements. As a consequence, from teacher's perspective, it is very necessary to pay more attention to how and when you use praising. Pirhonen (2016, p. 26) states that evaluative feedback is shallower and its impact is very different from the descriptive one that aims at a deep level of understanding.

Despite the fact that these two strategies are different, they are interrelated because each one completes the other. So, if the teacher uses evaluative feedback, he will need to use descriptive feedback in order to achieve good outcomes.

## **Conclusion**

This chapter “teacher’s feedback” deals with the role of the teacher to develop learners’ performances. EFL teachers can use variety of strategies that aid them to deliver potential feedback to their students to help them decrease mistakes and increase motivation throughout the course. Because giving feedback is an important skill for lecturers in higher education and has a major influence on the quality of the students’ learning process (Hattie & Timperley, 2007). Also, feedback can not only provide useful information to the students in improving their learning, but also can offer decent information to teachers which is eventually improve the learning experience for the students.

## **Part Two: Field Work**

### **Chapter Three: Teachers' Questionnaire**

Introduction

3.1 Description of teacher's Questionnaire.....27

3.2 Analysis and Interpretation of the Results of the Questionnaire.....28

3.3 Discussion of the Results of the Questionnaire.....41

Conclusion

## **Chapter Three: Teachers' Questionnaire**

### **Introduction**

In the previous two chapters, we dealt with the literature of the current study. This chapter, the teachers' questionnaire, aims at collecting teachers' attitudes towards the influence of teachers' feedback on the improvement of accuracy in speaking. Teachers' questionnaire was distributed to 10 teachers who have taught second year students in the department of English at Mila University Centre AbdElhafid Boussouf.

Throughout this chapter, we are going to analyze and interpret the data collected from the teachers' questionnaire in order to check the effect of teachers' feedback in the development of speaking accuracy.

### **3.1 Description of Teachers' Questionnaire**

The teachers' questionnaire is composed of 15 questions that are divided into four sections; each section has its aim.

#### **Section One (questions 1-3)**

This section, background information, is designed to attain general information about teachers of oral expression, their degrees, and their experiences in teaching.

#### **Section Two (questions 4-9)**

The second section is about speaking accuracy. Students' level in speaking, the major difficulties confronted by learners during oral expression, the most used classroom activities, and the reasons behind students poor accuracy in speaking are the focal points included in this section.

#### **Section Three (questions 10-14)**

This section intended to show the significance of teachers' feedback in increasing speaking accuracy.

#### **Section Four (Q15)**

The last section composes of only one question, which aims at helping us with some suggestions that may assist us with the purpose of the present study.

### **3.2. Analysis and Interpretation of the Results**

#### **3.2.1. Section One: Background Information**

##### **Q1: What is your degree?**

- a. Bachelor degree
- b. Master or Magister degree
- c. Doctorate degree

<b>Degr ees</b>	<b>N</b>	<b>%</b>
<b>a</b>	00	00
<b>b</b>	08	80
<b>c</b>	02	20
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3.1. Teachers' Degrees**

As table 3.1 indicates, 80% of the questioned teachers hold a Master/Magister degree. 20% of them are Doctorate holders. These results show that most teachers have at least one research paper.

**Q2: How long have you been teaching English?**

<b>Y</b>	0	0	0	0	0	1	1	<b>T</b>
<b>e</b>	2	3	4	6	8	0	7	<b>o</b>
<b>a</b>								<b>t</b>
<b>r</b>								<b>a</b>
<b>s</b>								<b>l</b>
<b>T</b>	0	0	0	0	0	0	0	<b>1</b>
<b>e</b>	2	1	1	1	1	3	1	<b>0</b>
<b>a</b>								
<b>c</b>								
<b>h</b>								
<b>e</b>								
<b>r</b>								
<b>s</b>								
<b>%</b>	2	1	1	1	1	3	1	<b>1</b>
	0	0	0	0	0	0	0	<b>0</b>
								<b>0</b>

**Table 3.2. Teaching Experience**

According to Table 3.2, 30% of the respondents have taught second year university learners for more than ten years. 40% of them have an experience of less than 5 years. One teacher has an experience of eight years and the last one has taught English for six years.



**Q3: How long have you been teaching oral expression to second year students?**

<b>Y</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>T</b>
<b>ea</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>o</b>
<b>rs</b>					<b>t</b>
					<b>a</b>
					<b>l</b>
<b>te</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>ac</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>he</b>					
<b>rs</b>					
<b>%</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
					<b>0</b>

**Table 3.3. Teaching Oral Expression Experience**

Table 3.3 shows that the plurality of the questioned teachers (40%) has been teaching oral expression for four years. 20% of them have been teaching oral expression for three years. 30% have been teaching for two years and only one teacher (10%) has been teaching for 9 years.

**3.2.2. Section Two: Speaking Accuracy**

**Q4: What is your students' level in speaking?**

- a. Excellent
- b. good
- c. Average

- d. Poor
- e. Not acceptable

<b>Option</b>	<b>N</b>	<b>%</b>
<b>A</b>	00	00
<b>B</b>	01	10
<b>C</b>	08	80
<b>D</b>	01	10
<b>E</b>	00	00
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3.4. Students' Level in the Speaking Skill**

The results on table 3.4 reveal that the majority of the teachers (80%) have characterized their students' level in speaking as average while 10% of them have described it as poor. Only one teacher has said that it is good. This is a clear indication that the majority of second year university students have an acceptable level in the speaking skill.

**Q5. When teaching speaking, do you focus more in:**

- a. Accuracy
- b. Fluency

<b>Option</b>	<b>N</b>	<b>%</b>
<b>A</b>	06	60
<b>B</b>	03	30
<b>Ab</b>	01	10
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3.5. Teachers' Focus When Teaching Speaking**

Table 3.5 exhibits that more than the half of the respondents (60%) has focused on accuracy when teaching oral expression and 30% have emphasized fluency. 10% have stated that they focus on both accuracy and fluency to improve speaking proficiency. These results highlight the fact that accuracy is not ignored at university level.

**Q6:Do your students show difficulties in?**

- a. Pronunciation
- b. Grammar accuracy
- c. Vocabulary
- d. Fluency

<b>Option</b>	<b>N</b>	<b>%</b>
<b>Abc</b>	07	70
<b>D</b>	01	10
<b>Abcd</b>	02	20
<b>Total</b>	<b>10</b>	<b>100</b>

**Table3.6. Students Difficulties in Speaking Skill**

As noticed in the above table, 70% of informants have declared that students exhibit difficulties in accuracy (vocabulary, pronunciation, and grammar). One teacher (10%) has claimed that second year university students show problems in fluency. 20%

of teachers have suggested all aspects of speaking to be difficult for students. These results designate that even though it is said that accuracy is easier to develop as it is based on pre-established regulations; it is the most challenging feature for FL students.

