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**Exploring the Impact of Teacher's Constructive Feedback  
on Second-Year EFL Students' Engagement to Speak  
English as a Foreign Language**

**The Case of Second-Year EFL Students at Dr. Moulay Tahar  
University, Saida**

Dissertation submitted as partial fulfillment for the requirements of the degree of Master in  
Didactics.

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## Declaration

I, **Hadjira DAHMANI**, do hereby declare that this submitted work is my original work. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Dr. Moulay Tahar University, Saida, Algeria.

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## Dedications

It is with genuine gratitude and warm regard that I dedicate this work to my loving parents, my superhero "**Dahmani Tahar**" and my queen "**Dahmani Halima**" who love me unconditionally and who have taught me to work hard for the things that I aspire to achieve.

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## Abstract

Mastering the English language requires learners to develop the way to speak correctly, to recognize their weaknesses and to overcome their speaking difficulties via relying on being aware of different types of the provided feedback. Thus, in the teaching-learning process, feedback plays a crucial role in engaging learners to speak English as a foreign language because it helps them recognize their weaknesses, to make more efforts to correct their errors and to improve their speaking performance. Accordingly, this research aims to explore the importance of using feedback to engage and help learners to face their troubles and ameliorate their speaking skills. More specifically, the present study seeks to reveal the importance of feedback in reducing foreign language learners speaking difficulties and engaging them to improve their oral production. The researcher opted for a mixed-method approach by using two data gathering tools, structured questionnaire dispatched to six oral expression teachers in the department of English language at Dr. Moulay Tahar University. Through this questionnaire the investigator tried to find out the main learners' speaking difficulties and to what extent using feedback is beneficial for them in addition to a structured classroom observation checklist, which aims to reveal the learners' committed errors, their engagement to speak, and their reactions after receiving their teacher's feedback. The findings unveiled that the teachers' feedback is vital in improving and fostering EFL second-year students' speaking production. More importantly, some recommendations are proposed based on the research findings at the end of this study, among them the use of constructive feedback in different ways to avoid learner's embarrassment.

**Key Words:** Engagement, Second-Year Students, Speaking skill, Teacher feedback

## **List of Acronyms and Abbreviations**

**ARG:** Assessment Reform Group

**EFL:** English as a Foreign Language

**LMD:** Licence-Master-Doctorat

**P:** Page

**Para:** Paragraph

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ملخص الدراسة

# **General Introduction**

**General Introduction**

Since we encounter the English language in various aspects of life and for the sake of getting ease in anything and everywhere and following the globalization era, people are required to learn English and apply it in their daily lives. Therefore, nowadays English is very important, so everyone has to master it by working hard to improve his four skills (reading, listening, writing, and speaking). Speaking skills play a crucial role in the learning and teaching process, it is very important for EFL learners since it is the key element of communicating, expressing, and sharing thoughts and feelings successfully and effectively. Teaching speaking is considered among the most difficult tasks for teachers. They are supposed to encourage and create an engaging environment for their students to speak even if they will face difficulties and make errors and mistakes; teachers, therefore, are expected to correct them and provide feedback. Making errors and receiving constructive feedback is also important in the process of learning to speak because providing feedback raises learners' awareness to discover their mistakes, correct them and be able to speak correctly and fluently.

Speaking among the four skills is the most important as well as a complex competence. It plays a dominant role in handling successful communication and in conveying one's thoughts and ideas. It is quite difficult for EFL learners because they have to produce correct, meaningful, and coherent sentences immediately. They face many difficulties such as (lack of vocabulary, incorrect grammar and pronunciation, anxiety ...) when asked to deliver a speech in the classroom. These difficulties may be the result of students' poor linguistic competence, lack of practice, lack of self-confidence, fear of making mistakes, and lack of teacher's constructive feedback. This latter can play a significant role in helping students reduce their speaking errors and in engaging them to speak correctly.

The main objective of the current study is to shed light on the importance of providing constructive feedback in improving EFL learners' speaking performance. Moreover, it explores teachers' different types of feedback and students' reactions to their teachers' corrections, comments and feedback. In addition, the present study signifies the main obstacles that EFL oral teachers face when providing their learners with feedback.

The present study addresses three main questions:

**Q1.** Does the teachers' feedback improve EFL learners' speaking production?

**Q2.** To what extent does the teachers' feedback stimulate learners' engagement to speak English as a foreign language?

**Q3.** How can teachers' feedback enhance EFL learners' oral performance?

As a first attempt to answer the research questions, the researcher hypothesized that:

**H1.** Teachers' feedback would help learners to improve their oral production.

**H2.** Teachers' feedback greatly stimulates students' engagement to speak English as a foreign language.

**H3.** Feedback may well help learners reduce their speaking errors, and overcome their speaking difficulties.

This research also attempts to mention the importance of mastering speaking skills, and highlights the main difficulties that encounter both, learners in learning speaking and teachers in teaching speaking. Additionally, it clarifies the impact of learners' engagement on their oral production in addition to activating the learners' awareness about the importance of using the received feedback as a tool to improve their oral performance.

The accomplishment of this study requires the researcher to follow a mixed-methods approach to present the research dilemma. Two data gathering tools are selected as the main methods to obtain the essential relevant data. A structured questionnaire is designed for six oral expression teachers at Dr. Moulay Tahar University. It aims to identify second-year EFL students main speaking problems and how teachers try to help their learners to overcome their speaking difficulties by using feedback. Additionally, a classroom observation checklist is conducted for five groups of second-year students in Saida University during oral expression sessions. It is used to determine the learners' speaking obstacles and their reactions while receiving feedback.

The present research is divided into three different chapters. The first chapter is the review of the literature, which deals with the theoretical background of this study. This chapter comprises three sections. The first section is devoted to reviewing the speaking



skill, definition, the importance, the different elements, and the characteristics of speaking. then it moves to teaching speaking, its importance, and the speaking activities... The second section deals with learners' engagement, its definitions, types, in addition to some strategies to improve learners' engagement. The third section is about teachers' feedback, its definition, the importance of feedback, criteria of effective feedback, its types, source of feedback, characteristics of effective feedback and students reactions to receiving and giving feedback.

The second chapter is the research methodology chapter that includes two different sections. The first section displays a theoretical background of the research approach and methodology. Whereas the second section presents the used research tools, sample and population and the purpose for which they are used, the description of each tool, in addition to the limitations of the study.

The third and last chapter is a data analysis and discussion chapter, which deals with the analysis of the research gathering tools besides the discussion of the findings. Additionally, some recommendations were suggested by the researcher based on the research findings.

The present study was conducted to shed light on the impact of teachers' feedback to engage learners to speak English as a foreign language. However, we confronted some obstacles and difficulties that affected our research process progress. Initially, the unavailability of new references in the local library that are about the three variables: "teachers' feedback, learners' engagement and the speaking performance". In addition, due to the covid-19 pandemic, we faced difficulties in making direct meetings with the supervisor to correct our research.

In addition, the current pandemic affected the researcher's classroom observations during oral sessions where the timing was not enough to use different activities in one oral session. Besides, some technical obstacles such as the lack of a personal computer for the researcher affected the process of searching and obtaining the desired sources entirely. Although the study has been affected by the aforementioned limitations, the collected feedback enables us to confirm the validity of the research hypotheses.

# **Chapter One:**

# **Literature Review**

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## Introduction

In the teaching learning process, speaking is considered as the most complex and important skill among the four skills. Accordingly, the success of this process requires enormous efforts from the part of the teacher to engage his/her learners and to provide them with different kinds of tasks and different forms of feedback. The present chapter is divided into three sections. The first section discusses the definition of speaking and its importance besides the speaking elements, function and the characteristics of speaking. Then, it deals with teaching speaking and its relevance, the major speaking activities, assessing speaking, speaking difficulties, errors correction and feedback. In addition, it tackles the different strategies that engage students to speak. However, section two includes the definition of engagement, its types and some strategies to improve learners' engagement. Finally, in the third section, we define feedback and mention its significance, its types and its forms. It also clarifies the criteria of effective feedback, its different sources in addition to students' reactions to receiving and giving feedback.

### Part One: General Overview about Speaking Skill

#### 1.1.1 Definition of Speaking

Speaking is considered to be the most important skill that students want to improve compared to the other skills: reading, listening and writing. People can express their ideas, thoughts and feelings via verbal messages through the main medium. Chaney (1998, p. 13) defines speaking to be *“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”* (as cited in Bailey, 2005). On the same line of thought, Bruns & Joyce (1997) defines speaking as *“the interactive process of constructing meaning that involves producing, receiving and processing information.”* This means that speaking is a social behaviour and a mental process that facilitates human communication about different topics in different contexts. Additionally, Nunan (1991, p. 39) puts forward that making a good and successful conversation in a second or foreign language is based on the ability to perform speaking in an efficient way (as cited in Rabu, 2004, para.1).

### 1.1.2 The Importance of Speaking Skill

Speaking is an important skill in the process of learning a new language. Gillis (2013) indicates that speaking competently supplies the speaker with the following advantages:

- **The ability to inform , persuade and direct**

The process of conveying the message requires convincing the listeners and attracting their attention by speaking in smooth reliable manner (para. 3).

- **The ability to stand out from the rest**

People who are able to speak fluently in front of the others have the ability to be assertive because the fear of facing audience and speaking effectively is a key factor in preventing people from turning their ideas into effective statements (para. 4).

- **Career enhancement**

Among the necessities that employers need, is to have speaking skills, which require great efforts to develop (para. 6).

- **Personal satisfaction**

Speeches and presentations are considered as the greatest achievement that cannot be obtained through various forms of communication (para.7).

Additionally, Harmer (1998) states that *“if two people communicate with each other, they have to speak because they have different information. If there is a gap between them, it is not a successful communication, if they still confuse with what they say”*. This means that English, as foreign language (EFL) learners are required to master the speaking skill because without it, they cannot communicate, express their ideas and know about the others ideas.

Moreover, Bygate (1987) states that:

*Speaking is a vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly*

*conducted for learning. Perhaps, then, the teaching of speaking merits more thoughts (p.1).*

This implies that the importance of acquiring speaking skills lies in activating and facilitating human interaction in different life situations.

### **1.1.3. Elements of Speaking**

Any speaking task or a conversation requires three main elements: a speaker, a message (utterances) and a listener. According to Vanderkevent (1990), the speaker is the person who produces and shares the message, which takes the form of verbal sounds and sentences while the listener is the one who receives or get the message, which is a set of structured utterances (sentences).

Speaking is not an easy task. It needs the contribution of different elements and processes. According to Harmer (2001, p. 269), spoken language is an essential part of our lives and it is based on the language features such as lexis and grammar, negotiation and meaning, connected speech and mental social processing. He explains them as follows:

#### **1.1.3.1 Language Features**

According to Harmer (2001), language features include: connected speech, expressing devices, lexis and grammar, negotiation and meaning.

##### ***1.1.3.1.1 Lexis and Grammar***

English language learners need to have a good size of lexical items (words, phrases, etc.) and a good awareness of the different grammatical rules that help them produce and convey meaningful messages (Harmer, 2001). According to Nordquist (2020) lexis is a Greek term which means ‘word’ or ‘speech’ and it linguistically means the vocabulary or language. He further indicates that grammar consists of a set of rules and examples that depend on the morphology of language (syntax and the order of words) (para. 5). This means that the form of correct language is built on the correct use of grammar rules.

##### ***1.1.3.1.2 Connected Speech***

Nordquist (2020) mentions that connected speech is also called the connected discourse, which is the oral production of the language in continual order such as a simple discussion (Para.1). This means to communicate, one needs to combine words, sentences



and phrases because sounds alone have no sense in making conversation. Additionally, Gilbert (2020) listed the different aspects of connected speech as follows:

- **Rythme:** refers to the sound that transpires at systematic periods.
- **Assimilation:** happens when the phoneme acquires some properties that depend on the sounds next to it.
- **Liason or linking:** means that the end of one word is identical to the beginning of the next one.

#### ***1.1.3.1.3 Expressive Devices***

An effective oral communication does not need only the linguistic aspects of speech, but also a good awareness of how to use paralinguistic features (expressive devices/body language). In this sense, Harmer (2001) asserts that foreign language learners should be endowed with paralinguistic features which may give more emphasis to the intended meaning of the speaker such as intonation, pitch, tone and body language. Those features should be considered by language teachers at all language levels.

#### ***1.1.3.1.4 Negotiation and Meaning***

Negotiation and meaning is a method that helps the speaker to express his thoughts clearly and understand the others' ideas ("Negotiation of Meaning", n.d, para. 1). In addition, Mylona (2021) states that "Negotiation is back and forth communication designed to reach agreement while leaving the other side intact and positive". That is to say, negotiation allows the communicator to make agreements and exchange ideas with others.

#### **1.1.3.2 Mental Social Processing**

Mastering the language requires the knowledge of all its aspects, especially the mental processes (Harmer, 2001). Mental social processing has three major elements, which are as follows:

##### ***1.1.3.2.1 Language Processing***

According to Harmer (2001), the speaker's speech must be comprehensible and conveys a sense where speakers need to be able to process the language in their minds by

placing the speech in a logical order that enables learners to realize deliberate meaning. Teachers can present different types of tasks to allow their learners to easily recover the language from their memory (As cited in Turki, 2015).

#### ***1.1.3.2 Interacting with Others***

In this aspect, the state government of Victoria (2019) shows that students' interaction with others is necessary for the process of transmitting information and exchanging thoughts in learning the English language, besides the encouragement of the active listening strategies (para.1).

#### ***1.1.3.3 Information Processing***

People handle information from the outside the same as the computer does. To illustrate, *“The information processing theory focuses on the idea that humans process the information they receive from the environment, in the manner of a computer, rather than merely responding to stimuli”* (“Types of Feedback”, 2021, para. 1).

### **1.1.4 Functions of Speaking**

According to Richards (n.d), arranging the speaking function in human interaction requires different experiments (p. 2). However, Brown and Yule (1983) compared the function of speaking, which is concerned with maintaining relationships and transactional functions, which come with the exchange of information (As cited in Richards, n.d).

The functions of speaking are divided into three parts, which are talk as interaction, talk as transaction and talk as performance:

#### **1.1.4.1 Talk as Interaction**

Talk as interaction depends on communication and how to create discussions with others. Richards (n.d, p. 2) states that talk as interaction deals primarily with the social function and how people are maintaining their relationships; moreover, it can be ceremonial and unceremonial with the application of communication etiquette. It also shows the communicators' characteristics and their standards of behaviour. In addition, it deals with common terms and expressions and the perfect employment of conversational register (Richards, n.d, p. 2).

**1.1.4.2 Talk as Transaction**

Talk as a transaction is mainly about the speaker's message which should be understandable and clear rather than his interaction with others (Richards, n.d., p. 5). He further mentioned the main characteristics of talk as transaction, which are as follows: The first one has primarily concentrated on the information besides the message rather than the speaker, so that, in this kind of talk the speaker uses multiple methods to make his speech more understandable. Furthermore, talks as a transaction requires the repeated questions, explanation and comprehension checks along with interventions and digressions. The last feature is less significant than the previous features, it is about linguistic accuracy. In short, talk as a transaction is focused on the information, message, the speaker, repetition, questions, explanations, comprehension, interventions, digressions and accuracy (Richards, n.d).

**1.1.4.3 Talk as Performance**

Richards (n.d) states that the third type of talk is called talk as performance; it is about the public talks, which refer to speaking and transmitting information for a group of people such as the morning talks, public announcement and speeches (p. 4).

According to Richards (n.d, p. 5) there are some features of talk as performance. One of these features focuses on both the information that will be transferred and the audience. It is also interested in the form of the exact use of language. In addition, this kind of talk is similar to written language. Finally, talk as performance is roughly classified as monologic. Talk as performance is typified with information, audience, systematization, sequencing, form, the exact use of language, written language, monologue.

**1.5 Characteristics of Speaking**

The speaking performance comprises a number of characteristics. Many scholars agreed upon the following to be the main characteristics of speaking:

**1.1.5.1 Fluency**

One of the most important objectives that teachers do their best to realize is making learners able to speak fluently, clearly, accurately and without being anxious. Besides, they gain the desire and interest of listeners because the absence of the audience's attention destroys communication. Therefore, the role of the teacher here is to provide learners with

opportunities to use their personal touch while speaking and expressing their ideas without imitating anyone (Abdullaeva, 2018, para.1).

