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Faculty of Letters and Foreign Languages

Department of English Language and Literature

MASTER DISSERTATION

Letters and Foreign Languages

English Language Sciences of the Language

Submitted by:

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Title

Investigating English as a Foreign Language Students' Attitudes and Teachers' Perceptions Toward the Use of Oral Corrective Feedback in EFL Learning settings

The case of First year students at Biskra University

A dissertation Submitted to the Department of English as Partial Fulfillment of
the Requirement for the degree of Master in Sciences of Language

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2023/2024

Declaration

I, **Lyna MASMOUDI** , hereby declare that this dissertation presented for the purpose of obtaining a Master degree is the product of my own efforts, and therefore all the content of this dissertation is original except where reference is made. I additionally certify that this work has not been submitted in any university or institution in order to obtain a degree or qualification.

This research work was conducted and completed at MOHAMED KHEIDER University of BISKRA, ALGERIA.

Dedication

I dedicate this work to :

My **father,** *whose wisdom, strength, and constant belief in me have been an endless source of inspiration and motivation. Your love and guidance have shaped who I am today.*

My **mother**, *whose love and sacrifices have provided me with the foundation to pursue my dreams.*

My **sister Jihane,** *whose endless encouragement and belief in me have always lifted my spirits and pushed me forward. Your support means the world to me.*

My **brothers Chawki , Mahdi , Anis and Wassim** ..*Your presence has been a source of strength and comfort.*

My **friends Mina, Ryma, Meriem, and Fedoua,** *whose camaraderie, support, and laughter have made this journey both possible and enjoyable. And finally, a big thanks to myself for the dedication, perseverance, and hard work that have brought me to this point. My commitment and resilience have made this achievement possible.*

Abstract

Oral corrective feedback in language classrooms has received considerable focus by researchers in the last few years. Most of these studies focus on what teachers do, and the learners' perspectives of these practices. Based on this, this exploratory study examined the perceptions and attitudes of EFL teachers and learners regarding the types and timing of oral corrective feedback at Biskra University. A qualitative research method was used to collect data by applying both semi-structured interview and questionnaire. The questionnaire was addressed to First year EFL students(N= 30) while the interview was tailored to collect data from oral expressions teachers (N= 5). The results showed that students prefer recasting more for its immediate correction. Regarding their emotional responses to corrective feedback, students' feelings ranged from enthusiasm to embarrassment which means that the use of personalized, feedback and positive reinforcement is certainly needed . On the other hand, our study revealed that teachers believe correction is necessary for reducing misconceptions and fossilization among students, and for assuring language proficiency. The teachers were fond to focus on different areas of difficulty such as fluency, pronunciation, grammar, and sociocultural features, especially errors that affect meaning and communication. This study is an attempt to provide a comprehensive understanding of how oral corrective feedback is perceived by both teachers and students in EFL contexts and contributes to improving teaching practices and curriculum design to foster more effective language learning.

Key words: Attitudes, EFL learners, Errors, Oral corrective feedback, Perceptions.

List of Abbreviations and Acronyms

EFL : English as Foreign Language

LMD: Licence , Master and Doctorate

CF: Corrective Feedback

OCF : Oral Corrective Feedback

TL : Target Language

ML: Mother Language

FL : Foreign Language

FLL: Foreign Language Learning

FLT : Foreign Language Teaching

SLA: Second Language Acquisition

EA: Error Analysis

MBTI : Myers-Briggs Type Indicator

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General Introduction

1. Background of the study

Enhancing the speaking skill is one of the necessary processes in learning the English language, especially for EFL learners since they are required to communicate inside the classroom. However, these students commonly encounter challenges such as making mistakes during class discussions and would often make the same mistake all over again. One of the ways to help them is through giving them feedback. Feedback is one of the cornerstones of language acquisition and learning development in the EFL settings. Through effective feedback, students are given insights into their performance and how they should improve or correct their mistakes.

In most societies, errors are viewed in the negative sense; something that needs to be avoided or reduced to a minimum, as they sometimes result in Undesirable consequences. When people talk about errors concerning language learning, then we touch on a controversial area, both from the theoretical and pedagogical perspectives. Which leads us to talk about the Corrective feedback, which has been a prominent focus in language classrooms over the past few decades. It refers to any response or action taken by the teacher to alert the learner to the presence of an error, as pointed out by Karchava (2019) , and it could be both written and oral.

We focus on mainly on the oral corrective feedback, which is defined by Lyster et al. (2013) as the responses teachers provide to learners' incorrect utterances. It is a method employed by teachers to address errors, aiming to draw students' attention to their mistakes and encourage them to produce corrected responses. However ,teachers might provide corrective feedback to their students without fully understanding its impact on their performance. Hence, it's necessary for teachers to be aware about the effective way and timing to offer the necessary feedback. Teachers may sometimes deliver improper oral corrective feedback to students, which could hinder their performance. This could stem from psychological issues as well.

Therefore, the present study investigates how teachers and students perceive oral corrective feedback and the corresponding emotions experienced by learners given such

feedback. The research aims to gain an overview of how oral corrective feedback is conceived by teachers and learners in EFL classrooms. The findings of the current research work are expected to enrich teaching methodologies and curriculum frameworks, thus resulting in more effective language learning situations.

2. Statement of the Problem

Language learning, like all human learning, involves making mistakes. Traditional language teachers have perceived students' errors as something negative and have tried their best to prevent them from occurring. However, in the last few years, applied linguistics researchers have changed to view errors as evidence of a creative process in language learning. They hold the belief that learners use hypothesis testing and strategies while learning a second language. For first-year EFL students, learning a new language is basically composed of unavoidable errors marking a student's progress. Errors show the evolving nature of language learning and are part of the beginning stages in learning a language. The first year is full of many linguistic and psychological challenges for students; hence, corrective feedback is imperative , as Chaudron (1977) defines oral corrective feedback "any reaction of the teacher that clearly transforms disapprovingly refers to, or demands improvement of the learner utterance". For second language acquisition, most researchers and teachers agree on its importance, although there have been controversies in the recent past. Some believe that it is crucial and needed for the improvement of language fluency and accuracy , while others state that it might be the cause of increasing the stress , anxiety and stop the acquisition . This research is an investigation of students' emotional reaction towards corrective feedback and the description of the perceived timing and effectiveness of corrective feedback by both teachers and students.

3. Objectives of the Study

This study aims to examine the types of errors that motivate teachers to provide corrective feedback. Additionally, it seeks to explore the strategies employed by teachers in implementing oral corrective feedback. Furthermore, the study endeavors to uncover students' emotional responses to corrective feedback and their perceptions regarding its timing and effectiveness.

4. Research Questions

This research seeks to answer the following research questions:

1. What type of errors that drive the teacher to give corrective feedback ?

2. What strategies do teachers enlist for implementing oral corrective feedback in the classroom ?

3. What are the student's perceptions towards the relevance of CF in the classroom ?

4. What are the student's emotional responses towards CF ?

5. Methodology of the Study

5.1 Population

The target population that we use in this study is first-year EFL students at Mohamed Kheider University of Biskra which consists of 15 groups. Each group contains approximately 40 students, so the whole population consists of 600 students. However, our sample is 30 students which is selected randomly. In addition , Five oral expression teachers, to see their viewpoints about the target topic. We choose first-year population because they are in the initial stages of language learning, demonstrate adaptability to diverse teaching methods, including corrective feedback. By studying their responses, we gain insights into their active engagement with oral corrective feedback, shaping future language learning strategies. This underscores the importance of providing constructive feedback to support their ongoing language proficiency.

5.2 Sampling

The sample is first-year LMD students at the English division; they are 15 groups of students, but we will select 30 students randomly as a sample for the students' questionnaire. And the representative sample for teachers' interview are 5 oral expression teachers, they will be selected randomly as well in which there is no subjectivity or bias in our selection.

5.3 Data Collection Procedures

Our research includes two gathering tools that is administered for students and teachers. The students' questionnaire is submitted to the first year LMD students of English Department at Biskra University ; the students are chosen randomly. The questionnaire is done in order to see the different viewpoints about the perception and emotional responses of

students towards the CF. Also, the teachers' interview is presented randomly to oral expression teachers, in order to explore the types of errors that motivate teachers to provide oral corrective feedback and the strategies they employ for implementing oral corrective feedback in the classroom.

5.4 Data Analysis Procedures

Based on the pure qualitative nature of the study , the researcher went for the use of qualitative data analysis methods. Descriptive statistics and thematic analysis were utilized. Descriptive statistics, which entail the provision of an overview of the data ,as defined by Mackey & Gass "a simple summary or overview of the data, thus allowing researchers to gain a better overall understanding of the data set" (2005, p.292), are applied to analyze the questionnaire and the interview close -ended responses by illustrating the frequencies and percentages into tables and figures. Thematic analysis was applied to the open-ended questionnaire responses and interview questions to identify the most dominant pattern of responses.

6. Significance of the Study

The current study might be an extension to previous studies done in this area of research, and may be of great help to teachers by enhancing their instructional methods, incorporating insights on the importance of balancing linguistic accuracy with student well-being. In order to develop more effective and holistic teaching strategies that support both language proficiency and emotional health.The investigation into first-year EFL teachers and students' perceptions of corrective feedback holds significance by offering practical insights for educators, ultimately enhancing the quality of language instruction. In addition , improving the student learning experience help educators tailor their feedback approaches to be more student centric, thereby improving the overall effectiveness of language learning. therefore , they will achieve the goal of fostering a positive learning environment, and contributing to the broader academic discourse in language acquisition.

7. Definitions of Key Words

Oral Corrective Feedback : It is a type of feedback , in the education context , that is used to correct the errors made by students .

Attitudes : It refers to a feeling or opinion about something or someone, or a way of behaving.

Perceptions : It is the way in which something is regarded, understood, or interpreted.

EFL learners : It refers to non-native English speakers who are learning English as a foreign language .

Errors: Something that is not correct , wrong statement or action .

8. Structure of the Study

This research is divided into three chapters. The first chapter reviews the related literature, while the second chapter is concerned with the analysis of the practical part of this study. The third chapter is mainly for the summary of the findings, implications, limitations and recommendations for further research.

The first chapter is an attempt to provide a literature review on the oral corrective feedback, in which it is about the concept of feedback; where we start by defining it,

than mention its criteria. Next, we move to illustrate its type .Therefore, we emphasize on the oral one which is our concern, so, we mention important forms and strategies. In addition to its role in the speaking skill.

The second chapter is a field work, which includes the analysis of the questionnaire which were conducted to first year students and the interview conducted to the oral expression teachers, and their main results of data analysis to conclude with several suggestions and recommendations for both teachers and students .

The third chapter represents a major part in the study because it marks the beginning of the process of transitioning from data collection to the interpretation and practical application of the results. This serves as a strong base for the conclusion that is provided later, as well as for future directions, through the analysis of systematic findings, implication discussion, and limitations.

Chapter One

Review of Literature

Chapter One

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Introduction

In this chapter, we discuss the definitions of errors and their different types, pointing out the important distinction between errors and mistakes. We look at the concept of feedback, then specifically on corrective feedback and its main types and meanings with their examples .In addition to exploring the criteria for effective corrective feedback . Also We discuss how corrective feedback is provided in class and report on student responses to receiving oral corrective feedback. In addition, we address teacher perceptions and attitudes toward giving such feedback, and point out their essential role in the learning process.Moreover, we discuss teachers' different approaches to student errors and the effectiveness of the approaches in facilitating language learning. We also discuss immediate versus delayed feedback and their impact on learning outcomes for students.

1. Errors

1.1. Definition of error

A definition of error was provided by Lennon (1991, p.182), who said that an error is "a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers counterparts".   However, Lennon's definition is not flawless and maybe a bit broad, it helps to avoid some issues with grammar . It gives us a good starting point for careful analysis. Also , Brown (1994) has defined linguistic errors as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner."(p.205)

Before the 1960s, when the behaviorist view of language learning prevailed, learners' errors were considered undesirable. Errors were seen as indicators of faulty learning and were deemed detrimental to effective language acquisition. Behaviorists believed that errors resulted from poor teaching methods, and if these methods were "perfect," errors would not occur (Kord & Borhani, 2022).

Furthermore , according to Longman Dictionary of Language Teaching & Applied Linguistics error is «the use of a linguistic item (e.g., a word, a grammatical item, a speech act, etc.), in a way which a fluent or native speaker of the language regards as showing faulty

or incomplete learning» (2002 , p.184).

1.2. Errors Vs Mistakes

Several studies have attempted to differentiate between errors and mistake. According to James (1998), "errors in language learning refer to systematic deviations from the established rules of a target language. They arise due to a learner's lack of familiarity with specific language rules or features and are often linked to limited exposure during language lessons. In contrast, mistakes are considered unintentional and incidental slips, often stemming from laziness, forgetfulness, or insufficient internalization of rules. If a learner makes a mistake, they will normally be capable of correcting it because they are aware of the rule that has been broken. On the other hand, errors cannot be self-corrected by the learner" (as cited in Botley, 2015).

In addition , Corder (1974) highlighted the important distinction between errors and mistakes, warning against conflating the two terms. Errors, he noted, are deviations from the grammatical norms of a native speaker and suggest an incomplete understanding of language competence as defined by Chomsky (1965). These deviations are systematic and reflect incorrect knowledge of the target language. On the other hand, mistakes correspond to Chomsky's concept of 'performance,' representing non-systematic lapses where the learner knows the correct grammatical rules but fails to apply them correctly in specific instances. Also , based on the According to the Dictionary of Language Teaching and Applied Linguistics (1992), mistakes can occur due to lack of attention, fatigue, carelessness, or other performance-related factors. These mistakes can be self-corrected once the learner refocuses. In contrast, an error is a use of a linguistic element that a fluent or native speaker would see as indicative of faulty or incomplete learning. This happens because the learner does not know what is correct, and therefore, it cannot be self-corrected.

To sum up, distinguishing between errors and mistakes in language learning is crucial. Errors, rooted in a lack of understanding, are systematic and can't be self-corrected. Mistakes, unintentional slips with awareness of correct rules, can be corrected with attention. Recognizing and understanding these differences are vital for effective language teaching and learning.

1.3 Types of errors

Linguists have consistently worked to determine the types of errors committed by language learners, considering it an optimal starting point. This descriptive approach proves essential for applied linguists, enabling them to identify the precise areas where challenges arise.

According to Dulay et al. (1982) 'errors take place when the learner change the surface structure in a particularly systematic manner'' (p. 150). Therefore, the error represents damage at the level of the target language production, regardless of its shape or nature.Futhermore, J.Richard et al (2002) classified errors into two categories, the Interlingual Error and the Intralingual Error. These two elements signify the negative impact arising from both the speaker's native language and the target language itself.

1.3.1 Interlingual errors

According to Richards (1974) an FL learner commits an interlingual error, if the mistake is made in the target language because of the mother tongue. Also , According to Brown (1980), the majority of second language learners' mistakes lead them to believe that many grammar rules and structure are the same as in their original tongue. In addition , Touchie (1986) stated that mother tongue interference was the primary source of interlingual mistakes , while Al-Khresheh (2010), however, believed that literal translation is the source of interlingual errors. Al-Khresheh distinguished three categories of errors: transfers, mother tongue interference (errors generated by the learner when attempting to explore or utilize the TL's structures), and literal translation errors (errors committed when translating sentences or colloquial phrases). The example, provided by J. Richard et al (2002) " the incorrect French sentence Elle regarde les ("She sees them"), produced according to the word order of English, instead of the correct French sentence Elle les regarde (Literally, "She them sees")" (p. 267) demonstrates the kinds of mistakes caused by the negative effects of native language interference.

1.3.2 Intralingual errors

It frequently happens when learners don't have enough knowledge of the target language (TL). Next, the students generalize the rules and produce statements that only

partially expose the TL (Richard, 1974). Also , Richards (1971) states : " They are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language" (Richards, 1971, p.6). According to Richards (1971), intralingual errors are also subdivided to the following categories:

1.3.2.1 Overgeneralization

It has been defined by Jakobvits (cited in Richards, 1974, p. 174) as "the use of previously available strategies in a new situation''. Besides, Richard et al,(2002) mentioned that they are caused ''by extension of target language rules to inappropriate context'' (p.85). Students who overgeneralize, for instance, append a "s" even to irregular plurals. resulting in a modified structure, whereas rule ignorance is when a student disregards the target language's structure (James, 1998). This sort of errors have been produced when working with both regular and irregular verbs and when applying plural forms.(He goes == he goed rather than went) and (Tooth == teeth instead of teeth).

1.3.2.2 Ignorance of rule restrictions

Richards (1974) defined ignorance of rule constraints as the incapacity to maintain the boundaries (limits) of current formations, i.e., applying rules to the wrong circumstances. For example, after learning the perfectly acceptable sentence structure "she arrived at home yesterday," a student may apply this previously learned grammatical rule in a different context, or they may apply it in the incorrect scenario "she has arrived at home yesterday." One such error that results from not understanding the constraints of a rule is misordering. .

1.3.2.3 Incomplete Application of Rules

According to Richards (1974) FL learners continue to create deviant forms and apply portions of the rules . Instead of saying "when will you come to the meeting?" a FL learner would say something like "when you will come to the meeting?" Richards provides evidence for this claim by pointing out that a lot of FL learners struggle with coming up with good queries. This kind of intralingual interference of errors highlights the persistent challenge of formulating wh-questions in particular.

1.3.2.4 False Concepts Hypothesised

Intralingual errors can also result from the EFL learners' faulty comprehension of

distinctions in the L2/TL. Al-Tamimi (2006, p. 44) explains that ''this type of intralingual error is sometimes as a result of poor gradation of teaching items". The students may develop theories on some L2 grammatical rules. An L2 learner might, for instance, interpret the forms "was" and "did" incorrectly if they believe them to be markers of the past tenses. As a result, the learner may say something like "one day it happened" or "she was finished the homework." (Richards,1971).

After detailing the four previously mentioned origins of intralingual errors, it becomes evident that they are interconnected and share similarities. These sources provide insights into the potential ways in which intralingual errors may occur, and how pedagogical and psychological factors could lead to such intralingual interference. However, errors have been categorized by Mackey, Gass and McDonough (2000) , cited by Yoshida (2008) as:

- **Morphosyntactic error**: Learners make mistakes in word order, tense, conjugation, and particle usage.

- **Phonological error:** Learners enunciate words incorrectly.

- **Lexical error:** inappropriate vocabulary use by students, or they code-switch to their mother tongue as a result of insufficient lexical knowledge.

- **Semantic and pragmatic error:** Misinterpretation of what a learner says occurs at the level of meaning.

In other words, scholars like J. Richard et al. (2002) have classified errors into interlingual and Intralingual types, reflecting the influence of both the native language and the target language. Additionally, other researchers such as Mackey, Gass, McDonough (2000), cited by Yoshida (2008), have expanded on this by categorizing errors into morphosyntactic, phonological, lexical, and semantic/pragmatic types. These diverse classifications offer varied perspectives, enriching our understanding of the multifaceted nature of language errors in the learning process.

1.3.3 Global and local errors

Other researchers (Burt and Kiparsky, 1975) distinguish between local and global errors. Local errors do not block communication or understanding the meaning of a statement. However, global errors are more serious because they disrupt communication and alter the meaning of statements. Local errors relate to noun and verb endings, and the use of

articles, prepositions, and helping verbs. Global errors, such as incorrect word order, affect the overall structure of a sentence.

1.4 Error analysis

1.4.1 History of errors analysis

In the field of SLA, EA was first established by Stephen Pit Corder and his colleagues in the late of 1970s and became a very popular approach for describing L2 errors. Corder is the father of this theory. He first indicated it in his article "The significance of learner errors" in 1967 when he mentioned that L2 errors are interesting because they can reflect some of the underlying linguistic rules. His theory came as a reaction or a result of the severe criticisms which CA received. Hence, a shift of focus from potential errors to the actual committed ones is needed. EA has mainly focused on the actual committed errors by FL/L2 learners and became very popular in the field of applied linguistics (Al-Khresheh, 2016).