**Q7: Which of the following activities you mostly use:**

- a. Role play
- b. Debate and discussion activities
- c. Information gap activities
- d. Problem solving activities
- e. listening activities e-Games
- f. Drills
- c.Reports

<b>O p t i o n</b>	<b>N</b>	<b>%</b>
<b>A</b>	0	4
<b>b</b>	4	0
<b>B</b>	0	1
<b>c</b>	1	0

<b>B</b>	0	1
<b>d</b>	1	0
<b>e</b>		
<b>B</b>	0	1
<b>c</b>	1	0
<b>d</b>		
<b>f</b>		
<b>A</b>	0	1
<b>b</b>	1	0
<b>d</b>		
<b>g</b>		
<b>A</b>	0	1
<b>b</b>	1	0
<b>d</b>		
<b>f</b>		
<b>A</b>	0	1
<b>b</b>	1	0
<b>g</b>		
<b>T</b>	<b>1</b>	<b>1</b>
<b>o</b>	<b>0</b>	<b>0</b>
<b>t</b>		<b>0</b>
<b>a</b>		
<b>l</b>		

**Table 3.7. Activities Used in Speaking**

As indicated in table 3.7, teachers have opted for role-play, debate and discussion activities; four teachers have used just these two kinds of classroom tasks to boost speaking; however; the rest applied other activities in addition to these. This implies that teachers utilize different kinds of activities to develop various components of speaking.

**Q8: Do you think that the activities you are using are enough to improve learners' accuracy?**

a. Yes

b. No

<b>Option</b>	<b>N</b>	<b>%</b>
<b>A</b>	07	70
<b>B</b>	03	30
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3.8. The Use of Activities Can Enhance Learners Speaking Accuracy**

As indicated in table 3.8, the majority of the informants (70%) have claimed that the use of activities is sufficient to ameliorate accuracy in speaking. However, 30% are not satisfied. These results show that activities play a major role for the development of speaking accuracy.

**If 'No', please, justify your answer.**

The teachers (3 teachers) who have said that the various activities that they are using are not adequate to enhance learners' accuracy have justified their answers by saying that:

- Teaching oral expression requires both time and materials which do exist at our universities. Oral expression is given only three hours per week divided between speaking and listening. In addition to the problem of material which is broken down most of the time (2).
- One teacher has said that feedback has a great role for the development of speaking accuracy but s/he focus more on fluency.

**Q9: What is, in your opinion, the reason behind students' poor accuracy in speaking?**

a- Teachers do not provide learners with enough feedback

b- Teachers focus more on content rather than correctness

<b>Option</b>	<b>N</b>	<b>%</b>
<b>A</b>	04	40
<b>B</b>	03	30
<b>Ab</b>	03	30
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3.9. Reasons for Students Poor Accuracy**

Table 3.9 shows that the first reason for learners' poor accuracy is related to the quantity of the provided feedback (40%). Focusing on the content more than correctness is the reason that rated the second by 30% of informants. The rest 30%

have seen that both reasons cause the poorness of accuracy. This implies that feedback play a major role in increasing students level.

### 3.3. Section Three: Teachers' Feedback

**Q10: Do you think that providing students with enough feedback helps the improvement of speaking accuracy?**

- a. Yes
- b. No

Option	N	%
A	10	100
B	00	00
<b>Total</b>	<b>10</b>	<b>100</b>

**Table3.10. Teachers Opinions about the Role of Feedback to Improve Students Speaking Accuracy**

This question is administered to check whether teachers' feedback is an effective strategy in teaching speaking accuracy. 100% of our respondents have thoroughly agreed on the role played by feedback in the improvement of accuracy in speaking. These results yield the fact that feedback is required in the speaking classroom.

**Q11: When teaching oral expression, do you give feedback to your students?**

- a. Yes
- b. No



<b>Option</b>	<b>N</b>	<b>%</b>
<b>A</b>	10	100
<b>B</b>	00	00
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3. 11. The Use of Feedback in the Oral Expression**

The results from figure 3.11 reveal that 100% of the questioned teachers use feedback in teaching oral expression. This implies that feedback is a strategy applied by oral expression teachers to boost speaking.

**If yes, do you do that?**

a. Often

b. Always

c. Sometimes

d. Rarely

<b>Option</b>	<b>N</b>	<b>%</b>
<b>Often</b>	00	00
<b>Always</b>	04	40
<b>Sometimes</b>	04	40
<b>Rarely</b>	02	20
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3.12. Teachers Frequency of Using Feedback in Oral Expression**

The results obtained in figure 3.12 show that the respondents always provide their students with feedback when teaching the speaking skill. 40% of them give feedback sometimes. However, 20% of informants rarely supply learners with remarks about their mistakes. These results state that most teachers deliver feedback to their learners in order to perform correct language.

**12- Do your students take feedback into consideration?**

a. Yes

b. No

<b>Option</b>	<b>N</b>	<b>%</b>
<b>A</b>	06	60
<b>B</b>	04	40
<b>Total</b>	<b>10</b>	<b>100</b>

**Table 3. 13. Students Awareness of Using Feedback**

The results point out that the majority of the questioned teachers (60%) have claimed that their students take into consideration the feedback provided to them whereas 40% have seen that their students do not take into account their teachers' comments. This indicates that a good proportion of learners are aware of the valuation of their teachers' feedback.

**If 'No', please justify your answer.**

Four teachers have declared that their learners do not take their feedback into consideration; they have explained their answers by saying:

- Most of the students focus on the content more than language knowledge (2).
- The majority of the students do not care because they do not concentrate when they speak, and they neglect the importance of feedback in improving their speaking. In addition, they want to master fluency (2).

**Q13: When giving feedback, do you focus more on:**

- Positive feedback
- Negative feedback

Option	N	%
<b>A</b>	07	70
<b>B</b>	01	10
<b>Ab</b>	02	20
<b>Total</b>	<b>10</b>	<b>100</b>

**Table. 3.14. The Teachers' Focus when Giving Feedback**

70% of the respondents award positive feedback to their students and only 10% use negative feedback, the rest 20% prefer the use of both negative and positive feedback in teaching the speaking skill. This implies that the use of both negative and positive feedback enhance speaking skill especially the positive one.

**Q.14 How do your students react to your feedback?**

The teachers have explained that their students react to their feedback by saying that:

- Most of their students consider their feedback. However, they do not apply the feedback because of shyness and stress. (2).
- Some learners accept both negative and positive feedback. (4).

This also implies that students see this strategy as a helpful way to develop their language.

### **3.4. Section Four: Teachers' Suggestions**

**Q.15 please, adds any suggestions you see relevant to the aim of the questionnaire.**

Only four teachers provided us with some suggestions, which are summarized in the following points:

- Learners should enhance their listening and speaking skill through the use of technology such as mobile devices and channels like BBC.
- The teacher should oblige her/his students to consider feedback, and s/he should motivate them to work hard in order to be accurate. In addition, s/he should use both positive and negative feedback because each one has its importance (2).

