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**The Effect of Oral Corrective Feedback on EFL Students’
Achievement**

A Case Study of Third Year LMD Students at Mostaganem
University

SUBMITTED BY

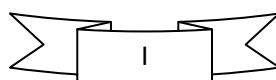
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Dedication

First of all, I would like to dedicate this work to my dear mother, my reason for living, to whom my gratitude, thanks and love can never be expressed in words.

I dedicate it to my father, who made me the man that I am today, and I thank him for all what he does for our well-being.

I dedicate it to my brother Redouane. I wish him all the best in his future.

I further dedicate this work to:

-My dearest two Sister, May Allah save them for me.

- My grand-parents, May Allah gives them long life.

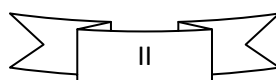
- My uncles; Houari, Afif and Ibrahim and aunts who were always there when needed.

-My dear friends Abdelhakim, Amine andKacem, who encouraged me to do these masters.

- My colleagues at work, especially Elhadj, Ima and Nadira.

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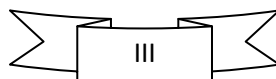
First of all, I would like to thank Allah the almighty for his eternal help.

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Abstract

The subject matter of the research work puts the emphasis on one of the most prominent techniques of teaching English as a foreign language: oral corrective feedback. In fact, providing feedback helps learners on two distinct levels, that is to say, enhancing their speaking skills and avoid repeating mistakes. The aim of this research is to find out how EFL students react when they receive oral corrective feedback on their errors. Two research tools were used for collecting data; a questionnaire for students and an interview with their teachers. The research is designed for third year LMD students, English department at Abdel Hamid Ben Badis university in Mostaganem. The findings of this study show that our hypothesis which states that EFL teachers' oral feedback may have harmful effects on the students' performance in the language, is wrong. Students are not negatively affected by their teachers' oral corrective feedback. However, they consider oral corrective feedback as a part of learning process.

Key words: oral corrective feedback,EFL students, teachers,effect.

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List of Abbreviations

CF: Corrective Feedback

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

LCA: Learner-Centered Approach

OCF: Oral Corrective Feedback

SL: Second Language

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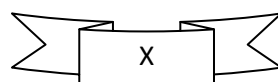
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General Introduction

Knowing a language is not just understanding it but producing it successfully and effectively. Be it in an oral or written form. Indeed, speaking skill is the core of teaching and learning English as a foreign language. The importance of the speaking skill, hence, is massive for the learners of English language.

Corrective feedback is a part of teaching/learning process. Undeniably, among the roles of the teacher is a feedback provider. When students make mistakes, they have to receive feedback from their teacher in order to be aware of their mistakes and not repeat the same mistakes. Oral corrective feedback is an important technique to enhance students' oral performance.

Oral corrective feedback is unnecessary part in the learning process and it harms the students speaking skill. Besides, it is considered as an offending technique to respond to students' mistakes. Moreover, it makes the students feel embarrassed which lead them to be scared to take risks and speak in front of the teacher and their classmates. However, most of the researchers claim that oral corrective feedback is an essential part of the learning process and providing feedback to the students' errors can enhance their speaking skills as well as, it helps them to overcome the obstacle that they face in oral performance and make them learn from their errors. That's why the teacher has to provide oral corrective feedback when the students make errors but carefully and intelligently.

A couple of decades ago, teaching a language was considered as to be teacher centered in which the teacher followed an authoritative way of both teaching and assessing his/her learners.

Drawing from our own experience, and according to what we have been noticing during our career as license students at the university, it could be obviously seen that there is a bad attitude of students towards their teachers' feedback, particularly, oral feedback.

The present study aims to find out whether there is a direct impact of the teacher's oral feedback on the achievements of his/her learners. And also to shed some light on the most useful strategies and techniques of assessing EFL students focusing basically on the teacher oral feedback inside the classroom.

Our research is based on the following question:

- Can the EFL teachers' oral feedback be harmful and affect the student's achievements?

To answer the abovementioned question, our hypothesis runs as follows:

- EFL teachers' oral feedback may have harmful effects on the students' performance in the language.

To investigate our research hypothesis, we opted for two data collection tools; The teachers' interview, to elicit as much information as possible concerning the oral feedback and how the most effective ways to provide it. Also, the students' questionnaire. It is designed for third year LMD students of English. The reason behind choosing this population is that they have already been taught English for almost three years, which makes them a fertile

ground to gather data from concerning the way they were assessed and evaluated during the three years.

The dissertation is divided into three chapters. Chapter one is the Literature Review. It contains Two sections; The first section is devoted to Learner-centred approach. The second section deals with Corrective feedback.

Chapter two is about the description of the research design, the population of study, the administration of the questionnaire, interview. An analysis of the questionnaire and interview are provided in this chapter.

The last chapter contains the discussion of the findings obstacles faced during the research work and some useful and helpful recommendations.

CHAPTER ONE

Literature Review

Introduction

Teaching a foreign language needs to go through the four skills listening speaking reading and writing. Speaking is a fundamental skill in learning a foreign language. Indeed, in learning a language, grammar and vocabulary prove to be insufficient when it comes to communicating. One may Master grammar rules and have a rich vocabulary, yet is unable to speak language appropriately when expressing his/her ideas and feelings. In the learning process of language, much importance should be given to speaking skill.

This chapter highlights the learner-centered approach as an approach that is progressively being encouraged in higher education. We focus on the characteristics of the mentioned approach and how to assess students accordingly. We also deal with the types of assessment in English language teaching by focusing of education on formative assessment.

The second section is concerned with the corrective feedback as an important approach which plays a significant role as a guide for the teachers. By using corrective feedback teachers can easily interact with their students, as a result, students get more interest to their study. Finally, we deal with the oral corrective feedback as a major concern and previous studies on the mentioned approach.

Section one:Learner-Centered Approach**1.1Definition of Learner-Centered Approach**

Learner-centered teaching (Bilimoria and Wheeler, 1995; Weimer, 2002) is a change in perspective from traditional teaching strategies by focusing on how students learn instead of how teachers teach. Thus, the model's conceptual underpinning is rooted in learning, challenging us to ask the rarely heard question, how can I improve my students' learning? instead of the often asked, how can I improve my teaching? (Weimer, 2002).

Weimer (2002) diagrams the key premises of learner-centered teaching as:

- 1) Expect that students are skilled learners who will bloom as power shifts to a more populist classroom.
- 2) Utilize content not as an accumulation of isolated facts, but rather as a route for students to critically think about the big questions in the field.
- 3) Change the role of educator from sole authoritarian to a fellow traveler in search of knowledge.
- 4) Return the responsibility for learning to the students, so they can comprehend their learning qualities and shortcomings and feel self-coordinated in their knowledge quest.
- 5) Use assessment measures not simply to assign grades, but rather as our most effective tools to advance learning.

It is also argued by Blumberg (2004) that the learner-centered teaching is an approach that is progressively being encouraged in higher education. In this approach instructors don't utilize a single teaching strategy; they center around a wide range of teaching strategies that move the part of the teachers from providers of information to encouraging student learning.

(Robertson, 2005) states that adopting a learner-centered perspective is demanding and challenging. It requires students and professors alike to embrace its inherent contradictions and paradoxes, including being both a facilitator and an evaluator and being both a learner and a teacher.

Ramsey and Fitzgibbons (2005) go further while referring to that learner-centered teaching expects us to move along a continuum beyond accomplishing something to students(educating) to accomplishing something with students (educating and learning).

1.2 History of Learner-Centered Approach

Henson (2003) gives an account of several philosophical contributions to the learners' centered approach throughout history, up from Bacon (1561-1626); for instance, who has

disputed that students should learn through problem-solving where they perform inductive thinking considering all possibilities and proposed the notion of experiential education (that is to learn through one's own experiences); to John Dewey (1859-1952) who believed that learning takes place only when students interact together.