1.4.2 The concept of Error Analysis

For Crystal (1999, p. 108) « Error Analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language». Besides, according to James (2001, p.62) EA refers to "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance", while Brown (2000, p.224) defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". As stated by AbiSamara (2003), Error Analysis can be viewed as a form of linguistic study that centers on mistakes made by learners. Whereas ,According to Corder (1967), errors serve as valuable insights for three parties: educators gain insights into students' progress, researchers obtain evidence regarding language acquisition or learning processes, and learners themselves gain resources to facilitate their learning journey.

That is to say , Error Analysis helps understanding the mistakes people make when learning a new language. It looks at different aspects, like what learners don't know and how they deal with mistakes. These insights are valuable for teachers, researchers, and learners, guiding the improvement of language skills.

2. Feedback

The definition of feedback can be found in many contexts and is not only limited to education. The Longman Dictionary of Language Teaching and Applied Linguistics provides a definition of feedback as "any information that provides information on the result of behavior" (2002, p. 119). However, Askew (2000) describes feedback differently "a judgement about the performance of another with the intentions to close a gap in knowledge and skills" (p.6). Moreover, the type of feedback described above can also be utilized in educational environments, although the prevalent definition of feedback in classroom settings is commonly referred to as 'Corrective Feedback' (CF). Additionally, Richard and Schmidt (2002) described feedback as any data indicating the outcome of behavior. However, they argued that in educational settings, feedback encompasses comments or other forms of information that learners receive from either the teacher or other individuals regarding their progress in learning activities. Also, Ur (1991) states "feedback is information that is given to the learner about his or her performance of a learning task, usually with the goal of improving this performance " (p. 242).

This means that feedback is the sharing of information by teachers or peers, pointing out both the strengths and areas for improvement in a learner's performance. In conclusion , feedback provides insights into various aspects of learners' work. It involves input, including questions, comments, and suggestions, helping writers revise their work.

2.1 Types of feedback

 Ellis (2009) summarized two types of feedback: immediate and delayed. According to Long (1997), Delayed feedback offers an advantage as it does not impede communication. Conversely, Doughty (2001), Feedback is most effective when provided immediately. Though other scholars stated (Doughty, 2001; Yoshida, 2008; Lee, 2013) that they were also in favour of immediate feedback; however, there is no evidence showing the superiority of one type over the other.

The debate surrounding the timing of feedback in language learning, as discussed by different scholars, showcases a variety of viewpoints. For example, proponents of both immediate and delayed feedback, such as Doughty (2001) supporting for immediacy and

Long (1997) highlights the benefits of delay, the lack of definitive evidence favoring either type leaves the debate unresolved. The intricate nature of language learning and the multifaceted aspects of feedback emphasize the necessity for additional research to elucidate the optimal timing for delivering feedback in educational settings.

2.2 Corrective Feedback

Corrective feedback is guidance or correction provided to learners to help them improve their language skills. This type of feedback has given an important contribution to FLT and FLL . Therefore, many definitions of CF have been provided by several scholars.

According to Chaudron (1977) corrective feedback is "any reaction of the teacher that clearly transforms, disapproves of, or demands improvement of the   learner's utterance" (p.31).Additionally, Jusoh et al (2016) also contend that effective corrective feedback should be free from personal bias, grounded in factual information, maintain neutrality and objectivity, be constructive in nature, and emphasize future improvement. Besides, Waring and Wong believe that in EFL classrooms, oral corrective feedback (OCF) extends to praising students for their responses or corrections, often using phrases like "very good" as examples. Nevertheless, the ambiguity surrounding this type of praise raises questions about its effectiveness (2009). Additionally, Chaudron (1977, p.31) define CF as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance". According to his perspective, corrective feedback motivates learners to grasp the appropriate structure. Additionally, Ligh and Spada (1999, p.171) stated feedback as "any indication to the learners that their use of the target language is incorrect".

Corrective feedback is a strategy employed by educators to draw students' attention to errors in order to prompt revised output (Suzuki, 2004) and it is defined as "responses to learner utterances containing an error" (Ellis, 2006, p. 28). Moreover, according to Long (1997), Corrective feedback is intricately linked to language enhancement as it provides learners with opportunities to discern discrepancies between their input and output. It affords learners the chance to compare their interlanguage forms with target-like forms, thereby fostering language development. OCF has obtained considerable attention in SLA. Whereas, Sheen & Ellis, (2011) Their assumption revolves around Corrective feedback being defined

as the response that students receive regarding the linguistic errors they commit in their spoken or written expression in a second language. Furthermore ,Hernandez & Reyes (2012) assert that Corrective feedback is a response intended by the teacher to rectify the student's erroneous utterance. This incorrect statement may encompass grammatical errors, semantic inaccuracies, or inappropriate usage of lexical items.

With consideration to the insights offered by specialists, it becomes evident that corrective feedback constitutes a teacher's response aimed at rectifying errors made by students or learners in their production of the target language (Sa'adah, 2019). In addition , Sheen (2011) explains that not all corrective feedback occurs because of a communication breakdown; teachers can use it to draw the learners' attention to form even in those situations where they comprehend each other. CF is a very controversial issue in this regard. Perspectives toward errors have gone from the extreme of non acceptance and preventing them at all cost, to more permissive perspectives in which errors are seen as part of the language development (Hernandez, E. & Reyes, 2012)

Based on what we have mentioned above , feedback is a reply and a response to the learner's errors which can lead to the correct form taking into consideration the feedback provided. There are two types of corrective feedback: oral CF and written CF. For the sake of achieving the purpose of this study, only the oral feedback is addressed.

2.2.1 Types of oral corrective feedback

Corrective feedback (CF) encompasses six distinct types: explicit correction, recast, metalinguistic feedback, clarification request, elicitation, and repetition. These six categories can be further divided into two groups: reformulation and prompts. Explicit correction and recast fall under reformulation, as they provide students with the correct response without allowing them to self-correct their errors. Conversely, prompts involve multiple cues compared to reformulation, such as metalinguistic feedback, clarification request, elicitation, and repetition (Shamiri & Farvardin, 2016; Ölmezer-Öztürk & Öztürk, 2016) (Cited in Knutsson & Köster, 2020).

Lyster and Ranta (1997) have done an observational study on corrective feedback used by four teachers in four French immersion classrooms at primary level schools in Canada.

According to them, there are six different types of corrective feedback supplied by those teachers: explicit correction, recasts, clarification requests, meta-linguistic feedback, elicitation and repetition.Furthermore, Shamiri and Farvardin (2016) classify corrective feedback strategies into two primary categories: input-providing, in which the teacher directly offers the correct form to the student, and output-providing, where the teacher prompts the student to self-correct. They also introduce a categorization of various corrective feedback types based on the manner in which the correct form is presented, utilizing a table adapted from Ellis (2009, p. 8).

	Implicit Feedback	Explicit Feedback
Input-Providing	Recast	Explicit/ Direct
Output-Providing	Repetition	Metalinguistic
	Clarification	Elicitation

Table 1.1: A taxonomy of CF strategies (Ellis 2009 , p:8)

For a deeper comprehension of the theory behind the various corrective feedback methods explored in education, as examined by Lyster and Ranta (1997), a brief overview of the types is presented below:

2.2.1.1 Explicit feedback

Indicates an error has been committed, identifies the error, and provides the correction (Lee ,2013 , p.218) .In addition , according to Lyster & Ranta (1997, p.46) explicit correction"refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect" . It is usually accomplished as below:

Example:

S: On May.

T: Not on May, in May. We Say, "It will start in May".

(Lee ,2013 , p.218)

2.2.1.2 Recast

Lee states that recast as « reformulates all or part of the incorrect word or phrase to

show the correct form without explicitly identifying the error» (2013 , p.218). According to Ellis (2008), recast is "an utterance that rephrases the learner's utterance by changing one or more components; for example subject, verb, object while still referring to its central meaning" (p.227).

Example:

S: I have to find the answer on the book?

T: In the book.

(Lee, 2013, p.218)

2.2.1.3 Clarification Request

It Indicates that the student's utterance was not understood and asks the students to reformulate or repeat their answer (Lee, 2013, p.218). This kind of feedback can lead to issues with comprehension or accuracy. Lyster and Ranta (1997) state that implicit feedback, such as clarification requests, is used exclusively in response to a student's error.

Example:

S: What do you spend with your wife?

T: Excuse me? Say again? (Or sorry?)

(Lee, 2013, p.218)

2.2.1.4 Meta-linguistic Feedback

It gives technical linguistic information about the error without explicitly providing the correct answer (Lee, 2013, p.218). The feedback consists of comments or questions posed by the teacher, such as those involving linguistic terms related to stress and verb tense. "This kind of CF makes the learner analyse their utterance linguistically, not quite in a meaning-oriented manner" (Shamiri & Farvardin, 2016, p.1068).

Example:

S: There are influence person who.

T: Influence is a noun.

(Lee, 2013, p.218)

2.2.1.5 Elicitation

Prompts the students to self-correct by pausing, so that the student can fill in the correct word or phrase (Lee, 2013, p.218). For instance, the teacher might ask questions or

pause to prompt the student to provide the correct form directly. Lyster and Ranta (1997) highlight that teachers can also use questions to elicit correct forms, such as asking, "How can we say X in English?".

Example:

S: This tea is very warm

T: It´s very?

S: Hot.

(Lee, 2013, p.218)

2.2.1.6 Repetition

Repeats the student's error while highlighting the error or mistake by means of emphatic stress(Lee, 2013, p.218).Also, Shamiri and Farvardin (2016) regard repetition as an implicit output-providing form of feedback because it does not provide the learner with the correct form.

Example:

S: I will showed you.

T: I will 'showed' you?

S: I will show you.

 (Lee, 2013, p.218)

2.3 Importance of OCF

According to Ellis (2009), corrective feedback "takes the form of a response to a learner utterance containing a linguistic error" (p.3). However, these efforts to create new utterances are an integral part of learning the target language (Ellis, 2009), and corrective feedback assists students in recognizing their mistakes, thereby motivating them to enhance their speech production. . There are also disagreements among theorists about the optimal form of feedback and the effectiveness of corrective feedback in second language acquisition. This theoretical debate has spurred extensive empirical research. Previous studies did not support the idea of corrective feedback being effective.As an example ,Kim (2003, p. 5) references studies conducted by Chun (1982), which found that only 8.9% of incorrect utterances received corrective feedback. Additionally, Kim highlights Chaudron's (1988)

review of multiple studies, noting that "feedback was inconsistently provided and frequently went unnoticed by students" (2003, p. 5).

However, there has been a significant shift in attitudes toward error correction. Extensive research now suggests that applying corrective feedback in educational settings can produce positive outcomes. Carrol and Swain (1992) studied how native English speakers benefit from feedback while learning French. They found that feedback assisted in learning and memorizing new items, although learners were not always able to deduce morphological generalizations (1992, p. 186).

2.4 Criteria of effective oral corrective feedback

For successful English language teaching, it is essential for teachers to use effective methods for correcting learners' errors without causing frustration or discouragement. Maintaining motivated and confident students is crucial. Therefore, the strategies teachers use to address students' errors are of significant importance. Touchie (1986) states: "Teachers cannot and should not correct all errors committed by their students. Besides, the frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language" (p.79). Therefore, it is essential to consider specific aspects to achieve effective oral corrective feedback, as outlined below:

2.4.1 Choice of errors to correct

Various proposals have been put forward regarding which errors to correct. Corder (1967) distinguished between "errors" and "mistakes." An error occurs due to a lack of knowledge, indicating a gap in competence. A mistake, on the other hand, is a performance issue, resulting from processing failures caused by competing plans, memory limitations, and lack of automaticity. Burt (1975) proposed that teachers should prioritize "global" errors over "local errors." Global errors impact the overall structure of a sentence, such as incorrect word order, missing or misplaced sentence connectors, and syntactic overgeneralizations. In contrast, local errors affect individual elements within a sentence, such as errors in morphology or grammatical function words. Krashen (1982) argued that corrective feedback (CF) should focus on features that are simple and transferable, akin to

"rules of thumb." Ferris (1999) similarly proposed that written CF target "treatable errors," which are errors related to features occurring in a patterned, rule-governed manner. Others, such as Ellis (1993), have suggested directing CF toward marked grammatical features or features that learners have demonstrated difficulty with.

The key issues in providing effective oral corrective feedback revolve around deciding which specific errors to address and whether the feedback should be unfocused, covering multiple errors, or focused, addressing only one or two error types . Putting any of these suggestions into practice is challenging. The differentiation between an "error" and a "mistake" is far less straightforward than Corder portrayed.

2.4.2 Choice of corrector

There are three main types of corrections, which every trained teacher should be familiar with: self-correction, peer correction, and teacher correction. Teachers are frequently encouraged to allow students the chance to self-correct, and if unsuccessful, to involve other students in providing the correction (e.g., Hedge, 2000).

2.4.2.1 Self -correction

After recognizing what is incorrect in their response, students should be able to correct themselves. Self-correction is considered the most effective technique because students are more likely to remember the correction. Pishghadam, Hashemi, and Kermanshahi (2011) suggested that self-correction is particularly effective when students identify their errors and promptly correct them.

2.4.2.2 Peer correction

According to Carless (2006), peer feedback involves learners engaging in conversations about their performances, where they provide feedback to each other by commenting on their work. If a student is unable to correct their own error, the teacher may encourage other students to offer correction. It's crucial to do this gently to avoid embarrassing the student who made the original mistake. In instances of an error, it is beneficial for the teacher to address the student directly after receiving feedback from their peer.

2.4.2.3 Teacher correction

If no one can correct, the teacher must realize that the point has not yet been learnt properly. Surveys of students' feedback preferences typically show that ESL students highly value teacher feedback and consistently rate it more favorably than alternative forms such as peer and oral feedback (Ferris, 1995; Hyland & Hyland, 2006).Meanwhile , Silva and Brice (2004) have explored the response of teachers to student performance through various lenses. Depending on the type of feedback provided, teacher responses have been found to sometimes aid, sometimes impede, and occasionally have no impact on students' learning and revision.

2.4.3 Choice of CF strategy

Methodologists and SLA researchers have investigated diverse error correction methods, often based on descriptive studies of observed teacher strategies. These studies, such as those by Chaudron (1977) and Lyster & Ranta (1997), typically present a straightforward list of strategies along with accompanying examples (As seen in table 1). .

2.4.4 The timing of CF

The optimal timing of feedback has been one of the most theorized issues in both psychology and SLA. In psychology, immediate feedback theories are linked to behaviorism, viewing feedback as a device for: a) correcting errors and b) reinforcing correct responses.

Theories endorsing the effectiveness of delayed feedback include Perseveration-Interference Theory and Spacing Theory. Perseveration-Interference Theory (Kulhavey & Anderson, 1972) suggests that delayed feedback is superior to immediate feedback because correcting errors immediately may lead to interference between incorrect and correct responses, thus impeding learning. In contrast, delaying feedback allows errors to fade away or be forgotten, eliminating interference and enabling learners to receive correct answers later on. While , Smith and Kimball assert that Spacing Theory underscores the significance of learning from feedback to rectify responses. They argue that feedback given immediately after correct responses is akin to massed presentation, whereas delayed feedback represents spaced presentation. (2010)

3. Perceptions and attitudes towards OCF

3.1 Teachers' perceptions and attitudes towards students' OCF and errors

Teachers and students have distinct perspectives on errors and their correction. Some of them think: "if we were to achieve a perfect teaching method the errors would never be committed in the first place, and that therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques"(Corder, 1967, p.102). Also , Corder (1968, p.95) pointed out that "it is not surprising to see that some pupils like to be corrected by their teachers while speaking because they think that frequent correction would improve the language they are acquiring".In addition, Doff, 1993, explains that the learner tends often to use L1 rules, and applying internalized rules which are midway from L1 to L2.

In 2023 , The World Journal of English Language published an article by (Karisma.E.T et al) which explores the Oral Corrective Feedback and Error Analysis: Indonesian Teachers" Beliefs to Improve Speaking Skill.This study was conducted by taking 65 Indonesian students in four classes. In addition, 36 English teachers were participating in this research, all English teachers had experience in teaching English speaking skills as a foreign language in junior high schools and senior high schools for at least one year and hold a Bachelor`s Degree in English Education. The writers collected English teachers' beliefs by using WhatsApp group and google form. This research was collected by using the three types of instruments: semi-structured interview, close-ended questionnaire, and audio-recorded. This research focused on teachers' beliefs about oral corrective feedback, its analysis, and the link between error analysis and oral corrective feedback in language instruction. The study introduced a comprehensive questionnaire to address key issues. Three main findings were highlighted: English Teachers should be aware of the quality with which students respond to oral corrective feedback. The way in which the students understand this feedback includes their cognitive styles, learning expectations, and communication satisfaction. Too much corrective feedback, however, may reduce the level of participation and lead to increased anxiety, emphasizing the need to provide feedback that caters to each of the students. The research was mostly on the views of Indonesian teachers, but future studies may assess the views of the English teachers at all levels of education.

Knutsson, M., and Köster, S. in (2020), made a research of how OCF is administered in

Swedish schools at the primary level. Its purpose was to find out what methods EFL teachers in Swedish primary school use when providing OCF to their students. The study researched both the teachers' and the students' attitudes to OCF; it showed that there are several different methods that teachers apply; the results were quite revealing. After interviewing the teachers, it was realized that OCF was widely used to help students acquire better English speech. The teachers highlighted that it was an important tool that would help students acquire accuracy in the language and that it was easy to administer, and thus could frequently be included in the lesson. This goes in tandem with the perspective of Ellis who stresses the importance of 'feedback' as a motivating force for the learner and for ensuring linguistic accuracy and thus maintaining language learning within the behaviorist and cognitive learning theories. Besides, Lyster and Sato also support that OCF is effective, especially for young learners.

Significantly, the researchers found that none of the interviewed teachers had received any special training or guidelines in administering OCF during their teacher training; only one said she had received such guidelines from an employer. In future research, the researchers advocate that more comprehensive questionnaires need to be taken in order to investigate students' beliefs about OCF through quantitative research methods. They state that the data collection procedures, such as interviewing students at different intervals, should be formulated and that the sample size should be increased in order to obtain more comprehensive results. It is important for teachers to plan better and work out better strategies in the administration of OCF as understanding the needs of students will make the learning more effective.

Malek Ahmed Kord and Samah Borhani (2022) in their study "Using Oral Corrective Feedback in English Classroom: A Case Study of Iranian EFL Students in Iranshahr," which appeared in the International Journal of English Language Teaching, interviewed four teachers from the institute, collected field notes, and made voice recordings while observing classes. The study showed that teachers had a different view of the students' readiness to communicate by using oral corrective feedback: according to Teacher A, this happens when it is put into practice in an effective way. Teacher B believed that students would be benefited by using oral corrective feedback and developing their critical thinking and social interaction. According to Teacher C, the positive effects of oral corrective feedback are seen in exam

results; increased confidence; better communication skills. Teacher D believed that if the errors are not attended to, then it will lead to fossilization, and hence develop a negative attitude among students toward learning and subsequently negatively affect their readiness to communicate. The researcher observed that explicit correction, implicit reformulation, and clarification requests were used more in conversation classes; thus, this proves that the readiness of communication is developed by using effective strategies for correcting students. In addition, teachers believe that oral corrective feedback is an important tool in learning, where it serves for underlining and targeting the errors and mistakes of students.