### **3.5. Discussion of the Results**

After analyzing the teachers' questionnaire, we have found that most of teachers' use feedback as a strategy for enhancing their learners' speaking accuracy because most of their learners face many difficulties in pronunciation, grammar, and vocabulary. According to their answers, feedback is very beneficial for improving students' speaking proficiency, but they face many obstacles during teaching oral expression. Like for example, lack of time and materials. Despite the fact that they have many difficulties, they apply some effective activities in order to help their

students speak accurately. Like, for instance, discussion and role- play as significant activities. From these results, we can notice that teachers' feedback play a crucial role in the development of learners' speaking accuracy.

## **Conclusion**

The major reason for creating this questionnaire is to discuss and analyze if teachers' feedback can enhance learners' speaking accuracy, and if the students consider their teacher' feedback. EFL learners commit many mistakes in grammar, vocabulary, and pronunciation due to learners lack of delivering feedback and lack of participation. For that, some solutions have been suggested, such as coming up with appropriate various activities and techniques in order to provide effective feedback, and obliging students to consider them. Feedback is the most common way that is used for solving grammar, vocabulary, and pronunciation problems. Other strategies might be used in order to speak a correct language like for example, listening to channels, practicing a lot, etc.

## Chapter Four: Students' Tests

### Introduction

4.1 Data Collection.....	45
4.1.1 The Population and The Sample.....	45
4.1.2 The Description of Pre-test.....	45
4.1.3 The Description of the Treatment.....	47
4.1.4 The Description of the Post-Test.....	48
4.2 Results and Analysis of the Pre-test .....	49
4.2.1 Scores of the Pre-test .....	49
4.2.2 Results and Analysis of the Criteria .....	55
4.3 Results and Analysis of the post-test .....	55
4.3.1 Scores of the Post-test .....	55
4.3.2 Results and Analysis of Criteria .....	57
4.3 Analysis of the Differences.....	61
4.4 General Discussion of the Results.....	68

### Conclusion

## **Chapter Four: Students' Tests**

### **Introduction:**

In the previous chapter, we dealt with the interpretation of teachers' attitudes towards the role played by feedback in accuracy enhancement. In this chapter, we intend to evaluate if teachers' feedback can enhance learners' speaking accuracy.

First, we are going to deal with the population and the sample. Then, we will analyze the scores that are used during the pre-test and post-test. Next, we will discuss the difference between Pre-test and post-test results; and, we will finish with a general discussion of the main results of this experiment.

### **4.1 Data Collection**

#### **4.1.1. Population and Sample**

Second year students of English department at Centre of Mila University AbdAlhafid Boussouf are the target population of the present study. We have randomly chosen a sample of thirty students (15.96%) from a population of 188 learners. We have selected second year university students because they are not prepared enough to speak the FL accurately. As a result, they still rely on their teachers' feedback as an essential source for speaking accurate language.

#### **4.1.2 The Pre-test**

The pre-test took place in the middle of the second semester, on Monday 26<sup>th</sup> February 2018. It was administered to one group that is composed of thirty (30) students. Its aim is to measure their abilities before the treatment. Before starting the session, we first provided them with a brief description of the nature of our experiment, and its objective. Concerning the test, we chose group discussion and debate activity



because it is the kind of activities which help the detection of all the mistakes that most learners commit in pronunciation and grammar. The subjects were given the opportunity to choose the topics and the members of the subgroups that composed of four students in order not to feel controlled.

After they selected their subjects and their groups, the participants were given 10 minutes to think about the dialogues to be performed. Each subgroup came to the board to discuss the topic that it had been selected. It lasted for nearly 51 minutes.

The picked topics are summarized in the following table:

<b>Groups</b>	<b>Topics</b>
<b>Group one</b>	Working woman
<b>Group two</b>	Language
<b>Group three</b>	Reading books
<b>Group four</b>	Failure
<b>Group five</b>	Grounding children
<b>Group six</b>	Does patient have the right to know about his dangerous disease
<b>Group seven</b>	Freedom

<b>Group eight</b>	Sport
--------------------	-------

**Table 4.15. Selected Topics**

### 4.1.3. The Treatment

Treatment lasted in 5 sessions in which learners practiced the language by using role play and group discussion activities. During the five sessions, competitors were given feedback.

Days	Time	Number of the group	Activity
February, 26 <sup>th</sup> 2018	9.30 /11am	8 groups	Role play
March, 5 <sup>th</sup> 2018	9.30 /11 am	7 groups	Discussion activity
March, 12 <sup>th</sup> 2018	9.30/11am	8 groups	Discussion and debate activity
March, 18 <sup>th</sup> 2018	2.00/3.30pm	6 groups	Discussion and debate activity

**Table 4.16 Time, Number of Groups, and Activities Made in the Classroom**

In the first session, each subgroup created its own role-play; conversations in an airport and conversations in a restaurant are examples of the chosen situations. In

the second session, they were asked to discuss different topics. In the third and the fourth sessions, participants preferred to choose the topics that they are interested in, such as, reading books, etc. For each session, we corrected and provided them with feedback. The most noticeable remark is that most of the mistakes made by the students are related to pronouns, tenses, the structure of the sentence and intonation especially in the first session.

#### **4.1.4. The Post-Test**

The post-test was administered to the same sample after the treatment on 19<sup>th</sup> March 2018. The subjects were retested by presenting the same topics selected for the pre-test. The aim is to inspect whether the feedback strategy is effective in the improvement of grammar and pronunciation.

To score learners' products in both the pre-test and the post-test, we chose the analytical scoring as a main technique because it seems more reliable to achieve our goal.

We chose four main elements to mark accuracy:

- The structure of sentence.
- The use of tenses.
- The use of pronouns.
- The use of intonation.

We adopted these ingredients because they are the most committed mistakes by the sample. In addition, they are considered the most components of language competence. For scoring accuracy, we gave 5 points /20 for each element.

## 4.2 Results and Analysis of the Pre-test

### 4.2.3 Scores of the Pre-test

<b>Sude nts</b>	<b>Mar ks</b>	<b>Stud ents</b>	<b>Mar ks</b>
S1	13	S16	07
S2	05	S17	14
S3	05	S18	08
S4	12	S19	09
S5	06	S20	07
S6	07	S21	11
S7	10	S22	11
S8	14	S23	06
S9	06	S24	15
S10	10	S25	09
S11	05	S26	10
S12	06	S27	08
S13	15	S28	07
S14	08	S29	10
S15	09	S30	08

**Table.4.17: Scores of the Pre-test**

According to the results displayed in the table, we have noticed that the highest mark in the pre-test is 15/20; only one learner has got it. The lowest mark is 5/20; obtained by three learners. This implies that our sample is selected randomly because there is a huge difference between their marks.