### **1.1.5.2 Accuracy**

According to Abdullaeva (2018, para. 2), due to the learners' interest in how to speak fluently instead of speaking accurately, foreign language teachers focus on accuracy without using accurate speech, they would not be understood and their subjects would lose interest. In addition, mastering speaking in other language requires an attention to the completeness and correctness of the language form, furthermore the necessity of learners' interest on the basic things in their oral production which are the structure of their phrases and sentences, pronunciation and vocabulary (Abdullaeva, 2018, para. 2).

### **1.1.5.3 Grammar**

The grammatical accuracy attributes to the range and the relevant use of the learners' syntactic structure that cover the length and the perplexity of the speech as well as to the capacity to utilize subordinating clauses (Abdullaeva, 2018, para. 2). The grammar in speaking is not similar to writing. It appears that the exact and correct use of grammar alludes to the proper use of grammar. It incorporates the complexity of the expressions and the competence of utilizing the subordinating clauses. The language structure of discourse and the language structure of writing are different (Abdullaeva, 2018, para. 2).

### **1.1.5.4 Vocabulary**

The term vocabulary refers to the appropriate selection of words while speaking. Students often face many barriers and difficulties while training to express what they want to say because they don't have the proper vocabulary, which leads them to use words incorrectly, such as the misplaced of words which are similar in the meaning thus student must be able to use words accurately (Abdullaeva, 2018, para. 4).

### **1.1.5.5 Pronunciation**

Pronunciation refers to the act of uttering the different sounds of speech; it is about how language or part of language is spoken (Oxford learner's pocket dictionary, 2003). It is considered to be one of the most important aspects in language communication because the correct use of stress and tones make the meaning of the transmitted message correctly done.

### **1.1.5.6 Comprehensibility**

Comprehensible messages leads to the success of any communicative task. In this sense, Laksana (2016, p. 8) points out that the comprehensibility is an essential part of proper communication; it is the learners' ability to comprehend and know how to reply to the received message in the correct way.

### **1.1.6 Teaching Speaking**

In the communication process, speaking is considered as one of the most crucial skills that need to be mastered since it allows learners to express themselves, their thoughts and ideas effectively. Therefore, it headed the language learning skills (listening, writing and reading) and became the main objective for the majority of EFL learners Ur (1981, p.19). Speaking is an essential part of second language learning and teaching. According to Kayi (2006, p. 1), teaching speaking means teaching learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

To sum up, teaching speaking means teaching words, how to pronounce them, how to combine them to create meaningful sentences and how to use these sentences according to the context.

#### **1.1.6.1 The Importance of Teaching Speaking**

Teaching speaking is crucial for second/foreign language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of learners in school and later in their daily life (Kayi, 2006). Teaching speaking is not only for the purpose of conveying messages, but also for developing their micro and macro-skills. Brown (2004, p. 4) asserts that in the speaking-learning process, EFL learners are

going to develop their macro-skills and micro-skills. He further added that the learners' development of their micro-skills requires their ability to distinguish between the different elements of language use such as phonetics, intonations and syntax besides mastering how to use one meaning in different grammar forms. Macro Skills in speaking are: fluency, discourse, function style, cohesion non-verbal communication. According to Brown (2004, p. 4) learners should master and use those skills appropriately in order to express themselves, communicate and interact with others in an effective way.

### **1.1.6.2 Speaking Activities**

Due to the difficulties that faced the teachers in teaching speaking, Harmer (2001, pp.14-15) proposed different classroom activities to facilitate and make the process more successful, and which are as follows:

#### ***1.1.6.2.1. Oral Presentation***

In this task the teacher selects different topics and asks learners to choose the appropriate topic for each learner. The learners' oral presentation will be evaluated according to the provided information and the correct use of language. The audience's understanding of the spoken language is very important in oral presentations by using some visual aids which in turn motivates students to learn the language effectively (Nunan, 2004, p. 161).

#### ***1.1.6.4.2. Group Discussions***

This kind of activity is considered as one of the most important activities that are used in oral classes, which aims to help learners develop their critical thinking and practice speaking effectively. In addition to that, there are several reasons that require the use of this activity such as solving problems, sharing opinions and exchanging thoughts, etc. (Nunan, 2004, p. 161).

#### ***1.1.6.4.3. Role-plays and Simulation***

These two activities are very important for teachers and learners due to their benefits. According to Alida (2003), role-plays and simulation help teachers discover and evaluate their learners' skills. They are also important for students because they strengthen relationships between students in the classroom and soften the atmosphere between them by

making the learning process more enjoyable. These activities play a major role in developing the learners' language skills and their use of language (Alida, 2003).

#### ***1.1.6.4.4. Storytelling***

Harmer (2001, p. 15) mentions that this type of activity helps students strengthen their creativity in thinking and allows them to know the elements of the story. It is a common activity in EFL oral classes; the teacher asks the students to tell a story about one of their personal experiences or events, etc., and then tell it to their classmates.

#### ***1.1.6.4.5. Picture Narrating and Picture Describing***

Teaching speaking by using pictures is among the useful techniques, which help to promote learners', speaking. According to Harmer (2001, p. 15) picture narrating is defined as an activity based on the use of pictures where the teacher provides the students with many pictures accompanied by certain rules and asks them to tell stories about each picture. Moreover, picture describing is also defined as a speaking activity in which the learner is provided with pictures and asked to describe them (Harmer, 2001, p. 15).

### **1.1.7 Assessing Speaking**

One of the teacher's roles in the classroom is to assess how learners use grammar, vocabulary and pronunciation by practicing speaking English and interacting with each other. Luoma (2004), mentions that although there are many factors affecting our impression about the quality of speaking a particular language and because we are looking for accurate and suitable test results that fit our purposes, speech evaluation is among the challenges that we practice, that is to say that one of the effective tools that teachers use is speech assessment for the purpose of discovering their students' levels. To assess EFL students' oral performances, some oral expression teachers at Dr. Moulay Tahar University depend only on one speaking activity such as oral presentations or role-plays, and others try to assess their students' listening skills and listening comprehension since this latter skill is crucial for the development of students' speaking performance. Additionally, some teachers focus on all the speaking aspects including (word choice, grammar, pronunciation, fluency, accuracy and comprehensibility) and others focus only on fluency.

### **1.1.7.1 The Cycle of Assessing Speaking**

Luoma (2004) asserts that speaking evaluation must go through many steps by using the cycle of assessing speaking from the assessment developers who play the role of the main players in it. This means that the learners exchange information with each other at each step to improve something in the next step.

### **1.1.7.2 Speaking Difficulties**

When performing speaking tasks, students may face one difficulty or more. These difficulties affect their speaking performance negatively. According to Ur (2001, p. 121), speaking difficulties or problems are:

#### ***1.1.7.2.1 Inhibition***

The fear of making mistakes is among the common psychological factors that affects negatively EFL learners' oral production and makes them passive learners although they have a rich background. According to Ur (1991, p. 121) the fear of making mistakes and shyness from criticism of others is what prevents students from trying to say things and practice English as Foreign language. Similarly, some EFL students at Dr. Moulay Tahar University cannot interact in the classroom because of the fear of committing errors, and others would feel timid.

#### ***1.1.7.2.2 Nothing to Say***

In classroom interactions and conversations, the students' awareness about the topics chosen is very important to motivate learners to participate and speak. Many students cannot say anything may be because they are not interested, not motivated or they lack the appropriate words or ideas. Therefore, EFL teachers should provide their learners with topics that suit learners' needs, stimulate their interest and encourage them to speak (Ur, 1991, p. 121).

#### ***1.1.7.2.3 Low or Uneven Participation***

According to Ur (1999, p. 121), some students tend to be silent, while others speak without giving the opportunity to others. This is among the factors that affect the learning process because opportunities are not equal within the class. Thus, the teacher must give opportunities to learners by organizing a group discussion and direct them.



#### *1.1.7.2.4 The Use of Mother Tongue*

Ur (1999) points out that since learners share the same native language, they tend to use their mother language because it facilitates the communication process besides their beliefs that are something unnatural to practice a foreign language in small groups. Both teachers and students at Dr. Moulay Tahar University use the mother tongue from time to time. Teachers use it to clarify, to explain difficult words or to say jokes while students use it when they do not know how to say something in English.

#### **1.1.7.3 Speaking Errors**

Speaking is considered as one of the most difficult skills for the process of teaching English as a foreign language in general, and for learners of English in particular, as they make different errors. Speaking errors among EFL learners are divided into different types. Hedge (2000, p. 289) differentiated between two major types of speaking errors: Systematic errors versus mistakes and global errors versus local errors. The first type is related to all the errors that occur at the beginning of the learning process, while the second type is related to the errors that occur during the communication process.

#### **1.1.7.4 Error Correction and Feedback**

Correcting learners' errors while speaking is crucial in the process of learning to speak as it requires teachers' awareness of the way they correct their learner's errors in front of their classmates. According to Hedge (2000, p. 290-291) classroom observation of many teachers in which she listed a number of error correction strategies:

- The teacher asks the mistaken student to rephrase his answer with the help of one of his classmates.
- The teacher repeats the student's answer with the same mistake and raises the intonation when the error is reached so that, the student can discover his mistake and correct it himself.
- In case that the teacher asked the question in the past tense and the learner answered it in the present tense. The teacher is going to repeat the question and emphasizes the past tense so that the learner can recognize his mistake and correct it himself.

- The student uses incorrect intonation in a question. The teacher corrects it then repeats it again and asks for group repetition, then individual repetition, and finally returns to the original student.
- The teacher shows his confusion at the student's answer and asks for clarification in order to enable him to discover his mistake and correct himself.
- The teacher uses his hand to point out the error and correct it then asks the students to repeat it.

English language learners are expected to make speaking errors, but their teachers are not expected to let them repeat these errors. These errors can be phonological, lexical and/or grammatical (Adityas, 2008). To get rid of speaking errors, students need support or constructive feedback from their teachers. This constructive feedback may take the form of a comment, advice, praise, etc. According to Lyster, Lightbown and Spada (1999), good feedback delivers useful insights and valuable information to the learners about their learning; it promotes the feelings of self-esteem and motivation. Constructive and supportive feedback have been found to reformulate learning, correct wrong beliefs, nourish existing concepts, and push for further learning (Mackey & Gass, 2006).

### **1.1.8 Strategies to Engage Students to Speak**

Speaking skills cannot be improved without practice. Many students fail to express their ideas in front of their mates in classroom tasks. To engage them to speak, teachers should use various strategies. Cox (2019) suggests the following:

#### **1.1.8.1 Giving Students Time to Think**

When teachers ask a question, they should not expect an immediate answer. They ought to give their students some time to gather their thoughts and think about their answers Cox (2019, para. 2). Students can even write down their thoughts on a graphic organizer or they can use the think-pair-share "cooperative learning method" to discuss their thoughts and listen to the views of their peers. Sometimes, all teachers need to do to make students utter more is just let them be silent for a few extra minutes so they can just think (Cox, 2019).

**1.1.8.2 Using Active Learning Strategies**

Active learning strategies like the one mentioned above is a good way to stimulate students' talk in class. "Cooperative learning groups" encourage students to work together with their peers and discuss what they are learning, rather than having to take notes and listen to the teacher lecture (Cox, 2019).

**1.1.8.3 Using Tactical Body Language**

According to Cox (2019, para. 4), teachers should think about the way students see them when they are in front of them. When students are talking, do teachers have their arms folded or are they looking away and are distracted? Teachers' body language will determine how comfortable the student is and how long they will talk. Teachers should make sure that they are looking at their students when they speak and that their arms are not folded (Cox, 2019).

**1.1.8.4 Thinking about Questions**

Instead of telling a student to look over his/her answer because it may be incorrect, teachers should try asking their students how they came to get their answers; this will not only give them a chance to self-correct and figure out what they did wrong, but it will also give them the opportunity to talk with their teachers (Cox, 2019).

**1.1.8.5 Create a Student-led Forum**

Teachers should share their authority by having students pose questions. They should ask them what they want to learn about the subject that they are teaching, and then ask them to submit a few questions for classroom discussions. When teachers have a student-led forum students will feel freer to talk and discuss because the questions were posed from themselves, as well as their peers (Cox, 2019, para. 6).

**Part Two: Learners' Engagement****1.2.1 Definition of Engagement**

The term engagement has become very common nowadays in education due to its significance in the learning process. It has been defined from different perspectives. It is considered as the result of the linking between motivation and active learning. For this,

Barkley (2010, p. 7) states that “Motivation and active learning work in a coherent manner and their interaction gradually contributes to the increase of learners' engagement”. This means that engagement refers to the combination of motivation and active learning. He also claims that engagement is the result of the stimulus interaction with active learning and if one of them is absent, learners' engagement will not occur.

Additionally, researchers have recently used the term engagement to refer to the extent to which students identify the value of schooling outcomes, and participate in academic and non-academic school activities (Willms, 2003, p. 08). Other scholars such as Marks (2000, as cited in Trygstad, 2010, p. 09) see engagement as a psychological process. He asserts that engagement is “a psychological process, specifically, the attention, interest, and investment and effort students expend in the work of learning”. This means that engaged learners show interest and willingness in what they are doing in school, which pushes them to perform better and enhance their academic achievement.

According to (Anderson, et al., 2004, p. 97),

*Engagement involves positive student behaviour, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment (as cited in Olson & Peterson, 2015, p. 1).*

From this definition, we deduce that students' engagement can be seen through their presence, attention and participation in classroom tasks and activities with a sense of belonging and a feeling of being respected.

### **1.2.2 Types of Engagement**

Scholars distinguish many types of engagement. According to (Chapman, 2003, as cited in Zepke and Leach, 2010, p. 01), when learners exploit their cognitive capabilities, guide and direct their behaviour towards active classroom participation, and devote all their affection to become better learners; they are engaged in all perspectives. However, uninterested learners, who show little willingness to participate in classroom tasks, are considered to be disengaged while engaged ones are actively involved and attentive during the lesson (Newmann, 1992). This means that there are three types of engagement: behavioural, emotional and cognitive. Fredricks, (2014, p. 15) summarizes them in the following table:

<b>Behavioural Engagement</b>	
<b>Positive conduct</b>	<ol style="list-style-type: none"> <li>1. Follows classroom and school rules</li> <li>2. Completes homework</li> <li>3. Comes to class with books and materials</li> </ol>
<b>Absence of disruptive behaviours</b>	<ol style="list-style-type: none"> <li>1. Does not skip school</li> <li>2. Does not get into trouble</li> <li>3. Does not get into fights</li> </ol>
<b>Involvement in classroom learning</b>	<ol style="list-style-type: none"> <li>1. Effort directed at completing tasks</li> <li>2. Participates</li> <li>3. Concentrates</li> <li>4. Pays attention</li> </ol>
<b>Participation in school based extracurricular activities</b>	<ol style="list-style-type: none"> <li>1. Involvement in sports</li> <li>2. Involvement in school clubs</li> <li>3. Involvement in student government</li> </ol>
<b>Emotional Engagement</b>	
<b>Emotional reactions to classroom, school, or teacher</b>	<ol style="list-style-type: none"> <li>1. Enjoyment</li> <li>2. Interest</li> <li>3. Boredom</li> <li>4. Anxiety</li> <li>5. Happiness</li> <li>6. Sadness</li> </ol>
<b>Belonging</b>	<ol style="list-style-type: none"> <li>1. Liked by others</li> <li>2. Feels included</li> <li>3. Feels respected in school</li> </ol>
<b>Value</b>	<ol style="list-style-type: none"> <li>1. Perceives that task/school is important</li> <li>2. Perceives that task/ school is useful for future.</li> <li>3. Perceives that task is interesting</li> </ol>

<b>Cognitive Engagement</b>	
<b>Psychological investment in learning</b>	<ol style="list-style-type: none"> <li>1. Goes beyond requirements</li> <li>2. Prefers challenge</li> <li>3. Effort directed at understanding and mastering content</li> </ol>
<b>Cognitive strategy use</b>	<ol style="list-style-type: none"> <li>1. Metacognitive self-regulation (i.e., planning, monitoring, and evaluating thinking)</li> <li>2. Deep strategy use (elaborates, relates material to previous knowledge, integrates ideas, makes use of evidence)</li> </ol>

**Table 1.1.1: Definitions of Behavioral, Emotional, and Cognitive Engagement**

(Fredricks, 2014, p. 15)

### 1.2.2.1 Behavioural Engagement

Behavioural engagement, according to Fredricks (2014, p. 15), indicates various positive behaviour and morals that learners carry out during the learning process besides the avoidance of the unethical behaviours that lead to problems and disturbance.