The paper by Xua V.H et al (2021) talks about the exploration of teachers' and students' perspectives on oral corrective feedback in EFL. The research study surveyed the views of 250 Vietnamese students and interviewed 15 of them, as well as 24 teachers from four different public secondary schools in Vietnam, on OCF in the EFL learning environment at a Vietnamese secondary school. The main findings of the study revealed overall consistencies and discrepancies between teachers' and students' beliefs. Both the teachers and the students placed a high value on the effectiveness of the feedback and demonstrated positive attitudes toward explicit feedback types, including explicit corrections and metalinguistic feedback. The discrepancies arose because while students preferred immediate feedback, teachers were apprehensive about its emotional impact and disturbing students' speech flow. The interpretations are made in light of sociocultural and contextual factors and teachers' and students' experiences. The implications of the study are put forth for language teachers, teacher educators, and designers of professional development programs. It suggests that language education and professional development programs should have a component on beliefs about OCF to help teachers become aware of and reflect on their beliefs during teaching or professional development activities.

Edith H.M. and María R.R.C (2012) conducted research on teachers' perceptions of OCF and their practices in EFL classrooms. This was a descriptive study conducted at a Mexican university in the southeast of the country. The data was gathered from semi-structured interviews and questionnaires. Five language teachers were interviewed, aged between 25 and 60 years, and 4 to 20 years of teaching experience. For the questionnaires, the response indicated that 80% of the instructors were of the view that learners must be

corrected so that they attain fluency and accuracy. In addition, 87.7% said that corrective feedback promotes language learning. However, 3 out of 15 teachers were of the view that corrective feedback does not play a significant role in attaining fluency and accuracy. During the interviews, 4 out of 5 instructors said that OCF is a necessity in class, although they seemed not to be convinced that it is important or that it will help students, and felt that it is required primarily for improving accuracy. This research, in the Mexican context, emphasizes the same problems exposed in earlier research : inconsistency, ambiguity in the teachers' correction, randomness, unsystematic character of the feedback, tolerance of errors not to break the flow of communication, use of a wide repertoire of learner error types with corrective feedback. Language teachers have to improve their knowledge about corrective feedback and inform the learners. The study underlines also the need for handling individual differences, the introduction of new and more efficient strategies, the organizing and systematization of feedback, and the establishment of clear and achievable targets for corrective feedback practices.

3.2 Student's perceptions towards OCF

The Novitas Royal In (2016), an article by Elçin Ö.Ö. and Gökhan Ö. was published in the Novitas Royal: Research on Youth and Language journal, where the types and timing of oral corrective feedback (OCF) in EFL classrooms were discussed in detail, focusing on the students' perspectives. In this study, classroom research design was followed to investigate students' perceptions towards types and timing of OCF. Data were obtained from video recordings, self-reporting, and interviews in focus groups, and analyzed through qualitative research.

The findings showed that students had different perceptions of OCF types and timing. They found recasts and clarification requests vague and felt that metalinguistic feedback was anxiety-provoking. Among the feedback methods of repetition, elicitation, and explicit correction, students preferred elicitation for its clarity and effectiveness. Immediate feedback made students uncomfortable and discouraged participation, while post-delayed feedback was considered unhelpful due to memory problems. Delayed feedback, which was provided after students had finished speaking, was the best received because it made students feel

comfortable and focused on improving. There were some limitations to the study, such as a limited number of participants and classroom observations, so these results cannot easily be generalized to other contexts. The study targeted elementary-level students; hence, the results may differ for learners at other levels. Despite its limitations, this study offers valuable insights into OCF based on real classroom data and students' perceptions.

Despite the study's limitations, which include the small number of participants and the elementary-level orientation, there is very useful information gained on the complexity of OCF from the students' point of view. The study has presented a better need for wider settings, including research across different educational settings and cultural backgrounds, where learners' opinions and viewpoints are considered in the development of language teaching.

The article written by Juan de Dios and Martínez Agudo, published in the 'Colombian Applied Linguistics Journal' in (2013), is an investigation into the emotional reactions of EFL learners towards teachers' oral corrective feedback. It aims to establish how the mode of conducting oral corrective feedback by teachers is related to learners' motivations and attitudes. A short questionnaire was administered to a sample of 208 EFL secondary school learners for data collection. In the paper, the literature review on the controversial role of corrective feedback in L2 classrooms precedes the presentation and discussion of findings. The research demonstrates that students have different emotional reactions to oral corrective feedback and shows that anxiety is likely to negatively impact the usefulness of this kind of feedback. The study warns of the possible emotional damage that oral corrective feedback might entail within the classroom. Findings reveal that learners appreciate regular corrections but respond emotionally in different ways, hence the need for careful consideration in terms of their emotional well-being. Although a great deal of research exists on the pedagogical effectiveness of corrective feedback, there is still much that remains unknown. The paper concludes with a call for future research into the complex factors that will affect the pedagogical effectiveness of corrective feedback, including the impact of different types of feedback and especially the benefits of longitudinal studies in an attempt to understand its impact on L2 learning more deeply.

This is to say that while the research has answered important questions concerning the emotional nature of corrective feedback, it has also underlined that one needs to be careful to

avoid probable negative emotional consequences for the learners. The conclusion brings back the questions that were left unanswered concerning corrective feedback's effectiveness, indicating a need to explore other types of feedback and longitudinal approaches for a better understanding of its impact on language learning.

Conclusion

In this chapter, we discussed the definitions of errors and their various types, as well as the distinction between errors and mistakes. We also delved into the concepts of feedback and corrective feedback, exploring their main types and meanings. Moving on to how corrective feedback is provided, we described students' reactions to oral corrective feedback. Additionally, we considered teachers' perceptions and attitudes. In the upcoming chapter, we will outline the methodology used to investigate our research questions, analyze the collected data, and discuss the main findings.

Chapter Two

Fieldwork and Analysis

Chapter Two

Introduction

6. Data Analysis

6.1 Analysis of the Questionnaire

6.1.1 The Aim of the Students' Questionnaire

6.1.2 Sample of the Study

6.1.3 Description of the Questionnaire

6.1.4 Analysis of the Questionnaire

6.2 Interview

6.2.1 The Aim of the Teachers' Interview

6.2.2 Sample of the Study

6.2.3 Description of the Interview

6.2.4 Analysis of the Teachers' Interview

Introduction

In the previous chapter ,we first discussed errors and oral corrective feedback in EFL classes, and then tackled the attitudes and perspectives of teachers and students regarding the use of OCF. The present chapter covers the results of the study . In order to obtain sufficient and useful data concerning the subject under discussion, we have selected the questionnaire and the interview as our methods. Furthermore, as the descriptive method is qualitative in nature, we want to use it to explore the attitudes and views of EFL teachers and students regarding the usage of OCF. We have focused on the speaking skill in our research, especially as it relates to students' oral class performance. As a result, we have selected a group of five oral expression teachers to work with. On the other hand, we have designed a questionnaire for first-year LMD students of English at Mohamed Kheider University of Biskra because they are in the early stages of their learning journey and are prone to making mistakes.

4. Data Analysis

After collecting data through a carefully designed questionnaire, the next crucial step is to analyze the responses.By methodically analyzing the questionnaire data, we can transform raw responses into meaningful information that can drive impactful decisions and strategies.

4.1 Analysis of the Questionnaire

4.1.1 The aim of the students' questionnaire

The students' questionnaire was designed to uncover their emotional responses to corrective feedback and their perceptions regarding its timing and effectiveness .It sought to understand whether they perceived immediate feedback as more beneficial than delayed feedback, and whether they preferred certain types of corrective methods over others. Additionally, it aimed to discern how students perceived the balance between receiving corrective feedback and maintaining their motivation and confidence in the learning process.

4.1.2 Sample of the study

In our research, we actually worked with 30 first year LMD students of English at Mohamed Kheider University Biskra as a sample and submitted a questionnaire for them to

be filled with their reliable answers about their perceptions and emotional response towards the use of OCF while performing in oral class.

4.1.3 Description of the questionnaire

The student's questionnaire consists of 24 questions divided into three sections . These questions are both closed questions ; requiring the students to answer by yes or no, and open questions ; to pick up the appropriate answer from a number of choices or to write down full statements to specify their answers and justify them and share their thoughts and opinions. The first section is about personal information; students' gender , how they chose English and if they enjoy the listening and speaking session. The second section is about the speaking skill and it consists of eight questions. The third section is about the oral corrective feedback in EFL class and it contains thirteen questions .

4.1.4 Analysis of the Students' questionnaire

Section One Personal information

Question 1 What is your gender ?

The following figure summarizes the key findings from the question above, highlighting the gender distribution in this research :
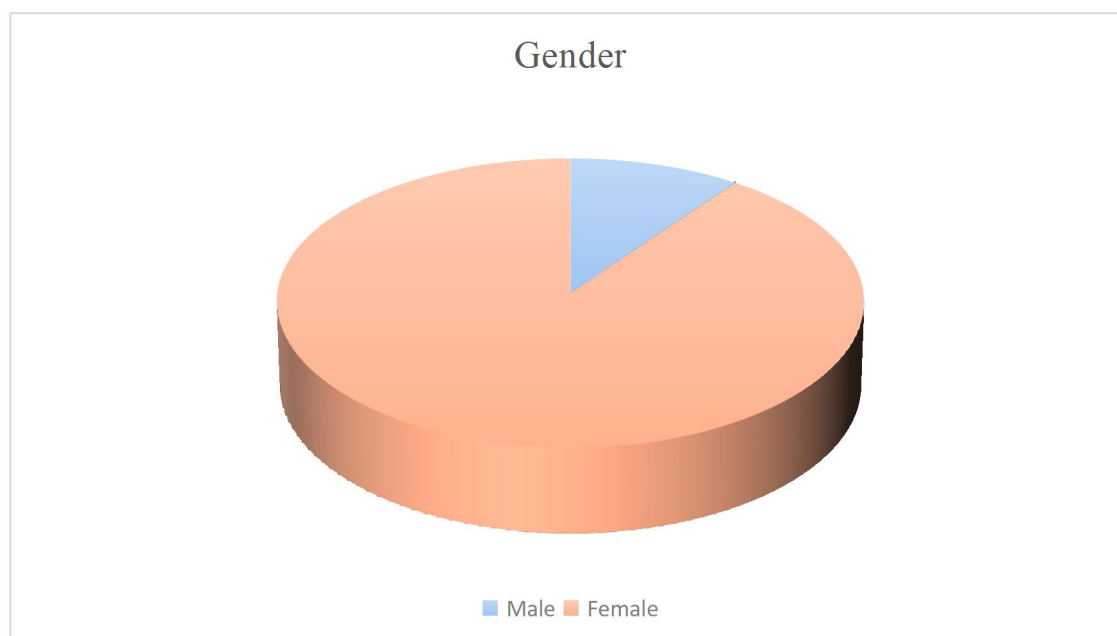
Figure 2.1 : Students' Gender

The data on gender distribution shows an obvious disparity, with 90% female and 10% male participants. This serious imbalance has to be considered in the interpretation of the findings . Sometimes, gender gets associated with differences in style or preferences with respect to communication. Collecting data on gender can help analyze whether there are any significant differences as to the way male and female students perceive or respond to oral corrective feedback.

Question 2 Learning English at university was:

The question of knowing whether students chose to study English out of their own interest or due to external influences can help determine their level of intrinsic motivation. Students who are intrinsically motivated are likely to be more engaged and receptive to feedback, including oral corrective feedback, as they have a genuine interest in improving their language skills.Unlike externally motivated students might see it as a requirement or pressure. This distinction is illustrated in the figure below :
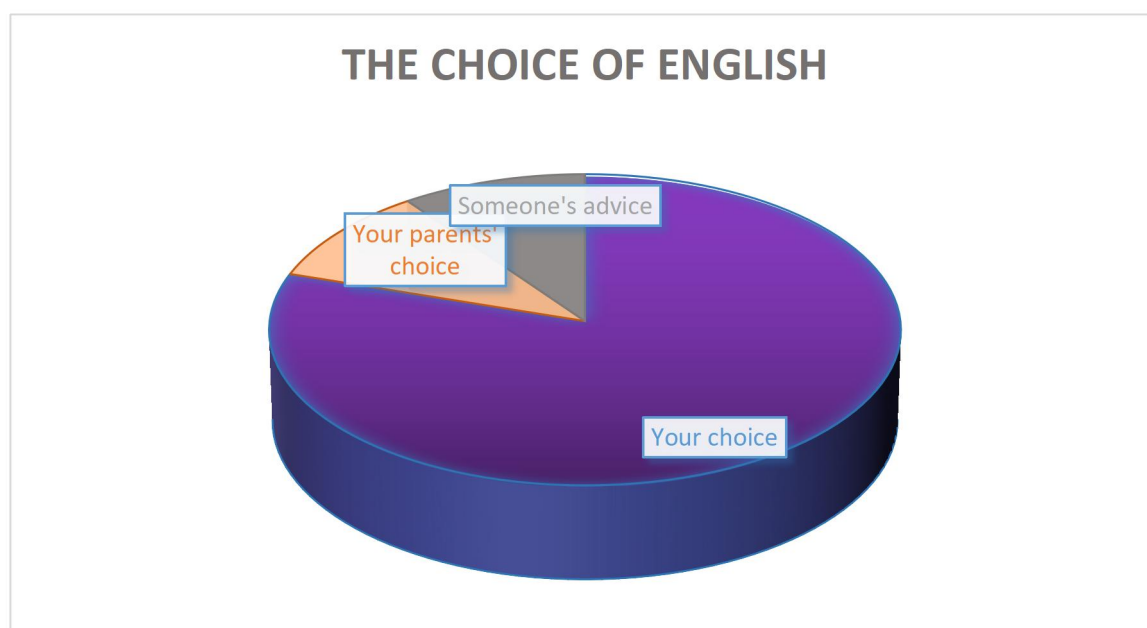
Figure 2.2: The choice of learning English at university

The main reason the participants chose to study English at university is their own decision, as reported by 80% of the participants. While, Parental choice and the advice of others also play roles, though lower, at 10% each. This indicates that they engage in learning English for its inherent satisfaction rather than for external factors like social standing or random choice. This is known as intrinsic motivation. The majority of the students are

genuinely interested in English, which may lead to greater commitment, persistence, and overall success in their studies.

Question 3 Do you enjoy the listening and speaking session? Justify .

The data from the respondents' answers showed that a minority, 6.7%, answered "no," which is very low, meaning they had less disagreement. These negative responses can be due to problems in the way teaching is conducted, insufficiency in providing support or resources, or even personal issues of the students. The majority, 93.3%, answered "yes" to this question, meaning the majority agreed and were highly satisfied. To really know the nature of this satisfaction, it's important to explore the factors that brought out these positive experiences. They may relate to the quality of the instruction, or even the effectiveness of the curriculum, or how supportive the learning environment was, or the utility they attribute to the skills being taught. In-depth explanations from the participants will help in identifying what part of their experience they find most helpful and why those are the most important aspects for them. The detailed understanding is revealed in the justification of this question below.

Justification Many have expressed that they liked it because sessions are very interactive. They find it very interesting to listen to different topics and freely express their opinions. One participant asserted : *«It's fun we always play games to learn, also i enjoy that we don't have to do anything but listening to interesting topics and commenting about them which should be easy right? Whether you're good at the language or not, everyone enjoys this session».* This shows how much the activities are enjoyable, especially the games and role-plays. There are numerous participants who have expressed interest in the passion of learning English and the enjoyment derived from improving their pronunciation, vocabulary, and language skills , saying: *« because we can improve our skills in listening and speaking and for me i have learned a lot from various topics like vocab and making correct complete sentences».* They found the sessions helpful for the enhancement of their linguistic skills. Other participants, however, have shown signs of not feeling comfortable or enjoying speaking and listening sessions.One of the participants stated: *«I don't enjoy speaking , because i don't really like to talk in front of people , I don't feel comfortable to speak English or expressing my point of view to others , i see talking English must be only when u face a serious situation that needs discussion or expression»* .They expressed nervousness or felt

very uncomfortable speaking in front of other group members as a major reason for not actively participating in the session.

Section Two Speaking skill

Question 4 How do you consider your level of speaking?

The aim of assessing students' levels in this study is to understand their proficiency and competence in the target language. This evaluation provides valuable insights into the effectiveness of language learning programs. See figure (2.3) :
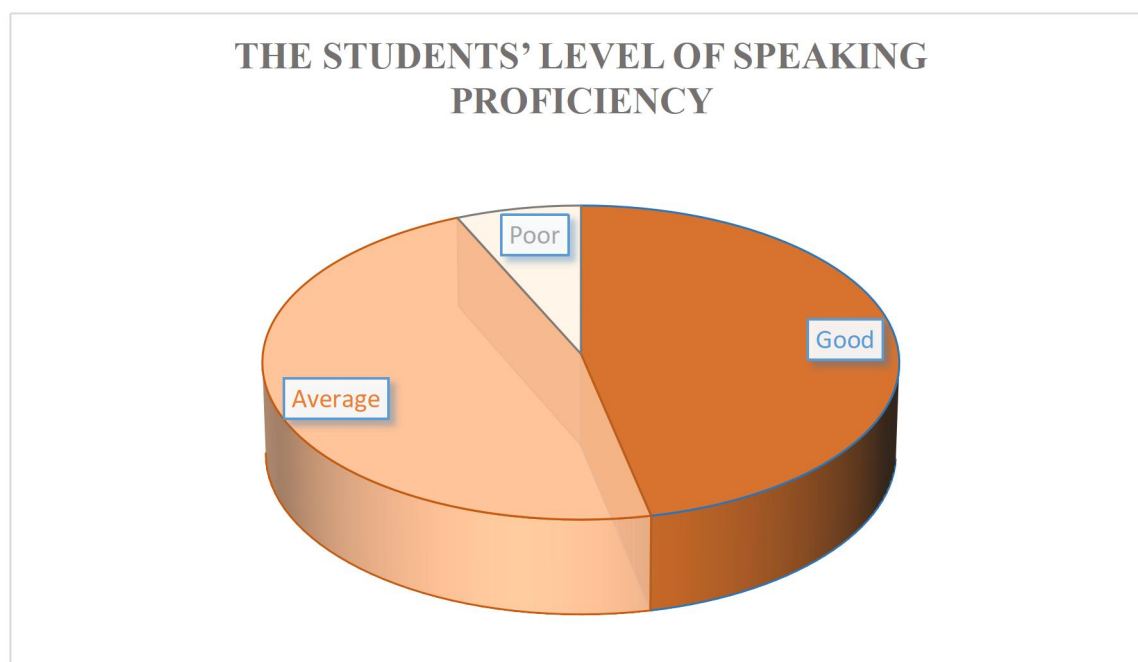
Figure 2.3: Students' Self-Assessment of Speaking Proficiency

According to Figure (2.3) , a combined total of 93.4% of the respondents rated themselves either as good or average at speaking. That is to say, the majority of students will have average to high confidence in speaking , which suggests that they have some familiarity with the field but may lack a deep understanding or mastery of the language. On the other hand, the fact that 6.7% of the respondents identified themselves as having a poor level of speaking, suggests that there may be some students who are struggling with the language and may require additional support or resources to catch up. By taking into consideration the idea of different levels of proficiency among the students, the teachers can promote inclusivity and build a supportive class environment, with which students can gain more proficiency and confidence in using the language.

Question 5 Do you think that speaking is an important skill?

From the data provided, it is evident that all respondents, 100%, agreed that speaking is an important skill. The widespread consensus on the significance of speaking underscores students' recognition of the value of oral communication skills in language learning. This understanding likely arises from the acknowledgment that speaking is essential for effective communication in academic, professional, and social contexts. The unanimous agreement also emphasizes the pivotal role of speaking practice in achieving mastery of the language. Moreover, the data suggests that students are more likely to be motivated and engaged in their language studies when speaking practice is emphasized. This intrinsic motivation can lead to increased participation and dynamism in the classroom, ultimately resulting in higher language proficiency.