	0	0	0	0	0	1	1	1	1	1
<b>M</b>	5	6	7	8	9	0	1	3	4	5
<b>%</b>	9	1	1	1	9	1	6	6	6	6
	.	3	3	3	.	3	.	.	.	.
	9	.	.	.	9	.	6	6	6	6
	9	3	3	3	9	3	6	6	6	6
		3	3	3		3				

**Table 4.18. Representing the Rate of the Pre-test**

From the table 15, we notice that the lowest mark in the pre-test is 5 obtained by 9.99% of the learners. The highest mark is 15 and just 6.66% of the participants have got it.

<b>Under the average</b>	<b>Over the average</b>
59.97 %	40.03 %

**Table 4.19. Representing the Rate of Scores under and above the Average in the Pre-test**

As can be noticed in the above table, for about 60% of the students (18 students) have obtained marks below the average and 40.03% (12 learners) have got marks above 10. Therefore, the level of more than the half of the sample is below the average. These results reflect that EFL learners at our university have faced many difficulties in speaking accuracy.

#### 4.2.2. Results and Analysis of the Criteria

- **Sentence Structure**

Marks	0	1	2	3	4	5
Students	2	4	12	9	2	1
%	6.66	13.33	40.00	30.00	6.66	3.33

**Table 4.20. Grading Learners' Sentence Structure in the Pre-test**

As shown in the above table, more than half of the learners (59.99%) show difficulties in sentence structure. 40.01% display higher level in creating a good sentence structure. These results indicate that learners under investigation do not

master how to arrange sentences although it is the prime objective of all FL learning classes. This is probably caused by the lack of using the feedback strategy.

- **Intonation**

<b>M a r k</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>s t u d e n t s</b>	0 8	1 1	0 6	0 5	0 0	0 0
<b>%</b>	2 6 . 6 6	3 6 . 6 6	2 0 . 6 6	1 6 . 6 6	0 0 . 6 6	0 0 . 6 6

**Table4.21. Learners' Intonation in the Pre-test**

The results point out that 83.32% of the competitors are poor concerning this element of pronunciation and only 16.68% exhibit acceptable level. This indicates that the majority of the students speak in a linear which affects their pronunciation.

- **Pronouns**

<b>M a r k</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>s t u d e n t s</b>	0	0	1	0	0	0
	0	1	0	9	5	1
<b>%</b>	0	3	3	3	3	0
	0	,	3	0	3	0
		3	,		,	
		3	3		3	
			3		3	

**Table 4.22. Learners' Use of Pronoun in the Pre-test**

As table 19 shows, 63, 34% of learners reveal a good level in using pronouns.

Only 36.66% of the students have a poor and unacceptable level



- Tenses

M a r k	0	1	2	3	4	5
S t u d e n t s	0 0	0 4	1 1	0 9	0 5	0 1
%	0 0	1 3 . 3 3	3 6 . 6 6	3	1 6 . 6 6	3 . 3 3

**Table 4. 23. Learners' Use of Tenses in the Pre-test**

According to the results stated in the table and diagram above, 50% of the sample use tenses in an acceptable and good way when speaking. 50% do not apply the right tense in its right context. These findings state that half of the students fail in producing correct tense although they have started taking this element of grammar

from the middle school. This is a clear indication that learners are not provided by enough feedback.

### 4.3 Results and Analysis of the Post-test

#### 4.3.1 Scores of the Post-Test

<b>Subj ects</b>	<b>Scor es</b>	<b>Subj ects</b>	<b>Scor es</b>
<b>S1</b>	14	<b>S16</b>	09
<b>S2</b>	07	<b>S17</b>	15
<b>S3</b>	06	<b>S18</b>	09
<b>S4</b>	14	<b>S19</b>	11
<b>S5</b>	07	<b>S20</b>	09
<b>S6</b>	06	<b>S21</b>	13
<b>S7</b>	12	<b>S22</b>	12
<b>S8</b>	15	<b>S23</b>	05
<b>S9</b>	08	<b>S24</b>	16
<b>S10</b>	10	<b>S25</b>	12
<b>S11</b>	08	<b>S26</b>	10
<b>S12</b>	07	<b>S27</b>	10
<b>S13</b>	15	<b>S28</b>	09
<b>S14</b>	10	<b>S29</b>	11
<b>S15</b>	08	<b>S30</b>	10

**Table4.24. Representing the Rate of the Scores of the Post-Test**

As displayed in the table 21, the lowest mark in the post-test is 5 and the highest one is 16. More specifically, just one learner has got 5 and only one has got 16.

	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>M</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>%</b>	3	6	9	9	1	1	6	9	3	6	9	3
	.	.	.	.	3	6	.	.	.	.	.	.
	3	6	9	9	.	.	6	9	3	6	9	3
	3	6	9	9	3	6	6	9	3	6	9	3
					2	5						

**Table 4. 25. The Rate of the Post-test Scores**

From the table above, there is no difference between the rate of learners who have got the highest and those who got the lowest scores. The highest rate is 16.65% obtained by those who got 10. The lowest rate is 3.33% by those who got 5, 13 and 16.

<b>Under the average</b>	<b>Over the average</b>
43.3	56.7

**Table 4.26. Representing the Rate of the Scores under and above the Average in the Post-test**

Table 23 reveals that 56.70 % of the learners have got marks above the average which means that they have good and acceptable accuracy in speaking. 43.30% of them have got marks under the average. These results indicate that learners have taken into consideration the feedback given to them during the treatment phase.

### **4.3.2 Results and Analysis of Criteria**

- **Sentence Structure**

<b>M a r k</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>S t u d e n t s</b>	0	0	0	1	0	0
	0	3	6	3	5	3
<b>%</b>	0	1	2	4	1	1
	0	0	0	3	6	0
				·	·	
				3	6	
				3	6	

**Table4.27. Learners' Structure of Sentence in the Pre-test**

The results on table 24 expose that, 70% of learners show good results in producing correct sentence forms. However, 30% of them have lower results concerning their sentence structure. These results prove that the teachers' feedback used is one of the most appropriate strategies to boost sentence structure.

- **Intonation**

<b>M a r k s</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>S t u d e n t s</b>	0 6	1 4	0 9	0 1	0 0	0 0
<b>%</b>	2 0	4 6 . 6 6	3 0	3 . 3 3	0 0	0 0

**Table4.28.Learners' Intonation in the Pre-test**

As noticed in the table above, 3.34% of participants exhibit an average level. However, more than 96 % of them show poor level in using appropriate intonation. The reason behind these results may be due to the limited time given to improve this challenging aspect of pronunciation.

