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An Investigation into Teachers' Views on their Oral Corrective Feedback Strategies and their EFL Learners' Corrective Feedback Preferences during Classroom Oral Presentations

The case of First Year LMD Students and their Teachers at the University of Béjaïa

A Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Linguistics

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Dedication

I dedicate this modest work:

To the soul of my dear father who passed away;

To my dear mother;

To all my brothers: Mohend, Mouloud, Hocine, Zahir who have been my source of strength;

To my lovely sister Nadia;

To all the members of my family;

To everyone I love.

Zahra Ammar

Dedication

This thesis is lovingly dedicated:

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Lastly, I dedicate this thesis to the Almighty God, who guided me, and gave me strength to finish this work

Radia Aimene

Abstract

This present study focuses on two variables: Oral Corrective Feedback Strategies and Oral Expression (OE). The objective of this thesis is to investigate how (OE) teachers correct and evaluate their learners' performances during oral presentations. We hypothesized that if teachers' oral corrective feedback strategies are in accordance with learners' preferences, then learners would like to be corrected after each oral performance they make. Therefore, the aim of this study is to explore the students' preferences of their teachers' oral corrective feedback strategies, in order to demonstrate to the EFL instructors the importance of teachers' corrective feedback in improving EFL learners' oral performances. Thus, the way students prefer to be corrected from their teachers during their oral presentations. Also, to help teachers by showing them what and when students prefer to be corrected, so that they chose the appropriate corrective feedback strategies to help the students' benefit from it. We used two research instruments to collect data: classroom observation and questionnaires. In classroom observation, we observed three groups of first year EFL students and their oral teachers of English department at Abderrahmane Mira university of Bejaia (group 3, 10 and 11), and we have distributed questionnaires for both teachers and learners. The results of the classroom observation and the questionnaire showed that the majority of students and teachers prefer the immediate corrective feedback rather than delayed corrective feedback. Some OE teachers usually prefer to give corrective feedback to their students during their oral presentations even though most of them prefer their teachers to correct every single error they make.

Key words: OE teachers, oral corrective feedback strategies, EFL learners, students' preferences, oral presentations.

List of abbreviations

EFL: English as a Foreign Language

LMD: License Master Doctorate

FB: FeedBack

CF: Corrective Feedback

OE: Oral Expression

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General introduction

Introduction:

Teaching and learning do not occur in isolation, but with the interaction of the teacher and his learners. The teacher is the central of classroom interaction; his role in the classroom is too expressive, since he is the one who leads and guides learners and motivates them to develop their performance through giving them corrective feedback which is a necessary aspect in teaching

Feedback has a great importance in the teaching and the learning of a second language. The majority of researchers focused more on corrective feedback (CF) rather than positive feedback, because it is much more effective and useful for both teachers and learners. Therefore, in oral sessions, CF plays a crucial role in improving students' oral performances in the target language. It is used by teachers to evaluate and correct learners' errors and mistakes; also, to improve students' speaking skills. So, the use of CF is necessary to make the teaching and the learning process successful, and learners should be aware of the errors they make and correct them so that to develop them. So, this research aims to find out how teachers use corrective feedback in oral sessions.

1. The statement of the problem

Many EFL learners desire to be effective English speakers. Therefore, it is necessary to find out the factors and strategies that may help them in this process, also to get rid of the barriers that obstruct their learning process. One of these barriers is the fear of making mistakes and receiving negative evaluation.

The problem we raise here is that when students are being corrected during their oral presentations, they do not have the same preference, view and attitude toward their teacher's corrective feedback.

2. Research questions:

To carry out this study, we will focus on the main questions:

- Do students receive oral corrective feedback from their OE teachers?
- What are the students' preferences of their teachers' oral corrective feedback strategies?
- What are the teachers' views toward corrective feedback strategies?

3. Hypotheses

We hypothesize that: "If oral corrective feedback strategies used by teachers are in accordance with their EFL learners' corrective feedback preferences, then the students would like their teachers to correct them after each performance they make".

4. Significance of the study

This research is undertaken to look for the role of teachers' corrective feedback in oral presentations, and the way teachers give feedback to evaluate and correct students' errors during oral lessons. Therefore, this study is beneficial for both teachers and learners; it will help teachers to know the students' preferred oral corrective feedback strategies, and recognize the students' views toward teachers' corrective feedback in improving the speaking skill of non-native learners, to know the importance of students' motivation in making the teaching and the learning of foreign language easier, and the role of teachers' corrective feedback during oral sessions that will help students to overcome the difficulties they face when speaking in the target language. Moreover, this study benefits learners by knowing the importance of receiving corrective feedback by their teachers, and how to improve their oral performances in the target language during oral sessions, because any improvements are very important for students in order to become more fluent in the language.

5. Aims of the study

The objective of this research paper is to find out whether OE teachers correct the students' errors during their oral presentations, and what are the main oral corrective feedback strategies mostly used and preferred by teachers as well as by students. The aims of this study can be stated as follows:

1. To investigate the teachers' views about oral corrective feedback.
2. To find out the students' preferences and attitudes toward their teachers' corrective feedback strategies.
3. To recognize the role of corrective feedback in teaching and learning a foreign language.
4. To memorize the students' speaking difficulties and obstacles in order that teachers will be aware of them and suggest solutions.

6. Procedure and tools of data collection

Our intention is to collect data using mixed methods; quantitative and qualitative methods. The data collection process will be carried out in two phases:

The first phase is classroom observation; we observed the whole three groups and kept taking notes as a procedure to record what is going on in the classroom. Thus, our notes are based on some aspects such as; students' errors and mistakes, teachers' corrective feedback strategies used to correct the students' mistakes and errors, the timing of feedback, the frequency of feedback and the learners' reaction toward each evaluation.

The second phase is questionnaires for both first year EFL learners and their oral expression teachers. Our aim is to find reliable data and responses to the questions that present our issue.

7. Population and sample

7.1. Students' population and sample

We have chosen first year EFL students in the LMD system at Abderrahmane Mira University of Bejaia. Our choice is not random. The reason to work with first year is that they

do not have much experience, because they are facing something new which is oral presentation and they are more likely to make errors. So, our aim is to find the oral corrective feedback strategies that teacher use, and which of these strategies first year students prefer during oral sessions.

7.2. Teachers' population and sample

We have chosen to investigate teachers of Oral Expression (OE) module of first year level. Our choice was not random; since the students are more productive and have more chance talk more, so, the teachers are more likely to correct the students' errors and mistakes and will provide more corrective feedback. Our sample consists of three OE teachers that we observed with the three classes during our classroom observation. The aim of our choice is to get a wide amount of information about our research topic, also to get the reliability of what we have observed in the classroom and what is answered in the questionnaires.

8.The organization of the study

Our research consists of two main chapters; the first one is theoretical, while the second is the practical. The first chapter includes literature review and some background knowledge about the two variables; first variable (teachers' corrective feedback) and the second variable (speaking skill). This chapter is divided into two sections; the first section is about teachers' corrective feedback. The second section is about speaking skills and oral presentations. The second chapter of our research also consists of three sections; the first section is about the methodological design of our research. The second section deals with the presentation of the findings, and the third section deals with the discussion of the results in addition to the implications and suggestions for further research.

Finally, our thesis ends with a general conclusion, which gives a summary of the teachers' oral corrective feedback role in the students' oral performance.

CHAPTER ONE

THEORITICAL PART

Introduction

Feedback has always been an interesting topic for researchers and educators because of its importance in teaching and learning a second language. Corrective feedback (CF) is a way or method used by teachers to correct and evaluate the errors that students make while producing the target language; which means that teachers can use several strategies while correcting students' errors and mistakes the correction.

In oral presentation corrective feedback is considered the best way to help learners to improve their speaking skills in the target language. Moreover, teachers should know how to use corrective feedback, and should take into account the learners' preferences of CF while evaluating their oral performances, in order not to hinder their motivation. This chapter provides some previous studies done about the two fields, which are corrective feedback and speaking skills.

I. Section one: corrective feedback

1. Definition of feedback:

Feedback is a part of teaching and learning process, and a classroom activity which should be present all the time. According to Penny Ur (1991:242) as cited in (BELHADI Karima 2013, p.1) *"feedback is information that is given to the learner about his/her performance of a learning task, usually with the objective of improving this performance"*. It is a reaction as well as an evaluation for the learners' performances

The term feedback can be found in several contexts and is not only concerned with the educational system. Feedback according to oxford dictionary is *"an advice or information about how well or badly you have done something"*. Feedback *"refers to a mechanism which provides the learner with information regarding the success or failure of a given process"* (Leeman 2007, p. 112).

2. Positive feedback Vs negative feedback:

We can refer to "feedback" as: positive evidence, negative evidence, feedback and error correction (Chaudron 1977: as cited in Leeman 2007). Leeman (2007) claims that evidence is the most used term by researchers which consist of positive evidence which means that an utterance is correct and it can be used in the target language. Negative evidence means that the utterance is not correct and it cannot be used in the second language, and the term error correction refers to the correction of student's mistakes or errors by the teacher or lecturer (Leeman, 2007). According to Leeman (2007), feedback is an important issue for second language acquisition (SLA) researchers, but they are convinced that feedback does not mean that the correction of errors should be provided, but the way feedback should be given in order to be successful.

According to Ellis (2009), feedback can be positive or negative; positive feedback shows that students' answers or responses are correct, when the teacher says: «good, excellent ». Negative feedback affirms that a learner's utterance or response is not correct which means that the learner made a mistake and error, and need to be corrected (Leeman, 2007).

However, Ellis (2009), considers that positive feedback is not always effective, because it is ambiguous and not clear, for example, when the teacher says: «yes, good » to a student's utterance, it does not mean that the utterance is correct. So, the student may believe that his/her answer is correct, or he/she may get confused, because the teacher did not give a correction to that answer (Ellis, 2009).

Corrective feedback focus on different types of linguistic evidence such as: positive and negative evidence (Lyster, Saito & Sato, 2013). Positive evidence identifies what is correct in the target language, and negative evidence uses explanation and corrections to identify what is incorrect in the target language (Gass 1997: as cited in Lyster, Saito & Sato 2013).

Positive feedback has a great role in motivating students to learn a foreign language, because it is concerned with the content of the language used by learners rather than the accuracy of language (Kerr, 2017). Moreover, Kerr 2017 stated that teachers use positive feedback such as: praising and rewards to encourage learners to speak, and to lower their anxiety especially during performing in front of the class. For example, to encourage the students who are shy to speak by giving them positive feedback.

Meanwhile, according to Kerr (2017), corrective feedback is not always effective in the learning of a language, and it can make learning more difficult for students who are shy and not confident, so it can increase anxiety especially in speaking activities (CF focus on grammar rather than content). For example, when a student is asked to perform in front of his peers, and he does not have the linguistic competence or faces some psychological obstacles (he will make a lot of errors and mistakes while he is speaking), in this case, corrective feedback may not be of use, and will make the student feel uncomfortable. Kerr (2017) claims that anxiety can occur in the activities that are concerned with fluency when students try to communicate and share their thoughts, teachers try to avoid this problem by employing different strategies and techniques, even some of them avoid using negative feedback. There are six strategies of positive feedback which teachers can use to evaluate students' performance (Kerr, 2017):

2.1.Using praising: praising is effective when it is specific rather than general (Kerr, 2017), which means that it is better to praise a learner just after he/she finishes the activity or task, not to wait for all students to finish to praise them all together. When the teacher

praises a student for his work, the student will think that what he has done is successful which will make him more motivated.

2.2.Highlighting accurate and appropriate language use rather than indicating errors:

teachers should give interest to the good language use of students, because when the language used by a learner is accurate, the other learners will understand even if there are some errors (Kerr, 2017). In this case, it is better not to identify the errors and the mistakes made by students to avoid making things more complex.

2.3.Planning the monitoring of speaking activities: in the classroom, it is difficult to monitor speaking activities, so teachers should divide the students into groups: some of them will focus on fluency (the content), and others will focus on accuracy (Kerr, 2017).

2.4.Adopting a supportive manner: by using gestures and facial expressions to show that students did well in their activities to become more confident and to lower their anxiety (Kerr, 2017).

Encouraging positive feedback from peers: give opportunities for students to talk about the good things they did in their performances (Kerr, 2017); so, others will benefit from these experiences.

2.5.Showing interest in the content of what students have said: teachers should focus on content not on the accurate and appropriate language use of learners, and this acts as “positive reinforcement” (Kerr, 2017).

However, some researchers claim that negative feedback is more effective than positive feedback in the learning of a foreign language. Negative feedback has several strategies that teachers can use to evaluate learners’ performances, and to help learners to know the errors they made, as well as to provide the correction of the incorrect forms of the utterances whether directly or indirectly (Lyster and Ranta, 1997). Meanwhile, positive feedback does not give the correction, because it focuses on what is correct, not on what is incorrect in the language, so it does not give a chance for the learners to know their errors or to correct them (Ellis, 2009). That so, some researches stated that it is better to avoid positive feedback, because the majority of the students prefer to be aware of their errors and mistakes, and to be corrected.

Negative feedback has two strategies or categories of correction (Aljaafreh, 1992):

Explicit feedback is defined by Aljaafreh (1992), as: “the procedure of telling the learner that something is wrong in his/her language or providing the correct answer for him/her (p. 47-48)”. When a learner makes an error in his/her utterance, the teacher will indicate and identify the error, and provides the correction at the same time. Ellis (2009) refers to explicit feedback as “input-providing” where teachers give information about the incorrect form, and provide correction through using explicit correction and recast. Implicit feedback is the indirect use of corrective feedback; teachers push learners to identify their own errors, and correct them themselves by using elicitation, metalinguistic clues, clarification request and repetition (Lyster and Ranta, 1997). This type of feedback helps learners to notice and to know their errors, and it gives them the opportunity for self-correction.

3. Written feedback Vs oral feedback

Written corrective feedback is important in second language acquisition. It has two categories which are **focused** and **unfocused** corrective feedback: focused feedback also called selective feedback is mainly the correction of specific errors and mistakes that are related to a specific field or domain (Beuningen, 2010). Thus, it is easier for learners to understand this type of correction, because it is limited to some errors (Ellis, Sheen, Murakami, & Takashima, 2008: as cited in Beuningen). For example, the teachers correct only the grammatical errors that students made in their writings. Meanwhile, unfocused corrective feedback is the correction of all the errors made by students (Beuningen, 2010). This feedback helps learners to know and to notice every single error made in their writings, so it is general not specific. Sheen (2010) claims that written corrective feedback is offline, explicit and clear, because the teacher can correct the students’ errors after they finish their writings, and the lecturer is the one who provides the correction, so he/she does not need to push learners to notice their errors. In contrast, oral corrective feedback can be implicit and not clear or ambiguous, which make the learners feel confused when they receive this type of correction. However, Beuningen (2010) sees that written feedback can be indirect which means that teachers can make learners notice, and correct their own errors by using “underlining of errors and mistakes or coding of errors.” In contrast, written corrective

feedback is more complex, because the teacher should correct all kind of errors that students made in their writings such as: grammatical, syntactic and lexical errors...etc. (Sheen, 2010),

Oral corrective feedback occurs online, it can be immediate or delayed according to the lecturer's preference (Sheen, 2010), also in this type of feedback, the teacher can correct all the errors made by his/her students, or choose to correct only the important ones. Also, oral CF addresses one student, but at the same time it is available for other students (Sheen, 2010).

In general, both written and oral feedbacks aim at helping learners to improve in the target language. However, each one of them has its own types, strategies and techniques of error correction. But it is better to employ both of them, because in second language classrooms, students are asked to write and to speak in the target language. (For example, there are classes where students should write down about something, and after they finish their writings, they stand up in front of their classmates and present orally). Written and oral feedbacks are essential in the teaching and the learning process.

3.a. Examples of written corrective feedback:

3. a. 1. Focused CF: is when a student finishes his/her essay, the teacher will only correct the errors that are concerned with grammar rules without including other mistakes and errors.

- **a. 2. Unfocused CF:** when the students finish their writings, the teacher will collect them, and correct all errors made by his/her students (grammatical, lexical, syntactic)

• b. Example of oral corrective feedback:

3. b. 1. Explicit CF: when a student makes error while he/she is speaking, the teacher will directly indicate it and correct it, like in explicit correction.

3. **b. 2. Implicit CF:** in this strategy the teacher pushes learners to know their errors and correct it such as: repetition (the teacher repeats the student's error to show him/her that there is something wrong with his/her utterance in order to correct it).