All this highlights the imperative for language education programs to prioritize speaking practice in the curriculum and allocate more time for students to hone their speaking abilities. By emphasizing speaking, educators can effectively guide students toward proficiency and confidence in language use.

Question 6 Do you think that speaking is an easy task ? Justify .

Including a question concerning perceptions of speaking difficulty contextualizes the research that is done on oral corrective feedback, which can provide insight into students' views, challenges, and needs in oral communication. Such information could be used to plan and implement corrective feedback strategies aimed at supporting the language development of students. See table 2.1 :

Table 2.1: Students' Perception of Speaking as an Easy skill

Option	Frequency	percentage
Yes	11	36.7%
No	19	63.3%
Total	30	100%

As shown in the table , the majority of the participants were 63.3%, who stated that speaking is not an easy skill. It means that most of the students find speaking hard. A sizable minority, 36.7%, perceives speaking as an easy skill. These are probably those students who

have great confidence in speaking because of their prior experience or practice, or simply that they have a knack for it.

Justification : Students have different opinions regarding speaking in English. It is either easy or hard. First, many students express the view that speech requires much practice and time, along with regular efforts that give rise to proficiency. These students further add that one needs to be confident and have a good personality to speak and get over the fear of making mistakes. Also, lack of practice with others is a common problem. In addition, the language per se, with all its intricacies of grammar and vocabulary, is hard. Some claim that movies, songs, and many other media sources are useful for learning English. While others are of the view that speaking is easier for native speakers and hard for non-native speakers. Stress and nervousness also make speaking hard for some. The numerous accents and dialects in English are confusing, so it is hard to learn. Furthermore, a student needs a good environment for studying, and regular practice in a structural way makes all the difference. All in all, the students have agreed that speech in English needs time to practice, a lot of confidence, and a regular exposure to the language.

Question 7 What personal challenges and feelings do you encounter when practising speaking in the EFL class?

The following figure summarizes the key findings from the question above, highlighting the frequency of the personal challenges students encounter when speaking:
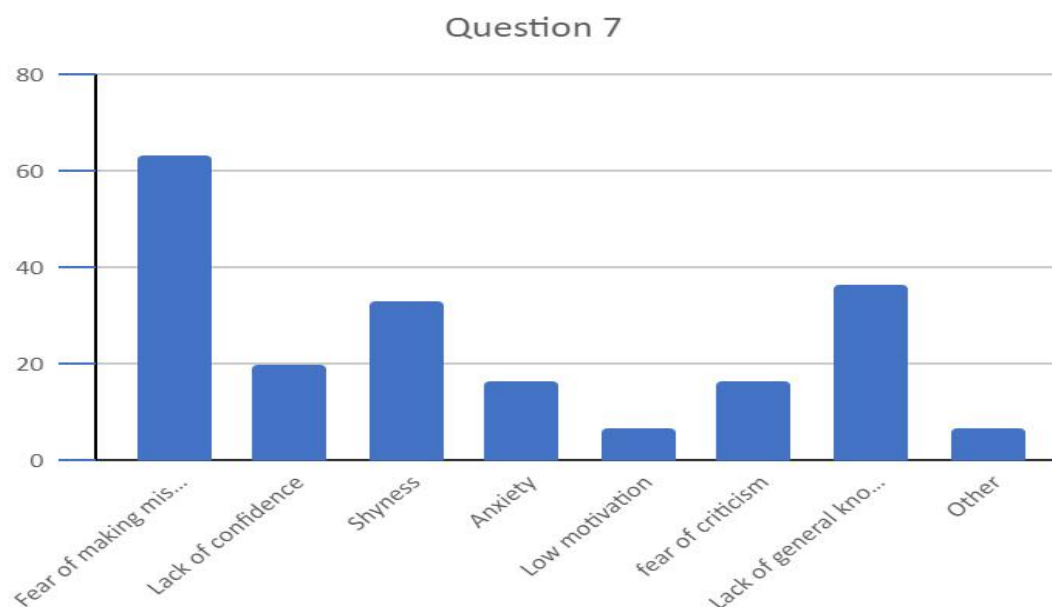
Figure 2.4 : The Frequency of The personal challenges Students encounter when speaking .

Figure 2.4 presents that the most commonly mentioned problem is the fear of making mistakes—what 63.3% of the respondents have mentioned. It is a grave hindrance in the practice of speaking skills, as it creates hesitancy, reduces participation, and makes them hesitant to be involved in speaking activities. Those students who are afraid of making mistakes will possibly avoid speaking opportunities at all and, therefore, miss valuable practice and feedback that could help them improve themselves. Other difficulties often mentioned include a lack of general knowledge by 36.7% and shyness by 33.3% of the respondents. Insufficient general knowledge puts them at a loss when it comes to contributing to discussions or clearly expressing themselves. This, in turn, lowers their confidence and readiness to talk. Shyness also acts as another big obstacle that does not allow students to speak up in class or participate in group activities, further limiting chances for practice.

In addition, 20% of the respondents noted not being confident enough, 16.7% noted anxiety, and 16.7% noted fear of criticism. Even though these problems were less frequent than fear of making mistakes and shyness, they are very significant in being obstacles for students in developing speaking skills. Confidence is one of the most crucial qualities in effective communication. Without it, students may lack the ability to assert themselves and communicate themselves. Anxiety and fear of criticism aggravate the situation because they make students more self-conscious and less willing to take risks during speaking practice.

The other 6.7% noted low motivation as the challenge. Even though it is a smaller percentage, it is of great importance to take care of it. Low motivation may be caused by losing interest in the subject matter, seeing this skill as not necessary, or having previous negative experiences with learning languages. Without proper motivation, students are less likely to participate in speaking practice or invest the necessary effort into improving themselves.

Other challenges mentioned by students , such as finding the right words and thinking about what to say instead of focusing on speaking, as mentioned by 6.7%, further elaborate on the complexity of difficulties students face. These issues highlight the cognitive load involved in language production, whereby a student may fail to retrieve vocabulary quickly or fail to formulate a thought in an instance, thus causing them to pause and hesitate in instances.

Question 8 What specific language related difficulties do you experience when practicing speaking ?

The particular language-related obstacles of individuals are practiced with regard to speaking and, importantly, receiving oral corrective feedback. This question seeks to understand the specific problem areas learners face in the process of speaking practice and, as such, helps the teachers understand the kinds of errors or challenges students usually face. Knowing these challenges, teachers can develop targeted and effective strategies for the provision of oral corrective feedback.This is illustrated in the figure below :

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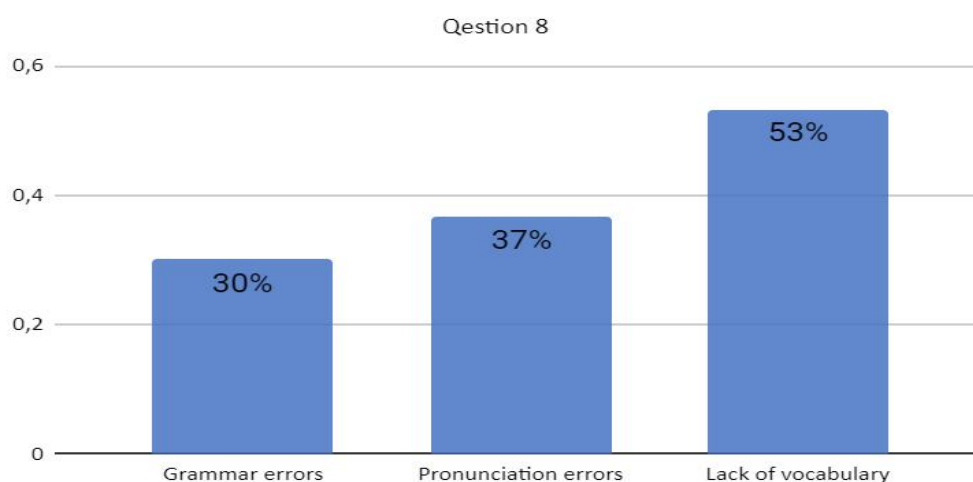
Figure 2.5: The Frequency of language-related difficulties Students experience when

practicing speaking skill

When it comes to practicing speaking skills, participants in the study have highlighted several language-related difficulties they commonly encounter. The first frequent difficulty reported was insufficient vocabulary by 53.3% of the respondents as it is shown in Figure 2.5 . It is very clear that many students find it hard to get the most appropriate words that will aid them in conveying their thoughts and ideas , particularly considering first year students are often beginners in the language learning process. The problem of vocabulary can hinder a student's ability to convey their ideas clearly and also express themselves precisely during verbal communication.

Further, 36.7% of the participants mentioned pronunciation errors as one of the problems they face. This clearly shows that many students have challenges in pronouncing words correctly, which negatively impacts the coherence and clarity of the speech. The errors in pronunciation could be due to a lack of familiarity with specific sounds in the language , difficulty in pronouncing them or lack of practice .The third most common problem reported by the participants while practicing speaking skills was the grammatical errors, mentioned by 30% of the respondents. This indicates that many students find it hard to apply grammatical structures correctly in verbal communication. The grammatical errors can range from slight mistakes in verb conjugation or sentence structure to more complicated usage of tenses . These errors interfere with the overall coherence and accuracy of the speaker's message, making it hard for the listeners to comprehend.

In general, there are several language-related difficulties the participants in this study face while practicing speaking skills. These range from vocabulary, pronunciation, and grammatical mistakes. Those difficulties require specific instruction and practice to be improved in language proficiency and make the student feel confident in speaking. Vocabulary improvement, pronunciation practice, and grammar reinforcement are key strategies that can help students meet these challenges and become better communicators.

Question 9 According to you , what is the main source of your errors?

The figure below shows the main source of students' errors .Which can help teachers tailor their teaching approaches, provide targeted support, and develop strategies to address common error patterns effectively.
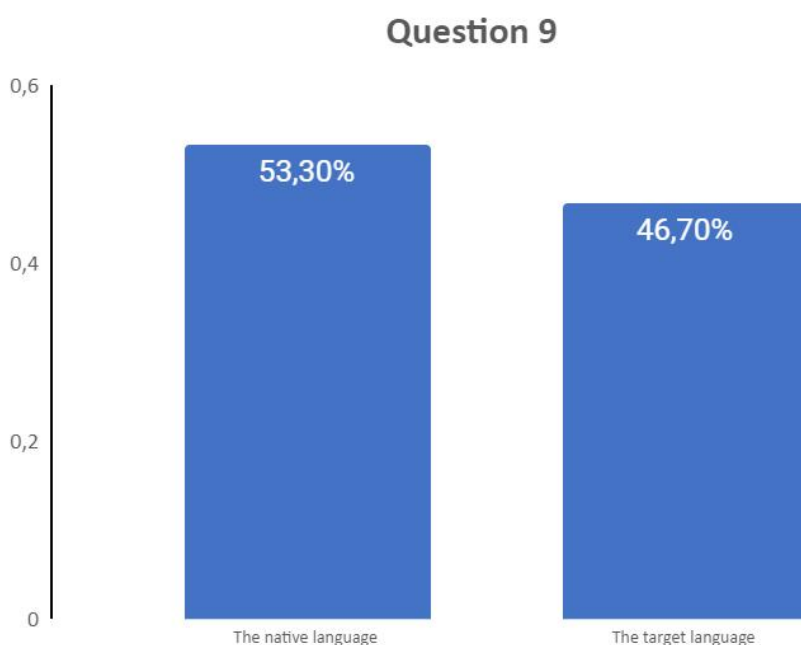
Figure 2.6: The main students' source of errors

The majority of the respondents ,53.30%, answered that the main source of students' errors in learning a language is the influence of their mother tongue . This implies that while trying to learn the target language, students often suffer from interference due to their native language. This can take several forms: literal translations, grammatical forms of sentences, or pronunciation that is not typical for a target language. At the same time, almost half of the respondents, 46.7%, found their main errors to lie in the target language. That would mean that students, while learning, might find some challenges within the target language itself; that is, while learning grammar, vocabulary, or pronunciation , students may face some difficulties due to the complexity or irregularity of a grammar rule, some peculiarity of pronunciation, or an unfamiliar word with its peculiar spelling or form.

All these results highlight the complexity of the process of learning a language and the many potential sources of mistakes. To develop strategies, it's important to understand the

source of the errors for educators. By being aware of the influence of both the MT and the TL itself, the teacher might adjust instruction to reduce interference and overcome specific challenges that this language produces to help students in their language learning process.

Question 10 How do your teachers usually help you overcome these difficulties ?

According to the response of students on how to address speaking difficulties, most of the students highlighted a number of key themes from teachers in facilitating language learning. Most students (36.6%) said that teachers assist in overcoming difficulties by correcting their mistakes directly, revealing the importance of immediate feedback. Also, some answers show feedback on pronunciation, grammar, and whole speaking performance; the participants find this very useful. Many participants (13.3%) pointed out that their teachers create a non-judgmental atmosphere in that they do not mark down the students' level, reduce stress, and don't make fun of their mistakes, making psychological safety an important part in language learning. Guidance and encouragement from the teachers were also crucial as 10% of the participants pointed to advice on how to overcome fear, practice listening skills, and constant improvement. Furthermore, 20% of students observed that teachers facilitate learning by providing activities, suggesting how to improve, and providing advice, highlighting the active role of the teacher in scaffolding the students' learning experiences. However, it is noteworthy that 20% of students asserted that their teachers do not help them in overcoming these problems, admitting: *«Didn't help me» , «actually I have not face any feedback concerning the speaking skill , the teacher does not focus on giving feedback in the oral session» , «I help myself by my own»* . This shows that a notable number of students do not feel supported for their speaking difficulties, which may become very critical for them in improving their proficiency in language learning. This may indicate improvement in teacher support and guidance in the speaking difficulties of learners and underline the need for all students to be adequately helped along in their language learning process. This, taken together, identifies the multifaceted ways in which teachers support students in overcoming difficulties with speaking skills and highlights the important role that teacher-student interaction has in promoting speaking proficiency and fostering a positive learning environment.

Question 11 When commenting on your oral production , on which aspect(s) does your teacher focus more ?

This question aims to gain insights into the types of language skills and competencies that are emphasized in the classroom ,which can help teachers better understand their own teaching practices, identify areas for improvement, and tailor feedback strategies to address the specific needs of students. See figure (.) :

Figure 2.7: Teachers' Focus Areas in Oral Production Feedback

The majority of participants (66.7%) noted that their teachers look at everything when commenting on their oral production ;grammar, pronunciation, and vocabulary. It gives an impression of holistic feedback on the learner, focusing on multiple areas of language development in order to give a fuller assessment and build more support for students. Meanwhile, Pronunciation is the most emphasized area by 20% of participants when it comes to their teachers' feedback. This just stresses the point that correctness of pronunciation in oral communication is most important, meaning that teachers will emphasize that when teaching spoken language. Vocabulary was emphasized by 10% of the participants, and grammar by 3.3%, so even though such areas are looked after, they are less often focused on exclusively than pronunciation or comprehensive feedback. This probably suggests that teachers find it much easier to teach vocabulary and grammar within a larger context of whole language use.

Section three Oral Corrective Feedback

Question 12 Does your teacher correct your errors (gives feedback) when you speak ?

The majority of the respondents, which is about 80%, said "Yes," indicating they find this activity helpful. This indicates that most participants would view the activity as useful, possibly to enhance their learning experience or the development of skills. However, a smaller portion of participants, representing 20%, responded "No" and said they do not find the activity helpful. This therefore shows that while the majority may benefit from this activity, there will still be some participants who fail to find value or effectiveness in such an activity.

If yes , when does she/he provide the correction?

Table 2.2: Students' answers on the Timing they receive Teacher's Corrections

Option	Frequency	percentage
Immediately	20	66.7%
At the end	10	33.3%
Total	30	100%

This data shows insights into the actual timing of corrections provided by teachers during speaking activities as reported by students. Two options were provided: "Immediately" and "At the end". The majority of students (66.7%) report their teachers provide corrections immediately. This is to say, teachers correct them at the very moment the speaking activity is transpiring. Immediate corrections may be effective because they have a chance to notice and correct their mistakes in real time before they become the habitual pattern of error. On the other hand, a smaller portion of students report that their teachers give the corrections after they have finished their speech. This approach gives an avenue for students to build confidence in speech, mainly because of the lack of interruptions and thus a reduced level of anxiety. Students can focus on their general communication without being disturbed and cut short.

Question 13 Which type of feedback do you prefer the most ?Justify .

The figure below shows the most students' preferable type of feedback:
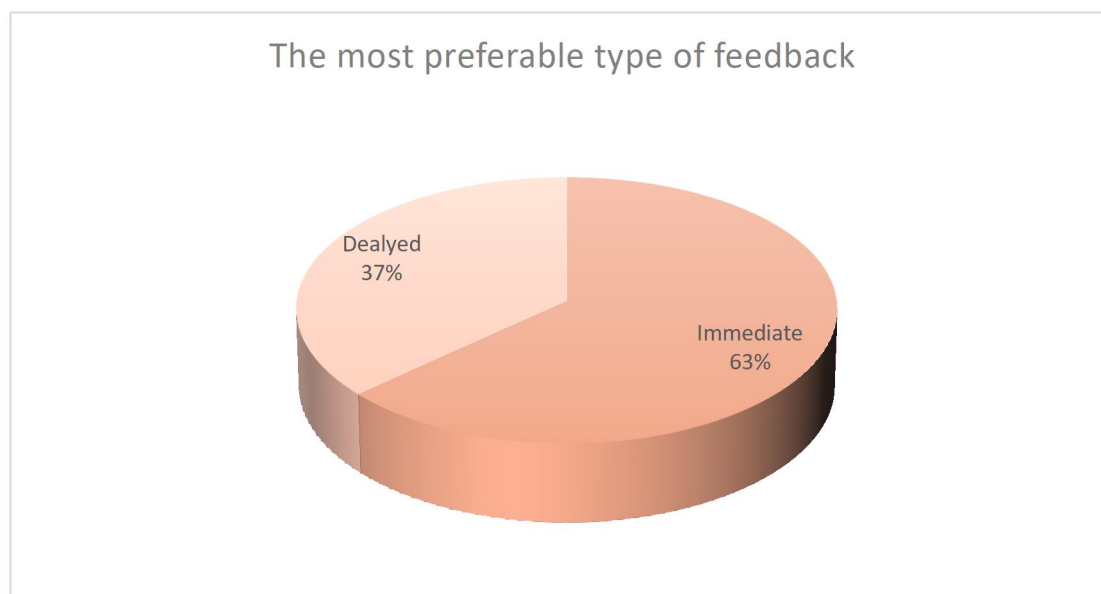
Figure 2.8 : The most preferable type of feedback

The data give information regarding students' preferences on the kind of feedback they receive while engaging in speaking activities. The majority (63.3%) of the students prefer immediate feedback. Preferences for the correction of mistakes in real time suggest that most students appreciate such immediate correction and that students find real time correction helpful in their learning process. On the other hand, 36.7% of students prefer delayed feedback. These students might feel that immediate corrections interrupt their flow of speech and increase anxiety, preferring instead to receive feedback after they have finished speaking.

Justification Some students' answers show that they like immediate feedback in order to improve their memory retention and ensure that mistakes are corrected at the same time, without making one repeat the use of incorrect language. One student said, *"For me, correcting a mistake at an appropriate time is better to remember it always."* They believe immediate feedback is an effective way to learn since it allows them to correct and understand mistakes immediately. Immediate feedback reduces anxiety over making mistakes and increases confidence because of instant correction and reassurance. Some students think that immediate feedback benefits the whole class and helps in the learning process because they can correct mistakes in real time.