### 1.2.2.2 Emotional Engagement

Emotional Engagement, according to Fredricks et al. (2003, p. 07), fosters the students' sense of belonging, importance and appreciation in the learning environment besides the feeling that his success and school results are valued. Furthermore “(...) *It has more to do with the pleasant and unpleasant emotions students connect to their relationship with teachers, peers and school rather than the feelings they have during learning activities*” (Davis et al., 2012, p. 24).

### 1.2.2.3 Cognitive Engagement

Cognitive engagement refers to the learners' craving for learning and how they develop their skills and dealing with their learning exploitation of the received information on the psychological side during the learning process. This type of engagement looks for

managing and comprehending the received information. It also creates a challenging and competitive environment between learners (Fredricks, et al., 2003).

### 1.2.3 Strategies to Improve Learners Engagement

The development in learners' engagement has become fundamental due to the need of engagement in the learning process. In this regard, some scholars suggest a set of methods and strategies to facilitate and engage learners in learning. Lippman and Rivers (2008) claim that *“the basic requirements must be taken into account to improve learners' engagement and which is represented in the support for studying by providing difficult and enjoyable activities, activating teamwork, and promoting constructive learning”*. At the same content, Taylor and Parson (2011) listed the following ways to foster the learners' engagement for more attractive learning process:

- **Interaction**

Taylor and Parsons (2011, p. 8) state that being in contact with the outside world and others is very important. The Same thing with students in their classrooms, their interaction with their colleagues and school community is very essential, this interaction can be as direct communication or by using social networking. They think that today's students are interactive and sociable learners in addition to the need of encouraging communication and interaction in the learning environment between the teacher and his learners and between learners themselves within their classrooms.

- **Exploration**

Brown (2000, as cited in Taylor & Parsons, 2011) indicates that learning realistically and concretely is essential in developing a sense of exploration. Thereby, practising can promote the learning process and the more learning is related to reality the better learners are engaged. Moreover, Taylor & Parason (2010, p. 11) report that *“Today's learners ask for the opportunity to explore and find solutions and answers for themselves”*. This means that exploration developed through programs that include problem solving and curiosity lead to increased learners' engagement in finding solutions and answers to these problems.

- **Relevancy**

Due to the necessity of improving the learning process, matching real life with learning is among the effective factors that encourage learners to participate in classroom activities and tasks. In the same sense, Willms, Friesen, & Milton (2009, p. 34, cited in Taylor & Parsons, 2011, p. 12) assert that students' work needs to worth their time and attention. This indicates that it should be appropriate and meaningful since abstract ideas sometimes affect the learners' goals, which are summarized in the use of their acquired knowledge to reach the real needs of their lives (Ghecham, 2018). Consequently, relying on real life and using real materials ameliorate and lead to the effectiveness of learning.

- **Multiple and technology**

Nowadays, technology affects all aspects of life. So, it has played a major role in learning in which technological development helped learners establish relationships with researchers, exploring and addressing different topics related to their interest and fit their different needs (Taylor & Parsons, 2011). When using technology in the classroom, learners become more engaged because they match their needs with the appropriate information.

- **Engagement and challenging instruction**

Taylor and Parsons (2011) state that improving the learning process by increasing learners' awareness about the need of creating a challenging environment. Further, it will be better if the teacher barriers and creates a friendly classroom atmosphere to give the opportunity to learners to challenge their teachers with regard to the educational aspect. It helps learners stimulate and develop their critical thinking. In addition, the teachers and learners "*desire quality instruction delivered in socially, emotionally, and intellectually engaging ways*" (Taylor, & Parsons, 2011, p. 21). This promotes the different aspects of engagement.

- **Assessment for learning and feedback**

Formative assessment is an inseparable and an essential part of the English language teaching as it goes side by side with the teaching and learning processes. The Assessment Reform Group (ARG) (n.d, as cited in Redjeb, 2019) considers formative assessment as a guide to the educational process that gives the assessment an educational



dimension in line with the modern vision of the role of the teacher. During formative assessment, the role of the teacher shifts from being a communicator, a source of information and an observer of students' progress to being a former, a facilitator an evaluator and a feedback provider (Redjeb, 2019).

Taylor and Parsons (2011) believe that it is very essential for learners to receive frequent feedback as an evaluation for their learning progress and development. It engages them because they realise what they have to develop, what should be modified or be deleted at all, also they emphasize how close they are to learn, participate and interact with other learners. Additionally, Taylor & Parsons (2011, p. 21) indicate that "learning for further development or what is called formative assessment is applied continuously and accurately to assert learners' progress".

### **Part Three: Teachers' Feedback**

#### **1.3.1. Definition of Feedback**

Teacher's feedback is a crucial part of the learning and teaching process. It has been defined by experts such as Sarosdy, Farczadi, Poor, and Vadnay (2006, p. 121) as: "*feedback refers to the Information on their performance. This will help them take self-corrective measures and improve their achievements*". It implies that feedback is what the teacher provides to the learner in terms of notes, comments and gestures regarding their performance. Besides, Hattie and Timperely (2007, p. 1) state that feedback is understood as information or data offered by an agent such as a teacher, a peer, a book, a parent, self-experience concerning aspects of one's work or comprehension. In plain words, a teacher or a parent can correct the information, a peer can use another strategy, a book can clarify ideas, a parent can provide support, and the learner can look up the answer to evaluate the correctness of a response.

In addition, feedback is any oral or written response provided by teachers, external evaluators or classmates as an evaluation of student work, such as task, performance or production evaluation ("Providing Feedback for Student learning", nd, p. 2). In other words, this is how the teacher handles students' performance verbally or through writing.

### 1.3.2 The Importance of Feedback

Sarosdy et.al. (2006) indicate that improving EFL learners' performance is the main objective of the feedback. Therefore, it is essential in the teaching/learning process. It is the key factor in motivating learners. In addition, feedback helps learners direct their efforts to improve their performance level. Moreover, the appropriate feedback contributes in improving the learners' abilities and skills, especially if they have confidence in the feedback provider; they will inevitably appreciate it. Additionally, feedback provides learners with effective techniques of strengthening and narrowing the cavity, it also enables learners to differentiate between authentic and desired performance (Hardavella, Aamli-Gagnat, Saad, Rousalova and Sreter, 2017).

### 1.3.3 Criteria of Effective Feedback

To enhance EFL learners' level and empower their mastery of language, it is necessary for teachers to provide effective feedback that depends on specific criteria. According to Omar and Abdularhim (2017, pp. 45-47) effective feedback is:

**1.3.5.1 Immediate:** It is obligatory to provide feedback at the time that students make a mistake so that their information is kept in their minds.

**1.3.5.2 Specific:** Feedback should depend on specific points rather than being generalised in learners' performance because in the case of learners performance is insufficient, they will focus on the most effective feedback of special performance.

**1.3.5.3 Non-judgmental:** Among the mistakes a teacher makes is criticizing the learners' performance rather than helping them to identify their mistakes.

**1.3.5.4 First hand data:** To empower the teacher's credibility among his learners, the realisticness of his feedback is very essential.

**1.3.5.5 Accurate:** If learners are not being accurately and acceptably evaluated as well as the teacher's prejudice and his mention of all the event's details are among the common mistakes that cause disagreement between the feedback provider and the recipient.

**1.3.5.6 Suggest Plans for Improvement:** Ameliorating a learner's performance for the future tasks is based on providing multiple choices that allow them to enhance

their learning process opportunities and which is considered as the main factor of effective feedback.

**1.3.5.7: Seen as "helpful":** Teachers should avoid giving feedback about the students' personality instead of his performance so that, it is necessary for the existence of both performance aspects to be negative and positive.

**1.3.5.8: Solicited rather than Imposed:** Promoting learners' desire to learn needs to provide feedback in formal and non-formal circumstances.

**1.3.5.9. Relevant:** Feedback should be based on specific educational performance as well as taking into account the needs and interests of the learners.

**3.5.10. Balanced:** The comparability between the teacher's feedback and the learner's amount of information is very necessary as well as it must not be long or short.

**1.3.5.11. Understandable:** To obtain a positive change in learners' performance, it is better to provide comprehensive feedback accompanied by advice.

**1.3.5.12. Of multiple Cycles:** Presenting feedback sequentially and in an interconnected way is essential so that students can easily remember the previous feedback.

**1.3.5.13. Tailored:** During the learning process, it is very important that the teacher's feedback fits the learners' level and abilities.

**1.3.5.14. Confident:** To avoid embarrassing learners, it is obligatory to provide feedback directly and in suitable situations.

### 1.3.4 Types of Feedback

In order to enhance students' abilities and performance, teachers use different types of feedback. According to Federation University (2021), there are seven types of feedback. These types are explained as follows:

**1.3.4.1 Informal Feedback:** Informal feedback can occur at any time as it is something that emerges spontaneously in the moment or during action. Therefore, informal feedback requires the building of rapport with students to effectively

encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom (para. 2).

**1.3.4.2 Formal Feedback:** Formal feedback is planned and systematically scheduled into the process. Usually associated with assessment tasks, formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organisation as evidence (Federation University, 2021, para. 3).

**1.3.4.3 Formative Feedback:** The goal of formative assessment is to ‘*monitor student learning*’ to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Hence, formative feedback is best given early in the course, and prior to summative assessments. Formative feedback helps students improve and prevent them from making the same mistakes again. In some cases, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment (para, 4).

**1.3.4.4 Summative Feedback:** The goal of summative assessment is to ‘*evaluate student learning*’ at the end of an instructional unit by comparing it against some standard or benchmark. Thereby, summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved (para, 5).

**1.3.4.5 Student Peer Feedback:** There is no longer need for teachers to be the only experts within a course. With basic instruction and ongoing support, students can learn to give quality feedback, which is highly valued by peers. Providing students with regular opportunities to give and receive peer feedback enriches their learning experiences and develops their professional skill set (para, 6).

**1.3.4.6 Student Self-feedback:** This is the ultimate goal of feedback for learning. During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent (Sackstein, 2017, as cited in Federation University, 2021, para, 7) .

**1.3.6.7 Constructive Feedback:** This type of feedback is specific, issue-focused and based on observations. There are four types of constructive feedback (Federation University, 2021, para, 8):

- **Negative feedback:** corrective comments about past behaviour. It focuses on behaviour that was not successful and should not be repeated.
- **Positive feedback:** affirming comments about past behaviour. It focuses on behaviour that was successful and should be continued.
- **Negative feed-forward:** corrective comments about future performance. It focuses on behaviour that should be avoided in the future.
- **Positive feed-forward:** affirming comments about future behaviour. It focused on behaviour that will improve performance in the future.

### 1.3.5 Sources of Feedback

Effective feedback does not come only from the teacher; it may come from different sources since it plays an important role in the learning process due to its usefulness in guiding students and developing their competencies.

#### 1.3.5.1. Peer feedback

According to Liu and carless (2006, p. 276), peer feedback is defined as the way students evaluate and reflect in a communicative way by creating dialogues in which they criticize others' performance. In other words, it is all the dialogue and reflective criticism that is related to students' performance through communicative ways.

#### 1.3.5.2 Teacher Feedback

Paulus (1999) asserts that the learning process depends on the teacher as the first source of information; thus, he also plays the role of the first and primary source to provide

effective feedback within his classroom .This confirms the importance of the feedback provided by the tutor as an appropriate source and a successful tool to help students improve their performance in the classroom (as cited in Tasdemir and Arslan, 2018).

### 1.3.6 Characteristics of Effective Feedback

Effective feedback has many characteristics. Mackay (2017) suggested the following characteristics, which should be respected to obtain good results after giving feedback:

- **Effective feedback is specific, timely, meaningful, and candid**
  - ✓ **Specific:** Effective feedback should focus on specific goal rather than being general.
  - ✓ **Timely:** Feedback must be submitted as soon as the act occurs.
  - ✓ **Meaningful:** Feedback should make the message content accurate
  - ✓ **Candid:** Although it is difficult to provide effective feedback, avoiding problems when they arise is very simple.
- **Effective Feedback is Goal-Oriented:** A person needs to create a goal, take action to attain the objective, and receive feedback on his or her activities in order to get effective feedback (Lipman, n.d, as cited in Mackay, 2017).
- **Effective Feedback Focuses on the Future:** Teachers ought to focus on the future to help their students achieve their goals instead of trying to reverse what has already occurred.
- **Effective feedback is about the process, not the person:** Babauta (2021) asserts that *“Never criticize the person. Always criticize the actions. And when you’re making suggestions, make suggestions about actions, not about the person”* (as cited in Mackay, 2017). Which means that the feedback provided should not contain teachers’ feelings, it should be about the action not the person who did the action
- **Effective feedback is not afraid to be negative:** according to Barrett (Mackay, 2017), Effective Feedback will not be perceived as anything unique if it is seen as nothing more than a part of the communicative process. However, if we refuse to provide and receive feedback, this will not help students to be aware of their mistakes/errors and consequently their speaking performance will not be improved.

- **Feedback can be positive:** Positive feedback activates the brain's reward regions, allowing the recipient to explore new possibilities. However, we must be precise about what we praise and we must clarify /explain what they did right, so as not to leave them free to interpret what they think they are praised for because this can lead to problems and embarrassment (Mackay, 2017).
- **Effective feedback does not assume it is right:** Formulating and providing effective feedback is one of the greatest teachers' skills and that has relevant impact not only on personal development but even on the progress of students, and therefore, it is important to let their emotions and egos under control. (Mackay, 2017).

### **1.3.7. Students Reactions to Receiving and Giving Feedback**

According to Lee (2008) and Spencer & Schmelkin (2002), students' attitudes towards receiving and giving feedback are important to understand (as cited in Yusoff, 2013, p. 18). They divide students' reactions into two categories:

#### **1.3.7.1 The Students' Reactions to Receiving Feedback**

For Lee (2008) and Spencer & Schmelkin (2002), this type is due to the students' interest in being a part of the learning process and their eagerness to improve their performance and recognize their mistakes committed to correct, and overcome them as well as to improve their competencies (as cited in Yusoff, 2013, p. 18). However, the students' reactions differ according to the type of error committed and the way of commenting on it, so that learners prefer to identify and obtain evidence about their mistakes to focus on them. Besides, they need to receive appropriate comments, which should be suitable to the error and the different situations and obtain constructive feedback, especially if it is a written feedback, which is considered a very useful tool in improving learners' skills.

#### **1.3.7.2 Students Reactions to Giving Feedback**

In the learning process, the importance of receiving and accepting teachers' feedback is similar to the learners' ability to provide feedback to their teachers. In addition, as the reactions differ in receiving feedback, the students' reactions also differ in submitting and providing feedback to their teachers and which are as follows: Learners

need to know the importance of providing feedback to their teachers. They are qualified to evaluate their teachers because most of them think that they are not cognitively qualified to provide feedback to their teachers. Also the majority of learners are afraid of providing feedback because they think it will affect their learning process and results (Lee, 2008 and Spencer & Schmelkin, 2002 as cited in Yusoff, 2013, p. 18).

## **Conclusion**

The conclusion from this chapter is that it is primordial for learners to solve the different obstacles that they face when speaking in English because this helps them to communicate effectively. They also need to take into account the different features of language and the major characteristics of the speaking skill. Furthermore, in order to make learners good speakers, the teacher plays a crucial role in engaging them by using some strategies. Additionally making them able to speak and practice the language correctly, teachers need to assess their students' speaking skills to be aware of their level and to identify the obstacles they face. To engage students to speak and to help them overcome their different speaking difficulties and hindrances, providing different types and forms of feedback can be one of the key solutions.



# **Chapter Two: Research Methodology**

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## **Introduction**

The second chapter provides the research methodology of the study, which is divided into two parts. The first part is concerned with the theoretical background of the research methodology, it begins with the main definitions of research, its types then the research approach and its types as well as it explores the main characteristics of good research. The second part is devoted to presenting the obtained methodology that aims to prove the validity of the proposed hypothesis as well as providing clear and explicit answers to the research questions. More importantly, this part poses the research design. Furthermore, it mentions the population and sample of the teacher's questionnaire and describes it besides, the exhibition of the procedures of the classroom observation and the description of the checklist. Finally, this part lists all the obstacles encountered in this research in the limitation of the study.