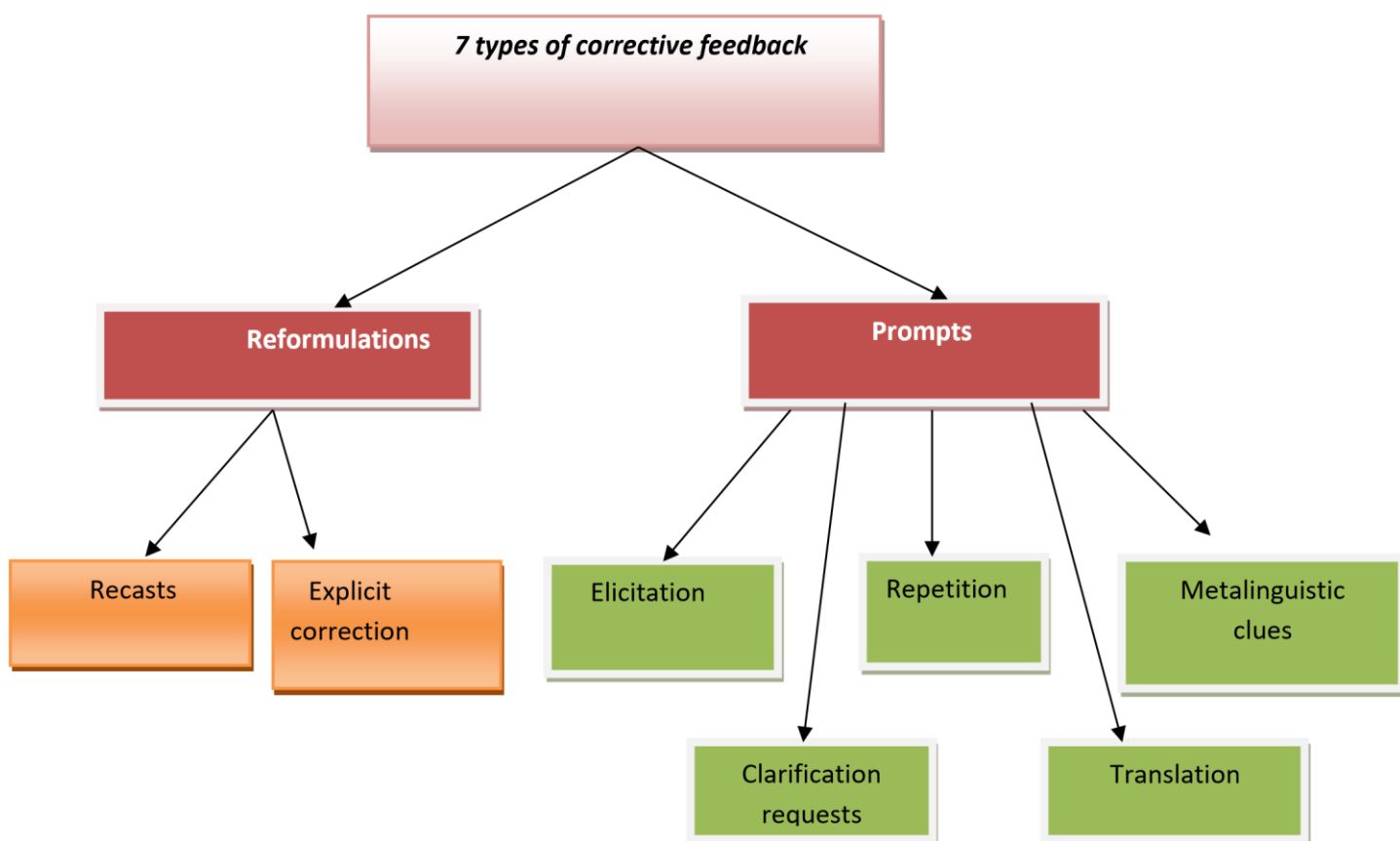
4. **Verbal feedback Vs non-verbal feedback:**

Verbal corrective feedback type is the use of both written and oral corrective feedback. Most researches focused on this type, because it is more helpful for both teachers and learners in teaching and learning a foreign language. Beuningen (2010) claims that in written corrective feedback, teachers correct student's errors using either focused or unfocused strategies of feedback; so, focused feedback is the correction of specific and only important errors that students make in their writings, and unfocused feedback is the correction of every single error made by students (Beuningen, 2010). Moreover, in oral corrective feedback such as explicit and implicit feedback: in explicit feedback we find explicit correction and recasts, and in implicit feedback including clarification request, metalinguistic clues, elicitation, repetition and translation (Lyster and Ranta, 1997).

Meanwhile, researchers did not give nonverbal type of corrective feedback a great importance thinking that it is less effective and useful than verbal corrective feedback (it does not give much details while evaluating learners' utterances). This type is called nonverbal, because teachers correct students' errors without using any written or oral feedback strategies, but by using their body language and facial expressions. According to Ellis (2009), the use of gestures, facial expressions or body language by teachers while students are speaking or presenting in the classroom, are called "paralinguistic signals". For example, if the student is presenting a topic, the teacher shakes his/her head to show that the utterance is either correct or incorrect, so in this case, the teacher is using his/her body language as a feedback, the student will understand whether he/she is correct or not (Ellis, 2009). However, most researches such as Sheen (2010) focused on verbal CF; teachers use more written and oral corrective feedback rather than gestures and facial expressions to correct or evaluate learners' utterances in the classroom, because verbal feedback gives more information about the students' utterances.

5. Oral Corrective feedback types and strategies:

They are divided into seven different strategies of error correction and were classified into two categories. According to Lyster, Saito and Sato (2013), the first category is called reformulations, in which the teachers explicitly provide the correction to the students' errors and mistakes by using recasts and explicit correction. The second category is called prompts, and it is an implicit feedback, the teacher gives feedback indirectly by using strategies such as: elicitation, metalinguistic clues, clarification requests and repetition (Lyster, Saito, & Sato, 2013). In addition to this, translation is considered as a type of oral corrective feedback and a subcategory of recast (Lyster & Ranta 1997: as cited in Rezaei, Mezaffari & Hatef 2011). In this case the teacher tries to attract the learners' attention to their errors without giving the correction so that they find their own errors and correct them themselves.



Graph1: types of oral corrective feedback

There are six different types of corrective feedback strategies that teachers use while evaluating and correcting learners' errors (Lyster and Ranta, 1997: as cited in Ananda, Febriyanti, Yamin, & Mu'in, 2017), in addition to translation, see table1:

Table1: types of oral corrective feedback:

	Oral Corrective Feedback strategies	Definition	Example
reformulations	Explicit correction	To identify the learners' errors and mistakes and provide correction by using statements such as: "you mean, you can say, you should say".	S: every weekend I go the zoo. T: you should say: "every weekend I go to the zoo"
	Recast	The teacher changes or reformulates the incorrect utterance without changing the meaning.	S: yesterday, I eat an apple. T: yes, yesterday, you ate an apple.
Prompts	Elicitation	Pausing to let students complete the sentence, asking questions or asking students to change the utterance if there is error.	T: Lynda is a good.... S: Lynda is a good student.
	Metalinguistic Feedback	The teacher gives comments, information and asks questions about the incorrect utterances, without giving directly the correct form.	S: there is a lot of people outside. T: there are a lot of people outside.
	Clarification Request	To indicate that there are errors in the utterance through saying "pardon me! Or excuse me!"	S: I love/animals/. T: excuse me.

	Repletion	The repetition of the incorrect utterance but using intonation to indicate the error.	S: i/showir/three times a week. T: /SHOWIR/?
			S: I/shower/.
	Translation	The teacher provides the correct word in the target language; when the student does not find the right word in the target language.	S: my neighbor bought (une maison) T: a house.

6. The role of corrective feedback

Corrective feedback (CF) has an important role in the teaching and learning process in second language acquisition (SLA), because the way teachers respond to learners' errors can affect their knowledge either in linguistic or in grammar...etc. In negative feedback, there are many strategies that lecturers can use to evaluate or correct learners' errors (Lyster and Ranta, 1997). But, researchers did not give much attention to these strategies when correcting students, but they focused on how learners can benefit from their teachers' corrective feedback (Leeman, 2007). However, sometimes learners find difficulties to understand the information given by their teachers when they use implicit feedback to correct their errors such as: recast and clarification request, because learners think that their teachers focus on giving feedback for content rather than the form of their utterances (Leeman, 2007). But explicit feedback can avoid those problems, because it helps learners to notice if there is an error in the form of their utterance, and correct it when there is error, and even provide metalinguistic feedback about why the form is not correct (Leeman, 2007).

According to Ellis (2009), in explicit feedback teachers state the student's errors and mistakes, and provide correction, which means that the focus here is on teachers, because they are the ones who indicate, identify, and correct errors at the same time, so they give information about the incorrect utterances and correct them. And this is called input

providing (Ellis, 2009) such as: explicit correction and recast. However, in implicit feedback, teachers try to draw learners' attention to their errors without providing correction, so learners have to notice their errors and correct them themselves, but if they fail, teachers will correct them (Ellis, 2009). Negative feedback facilitates the learning process, and make learners focus on form rather than meaning (Carrol, 2001: as cited in Leeman, 2007). In contrast, there are some researchers such as behaviorists who claim that positive feedback plays an important role in learning a target language, and in motivating learners through praising, giving rewards and encouraging... (Leeman, 2007). And positive feedback shows that students' utterances are correct by just saying: "yes, good, very good or excellent" (Ellis, 2009). And this helps learners to gain self-confidence, because they know that they did well in the practice (Kerr, 2017). Generally, both positive and negative feedback give information about learners' performance, but each one of them has a specific way to do so.

According to Lyster, Saito and Sato (2013), corrective feedback is more effective when a lecturer uses more than one type of corrective feedback and it is difficult for researchers to know which CF type or strategy is more effective, because learners are different. So, it is better to take into consideration students' opinions of corrective feedback. For example, there are students who feel comfortable when they receive feedback and they like to be corrected (Ananda, Febriyanti, Yamin and Mu'in, 2017). Whereas there are others who are sensitive or shy, and once they receive CF, they feel nervous, confused and embarrassed, and in this case it is better to use positive feedback (Kerr, 2017).

7. The timing of corrective feedback

Corrective feedback can be given immediately or delayed. Immediate feedback, is when the teacher corrects the student's errors while he/she is performing. For example, when a learner presents a topic in the classroom, the teacher will correct the student's errors immediately, and he would not wait for the student to finish presenting. Meanwhile, delayed feedback, is when the teacher waits for the learner until he/she finishes his/her utterance in order to correct his/her errors (Long, 1977: as cited in Quinn, 2014). Ananda, Febriyanti, Yamin and Mu'in (2017), found that the majority of students prefer to be corrected immediately, because they want to know the errors they made to correct and develop it,

also these researchers sees that corrective feedback should be given in the classroom not after the class, in order to be useful and helpful for students.

According to some researches immediate corrective feedback is not always effective, because when learners are corrected immediately, sometimes they get disturbed, and they forget what they are saying, unlike delayed CF that helps learners to feel comfortable (Long, 1977: as cited in Quinn, 2014). So delayed corrective feedback can be more useful, and it does not bother learners, because it is given after the student finishes his/her utterance (Long, 1977: as cited in Quinn, 2014). According to Ellis (2009), written corrective feedback and oral corrective feedback does not match in timing, in written corrective feedback, teachers use delayed feedback (they correct the students after they finish their writings), but in oral corrective feedback, teachers can use both immediate and delayed feedback, teachers can correct students while they are presenting, or after the presentation (Ellis 2009).

8. Frequency of feedback

Corrective feedback frequency refers to the number of times in which the teacher has used feedback in order to correct and evaluate students' errors and mistakes during his/her session. CF frequency can be different from one teacher to another, because there are teachers who prefer to correct all the students' errors, in this case the teacher will use feedback for several times in his/her session. Meanwhile, there are others who prefer not to correct all the students' errors, but only the important ones. In this case the teachers' feedback would be fewer.

II. Section two: speaking skills

1. Teachers and learners oral corrective feedback preferences

Ananda, Febriyanti, Yamin and Mu'in (2017), found out by the data they collected that most of students prefer their teachers to correct all their oral errors and mistakes, because students want to be aware of their errors, and to be corrected. In general, learners find it

more appropriate when their teachers correct every single error they make while performing or presenting in the classroom (Ananda, Febriyanti, Yamin and Mu'in, 2017). However, some teachers do not correct every error made by learners, and they prefer to use positive feedback because it will make learners feel more comfortable (Kerr, 2017). So that to be more helpful and useful when learning the target language. Ananda, Febriyanti, Yamin and Mu'in (2017), claims that students' and teachers' preferences of corrective feedback it is not always the same. Since there exist several types and strategies of corrective feedback that can be used in evaluation or correction of errors (Lyster and Ranta, 1997). So basically, there is a great possibility that students' preference of corrective feedback will differ from the teachers' preference (Ananda, Febriyanti, Yamin and Mu'in, 2017). Based on this data, we note that teachers can use one or more strategies of corrective feedback to correct learners' errors, but these strategies may be liked or disliked by learners, also some teachers do not care or do not consider how students think about their corrective feedback (Ananda, Febriyanti, Yamin and Mu'in, 2017).

According to Ananda, Febriyanti, Yamin and Mu'in (2017), teachers' error correction can be "privately or individually", these two techniques may look similar, but actually they are not: in private correction, the teacher corrects the student's errors without others listening, only the two of them (the teacher and the student being corrected). But in individual correction, the teacher corrects the student's errors openly, and everyone will hear the correction even if the teacher corrects only one student (Ananda, Febriyanti, Yamin & Mu'in, 2017).

Ellis (2009), claims that teachers should give students a chance to correct themselves (selfcorrection), also some student prefer to correct their own mistakes and errors for they feel relieved when they do so. However, the majority of students do not like to correct themselves, and they prefer to be corrected by their teachers, because some of them do not have the knowledge needed in order to correct his/her own (Ananda, Febriyanti, Yamin and Mu'in, 2017). Ellis (2009) finds that the best way of giving corrective feedback is to give students the opportunity to correct their errors, and if they fail on their correction, teachers will give the right correction.

2. Learner uptake

Uptake “refers to a student’s utterance that is immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspects of the student’s initial utterance” (Lyster and Ranta 1997, p. 49). Uptake is the student’s reaction after receiving a corrective feedback from his/her teacher. For example, when a teacher evaluates the student’s utterance by giving feedback to his/her incorrect form, the student will react and respond to that feedback, and this is what we call uptake. Also, according to Lyster and Ranta (1997), there are two types of students’ uptake: “repair” and “needs-repair”; repair refers to the student’s correction of his/her own error through the help of the teacher, and based on some researches, Lyster and Ranta (1997) have analyzed and distinguished four categories of “other-initiated repair”:

2.1. Repetition: occurs when a student makes error in his/her utterance, then the teacher gives the correct form and the student repeats the correct form of his/her utterance:

S: Yesterday, I go to the beach.

T: I went to the beach. (Recast)

S: I went to the beach. (Repair-repetition)

2.2. Incorporation: it is the same as repetition, but in this case, the students repeat the correct form by making his/her utterance longer:

S: My dad always tells me to do my homework in early time.

T: Do your homework early. (Recast)

S: Do my homework early, and then play with my friends. (Repair-incorporation)

2.3. Self-repair: it is the student’s corrections of his/her own error, or the student’s reaction to the teacher’s feedback (the teacher indicates that there is error without providing correction):

S: Italy she is a beautiful country.

T : Excuse me ? (Clarification request)

S: Italy is a beautiful country. (Repair-self)

2.4. Peer-repair: occurs when a student corrects a mistake or error made by another student:

S1: In newspapers we find much information.

T: In newspapers we find much information. (Recast)
S: much information. (Repair-peer)

Moreover, “needs-repair” gives a teacher the opportunity to use several types of feedback, and it has six types of utterances (Lyster and Ranta, 1997):

- a. Acknowledgment:** it is the reaction of the student to the teacher’s feedback by saying “yes or no” (the teacher’s feedback can be similar to the student’s utterance, but much better, or the feedback can be different of what the student said or meant).
- b. Same error:** it is the repetition of the student’s error and mistake.
- c. Different error:** it is the student’s reaction or uptake to the teacher’s feedback, but it is not the correction of the error, and it is the appearance of another error.
- d. Off target:** “refers to uptake that is clearly in response to the teacher’s feedback turn but that circumvents the teacher’s linguistic focus altogether, without including any further errors” (Lyster and Ranta 1997, p. 50-51).
- e. Hesitation:** it is the hesitation of a student to react to the teacher’s feedback.
- f. Partial repair:** it is the student’s reaction or uptake to the error by correcting it.