However, some participants highlight that it is required to maintain the flow of speech without any interruptions, stating: *"Nobody likes to be interrupted while speaking, but it's nice to know where your weaknesses are so you might correct them"*. This is very important for developing fluency and confidence. Such students prefer delayed feedback in order not to create stress and anxiety, as one participant mentioned: *"because it keeps me stressed if it's immediate"*, which means that immediate correction is intimidation and demotivation. They are grateful to be given comprehensive feedback after they finish speaking, so this gives them the opportunity for more reflective and constructive learning.

Question 14 How often does your teacher provide you with oral feedback while you speak? This aim of this question is to determine the frequency with which teachers provide oral feedback during students' speaking activities. It can help educators evaluate their feedback practices, identify areas for improvement, and adjust their teaching approaches to ensure that students receive adequate support and guidance during speaking tasks.
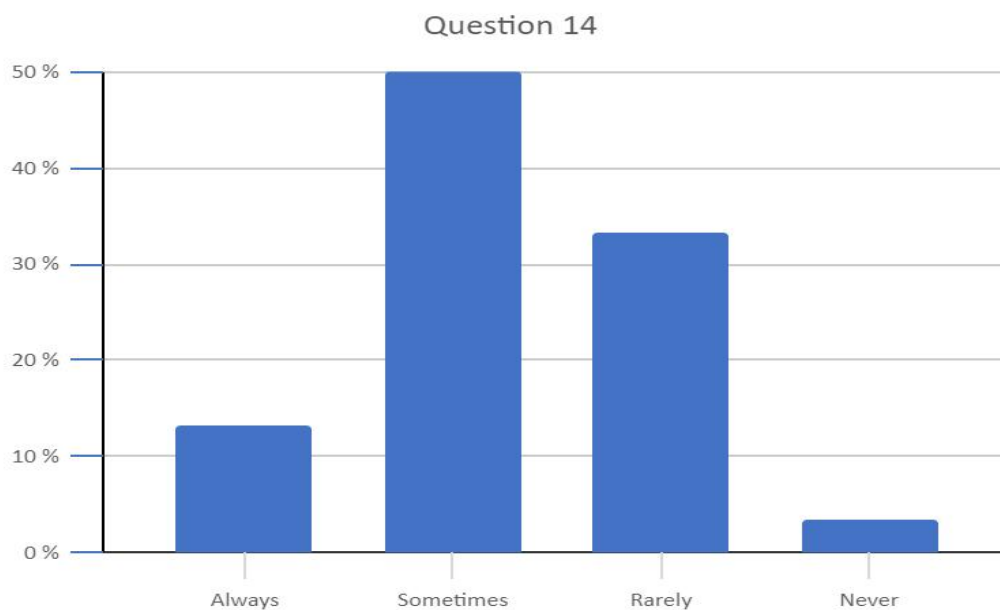
Figure 2.9: The frequency of teachers' oral corrective feedback

The most common response was "sometimes," where 50% of the students indicated that their teacher provides oral feedback from time to time. This would mean that though the teacher engages in giving feedback, it may not be applied to every speaking instance. Combination of the "rarely" and "never" responses, where 11 students (36.6%) think that oral

feedback is rare or does not exist at all. This significant portion points out the area for improvement in the practice of teaching regarding feedback. Only 4 students (13.3%) stated that they always receive oral feedback. This low percentage would show that regular feedback is not a common experience for the majority of the students.

Question 15 Do you think that teachers' oral feedback is important for improving your speaking skill ? Justify .

The overwhelming majority of students, 96.7%, reported that teachers' oral feedback was useful in improving their speaking skills, as opposed to only one student (3.3%) who did not feel that teachers' oral feedback was important in improving speaking skills. This negligible percentage suggests that the dissenting opinion is not extensive but rather a subject of individual preferences or experiences.

Justification Students have given many reasons for why teachers' oral corrective feedback is necessary in improving their speech. The first main reason given is that through feedback, they will have learned from their mistakes. They also said that the teacher's feedback will make them aware of their mistakes, most of which they will not be conscious of, especially those they heard through the media. Since the teacher will keep correcting them, the students will not keep on repeating the same mistake, and as time goes by, they will have improved their language ability. Teacher feedback also provides specific guidance and motivation, enabling students to enhance their performance. The students also said that it is the first stage of learning a language, and through it, they will communicate well with others. Some also like indirect feedback methods and find them most helpful. The fact that the teacher will give them the opportunity to learn a new word, correct their errors, and improve their words during oral sessions is also appreciated. The fact that the teachers are experts in the subject and the students used the session to listen to them and discuss to further their learning, is also appreciated.

Question 16 Have you noticed any improvement in your speaking skill as a result of receiving oral corrective feedback ?
The upcoming figure outlines the Impact of receiving oral corrective feedback on Improving students' spoken language skills:
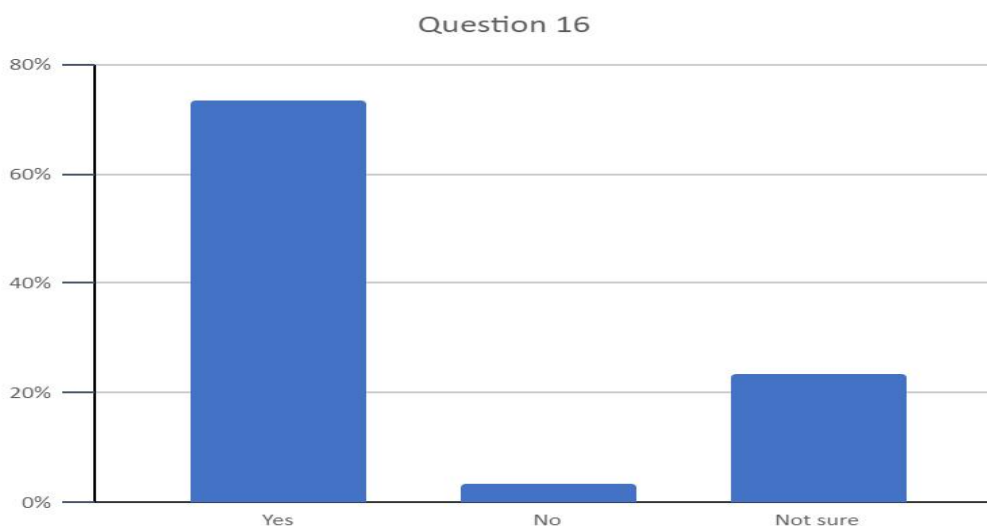
Figure 2.10: The Impact of receiving oral corrective feedback on Improving students' spoken language skills.

The following are some reasons why, according to the data provided, students consider oral feedback as a very important feature of learning a language. 73.3% of students believe that the oral feedback helps them learn from mistakes by pointing out errors, ensuring they do not happen again. It aids in the continuous development of their language ability and helps them improve on current mistakes. Students also view this feedback as crucial for guiding and supporting the learning process, relying on the teacher's expertise to further their learning. They see the classroom as a safe environment where they can make mistakes and learn from them. They value the feedback for adding to their vocabulary and enhancing their speaking ability. Additionally, they believe that sometimes they have no idea where they are making a mistake and rely on the teacher to identify and correct these errors. They in general appreciate the motivational impact that feedback has on their confidence and performance, recognizing its importance for developing appropriate communication skills. But what should be noticed is that 3.3% of students said that after receiving oral corrective feedback, they had not noticed improvement in their speaking skills. On the other hand, 23.3% were uncertain whether improvement had occurred or not. Several factors may contribute to this perception. For some students, the lack of noticeable improvement may be due to insufficient or inconsistent feedback, which may not help to effectively address their specific learning needs. These students might not receive enough feedback to make a significant impact on their

learning. Students' individual differences, such as learning styles and preferences, could further impact the way they receive and perceive the benefits of feedback. Some students could find oral corrective feedback less effective than other kinds of feedback, like written comments or peer reviews. Others would have issues with anxiety or self-esteem problems that make them not absorb or apply the feedback appropriately. Moreover, the timing and delivery of feedback are very crucial. If it is not delivered promptly and constructively, students may find it less useful.

Question 17 How do you prefer your teacher to correct your errors?

Understanding the students' preferences regarding the correction of errors by their teachers is the aim of this question . By soliciting participants' opinions on their preferred methods of error correction, the question seeks to gather insights into the most effective and preferred feedback strategies from the perspective of the learners.

These data are elaborated upon in both the table and figure presented below, providing a comprehensive overview of students' feedback preferences and highlighting key trends and preferences in error correction methods.

Table 2.3 : The most preferred oral corrective feedback strategy by students

Option	Frequency	Percentages
Explicit	19	63.3%
Recast	10	33.3%
Clarification	6	20%
Elicitation	7	23.3%
Metalinguistic	14	46.7%
Repetition	8	26.7%
Total	30	100%
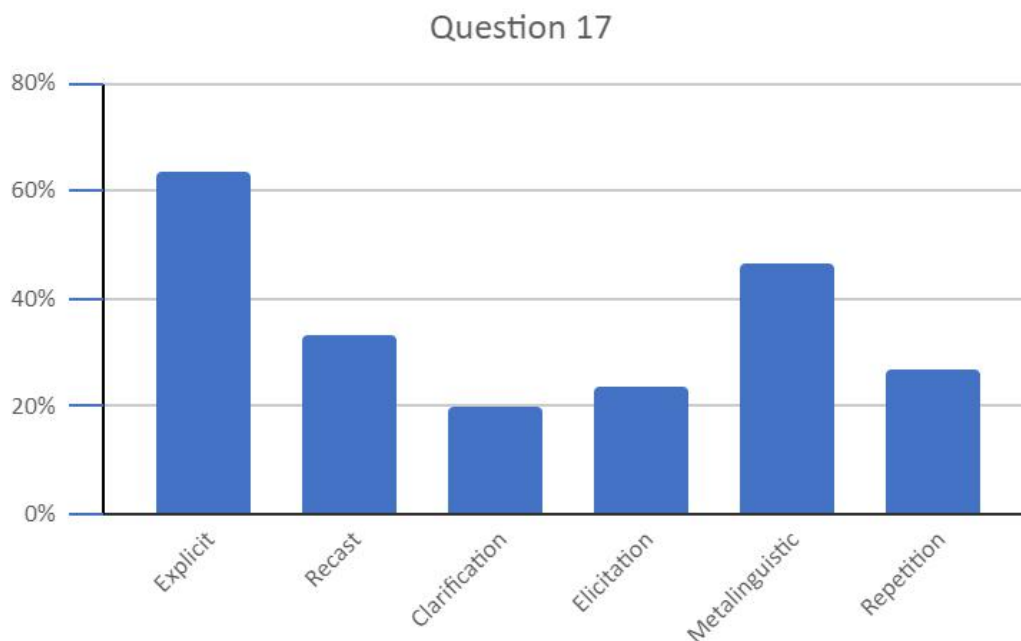
Figure 2.11 : The most preferred oral corrective feedback strategy by students

The survey shows that among students, the most preferred method of correction is an explicit correction: 63.3% of the students said that they prefer direct correction, whereby errors are pointed out and corrected with an explanation. This helps students in understanding their mistakes clearly and immediately. The preference for explicit correction shows that many students appreciate straight and clear feedback, which will help students spot and fix their errors. At the same time, the findings underline diversity in preferences, as the students showed several ways of error correction: recast (33.3%), this correction method can be useful for promoting fluency and confidence, as it avoids interrupting the flow of conversation while still providing corrective input. As 20% of students chose clarification, this method encourages active engagement and self-monitoring, helping students to become more aware of their errors and how to correct them. While elicitation was chosen by 23.3%, metalinguistic feedback (46.7%), and repetition (26.7%). Metalinguistic feedback is particularly valued as almost half of the students would like to be corrected by means of metalinguistic feedback. This correction method involves the provision of information about the language form or its rules without directly pointing out errors and aims at self-correction by the students in order to make them understand the grammar and structures of the language better. The preference for metalinguistic feedback indicates that many students find value in

understanding the underlying principles of the language, which can help them avoid similar mistakes in the future and develop a more comprehensive grasp of the language. In general, the survey highlights the importance of taking into consideration students' diverse preferences regarding error correction methods for the optimization of language learning outcomes.

Question 18 In your opinion , how do you think receiving oral corrective feedback will benefit you in the long run ?

The following figure summarizes the long-term benefits of receiving Oral Corrective Feedback
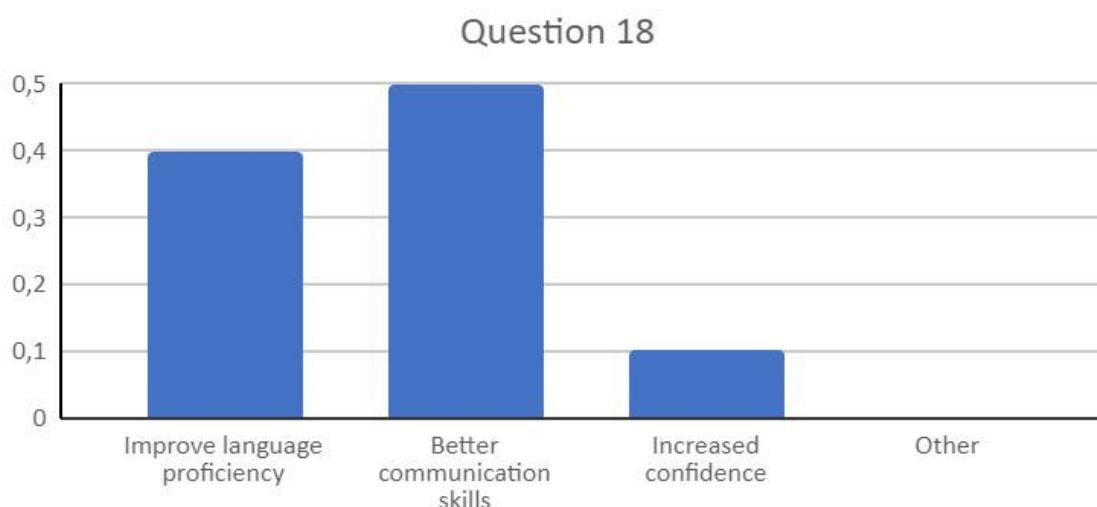
Figure 2.12 : The Long-Term Benefits of Receiving Oral Corrective Feedback.

Students believe that receiving oral feedback will have various long-term benefits. A large percentage, 40%, think that it will result in language improvement in respect to vocabulary, grammar, and fluency. This shows that students are aware of the fact that through feedback, they will be able to improve their language skills by getting specific corrections and insights that build their overall linguistic competence. Also, 50% are looking forward to better communication skills, knowing that feedback will help a lot in improving spoken expression, clarity, and effectiveness. Though fewer students, 10%, consider increased confidence as a significant outcome, this tends to show that constructive feedback will tend to help build self-esteem in speaking. These findings highlight the holistic perceptions students have about feedback with regard to the enduring impact on their language development, and the multifaceted benefits that it brings about.

Question 19 How do you feel when your teacher corrects your mistakes?

The aim of this question is to explore the emotional responses of students when their mistakes are corrected by their teachers. By asking participants to describe their feelings in response to corrective feedback, the question seeks to gain insights into the emotional impact of error correction on learners. Understanding students' emotional reactions can help educators create a supportive and positive learning environment. These data are elaborated in the figure below :
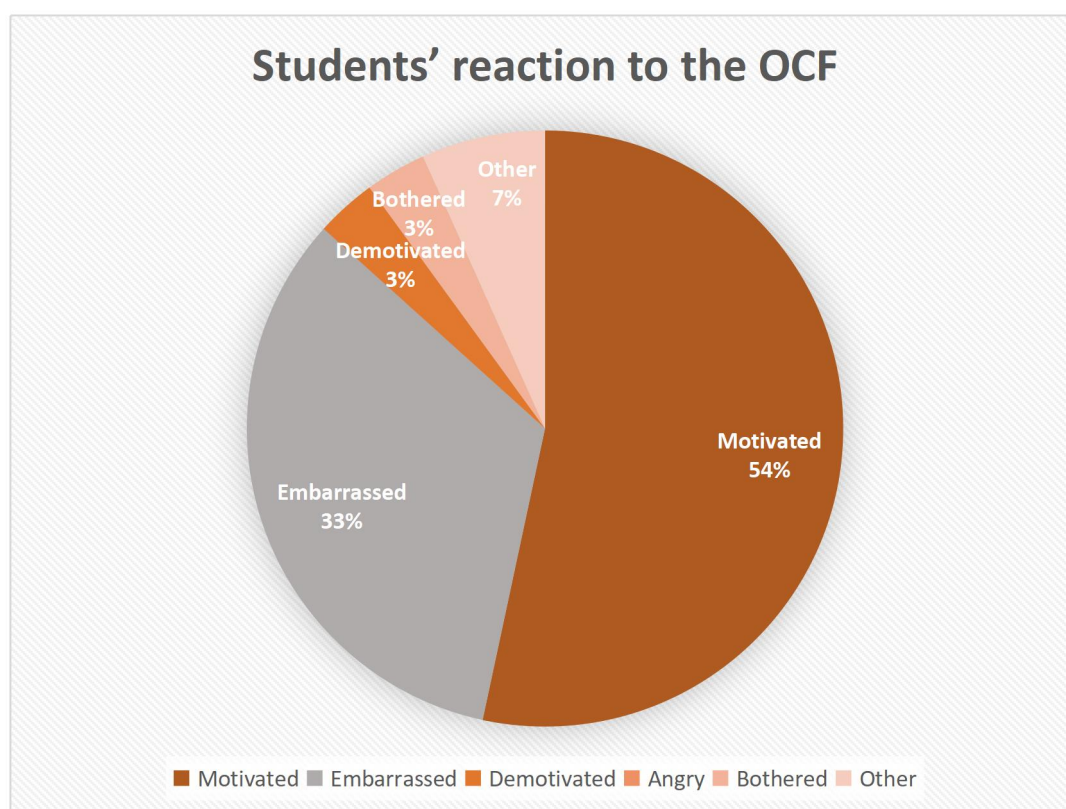
Figure 2.13 : Students' Reactions to Teacher Corrections of Mistakes

Some students(54%) were motivated by correction. They believe correction is helpful because it gives a student constructive feedback about how to improve their language. To them, feedback is a very useful tool that provides accurate information on how to improve their language skills and therefore attain better learning and more overall progress. While ,a large proportion of students(33.3%) said they were embarrassed because of 'public acknowledgment' of their mistakes. This shows the very important emotional response to correction, where making mistakes 'public' can lead to embarrassment and self-consciousness. Some of the students said they were demotivated or bothered when they were corrected. This

means that for these students, the lesson of correction has a negative effect on their willingness to participate and their overall motivation to learn. Correction becomes a likely source of anxiety or avoidance behavior, which inhibits the student's desire to speak so as to avoid making mistakes.

A small number of the students (6.7%) reacted in other ways: some felt distracted, did nothing, or had another reaction. This diversity in reactions suggests that students process and react to feedback in their own ways and reflects individual personas, learning styles, and experience with correction. Interestingly, none of the students felt angry about being corrected. This likely means that although correction might bring embarrassment and demotivation, it does not tend to cause anger. This lack of anger suggests that students, although they feel uncomfortable, know very well that the intention behind the act of correction is to help them learn, not to criticize them as a person.

In the final analysis, findings underscore the need to adopt a balanced and sensitive approach toward language learners in giving them feedback. Correction is paramount for improvement, but to understand and deal with the emotional responses it arouses is essential for nurturing a more positive and effective learning atmosphere. By building up a supportive feedback environment, teachers will be able to make their students feel easier, more motivated, and willing to be part of the learning process, leading in due course to improved language performance.

Question 20 How do you usually react to the teacher's immediate correction ?