### **Part One: Research Methodology (Theoretical Background)**

#### **2.1.1 Definition of Research**

Pathak (2008, p.1) indicated that research is a compound word, it is divided into two parts, re 'again and again' search 'to find out' (as cited in Ladghem Chikouche, 2019). In other words, research begins with observing specific phenomena, then examining them to obtain significant outcomes. Moreover, research is defined as the investigation of a problem or question for the sake of developing new information by using various methods and tools (Discover PhDs, 2020). Further, Kothari (2004 p.1) claimed that research is the implementation of techniques in academic, scientific, systematic activity for exploring and progressing knowledge in a particular field. Additionally, Runjut-Kumar (2011) defined research as the process of using examined methods and techniques for the sake of finding answers for the asked questions. It is done under a set of philosophies, as it should be accurate, honest, valid, and credible.

#### **2.1.2 Types of Research**

As has been mentioned before, research is the process of finding out answers to the research problems has several types that must be taken into consideration to facilitate the process of proving and validating the research. Among the main types of research:

### **2.1.2.1 Descriptive Research**

This type of research is commonly defined by Ranjit-Kumar as a systematic description of a problem, case, phenomenon, service, or program. Additionally, according to Bouchrika (2020), research is not interested in answering the why question, but it is about resolving the how, what, when, and where questions, which means that it is very essential to know about what the research problem is rather than checking out why it exists.

### **2.1.2.2 Exploratory Research**

Kumar (2011, p. 9) mentioned that this type of research studies the relationship between the different aspects of the research, it aims to answer how and why this relationship exists. Exploratory research aims to develop previous studies which are not understood and have not sufficiently reached by making new hypotheses and obtaining conclusive results, for example, the investigation of the impact of the “tik-tok” application on Muslims society principles (Discover PhDs, 2020).

### **2.1.2.3 Correlational Research**

It is the same as exploratory research in identifying the relationship between two or more variables and how one of the aspects be affected by the other (Kumar.2011. P9). In the same vein, this type of research aims to study the extent to which the variables change in the observed situation (Discover PhDs, 2020). As well, Sassower (2017) mentioned that correlational research tries to determine the interconnectedness and similarities between the various variables.

### **2.1.2.4 Applied Research**

It is known that this type of research is used in social sciences due to the methodologies on which it depends in determining techniques for searching information and solving problems Kumar (2011, p. 8). Besides, Kothari ( 2004, p. 3) confirmed the previous idea by stating that gaining more knowledge by using this type of research will always be applied in certain organizations.

## **2.1.3 Research Approaches**

Due to the variation of research approaches which differ according to different research subjects, researchers need to take into account the appropriate research approach

that suits their research where they can use the quantitative, the qualitative, or the mixed-methods approach.

### **2.1.3.1. Qualitative Approach**

Symeou (2008) stated that this type of curriculum is used to study phenomena that can be expressed through soft data using pictures, descriptions, words, and body language. It aims to explain the feelings, attitudes, and experiences of the participants. On the other hand, some scholars considered the data collected by following this approach to be unreliable and accurate. They doubt its effectiveness due to its falsified results on the part of the researcher because, during his/her interpretation of the phenomena, s/he will use his/her subjective position and own view of things (Daniel, 2016).

### **2.1.3.2 Quantitative Approach**

Symeou & Lamprianou (2008) asserted that the quantitative approach uses fixed data consisting of a set of numbers, statistics, measurements, and graphs, which are used to confirm or reject a specific claim. Kothari (2004, p. 3) added in the same context that the quantitative approach depends on the measurement of quantity and applies to phenomena that are measurable in terms of quantity.

### **2.1.3.3 Mixed-methods Approach**

The mixed-methods approach appeared in the mid-to-late 1900s, it was named by many scholars with different names. Dornyei (2007) called it “*multimethod*” research, methodological triangulation, and multi-methodological research. The principle of this approach is to combine two approaches to obtain one inquiry. It emerged because researchers did not reach the desired results while using one single approach qualitative or quantitative (Dornyei, 2007). Although the use of this approach has many positives in reaching the results to be interpreted and achieving credibility in the research, some scholars criticized it and emphasized the impossibility of merging and compatibility of quantitative and qualitative approaches (Williams, 2007).

## **2.1.4 Research Design**

The research organization is an important step in starting a research; it needs the researchers' familiarity as well as being careful to choose the appropriate research design. The research design was defined by Gorard (2013, p. 8) as the process that aims to obtain

reliable results, it is represented in organizing a research program or project and monitoring it from the first step to the last step. Besides, Kothari (2004, p. 14) mentioned that research design is very essential in any research; it facilitates the research process and makes it effective in obtaining information, as it contributes to the collection of evidence related to the research by saving effort, money, and time. In addition, it has many different types Bhattacharjee (2012, pp. 39- 40) sets various sequences of research designs like (field survey, experimental studies, cross-sectional field survey, longitudinal field survey, focus group research, action research, and case study research).

### **2.1.5 Characteristics of Good Research**

The research process is not a process of presenting ideas, but rather a process that depends on a set of requirements and characteristics that in turn strengthen the effectiveness of the research. Rozakis (2007, p. 5) mentioned several characteristics that help in the effectiveness of the research, which is represented in:

- External sources must be carefully documented to avoid plagiarism.
- The monitoring of the different tools used in preparing the research.
- Use correct documentation and follow a standard format.
- The use of Standard English language in writing.
- The writer must show that he has read in-depth on the subject
- The writer must show that he understands the topic and the materials that he used very well.
- Each point must be supported by strong and convincing facts and examples. Therefore, the research is distinguished by many characteristics, it is necessary to follow them to obtain effective research, and these characteristics may include (originality of the subject, language used, type of references, paper format, etc.).

## **Part Two: Research Methodology of this Work**

### **2.2.1 Population and Sample**

The target population of this study consists of six oral expression teachers and second-year LMD students (n=160) at the department of English at the University of Dr. MoulayTahar, Saida.

## 2.2.2 The Research Approach of this Study

This study relied on the mixed approach (the qualitative and quantitative approaches together) because it is appropriate to the nature of the study as well as it helps to obtain more credible responses as it allows obtaining information about the impact of teachers feedback to engage learners to speak English as a foreign language. It also attempts to study the relationship between the different variables of the study.

## 2.2.3 Data Gathering Tools

To achieve the objectives of our research, we collected data by using a quantitative method, which is a teacher's questionnaire for six oral expression teachers at the department of English language in Dr. Moulay Tahar university of Saida. Besides, a classroom observation as a qualitative data gathering method to observe 2<sup>nd</sup> year EFL students' degree of engagement in speaking after receiving teacher's feedback at Saida University the qualitative method that consisted of a semi-structured questionnaire for teachers and a classroom observation.

### 2.2.3.1 Teachers Questionnaire

#### *2.2.3.1.1 The Administration and Aims of the Questionnaire*

The present teacher's questionnaire was organized for six oral expression teachers at Dr. Moulay Tahar University in Saida. The administration of this questionnaire was online by using Gmail. It was designed by the Google forms platform. This questionnaire seeks to collect information and opinions of teachers about the impact of teachers' feedback to engage 2<sup>nd</sup> year EFL learners of Dr. Moulay Tahar University to speak English as a foreign language. The teachers' responses are very important and useful to strengthen this research, they also help to know the various problems that students face while practicing the English language and how the teacher solves these impediments using feedback.

#### *2.2.3.1.2 Description of the Questionnaire*

The teacher's questionnaire includes (20) items, distributed into three sections in which each section has a specific purpose, these sections are expressed as follows:

**Section One: Teachers Profile (Q1-Q2)**

This section looks for gathering information about teachers' academic degrees and the duration of their oral expression teaching.

**Section Two: Speaking Skill (Q3-Q6)**

The present section tries to find out the teacher's views about speaking skills. (Q3) teachers were asked to tick which of the four skills is more difficult. Then (Q4) was about the average of their learners' speaking performance. In question (5), teachers were asked about the 2<sup>nd</sup> year EFL learners' difficulties while speaking in the classroom in which they can write some additional difficulties. Through (Q6) the researcher tried to know the reasons behind learners' speaking difficulties.

**Section Three: The Effect of Teacher's Feedback on Students' Oral Performance**

In this section, we are going to gather teachers' responses to show how EFL learners can be affected by their teacher's feedback about their speaking performance. In question, 7 teachers were asked about the different activities they use in oral sessions where they have the opportunity to specify if they have other activities. (Q8) was about the different techniques they use to engage their learners to speak with the justification of their answers. (Q9) was asked to check if teachers use feedback to correct their learners' mistakes or not. In (Q10), teachers were asked about how many times they correct their learners' mistakes.

Then, (Q11) was about their interruption in correcting their learner's mistakes. (Q12) tries to gather teachers' responses about the main aspects they focus on to correct their learners' speaking mistakes. Question 13 was asked about the importance of teachers' feedback in oral classes. Next, question 14 aims to show if teachers use sufficient oral feedback in almost every course. And (Q15) tries to know teachers' opinions about which type of feedback is helpful and effective to improve learners' speaking performance. After that, we have question 16, which was about the repetition of the same feedback for the same learner. Then (Q17) was asked about the way teachers provide feedback. In (Q18), teachers were asked about how often their learners respond to their feedback. (Q19) Teachers were supposed to give their opinions about how to make the learner take the teacher's feedback into account. Finally, in question 20 teachers were asked about the



benefits of the teacher's feedback to engage their learners to speak English as a foreign language.

### **2.2.3.2 Classroom Observation**

To observe the impact of teachers' feedback on EFL learner's engagement to speak English as a foreign language, and to extend our data, classroom observation was the appropriate tool that allows us to be close to 2<sup>nd</sup> year students in their oral expression sessions. It also enables us to discover the extent to which the learners interact with the teachers' various activities and their reactions after receiving their teacher's feedback.

#### ***2.2.3.2.1 The Procedures of Classroom Observation***

The current classroom observation was structured observation through the use of an already prepared checklist. It started at the beginning of the first semester of the 2<sup>nd</sup> year on December 2<sup>nd</sup>, 2020 to the end of the semester in January 2021 in Dr. Moulay Tahar University of Saida. We have attended more than twenty sessions with second-year EFL students during the oral expression session. The sessions that we have attended started at 9:30 am, and they took one hour. In addition, we have dealt with all the groups (five groups) which consist of (30) Students in each group.

#### ***2.2.3.2.2 Description of the Checklist***

The present checklist is structured in the form of a table. The table is divided into seven columns, and each column includes one section and each section contains several items on which the observer puts a tick in the columns depending on what he is observed in the classroom. Additionally, the researcher can add any comments or remarks in the column specified for the comments. The checklist comprises seven sections: classroom environment, which is about the description of the classroom atmosphere (materials and equipment in addition to the student's number). The second section is about the role of the teachers before starting the lesson, during the lesson, how they manage their classrooms, and how they activate their learner's prior conception.

Section three was about learners' concentration on the task, it aims to observe the learner's attitudes during the oral session, their interest in the topic, their concentration, and if they participate or not. The fourth section aims to observe if learners enjoy the oral tasks by giving their attention and listening carefully, they show the desire to participate by

asking and answering questions, and if they show a positive attitude. Moreover, section five tries to describe the learner's use of language during the oral performance and how they feel while speaking. The sixth section was about the teacherfeedback; this section tries to find out how the teacher corrects her learners' errors and on which aspects she focuses more. The last section is done to see how learners react while receiving their teacher's feedback if they accept or refuse the provided feedback.

## **Conclusion**

This chapter strived at highlighting the most essential aspects of research methodology. It is composed of two sections. Through the first section, we attempt to present an overview of research definition, types, research approaches, research design, and the main characteristics of good research. The second section traced the basics of the research methodology of the present study. It started with mentioning the sample and population of the study, data gathering tools, the administration, and the aims of each tool (questionnaire and classroom observation) in addition to the description of these tools. Inthe end, we concluded by the limitations of the study.

# **Chapter Three:**

## **Data Analysis**

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ملخص الدراسة	

## Introduction

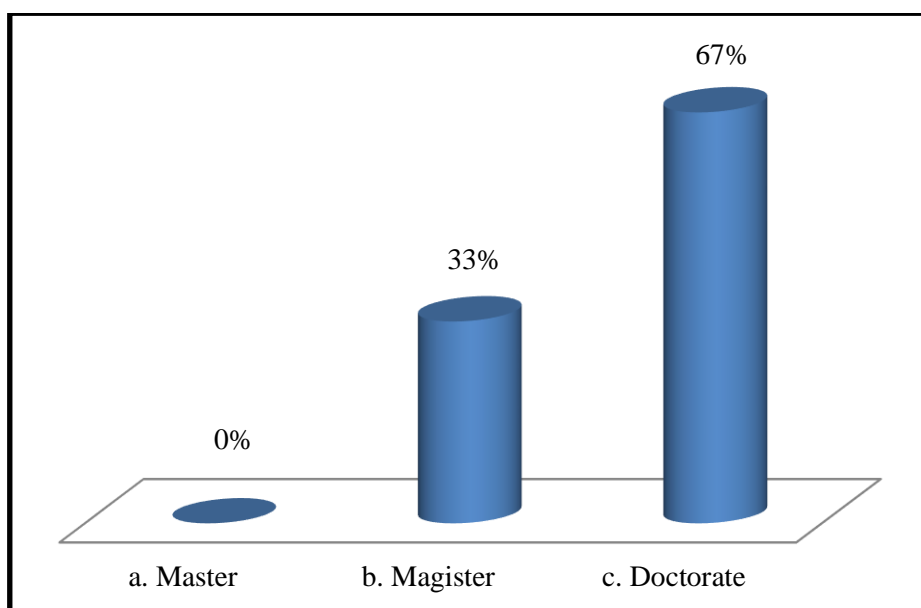
The current chapter is devoted to the practical fieldwork of this study. It seeks to analyze and discuss the obtained results, which are used to prove the research main hypothesis 'Teachers' feedback has a great an impact on 2<sup>nd</sup> year EFL students' engagement to speaking English as a foreign language at Dr. Moulay Tahar University'. It also attempts to collect data to examine the main research questions. The data collection tools involved teachers' questionnaire and a classroom observation checklist.

### 3.1 Analysis of the Teachers' Questionnaire

#### Section One: Teachers' Profile

**Item 1.** Would you specify your academic degree and qualification?

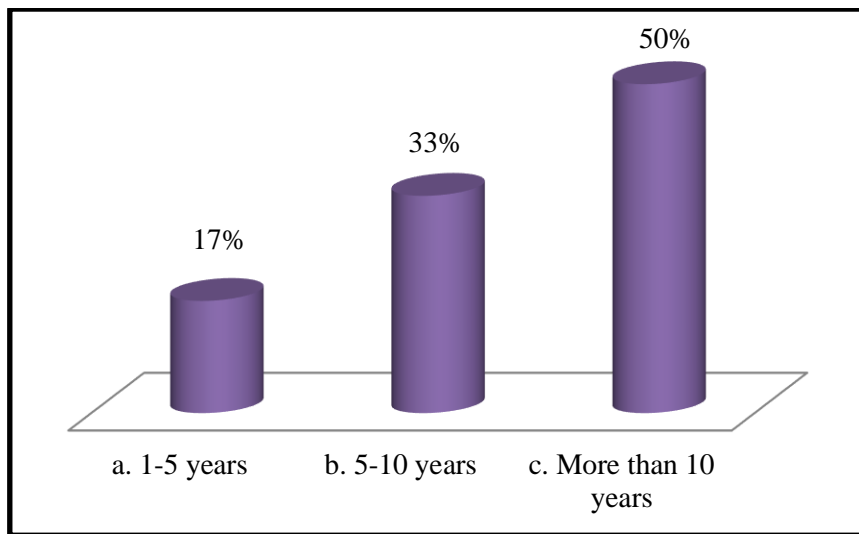
**Histogram 3.1:** Teachers' Degree and Qualification



The first question of the first section item is designed to show the academic degree(s) of Dr. Moulay Tahar university's oral expression teachers. As the results reveal, the vast majority of the respondents (67%) asserted that they have a Doctorate whereas (33%) have a Magister degree. None of the respondents hold a Master degree.