The learners-centered approach has been fed by Vygotsky's belief that students better construct knowledge through interaction with their peers and teachers; he observed that students solved problems better when working cooperatively than alone. He labeled it "negotiating meaning." (Henson, 2003, p. 8).

The Multiple Intelligences theory and Bloom's Taxonomy. Gardner's theory (1983) suggests that there are seven intelligences, instead of the stereotyped thought of the sole mathematical intelligence. This expands the horizon of teaching, taking into account the need to range one's techniques and materials (Matsau, 2007, p. 24).

In addition to the aforementioned, language education had another factor which led to the emergence of the learner-centered approach, how language is viewed. During the 1970s and 1980s, language was no longer regarded as a set of grammatical rules.

Communicative language teaching has brought a reform at all aspects of language education. Since the purpose of language learning is to effectively communicate, curricula have been designed to foster the real-life use of language through employing authentic materials, which required appealing for students' needs and interests.

1.3 Characteristics of Learner-Centered Approach

In this study, we present the characteristics of the learner-centered teaching from four different angles that we see as chiefly important; the nature of learning, the role of the teacher, the role of the learner, and students' assessment.

1.3.1 The Nature of learning

It is argued that the learner-centered approach focuses on students' knowledge construction; it means that knowledge is built on already existing "knowledge and experience" of students which will lead to constructing novel knowledge and concepts that are relevant; thus, meaningful to them (Lambert et al, 1998).

Macomb and Miller (2007) stated that in a learner-centered classroom, students are very much a part of constructing their own learning in a holistic environment that capitalizes on students' interests. The students are urged to consider their own learning, share their bits of knowledge with their peers, and apply new learning real-life, authentic encounters. At the point when students are the focus, they turn out to be completely engaged with the procedure. On the other hand, Wohlfarth (2008) states that students worked harder and smarter when less emphasis was placed on grades, pop quizzes, and memorization.

1.3.2 Teacher's role

Weimer (2002) argued that learner-centered teaching engages learners in the hard work of studying. She believes that teachers are doing excessively many learning tasks for learners; they ask questions, give examples, organize content, and in most cases, do the preview and the review. For her, this does not mean teachers should never do these tasks, however, she thinks that learners will not create sophisticated learning aptitudes without the opportunity to practice, and in many classrooms, the teacher gets significantly more practice than the learners

Learner-centered teachers show students how to think, tackle issues, assess evidence, analyze arguments, create hypotheses. Each one of those learning Skills, as indicated by Weimer (2002), are fundamental to mastering material in the discipline. At this level, she firmly hypothesized that learning abilities grow quicker if they are taught explicitly along with the content.

According to (Richards and Rodgers, 1986) teachers are responsible for making decisions on how the work should be separated into manageable chunks and expand on each other in a graded manner. Additionally, they set the deadlines for the completion of the segments as timing is a vital factor in such work, as learners at this level do not have such well-developed time-management skills.

They also provide feedback and advice on the section of the work that the students have completed, within and outside class during the tutorial sessions. They give feedback on various aspects of the students' work, such as its content, organization, grammar, and vocabulary. They provide opportunities for guided-practice in class for the skills that the learners will utilize outside class. They introduce research techniques and methods and give information on specific aspects of writing research projects(Richards and Rodgers, 1986).

1.3.3 Learner's Role

Within this frame, McCombs and Whistler (1997) see that students are dealt with as co-makers in the learning process, as individuals with thoughts and issues that merit consideration and attention. They also said that the learner-centered model focuses equally on the learner and learning. The ultimate goal of schooling is to foster the learning, and learners learn best when they are an integral part of the learning equation.

Phyllis Blumberg (2005) argued that within a learner-centered teaching, the content can help students to develop a way to learn in this discipline. He believed that if students engage in most of the content, they will make it their own and make meaning out of it.

As Jones (2007) expressed that a student-centered classroom is not a place where the learners choose what they need to study and what they need to do. It is a place where we think about the necessities of the students, as a group and as individuals, and urge them to take an interest in the learning procedure constantly.

1.3.4 Students' Assessment

Unlike the classical view of the process of assessment during the teacher-centered era, the main purpose of assessment in the learner-centered teaching is to enhance learning. Therefore; encourage students to justify their answers. (Weimer 2002) And in order to achieve this, said that teachers depend on formative assessment, constructive feedback, and most importantly an authentic assessment which leads to self-assessment.

1.4 Assessment in English Language Teaching

1.4.1 Definition of Assessment

Assessment is defined as the systematic process of gathering information on student learning, what learning is surveyed and assessed, how it is surveyed and assessed, and how results send clear messages to students and others about what is really esteemed, how it ought to be learned and what components or characteristics are viewed as essential. For instance, if teachers esteem risk-taking in learning, at that point it is imperative to compensate risk as a feature of deciding marks or grades (Cook, 1992).

Assessment includes gathering data on the full scope of students' learning in a variety of ways so a reasonable and substantial picture emerges of what students know and can do in the English language. This evaluation procedure ought to give a rich gathering of data that reflects students' progress of learning outcomes thereby guiding future instruction. Raising standards includes focusing beyond what students learn how to learn and how educators mediate in this procedure (Carol McGuiness 2000).

1.4.2. History of Assessment in Language Teaching

The Assessment Reform Group was formed in 1989 by a group of educational assessment researchers under the auspices of the British Educational Research Association and has been active and influential in promoting the concept and practice of assessment for learning. One of

the Group's members, Caroline Gipps (1994) is often credited with introducing the term to the wider educational community, on the basis of making a clear distinction between assessment of learning, which is about evaluating what has been learnt and assessment for learning which is about using evaluation to feed into the learning and teaching process and thus improve learning. In this formulation, which is still in widespread use, assessment of learning is equated with summative assessment and assessment for learning with formative assessment.

The definition of formative assessment proposed by Sadler (1989) is very widely used and accepted as a basis for good practice. Sadler states that formative assessment must enable students to comprehend the objectives or standards to be accomplished and their own current level of performance and afterward guide them in taking action to close the gap. This expects students to create 'mastery' with a specific end goal to make effective judgments about their own performance.

Yorke (2003) claims that there is a need for the further theoretical development of the concept of formative assessment which 'needs to take account of disciplinary epistemology, theories of intellectual and moral development, students stages of intellectual development, and the psychology of giving and receiving feedback' (p.477).

Carless (2007) presents the term 'learning-oriented assessment' which has a more extensive focus and is fundamentally about developing the learning components of assessment, rather than the measurement aspects.

Boud and Falchikov (2006) propose a model of assessment that supports students learning beyond College and prepares them for a 'lifetime of learning in work and other social settings'. They argue that assessment for learning is not just about providing timely feedback and improving student learning within the university, but is about whether or not assessment practices adequately prepare students to become effective 'assessors' of their own learning after university and throughout the life course.

1.4.3 Types of Assessment

There are three main kinds of assessing learners' performance, diagnostic assessment, formative assessment and summative assessment.

A. Diagnostic assessment

It is believed to be that kind of assessment which determines what students already know and what they do not know, so that teachers can decide the appropriate topics and approaches to use or follow.

Diagnostic assessment assists the teacher to recognize his learners' present knowledge of a subject, their ranges of abilities and capacities, and to elucidate misinterpretations before teaching takes place. Knowing learners' qualities and weaknesses can enable the teacher to better arrange what to instruct and how to show it.

Diagnostic assessment can have various forms or types. First, pre-tests which gather information about the content and the abilities of the assess. Second, self-assessment which identifies the skills and the competencies of the learner. Third, discussion broad responses, the one that has to do with content-specific prompts. Finally, the interview that is claimed to be brief, private, ten-minute interview of each student.