3. speaking skills development

Speaking is: “using the right words in the right order with the correct pronunciation. Knowing when clarity of message is essential and when precise understanding is not required. Understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason” (Hamidova and Ganiyeva 2020, p. 19) which means that the speaker should know how, when, where, what and with whom to speak. The speaking skill is the ability to communicate in the target language, and makes the hearer or the listener understand what someone else is saying (Hamidova and Ganiyeva 2020). According to Baker and Westrup (2003), people when using English should have the fluency and the accuracy; people who are fluent are the ones who speak and communicate their ideas appropriately, so they are able to express their thoughts, opinions and feelings in

the target language, and people who are accurate are the ones who are able to use the language form correctly, including the well spelling of words (Baker and Westrup, 2003)

Moreover, Hamidova and Ganiyeva (2020) stated that speaking skill has three main areas which are language input, structured output and communicative output: “language input-teacher talk, listening activities, reading passages, and the language heard and read outside of class. Language input gives learners the material they need to begin producing the language themselves. Content-oriented input and form-oriented input” (Hamidova and Ganiyeva 2020, p. 19), in structured output, teachers give exercises and activities that mainly involve the grammar rules and the structure of the target language (Hamidova and Ganiyeva, 2020). In the communicative output, the focus is on the tasks given by teachers to help learners understand the message in the target language, and to communicate (Hamidova and Ganiyeva 2020).

4. Difficulties encountered by EFL learners while speaking

Through the data collected by Al Hosni (2014), EFL students face three difficulties while speaking including linguistic difficulties, mother tongue use and inhibition. First, linguistic difficulties, in which students do not have enough vocabulary to communicate in the target language or to express their ideas and feelings, so there are students, who know what to say, but they do not find the right words (Al Hosni, 2014). Second, the mother tongue use, where students tend to switch to their native language, because they do not know how to communicate their ideas in the target language since they have poor vocabulary (Al Hosni, 2014). Finally, we have inhibition which means that students are not motivated to speak, because some of them are shy, and some are afraid of making mistakes, and they do not want to embarrass themselves in front of their classmates (Al Hosni, 2014). Moreover, these factors are not the only ones that lead students to have speaking difficulties, so the way teachers teach their students can affect their speaking skills, for example, there are teachers who do not give opportunities for their students to speak and practice in the classroom.

5. oral presentation as a speaking skills development technique

According to Wang, Yu and Teo (2018), oral presentations are tasks where students are asked to perform in the classroom through choosing the topic they want to present. There

are two participants in oral presentation: first, the presenter, a student who gets to perform in front of his/her classmates. Second is the audience or the other students who listen to the presenter. In the classroom, the presenter uses mainly the speaking skill and the body language to express his/her ideas and thoughts (Wang, Yu and Teo, 2018) which means that the presenter should know how to convey the message, and how to make the audience understand what he is saying. For example, the presenter needs to have enough vocabulary, and in the case of not knowing the right word in the target language he can switch to his mother tongue. Wang, Yu and Teo (2018), they found out through the data they collected that corrective feedback should address only to the presenters, because it is specific for them, and they are the ones who are performing and speaking, and the ones who are making mistakes and errors, so it does not concern the audience. However, corrective feedback should address both the presenter and the audience, so the presenter will not feel uncomfortable, because the teacher gives him/her all the attention, and the listeners will not lose interest (Wang, Yu and Teo, 2018). For example, when a student presents, the listeners or the classmates can give their opinions concerning the topic or they can help the presenter while he is speaking by participating (when the student forgets to say something, the audience can help him to remember), so the teacher should give feedback for both the presenter and the listeners (Wang, Yu and Teo, 2018).

Conclusion

During this chapter, we attempted to shed light on the two variables of our study. We started by corrective feedback including its types and its role in the foreign language classroom. After that, we moved to the second variable which is speaking skills. We viewed the difficulties encountered by students' during their oral presentations, the learner's uptakes when receiving corrective feedback, in addition to some theoretical background about speaking skills including oral presentation as a speaking skill development technique.

It is clear that corrective feedback has a big role in teaching and learning a second language. However, teachers should know their students' preferences or views of corrective feedback before providing correction during their oral presentations. Therefore, corrective feedback should be used by teachers in order to make students aware of their errors and mistakes and develop them. In general, CF is an important component in the improvement of students' oral performances.

CHAPTER TWO

PRACTICAL PART

Introduction

This chapter is divided into three sections; the first one is entitled “research design and methodology”. It describes the methods used in our research, the population, the data collection tools and procedures. The second section is entitled “A presentation of the general findings”. It describes the findings obtained in our research. The last section presents the discussion of the results obtained and introduces the limitations we faced during the completion of the present research in addition to the recommendation for teachers and future research.

Section one: the design of the study

1. Research design and methodology

We have opted for the use of descriptive method. It describes the different views of teachers and students toward oral corrective feedback strategies. We opted for the use of this method to find out the common points shared by the 1st year LMD students and their OE teachers toward oral corrective feedback strategies.

1.1. The description of the research method

We collected the data of this research using questionnaires and classroom observation. We analyzed the findings using mixed methods. According to Dornyei. Z (2002) “*mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frame work*” (p.41)

The quantitative method is used to analyze the students’ and teachers’ questionnaires and transform them into numerical values. Dornyei. Z (2002) defines quantitative method as “*an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures*”. The qualitative method is used to analyze the results of the classroom observation. Dornyei. Z (2002) defines qualitative method as “*an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem*”.

1.2. The description of the population

1.2. a. description of the students' population and sample

Our population consists of forty-nine 1st year LMD students at the department of English at University of Bejaia, during the academic year 2020/2021. The total number of the first-year students is 172 students divided into eleven (11) groups. Our sample was selected randomly, they are three groups among twelve. they represent the rate (28.48%) of the whole students. The reason behind our choice is that first year's students are beginners at the university and having the oral expression module for the first time. Indeed, they may face some difficulties in the speaking skill and they are more likely to make errors. Hence, teachers' corrective feedback may be a barrier for them in their learning.

1.3. b. description of the teachers' population and sample

We have chosen to investigate teachers of Oral Expression (OE) module of first year level. Our choice was not random; since the students are more productive and have more chance talk more, so, the teachers are more likely to correct the students' errors and mistakes and will provide more corrective feedback. Our sample consists of three OE teachers that we observed with the three classes during our classroom observation. The aim of our choice is to get a wide amount of information about our research topic, also to get the reliability of what is observed and answered in the questionnaires.

1.3. Procedures of data collection

In our research, we have chosen to use questionnaires for both OE teachers and 1st year LMD students at University of Bejaia at the department of English. We opted to use questionnaires to collect a large number of answers about the students' as well as the teachers' views toward oral corrective feedback. In addition to this, we included a classroom observation with the three groups which represent our population.

1.4. Research tools

In this research we included a classroom observation as the first tool for data collection. In addition to this we opted for two questionnaires; one is for OE teachers, and the other is for 1st year LMD students.

1.4.1. The classroom observation

Classroom observation is the first tool that we have used to collect data and to gather more reliable information about our subject of study. (Burns 1999, P.80 as cited in HananeAmrane 2017) stated: *“the researcher observes the classroom interactions and events, as they actually occur».* Moreover, (Jonson & Tuner 2003, P. 314 as cited in HananeAmrane2017) assume that observation” *enables the researcher to combine it with questionnaires and interviews to collect relatively objective firsthand information”.*

The observation took place at university of Abderrahmane Mira Bejaia, with first year students. The classroom observation has lasted for 14 days; from May 23rd until June 6th 2021. We have observed three groups of first year at department of English which were chosen randomly. We recorded the important elements related to the students’ errors, the teachers’ correction of the students’ errors, the teachers’ oral corrective feedback strategies used to correct the errors, the timing of the correction, and the frequency of the corrective feedback.

1.4.2. The questionnaires:

According to (Brown, 2001 as cited in Dornyei. Z 2002, P.6) *“questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”.*

a- The students’ questionnaire: it is entitled” the students’ views toward their teachers’ oral corrective feedback questionnaire”. The questionnaire was handed to 45 1st year students, only 40 of them were returned. It includes 18 questions which were divided into three sections. The first section includes the students’ personal details (age, gender, group...), and the second section deals with the students’ views toward oral sessions, the third section includes the students’ views

toward their teachers' corrective feedback. The aim of the questionnaire is to know the different students' preferences of their teachers' oral corrective feedback strategies,.

b- The teachers' questionnaire: it is entitled "teachers' oral corrective feedback strategies questionnaire". It was handed and answered successfully by three teachers. We decided to deliver it only for the three OE teachers of the groups that we observed. It consists of 18 questions. The aim of the questionnaire is to know whether the teachers correct or evaluate their students and which type of oral corrective feedback strategies they use in doing so. In addition to get the teachers' views toward oral corrective feedback, also the get the reliability to what is observed in the classroom and what is answered in this questionnaire.

Section two: results and discussion of the findings

1. Results

1.1. The results of the classroom corrective feedback observation

This part represents the findings and results of our classroom observation. We have observed three groups of first year at department of English and their OE teachers which were chosen randomly. We recorded the important elements related to the students' errors, the teachers' correction of the students' errors, the teachers' oral corrective feedback strategies used to correct the errors, the timing of the correction, and the frequency of the corrective feedback.

The aim behind using this tool is to gather data and information by observing the teachers' methods for correcting their students' errors and mistakes and to record the students' reaction toward the correction.

Table 2: The first session: Monday, may 23rd, 2021.

Students' level: first year

group number: 10

students' number: 13

Subject: oral expression

time: 10:10 – 11:40

room: 12

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of feedback
		Corrected	Not Corrected			
S1	6 year	6 years		Recast	Immediate FB	
S2	Mathematics (mispronunciation)	Mathematics		Recast	Immediate FB	

S3	Favorite (mispronunciation)			Positive FB		
S4	It is “ société ” in	Society , good	□	Translation	Immediate FB	
	French					
S5	Opcian	What? Repeat it again S: optician		Elicitation	Immediate FB	
S6	A translate	A translator		Recast	Immediate FB	

From the grid above, we deduce that many students made different types of mistakes when speaking. They are mainly phonetics; the students mispronounced some words. The teacher corrected only some of them and didn't correct the others. They also made some grammatical mistakes related to the use of singular and plural nouns. The teacher paid attention to the students' errors and corrected most of them immediately but in a kind way to let the students feel at ease and don't lose focus. The teacher provided correction to the students' errors choosing the appropriate oral corrective feedback strategies according to the types of the errors. In some, she corrected the mistakes herself whereas in others she let the students provide the correction themselves.

Table3: The second session: Monday, may 24th, 2021.

Students' level: first year group number: 03 students' number: 17

Subject: oral expression time: 13:30 – 15:00 room: 3

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of Feedback
		Corrected	Not Corrected			
S1	Quality S: equality	Can you repeat again please		Clarification Request	immediate FB	Hardly ever
S2	Success (mispronunciation)	What is success?		Recast	Immediate FB	
S3	There is failures and Mistakes		□	Positive FB		

From the grid above, we notice that the students during their oral presentations didn't make a lot of errors. Only some of them who made mistakes in phonetics; they mispronounced some words. The teacher used the clarification request to attract the student's attention to his/her mistake and correct it. Also, she corrected the student's mispronunciation of the word "success" explicitly using recast. Another student made a grammatical mistake in the use of singular and plural nouns. The teacher didn't pay attention to the student's errors and didn't correct it, but she provided positive feedback for the student's performance.

Table4: The third session: Monday, may 30th, 2021.

Students' level: first year

group number: 10

students' number: 15

Subject: oral expression

time: 10:10 – 11:40

room: 12

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of feedback
		Corrected	Not Corrected			
S1	Calls (mispronunciation)		□			Hardly ever
S2	Civilization (mispronunciation)		□			
S3	Produced (mispronunciation)		□			
S4	Injust	Injustice		Recast	Immediate FB	
S5	Village (mispronunciation)		□			
S6	Hehave	He has		Recast	Immediate FB	

From the grid above we notice that the students made many mistakes during their oral presentations. They are phonetic mistakes; the majority of them mispronounced some words. The teacher didn't correct them to let them feel at ease and focus on the content of their presentations. Whereas, she corrected the grammatical mistakes made by her students related to tenses also to categories of words such as nouns and verbs. In this case, the teacher used recast to correct both of them immediately.

Table5: The fourth session: Monday, may 30th, 2021.

Students' level: first year

group number: 11 students' number: 15

Subject: oral expression

time: 11:50 – 13:20

room: 13

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of Feedback
		Corrected	Not Corrected			
S1	Two exercice		□			
S2	Is both the correct answer	Yes, it is both		Explicit correction	Immediate FB	
S3	I " suddenly " came	"suddenly" I came		Explicit correction	immediate FB	
S4	And the thief	T: The thief..... S: the thief vanished		Elicitation	Immediate FB	Usually
S5	A person (mispronunciation)		□			
S6	Stress arenot good	Repeat again		Elicitation	Immediate FB	
S7	Shove!!!	It is Fourier in French		Translation	Immediate FB	
S8	They are good children	This means they are. S: well - behaved		Recast	Immediate FB	

From the grid above, we remarked that the majority of the students made errors during their presentations. Most of them are grammatical errors which are related to tenses as well as to the sentence order, in addition to the use of singular and plural forms. The teacher immediately corrected them using explicit correction and elicitation. Only one student made a mistake in pronunciation, but the teacher didn't pay attention to it. The others were for the lack of vocabulary. The teacher corrected them immediately by providing the appropriate words using translation and recast.

Table6: The fifth session: Monday, may 31st, 2021.

Students' level: first year group number: 3 students' number: 15

Subject: oral expression time: 13:30 – 15:00 room: 3

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of Feedback
		Corrected	Not Corrected			
S1	She was study		□	Positive FB	Delayed FB	Never
S2	Five minute		□	Positive FB	Immediate FB	
S3	Racism (mispronunciation)		□	Positive FB	Delayed FB	
S4	The second waves The third waves		□	Positive FB	Delayed FB	

S5	Psychology (mispronunciation)		□		
S6	He don't know		□	Positive FB	Delayed FB

From the grid above we notice that most of the mistakes made by the students are grammatical mistakes. They are related to tenses, as well as the misuse of singular and plural forms. The others were phonetics; the mispronunciation of some words. None of the above-mentioned mistakes were correct by the teacher. Indeed, she usually provides positive feedback so that the students will present at ease and without losing focus.

Table7: The sixth session: Monday, June 6th, 2021.

Students' level: first year group number: 10 students' number: 15

Subject: oral expression time: 10:10 – 11:40 room: 12

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of feedback
		Corrected	Not Corrected			
S1	Immigrans	We say immigrants		Explicit correction	Delayed FB	
S2	Life are change		□			Hardly ever

S3	People whois		□		
S4	Informations	We say information		Explicit correction	Delayed FB
S5	Psychologue	Psychologist		Recast	Immediate FB
S6	Intelligence members	Intelligent		Recast	Immediate FB
S7	Punish	We say punishment		Explicit correction	Delayed correction

The results of the grid above mention that the mistakes made by the learners are the same as the previous ones. Most of them made grammatical errors related to tenses and the singular and plural forms, as well as words categories such as nouns and verbs. The other mistakes are related to phonetics. The teacher corrected the majority of the mistakes using different types of oral corrective feedback. Mostly, she used explicit correction and recast to correct the grammatical errors. Concerning the timing of the teachers' correction as it is mentioned above; she mostly used delayed feedback to correct some students' mistakes, as she used immediate feedback to correct the others.

2.2. The results of the Students' questionnaire:

First of all, 45 of the questionnaires were handed for first year LMD students at university of Bejaia, only 40 of them were returned back.

The questionnaire consists of 20 questions and is divided into 3 sections. The first section includes the student's personal details. The second section deals with the students views toward oral sessions. The third section deals with the students' views toward their teachers' oral corrective feedback.

The aim behind using this tool is to collect data about the students' preferences of their teachers' oral corrective feedback strategies.

Table8: the handed and the returned questionnaires.