**Item 2.** How long have you been teaching oral expression courses?

**Histogram 3.2:** Teachers' Experience in Teaching Oral Expression Course

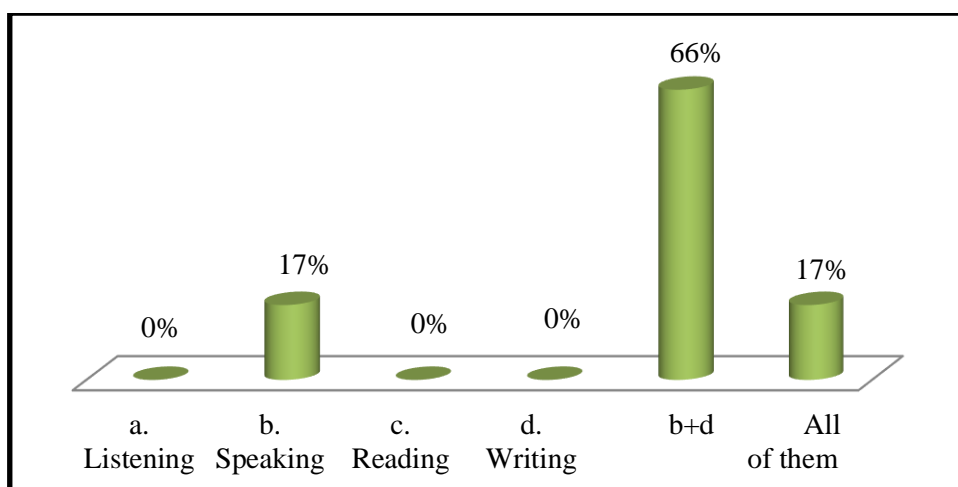


This question aims to show how long teachers are experienced in teaching oral expression. The highest percentage is (50%) which reflects more than 10 years of teaching. A low percentage of respondents (33%) are experienced between 5-10 years. And (17%) of informants choose the option between 1-5 years.

**Section Two: Speaking Skill**

**Item 3.** Which of the following skill(s) is/ are more difficult for EFL students? You may choose more than one answer.

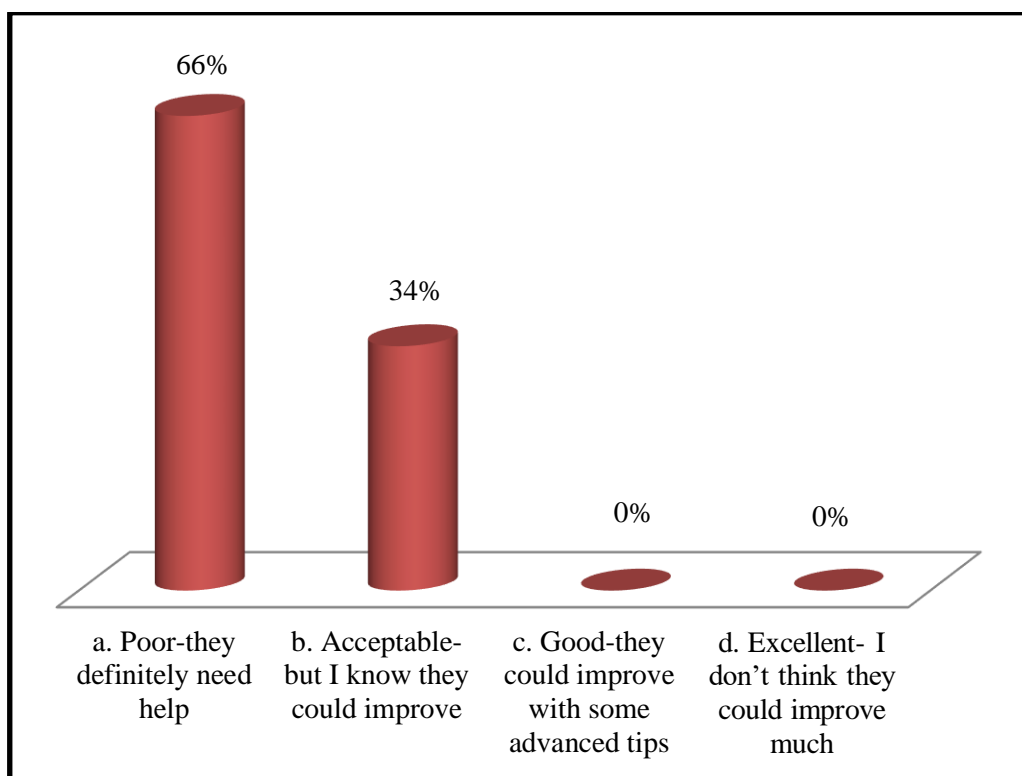
**Histogram 3.3:** The Most Difficult Skill(s) for EFL Students



The above item seeks to reveal the most difficult skills for EFL students. The great majority (66%) of teachers stated that the learners' biggest difficulties are speaking and writing. On the other hand, (17%) of teachers chose speaking as a complex task and the other (17%) selected all the four skills as interrelated difficulties that cannot be separated from each other. None of the informants indicated writing, reading, or listening.

**Item 4.** How can you evaluate your students' speaking skills?

**Histogram 3.4:** Teachers' Evaluation of their Students' Speaking Skills



The aim behind such a question is to try to find out the students' level and evaluate their speaking performance. (66%) of the respondents reported that their learners' oral production is poor and needs help which implies that more than half of respondents evaluate their learners as very low-level students. In addition (34%) chose the option of acceptable and that they could improve; they may work hard to enhance their speaking skill. No one answered with both options, good, but they could improve with some advanced tips and excellent, I don't think they could improve much.

**Item 5.** What are the main difficulties that second-year EFL students face when speaking English in the classroom? You may choose more than one answer.

**Table 3.1:** The Main Difficulties that Second-year EFL Students Face when Speaking English in the Classroom

Option	Respondents	Percentage
a. They do not know what to say	0	0%
b. They know what to say, but they do not know-how	0	0%
c. They know what to say and how to say it, but they cannot say it	1	17%
d. They do not know how to use body language	0	0%
e. They have a poor vocabulary, grammar, and pronunciation	0	0%
a+b+e	1	17%
a+c+e	1	17%
a+d+e	1	17%
b+e	2	32%
<b>Total</b>	<b>6</b>	<b>100%</b>

This question is asked to check the teachers' responses on the main hindrances that second-year EFL students face when speaking English in the classroom. The responses vary as shown in the table above. (32%) of the respondents indicated that they know what to say, but they don't know-how and 'they have a poor vocabulary, grammar, and pronunciation. Few respondents (17%) presumed that they know what to say and how to say it, but they cannot say it. Yet, (17%) of the respondents chose three options: 'They do



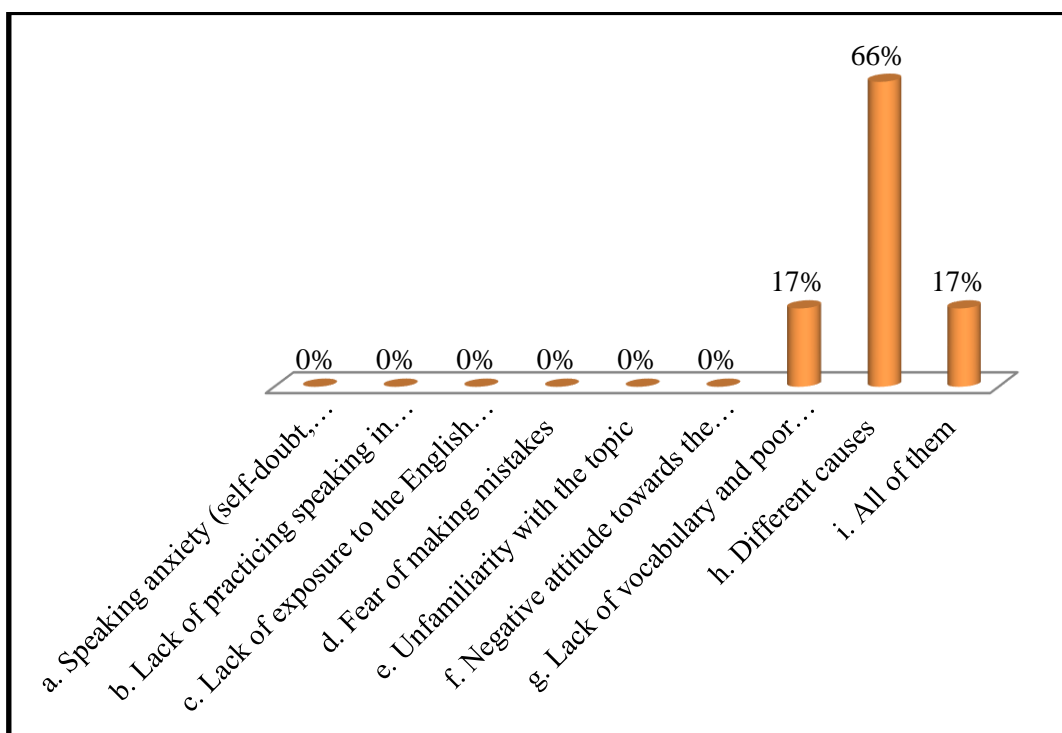
not know what to say’, ‘they do not know how to use body language’, and ‘they have a poor vocabulary, grammar, and pronunciation’.

Others (17%) selected three choices: ‘They do not know what to say’, ‘They know what to say’ and ‘how to say it, but they cannot say it’ and ‘they have a poor vocabulary, grammar, and pronunciation’. Also (17%) opted for the three possibilities, which are: ‘They do not know what to say’, ‘They know what to say, but they do not know how’ and ‘They have a poor vocabulary, grammar, and pronunciation’.

On the other hand, none of the informants determined one of the following choices: ‘They do not know what to say’, ‘They know what to say, but they do not know-how’, ‘They do not know how to use body language’, or ‘They have a poor vocabulary, grammar, and pronunciation’. In addition, some teachers claimed that "All these difficulties are related to the lack of reading. It is the only way to improve all other skills". Moreover, others shed light on other difficulties" They also have fluency problems and their pragmatic competence is a bit low".

**Item 6:** According to you, what can be the cause of your students’ difficulties to speak English in class? You may choose more than one answer.

**Histogram 3.5:** The Main Causes of Students’ Speaking Difficulties from Teachers’ Point of view

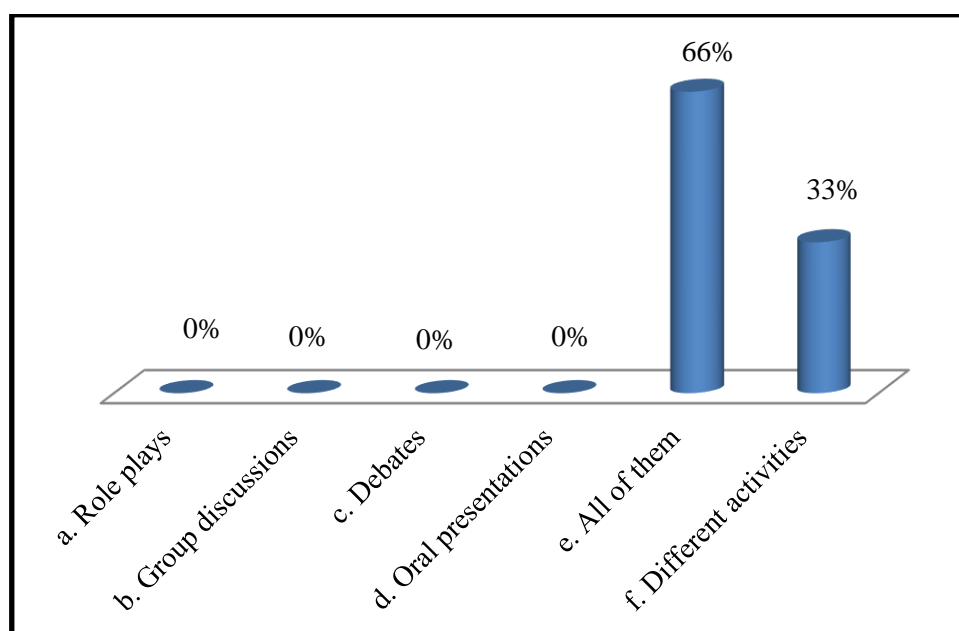


The objective of this question is to discover the reasons behind students speaking impediments in the classroom. The results reveal that (66%) selected different causes.(17%) admitted that the lack of vocabulary and poor pronunciation inhibit the students' oral participation in the classroom, and (17%) chose all of the answers which indicate that second-year learners have various language obstacles. However, none of the respondents chose any of these options: speaking anxiety (self-doubt, shyness, and inhibition), lack of practicing speaking English, lack of exposure to the English language, fear of making mistakes, unfamiliarity with the topic, and negative attitude towards the language/topic. Additionally, one of teachers indicated that "*Students have lost the interest in learning, they are no longer motivated. Teachers do not help much to remedy that problem*".

### Section Three: The Effect of Teacher's Feedback on Students' Oral Performance.

**Item 7.** What are the major activities that you use to teach the speaking skill? You may choose more than one answer.

**Histogram 3.6:** The Major Activities that teachers use to teach Speaking skills



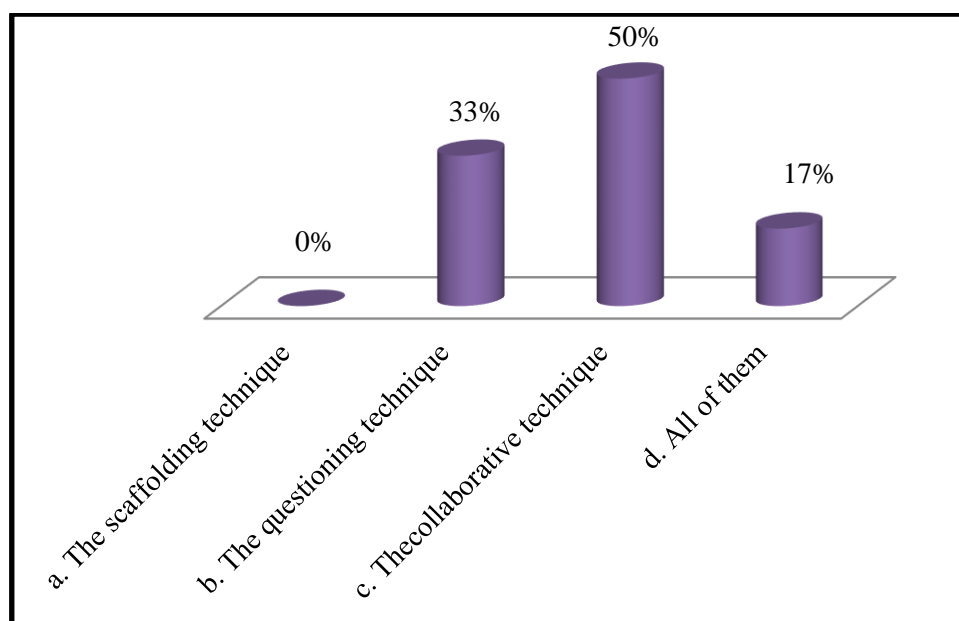
The question above attempts to identify the major activities that tutors use to teach the speaking skill. More than half of respondents (66%) selected all of the providing activities. On the other hand, (33%) chose different activities (more than one activity 'a+b',

'b+c+d' etc). No one chose role- play, group discussion, debates, and oral presentations alone. In addition, one of the respondents 'teachers' suggested other activities like

*Proverbs and idioms besides the activities with cultural topics, in particular, those that focus on the communicative features of the target language. As well literary works (poems/ monologues...) are helpful too students will practice the language and act it as well. Students must engage their feelings when speaking a foreign language.*

**Item 8.** Which of these techniques do you use to engage your learners to speak? You may choose one answer.

**Histogram 3.7:** Teachers' Techniques to Engage Learners to Speak



This item seeks to reveal the teacher's techniques to engage learners to speak which can be very important in the teaching process. Half of the respondents (50%) chose the collaborative technique as the best technique for engaging learners, whereas (33%) like using the questioning technique because some learners need to be asked to create answers and participate. Besides, since this question is a multiple choice question (17%) selected all of the options. None of the informants (0%) answered by the choice of the scaffolding technique because it may not give great results or because it is time-consuming technique.

The respondents justified their answers by the following claims:

- "Questions and group activities are effective ways to enhance learners' engagement"
- "Oral presentations are very essential for the reason of making learners more engaged to speak and perform the English language."
- "To help learners participate in oral classes, asking questions strategy is very important, which means that invite them to participate in the conversation."
- "Collaborative work empowers the relationship between learners and encourages them to speak without fear of others judgment."
- "Collaborative work is a great strategy to make students familiar to a group, students need to feel safe and rely on the encouragement of others since we belong to a collectivist society. You may notice active interaction among all members of the group, positive interdependency. It is an opportunity for them to develop their social skills (talking/conversing/argumentation...). Collaborative learning makes students more confident and able to relate ideas to concepts and therefore develop their critical thinking".