- **Pronoun**

<b>M a r k s</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>S t u d e n t s</b>	0 0	0 1	0 3	1 4	1 1	0 1
<b>%</b>	0 0	3 . 3 3	1 0	4 6 . 6 6	3 6 . 6 6	3 . 3 3

**Table 4.29. Learners' Use of Pronouns in the Pre-test**

The results obtained in the table 26 state that most of subjects can speak accurately at the level of pronouns; 86.67% of them have good and average levels. 13.33% of them display a poor level and demonstrate an unacceptable level.

- Tenses

M a r k	0	1	2	3	4	5
S t u d e n t s	0 1	0 0	1 0	1 1	0 5	0 3
%	3 . 3 3	0 0	3 3 . 3 3	3 6 . 6 6	1 6 . 6 6	1 0

**Table.4 .30. Learners' Use of Tenses in the Pre-test**

The findings in table 27 indicate that 63.34% of the students have good level in using tenses. However, 36.66% of them still confuse between tenses. In comparison to the pre-test, some learners correct their mistakes; as a result feedback has a significant effect on language tenses.

Contrastively, learners in the pre-test were given no comments on what they speak; they were asked to discuss their topics in groups of four. As a result, they commit many errors especially in tenses, structure of the sentence, and pronouns. To reduce this problem, they needed feedback from their teachers with great deal. Hence, neglecting the use of feedback in EFL classrooms made the learners' speech in the pre-test unclear. Thus, from the results we notice that students like when the teacher corrects them, because getting feedback from the teacher is the crucial and the focal part in learning.

#### 4.4 Analysis of the Differences

M	0	0	0	0	0	1	1	1	1	1	1	1
	5	6	7	8	9	0	1	2	3	4	5	6
P	9	1	1	1	9	1	6	/	6	6	6	/
r	.	3	3	3	.	3	.		.	.	.	
e	9	.	.	.	9	.	6		6	6	6	
-	9	3	3	3	9	3	6		6	6	6	
t		3	3	3		3						
e												
s												
t												
%												
P	3	6	9	9	1	1	6	9	3	6	9	3
o	.	.	.	.	3	6	.	.	.	.	.	.
s	3	6	9	9	.	.	6	9	3	6	9	3
t	3	6	9	9			6	9	3	6	9	3



- t e s t %					3	6						
					2	5						

**Table.4.31. Rates of Marks of Learners in both of the Pre-test and Post-test**

From the table of differences, we notice that most of the post-test percentages of those students who took marks under 10 are less than those of the pre-test. Yet, the percentage of those who have got 10 in the pre-test is 13.33%, whereas they got 16.65% in the post-test. Also we notice that no one took the mark 12 and 16 in the pre-test whereas in the post-test they did. Moreover, the most remarkable notice in this table is that the highest mark in the pretest 15 becomes 16 in the post-test. This is a clear indication that learners have taken feedback into consideration.

<b>Scores</b>	<b>Sc or es bel ow the Av er</b>	<b>Scores above the Average</b>
---------------	--	---

	<b>ag e</b>	
<b>Pre-test %</b>	59. 97	40.03
<b>Post-test %</b>	43. 30	56.70

**Table.4.32.Rates of Marks below and above the Average of the Group in both Tests**

The results reported in the above table reveal that speaking accuracy has been improve in the post-test. The difference between scores below and above the average in the pre-test is 19, 94%, whereas the difference in the post- test is only 13, 04%. This findings point out that teachers' feedback is the best strategy to reduce students' problems in FL.

- **Sentence Structure**

<b>M a r k</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>P r e - t</b>	6 . 6 6	1 3 . 3 3	4 0	3 0	6 . 6 6	3 . 3 3

e s t %						
P o s t - t e s t %	0 0	1 0	2 0	4 3 . 3 3	1 6 . 6 6	1 0

**Table .4.33. The Differences of Structure form Percentages between both Tests**

In comparison with the pre- test, the results of the post –test are good. 69.66% of the subjects in the post- test have above the average level. That means that many students can create acceptable sentence forms. In contradistinction, 39.99% of learners in the first test have under the average level. The distinction between the two is 29.67% .Yet, we have noticed that the students who take feedback into account, and they correct their sentences. Thus, this is a clear indication that *teachers' feedback* is the best strategy to enhance students' structure form.

- **Intonation**

<b>Mark</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Pre-test</b>	2	3	2	1	0	0
	6	6	0	6	0	0
	.	.		.		
	6	6		6		
<b>Post-test</b>	2	4	3	3	0	0
	0	6	0	.	0	0
		.		3		
		6		3		

**Table.4.34. the Rates of Learners' Intonation in both of the Pre-test and Post-test**

The highest percentage above the average *three* is (16.66%) goes to the poor level in this norm, the second test highest rate (3.33%). Both tests show bad results in comparison with the pre-test. The development of the group in the second test seems to be worse than the first one. This low marks do not mean that the level of the students is poor. It can be due to some causes, like stress or personal problem, etc.

- **Pronouns**

<b>Mark</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ks</b>						

<b>pre- test %</b>	0	3	3	3	3	0
	0	,	3	0	3	0
		3	,		,	
		3	3		3	
<b>Post- test %</b>	0	3	1	4	3	3
	0	,	0	6	6	,
		3		,	,	3
		3		6	6	3
			6	6		

**Table.4.35. Differences of Pronoun Percentages between both Tests**

The results shown above indicate that 36.33% of learners in the pre-test are not capable of using the suitable pronoun in its adequate place. Only 13.33% of learners in the post- test have troubles when they use pronouns in speaking. Hence, the results of the post-test are higher than the pre-test. The majority of students (86.65%) correct their errors concerning the use of pronouns. These results point out that providing student with feedback enhances accuracy in speaking.

- **Tenses**

<b>M</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>a</b>						
<b>r</b>						
<b>k</b>						
<b>s</b>						

%	0	1	3	3	1	3.3
	0	3	6	0	6	3
	.	.	.	.	.	
	3	3	6		6	
	3	3	6		6	
%	3	0	3	3	1	10
	.	0	3	6	6	
	3		.	.	.	
	3		3	6	6	
			3	6	6	

**Table.4.36. Differences of Structure form Percentages between both Tests**

It is noticed that most of the students (63.32%) in the post-test improve the use of tenses. This indicates that teachers' feedback is the best strategy to develop the use of tenses in speaking.