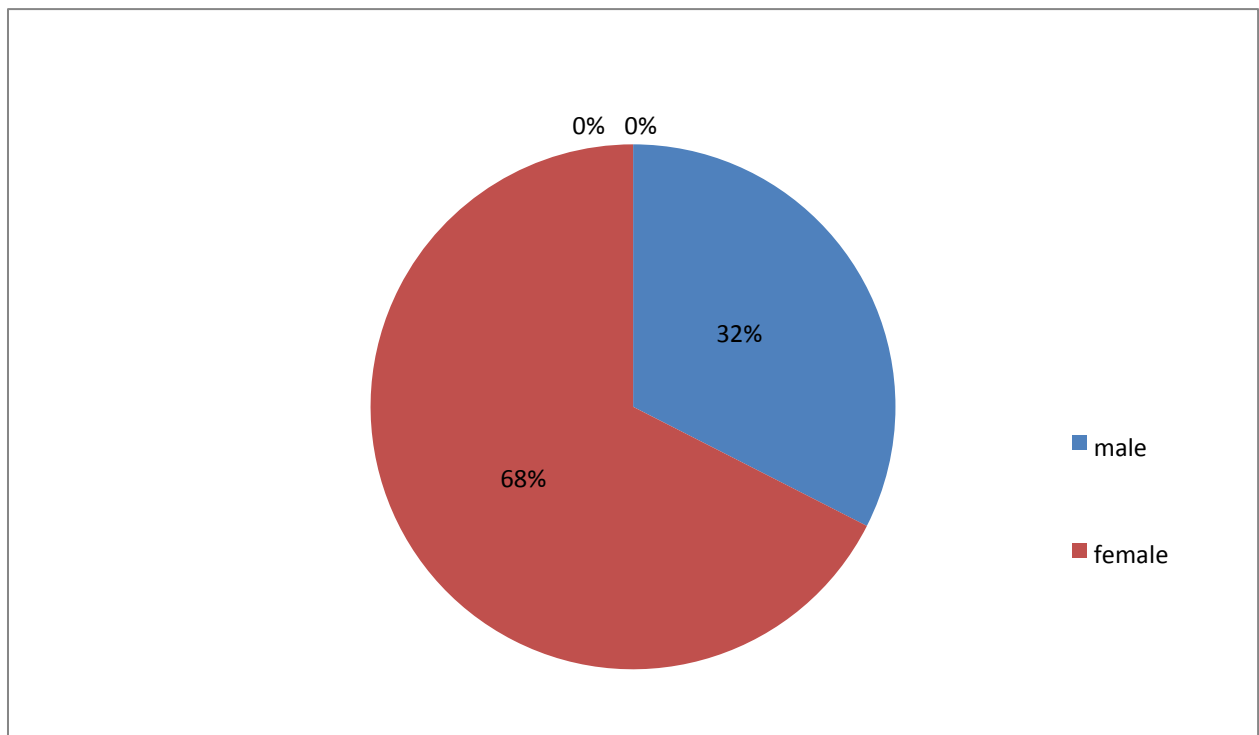
Questionnaires	Number	Percentage
Handed	45	100%
Returned	40	89%

Section one: personnel details.

Table9: students' groups.

Options	Frequency	Percentage
Group 3	13	32.5%
Group 10	12	30%
Group 11	15	37.5%
Total	40	100%

Q 1: gender

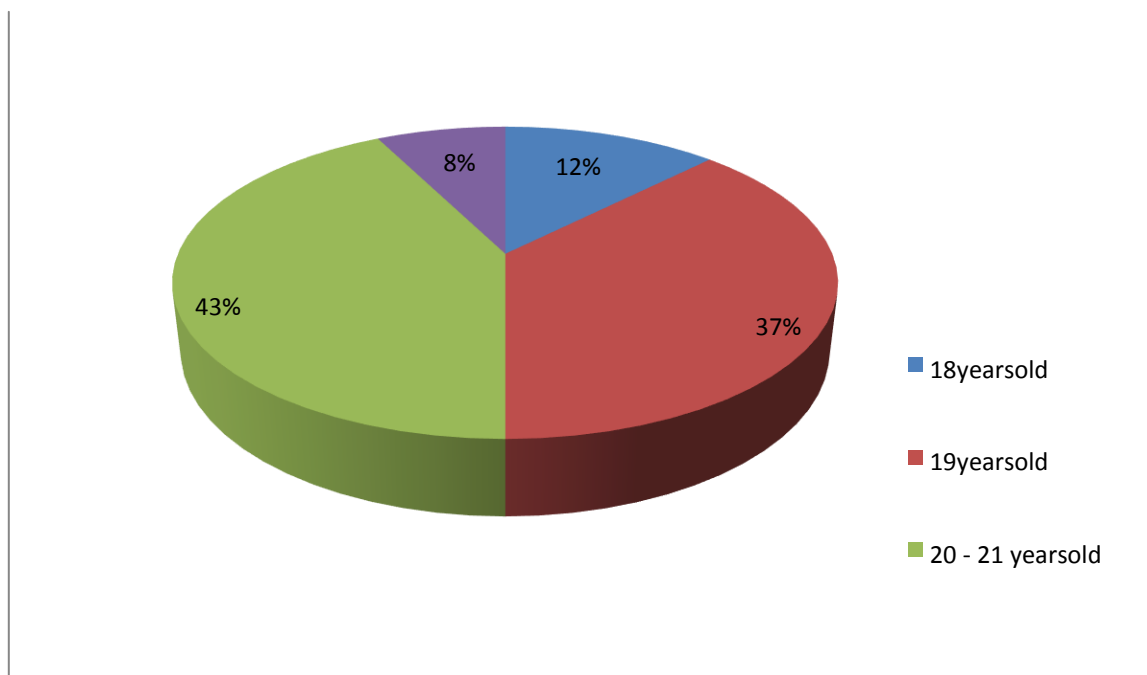


Graph 2: students' gender

The graph above shows that the majority of the students are females. They are 27 in number and represent (68%). However, the males are 13 in number and represent (32%).

From the results above we notice that the vast majority of the students in the English department are females. That is to say those females are more volunteers to study English at university.

Q2: how old are you?

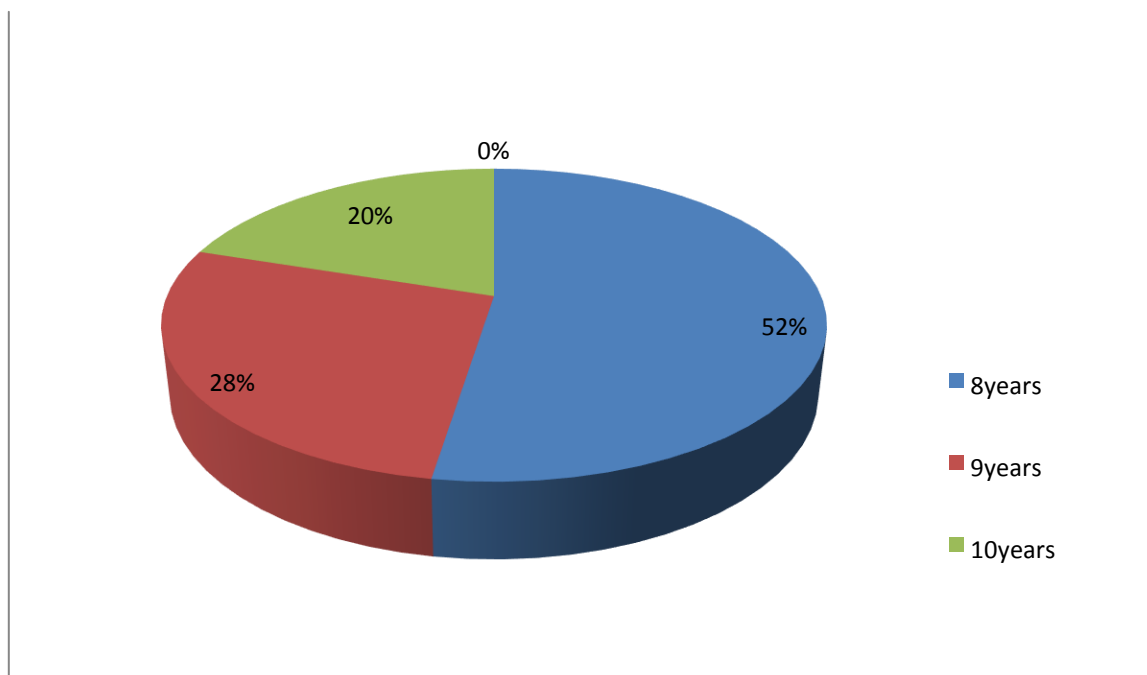


Graph 3: students' ages.

The graph above shows that we have four categories of students' ages. 5 of them are 18 years old and represent (12.5%). 15 of them are 19 years old and represent (37.5%). The majorities of them 17 students are between 20 to 21 years old and represents the rate of (42.5%). The last category represents students whose age is between 22 – 24 years old with the percentage of (7.5%) and include only 3 students.

We conclude that there are four categories of first year students' ages who are studying English at university of Bejaia. In this case we suggest that the students who are older have an evaluated level of English proficiency, whereas, those who are younger may face some psychological obstacles such as: shyness and anxiety. So, teachers should take into consideration the students' differences to make the teaching and learning process more successful.

Q 3: how long have you been studying English?

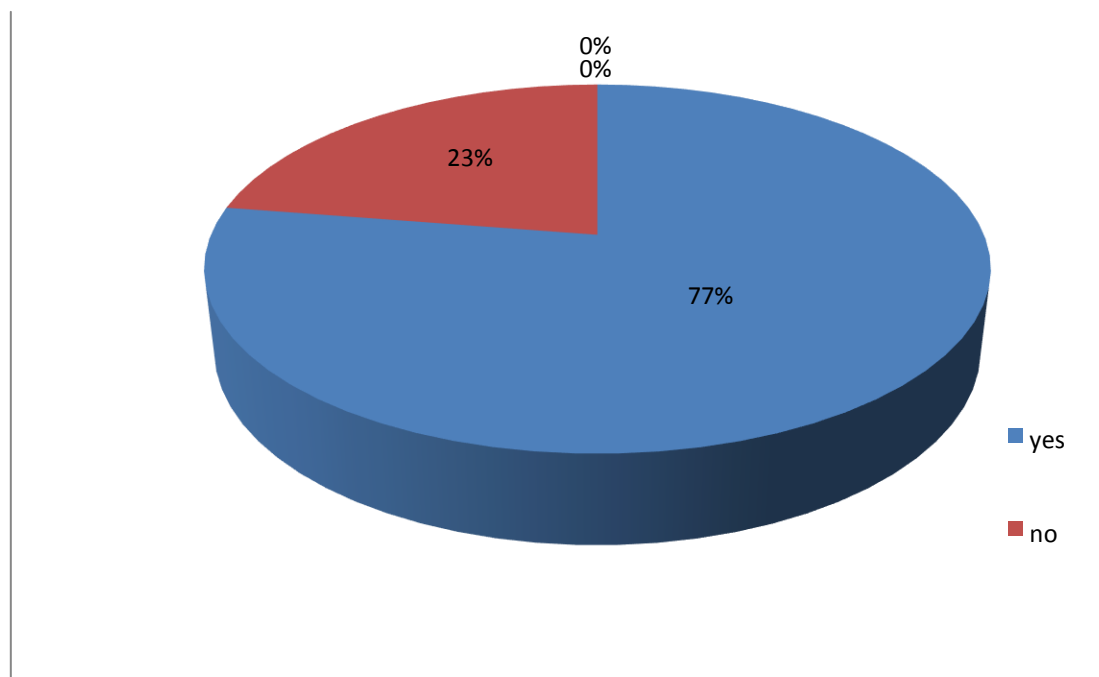


Graph 4: the number of years that students have been studying English.

The results shown in the graph above state that the majority of students 21 (52.5%) have been studying English for 8 years starting from the middle school until university. However, 11 (27.5%) among them have been studying English for 9 years. Also, we have 8 (20%) among them have been studying English for 10 years.

From the results obtained above we notice that students' different ages effect their levels of studying English language. Therefore, all the students have been studying English for many years starting from middle school. Indeed, most of them had repeated many years which may make them more experienced and more developed in their language .But they may still face difficulties in the target language production.

Q 4: do you like oral sessions?

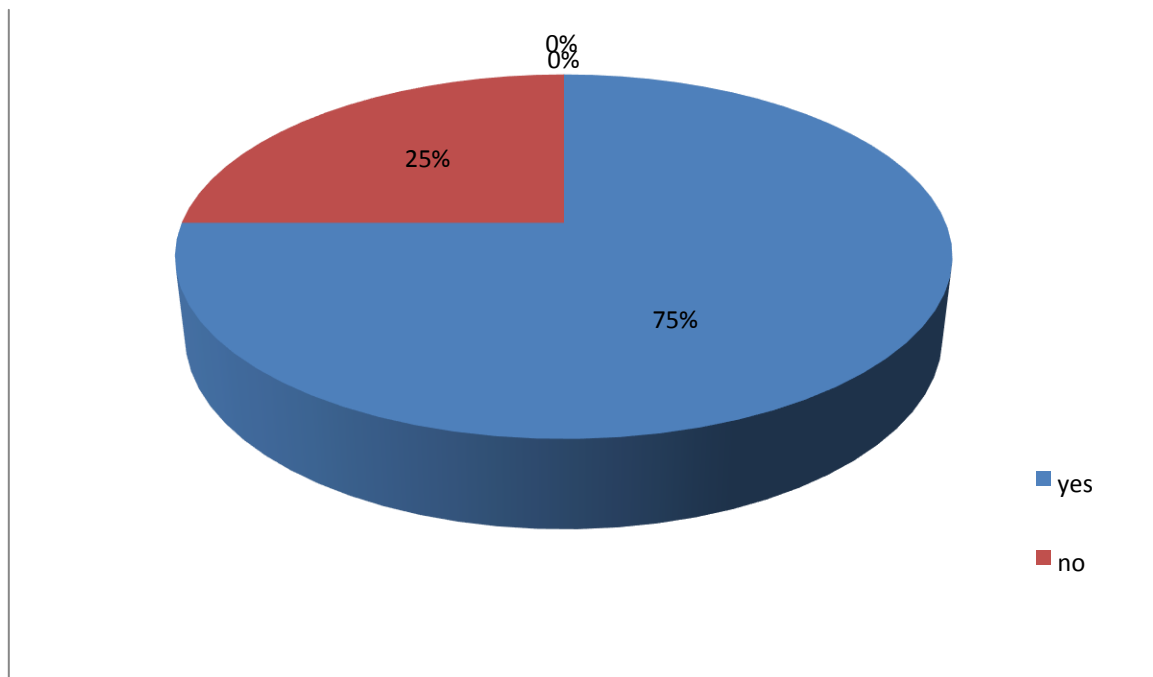


Graph 5: whether students like oral sessions.

The results obtained from the table above show that the majority of the students 31 which represent the rate of (77.5%) like the oral sessions. Whereas, 9 (22.5%) of them answered with (NO); which means that they do not like the oral module.

We conclude that the vast majority of the students like the oral sessions and like to express themselves orally. Whereas, some of them answered that they don't like to express themselves orally, maybe because they face difficulties in speaking in front of public or maybe because of the fear of receiving negative feedback.

Q5: do you like to express yourself orally?

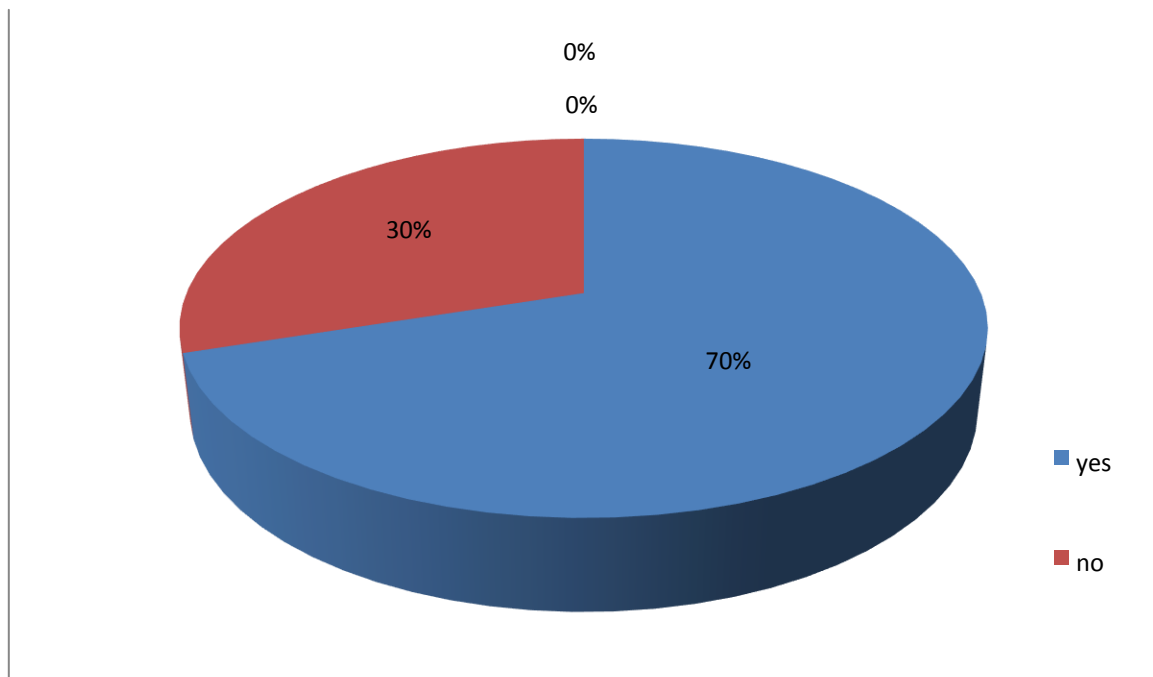


Graph 6: whether students like to express themselves orally or not.