**Item 9.** Do you undertake the feedback as a tool to correct your EFL learners' mistakes?

**Table 3.2:** Teachers' Responses about Whether or Not They Undertake Feedback as a Tool to Correct Their Students' Mistakes

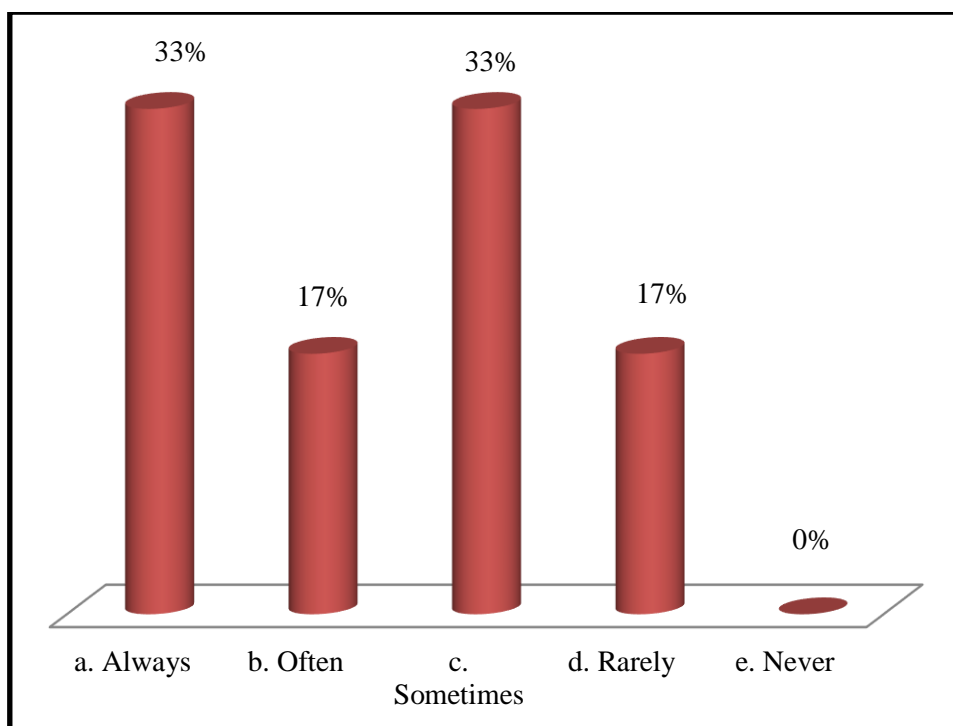
Option	Respondents	Percentage
a. Yes	5	83%
b. No	1	17%
<b>Total</b>	<b>6</b>	<b>100%</b>

As far as this question is concerned, it is asked to identify the teachers' responses about whether they undertake feedback as a tool to correct their students' mistakes or not

since feedback is crucial in the teaching process as it may take a significant place in developing EFL learners' oral production. The vast majority of respondents with the highest percentage (83%) answered "yes", maybe, since it helps learners to recognize and correct their mistakes and push them to improve their speaking skills. Whereas, only (17%) confessed that undertaking feedback is not the appropriate instrument to correct the students' errors because of some psychological issues that can be caused by the given feedback.

**Item 10.** How often do you correct your learners' speaking mistakes?

**Histogram 3.8:** Frequency of Teachers' Correction of Learners' Speaking Mistakes



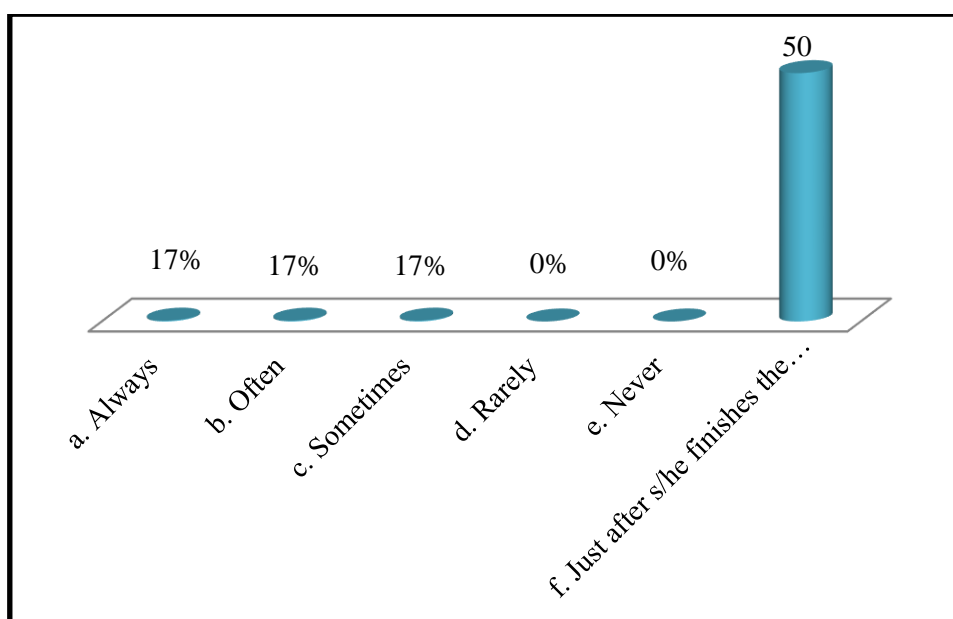
All students make mistakes while speaking, but the extent of mistakes correction varies from one teacher to another. The figure above shows the frequency of teachers' correction of learners' speaking errors. It is noticed that the first choice "always" gained (33%). It shows the teacher's awareness about the importance of error correction and its impact on their learners' oral performance.

The second choice "often" was chosen by one respondent (17%) while the third choice "sometimes" by two respondents (33%). Here this implies that some teachers

consider using feedback as a strategy that can cause a psychological issue for some learners. The fourth choice indicates "Rarely", which represents (17%); this signifies that not all the teachers prefer using feedback whereas the last aspect is "never", which was rejected by all the informants with (0%).

**Item 11.** When your students make mistakes or errors in speaking, how often do you interrupt them to correct their mistakes?

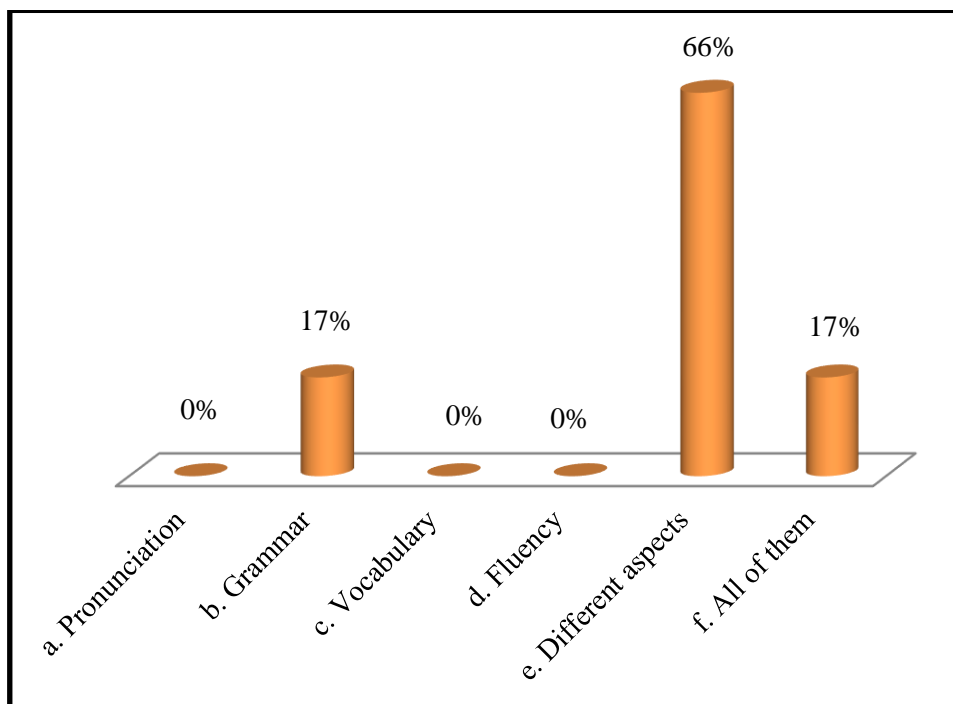
**Histogram 3.9:** Frequency of Teachers' Interruption When Their Students Make Speaking Mistakes or Errors.



The present question tries to find out how often do teachers interrupt their learners when they make mistakes while speaking because the way and the situation are very important in providing feedback. Half of the respondents (50%) provided feedback just after the student finishes the performance. On the other hand, (17%) chose "always", which means that they care about every single word their learners produce. One teacher (17%) reported "often" and another (17%) claimed "sometimes". No one (0%) selected neither "rarely" nor "never". This indicates that the majority of English language teachers use feedback in their oral classes.

**Item 12.** On which aspect(s) do you focus more when correcting your students' oral production? You may choose more than one answer.

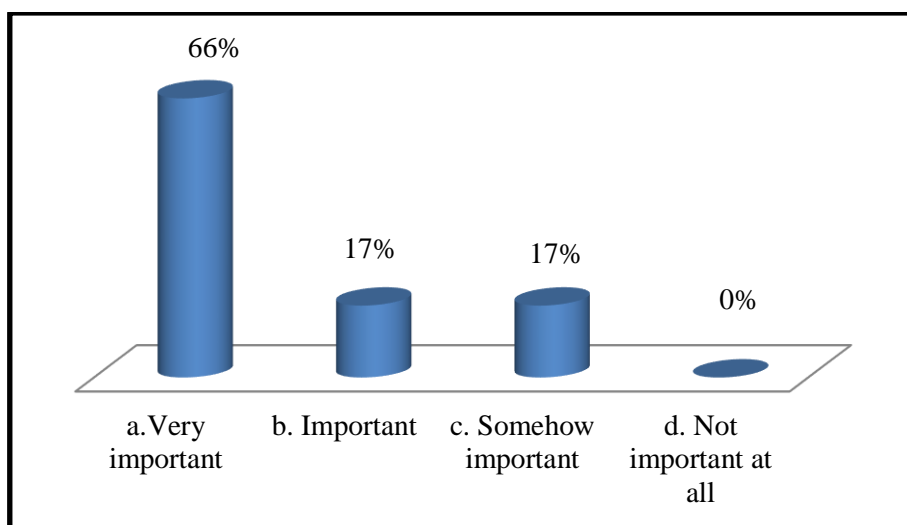
**Histogram 3.10:** Aspects Teachers Focus most on When Correcting the Students' Oral Realization



To evaluate the students, teachers need to focus on some aspects to make effective feedback. The question is asked to check the different aspects teachers focus most on when correcting students' oral Production. As it was expected, more than half of the respondents (66%) chose different aspects (more than one aspect) to make the learner speak and communicate correctly. One respondent (17%) of the informants focuses on grammar, since grammar is one of the essential language use aspects that should be taken into account, whereas another one (17%) selected all of them because they cannot rely only on one aspect to give feedback. None of them chose only pronunciation, vocabulary, and fluency. Maybe they complete each other.

**Item 13.** How do you consider feedback in foreign language teaching?

**Histogram 3.11:** Teachers' Consideration of Feedback in Foreign Language Teaching



This question is a multiple-choice question; it intends to explore teachers' consideration of feedback in foreign language teaching. It aims to show the value of feedback in the teaching and learning process. From the showed results in the figure above, (66%) of the respondents claimed that providing comments is 'very important'. It has a positive impact on the learner's speaking performance. (17%) of the informants believed that it is 'important'. Whereas, only (17%) asserted that is 'somehow important'. None of the respondents said it is 'not important'.

The respondents were asked to justify the different choices for the sake of gathering data about teachers' consideration of feedback in foreign language teaching. Teachers who chose "very important" justify their choice as the process of teaching and learning is nothing without feedback, it is the best way for learners to learn in which they can realize each mistake they make and they will be able to use the language correctly. However, teachers answered with "important" because if the learner wants to produce a correct language he/she needs to be corrected.

Finally, some of the teachers selected "somehow" important because there are some important aspects that the teacher needs to take into accounts such as providing learners with the key to success in learning a foreign language like reading. Additionally, teachers have to build first of all confidence in learners and their trust on teachers because it is very important to make learners feel comfortable while expressing themselves.



**Item 14.** Do you think that you are using sufficient oral feedback in almost every course?

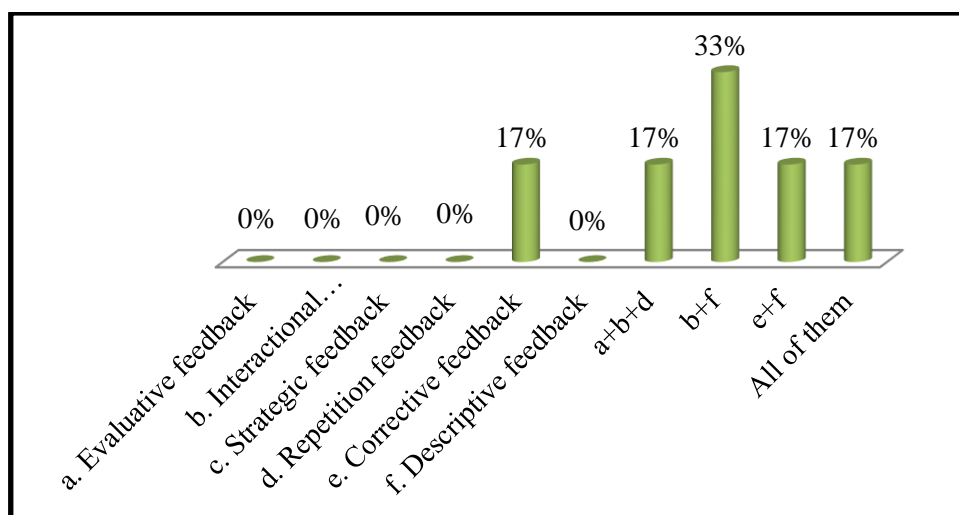
**Table 3.3:** Teachers’ Responses about Whether or Not They Use Sufficient Oral Feedback in Every Course

Option	Respondents	Percentage
a. Yes	5	83%
b. No	1	17%
<b>Total</b>	<b>6</b>	<b>100%</b>

The question is asked to show whether teachers are using sufficient oral feedback in every course. The highest percentage (83%) was given to the respondents who answered "yes", this can show that teachers are working hard to help students discover their mistakes and correct them. But the remaining respondent (17%) stated “no” because some teachers prefer making learners more active by being aware of what they are saying and recognize their mistakes by themselves.

**Item 15.** According to you, which of the following type(s) of oral feedback is/are helpful and effective to improve the students’ speaking performance? You may choose more than one answer.

**Histogram 3.12:** Type(s) of The Most Helpful and Effective Teacher’s Oral Feedback to Improve Students’ Speaking Performance.



This question is a multiple choice question and the figure above aims to provide the different type(s) of the most helpful and effective teacher's oral feedback to improve the students' speaking performance. From the results, it is noticed that (33%) of the respondents chose two options interactional feedback and descriptive feedback. Whereas (17%) of the participants selected three options evaluative, interactional, and repetition feedback. Yet, (17%) liked only the corrective feedback. Moreover, (17%) chose two options the corrective and the descriptive feedback whereas the others (17%) selected all the providing types.

### Respondents' justifications

This sub-question is designed to obtain the teacher's justification for each choice. As the results showed that a group of teachers chose the corrective feedback due to its relevance, where learners recognize their mistakes and avoid them in the future. Others justify their choice, which was evaluative, interactional, and repetition feedback as allowing them to speak correctly. Teachers selected the interactional and the corrective feedback because of many reasons such as avoiding students falling into self-devaluation or anxiety when giving them feedback, as well as teachers, can help their learners in gaining trust and talk about their needs openly by addressing their mistakes directly. In addition, those who chose corrective and descriptive feedback claimed that "Corrective feedback is efficient as it serves as an opportunity to remedy learners' deficiencies as they occur." However, one teacher selected all the options because s/he agrees that feedback depends on the situation as well as on the topic discussed.

**Item 16.** How many times do you offer the same feedback for the same EFL learner's speaking production?

**Table 3.4:** Frequency of Offering the Same Feedback for the Same EFL Learner's Speaking Production

Option	Respondents	Percentage
a. One time	2	34%
b. Many times	4	66%
<b>Total</b>	<b>6</b>	<b>100%</b>

The table above shows how many times teachers offer the same feedback for the same EFL learner speaking production. Since some learners repeat the same mistake many times. The results showed that (66%) of the respondents provide feedback many times. This means that teachers appreciate the importance of giving feedback in the teaching process. Whereas, only (34%) of the participants give feedback only one time; it could be for the reason of making learners more responsible for their learning process.