B. Formative assessment

Formative assessment provides feedback and data amid the educational procedure, while learning is occurring. It measures student progress; however, it can also evaluate your own particular progress as an educator. For example, when implementing a new activity in class, you can, through observation and/or surveying the students, determine whether or not

the activity should be used again (or modified). An essential focal point of formative assessment is to recognize areas that may require improvement.

In another example, toward the end of the third week of the semester, you can informally ask students questions which may be on a future exam to check whether they really comprehend the material. An exciting and proficient way to survey students' grip on learning is using clickers. At this point in the course, you may need to backpedal and audit that material or present it in such a way to make it more understandable to students. This formative assessment has enabled you to "rethink" and after that "re-convey" that material to guarantee students are on track. It is great practice to incorporate this sort of assessment to "test" students' learning before anticipating that every one of them should do well on an examination.

C. Summative assessment

Summative assessment takes place after the gaining of knowledge has been completed and presents data and feedback that sums up the teaching and the procedure of gaining knowledge. Generally, no more formal studying is taking place at this stage, other than incidental studying which would possibly take place through completion of projects and assignments.

Rubrics frequently developed around an arrangement of models or expectations, can be utilized for summative assessment. Rubrics can be given to students before they begin working on a specific task so they comprehend what is expected from them.

Summative assessment is more item-arranged and surveys the last item, though formative assessment centers around the procedure toward ending the item. Once the venture is completed, no further revisions can be made. Assuming, be that as it may, learners are

permitted to make revisions, the assessment ends up formative, where students can exploit the chance to progress.

1.5 A Focus of Modern Education on Formative Assessment

Formative assessment is presently observed as a necessary part of the instructing and learning process. It encompasses classroom collaborations, questioning, structured classroom exercises, and feedback went for helping learners to close learning gaps. Learners are effectively involved with the assessment procedure through self and peer-assessment.

Formative assessment is considered to be one of the most important mechanisms for improving student learning. Self and peer-assessment are particularly effective in formative learning as they require students to engage more fully with the assessment process. Staffs who are considering adopting formative assessment practices need to be aware of the various controls that impact on the effectiveness of the process of feedback. Students require a great deal of support in learning to use feedback and in peer and self-assessment.

Conclusion

Throughout what we have seen in this section, learner-centered teaching changes the role of educator from sole authoritarian to a fellow traveler in search of knowledge. LCA uses assessment measures not simply to assign grades, but rather as the most effective tools to advance learning. Formative assessment is considered to be one of the most important mechanisms for improving student learning.

In learning a foreign language, it is inevitable for students to make errors when they speak, it is a natural part in the learning process, and when they make errors they will always end by getting the correction. In the second section we will discuss the corrective feedback and the oral corrective feedback as a major concern.

Section Two: Corrective Feedback in EFL Classes

Introduction

Oral corrective feedback focuses on students' speech. Oral corrective feedback is also usually being given immediately after the erroneous utterance. In this section, we deal with corrective feedback and oral corrective feedback as a major concern.

1.6 Definition of Corrective Feedback

It is necessary to express that errors are part of the learning procedure (Tornberg, 2005). In other words, everybody make mistakes when learning regardless of learning the first or the second language. However, in a second language classroom, the instructor encourages learners to speak with the objective of enhancing their communication capability. At the point when learners speak SL, they will likewise make different errors, and if these errors are not corrected, learners will mistake them for the correct form and internalize them to their interlanguage system. In this way, oral English will be anything but difficult to fossilize if the teacher does not give corrective feedback, CF, henceforth.

Long's (1996) perspective of CF recommends that environmental input can be thought of regarding two classes that are given to the students about the target language: positive evidence and negative evidence. Long characterizes positive evidence as giving the students models of what is linguistic and acceptable in the target language; and negative evidence as furnishing the students with direct or indirect information about what is unacceptable. In this proposition, every one of the terms about CF alludes to the same meaning: any sign to the students that their utilization of the target language is inaccurate.

In spite of the fact that the various studies on types of feedback and student uptake have produced blended outcomes, there are indications that explicit CF is more effective than implicit, conceivably ambiguous CF, that CF does not work when it is erratic and inconsistent, that CF should be intensive, that it should be suitable to students' readiness, and that it should give chances to self-repair and to adjusted output, and these incite students to modify their hypotheses about the target language.

1.7 Oral Corrective Feedback as a Major Concern

In the previous decade, oral CF and learner uptakes have been examined by numerous researchers. Despite the fact that there are as yet controversial issues on CF and learner uptake, Ellis (2000) argued that "oral CF should take a place in the L2 learning process as a result of cultivating learners' motivation and guaranteeing linguistic accuracy" (p. 3). However, Argudo (2013) proposed that "teachers have to avoid corrective feedback since it likely has harmful effects on students' affective domain" (p. 124). The same argument is suggested by Elsaghayer (2014) who states, "feedback should always be personal, and never directed at person's personality" (p. 76).

There are some similar notions of oral CF suggested by various specialists. Lightbown and Spada as cited to (Karbalaie and Karimian, 2014), define "Corrective feedback as an indication to the learners that their use of the target language is incorrect" (Lightbown & Spada, 1999, p.171). In this case, the feedback can be conveyed explicitly and implicitly that include metalinguistic information. As indicated by Calsiyao (2015). "oral corrective feedback is a means of offering altered input to learners which could consequently lead to adjusted output by the learners" (p. 395). Likewise, Chaudron (as referred to in Mendez and Cruz, 2012), characterized "oral CF as any response of the instructor which clearly transforms, disapprovingly alludes to, or requests improvement of the student utterance (p.

64). In short, oral CF is the process of giving rectification toward learner's error in oral production which can be conveyed by teachers and learners.

Lyster and Ranta (1997) set forward six sorts of CF. The six types are: 1) explicit correction: educators supply the right form and demonstrate that what the learners say is incorrect; 2) recast: educator implicitly reformulates all or part of the learner's utterance; 3) elicitation: instructor specifically elicits making inquiries or by pausing to enable students to complete instructor's utterance, or requesting that learners reformulate their utterance; 4) metalinguistic feedback: contains either remark, information or inquiries related to the well-formedness of the learner's utterance without explicitly providing the correct form.; 5) clarification request: instructor's demand for additional data from the student about a previous utterance; 6) repetition: teacher repeats the student's ill-shaped utterance, adjusting intonation to feature the error.

Types (2) and (6) give feedback implicitly, it is up to the student to see that an error was made, alternate types are explicit in showing that an error occurred. The elucidation of the refinement is related to the setting of the feedback, e.g., an implicit recast might be contended to be explicit in formal classroom settings. Moreover, intonation and visual cues going with CF conveyance should be considered.

Teacher oral feedback additionally plays an essential role in learners' writing improvement. This sort of feedback should be done to an entire class to discuss errors made by a large portion of the learners. It could be done also one-to-one between a teacher and one student. Previous investigations (Cepni, 2016; William, 2003) indicate that oral feedback makes corrective feedback given by an educator more effective. It gives a chance to both instructors and learners to elucidate their doubts. Erlam et al (2013) affirm that oral CF can help promote learners' self-correction of past tense verb structures and articles. Cepni (2016) found the usefulness of oral CF in that it helped her learners effectively use past tense and

English articles. In addition, Hamidun et al (2012) mention that oral praise can be given to learners to boost up their confidence in writing.