The table below shows the typical Student Responses to Immediate Teacher Corrections

Table 2.4 : Typical Students' Responses to Immediate Teacher Corrections

Option	Frequency	percentage
I say to myself 'I wish i had not spoken anything'	2	6.7%
I just listen and not speak anymore !	0	0%
I ask myself why I make such mistake	5	16.7%

I think the teacher is not patient enough to wait for the end of my sentence	3	10%
I take it as an opportunity to learn and develop my oral skills	20	66.7%
Other	0	0%
Total	30	100%

Students have various reactions to immediate correction from their teacher. The majority (66.7%) perceive this correction as an opportunity for learning and acquiring new skills. That is, this process is viewed constructively since students can grow in speaking proficiency. A considerable part of the respondents (16.7%) engage in self-reflection; that is, they ask themselves why they have made the mistake, thus demonstrating an awareness of their mistakes and a proactive attitude toward learning. At the same time, 10% of students interpret immediate correction as impatience on the part of the teacher, in this way interrupting the flow of the conversation and, therefore, possibly being a hurdle for their engagement. Only a little percentage (6.7%) of students express regret or wish they hadn't spoken. This shows a minor negative response; however, none just kept quiet after being corrected. These facts point out the necessity of developing positive perceptions of feedback and of considering its timing and delivery in order to guarantee that it really leads to learning.

Question 21 How does receiving oral corrective feedback affect your confidence in speaking the language ?

The following table indicates the impact of receiving oral corrective feedback on language speaking confidence

Table 2.5 : The Impact of Receiving Oral Corrective Feedback on Language Speaking Confidence

Option	Frequency	percentage
Boosts my confidence	11	36.7%
Decreases my confidence	6	20%

Doesn't affect my confidence	13	43.3%
Total	30	100%

Results from the survey indicate different reactions on the part of the students for how immediate oral correction affects their confidence in speaking the language. A 36.7% of the students regard this feedback as positive reinforcement that boosts their confidence. They consider it as the validation of their skills and pushing them to work harder. Some students, however, think that it negatively affects confidence because it points out their weaknesses and reduces their self-assurance in speaking. A slightly larger group expressed a neutral response, where oral corrective feedback neither greatly increases nor decreases their confidence. This would show that, for these students, feedback probably doesn't strike any effect on their overall sense of confidence, or they would have developed resistance to feedback over the years.

Question 22 How do you prefer to receive oral corrective feedback ?

The preferences of students for different formats of oral CF, therefore, provide insightful information on their learning needs and preferences. According to the data, 43.3% of students prefer individual oral CF, pointing to the importance they put on personal attention and individualized guidance. This would suggest that many students believe they benefit more from one-on-one interactions with their instructors, which means that feedback can be tailored specifically to the errors of each student and the pace of his or her learning. Individual feedback gives a better chance to examine in detail each student's challenges and, in this way, can produce more effective and focused improvement in their speaking skills. On the other hand, only the smaller portion of students at 16.7% prefer receiving CF in a group format. This could reflect the benefits of group learning environments that are useful to students in learning from the mistakes and insights of others. CF delivered in a group fosters peer interaction and discussion, which can encourage a better understanding of feedback. Also, this allows practice in speaking in a more social context, which can help decrease anxiety and build confidence.

A no less interesting aspect of it is that there is no apparent preference for receiving

either individual or group feedback by 40% of the students. This lack of preference may thus show a number of things. First, those students may be open to receiving CF in any format and, therefore, show flexibility and adaptability in learning. Second, it can mean that these students find CF to be equally effective for improving their skills, whether delivered individually or in a group. This view suggests that quality and content are more important to them than the form of delivery of feedback.

Question 23 Would you like your teacher to provide positive reinforcement along with corrective feedback ? Explain why ?

Most of the students, about 90%, welcome positive reinforcement with corrective feedback from the teacher. This preference suggests that most students appreciate praise and encouragement to go along with their corrections. Positive reinforcement builds confidence, motivation, and enthusiasm among students. It helps in creating an enabling learning environment where students feel their efforts and improvements are noticed, and that makes them ready to receive corrective feedback. Positive reinforcement takes many forms, from verbal praise to written comments or gestures of approval, all of which can contribute to a more positive and productive learning experience. On the other hand, there are 10% of the students who don't feel the necessity of positive reinforcement with corrective feedback. These students might view feedback as purely informational and believe that emphasizing corrections without positive reinforcement is more efficient or less distracting. They might also feel that positive reinforcement is unnecessary if they are intrinsically motivated.

Explanation : From the reasons put across by the respondents, it is established that students like positive reinforcement with corrective feedback because it encourages them, enables them to learn where they go wrong, makes their understanding clear, and instills confidence in them. Positive reinforcement makes them avoid repeating the same mistakes, improves mood, reduces stress, and enhances continued learning. As one of the students admitted : *« It gives me more confident and courage to learn the language and It makes me feel that I made something good»* .It gives them self-confidence, a positive learning atmosphere, and encouragement to do better. Some students feel positive reinforcement is quite crucial in the correction of mistakes, while some feel it is helpful to learn but not a requirement. In general, positive reinforcement together with corrective feedback is felt to be

useful for motivation, confidence, and continued development in the learning of languages.

Question 24 Do you have any suggestions on how teachers can provide oral corrective feedback in a way that is more helpful or less emotionally threatening to students ?

These responses highlight some approaches and considerations in giving oral corrective feedback that will be more helpful and less emotionally threatening to the students: some citing the personal approach according to individual personalities of students; maintaining a supportive and respectful atmosphere during feedback sessions. Some strategies are providing topics in advance to build confidence, making corrections with a smile, and giving constructive criticism indirectly. Other suggestions include correcting mistakes respectfully, not interrupting the students too much, and not making them feel anxious or otherwise at ease. Some mention the need to be kind and patient, guide students without embarrassment, and normalize mistakes as a part of the learning process. Generally, the responses put importance on the criteria of empathy, respect, and positivity in giving effective oral corrective feedback to students.

Table 2.6 : some of the participants' suggestions on the manner of providing OCF

Example 1	«Best way is to know the personality of each student than know the perfect method should follow to gain them»
Example 2	«Yes, by correcting everyone in general, without focusing on the student who made a mistake»
Example 3	«maybe just correct in a way that don't make student feel anxious or uncomfortable he have to avoid making comments on student mistakes by giving him the correct form rather than his mistakes and try to not interrupt his speech much with his explanations»
Example 4	«they leave the student until he finishes his ideas and expalanation ,and then reminds him that he made a mistake and did not emabarras him , but rather generalizes for example they say that most of the students make a mistake in pronouncing this word.. etc»
Example 5	«I'd like them to gave us the topic that we will discuss it before

	to have at least a general vocabulary words about it to make us more confident and able to engage in the session»

4.2 Analysis of the Interview

After collecting data through an Interview, the next crucial step is to analyze the responses.By methodically analyzing the interview data, we can transform raw responses into meaningful information that can drive impactful decisions and strategies.

4.2.1 The aim of the Teachers' Interview

The teachers' interview is a key method used in this research to collect important information and gain a detailed understanding of how oral corrective feedback is used in EFL classes. The interview is structured to effectively address the research questions and meet the study's goals. By gathering responses from experienced teachers, this method provides valuable insights into the different practices, beliefs, and perspectives regarding oral corrective feedback in EFL speaking classes. The interview data aims to highlight the teachers' perceptions and attitudes towards the use of various feedback types while exploring the factors that influence feedback delivery and its perceived impact on learners. The results from this interview will greatly enhance our understanding of how oral corrective feedback can effectively aid in developing learners' speaking skills.

4.2.2 Sample of the Study

To investigate teachers' perspectives on oral corrective feedback in EFL classes, a semi-structured interview was conducted with five oral expressions teachers (listening and speaking module). Based on their experience, we aimed to gather data on how and when they use oral corrective feedback.

4.2.3 Description of the Interview

The teachers' interview comprises 17 questions divided into three sections, mainly featuring open-ended questions to allow detailed explanations of their perceptions and experiences with oral corrective feedback. The first section covers personal information, including the teachers' degrees and their teaching experience in English and the oral expression module. The second section focuses on the speaking skill with four questions. The third section

addresses oral corrective feedback in EFL classes, containing eight questions.

4.2.4 Analysis of the Teachers' Interview

Q1 Would you specify your academic degree ?

Table 2.7 : Teachers' academic degree

License	0	0%
Magister	2	40%
Doctorate	3	60%
Total	5	100%

The data indicates that the majority of the teachers surveyed hold advanced degrees (magister and doctorate), with the highest proportion being doctorate holders, which may positively influence the depth and quality of their insights on oral corrective feedback in EFL classes.

Q2 How long have you been teaching English at the university ?

Table 2.8 : Teachers' University Teaching Experience

Teacher A	13 years
Teacher B	6 years
Teacher C	15 years
Teacher D	10 years
Teacher E	7 years

This table shows that the teachers have a significant amount of combined teaching experience. This extensive experience contributes to the reliability and depth of their insights into the use of oral corrective feedback in EFL classes.

Q3 How long have you been teaching oral expression ?

Gathering information about the participants' level of experience and expertise in teaching oral expression can help contextualize the perspectives and responses provided by the participants in relation to their teaching experience. The figure 2.14 below illustrate the oral expressions teaching experience
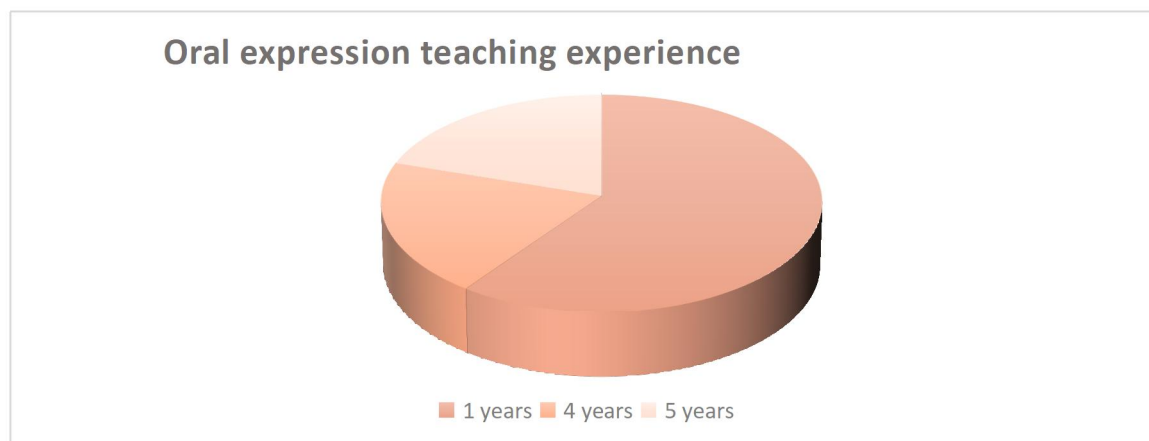
Figure 2.14 : Oral expression teaching experience

The data summarized by the figure above on teaching experience for the oral expression module shows that there is a range between 1-5 years of experience, which demonstrates variability in their familiarity with the module. Most of the teachers, namely Teachers A, B, and D, have relatively less experience, each with 1 year, whereas Teachers C and E have more substantial experience, with 5 and 4 years respectively. Some of them worked as secondary school teachers before entering higher education. The mix of newer and more experienced teachers will provide a balanced perspective, which will contribute to a comprehensive understanding of the effectiveness and the application of oral corrective feedback in EFL classes. The combination of less experienced and more seasoned educators ensures that the insights gathered reflect fresh approaches and well-tried methodologies.

Q4 According to you ,why is it important to teach EFL students the oral skills ?

From the teachers' responses, several key points indicate the importance of teaching oral skills, listening, and speaking to EFL students. Teacher A emphasizes that speaking and listening are basic language skills crucial for effective language use, since they are critical for grasping and communication. Teacher B says that these skills will not only help one speak but are also evidence that they have mastered the language, which implies practice in order to show their proof of proficiency. Teacher C indicates that such skills are required by the syllabus of the ministry. It only suggests that, at the institutional level, their importance is recognized and, hence, is a part of the educational framework. Teacher D says that the teaching of these skills is crucial for the development of the language fluency and communicative competence of students, insinuating that oral skills are crucial to achieving effective and natural communication. Finally, Teacher E insists that language is for

communication, which students cannot learn effectively without spoken interaction; this is to say that listening and speaking skills are necessary for EFL learners to converse with native speakers and fulfill the practical and communicative purpose of language learning.

Q5 Which approach do you follow in teaching these language skills ?

The teachers were found to use range of approaches to teaching the language skills, showing flexibility and adaptability concerning course requirements and student needs. Teacher A says that they tailor their approach in accordance with the course and its participants; they use role plays, discussions, and listening comprehension. Teacher B refers to the usage of recordings, activities, role plays, and presentations; from that, one can say that their method is many-sided. Teacher C says that the course follows a syllabus in which listening and speaking are divided into separate parts; listening tracks and discussion are used during the classes. However, they underline that for first-year beginners, it may be difficult to have discussions. Teacher D emphasizes the importance of active activities for the students, and finally, Teacher E adopts the principles of Dogme ELT; he concentrates his attention on conversational communication and emergent language rather than on preplanned lessons. The diversity in these listening and speaking teaching strategies supports the effective development of both skills through a variety of stimulating and student-centered teaching methods.

Q6 What are the most common difficulties faced by students when speaking English in the class?

Analyzing the most common difficulties that students encounter when speaking English in class, a number of themes are presented throughout the teachers' responses. The most often cited barrier presented by the teachers points to the linguistic feature of language , this includes a lack of vocabulary and inability to structure full sentences, thus causing embarrassment and self-consciousness in students. Teachers A, B, and C mentioned this. Psychological factors are also very strong, with students indicating that difficulty in speaking mostly arises from shyness, fear of making mistakes, hesitance, and lack of confidence. Teachers A, C, and D find the same thing. Finally, Teachers E categorize difficulties into two types—psychological, including anxiety and introversion, and language-related, including poor vocabulary and a lack of communication strategies. Summarizing, the difficulties identified indicate the multiplicity of both linguistic and psychological factors that counter

students' English speech and emphasize that both aspects should be strongly dealt with in language teaching to facilitate student improvement and confidence in speaking English.

Q7 What do you usually do to help students overcome these problems?

The participants have provided extensive details about this particular question as well; as a result, tabulation is required to show a variety of opinions, which will then be combined.

Table 2.9 : Teachers' responses on how do they help students overcome speaking difficulties .

Teachers	Responses
A	'patience and practice , discover new vocabulary and repeat them over and over'
B	'I ask them to read , give them a topic to prepare it at home and this helps them to participate and speak during the session '
C	'I let them practice , and I give them the chance to express in Arabic and I try to translate it to help them speak'
D	'I motivate them to take turns , pair work, group work ,discussion of free topics, and the use the technology'
E	'To overcome the problem, I always try to get close to my students and therefore to break the ice. I often encourage them to speak and scaffold their language. I provide them with support and guidance while they speak so that they gain self confidence.'

For Teachers A and B, practice and preparation are the most important things, based upon repetition and reading to improve the students' speaking skills. Teacher D then also encourages a lot of active use, in the form of pair work and group discussion, or using technology to help Speaking. Teachers C and E both take a more interactive and supportive approach, with Teacher C providing translation and the opportunity for expression in Arabic, while for Teacher E, it is rapport and guidance that will help students' confidence in speaking. These different strategies highlight the need to develop teaching methods that identify and cater to the students' different needs and improve language acquisition.

Q8 Do you correct your students' errors ? If yes, how often?

The teachers' responses provide diverse perspectives on the correction and

rectification of students' errors and mistakes. Statistics reveal that all respondents, representing 100% of the teachers, acknowledge the importance of error correction in language learning. The strong commitment to correcting errors is expressed by Teacher A and Teacher D, as Teacher A claims to always correct mistakes, while Teacher D corrects often. Oppositely, Teacher C indicates a more conservative approach to error correction because they rarely corrects errors.This approach suggests a focus on fluency over accuracy in language production. Teacher B points out that the nature of error correction is often complex, although errors may not hinder fluency, they are tackled when the need arises, implicitly and sometimes explicitly. Teacher E dichotomizes mistakes from errors, saying that the tolerates mistakes but will point out errors explicitly so that students do not fossilize.This nuanced approach highlights the importance of fostering accurate language usage while maintaining a supportive learning environment. In general, the responses are illustrative of the complexity of error correction in the learning of the language, considering fluency, repetition, and long-term linguistic development of the learners.

Table 2.10 : Frequency of correcting students' errors

Teachers	Frequency
A	Always
B	Sometimes
C	Rarely
D	Often
E	Sometimes

Q9 On which aspect(s) you focus more when correcting your students' errors?

As illustrated in Figure 2.15 , teachers' responses vary significantly in their areas of focus when correcting students' errors and mistakes.
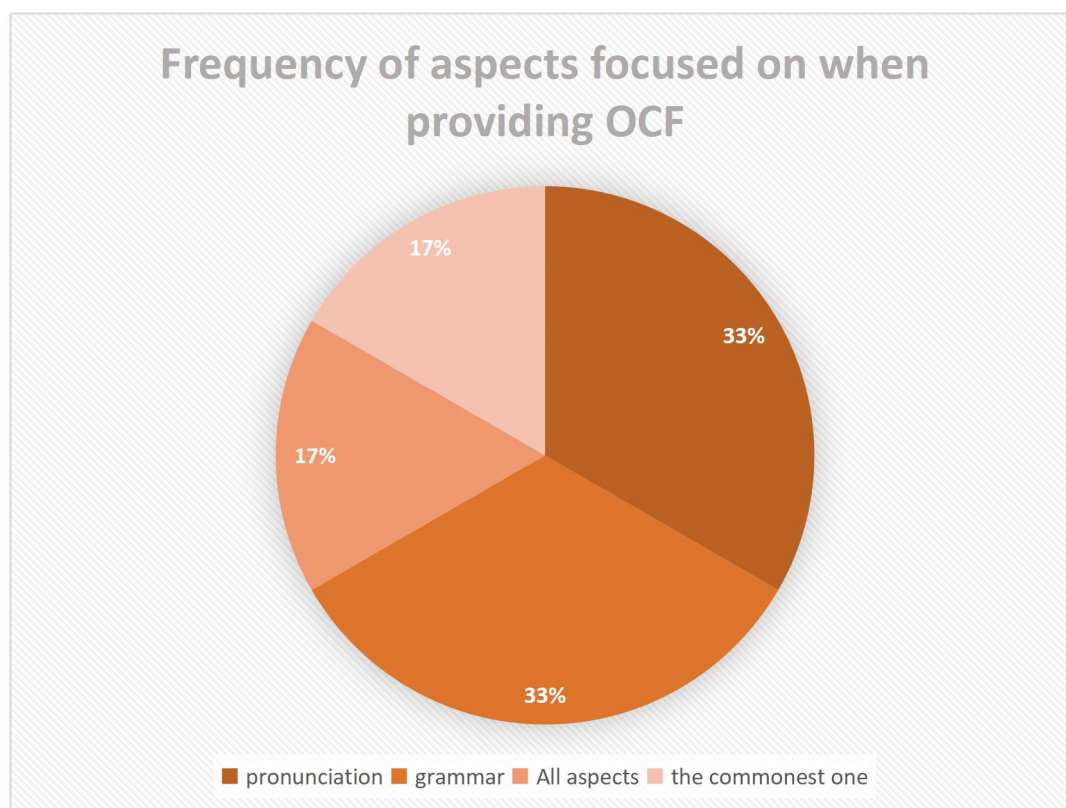
Figure 2.15 : The frequency of aspects focused on when correcting

Teacher B and Teacher E focus most on pronunciation because they understand that, to a considerable extent, it contributes to effective communication. Moreover, they are sensitive to the fact that it can affect meaning and grammar. Their emphasis on pronunciation underscores the importance of clear and accurate speech, if messages are to be conveyed in the proper way without any misconception.On the other hand, Teacher C focuses most on grammar and sentence structure. This approach denotes the importance of correctness in the construction of well-structured sentences, which contributes to accuracy in written and spoken language.Teacher A assumes a holistic view, considering all areas of language learning, including even the sociocultural aspects. This implies that effective language teaching should accommodate all these components of communication, other than merely linguistic accuracy, in language use for the all-rounded learning of the language.Teacher D bases their correction on the frequency of the most common errors. This, therefore, shows a pragmatic approach targeting to correct the most common issues the students face. This method, therefore, gives priority to the correction of errors most likely to affect the student's

overall language proficiency to a great extent.Besides focusing on pronunciation and grammar, Teacher E differentiates between errors and mistakes. They tolerate mistakes but explicitly correct errors to avoid fossilization. This approach is in alignment with the communicative language teaching method, which prefers fluency to encourage spontaneous language but corrects major inaccuracies.