**Item 17.** How do you provide your oral feedback?

**Table 3.5:** Teachers' Ways of Providing Oral Feedback

Option	Respondents	Percentage
a. Individually	1	17%
b. In groups	3	50%
c. Both	2	33%
<b>Total</b>	6	100%

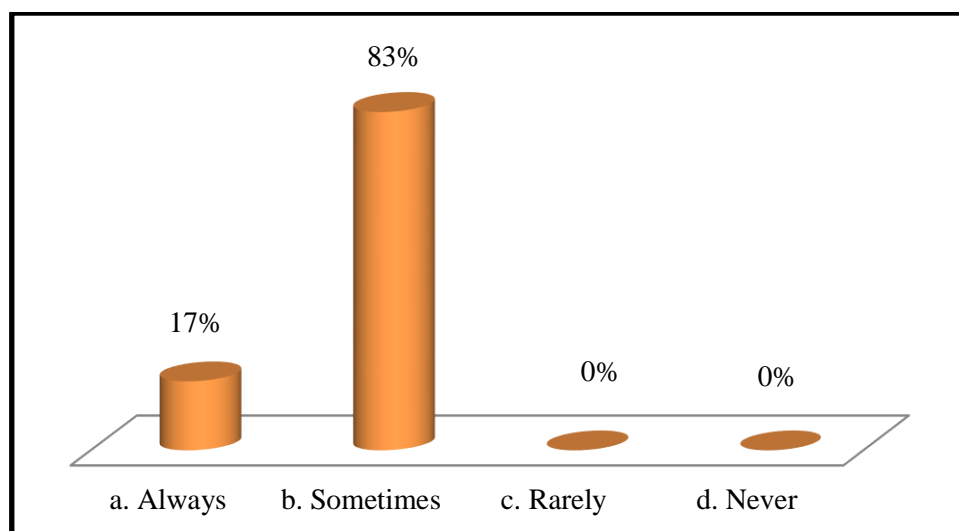
This question intends to reveal the various ways teachers provide feedback. Since it is very essential to take into account how can the teacher provide feedback to be effective? Half of the respondents (50%) answered that they provide it within a group to share the feedback and all the students benefit. On the other hand, only one informant (17%) likes providing feedback individually because s/he takes into consideration the learners' psychology, and (33%) chose both answers. This reveals the way of giving feedback that is related to the situation and the error.

### **Respondents' justifications**

Later in this question, teachers were asked to justify their choice. One of the teachers likes to provide learners with feedback individually because of their reaction when they receive feedback in front of their classmates. However, some of the teachers claimed that group feedback is more efficient because learners are going to learn from their classmate's mistakes. Another one suggested that the appropriate way is to hide the name of the student who made the mistake to correct mistakes collectively.

**Item 18.** How often do your students respond to your oral feedback?

**Histogram 3.13:** Students' Responses to Teachers' Oral Feedback



The main goal of this question is to show the extent of students' responses to teachers' oral feedback because the personality of learners differs from one to another. As the findings display, the highest percentage (83%) was of those who claimed that learners sometimes respond to their teacher's feedback. It can be because some learners do not accept others' feedback or because of the way the teachers provide this feedback. Moreover, (17%) of the respondents chose the first choice "Always" maybe because they are aware of improving their speaking abilities. Yet, the last two options "Rarely" and "Never" were not chosen by anyone (0%). This means that learners are aware of developing their oral performance.

**Item 19.** If some students overlooked your oral feedback, in this case, how would you encourage them to take into consideration your remarks?

This question is open-ended. It aimed at revealing the way how teachers encourage their learners to take into account their remarks in the case of some students who overlooked their teacher's oral feedback. Most of the teachers asserted that indirect feedback is very practical because it makes learners more comfortable with their classmates while correcting their mistakes as it stimulates learners to take the teacher's comments into account. Other teachers claimed that accepting teachers' comments is a bit hard for learners because it is related to psychology rather than cognition so they suggested that it is better to remind them from time to time without making pressure on them. In addition, teachers sometimes shed light and activate the learners' awareness about their

major mistakes and language use problems, as well as repeating the feedback differently are beneficial for learners. On the other hand, one of the teachers stated that he/she will use a serious way of giving feedback.

**Item 20.** According to you, to what extent is teacher feedback beneficial to engage second-year students to speak English as a foreign language?

**Table 3.6:** The Degree of Effectiveness of Teacher's Feedback to engage First-year EFL Students' to Speak English as a foreign language

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a.</b> Very beneficial	3	50%
<b>b.</b> Somehow beneficial	3	50%
<b>c.</b> Not beneficial	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

The table above is designed to explore the degree of effectiveness of oral feedback to improve students' speaking skill. From the showed results half of the respondents (50%) chose 'very beneficial' whereas the other half (50%) claimed that it is somehow beneficial. No one (0%) answered by feedback is not beneficial.

### **The respondents' justification**

Most of the respondents who reported that teachers' feedback is very beneficial said that the teaching and learning processes cannot be efficient without teachers' feedback because it makes the students avoid falling into the trap of errors. In addition, according to them, teachers' feedback is one of the main teacher's responsibilities; otherwise, any book can do the job.

However, those who chose somehow beneficial stated that it is very necessary to make learners rely on themselves in discovering their mistakes since the effect of the teacher is not enough, it needs the collaboration of the student. Besides, corrective feedback can be one of the classroom anxiety reasons, especially with the second-yearlevel. One of the answers was about the extent of learners' acceptance of changing the

way of considering things around and setting objectives for their future because EFL learners need reflection, planning, and analysis.

### **3.1.1 Discussion of the Findings of Teachers' Questionnaire**

Teacher's questionnaire has contributed to gain some answers to the fundamental research questions. To start with, teachers consider their learners' level in speaking skill as poor and needed help which made the teaching process very sensitive and required a great effort on the teachers' part to help their learners master the speaking skill from many aspects. In this context, Brown (2004, p.4) claimed that is very important for learners to grasp the micro-skills (phonetics, intonation, syntax and using one meaning in different grammar forms) besides the macro-skills (fluency, discourse, cohesion non-verbal communication).

In addition, teachers stated that speaking is the most difficult language learning skill because it allows learners to express what is inside them and convey their ideas, feelings to the world around them without making a gap while communicating with others. The same for EFL learners, if they do not master the speaking skill, they will not communicate their ideas appropriately (Harmer, 1998). The teachers' answers indicated many difficulties that students face while learning how to speak English. For them, their students know what to say, but they do not know how to say it because of the learners' awareness about the topics chosen to be discussed which should be suitable and fit all the students to give them chance to participate (Ur, 1991, p.121). In addition, the poor vocabulary, grammar, and pronunciation they have.

Moreover, when it comes to the teachers' strategies and techniques to engage their learners in oral classes, the findings revealed that the great majority of the teachers preferred the collaborative technique, which enables learners to work with their classmates and communicate the lecture content rather than taking notes and following the teacher course (Cox, 2019). Furthermore, from the obtained results, the majority of teachers try to diversify the activities during the learning process (role-play, group discussion, debates, and oral presentations) in addition to some other activities such as using literary work (poems and monologues) as well as some activities with cultural topics. Using different types of activities in the classroom activities is very important for several reasons; Harmer (2001, pp. 14-15) discussed this aspect as it facilitates the teaching process and makes it more successful and effective. Besides, as it is mentioned before, by using different

activities, teachers can evaluate their students and help them to develop their use of the language.

As far as the third section of the teacher's questionnaire is concerned, it aimed to capture the effect of teachers' feedback on students' oral performance. Notably, many teachers rely on and use feedback in the teaching process because of its importance, the majority agreed that it is very important in foreign language teaching since the best way of learning is through making mistakes and being corrected. If we go back to what Sarosdy et. al (2006) referred to, and as it was mentioned earlier that feedback is crucial in the teaching-learning process, and if the students trust the one who gives them feedback, it will become a strong motivator for them, as it guides them to develop their abilities and enhance their level.

On the other hand, some teachers regarded it as "somehow important ", it can affect learners psychologically like destroying learners' self-confidence since the student's personalities differ; some students see it as negative because it causes them embarrassment. To support this, Hattie and Temperley (2007) asserted that feedback can diminish the students' endeavors and fulfillment when it is negative. Therefore, it can be concluded that the impact of teachers' feedback on the learner's performance is based on the learner's personality. In addition, when it comes to the way correcting learners' mistakes, the vast majority of the teachers preferred correcting their learner's mistakes just after they finish the performance and which is not as effective as the instant feedback, Aubin (2020) claimed that for the sake of gaining effective learning results, it is better to correct learners' mistakes and errors instantly.

Then, most teachers prefer providing feedback in a group so that students can share their mistakes without feeling ashamed and learn from each other's mistakes. Moreover, as it is mentioned before that accepting teachers feedback is related to psychology, not cognition, from the teachers' answers who were not tired of correcting the same mistake of the same EFL learner, this indicates the teachers' interest in the teaching process and shows the importance of user feedback. Along with, the majority of teachers affirmed that feedback is not always acceptable, the majority of learners sometimes respond to their teacher's feedback which means that the greatest majority of second-year learners are aware of the importance of learning through making mistakes by the guidance of their teacher's feedback and they realize the great impact of teachers feedback in improving their

speaking production. This supports our hypothesis which states that teachers' feedback help learners reduce their speaking errors, and overcome their speaking mistakes.

To conclude, this survey was effective for gathering data from teachers. The revealed results were valuable in answering the main research questions. Furthermore, this questionnaire confirms that the teacher's feedback impacts EFL learners' speaking performance. Besides, the interpretation of teachers' answers proves that the teacher's feedback is essential in engaging learners to speak English as a foreign language.

## **3.2 Classroom Observation**

### **3.2.1 Analysis of Classroom Observation**

The following section examines the classroom environment and scrutinizes the classroom observational sessions.

#### **3.2.1.1 Section One: Classroom Environment**

It was noticed that some of the physical conditions were met such as the size of the room, which was adequate, most of the classrooms were spacious, in addition to the seating arrangement, most of the students were sitting in equal and respectful positions, and this facilitated the teaching process for the teacher and activated the students' assimilation. While other conditions were not appropriate like the lighting or the problem of electricity, some of the rooms contain electricity and others do not. Accordingly, the absence of electricity makes the teacher restricted that he cannot implement activities that depend on electricity as using data shows. Besides, it was observed that the class was not overcrowded because there were only (30) students in the classes which means that the administration takes the effect of overcrowded classes on the effectiveness of the teaching process.

Moreover, it was remarked the absence of the important oral classroom needed tools such as data shows, slides boards, and tools for students with special needs. The lack of this equipment negatively affects both teachers and students, as it reduces the efficacies of the teaching and learning process.

#### **3.2.1.2 Section Two: The Role of the Teacher**

It is viewed that the teacher always comes in good and positive mode. S/he came excited and ready to present the lesson, and this indicates that s/he prepared the lesson



before s/he came to the class. So, this is what helps her/him create a supportive and enthusiastic climate. In addition, it was noticed that the teacher started his/her lesson by warming ups to manage the class well and maintain discipline.

Furthermore, the researcher observed that the teacher tries to activate his/her learner's prior conception by asking joyful questions about the provided topic to motivate them and facilitate the new lesson. Also, concerning the teacher/learner-centered, it was noticed that it is based on the provided activity. Sometimes, it was the teacher-centered, others were learners' centered. Yet, the majority of the sessions were teacher-centered.

### **3.2.1.3 Section Three: Learners' Concentration on the Task**

The researcher remarked that students respect the time and give attention to their classes. They respect the timing of coming to their classrooms before the teacher starts his/her lesson, also they respected the time of leaving the classroom, so no one exits his place before the lesson finishes.

In addition, she noticed that learners do not show their desire to participate and share their ideas with their classmates, albeit, the teacher's attempt to immerse them into the topics and tries to facilitate the discussion between them. On the other hand, they were concentrating on the given activity and they did not show their boredom, on the contrary, they were interested in the topics.

### **3.2.1.4 Section Four: Learners' Enjoyment in the Oral Task**

The researcher observed that learners are enjoying the activity and listen carefully to the teacher's instruction as they are motivated in performing their oral activities. Additionally, it was noticed that the majority of learners enjoy working together and participate in group discussions but they did not ask and answer questions whereas others liked to be alone and work individually.

### **3.2.1.5 Section Five: Learners' Oral Performance**

It was viewed that sometimes learners use their native language while explaining or clarifying an idea because they do not use a variety of words. Also, they use a correct word order but they do not apply the correct tense in a suitable situation. Furthermore, it was observed that learners while speaking do not have an adequate speed and they use pauses and interjections but they show low self-confidence.

**3.2.1.6 Section Six: Teacher's Feedback**

It was remarked that the teacher was very interested and caring for every single detail related to his/her students, and sometimes corrects their mistakes instantly and others provide feedback at the end of the task. Also, the teacher gives oral feedback. In addition, it was noticed that the teacher uses body language to facilitate the process and reduce the time that created a significant problem that hindered the teacher from giving and transmitting all his/her knowledge to the fullest. Moreover, it was viewed that the teacher never uses negative feedback; she praises students, and encourages them to make more efforts.

**3.2.1.7 Section Seven: Students Reactions to Teachers' Feedback**

It was observed that students accept their teacher's feedback and correct their mistakes whereas the same mistake is repeated among the other students. So, here it was remarked that the teacher corrects the same mistake many times for different learners. Furthermore, it was noticed that learners feel shy and anxious while talking but even though they feel embarrassed about the obstacles they face, they never stop talking.

**3.2.2 Discussion of the Findings of Classroom Observation**

The analysis of the classroom observation offered us valuable findings of the impact of teachers' feedback on learners' engagement to speak English as a foreign language and its significance in improving learners' speaking performance. To begin, we have observed that the fulfillment of some conditions and the absence of others affect the classroom environment which is very important to be taken into consideration. Hence, Daemi, Tahiri and Zafarghandi (2017) claimed that learners' self-image, learning, and self-confidence, in addition to their desire to attend the lesson are affected by the quality of the classroom environment.

Besides, it was observed that the teacher has prepared the lesson before s/he came to the classroom and presents the lesson. In these veins, Nesari and Heidari (2014) confirmed that effective classroom time and resources management start from the teacher's lesson plan which helps tutors to organize time and resources; as well as reduces their efforts. Moreover, it was noticed that the teacher uses different activities to push the students to participate and interact more in the classroom.

Furthermore, as it is asserted above the teacher tries to engage learners by using various tasks in different sessions, it was viewed that the teacher used audio authentic material many times in different ways; s/he provided the learners with short stories, dialogues, and parts from educative series or films to listen. Akbari and Razavi (2015) argued that Bacon and Finnan (1990), Miller (2005), Otte (2006) and Thanajaro (2000) promoted the impact of authentic material in enhancing EFL learner's speaking performance. In other words, these types of engaging tasks attracted the learner's interest.

In addition, during the observation, the researcher remarked that the task content aimed at getting the students to speak without regard to their correct use of grammar; as well as most of the given assignments challenged the learners to think creatively and appropriately plan for the presentation of the task. Equally important, it is noticed that learners use their mother language while communicating with each other whereas they use English while presenting the task findings. Along with, all the students showed their respect and politeness to their teachers which means that they enjoy the tutor's teaching strategies and they are interested in the subject matter.

Another main point, the majority of learners are shy and anxious and they use interjections and pauses while performing the English language. This confirms their fear of people's criticism and comments about their fluency and language use. Lakhdari (2020) claimed that the absence of high self-confidence and the mastery of fluency lead learners to their loss of self-confidence because those who are not fluent are not self-confident and they are going to care about their classmate's reactions after their participation. Additionally, it was observed that the teacher's feedback was about accuracy more than fluency. Also, s/he provides them with effective feedback by correcting their errors instantly within the group to learn from each other mistakes.

The analysis of the findings also reveals that the teacher does not use negative feedback, as well as some students, accept their teacher's feedback and correct their mistakes whereas some students feel embarrassed when the teacher correct their mistakes.

## **Conclusion**

The present chapter is devoted to the fieldwork of this research study. Accordingly, the data collection tools include a teachers' questionnaire and a classroom observation checklist. The data collected from the former instruments are presented in the form of tables and graphs besides, the analysis of all questions and at the end the discussion of results was done. All the aspects of the classroom observation checklist were analyzed individually and at the end, the discussion of the findings is provided.