#### 4.4. General Discussion of the Results

Score s	Pre-test %	Post-test %
Score s below the	59.97%	43.30 %

Average												
Scores above the Average	40.03%						56.70%					
<b>Criteria</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Sentence Structure	6 . 6 6 %	1 3 . 3 %	4 0 %	3 0 %	6 6 %	3 3 %	0 0 %	1 0 %	2 0 %	4 3 3 %	1 6 6 %	3 . 3 6 %
Intonation	2 6 . 6	3 6 . 6	2 0 %	1 6 . 6	0 0 %	0 0 %	2 0 %	4 6 . 6	3 0 %	3 . 3 %	0 0 %	0 0 %

	6 %	6 %		6 %				6 %				
Pron ouns	0 0 %	3 . 3 %	3 3 . 3 %	3 0 %	3 . 3 %	0 0 %	0 0 %	3 . 3 %	1 0 %	4 6 . 6 %	3 6 . 6 %	3 . 3 %
Tens es	0 0 %	1 3 . 3 %	3 6 . 6 %	3 0 %	1 6 . 6 %	3 . 3 %	3 . 3 %	0 0 %	3 3 . 3 %	3 6 . 6 %	1 6 . 6 %	1 0 %

**Table.4. 37. Differences between the Two Tests of the Group**

It is often claimed that teachers' feedback is one of the best strategies that are used to enhance learners' speaking accuracy. From the results stated in the table, we have noticed many differences between the pre-test and the post-test. As indicated in table 34, students in the post-test show a noticeable development in comparison to the pre-test. Learners in the post-test were given feedback about their mistakes especially in pronunciation and grammar. This teaching strategy aids learners to speak accurately.



## **Conclusion**

Being proficient in speaking a FL means to produce that language accurately. Accuracy in speaking is the ability of creating correct utterances with the use of proper grammar, vocabulary, and pronunciation. This chapter examines whether the use of feedback enhances learners' speaking accuracy.

From the findings discussed in this chapter, the noticeable differences between the results of the pre-test and the post-test indicate that teachers' feedback is the best strategy that enables learners to produce a correct language. This means that if teachers' of oral expression deliver feedback to their students from the beginning of the first semester, they will correct some of their mistakes especially in grammar.

## **Chapter Five: Pedagogical Implications and Recommendations**

Introduction

5.1. Pedagogical Implications.....73

5.2. Recommendations.....73

    5.2.1. Suggestion for teachers.....73

    5.2.2. Suggestions for students.....74

Conclusion

## **Chapter Five: Pedagogical Implications and Recommendations**

### **Introduction**

The results of this research can be used as a guide to both teachers and students in order to pay more attention to the impact of feedback in improving speaking accuracy, and a prime role of teachers 'feedback which helps learners to perform better in oral production. In addition, teachers can focus on these results and use feedback as a main strategy in order to enhance their teaching.

### **5.1. Pedagogical Implication**

The results of this research can be used as a guide to both teachers and students in order to pay more attention to the impact of feedback in improving speaking accuracy. The prime role of teachers 'feedback is to help learners perform better in oral production.

### **5.2. Recommendations**

The result of this experiment states that the use of teachers' feedback in EFL classroom is a powerful strategy for developing learners' speaking proficiency.. There are some suggestions for both teachers and students concerning the use of feedback.

#### **5.2.1. Suggestions for Teachers**

- Teachers should apply feedback as a pedagogical tool for improving learners speaking accuracy.
- Allowing much time in the class for speaking activities.
- Using different oral activities to review speaking accuracy, such as information gaps, role-play, discussion, etc. These would help learners to produce accurate speech.

- Motivating learners to practice more in order to improve their speech production.
- Encouraging learners to use peer-feedback and self-feedback in addition to teacher-feedback.
- Providing EFL learners with different activities that help them correct their mistakes.

### **5.2.2. Suggestions for Learners**

- Learners ought to interact with their teachers in order to gain their feedback and accurate speech.
- Learners should speak extensively in order to develop their speaking accuracy.
- Using feedback that they receive from their teachers in order to ameliorate their level.
- Listening to the BBC channels, tablets and repeating the utterances as they have heard them.
- Learners should be motivated to speak in any speaking activity to detect their problems.
- Learners should pay attention to the importance of feedback in order to correct their mistakes and errors.

## **Conclusion**

The present chapter was meant to describe and analyze the results that have been gathered during our research. These findings enabled us to test our hypotheses of the study, which have been confirmed. We finished with some suggestions that may be helpful for both teachers and learners in order to speak a correct language.

## **General conclusion**

This study highlights one important strategy in the process of learning and teaching; the feedback strategy. Through this research, we argue that if students receive crucial feedback, they will be able to produce accurate language.

The current study contains four chapters. The first and the second chapters cover the theoretical part that reviews researchers studies and intentions about speaking, speaking accuracy and feedback. Whereas, the third and the fourth chapters deal with the empirical framework of the dissertation; a questionnaire administered to second year oral expression teachers and an experiment for students.

The analysis of the results confirms our hypothesis that teachers' feedback can enhance students speaking accuracy. The positive outcomes of this research express that the use of feedback as a prime strategy enables learners to use correct language in speaking.

## Reference List

- Abebe , D.T. & Deneke, D.T. (2015). *Causes of Students' Limited Participation in EFL Classroom*. Ethiopian Public University in Focus. Society of Education, India.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22–30.
- Amy, T, K. (2010). *Using games in language classroom*. Ma TESOL Collection. *Feedback*. Medical Education, 44(1), 101-108.
- Baker, J., & Westrup, H. (2003). *Essential speaking skill: Hand Book for English Language Teachers*. London: Continuum International Publishing.
- Brown, H. D. (2001). *Teaching by principles and interactive approach to language pedagogy*. New York: long Man, INC.
- Celce-Murcia, M. (Ed). (2001). *Teaching English as a Second or ForeignLanguage* ( 3rd ed.). Boston, MA: Heinle & Heinle.
- Dörnyei, Z. (1998). Motivational factors in the second language attainment: A review of research in Hungary. *Acta Linguistica Hungraia*. Vol. 44, 261-275.
- Baryla, E., Shelley, G., & Trainor, W. (2012). *Practical Assessment Research and Education: Transforming Rubrics Using Factor Analysis*. 17(4).
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria Va.Association for Supervision and Curriculum Development.
- Byrne, D. (1986). *Teaching Oral English*. Cambridge: Cambridge University Press.

- Burnett, P.C. (2002). Teacher praise, feedback, and students' perceptions of the classroom environment. *Educational Psychology*, 22 (1).
- Cohen, L. (2005). *A Guide to Teaching Practice: Assessment*. (5<sup>th</sup> ed). Tylor & Francis e- library: Routledge
- Deci, E. L., Koestuer, R., & Ryan, M. R. (1999). A meta-analytic review of experiment examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627-668.
- Epstien, R. M. (2007). Assessment in medical education. *New England Journal of Medicine*, 356(4), 387-396.
- Fulcher, G.(2003). Assessing speaking: Putting the Pieces to Gather. University of Liecester. Retrieved from: <http://languagetesting.info>.
- Gower, R., Phillips, D., & Walters, S. (1995). *Teaching practice handbook*. Oxford: MacMillan Education.
- Gołębiowska, A. (1987). *Let's talk: A Book for Teachers*. Warszawa: Wydawnictwo Szolnok I Pedagogiczne.
- Goh, C., and Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. New York: Cambridge University Press.
- Harmer, J. (2001). *The practice of English language teaching* .New York: Harlow Pearson Education, LTD.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Education, LTD.
- Hart,D.(1999). Opening assessment to our students. *Social Education*, 63, 343-345.



Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77(1), 81-112.*

Hughes, A. (1989). *Testing for language teachers.* Cambridge: Cambridge University Press.

*Itkonen, T. (2010). Spoken Language Proficiency Assessment: Assessing Speaking or Evaluating acting. Retrieved October 3rd/2012, from <http://blogs.helsinki.fi/hy-talk/files/2010/06/Itkonenpro-gradu.pdf>*

*Kavaliauskienė, G. (2006). Good Practice in teaching ESP presentations. Retrieved May 20th/2011, from <http://esp-world.heliohost.org>*

Kellem, H. (2009). *Principles for developing oral fluency in the classroom.* The Language Teachers.

Kiyan, P. (2017). *Journal of Applied Linguistics and Language Research: A Comparison of the Effect of Teacher's Speaking Accuracy Vs. Fluency on EFL Learners' Oral Skill.* V4.P (305-311) University of Isfahan, Iran

Kowalska, B. (1991). *Let them talk in English.* Warszawa: Wydawnictwo Szolnok I Pedagogiczne.

Lindsay, C. and knight, P. (2006). *Learning and Teaching.* Oxford: OUP

Littlewood, W. (1981). *Communicative language Teaching.* Cambridge: Cambridge University Press.

*Livingstone, C. (1983). Role-play in language learning. England: Longman Group Limited.*

Mannaai, S. (2013). *Developing the students' speaking skill through communicative language teaching.*

- Moss, C. M. and Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria Va.: Association for Supervision and Curriculum Development.
- O'Malley, J. M. & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. MA: Addison-Wesley
- Pirhonen, N. (2016). *Students' perceptions about the use of oral feedback in EFL classrooms*. Master thesis, University of Jyväskylä: Department of language English.
- Podsakoff, P.M., & Farh, J. L. (1989). Effects of feedback sign and credibility on goal setting and task performance. *Organizational Behavior and Human Decision Processes*, 44, 45-67.
- Purcell E. and Suter R. (1980). 'Predictors of pronunciation accuracy: a re-examination'. *Language Learning* 30/2: 271-87.
- Race, P. (2010). *Making learning happen: A guide for post-compulsory education* (2nd ed.). London: Sage Publications.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: University Cambridge Press.
- Redmond, M.V. & Vrchota, D. (2007). *Every day Public Speaking*. England: Pearson Education.
- Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Sadler, D. R. (1989). *Instructional science: Formative Assessment and the Design of Instructional Systems*, 18 (2), 119-144.

Sprouls, K. (2010). *Teachers' use of positive and negative feedback with students who are high – risk for emotional behavioral disorder*. Dissertation Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy, Arizona state university.

Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman

Ur, Penny. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

Ur, P. (1991). *A course in language teaching: Practicing and Theory*. New York: Cambridge University Press, 121.

UR, P. (2000). *A course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Willis, D. (1993). *Learning and Assessment: Exposing the inconsistencies of theory and practice*. *Oxford Review of Education* (19) 3.

## Appendix 1

### Teachers' Questionnaire

Dear Teacher,

*This questionnaire is a part of our research that deals with the effects of teachers' feedback in improving students speaking accuracy.*

*Your answers will be great help for the research, please, tick the appropriate box and make statements whenever required.*

#### Section One: Background Information

1. What is your degree?

a. Bachelor degree

b. Master/Magister degree

c. Doctorate degree

2. How long have you been teaching English?

.....years.

3. How long have you been teaching oral expression to second year students?

.....years.

#### Section Two : Speaking Accuracy

4. What is your students' level in speaking?

a. Excellent

b. good

c. Average

d. Poor

e. Not acceptable

5. When teaching speaking, do you focus more in:

a- Accuracy

b- Fluency

6. Do your students show difficulties in?

a. Pronunciation

b. Grammar accuracy

c. Vocabulary

d. Fluency

7. Which of the following activities you mostly use:

a. Role play

b. Debate and discussion activities

c. Information gap activities

d. Problem solving activities

e. Listening activities

f. Games

g. Drills

h. Reports

8. Do you think that the activities you are using are enough to improve learners' accuracy?

a- Yes

b- No

If 'No', please, justify your answer.

.....  
.....  
.....  
9. What is, in your stance, the reason behind students' poor accuracy in speaking?

a. Teachers do not provide learners with enough feedback

b. Teachers focus more on content rather than correctness

**Section Three: Teachers' Feedback**

10. Do you think that providing students with enough feedback helps the improvement of speaking accuracy?

a. Yes

b. No

11. When teaching oral expression, do you give feedback to your students?

a. Yes

b. No

If yes, do you do that?

Often  Always  Sometimes  Rarely

12. Do your students take feedback into consideration?

a. Yes

b. No

If 'No', please justify your answer

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

13. When giving feedback, do you focus more on?

a. Positive feedback

b. Negative feedback

14. How do your students react to your feedback?

.....

.....

.....

.....

.....

**Section Four: Teachers' Suggestions**

15. Please, add any suggestions you see relevant to the aim of the questionnaire

.....

.....

.....

.....

.....

## Appendix 2

### Pre-test Score

Student 1

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	03
Intonation	03
<b>Total</b>	<b>13</b>

Students 2

<b>Element</b>	<b>Mark</b>
Structure of the sentence	00
Pronouns	02
Tenses	02
Intonation	01
<b>Total</b>	<b>05</b>



Student 3

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	02
Tenses	01
Intonation	00
<b>Total</b>	<b>05</b>

Student 4

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Prnouns	04
Tenses	04
Intonation	02
<b>Total</b>	<b>13</b>

Student 5

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	03
Tenses	02
Intonation	00
<b>Total</b>	<b>06</b>

Student 6

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	02
Tenses	03
Intonation	01
<b>Total</b>	<b>07</b>

Student 7

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	02
Tenses	04
Intonation	02
<b>Total</b>	<b>10</b>

Student 8

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	04
Intonation	03
<b>Total</b>	<b>14</b>

### Student 9

<b>Element</b>	<b>Mark</b>
Structure of the sentence	00
Pronouns	02
Tenses	03
Intonation	01
<b>Total</b>	<b>06</b>

### Student 10

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	02
Intonation	03
<b>Total</b>	<b>10</b>

### Student 11

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	01
Tenses	01
Intonation	01
<b>Total</b>	<b>05</b>

### Student 12

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	02
Tenses	02
Intonation	00
<b>Total</b>	<b>06</b>

**Student 13**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	04
Tenses	04
Intonation	03
<b>Total</b>	<b>15</b>

**Student 14**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	03
Intonation	00
<b>Total</b>	<b>08</b>

### Student 15

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	03
Intonation	01
<b>Total</b>	<b>09</b>