These different views of error correction in language teaching illustrate a multi-faceted approach that encompasses linguistic, communicative, and cultural factors. Each of these teachers' views reflects different priorities and methodologies that reflect the complexity and variability in effective correction strategies. This diversity ensures that various aspects of language proficiency are addressed, contributing to a more comprehensive language learning experience for students.

Q10 Which type of oral corrective feedback do you use most during the speaking course?

As Figure 2.16 below illustrates , recasting is the most widely used type of oral corrective feedback among the teachers. Teachers B, C, D, and E predominantly use recasting in their correction strategies. The teacher repeats the incorrect utterance by the student with a correct model. This method makes recasting widespread in its application and effectiveness. Recasting has also been favored because it provides immediate and contextually relevant corrections without interrupting the conversation's flow and allows students to recognize and learn from their mistakes in real time.Teacher A, however, stressed a flexible attitude toward oral corrective feedback. The kind of feedback depends on the type of the situation and the nature of the error. For example, Teacher A repeats a lot to correct pronunciation errors, emphasizing clear and correct speech. Such flexibility ensures that the feedback suits the individual needs of students, the unique challenges they have, and thus enhances the learning outcome. In the general view, recasting emerges as the most used corrective feedback type by the teachers in their teaching practices. However, the presence of other varieties, as applied by Teacher A, suggests the importance of flexibility and context in the application of oral corrective feedback to ensure that all kinds of errors are dealt with effectively.

Generally, teachers' responses stress the importance of using various strategies for feedback to cater to the different aspects of language learning and, thus, contribute to the learning experience and make it more comprehensive and effective.
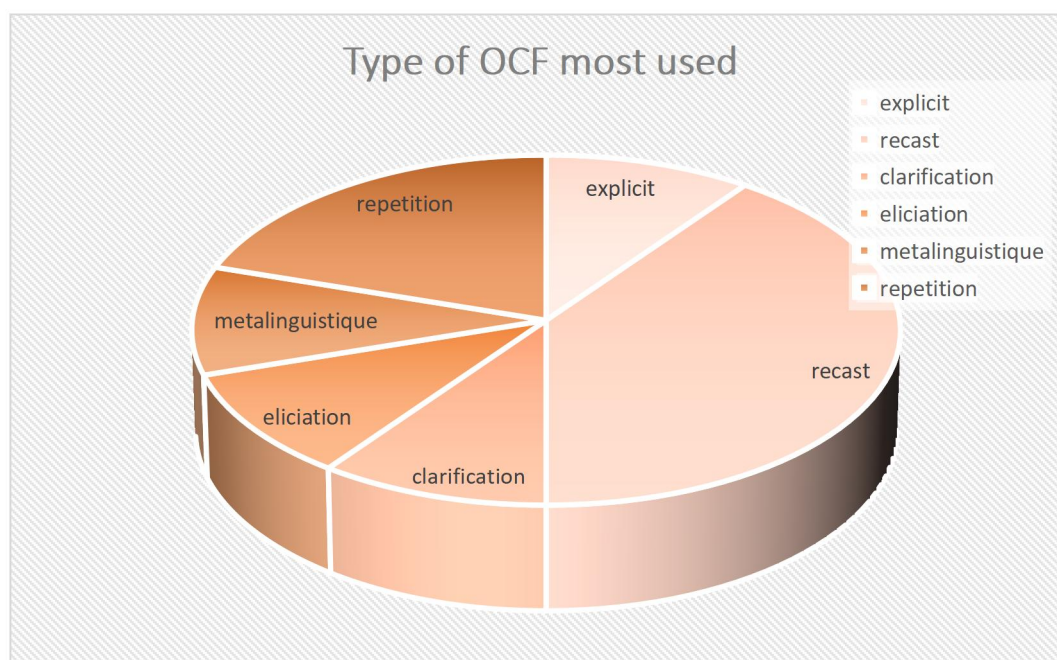
Figure 2.16 : the most frequently used type of OCF

Q11 How do you evaluate the usefulness of oral corrective feedback in EFL classes?

The responses of teachers about the importance and application of oral corrective feedback OCF in English as a Foreign Language EFL classes reveal varied perspectives, underpinning the importance and benefits of the pedagogical tool on one side, and the possible challenges associated with its application on the other side.All five teachers (100%) agree on the importance of OCF in EFL classes, though their reasons and experiences vary considerably.First ,Teacher A asserted that OCF is crucial because mistakes are part of the learning process, and he/she stands as the main corrector in view of better preparing students for further interactions. This statement lays emphasis on the formative function of feedback in the learning process, indicating that early and consistent correction can provide a solid base for language competence.In addition ,Teacher B also regards OCF as very important, especially in the learning process for non-native speakers. This would mean recognizing the gap between native and non-native speakers and the need to bridge this gap with targeted corrections. Both Teachers A and B highlight the formative nature of OCF by showing that it is an essential part of the learning process. They think that OCF helps students realize their mistakes in a supportive environment, which can prevent the fossilization of wrong language forms. Meanwhile ,Teacher C believes in the necessity of teaching the language correctly but does not often give feedback because, as the teacher reports, students stopped attending sessions in previous instances, admitting *«since it's a language, we have to teach it correctly ,*

it's important , but i avoid doing that because i tried it in the past , and it created many problems ; they stopped attending session». One important tension this highlights is between the pedagogical value of feedback and its potential to be discouraging or demotivating.The adverse reaction from students, as reported by Teacher C, is a possible downside to OCF. Overemphasizing correction might lead to student anxiety and avoidance behaviors, like class cutting.Also , Teacher D finds OCF important but not always necessary, hence indicating a need for a more selective approach. As such, a balanced view is shown on the part of the teacher who may consider the immediate benefits of correction against the broad goal of keeping students engaged and confident. While ,Teacher E finds OCF to be a powerful educational tool in the enhancement of language proficiency, accuracy, and self-confidence, saying : *«in EFL classes, corrective feedback is an effective educational tool that enables students improve their spoken and written language proficiency and accuracy as well as their self confidence.».*This all-round perspective summarizes the several benefits of OCF, both in terms of the linguistic gains and the positive self-concept of learners. The idea of OCF as a means to improve both proficiency in the language and self-confidence suggests its dual role in EFL instruction. Effective OCF might not only correct linguistic errors but also build on the confidence of students in using the language, which influences them toward greater participation and more active practice.

Q12 Could you detect certain improvements on students' language leaning due to OCF?

The variation of teachers' thoughts regarding the effect of OCF on the acquisition of language is limitless, reflecting beliefs and observations from a range of aspects. Some teachers (80%) confirmed that there was a gradual improvement over time, mainly in linguistic features such as pronunciation and the use of tenses. One of the teachers asserted : *«Of course Corrective feedback has its positive impact on students' further performances especially in terms of pronunciation and use of tenses. Student often learn from their mistakes and avoid repeating them. Hence, I always notice improvement in their mastery of language.».H*owever, others (20%) said they felt that they were not really sure of the effectiveness ,saying *« No , there's no improvement»*

Overall, teachers generally feel that OCF benefits students in their language

development. Some teachers commented that students, upon making mistakes, tend to learn from them and try to avoid repeating them. These responses underline the complex relationship between OCF and language acquisition. They suggest that many factors influence the effectiveness of OCF, from the timing and consistency of feedback to individual student responsiveness. This complexity calls for a nuanced approach toward OCF, whereby the effects of feedback are contingent on various pedagogical and individual variables.

Q13 When do you provide feedback? immediately or At the end (delayed) ? Please , explain your choice .

The teachers presented varied approaches to the timing of providing feedback during speaking activities. Teacher A prefers delayed feedback, mainly because immediate feedback might distract the shy students, thus discouraging their participation. Similarly, Teacher C considers the personality of each student: immediate feedback for confident students and delayed feedback for shy students to avoid any negative effect on their willingness to participate and sometimes even avoid correcting because it causes some problems, stating: *"Sometimes I avoid doing that because I tried it in the past, and it created many problems; they stopped attending session"*. Teacher D also uses delayed feedback as an opportunity for students to self-correct or peer-correct. In contrast, Teacher B occasionally provides immediate feedback if the errors are serious enough to distort the meaning of the communication. Teacher E prefers delayed feedback most of the time to avoid probable negative psychological influences, particularly for those students who suffer from shyness, introversion, or anxiety. These responses highlight the importance of considering individual student needs and preferences when determining the timing of feedback to optimize learning outcomes during speaking activities.

Table 2.11: Timing of providing Oral Corrective Feedback

Teacher A	Delayed
Teacher B	Immediate
Teacher C	Both (depends on the situation)
Teacher D	Delayed
Teacher E	Delayed

Q14 What types of errors do you usually prefer to address ?

Teachers showed different strategies in correcting various types of errors in speaking and reflected the teachers' priorities and views on language learning. Teacher A actually adopted a holistic approach to dealing with all sorts of errors that the students made, but he more strongly emphasized correcting the sociocultural rules of the language. However, she/he ignored the minor mistakes that will not hinder effective communication. Teacher B emphasizes specific linguistic items such as pronunciation, spelling, passive form, and tenses. They believe that all of these make communication effective and clear. Teacher C focuses her/his attention more on the grammatical errors. Still, she/he points out the omitted third person singular "s" in the present simple tense as a frequent error his students commit. Her/His concentration on that grammatical feature can help his students achieve more linguistic accuracy. Teacher D focuses her/his attention on collocations and pronunciation. She/He considered those two elements vital for achieving natural and fluent language use. Teacher E, on the other hand, focuses more on the pronunciation errors. Speaking, according to him, is the primary medium for communication. She/He also emphasized errors related to tense because he believes that this feature will determine the accurate meaning and time referred to in a text. Overall, these different approaches represent the teachers' more nuanced understanding of how language is acquired and their attempt to tailor their corrective feedback to meet the diverse needs of their students in speaking proficiency.

Q15 Do you think that error correction or corrective feedback has any emotional impact (positive or negative) on students?

The teachers realize that error correction or corrective feedback may be emotionally meaningful to the students but have different ideas as to how it manifests. Teacher A points to gender dynamics, saying that while some may positively respond to competition, others, especially girls, may receive a negative impact emotionally in regard to their level compared to their peers: *"yes, some positively and others negatively, especially for girls, they feel that they've low level because most of the time they like competing each other while boys don't* ". Teachers B and C emphasize feelings of shyness and embarrassment and claim that students in general do not like to receive feedback, especially publicly, which means in front of their classmates. Teacher D emphasizes the importance of moderation, pointing out that too much correction will yield negative results emotionally, while occasional feedback is fine. Finally,

Teacher E acknowledges that corrective feedback can evoke either positive or negative emotions , saying : *«Yes, corrective feedback may have either positive or negative emotional impact on students. Extravert students seldom get frustrated when they make mistakes or receive feedback. Introvert students are usually bewildered. So it is so important to diagnose students' personalities in early stage.»* . They point out that extroverted students will not get frustrated by mistakes, while introverted students will be bewildered. They underline the importance of knowing students' personalities from early on to give appropriate feedback. In general, these insights show how corrective feedback and students' emotional responses are not simple to understand and point out the need for sensitivity and individualization in language teaching.

Q16 What do you think is students' general attitude towards receiving feedback? Positive or negative ?

From the foregoing, students' attitudes toward receiving feedback, in general, seem varied and complex; hence, it is influenced by several factors: self-confidence and the context in which the feedback is given. According to Teacher A, while some students like being corrected, others do not, especially if the feedback affects their marks or continuous evaluation. This means that the stakes involved in the feedback make students take their own stance on the acceptance of feedback. When grades are attached to it, then this may bring pressure, which makes some students react negatively, even though they know the educational value. At the same time , Teacher B points out that self-confidence for students is what creates the difference in responding to feedback. The confident ones don't bother or even don't care about the feedback, but for those who are not confident, it makes them become shy or even afraid. This means that feedback has to be differentiated in accordance with the individual student, considering their confidence levels so that feedback does not discourage them. While , Teacher C has a totally negative attitude towards the students' attitudes towards feedback. According to his/her, it seems that the majority may have a negative attitude towards it; that is, they will react poorly. This perspective may also come from past experiences where feedback would lead to frustration or disengagement among students. Teacher D has a half-positive and half-negative attitude. She says that while the students mostly react negatively, there are some instances when the feedback is received

positively. This proves the variable student attitude and that the way feedback is delivered and the context of its delivery can make students react differently. In contrast, Teacher E gives a more positive view, asserting that most students welcome corrective feedback and benefit from their teacher's corrections. This perspective shows the potential for feedback to be a positive force in the learning process when students see it as a tool for self-improvement rather than criticism.

In sum, students' general attitudes towards receiving feedback are not uniform. Whereas some value and profit from feedback, others respond adversarially, especially if the feedback affects their grades or self-esteem. Teachers should be aware of these varying responses to ensure that they are able to provide a supportive and understanding environment. In this way, feedback can be structured to be constructive and sensitive to the students' needs, which in turn may reduce bad reactions and maximize its purpose for the student. This will make the student have a positive attitude toward feedback and go on to learn and develop.

Teachers' responses :

Teacher A: *«Some , like to be corrected , other don't sometimes you notice students tend to show negative reactions (not happy) especially when it comes to marks (continuous evaluation)»*

Teacher B: *«Some students don't care because they are self confident , and some «lack of confident» feel shy»* .

Teacher C: «Negative»

Teacher D: *«often / always negative but sometimes positive»* .

Teacher E: *«Most students welcome corrective feedback, and do benefit from their teacher's correction».*

Q17 Do you think that learner differences matter in determining the type and timing of corrective feedback ? how ?

The participants have provided extensive details about this particular question as well; as a result, tabulation is required to show a variety of opinions, which will then be combined and explained .

Table 2.12 : The impact of learner differences on the type and timing of OCF

Teachers	Quotation	Explanation
A	«yes , introverts personality , the level; good students dont like to be corrected they think they are perfect . they feel there's something wrong	This response points out that personality traits, such as introvertedness, and perceived level of proficiency affect how students receive feedback.

	and dont welcome the feedback and dont appreciate it».	Probably, being introverted or professing that one is proficient, then getting correction, may feel as if there is something wrong with them and may not welcome or appreciate such feedback.
B	«yes the level makes the difference and even personality»	This response agrees with how much both proficiency level and personality intervene in the effectiveness and reception of corrective feedback, showing that the two are very important in tailoring feedback approaches.
C	«I correct depending on the students' personality , i deal with them as a separated cases» .	The response suggests that corrective feedback should be extremely individualistic; that is, by way of personality, every student is taken as a different case and treated so to ensure effectiveness in communication and learning.
D	«yeah , a learner of good level should receive the minimum feedback as he can correct himself with time . whereas a learner of poor level must be guided with corrective feedback that shouldn't hinder his evaluation (more than the good learners)» .	This response suggests a differential approach with respect to the proficiency levels of students; that is, little feedback should be availed to high-level learners, who can self-correct over time, and more guided feedback for low-level learners to help them develop without stunting their growth.
E	«Yes, choosing the appropriate timing and types of feedback depend on learners' differences. As it is already mentioned,	This response highlights the importance of the time and nature of feedback, noting that some students do not respond well to

	some students (avoiders) do not accept direct corrective feedback whereas others (seekers) do accept. Choosing the wrong time for corrective feedback may have negative consequences on students' involvement in classroom interaction; it will prevent them to take a part in classroom interaction».	direct corrective feedback, like the avoiders, while others do, like the seekers. It thus points out that inappropriate timing of feedback may negatively impact students' participation in class interactions, emphasizing the importance of considering the learner-difference factor.

Based on the responses is that learner differences impact the type and timing of corrective feedback. The main factors are personality traits, confidence levels, and proficiency, which provide the setting for the reception and processing of feedback in the minds of students. Introverted students or those who think they already know better might receive the corrective feedback negatively as questioning their proficiency. On the other side, less confident or lower proficiency learners might need more guided and supportive feedback. The effective feedback has to be done individually, taking care of the characteristics of each student, and it has to be well-timed in order not to create negative impressions on classroom activity. A refinement of feedback, taking into account these differences, ensures that it is constructive and builds a positive learning environment.

Conclusion

Oral skills are of primary importance for EFL students to communicate effectively . Teachers are known to employ a variety of activities in pursuit of the development of oral skills, as for instance, role plays, discussions, and listening. Such techniques or activities depend on course requirements and the needs of the students. A couple of universal problems are linguistic difficulties and psychological barriers, treated by practice, preparation, active participation, and supportive help. Error correction is universally important, with different methods and timing, focusing on issues of pronunciation, grammar, and communication. While a large part of the students are feeling confident in speaking, some need more help because of a fear of making errors and shyness. There is always a preference for immediate and explicit

correction, though some students prefer it delayed to avoid interruption. A balanced, student-centered approach and a supportive environment are essential to enhance motivation, confidence, and language ability.

Chapter Three

Summary of the Findings , Implications , Limitations and

Recommendations

Chapter Three

Introduction

7. Summary of the Findings

7.1 Pedagogical Implications

7.2 Limitations of the Study

7.3 Recommendations for Further Research

Conclusion

Introduction

In this chapter, we delve into a comprehensive examination of the data gathered from both the students' questionnaire and the teachers' interviews. In doing this, the chapter is divided into three main sections, put together for an in-depth understanding and critical evaluation of the research findings, implications, and potential future study directions.In the first section, we provide a detailed summary of the findings from the student questionnaire and teacher interview . This will involve discussing the results and their critical evaluation, synthesizing them in detail to provide a holistic view of data collection based on the research questions of this study. Special attention will be paid to how these findings relate to previous studies and permit comparative analysis that situates the current research in the general context of academic study. By contrasting the viewpoints of both the students and teachers, this section will seek to identify key patterns, correlations, and differences in order to provide a nuanced understanding of the research questions at hand. The second section, from the basis of the analysis given in the first section, pursues the implication of findings. Herein, we will look at the meaning of the results within the wider context of the field. This will cover discussions on how findings will be able to help in educational practices, and future academic exploration. By connecting the research outcomes to practical and theoretical frameworks, this section is targeted at unpacking the potential impact of the study.The final section discusses the limitations of the study and further provides recommendations for future research. The constraints and challenges encountered in the conduct of the study are crucial in contextualizing the findings and understanding the scope of the findings. In addition, this section provides actionable insight and suggestions for further investigations aimed at providing guidance to subsequent research efforts as they build on the contributions of the current study.

Overall , this chapter presents a an overview of the dissertation, where data collection is transferred to an interpretation phase and practical application. This chapter critically provides an avenue for laying the ground regarding the conclusion and future directions through systematic findings, implications, and limitations.

5. Summary of the Findings

Q1 What type of errors that drive the teacher to give OCF ?