1.8 Previous studies on corrective feedback

Corrective feedback is a field that opens up many research topics. Some of the most common topics: influence of oral corrective feedback on certain aspects of language learning (DeKeyser, 1993; Mackey and Philp, 1998; Lochtmann, 2002; Russel and Spada, 2006), influence of different types of feedback (Rahimi and Dastjerdi, 2012; Li, 2013), awareness and attitude towards the provision of feedback (KalebićČurković, 2009; Yoshida, 2010; Vasques and Harvey, 2010; Hernandez Mendez and Reyes Cruz, 2012), and the interaction between corrective feedback and learner uptake (Lyster and Ranta, 1997; Panova and Lyster, 2002; Samar and Shayestefar, 2009; Safari, 2013).

The most important research he CF is the one conducted by Lyster and Ranta (1997). The data for their research was compiled by audio-recording 18 hours in French immersion classrooms. The participants in the study were learners of the 4th grade and four teachers. The authors wanted to see which errors receive more feedback, which techniques are used, and how learners react to them. The results of the study showed that 62% of erroneous utterances receive some kind of feedback. However, teachers usually used recasts as a corrective technique (55%), a technique that leads to uptake by learners only 31% of the time, proving that recasts are the ineffective technique for improving learners' proficiency. Techniques that require learners to engage in correction led to the greatest number of uptake: metalinguistic feedback 86%, clarification request 88%, and repetition 78%. These techniques were effective because they did not provide the correct form immediately, making learners more actively engaged in the corrective sequence. Regarding the uptake produced by learners, metalinguistic feedback turned out to be the technique which is most likely to lead to repair (45%).

When it comes to the interaction between individual differences and corrective feedback, the important research is the one by DeKeyser (1993). He started from the hypothesis that corrective feedback does not have any effect on the classroom as a whole, but that it affects individual learners. DeKeyser wanted to see how error correction influences oral proficiency and grammar knowledge. The subjects in his study were 35 Dutch learners of French as a second language. They were divided into two groups: one that received feedback as much as possible, and the one whose teacher was advised to avoid feedback whenever possible. Individual differences that were taken into account were the previous achievement, motivation, and anxiety. Regarding the previous achievement, the study showed that students with higher previous achievement benefit from the correction in the field of grammar, but not oral proficiency. The hypothesis that students with strong motivation benefit from correction yielded opposite result from the expected one. It proved that learners with higher motivation did better without error correction and the ones with lower motivation did better after the provision of feedback. When it comes to anxiety, it was assumed that students with low anxiety would benefit from correction more than those with high anxiety. However, this was true for grammar, but not oral proficiency, which was surprising. The overall result of the study showed that error correction interacts with individual differences, such as previous achievement, extrinsic motivation, and anxiety.

KalebićČurković (2009) investigated the following individual differences and their correlation to the attitude towards feedback: gender, number of years of learning, and average grade in English. Her research was conducted in six elementary schools in Croatia and included 212 participants. The main aim of the study was to see what students think about corrective feedback. The results showed a significant correlation between gender and average grade and attitude towards feedback. Female learners accept correction better than male and they do not mind being corrected. Čurković also found out that learners with better grades are

more acceptant of feedback than the ones with lower grades. The results also showed that learners like being given the chance to self-correct error and dislike being interrupted in their utterances, but that they prefer when the teacher waits after they are finished and then correct the error. The overall attitude towards feedback was positive which shows that learners understand its importance and benefits.

From the review of relevant studies, it can be seen that there are a lot of important things to investigate when it comes to corrective feedback. The fact that the area of error correction is a complex one is the reason teachers, especially young and inexperienced ones, are reluctant or even afraid to do the job. However, this fact has been the inspiration for the present study on corrective feedback in Algerian EFL classes.

Conclusion

Throughout what we have seen in this chapter, learner-centered teaching changes the role of educator from sole authoritarian to a fellow traveler in search of knowledge. LCA uses assessment measures not simply to assign grades, but rather as the most effective tools to advance learning. Formative assessment is considered to be one of the most important mechanisms for improving student learning.

We have seen also, the definition of corrective feedback, oral corrective feedback and some previous studies done about the importance and the effectiveness of teachers' feedback on learning process. Providing learners with feedback may motivate them and increase their self-confidence which is very important to get successful language learning.

CHAPTER TWO

The Field of Work

Introduction

The present chapter is designed to collect data about students' reaction to the provided feedback and teachers' opinion on the role of oral feedback in an EFL classes. throughout this chapter we mention the target population and the instrumentation. We also analyze and describe the results of students' questionnaire and teachers interview.

2.1. Research Design

The present research work relies on two main approaches, namely quantitative and qualitative approaches, two data gathering tools are selected. A questionnaire for learners and a semi-structured interview for teachers, in order to gather the data that enable to provide the glue that holds the research project together that will more likely advance knowledge and understanding in this topic and gain a lot of valuable information.

2.2 Population of the Study

Teachers and students are the main variables in the study. Two research instruments are used for data collection; a questionnaire that was addressed to third year EFL university students and an interview which was designed for teachers in the English department at Abdel Hamid Ben Badis, University of Mostaganem. The purpose of using more than one instrument of research is to gather information from diverse sources and study the problem from different angles.

2.2.1 Students' sample

This case study is concerned with third year LMD students at university Mostaganem, English department. We have dealt with 42 participants from total population of 360 students. All of them are baccalaureate holders from different streams

who have learnt the English language since the first year in the middle school; this makes a sum of seven years before entering the university.

2.2.2 Teachers' sample

Wh have also dealt with five teachers in the English department at Abdel Hamid Ben Badis, university of Mostaganem. They all hold either a degree of 'Magister' or 'Doctorate'. Their experience in teaching English ranges from 4 to 22 years and they teach the three levels: first, second and third year.

2.3 Instrumentation

2.3.1 Student's questionnaire

The questionnaire consists of eight questions that are of different types. The first type is close-ended question which require answers with 'yes' or 'no'. Multiple-choice question is the second type which involves a set of responses and the respondents are required to select one answer or more. Both close-ended questions and multiple-choice questions provide quantitative data. The questionnaire is designed to get information about students' feeling when receiving feedback for their errors.

2.3.2 Teachers' interview

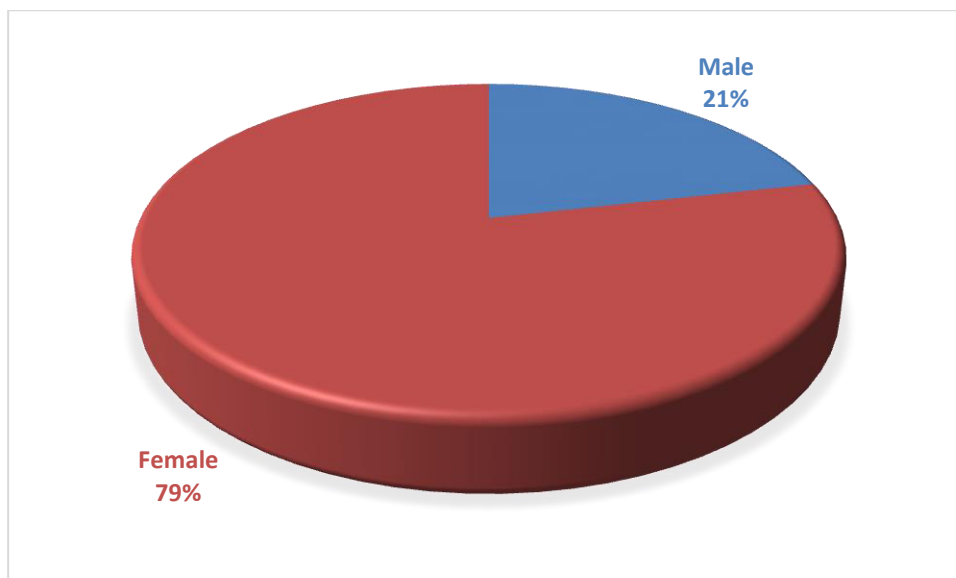
The purpose of this interview is to know the teachers' opinion on the role of oral feedback in an EFL classrooms and what feedback types they make use of most frequently. Five teachers of different ages and professional experience participated during the data collection procedure. The sampling was done randomly among teachers who were appropriate in terms of the aims of this study. however, the informants were also chosen according to availability and what the time-limit allowed.