From the results obtained in the table above, we notice that more than a half of the students answered by YES; which means that they like to express themselves orally. They are 30 in number and represent the rate of 75%. Whereas, 10 of them who represent the rate of 25% answered by NO; which means that they do not like to express themselves orally.

From the answers obtained above we notice that so many students like to express themselves orally, discuss and share ideas as well as they find pleasure in sharing their feeling. In another hand, we find that those who dislike expressing themselves orally they may face some barriers and problems when doing so. Shyness and anxiety can be a barrier for their participation.

Q 6: do you feel comfortable when expressing yourself? If NO please explain

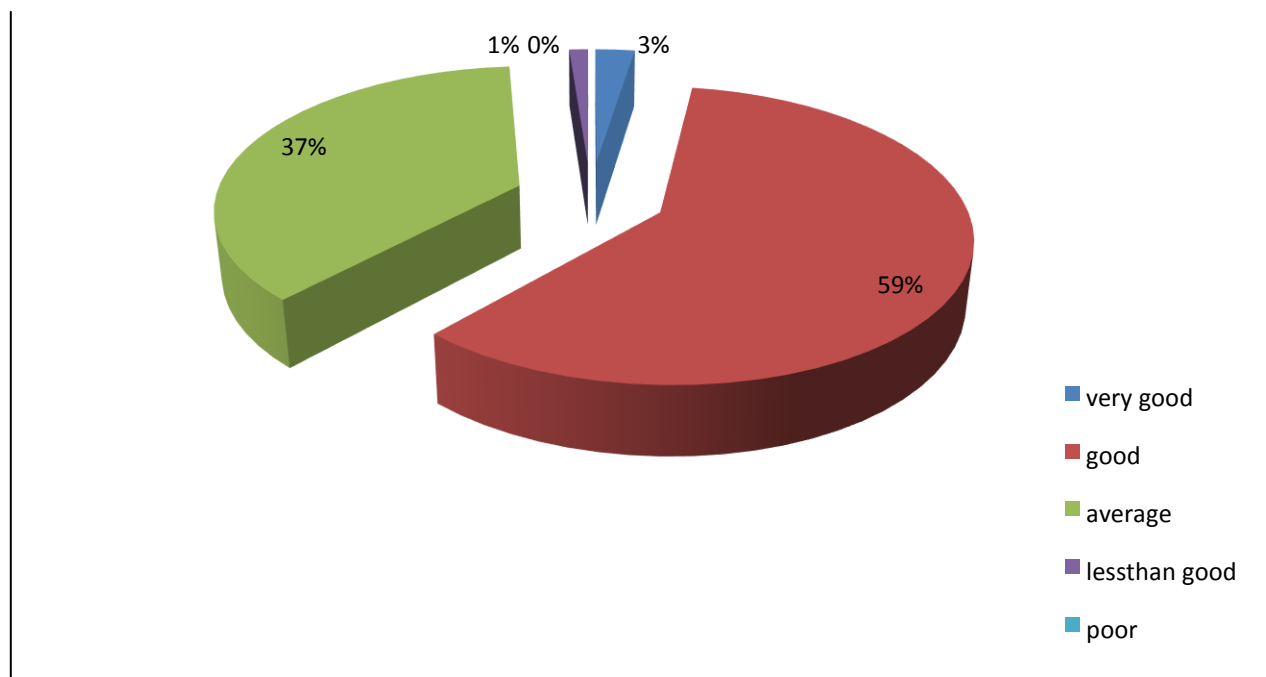


Graph 7: whether students feel comfortable when expressing themselves or not.

The table above states that more than a half of the students 28 (70%) feel comfortable when expressing themselves orally and don't face any problems while speaking. In the other hand, 12 (30%) of the students do not feel comfortable when expressing themselves orally. Some of them justified that they feel shy and anxious and can't talk in front of the public so that they lose focus. Some others mentioned that they don't feel at ease when speaking because of being afraid of making mistakes.

From the answers given above we notice that the majority of first year students express themselves freely and don't face any problems. Thus, many students do not feel comfortable when expressing themselves orally and suffer from psychological obstacles such as; shyness and anxiety which make them feel confused and embarrassed. In this case, teachers should take into consideration the students' personalities when correcting them.

Q 7: how can you evaluate your oral performance?

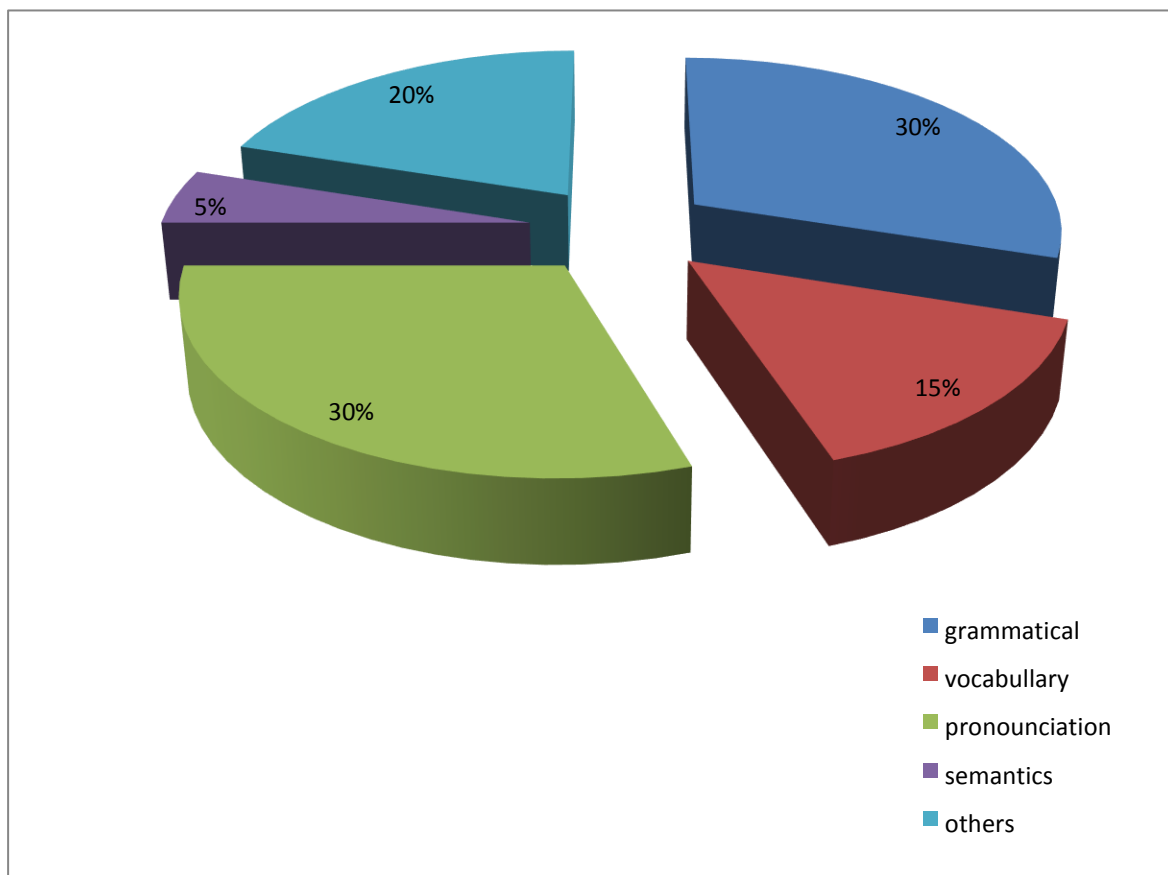


Graph 8: students' evaluation of their oral performance.

The table above represents the answers of the students about the evaluation of their oral performance. The majority of the students 24 (60%) evaluated their oral performance as good. 15 (37.5%) of the students have chosen "average". only 1 student who represents (2.5%) evaluated his oral performance as "very good". No one's oral performance was less than good and poor.

From the answers above we notice that first year students' oral performances are moreover between very good, good and average; so, we notice that our students' participants master the English language. Thus, they may face problems and difficulties when expressing themselves. For this, teachers should choose the appropriate methods to help the students in developing their oral performances and their levels of proficiency of the English language.

Q8: which types of mistakes do you make during your oral performance?

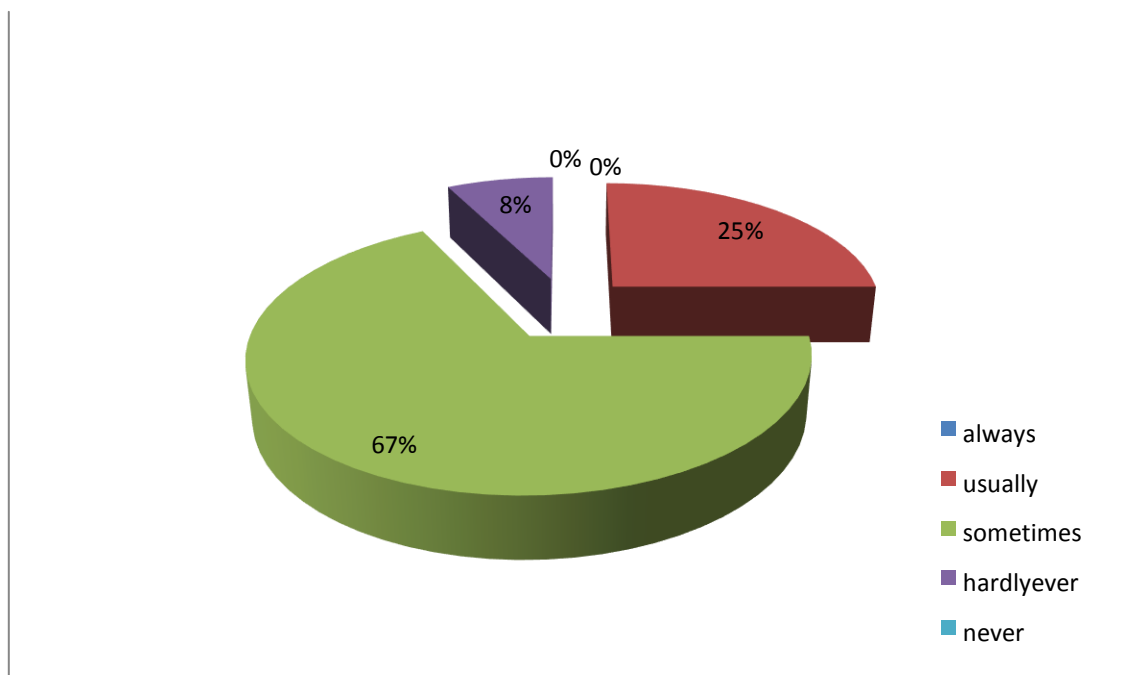


Graph 9: types of mistake the students make in oral expression.

The graph above shows that the majority of students make more mistakes in grammar and pronunciation; they are 12 (30%) for each. The others 6 (15%) make more mistakes in vocabulary; they don't find the right words to express their ideas. 2 (5%) of the students make semantic mistakes. 8 (20%) of them assert other problems which can be not linguistic ones.

From the results obtained above we notice that nearly all the students make mistakes during their oral performance. The students will be fossilized and develop wrong ideas as long as their mistakes are not corrected. So, OE teachers should take into consideration the students' difficulties and obstacles that they face while presenting orally and correct all the students' mistakes and errors in order to overcome these difficulties.

Q 9: how often do you make errors when speaking?

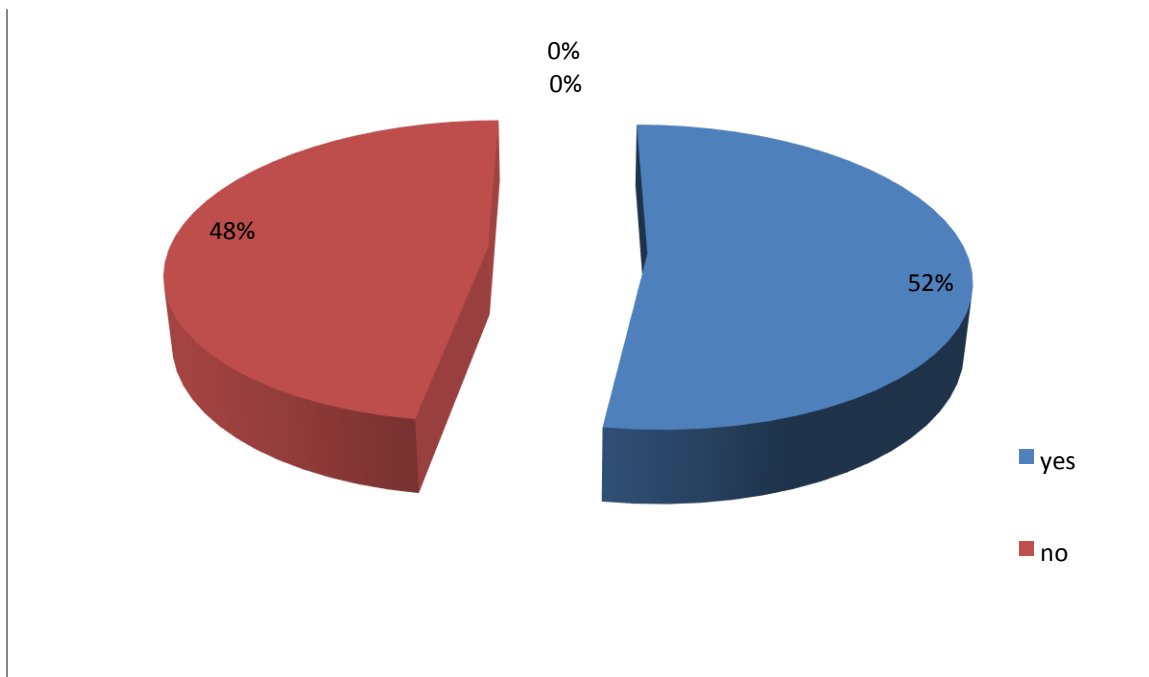


Graph 10: the frequency of the students' errors.

The graph above states that more than a half of the students 27 (67.5%) sometimes commit errors when speaking. 10 of them who represent the range of (25%) usually commit errors when speaking. Only 3 (7.5%) of them assert that they hardly ever commit errors when speaking.

In this case, we notice that the vast majority of the students commit errors when speaking; this can be due to their lack of language proficiency as well as the lack of their teachers' correction of their mistakes and errors. Then, this may have an influence to their learning in general and in their oral performances in particular.

Q10: do you receive oral corrective feedback from your oral expression teacher?

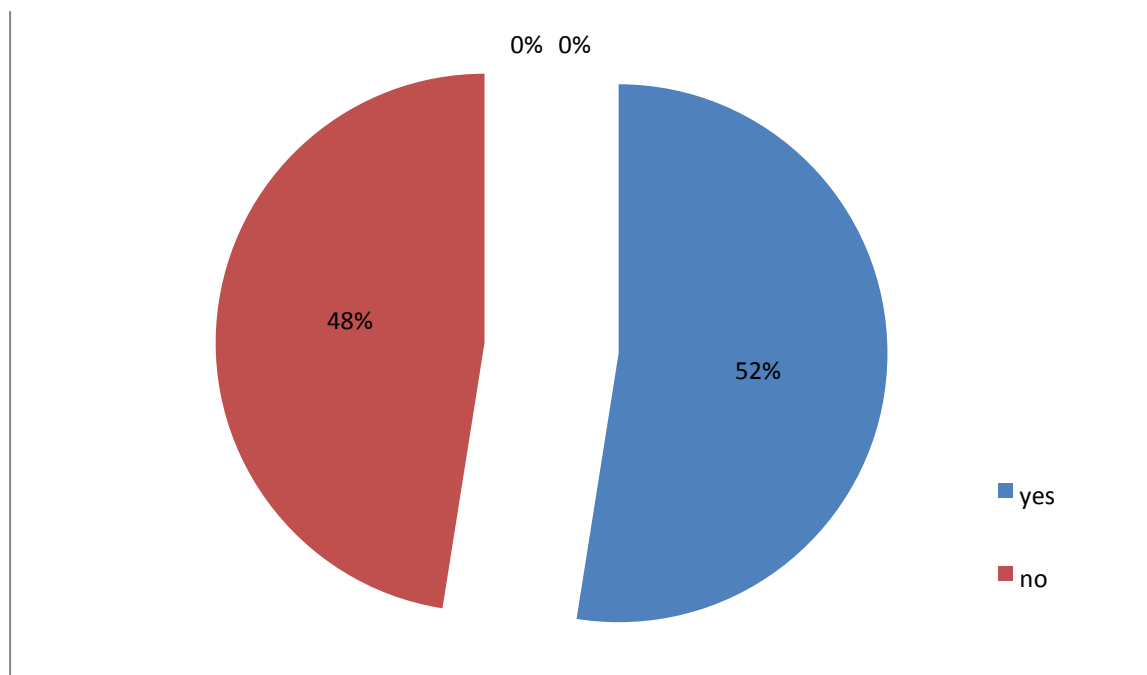


Graph11: whether students receive oral corrective feedback from their oral expression teacher.