The primary objective of this research was to examine what type of errors motivate teachers to give oral corrective feedback during language teaching. Through the combination of teachers' and students' views, it shows that all teachers unanimously agree on the significance of error correction but each adopts a different strategy and focuses on different aspects of language learning. While some teachers of English emphasized fluency over accuracy, others focused on specific linguistic elements such as pronunciation, grammar and sociocultural elements. More importantly there was a difference between mistakes and errors. Although some teachers tolerate mistakes, they correct errors explicitly to avoid their fossilization. Meanwhile, in a study conducted by Tarigan & Stefany(2023), the findings showed that most of the English teachers valued the sentence meaning and gave priority to asking questions related to the context of an English textbook. This suggests that error correction is complex and feedback should be designed to address students' needs.

Besides ,students' perspectives were found to outline an important point in this study which shows that the focus of their teachers' oral feedback is on pronunciation first, then on grammar and vocabulary. However, the frequency of getting this oral feedback varies from one student to another. A greater proportion only occasionally or rarely receives feedback.

Q2 What strategies do teachers enlist for implementing oral corrective feedback in the classroom ?

Regarding the second research question, this study found that analyzing the different types of oral corrective feedback used by teachers is very important in enhancing the English speaking skills of students. The results indicate a number of strategies for implementing oral corrective feedback in language classrooms, where the teacher uses several different means, like practice, preparation, and rapport-building. In this study, recasting was the most dominant form of OCF. According to the views of the interviewed teachers in this study, immediacy and contextual correction are valued. This corroborates a study done by Dilans (2016), where recasts were found to be predominant, in contrast to Kord and Borhani's study (2022), where no recasts were identified. Other earlier studies done by Elçin Ölmezer-Öztürk and Gökhan Öztürk (2016) showed that elicitation is preferred by students because of the identification of errors and the chance of self-correction. Besides, Kord and Borhani's study in 2022 identified explicit correction and clarification requests as prominent forms of oral

corrective feedback, thus implying that feedback preferences could be contextual and dependent on student characteristics.

On the other hand, the diversity in preferences by students for methods of feedback makes some prefer to use explicit correction, recasts for fluency, and metalinguistic feedback in learning language rules. The diversity underlines the need for individualized approaches to suit students' needs. However, a larger proportion is dissatisfied with the level of assistance obtained from the teachers, which depicts a definite lack in the assistance provided by the teacher in surmounting the problems in speaking.

Q3 what are the students' perceptions towards the use of OCF in the classroom ?

The third point of the research aimed to investigate the students' perceptions towards the use of OCF in the classroom. The findings revealed that there is a variation in preference when it comes to immediate versus delayed feedback. Some students attached value to real time correction for a role in enhancing memory retention.These findings aligned with (Roothooft & Breeze, 2016) claiming that students appreciated immediate correction from their teachers because it provided them the opportunities to repeat the correct form and made students memorize the correct forms better ; while a small percentage preferred delayed feedback in that it keeps the speech flow and is anxiety-reducing. However, it is worth noting that most teachers preferred delayed feedback. The difference regarding teachers' and students' preferences for feedback timing is significant. While students generally preferred getting immediate feedback upon making an error, most teachers favored delaying their feedback until after the speaking activity or at the end of the lesson in order to avoid interruption and prevent anxiety or demotivation from occurring. That variation calls for flexible strategies toward feedback to accommodate individual differences in learning preference. In addition, the very positive perception of teachers' oral feedback highlights its perceived utility in terms of enhancing speaking skills and facilitating overall language development. The students are conscious of long-term benefits of oral feedback, including improvements in vocabulary, grammar, fluency, and confidence. Furthermore, preferences for individual versus group feedback formats highlight the need for tailored feedback for variable learning styles. The role of positive reinforcement in the delivery of feedback is of utmost importance, since students attached much importance to its impact on building up their

confidence and motivation. Also , The diversity in correction methods preferred by students, ranging from explicit correction to metalinguistic feedback, highlights the importance of flexibility in feedback delivery to cater to individual learning needs.

Q4 what are the students' emotional responses towards the use of OCF ?

Our research also , this research attempted to find answers to the research question related to the students' emotional responses towards the use of OCF . The results disclose mixed student reactions to oral corrective feedback. Most of them feel encouraged by correction because they view it as constructive feedback for their improvement in learning languages. They feel very grateful when they are provided with correct information, which contributes to their learning and progress. This is in support of the findings of a similar study conducted by Tarigan and Stefany(2023) that also showed that the majority of respondents felt no embarrassment at the oral corrective feedback provided by the teachers. Additionally, Roothooft and Breeze(2016) noted that students valued teachers' oral corrective feedback and did not get hurt or embarrassed when their errors were corrected. Yet, a great number of students felt embarrassed with public correction, which made them become self-conscious and anxious. Some students said they were demotivated or frustrated, and that reduced their willingness to participate and learn. This shows that while correction is necessary, it has a different emotional impact on different students, hence the need for a sensitive approach to delivering such feedback.

From the teachers' perspective, corrective feedback has both positive and negative emotional effect on the learners. According to them, gender and personality traits affect the way learners receive feedback. Girls are very competitive, and as such, correction affects them more negatively. Extroverted students tend not to get frustrated over the feedback given to them compared to their counterparts, who are introverted. Teachers place great importance on moderation and individualization in giving feedback. One should know the personality of students and their confidence level to give relevant feedback. However, during studying the emotional responses towards the corrective feedback, it is important to consider the gender distinctions since gender can affect preferences and styles of communication . Understanding how gender dynamics interact with feedback reception remains important for creating an inclusive and effective feedback practice. Future research should provide better gender

balance to bring out more comprehensive insights on the interplay of gender and feedback perception.

5.1 Pedagogical Implications

Based on the research's results, several pedagogical implications can be drawn to enhance the effectiveness of oral corrective feedback (OCF) in language classrooms:

➢ **Personality Assessment**: At the beginning of the semester, oral teachers can administer an online or a form-based personality test, such as the MBTI. This will be a tremendous help to the teacher in establishing which feedback strategies will have the most success with each student. Knowing the personality types of the students can help teachers select methods and optimum timings to facilitate such feedback for more personal and efficient learning.

➢ **Personalized Feedback**: Teachers have to adopt flexibility towards OCF and adjust their feedback in conformity with the different needs and learning styles of students. Teachers believe that different students respond to different types of feedback; thus, personalized strategies can pinpoint specific linguistic challenges and result in better language acquisition.

➢ **Balanced Timing of Feedback**: Immediate feedback, as it is considered to be valuable for playing a role in the retention of memories and the correction of errors, but delayed feedback can help reduce anxiety and maintain communication flow. Teachers should balance these perspectives in order to provide immediate correction when it is beneficial, and hold back feedback when it can disrupt the learning process or create stress.

➢ **Supportive Learning Environment**: Teachers have to create a non-judgmental and supportive classroom environment. Teachers need to build rapport and trust so that students feel comfortable and are open to feedback. The strategy of positive reinforcement can enhance students' confidence and motivation.

➢ **Different Feedback Strategies:** Teachers should use a variety of feedback methods,like explicit correction, recasts, and metalinguistic feedback,which cater to different learning preferences and needs. Self-correction and peer feedback could be similarly effective in promoting active learning and critical thinking.

➢ **Emotional Response**: Teachers need to be aware of how OCF can emotionally impact

the students. By providing feedback sensitively and respectfully; they should also avoid public correction to save students from embarrassment. All this may contribute to mitigating negative emotional responses and creating a positive learning experience.

➢ **Gender Considerations:** Teachers are recommended to be aware of the gender dynamics that may differently lead to different types of responses from boys and girls. Teachers need to be aware of these dynamics in order to provide balanced and gender-inclusive feedback. The study also mentioned limitations, such as a small sample size and an uneven gender ratio. Future research should balance the ratio to better appreciate these dynamics.

➢ **Feedback on Specific Language Aspects:** Teachers have to focus on errors that are more likely to impede communication and language development.

➢ **Pre-session Topic and Vocabulary Preparation:** In such a way, a teacher might pre-notify the subjects of discussion with the core proper vocabulary to be used. Such pre-planning will be helpful for students to get accustomed to the subject and its core vocabulary before the session, which will better equip them to contribute fruitfully in the discussion. This sort of teacher pre-planning will also lead to better and more inclusive learning, whereby students are confident within the class and can take an active part in meaningful discussions.

By putting these pedagogical strategies into practice, teachers can make oral corrective feedback most effective; students' language learning is better supported, and such an educational environment is more inclusive and responsive in its turn.

5.2 Limitations of the Study

This study is constrained by limitations in data collection due to low responses of participants who answered the online questionnaire. This has led to a significant gender imbalance, wherein more female students responded than male .The challenge with time was another adversity, as the time for conducting an interview with the teachers became an issue, since most of the teachers were busy with testing and continuous evaluation. This made them unavailable for the research.

5.3 Recommendations for further Research

Future studies could focus on specific types of errors (e.g., pronunciation, grammar,

vocabulary) to determine the most effective feedback strategies for each error type, providing more targeted recommendations for teachers. Also, there is a need to explore the emotional responses of OCF from both genders; that is, researchers ought to understand how male and female students respond differently to feedback so that educators could adjust their methods to meet the exclusive needs of each gender. More substantially, in-depth interviews with both students and teachers could produce richer qualitative data and offer more nuanced insights into their experiences and perceptions of oral corrective feedback.

Further researches could investigate and focus on different types of personalities to understand their emotional responses to oral corrective feedback. The other suggestion is investigating across various educational contexts, such as school types, regions, or countries, may help to determine how contextual factors moderate the effectiveness of oral corrective feedback. Besides, longitudinal studies that trace students over a more extended period are likely to provide deeper insights into the long-term effects of different types of oral corrective feedback on language acquisition and speaking ability. In addition, future research should involve classroom observation to collect live data and see the real situation of OCF implementation. This approach may allow a real insight into how feedback is given and received in real-time.

Conclusion

This study investigates teachers' and students' attitudes and perceptions towards the use of oral corrective feedback. It aims to examine the types of errors that motivate teachers to provide corrective feedback, explore the strategies teachers use for oral corrective feedback, and uncover students' emotional responses and perceptions regarding its timing and effectiveness. This helps provide a comprehensive understanding of how oral corrective feedback is perceived by both teachers and students in EFL contexts and contributes to improving teaching practices and curriculum design to foster more effective language learning.

In this research, two data-gathering tools were used: a questionnaire for first year English LMD students and an interview with oral expression teachers. The participants were randomly selected: 30 students and 5 oral expression teachers. The aim of the questionnaire is to collect data on how students emotionally react to oral corrective feedback and their

perceptions of it. Meanwhile, the interview was designed to explore teachers' attitudes towards providing feedback and the timing of their feedback. The collected data were analyzed in the second chapter by illustrating the main statistics and elaborating on them..

The results indicate that in language classrooms, effective OCF is required in a nuanced and flexible way. Teachers think that it is necessary to correct since otherwise there may be fossilization and a low level of language proficiency improvement; they differ in their methods and focus areas, with some focused on fluency, others on pronunciation, grammar, or sociocultural aspects. Recasting is dominant because of its immediate, contextual correction, but there is a serious emphasis on adapting the feedback to the needs of individual students. Immediate correction is usually valued since it helps to remember and to improve skills, although some students prefer delayed feedback in order to avoid anxiety. Students have mixed feelings towards OCF: many get encouraged when given constructive feedback, while others feel embarrassed or anxious, especially with public correction. These findings draw attention to the need for personalized, empathic strategies of feedback with consideration of individual learning preferences and emotional responses, and for positive reinforcement in order to develop a supportive environment.

Subsequently, the results of this study indicate that in order for oral corrective feedback to be implemented successfully, there is a need for a balance between the precision of corrective accuracy and empathic concern for students' emotional responses. An ideal supportive and personalized learning environment can be created by teachers to maximize the effectiveness of feedback strategies and improve language learning for every student. These findings will contribute to the ongoing debate regarding effective language teaching practices and press the argument that pedagogical approaches need to be extended to include attention to both linguistic accuracy and student well-being.

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Appendices

Appendix 1

Students' Questionnaire

This questionnaire is a part of an investigation about **Teachers' perceptions and students' attitudes towards oral corrective feedback .** Your answers are very important for the validity of our research we are undertaking. Please answer either by tickling **(√)** the right choice or by providing full statement whenever necessary. Rest assured that your responses will be kept confidential and will only be used for research purposes. We greatly appreciate your input and value your privacy.

Section One: Personal Information

Q1 What is your Gender ?

a) Male

b) Female

Q2 Learning English at university was :

a) Your own choice

b) Your parents' choice

c) Someone's advice

Q3 Do you enjoy the listening and speaking session?

a) Yes

b) No

justify …………………………………………………………………………

Section two : speaking skill

Q4 How do you consider your level of speaking ?

a) Good

b) Average

c) Poor

Q5 Do you think that speaking is an important skill?

a) Yes

b) No

Justify …………………………………………………………………………

Q6 Do you think that speaking is an easy skill?

a) Yes

b) No

Justify …………………………………………………………………………

Q7 What personal challenges and feelings do you encounter when practicing speaking skills?

a) fear of making mistakes,

b) lack of confidence

c) Shyness

d) Anxiety

e) low motivation

f) lack of general knowledge

g) fear of criticism

Q8 What specific language-related difficulties do you experience when practicing speaking skills?

a) grammar errors

b) pronunciation errors

c) lack of vocabulary

Q9 What causes you to make errors/mistakes?

a) The native language (word for word translation , bad pronunciation)

b) The target language itself (its complexity , misusing the rules)

Q10-How does your teacher usually help you overcome these difficulties?

Answer : ....

Q11-When commenting on your oral production , on which aspect(s) does your teachers

focus more:

a) grammar

b) pronunciation

c) vocabulary

d) All of them

Section three : Oral Corrective Feedback

Q12- Does your teacher correct your errors (gives feedback) when you speak?

a) Yes

b) No

If yes, when does she/he provide the correction ?

a) Immediately

b) At the end (delayed)

Q13- Which types of feedback do you prefer most?

a) Immediate

b) Delayed

justify…………………………………………………………………………

Q14 How often does your teacher provide you with oral feedback while you speak ?

a) Always

b) Never

c) Some times

d) Rarely

Q15-Do you think that teachers' oral feedback is an important for improving

your speaking skill ?

a) Yes

b) No

justify……………………………………………………………………………………

Q16 Have you noticed any improvement in your spoken language skills as a result of

receiving oral corrective feedback?

Yes

No

Not sure

Q17 How do you prefer your teacher to correct your error/ mistake ? **(YOU CAN MAKE**

MORE THAN ONE CHOICE)

a) The teacher directly tells you what mistake you made and how to fix it.

b) The teacher repeats your sentence with the mistake corrected without directly pointing out

the error.

c) The teacher asks you to repeat or clarify what you said when it's unclear or incorrect.

d) The teacher asks questions to help you recognize and correct their mistake.

e) The teacher encourage you to remember or figure out the correct form by yourself.

f) The teacher repeats the correct form, emphasizing it for you.

Q18 In your opinion, how do you think receiving oral corrective feedback will benefit you in

the long run?

a) Improved language proficiency

b) Better communication skills

c) Increased confidence

Other ……………………………………………………………………………………

Q19 How do you feel when your teacher corrects your mistakes?

a) Motivated

b) Embarrassed

c) Demotivated

d) angry

e) bothered

Other,…………………………..…………………………………………………

Q20. How do you usually react to the teacher´s immediate correction?

a)   I say to myself `I wish I had not spoken anything´.

b) I just listen and not speak anymore!

c) I ask myself why I make such mistakes

d) I think the teacher is not patient enough to wait for the end of my sentences.

e) I take it as an opportunity to learn and develop my oral skills.

Other :…………………………..…………………………………………………

Q21 How does receiving oral corrective feedback affect your confidence in speaking the language?

a) Boosts my confidence

b) Decreases my confidence

c) Doesn't affect my confidence

Other (please specify)

Q22 Do you prefer to receive oral corrective feedback individually or in a group setting?

a) Individually

b) In a group setting

c) No preference

Q23 Would you like your teacher to provide positive reinforcement along with corrective feedback?

a) Yes, positive reinforcement would be helpful

b) No, positive reinforcement is not necessary

Explainwhy ?………………………………………………………………………………

Q24 Do you have any suggestions on how teachers can provide oral corrective feedback in a way that is more helpful or less emotionally threatening to students?

………………………………………………………………………………

Thank you for your time and cooperation !

Appendix 2

Teachers' Interview

This interview is part of a study in the master degree, that will be conducted at the English department at the University of Biskra. The current study aims at **investigating EFL teachers' perceptions and students' attitudes towards the use of oral corrective feedback** .All the information you provide will be kept strictly confidential.

We would be grateful if you could respond to the following questions. Your co-operation is greatly appreciated.

Q1Would you specify your degree?

Q2. How long have you been teaching English at the university?

Q3How long have you been teaching oral expression?

Q4 According to you Why does teaching the oral skills (listening & speaking) to EFL students is important ?

Q5Which approach do you follow in teaching these language skills ?

Q6What are the most common difficulties that students face when speaking English in the class?

Q7. What do you usually do to help students overcome these problems?

Q8. Do you correct your students' errors / mistakes?

If yes, how often?

Q9. On which aspect(s) you focus more when correcting your students' errors/mistakes?

Q10 Which type of oral corrective feedback do you use most during the speaking course? / or what are the strategies used to correct ?/How do you correct your students' errors / mistakes?

Q11. How do you consider the use of oral corrective feedback in EFL classes?

Q12. When students are provided with OCF, can you detect any improvements regarding their language acquisition ?

Q13. When do you provide feedback?

a) immediately

b) At the end (delayed)

and why ?

Q14 What types of errors do you usually prefer to address ?

Q15 Do you think that error correction or corrective feedback has any emotional impact (positive or negative) on students?

Q16 What do you think is students' general attitude towards receiving feedback? Positive or negative ?

Q17 Do you think that learner differences matter in determining the type and timing of corrective feedback ? how ?

الملخص

لقد حظيت التغذية الراجعة التصحيحية الشفهية في فصول اللغة باهتمام كبير من قبل الباحثين في السنوات القليلة الماضية. وتركز معظم هذه الدراسات على ما يفعله المعلمون، ووجهات نظر المتعلمين حول هذه الممارسات. وبناء على ذلك، بحثت هذه الدراسة الاستطلاعية تصورات ومواقف معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بأنواع وتوقيت التغذية الراجعة التصحيحية الشفهية في جامعة بسكرة. تم استخدام طريقة البحث النوعي لجمع البيانات من خلال تطبيق كل من المقابلة شبه المنظمة والاستبيان. تم توجيه الاستبيان إلى طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية (العدد = 30). بينما تم تصميم المقابلة لجمع البيانات من معلمي التعبير الشفهي (العدد = 5). وأظهرت النتائج أن الطلاب يفضلون إعادة الصياغة أكثر لتصحيحها الفوري. فيما يتعلق باستجاباتهم العاطفية للتغذية الراجعة التصحيحية، تراوحت مشاعر الطلاب من الحماس إلى الإحراج مما يعني أن استخدام التعليقات الشخصية والتعزيز الإيجابي أمر ضروري بالتأكيد. ومن ناحية أخرى، كشفت دراستنا أن المعلمين يعتقدون أن التصحيح ضروري لتقليل المفاهيم الخاطئة والتحجر لدى الطلاب، ولضمان إتقان اللغة. كان المعلمون مولعين بالتركيز على مجالات الصعوبة المختلفة مثل الطلاقة والنطق والقواعد والسمات الاجتماعية والثقافية، وخاصة الأخطاء التي تؤثر على المعنى والتواصل. هذه الدراسة هي محاولة لتوفير فهم شامل لكيفية إدراك كل من المعلمين والطلاب للتغذية الراجعة التصحيحية الشفهية في سياقات اللغة الإنجليزية كلغة أجنبية وتساهم في تحسين ممارسات التدريس وتصميم المناهج الدراسية لتعزيز تعلم اللغة بشكل أكثر فعالية.