This chapter is concerned with examining the effectiveness of the different types of teachers' feedback strategies on students' engagement to speak English as a foreign language and the learners' awareness of these feedback techniques. As I attempt to confirm or deny the suggested hypotheses. It is also trying to get answers to the research questions that were asked at the beginning of the present research, two research tools were used: a semi-structured questionnaire for six oral expression teachers. Thus, the revealed results show that teachers are suffering from their learners' speaking level, as they are doing their best to ameliorate their oral production and most teachers utilize feedback as a tool to correct their learner's mistakes and errors and engage them to improve their speaking performance. On the other hand, the classroom observation checklist shows that students have different attitudes about receiving feedback. As they are looking to be good speakers, most of them take their teachers' feedback into account to enhance their speaking production.

**Recommendations**

The obtained results allow us to bring out and direct some recommendations for the students, teachers, and the administration:

**For the administration**

- The ministerial CANVAS should provide enough time for oral expression sessions to make teachers work more comfortably, as well as provide the classrooms with materials and equipment to diversify the oral activities and help teachers to perform their work more effectively.

**For teachers**

- Teachers should vary their tasks (use individual, peer and/cooperative tasks, listening and reading tasks, etc.) that can fit the students' different types, levels and styles and give them the opportunity to participate and interact in the classroom.
- Teachers need to create an engaging atmosphere to encourage them to speak in the classroom.
- Teachers should constantly remind their students of the importance of feedback in enhancing their oral performance.
- It is better for teachers to focus on giving constructive feedback by using motivational expressions.

**For students**

- Students should make more efforts to improve their level to the best.
- It is better for teachers to be risk taker in participating and interacting with their teachers and classmates to perform in all different oral tasks.
- Students need to avoid shyness and being anxious since it is negatively affect their speaking production.
- Students should take into account their teachers feedback and be aware of the benefits of the teachers' feedback to promote their speaking skills.

### **For Future Researchers:**

- Future researchers should investigate the effectiveness of other feedback forms or types in enhancing EFL learners' oral performance or other skills such as reading and listening skills.
- Future researchers should investigate other strategies that engage EFL students to develop their language learning skills.

## **General Conclusion**

Teacher feedback plays a crucial role in enhancing students' speaking skills; it is a helpful tool and element for the improvements of EFLs' speaking. It activates the learner's awareness of their errors and makes them feel responsible for correcting them. Therefore, feedback raises students' autonomy and sense of responsibility in language learning. Additionally, it provides them with an opportunity to learn and encourages them to do better. The present research was conducted to demonstrate the importance of creating an engaging atmosphere in the process of learning speaking. Besides, prompting an increasing learners' attention to their teacher's feedback for the objective of improving their oral production.

This research is divided into three chapters. The first chapter was about the literature review while the two last chapters were about the research methodology and the fieldwork of this study. Throughout the first chapter, the investigator tries to promote the most important elements related to speaking skills, learner engagement, and teacher feedback. The second chapter defines the theoretical background of the research methodology, besides, highlighting the research design, addressing the used tools, and referring to the population that the researcher investigated in addition to the limitation of the study that encountered the researcher in the process. Finally, the last chapter was about the analysis and the discussion of the results into the bargain of some pedagogical implications and suggestions.

In this research, a mixed-method approach was adopted to answer the research questions and test the research hypotheses depending on the use of two data gathering tools, a structured questionnaire for teachers and a structured classroom observation checklist. First, a Teacher's questionnaire was administered to six oral expression teachers at Saida University, at the Department of English language besides choosing second-year LMD students as a sample of the current study. The questionnaire was designed to capture the learner's main speaking difficulties and the prime reasons besides these drawbacks. It also tries to find out the effect of being engaged in oral classes, and the role of teachers' feedback to improve their learner's oral performance. Most importantly, it seeks to investigate the teachers' most useful feedback strategies used in correcting their learners' speaking production, and the challenges they encounter in providing feedback.

On the other hand, classroom observation was held in Dr. Moulay Tahar University of Saida, Department of English language with second-year EFL students. It was done in more than twenty sessions depending on a structured checklist. The use of classroom observation attempt to explore teachers' and learners' reactions while receiving and providing feedback and to examine their preferences regarding the speaking activities used as well as the feedback strategies used in correcting students' Oral production.

The present study was based on three basic research hypotheses: 1) Teachers' feedback encourages learners to improve their oral production. 2) Teachers' feedback greatly engages students' to speak English as a foreign language. 3) Teacher Feedback supports learners to decrease their speaking errors, and overcome their speaking difficulties. The teachers' questionnaire reveals that feedback in foreign language teaching is very crucial, it is considered as the best way for learners to learn; in which they can realize each mistake they make and they will be able to use the language correctly. Accordingly, the first research hypothesis is confirmed. The findings of the classroom observation show that the teacher used positive and constructive feedback rather than negative one, the tutor praised students and encouraged them to make more efforts. Thus, the second hypothesis is also confirmed. Last but not least, most of the students accept their teacher's feedback and correct their mistake, which means that most of them are aware of improving their speaking abilities. Therefore, the last hypothesis is also confirmed.

Relying on the findings, which are revealed from the current work, the researcher suggested several pedagogical recommendations that might help in future research in the field of Teachers' feedback on EFL learner's engagement in speaking. Hence, future investigators are asked to examine the significance of other feedback forms in engaging and improving learners' oral performance. Also, administrators are required to give sufficient time for oral expression sessions to provide more opportunities for teachers to do their work to the fullest by discovering students' weaknesses through diversification in activities and helping them to overcome their difficulties by providing adequate feedback. Similarly, we recommend university teachers speaking weaknesses.

The current study encountered several difficulties and challenges. The most important ones are worth mentioning. First, the unavailability of new references in the local library that are related to the three research study main variables: "Teachers'



feedback, learners' engagement, and the speaking performance". The second issue, which turned out to be a significant obstacle is the covid-19 pandemic, which hindered many things, including the possibility of direct meetings with the supervisor in addition to its impact on the oral expression sessions, which werenot enough for the teacher and the observer to do their work to the fullest. Next, among the most important obstacles is that the researcher had not a personal computer and this issue had affected the process of searching and obtaining the desired sources entirely. On the whole, despite the difficulty of the current study, many lessons have been learned, new things have been discovered and a wonderful experience has been lived. We learned several lessons, discovered new things and lived a wonderful experience

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# Appendices

## Appendix 1: Teachers' Questionnaire

Dear teacher,

I am a second-year Master student of English. I am conducting a research about "The Impact of Teacher's Feedback on Second-Year Students' Engagement to Speak English as a Foreign Language". Therefore, you are kindly requested to answer this questionnaire, which is a tool to gather information for the accomplishment of my research work. Please tick the appropriate answer(s) and write a full statement whenever necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Your contribution will be highly appreciated.

### Section One: Teacher's Profile

**Q1. Would you specify your academic degree and qualification?**

- a) Master                       b) Magister                       c) Doctorate

**Q2. How long have you been teaching oral expression course?**

- a) 1-5 Years       b) 5-10 Years                       c) More than 10 years

### Section Two: Speaking Skill

**Q3. Which of the following skill(s)is/are more difficult for EFL students? You may choose more than one answer.**

- a) Listening       b) Speaking       c) Reading       d) Writing

**Q4. How can you evaluate your students' speaking skills?**

- a) Poor - they definitely need help
- b) Acceptable - but I know they could improve
- c) Good - they could improve with some advanced tips
- d) Excellent - I don't think they could improve much

**Q5. What are the main difficulties that second- year EFL students face when speaking English in the classroom? You may choose more than one answer.**

- a) They do not know what to say
- b) They know what to say, but they do not know how
- c) They know what to say and how to say it, but they cannot say it
- d) They do not know how to use body language
- e) They have poor vocabulary, grammar and pronunciation

**If others, please specify**

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**Q6. According to you, what can be the cause of your students' difficulties to speak English in class? You may choose more than one answer.**

- a) Speaking anxiety (self-doubt, shyness, Inhibition)
- b) Lack of practicing speaking in English
- c) Lack of exposure to the English language
- d) Fear of making mistakes
- e) Unfamiliarity with the topic
- f) Negative attitude towards the language/topic

**If others, please specify**

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### **Section Three: The Effect of Teacher's Feedback on Students' Oral Performance**

**Q7. What are the major activities that you use to teach speaking skill?**

- a) Role plays
- b) Group discussions
- c) Debates
- d) Oral presentations
- e) All of them

**Others, please specify**

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**Q8. Which one of these techniques you use to engage your learners to speak? You may choose more than one answer.**

- a) The scaffolding technique
- b) The questioning technique
- c) The collaborative learning technique

**Justify your answer please**

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**Q9. Do you undertake the feedback as a tool to correct your EFL learners' mistakes?**

- a) Yes
- b) No

**Q10. How often do you correct your learners' speaking mistakes?**

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

**Q11. When your students make mistakes or errors in speaking, how often do you interrupt them to correct their mistakes?**

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never
- f) Just after s/he finishes the performance

**Q12. On which aspect do you focus more when correcting your students' oral production?**

- a) Pronunciation
- b) Grammar
- c) Vocabulary
- d) Fluency

**Q13. How do you Consider Feedback in Foreign language teaching?**

- a) Very important
- b) Important
- c) Somehow important
- d) Not important at all

**Justify your answer please**

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**Q14. Do you think that you are using sufficient oral feedback in almost every course?**

- a) Yes
- b) No

**Q15. According to you, which of the following types of oral feedback is/are helpful and effective to improve students' speaking performance?**

- a) Evaluative feedback
- b) Interactional feedback
- c) Strategic feedback
- d) Repetition feedback (positive or negative)
- e) Corrective feedback
- f) Descriptive feedback

**Whatever your answer is, please justify.**

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**Q16. How many times do you offer the same feedback for the same EFL learner's speaking production?**

- a) One Time
- b) Many times

**Q17. How do you provide your oral feedback?**

- a) Individually
- b) In groups

**Q18. How often do your students respond to your oral feedback?**

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

**Q19. If Some students overlooked your oral feedback, in this case, how would you encourage them to take into consideration your remarks?**

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**Q20. According to you, to what extent is teacher's feedback beneficial to engage first-year students to speak English as a foreign language?**

- a) Very beneficial
- b) Somehow beneficial
- c) Not beneficial

**Justify your answer please.**

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**Thank you for your time, effort and collaboration.**

## Appendix 2: Classroom Observation Checklist

### A Classroom Observation Checklist

**Teacher:**

**Group n°:**

**Observer:**

**Date:**

**Level:**

**Time:**

**Rating Scales:**

**Obs:** Observed **N.Obs:** Not Observed

Aspects to be observed	Indicators	Obs	N.Obs
<b>Classroom Environnement</b>	<ul style="list-style-type: none"> <li>● Physical conditions such as: lighting, room size, seating arrangement, state of floor encourages effective learning.</li> </ul>		
	<ul style="list-style-type: none"> <li>● The class is overcrowded.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Classrooms are occupied by the needed equipments.</li> </ul>		
<p><b>Comments:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
	<ul style="list-style-type: none"> <li>● (T) is ready and desiring to impart and transfer knowledge</li> </ul>		
	<ul style="list-style-type: none"> <li>● (T) Prepares the lesson in advance.</li> </ul>		
	<ul style="list-style-type: none"> <li>● (T) creates a supportive and enthusiastic climate</li> </ul>		



<b>The Role of the Teacher</b>	<ul style="list-style-type: none"> <li>● (T) Starts the lessons by warming ups.</li> </ul>		
	<ul style="list-style-type: none"> <li>● (T) manages the class well and maintains a good discipline.</li> </ul>		
	<ul style="list-style-type: none"> <li>● (T) Asks questions before starting the lesson to check students' prior knowledge about the topic.</li> </ul>		
	<ul style="list-style-type: none"> <li>● The class is a teacher-centered.</li> </ul>		
	<ul style="list-style-type: none"> <li>● The class is a learner-centered.</li> </ul>		
<p><b>Comments:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
<b>Learners' Concentration on the Task</b>	<ul style="list-style-type: none"> <li>● Students are being on time and attending their classes.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Students show willingness to participate in the task.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Learners concentrate on the activity.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Learners do not show much concentration.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Learners do not concentrate.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Students seem bored during the session.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Students are interested in the topics.</li> </ul>		
<p><b>Comments:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
<p><b>Learners' Enjoyment in the Oral Task</b></p>	<ul style="list-style-type: none"> <li>● Learners are enjoying the activity.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Learners listen carefully to the teacher' instructions</li> </ul>		
	<ul style="list-style-type: none"> <li>● Students show positive attitude in doing their oral tasks.</li> </ul>		
	<ul style="list-style-type: none"> <li>● Students volunteer to work with their classmates</li> </ul>		
	<ul style="list-style-type: none"> <li>● Students ask and answer questions</li> </ul>		
	<ul style="list-style-type: none"> <li>● Students participate in group discussion.</li> </ul>		

**Comments:**

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<b>Learners' Oral Performance</b>	● Learners use the target language.		
	● Learners use their native language.		
	● Learners use a variety of words.		
	● Learners use correct word order.		
	● Learners apply the correct tense where it is appropriate.		
	● Learners use pauses.		
	● Learners use interjections (um, ah...).		
	● Learners show high self-confidence.		
	● Learners feel shy and anxious.		
	● Learners have a suitable speed.		

**Comments:**

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<b>Teacher's feedback</b>	● The teacher pays attention to students.		
	● The teacher corrects students' errors immediately.		
	● The teacher corrects students' errors at the end of the task.		
	● The teacher reacts to students' errors orally.		
	● The teacher uses body language (gestures)		
	● The teacher focuses on accuracy more than on fluency.		
	● The teacher praises students.		
	● The teacher uses negative feedback.		
	● The teacher pays attention to students.		
	● The teacher corrects students' errors immediately.		

**Comments:**

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<b>Students' reactions to teacher's feedback</b>	<ul style="list-style-type: none"><li>● Students accept teacher's feedback and correct their mistakes.</li></ul>		
	<ul style="list-style-type: none"><li>● Students feel shy and anxious.</li></ul>		
	<ul style="list-style-type: none"><li>● Students stop talking.</li></ul>		
	<ul style="list-style-type: none"><li>● Students feel embarrassed.</li></ul>		

## ملخص الدراسة

يتطلب إتقان اللغة الإنجليزية من المتعلمين تطوير طريقة التحدث بشكل صحيح وفعال والتعرف على نقاط ضعفهم والتغلب على صعوبات التحدث من خلال الاعتماد على الوعي بأنواع مختلفة من الملاحظات المقدمة. وبالتالي، في عملية التدريس والتعلم، تلعب التغذية الراجعة دوراً حاسماً في إشراك المتعلمين في التحدث باللغة الإنجليزية كلغة أجنبية لأنها تساعد المتعلمين على التعرف على نقاط ضعفهم وبذل المزيد من الجهود لتصحيح أخطائهم وتحسين أدائهم في التحدث. وفقاً لذلك، يهدف هذا البحث إلى استكشاف أهمية استخدام التغذية الراجعة لإشراك المتعلمين ومساعدتهم على مواجهة مشاكلهم وتحسين مهارات التحدث لديهم. وبشكل أكثر تحديداً، سعت الدراسة الحالية إلى الكشف عن أهمية التغذية الراجعة في تقليل صعوبات التحدث لدى متلمي اللغة الإنجليزية كلغة أجنبية وإشراكهم لتحسين إنتاجهم الشفهي. اختارت الباحثة المنهج المختلط باستخدام أداتين لجمع البيانات، وتم إرسال استبيان منظم إلى ستة مدرسين للتعبير الشفهي في قسم اللغة الإنجليزية بجامعة الدكتور مولاي طاهر. من خلال هذا الاستبيان، حاول المحقق اكتشاف الصعوبات الرئيسية في التحدث لدى المتعلمين وإلى أي مدى يكون استخدام الملاحظات مفيداً لهم بالإضافة إلى قائمة مراجعة منظمة للمراقبة الصفية، والتي تهدف إلى الكشف عن الأخطاء التي ارتكبتها المتعلمون، ومشاركتهم في التحدث، و ردود أفعالهم بعد تلقي ملاحظات معلمهم. كشفت النتائج أن ملاحظات المعلمين أمر مهم وضروري في تحسين وتعزيز مهارة التحدث لدى طلاب السنة الثانية للغة الإنجليزية كلغة أجنبية. والأهم من ذلك، يتم اقتراح بعض التوصيات بناءً على نتائج البحث في نهاية هذه الدراسة، من بينها استخدام التعليقات البناءة بطرق مختلفة لتجنب إحراج المتعلم.

**الكلمات المفتاحية:** المشاركة، مهارة التحدث، طلبة السنة الثانية، التغذية الراجعة