2.4 Analysis of Students' Questionnaire

Question 01: Gender?

Options	Number	Percentage %
Male	9	21%
Female	31	79%
Total	40	100%

Table 1: Students' Gender



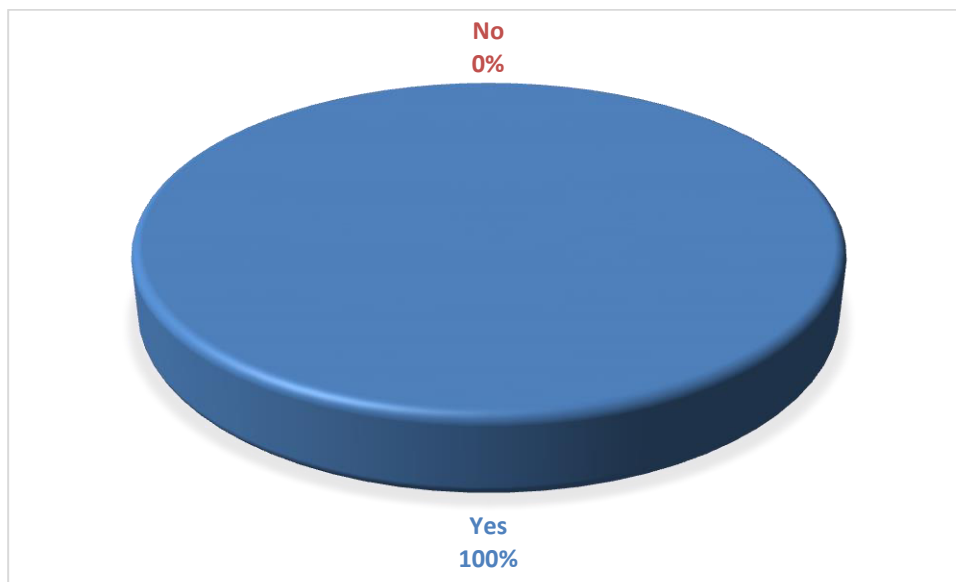
Pie chart 01: Students' Gender

As we can notice on the table, the majority (79%) of the population are females and only (21%) are males. This explains the high rate of females especially in the department of English.

Question 2: In your opinion, is corrective feedback an essential part in learning process?

Options	Number	Percentage %
Yes	40	0%
No	0	100%
Total	40	100%

Table 02: students' perspective towards the importance of OCF in learning



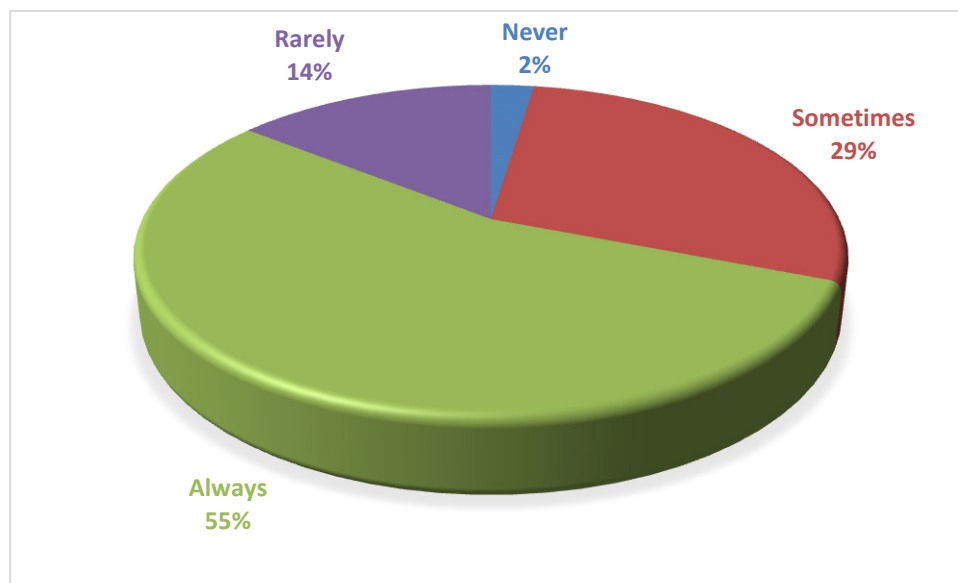
Pie chart 02: students' perspective towards the importance of OCF in learning

All students affirmed that oral corrective feedback is an essential part in speaking skill because it helps them to know their errors and will not repeat them again. From the correction they learn more and enrich their knowledge. It helps them to know the right from the wrong.

Question 03: how often does your teacher correct your mistakes during lecture?

Options	Number	Percentage %
Always	22	55%
Sometimes	6	29%
Rarely	11	14%
Never	1	2%
Total	40	100%

Table 03: Frequency of mistake correction during the lecture



Pie chart 03: A chart representing students’ mistakes correction frequency

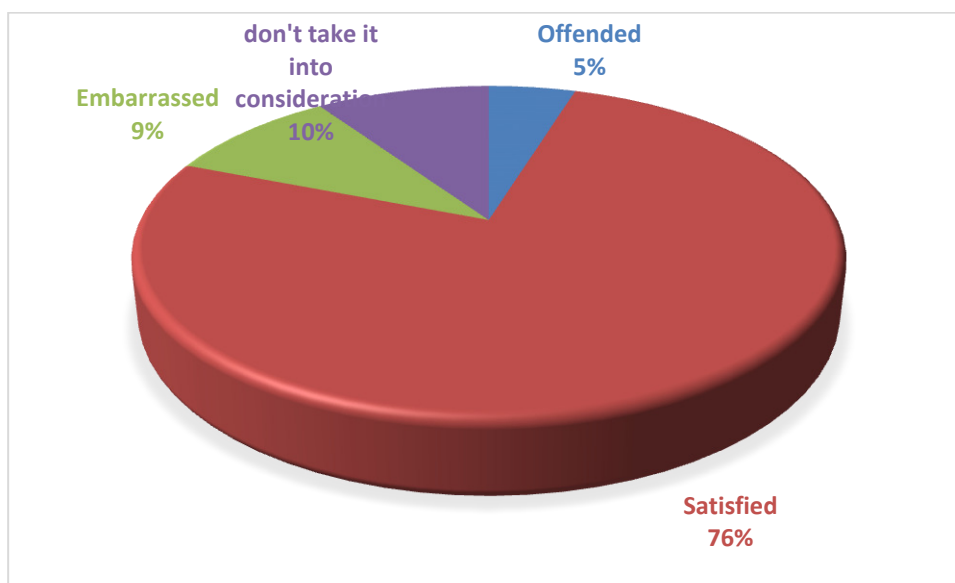
It has been shown that teachers do not insist to correct their students’ mistakes during the lecture in persistent way. 55% of the students said that they are always corrected during class by their teachers. 29% claimed that they are sometimes corrected, 14% answered by rarely, while 2% crossed for “never”. The aim from this question is to test teachers’ frequency of correcting the students.

Question 04: How do you feel when your teacher corrects your errors?