The results above show that 21 (52.5%) answered “yes” means that they receive oral corrective feedback from their oral expression teachers and they correct their errors. Whereas, 19 (47.5%) of them answered “No” means they do not receive oral corrective feedback from their oral expression teachers and they do not correct them.

We conclude that the majority of OE teachers provide oral corrective feedback to their students. In accordance to what we have observed, teachers correct nearly all their students’ errors and mistakes in a kind way using different oral corrective feedback strategies. Whereas, some of them do not provide corrective feedback to let the students present at ease without feeling confused and losing focus. For this, we suggest that teachers should correct their students by choosing an appropriate method in order not to hinder their performance.

Q 11: does he/she correct all your mistakes?

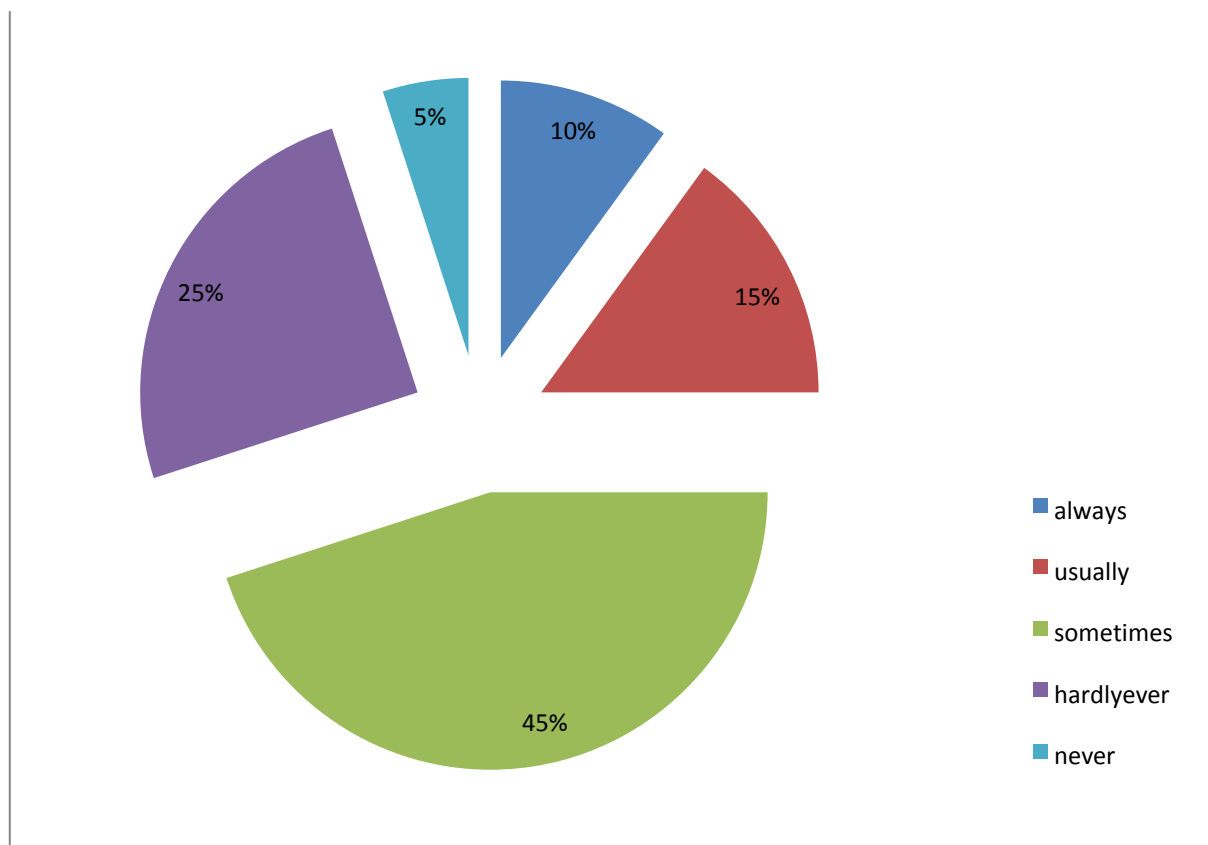


Graph12: whether OE teachers correct all the students' errors.

The results above show that 21 (52.5%) students answered that they receive oral corrective feedback for every single mistake they make; their teachers correct all their mistakes. 19 (47.5%) assert that their teachers do not correct all their mistakes and do not provide oral corrective feedback for all their mistakes and maybe only for some of them.

In contrast to what we have observed with the three oral expression classes; the teachers do not correct all the mistakes and errors made by students' during their oral presentations. Most of our students' participants answered that their OE teachers always correct all their mistakes and errors. Therefore, we deduce that the teachers correct only the important mistakes, since the mistakes are repetitive. Whereas, the rest of the students answered that they do not receive oral corrective feedback from their OE teacher.

Q 12: how often do you receive oral corrective feedback from your teacher?

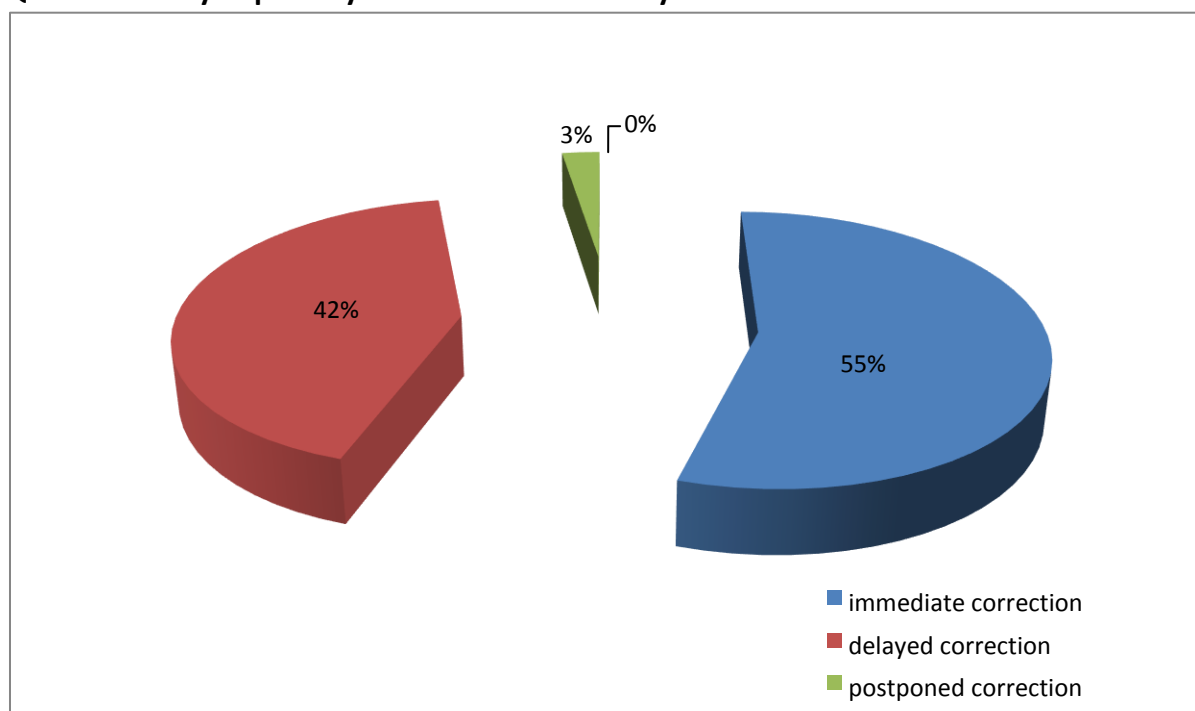


Graph 13: the frequency of the teachers' corrective feedback use.

From the results obtained above we notice that 18 (45%) of the students answered that they sometimes receive oral corrective from their teachers. 10 (25%) stated that they hardly ever receive oral corrective feedback from their teachers; their teachers correct their mistakes rarely. 4 (10%) answered that they always receive correction from their oral expression teachers. 6 (15%) of the students answered that they usually receive oral corrective feed from their teachers, and that they often correct their mistakes during oral sessions. 2 (5%) of them stated that they never receive any oral corrective feedback from their teachers.

We conclude that OE teachers usually provide oral corrective feedback to their students so that they will be aware of their mistakes and errors and avoid them. Some others do not provide correction for their students' errors and mistakes since they focus on accuracy (content). We suggest that OE teachers should make the students aware of their mistakes and provide correction as much as possible.

Q13: when do you prefer your teacher to correct your mistakes?

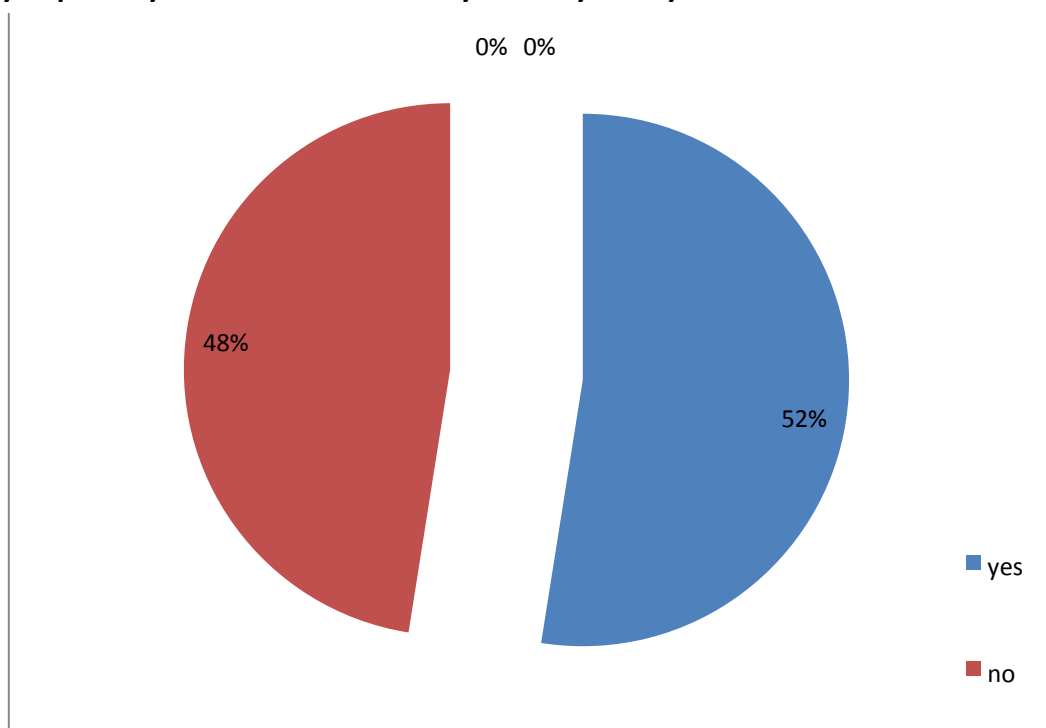


Graph 14: the students' preferred timing of teachers' corrective feedback.

From the table above we notice that the majority of the students (more than a half) prefer to receive immediate feedback from their oral expression teachers. They are 22 in numbers, (55%). They prefer their teacher to correct their mistakes immediately when they commit it. 19 (42%) of them prefer delayed correction. They prefer that their teachers wait until they finish speaking and state their mistakes and correct them so that they would not be confused. Only one student (2.5%) has chosen the postponed correction; means that he/she prefers his/her oral expression delay the correction of his /her mistakes until the next session.

From the results obtained above we notice that the majority of the students prefer that their OE teachers correct them immediately after committing the mistake. They find that it would be better that their teachers stop them on every mistake they make in order to take it into account and avoid it again. Whereas, some others prefer to receive correction after they finish presenting or speaking. They find that the teacher may interrupt them, and they lose focus when he/she stops them in the middle of their speech.

Q14: do you prefer your teacher to correct you every time you make a mistake?

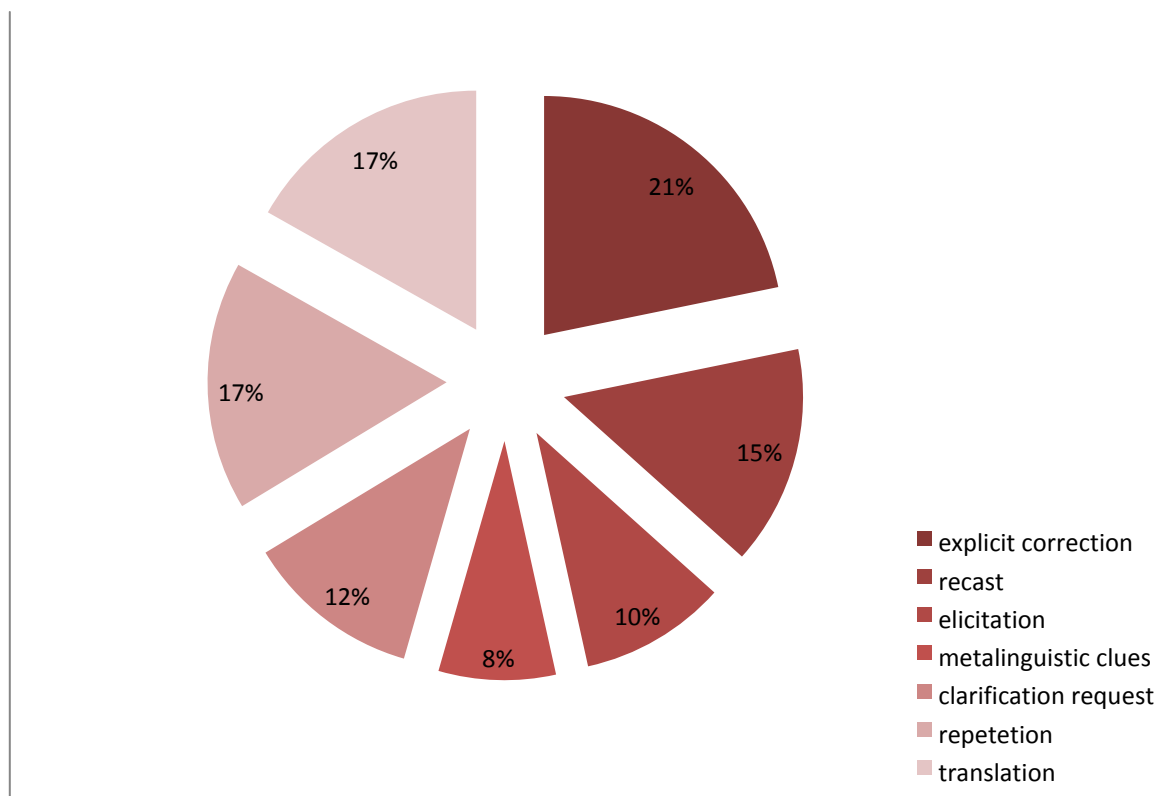


Graph15: whether students prefer their teachers to correct all their mistakes.

The results in the table above show that 21 (52.5%) of the students prefer that their teachers correct all types of mistakes they make. Therefore, 19 (47.5%) of them don't prefer that their teachers correct all the mistakes they make.

In this case, we can say that the majority of students benefit from their teachers' correction of their mistakes and prefer to receive corrective feedback every time they make a mistake when speaking. The others prefer that their teachers correct only some of their mistakes and not all of them. They see that it is not necessary that their teachers correct the same mistakes every time, but only the important ones.

Q15: which ones do you prefer your oral expression teacher to use?