### Student 16

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	02
Tenses	03
Intonation	00
<b>Total</b>	<b>07</b>

### Student 17

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	03
Tenses	05
Intonation	02
<b>Total</b>	<b>14</b>

### Student 18

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	02
Intonation	01
<b>Total</b>	<b>08</b>



### Student 19

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	02
Intonation	01
<b>Total</b>	<b>09</b>

### Student 20

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	01
Intonation	01
<b>Total</b>	<b>07</b>

### Student 21

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	04
Tenses	03
Intonation	02
<b>Total</b>	<b>11</b>

### Student 22

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	04
Intonation	02
<b>Total</b>	<b>11</b>

**Student 23**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	03
Tenses	02
Intonation	00
<b>Total</b>	<b>06</b>

**Student 24**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	05
Pronouns	04
Tenses	03
Intonation	03
<b>Total</b>	<b>15</b>

**Student 25**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	04
Tenses	02
Intonation	01
<b>Total</b>	<b>9</b>

**Student 26**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	02
Intonation	01
<b>Total</b>	<b>10</b>

**Student 27**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	01
Intonation	02
<b>Total</b>	<b>08</b>

**Student 28**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	04
Tenses	02
Intonation	00
<b>Total</b>	<b>07</b>

**Student 29**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	02
Intonation	01
<b>Total</b>	<b>10</b>

**Student 30**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	03
Intonation	00
<b>Total</b>	<b>08</b>

## Post test scores

### Student 1

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	04
Tenses	04
Intonation	02
<b>Total</b>	<b>14</b>

### Student 2

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	02
Intonation	01
<b>Total</b>	<b>07</b>

### Student 3

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	02
Intonation	00
<b>Total</b>	<b>06</b>

### Student 4

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	05
Intonation	03
<b>Total</b>	<b>14</b>



### Student 5

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	03
Tenses	02
Intonation	01
<b>Total</b>	<b>07</b>

### Student 6

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	00
Intonation	01
<b>Total</b>	<b>06</b>

### Student 7

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	03
Tenses	04
Intonation	01
<b>Total</b>	<b>12</b>

### Student 8

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	05
Tenses	04
Intonation	02
<b>Total</b>	<b>15</b>

### Student 9

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	02
Tenses	03
Intonation	01
<b>Total</b>	<b>08</b>

### Student 10

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	03
Intonation	02
<b>Total</b>	<b>10</b>

### Student 11

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	03
Tenses	02
Intonation	01
<b>Total</b>	<b>08</b>

### Student 12

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	01
Tenses	02
Intonation	01
<b>Total</b>	<b>07</b>

### Student 13

<b>Element</b>	<b>Mark</b>
Structure of the sentence	05
Pronouns	04
Tenses	03
Intonation	03
<b>Total</b>	<b>15</b>

### Student 14

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	04
Tenses	02
Intonation	02
<b>Total</b>	<b>10</b>

### Student 15

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	02
Intonation	00
<b>Total</b>	<b>08</b>

### Student 16

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	02
Intonation	00
<b>Total</b>	<b>09</b>

### Student 17

<b>Element</b>	<b>Mark</b>
Structure of the sentence	05
Pronouns	04
Tenses	05
Intonation	02
<b>Total</b>	<b>15</b>

### Student 18

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	02
Intonation	02
<b>Total</b>	<b>09</b>

### Student 19

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	03
Intonation	01
<b>Total</b>	<b>11</b>

### Student 20

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	02
Intonation	01
<b>Total</b>	<b>09</b>



**Student 21**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	04
Intonation	03
<b>Total</b>	<b>13</b>

**Student 22**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	03
Tenses	03
Intonation	02
<b>Total</b>	<b>12</b>

**Student 23**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	01
Pronouns	01
Tenses	02
Intonation	00
<b>Total</b>	<b>05</b>

**Student 24**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	05
Pronouns	04
Tenses	05
Intonation	02
<b>Total</b>	<b>16</b>

### Student 25

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	04
Tenses	03
Intonation	02
<b>Total</b>	<b>12</b>

### Students 26

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	02
Tenses	03
Intonation	02
<b>Total</b>	<b>10</b>

**Student 27**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	04
Pronouns	03
Tenses	02
Intonation	01
<b>Total</b>	<b>10</b>

**Student 28**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	02
Pronouns	02
Tenses	03
Intonation	02
<b>Total</b>	<b>09</b>

**Student 29**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	03
Intonation	02
<b>Total</b>	<b>11</b>

**Student 30**

<b>Element</b>	<b>Mark</b>
Structure of the sentence	03
Pronouns	03
Tenses	03
Intonation	01
<b>Total</b>	<b>10</b>

## **Abstract**

This research confers the problem of teaching and learning speaking accuracy to second year students of English at Mila University Center Abd El Hafid Boussouf. It aims at investigating and examining the effectiveness of teachers' feedback as a pedagogical strategy on improving students speaking accuracy. It is an attempt to check the validity of the hypothesis adopted during this study which says that if learners received feedback, their speaking accuracy would be improved. In order to achieve the aim of the undertaken study, answer the research questions and confirm the effectiveness of feedback, two means of research are utilized: a teachers' questionnaire and an experiment. The former, the teachers' questionnaire, aims at exploring teachers' views towards the use of feedback to increase accuracy in speaking. The latter, the students' test, is adopted to experiment the significance of teachers' feedback on the development of both pronunciation and grammar correctness. The results of the used tools have confirmed the hypothesis and have illustrated the efficiency of learners' feedback on the improvement of accuracy in speaking.

## ملخص

الغرض من هذا المشروع هو التحقق من ان التصحيح للطلاب يعود بالنفع لهتعتمد دراستنا على الفرضية التي تنص .  
على أنه يمكن تطوير الطلاب باستخدام تعليقات المعلمين خلال عملية التعلم.  
بالإضافة إلى ذلك، رفع وعي .الهدف من هذا العمل هو إظهار قدرة المعلمين على تحسين مهاراتهم في التدريس  
من أجل إجراء هذا البحث وتأكيد الفرضية، تم . التعليم، سيتمكنون من قراءتها على معلومات المعلم .الطالب بأخطائهم  
إجراء تحليل كمي مع ثلاثين طالبًا في السنة الثانية في مركز جامعة ميله عبد الحفيظ بوصوف تمر المجموعة باختبار ما  
قبل الوظيفة كمجموعة تجريبية وسيطرة قبل وبعد العلاج. بالإضافة إلى ذلك، تم وضع الاستبيان لتوفير عناصر إضافية  
لتدريس طلاب الجامعة من المستوى الثاني.  
تظهر نتيجة هذا البحث أن ملاحظات المدرسين هي طريقة تدريس فعالة يجب أن تؤثر على تطور الطلاب بدقة.