Options	Number	Percentage %
Satisfied	32	76%

Offended	1	5%
Embarrassed	3	9%
Do not take into consideration	4	10%
Total	40	100%

Table 04: Students’ reaction towards the teachers’ correction



Pie chart 04: Students’ reaction towards the teachers’ correction

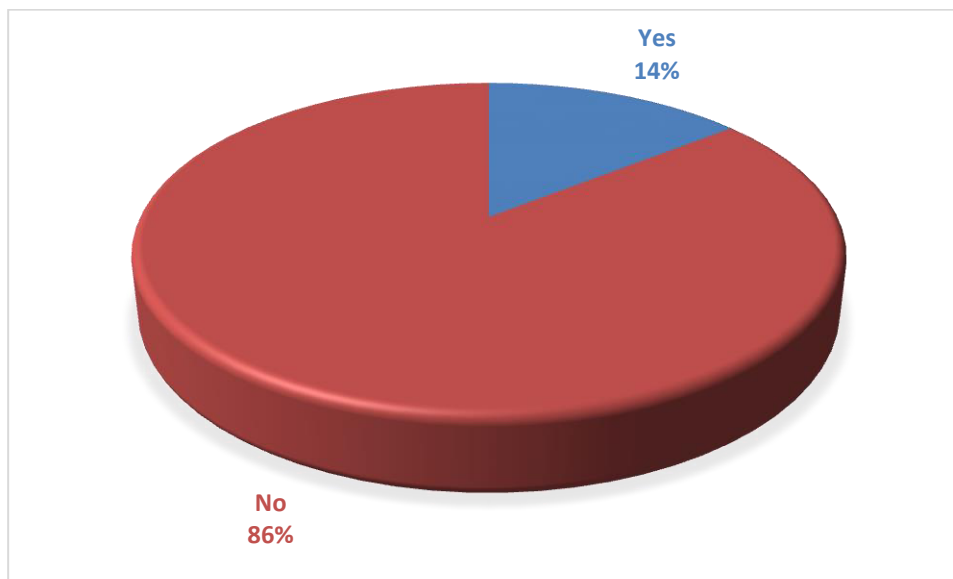
From the table we can notice that the high percentage which presents 76% of participants argue that they respond positively towards teacher’s feedback, while 10% of them argue that they do not pay attention. 2% say that they feel offended when the teacher corrects their errors. However, 10% argue that they feel embarrassed.

Question 05: Has it happened to you to stop participating because of your teacher’s oral feedback?

Options	Number	Percentage %
Yes	6	14%
No	34	86%

Total	40	100%
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Table 5: Students Stop Participating Due to Teachers’ Oral Feedback

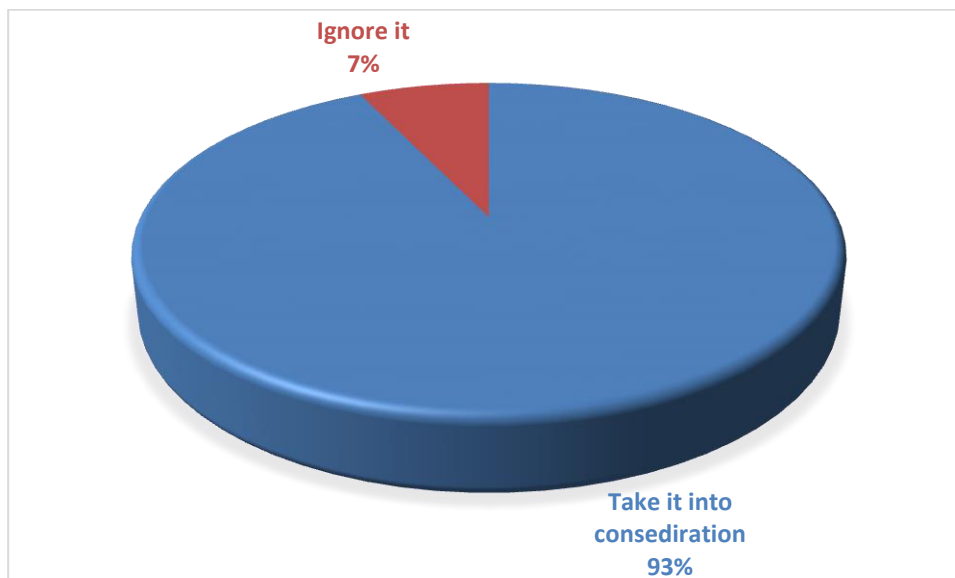


Pie chart 05: Students Stop Participating Due to Teachers’ Oral Feedback

(86%) of the respondents answered “No” to the question. (14%) said “Yes”. This question confirms the previous one through proving that teacher’s negative oral feedback has not got an impact on students’ performance. It does not impede their participation in class..

Question 06: When your teacher corrects your errors do you take it into consideration or ignore it?

Options	Number	Percentage %
Take it into consideration	37	93%
Ignore it	3	7%
Total	40	100%

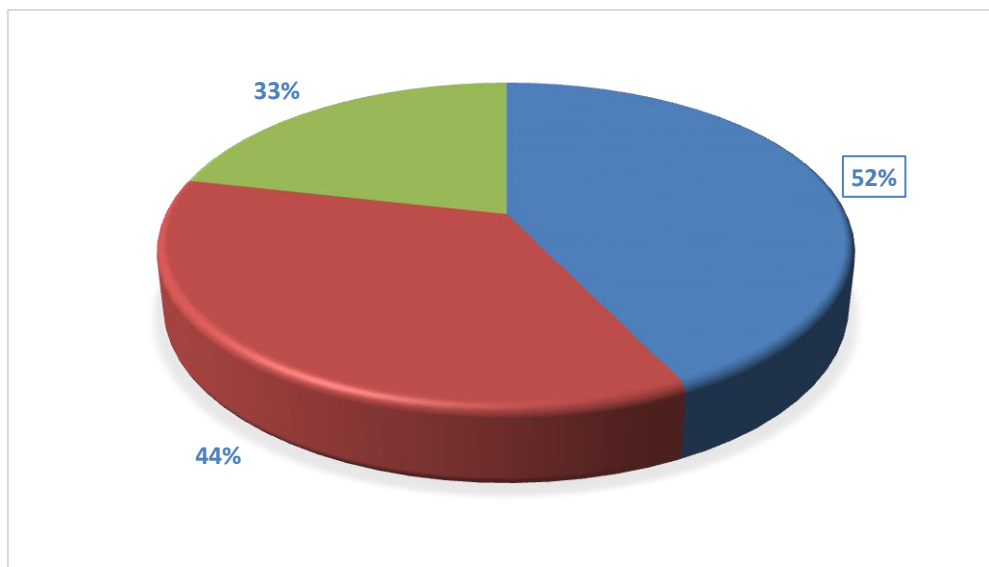
Table 06: Students' treatment towards oral corrective feedback**Pie chart 06: Students' treatment towards oral corrective feedback**

The majority of students 93% affirmed that when teacher corrects their errors, they take it into consideration, while 7% stated that they ignore the information that is provided by the teacher.

Question 07: Does your teacher usually give feedback when making?