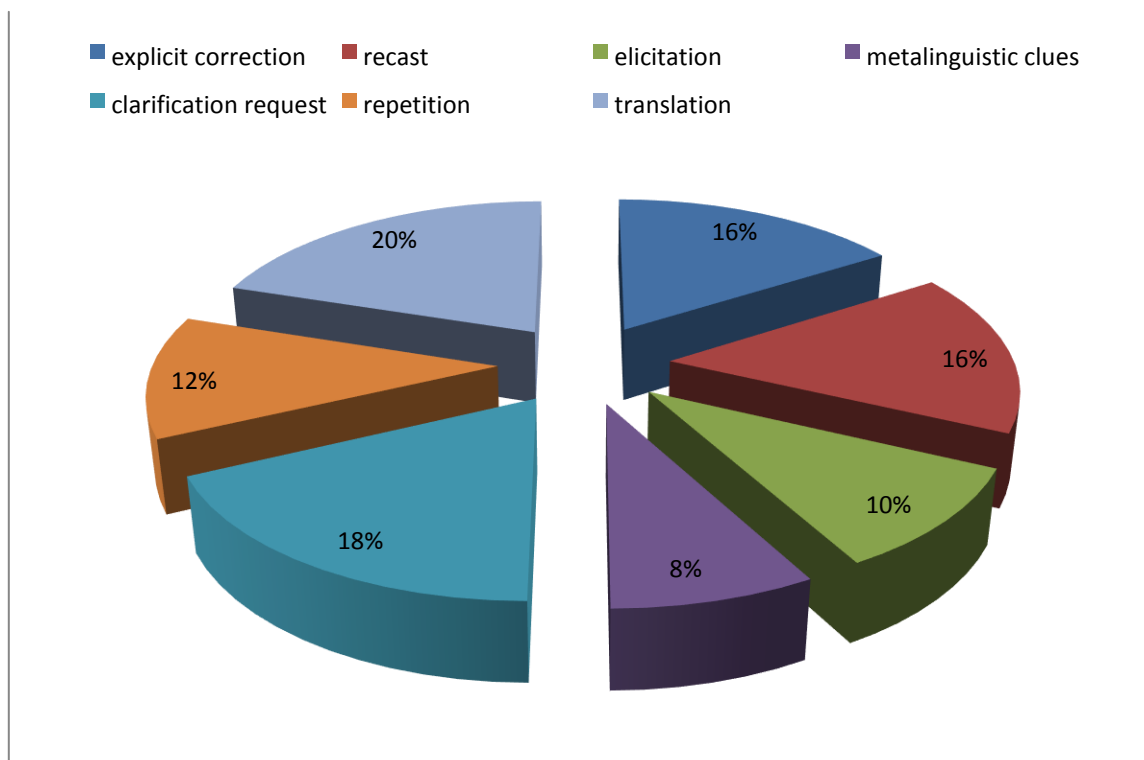


Graph16: students' preferences of their teachers' use of oral corrective feedback strategies.

From the graph above we notice that most of the students prefer the explicit correction; which means that the teachers directly indicate the student's error and correct it. They are (21.5%). (17%) of them prefer repetition; means that the teacher repeats the student's error to draw his/her utterance on it, as well as the same number of them prefer translation; in which the teacher provides the correct word in the target language. (15%) of them prefer recast; in which the teacher reformulates or corrects the student's utterance without telling him about his/her error. (12%) of the students have chosen clarification request; which means that the teacher tells the student that his utterance is ambiguous and not clear to let the student clarify it and make it clear. (10%) of them prefer elicitation; in which the teacher makes pauses or stops at the errors to attract the students' utterance about it. (8%) prefer metalinguistic clues; the teacher

From the results obtained above we can include the different corrective feedback strategies that students prefer their teachers to use when correcting their mistakes during their oral presentations. Students may accept the corrective feedback and benefit from it mainly if teachers correct their errors taking into consideration their preferred oral corrective feedback strategies.

Q 16: which ones do you prefer?

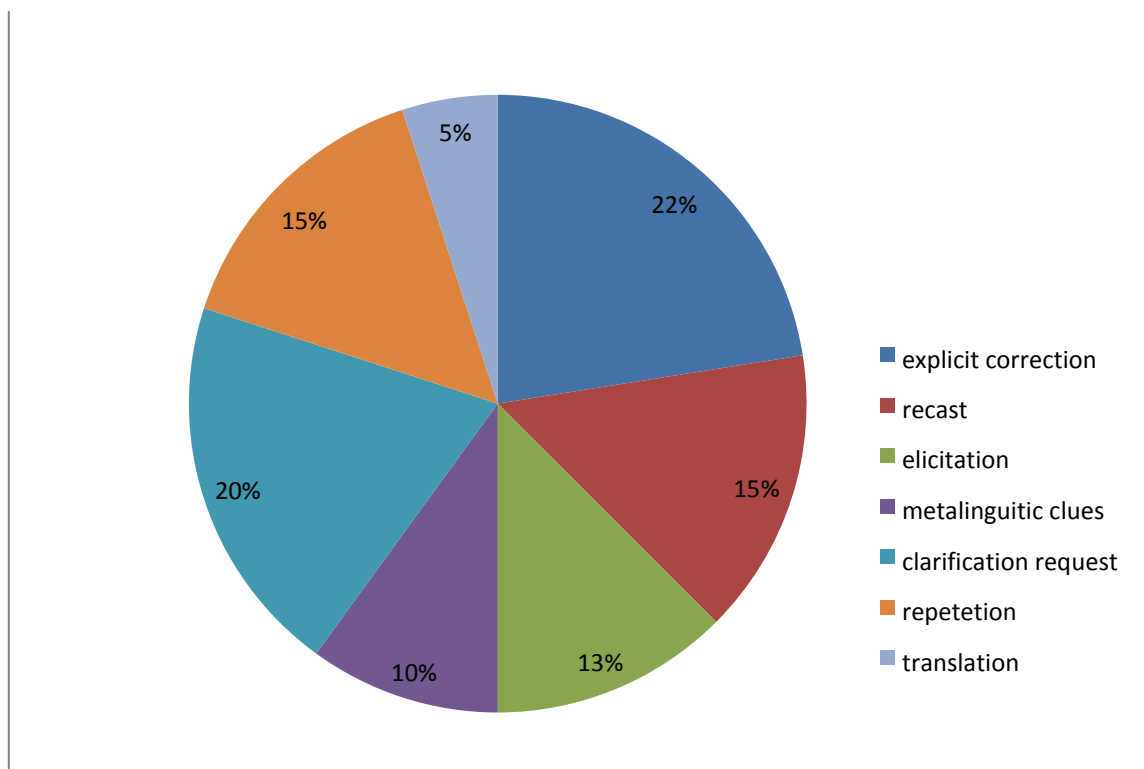


Graph17: students' preferences of their teachers' oral corrective feedback strategies.

From the results mentioned above we notice that most of the students (20%) prefer translation. (18%) prefer clarification request. (16%) of them prefer explicit correction, and the same rate of them prefer recast. (12%) of the students prefer repetition. (10%) of them prefer elicitation. (8%) of them prefer metalinguistic clues.

From the information mentioned above we can deduce seven types of teachers' oral corrective feedback strategies that different students prefer to receive from their OE teachers when correcting their mistakes. We notice that each student prefers certain strategies. In this case, the OE teachers should take into account the students' differences and provide oral corrective feedback depending on the students' preferred strategies, so that the correction will be successful.

Q 17: which ones do you prefer most?

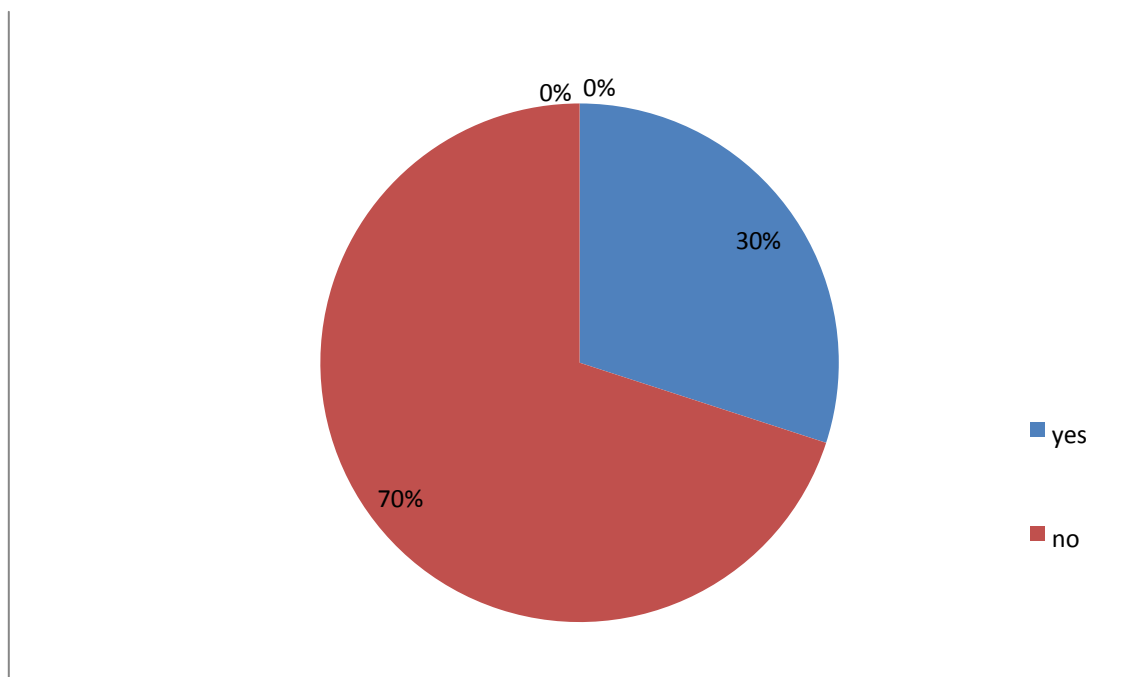


Graph18: students' most preferred teachers' oral corrective feedback strategies.

From the results above about which type of the oral corrective feedback the students prefer most to receive from their OE teachers, we deduce that the majority of the students 9 (22.5%) prefer most that their teachers correct their mistakes directly using explicit correction. 8 (20%) of the students prefer that their teachers correct them using clarification request to let them learn from their mistakes. 6 (15%) of them prefer to receive to receive corrective feedback from their teachers using recast, thus, the same rate prefer repetition. 5 (12.5%) of them prefer elicitation. 4 (10%) of them prefer metalinguistic clues. The rest of them 2 (5%) prefer most translation.

We conclude that all the students prefer different types of oral corrective feedback strategies. In this case, we state that if OE teachers deliver correction using the students preferred strategy, the students will like their teachers to correct them after every single mistake they make.

Q 18: can your teacher's correction affect negatively your performance?

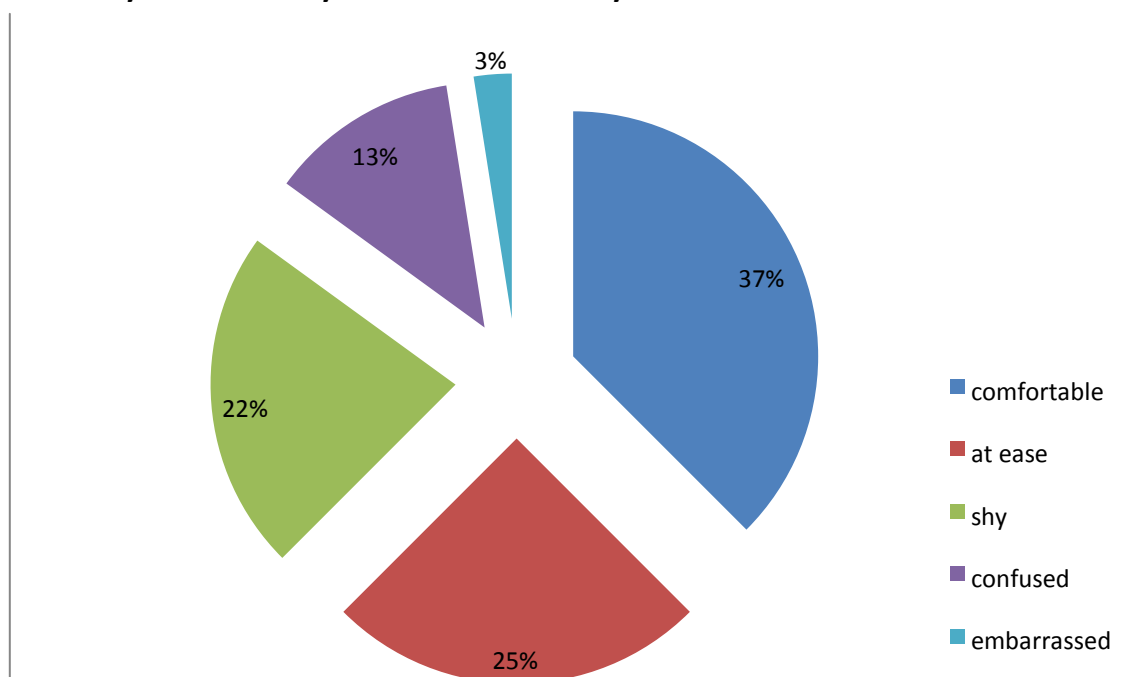


Graph19: whether teachers' correction affect negatively the students' oral performance.

The table above states that the majority of the students answered that their teachers' correction of their mistakes does not affect negatively their performance. They are 28 in number and represent the rate of (70%).

From the information above we deduce that more than a half of the students benefit from their teachers' oral corrective feedback and they face no problems on receiving correction for their mistakes. Whereas, the rest of the students stated that they face difficulties when their teachers correct them and their teachers' correction affect their performance negatively. It is true that teachers' oral corrective feedback effect students but only when it increases their motivation and reduces their anxiety and shyness and makes them more willing to learn and practice.

Q 19: how do you feel when your teacher corrects your mistakes?

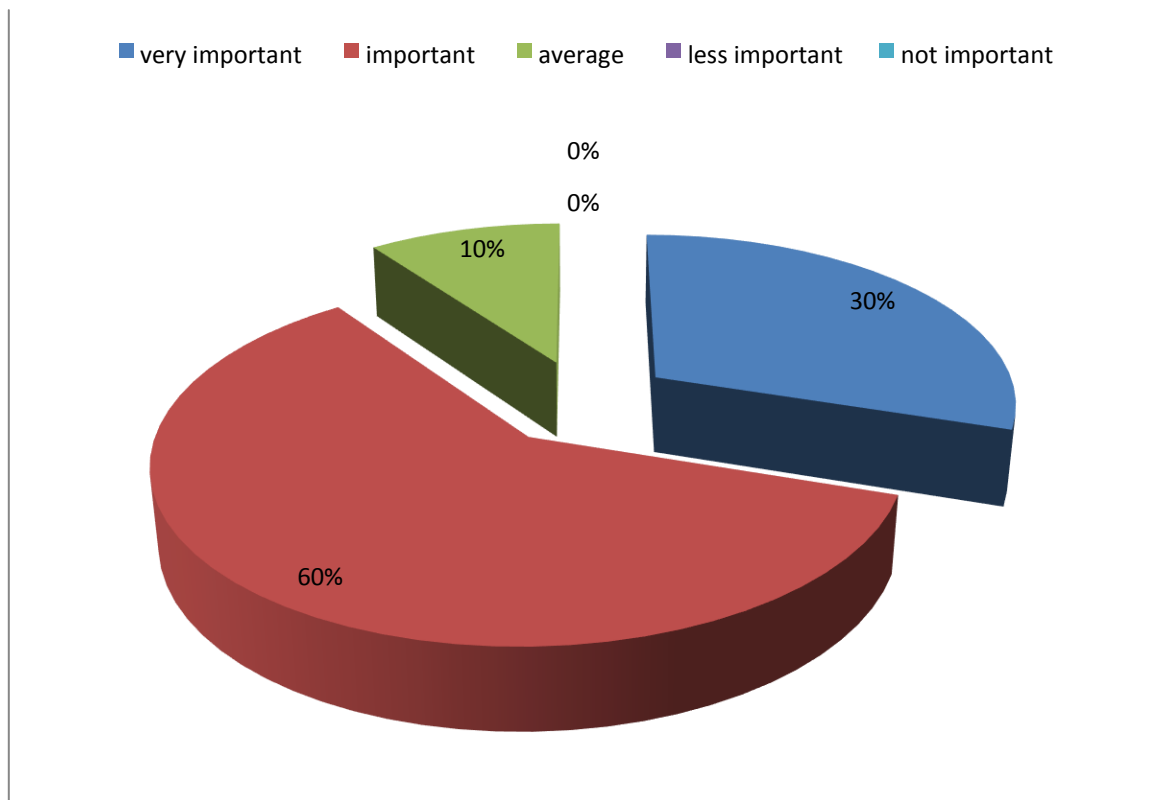


Graph 20: students' perspectives when receiving oral corrective feedback from their teachers.

The results above state that the majority of the students feel comfortable when their teachers of OE correct their mistakes. They are 15 students and represent the rate of (37%). In the other hand, 10 (25%) of them answered that they feel at ease when their teachers of OE correct them. 9 (22.5%) of them stated that they feel shy when their OE teachers correct them. 5 (12.5%) of the students assert that they confused when their teachers correct them. Only 1 student with percentage of (2.5%) answered that he/she feels embarrassed when his/her teacher provides correction for his/her mistakes.