Options	Number	Percentage %
Grammar errors	21	43%
Pronunciation errors	19	36%
Vocabulary errors	13	21%
Total	40	100%

Table 07: Students' situations when they receive feedback



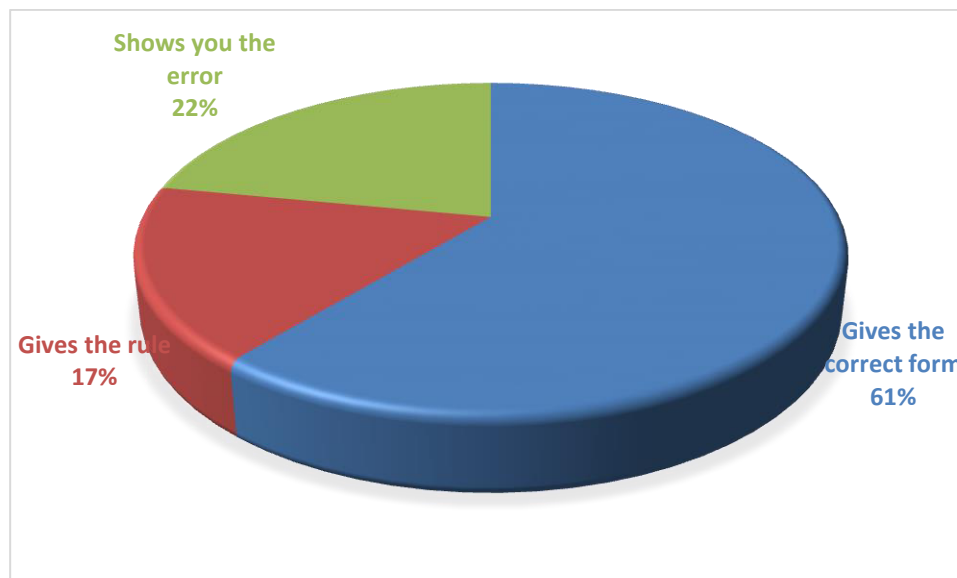
Pie chart 07: Students' situations when they receive feedback

When we count the answers above, we find that the percentages of answers are more than our sample for the reason that the students opted for multiple choices. 52% stated that they receive feedback when they make grammar errors and approximately half of the sample (44%) affirmed that when they make pronunciation errors, they are provided with feedback. 33% of the participants stated that the teacher gives feedback when they lack vocabularies.

Question 08: How does your teacher correct your errors?

Options	Number	Percentage %
Gives the correct form	25	61%
Gives the rule	6	17%
Show you the error	9	22%
Total	40	100%

Table 08: The teacher's form of providing feedback



Pie chart 08: The teacher's form of providing feedback

The answers above show that 61% of the sample stated that teacher responds when students make errors through providing directly the correct form. 17% argued that the teacher gives feedback through giving the rule. 22% stated that they receive feedback by showing the errors.

2.5 Description of the results

2.5.1 Description of the students' questionnaire

We designed the questionnaire to get information about student's reaction when making errors and we emphasis more on their reaction towards the oral CF.

From the analysis above, we obtained that the great number of students are females. So, females are more interested in learning foreign languages than males. Nearly all students consider corrective feedback as an essential tool to develop their language

skills. The teacher pays attention to the errors students make because depending on students' answers, the teachers correct their mistakes most of the time.

Most of the students have negative reactions when they make errors in their speech and certainly this negative reaction can decrease their oral production ability. This explains the influence of the negative oral feedback that goes hand in hand with students' attitude towards the subject and the participating during the lectures. According to the results, students do not stop participating because of teacher's oral feedback. Students take the feedback into consideration.

The teacher gives correction to grammar, pronunciation and vocabulary errors, but mostly on grammar errors. The teacher varies in giving feedback, but gives mostly the correct form for the errors students make.

2.5.2 Description of Teachers' interview

The aim of this interview was to elicit as much information from the informants as possible. The interview guide was made in two versions: one version that was given to the informants before the interview and one that was kept by the interviewer. The informants' version began with a part where they were thanked for their willingness to participate in the study and they were introduced to what the interview would be about. The second part of the interview guide is where the actual interview questions started. The informants were asked to describe their understanding of oral CF.

Audio recorder was to be used during the interviews. For practical reasons, it was a cell phone because it had good sound quality and it was also easier to transfer files to the computer with it. This would also facilitate the transcription process since that could be done from the cell phone as well. All interviews were held in locations suggested by

the informants and were all between 25-30 minutes. the informants have been coded as T1, T2, T3, T4 and T5. The interview analyses will be presented below.

Teachers were asked to discuss their own understanding of oral CF. They all described oral CF as a tool which teachers use to help learners improve their speaking skills of the target language. The teachers' descriptions of oral CF are similar to what was said in the literature review. The difference between the literature and the teachers' thoughts on oral CF is that the teachers more than the literature, described how OCF works. While the literature focused on describing what oral CF is, the teachers gave specific examples of how they give feedback. By doing so, the teachers addressed the how and not only the what.

The ways in which OCF should be given refers to the teachers' thoughts on how a teacher should give feedback to learners. T1 and T5 states that students who make errors when they speak can expect correction and she also said that teachers should be constructive rather than destructive when giving feedback. T2 and T3 thought that OCF should be an immediate response or comment on student speech while T4 thought teachers should be flexible and able to change their feedback strategies if one strategy should have an undesired effect on learners.

Concerning the most frequently used type of oral CF, T1 believed Metalinguistic feedback to be the most frequently used feedback type as well as the most effective one, whereas Explicit correction was believed to be the least effective one. T2, T3 and T5 believed Recast and Clarification request to be the most frequently used feedback types, recast to be the most effective one and believed Metalinguistic feedback to be the least effective one. Unlike the former teachers, T4 was unable to say which feedback types she

believed to be the most frequently used. On the other hand, she found Clarification request and Recast to be the most effective types of OCF.

T1 found it unnecessary to always correct less severe grammar or vocabulary errors. Furthermore, T1 chose not to correct errors when students communicate ideas and sometimes errors were ignored in order not to break students' "flow of mind". T2 and T5 said that they tend to forgive students' errors in order to save embarrassment. T3 and T4 had similar opinions. They added that correction was unnecessary if the students' erroneous utterances could still be understood

Conclusion

The present study is about the errors made by learners' and teacher's oral corrective feedback. This chapter provides us with information about learner's attitudes toward teachers' corrective feedback. The results obtained for this research were gathered by using data collection tools, namely a questionnaire and teachers' interview.

CHAPTER THREE

Discussion of

Findings and

Pedagogical

Implementations

Introduction

The last part of our research work is concerned with the discussion of the findings, limitations and recommendations; it discusses results obtained from the analyses of the students' questionnaire and the teachers' interview. In addition, it proposes some recommendations to a better use of corrective feedback.

3.1. Discussion of the major findings

The purpose of this paper is to emphasize on the errors that the students make when they produce language and to put more focus on the effect of oral feedback on students' achievement. We find out that oral corrective feedback is a vital technique in correcting students' errors. The teacher tries to enhance the students' speaking skill by paying attention to the accuracy and fluency of the speech. This is done by providing them with feedback to overcome the obstacles that they face and the errors that they make.

We have reached the desired results through the case study of third year LMD students at university of Abdel Hamid Ben Badis in Mostaganem. The discussion of the findings obtained from the analyses of data gathering tools namely the questionnaire addressed to students and the teachers' interview is presented below.

After analyzing the questionnaire of the students, we find out that the students feel upset and frustrated when they make errors. They lose their confidence and they feel that they are not talented in speaking the language fluently. They, err in grammar and in the structure of the sentence.

CHAPTER THREE: Discussion of Findings and Pedagogical Implementations

We noticed that when the teacher provides the learners with feedback they do not feel embarrassed or offended. They are self-confident and they believe in their ability. They

consider feedback as a form of learning language not as an offending form. The impact of CF can be either positive or negative. The teacher provides feedback for different types of errors. They can provide corrective information and a learner can look up the answer to evaluate the correctness of a response. Providing CF, thus, may foster learner's awareness.

From the analyses of the teachers' interview we report that teachers found it to be of great importance that oral corrective feedback was given to students who made errors. They disagreed on when errors should not be corrected. The teachers' examples of situations when errors should not be corrected were when the errors were less severe, when learners' utterances could still be understood despite the presence of an error, and there were also times when teachers let mistakes slip in order not to break learners' flow of mind.

The teachers considered OCF to be a tool which teachers use to help learners improve their speaking skills of the target language. They believed that a teacher should be flexible and ready to switch between different feedback strategies to best meet the needs of their classes. Furthermore, the results showed that the teachers differed as to which feedback type was the most frequently used, the most effective and the least effective.

The vast majority of other OCF studies, the results of this study show that Recast was the most frequently used feedback type. The reason why teachers use Recasts the most out of the six feedback types could be because Recasts come naturally for most teachers. Another reason could be that Recast is not very time consuming and not too direct of a correction.

3.2. Pedagogical Implementations

The role of feedback has a place in most theories of second language learning and language pedagogy. Feedback is viewed as contributing to language learning. In both structural and communicative approaches to deal with language teaching, feedback is viewed as a technique for encouraging student motivation and guaranteeing linguistic competence. Corrective Feedback is a complex phenomenon. This complexity is reflected in the discussions that surround such issues as whether to correct or not, what to correct, how to correct, and when to correct.

The effectiveness of formative feedback is influenced by a number of factors, including the ability of students to self-assess, giving students clear goals and criteria, and setting out expected standards; the encouragement of teacher and peer dialogue around learning; closure of the 'feedback loop'; the provision of quality feedback information; and the encouragement in students of positive motivational beliefs and self-esteem (Nicol & Macfarlane-Dick, 2004). These will each be dealt with in turn.

3.2.1 Ability to self-assess

Assessment practices currently are dominated by tutor-led feedback, which can keep students in a state of dependency and will inhibit them from learning how to self-correct. A number of authors have demonstrated that self-assessment and reflection can be effective in enhancing learning and achievement. Sadler (1998) identifies six ‘resources’ that highly competent teachers bring to formative assessment.

Having clear goals, criteria, and expected standards Despite efforts to be clear, tutors are often disappointed to find that student work does not appear to fully grasp what is intended and that the feedback seems to be ignored (Walker, 2009). Evidence that students commonly do not comprehend the feedback language used; they misunderstand what tutors think are the clear goals of a piece of work; they have a different (or no) idea of the standards expected; and they do not understand the well-intentioned feedback nor know how to act on it.

Whilst academics may appreciate instructions such as ‘critically analyse the statement ...’ and feedback such as ‘fails to adequately develop a logical argument’, students often do not. It would seem then, to make feedback truly formative, students need to be actively engaged with the assessment process and academics need to do more to use language effectively.

3.2.2 Encouraging positive motivational beliefs and self-esteem

Dweck’s (2000) work on ‘self-theories’ identifies two types of student: those who believe their ability can be improved, and those that believe it is fixed. For those students who believe their ability is fixed, any criticism of assessment performance will be viewed as a reflection of their low ability, whereas conversely, those with a more malleable outlook will view criticism as an obstacle to be overcome or an opportunity to improve.

Students need to be motivated and possess self-esteem. Butler (1988) shows that students appear to pay less attention to feedback when they are provided with grades, and grading negatively affects the self-esteem of less-able students (Craven, Marsh & Debus, 1991). These studies suggest that focusing on low-stakes assessment with feedback, rather than high-stakes assessment accompanied by grades, may help students focus on learning and improving rather than confirming performance. Also provides an excellent resource, with numerous constructive assessment and feedback ideas.

Formative assessment is considered to be one of the most important mechanisms for improving student learning. Self and peer-assessment are particularly effective in formative learning as they require students to engage more fully with the assessment process

3.3 Limitation of the study

This research has some limitations as any research; First, we have faced the obstacle of the availability of references in the libraries of Mostaganem. Second, problem of time, it was difficult to have teachers for interviews. Teachers are required to finish their programs.

Conclusion

As a conclusion, this chapter examines the discussion of the findings that are attained from the analyses of the data gathering tools that are: Students' questionnaire and teachers' interview. Giving corrective feedback when students err is beneficial for the learners to enhance their language proficiency. Teachers play an important role for providing a successful CF by choosing the effective type and the right time to give it.

**GENERAL
CONCLUSION**

General Conclusion

One of the most significant issues raised in the literature concerns the conditions under which corrective feedback functions most effectively. The role of teacher reaction to learner errors has been seen as a legitimate object of a number of inquiries into classroom teaching and learning. Over the past two decades, a fruitful and often controversial line of research has evolved on teacher CF and its impact on Second Language Acquisition.

Throughout this study, our focus is on one of the most important responsibilities of the teacher, that is represented in providing corrective feedback to learners' errors in their oral production. This study concerns third year LMD students at Abdel Hamid Ben Badis in Mostaganem.

The present study aims to investigate the effect of corrective feedback on students' achievements and language proficiency. Findings indicate that Corrective Feedbacks serve to engage learners in negotiation of form but the extent to which such negotiations enhance students' performance in EFL contexts.

The teacher plays different roles in the classroom. They act as a prompter, assessor and as a controller. For correcting students' errors in their oral performance, the teacher should also act as a feedback provider. He should perform his role in a good way so that the students practice the language without inhibition.

GENERAL CONCLUSION

We finally suggest that teachers reconsider the way they follow in assess their students, especially what concerns the ongoing assessment, that of oral corrective feedback inside the classroom. They Should provide clear, constructive feedback, (could be written, spoken or typed, for example), which indicates specifically how students can improve their work. Ideally, feedback could be linked to marking criteria, and might indicate how the work could be improved to achieve the next grade point available.

Seminars should be organized to both administrators' and especially teachers' awareness about the importance of positive constructive oral feedback during the production of the EFL student.

We recommend that Students agree to collect and to read/listen to and reflect upon their feedback, and to ask teachers for clarification via a pre-agreed method if they don't understand what is written/said. Also, After the first main assessment point in the first academic year, students collate all their feedback into a portfolio, and meet with their personal teachers to discuss the main themes and ways to improve.

This research work has shown that our hypothesis which is EFL teachers' oral feedback may have harmful effects on the students' performance in the language is wrong. Contrary, third year LMD students at university of Mostaganem do not feel offended or embarrassed when the teacher corrects their errors. Teachers' oral corrective feedback has no harmful effects on students' performance in the language. However, it is important for the teacher to provide positive feedback to get away of any negative feeling that would harm the learning and teaching process.

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APPENDICES

Appendix 01: Students' questionnaire

Dear students,

This questionnaire is designed to gather information about the effect of oral corrective feedback on students' achievement. Your contribution is highly appreciated. We remind you that your answers will be kept anonymous. Thanks for your time and energy.

Question 1: Are you

- Male

- Female

Question 2: In your opinion, is corrective feedback an essential part inspeaking skill process?

- Yes No

Question 3: How often does your teacher correct your mistakes during the lecture?

- Never

- Rarely

- Sometimes

- Always

Question 4: How do you feel when your teacher corrects your errors?

- Offended

- Satisfied

- Embarrassed

- don't take it into consideration
- Question 5: Has it happened to you to stop participating because of your teacher's oral feedback?

YES No

- If yes, justify
-
-
-

Question 6: When your teacher corrects your errors do you?

- Take it into consideration
- Ignore it

Question 7: your teacher usually gives feedback when making?

- Grammar errors
- Pronunciation errors
- Vocabulary errors

Question 9: How does your teacher correct your errors?

- Gives the correct form
- Gives the rule
- Shows you the error
- If others, mention

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.....

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Appendix 02: Teachers' Interview

Dear teacher,

This interview is designed to gather information about the effect of oral corrective feedback on students' achievement. Your contribution is highly appreciated. We remind you that your answers will be kept anonymous. Thanks for your time and energy.

Question 1: Do you think that feedback is very important for the students?

Question 2: What is the importance of oral feedback?

Question 3: Which approach do you prefer in your class while giving oral feedback to your learners?

Question 4: When you provide feedback, do you ask any questions to elicit the correct answer? or you reform the utterance? and why?

Question 5: Do you clearly indicate student's errors when giving feedback?

Question 6: Which approach is the most effective according to you?