From the information above, we notice that the majority of the students' perspectives toward their OE teachers is positive and don't face any problems. Therefore, most of them recognize the importance of teachers' correction of their mistakes and consider it as a part of their learning process. The others stated that they suffer from some psychological obstacles. Thus, the teachers should correct them in a kind way in order not to hinder their performances.

Q20: how important do you find your teachers' correction of your mistakes?



Graph21: students' views toward the importance of their OE teachers' correction of their mistakes.

The table above represents the students' views toward the importance of their OE teachers' correction of their mistakes. The majority of the students (more than a half) find that their teachers' correction of their mistakes is important. They are 24 students that represent the rate of (60%). 12 (30%) of them find that their teachers' correction of their mistakes is very important. The others answered by average. They are 6 (10%).

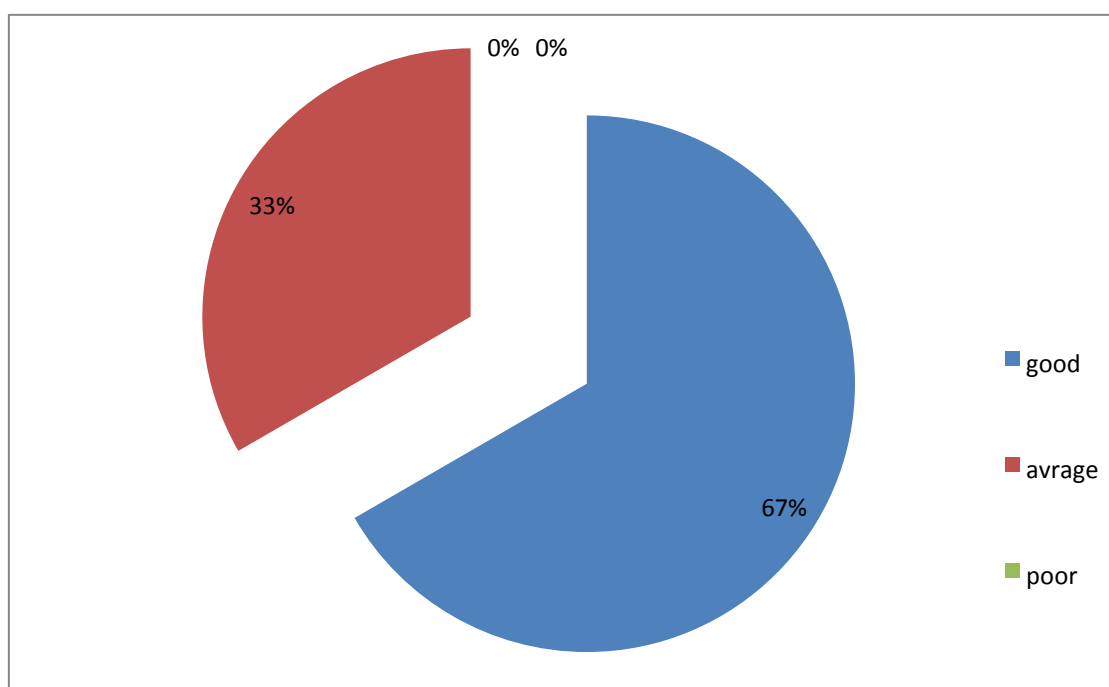
From the results above we notice that all the students find that their teachers' corrective feedback plays a crucial role in learning a second language and has a positive impact on the improvement of the students' oral proficiency as it is considered as a part of their learning process. This means that students recognize the importance of their teachers' correction.

2.3.The results of the Teachers' Questionnaire:

The aim behind administering this questionnaire is to get a large amount of information about the teachers' views of their oral corrective feedback during oral presentation sessions as well as their expectations of their students toward their correction.

The questionnaire consists of 16 questions. It is distributed to three (3) teachers of oral expression at the University of Bejaia. All the questionnaires were answered successfully as the following graphs indicate:

Q1: how can evaluate your students' oral performance?

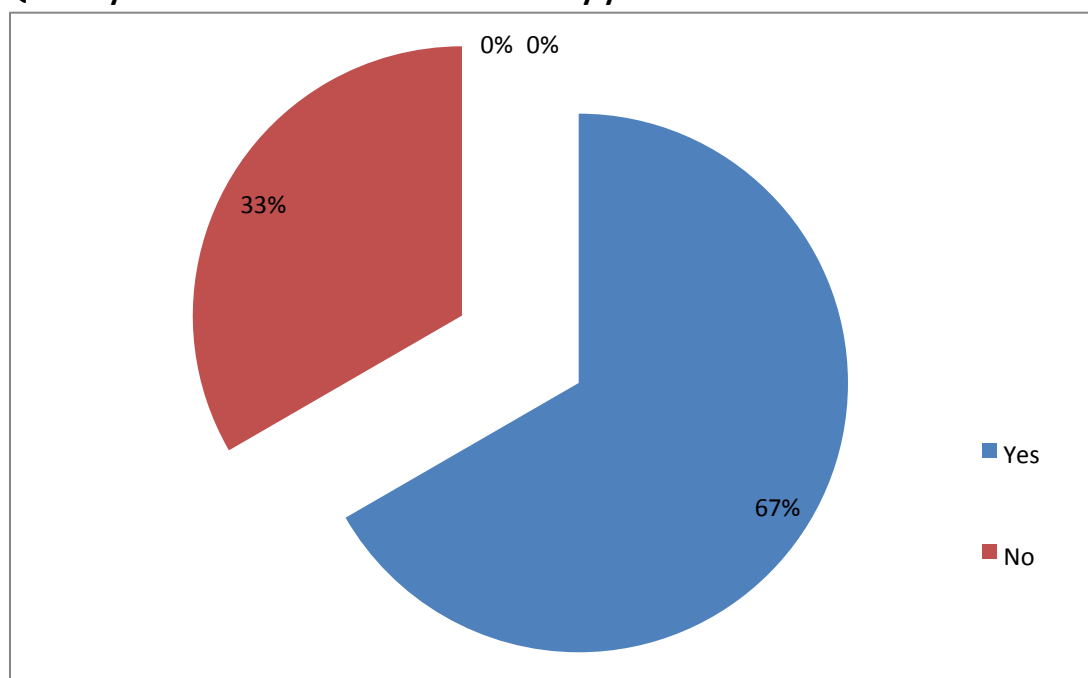


Graph 22: the teachers' evaluation of the students' oral performance.

The table above indicates that the majority of respondents (2) 67% answered that their students' oral performance is good. (1) 33% reported that his/her students' oral performance is average. No answer by "poor".

From the results obtained above we notice that the 1st year EFL students' speaking skill is good and they can express themselves fluently. In this case, we suggest that OE teachers should follow their students step by step to highly improve their level of oral proficiency.

Q 2: do you correct all the mistakes made by your students?

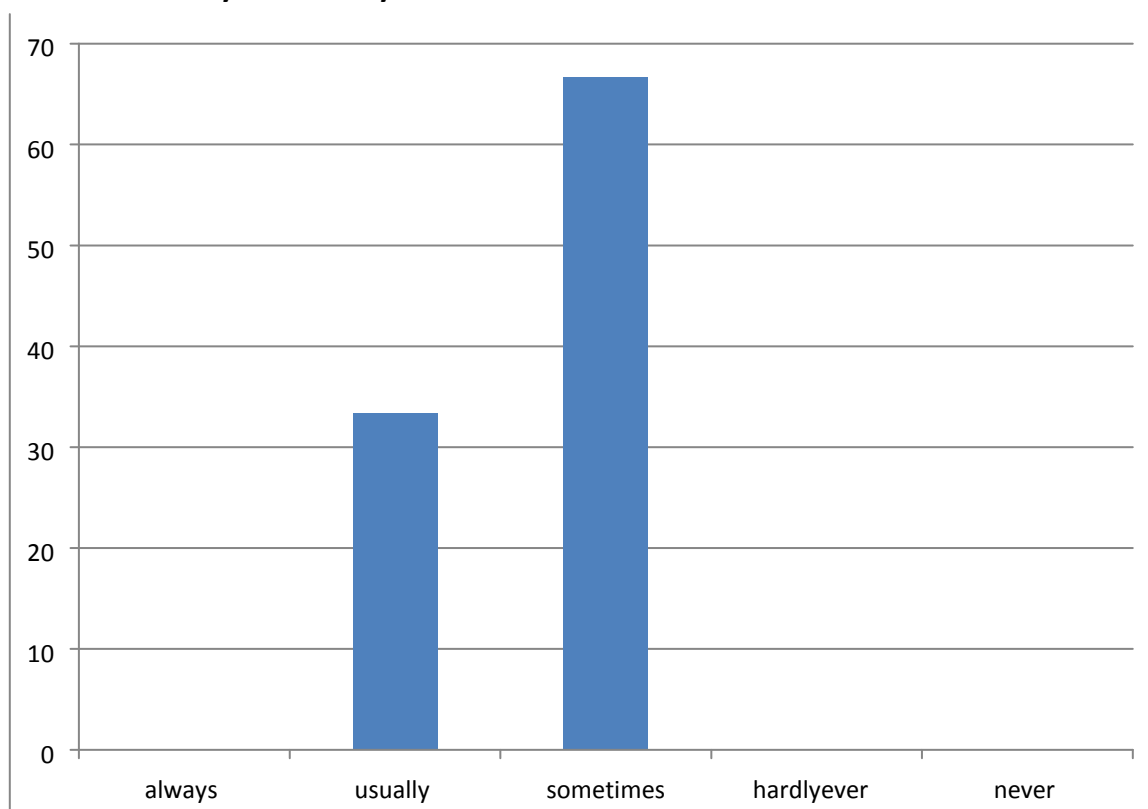


Graph 23: whether teachers correct all the mistakes made by the students or no.

The table above reports that the majority of the teachers (2) 67% correct all the mistakes made by their students. Whereas (1) 33% does not correct all the students' mistakes during oral sessions.

These results suggest that the majority of teachers find that giving corrective feedback to their students is important in their learning, since they would learn from their mistakes. Some teachers do not prefer to correct every single mistake made by their students taking into consideration their reaction which can reflect their performance negatively. In addition to this, they find that most of the mistakes are repetitive, so, they prefer to correct only important ones.

Q3: how often do you correct your students' errors and mistakes?

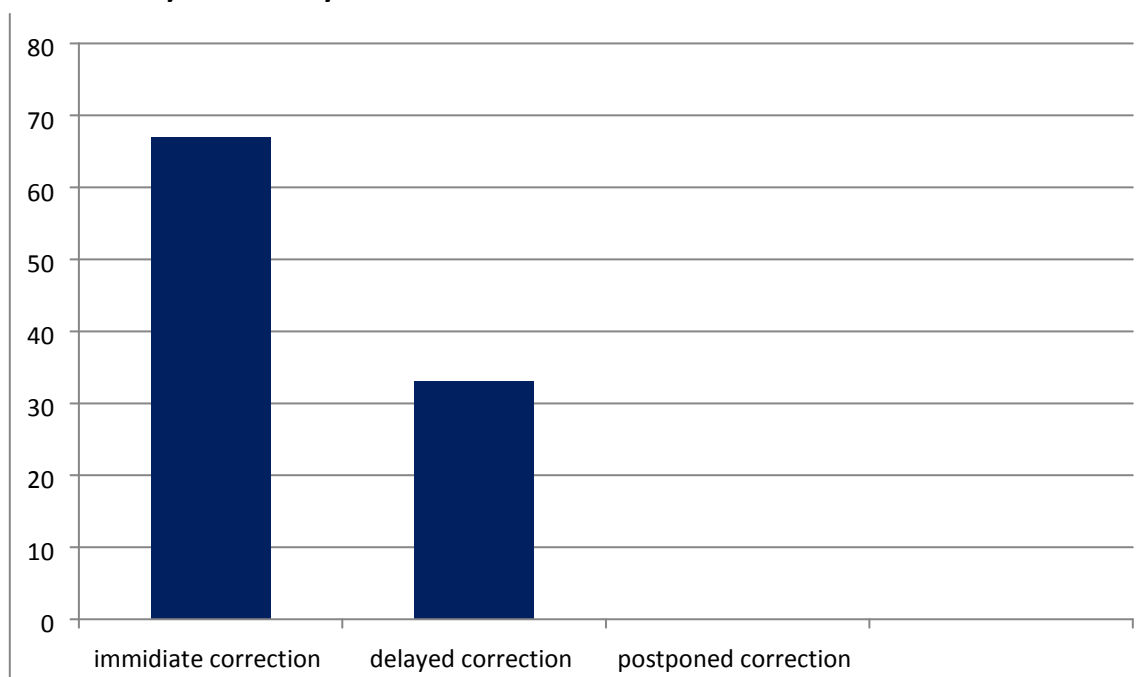


Graph24: the frequency of the teachers' correction of the students' errors and mistakes.

The table above represents the frequency of the teachers' correction of their students' errors and mistakes. (1) 33.33% of respondents usually correct their students during oral sessions. (2) 66% correct their students' errors sometimes.

In accordance to what we have observed with the three classes, we state that the majority of the OE teachers sometimes correct their students' errors and mistakes but not always. Teachers prefer to correct only important mistakes related to grammar, and most of the time they neglect phonetics mistakes. Also, since mistakes are repetitive, they do not give them much importance; they let the students recognize them by themselves.

Q 4: when do you correct your students?

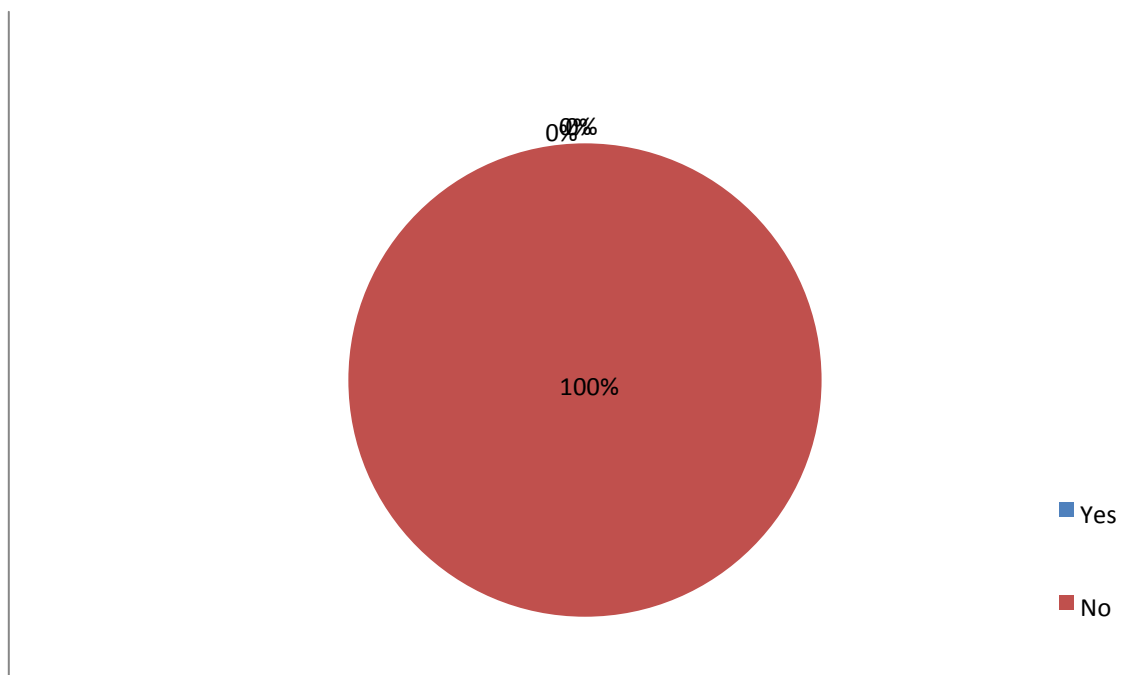


Graph 25: the timing of teachers' correction of the students errors and mistakes.

The results above show that the majority of the teachers provide immediate correction to correct the students' mistakes and errors. They are 2 and represent the rate of (67%). Only one teacher which represents the rate of (33%) answered that she provides delayed correction.

The findings above mention that the OE teachers chose the appropriate timing to provide the oral corrective feedback to correct the students' errors and mistakes. The majority of teachers prefer to deliver corrective feedback immediately after the student's mistake during his/her presentation. That is to let the student memorize his/her mistake and avoid it in the next time. The rest of the teachers prefer to provide delayed correction. This means that they prefer to let the student finishes his/her speech first and at the end they cite the student's errors and mistakes and correct them. Also, timing plays an important role in the teachers' corrective feedback delivery.

Q 5: do you correct your students in the same way?

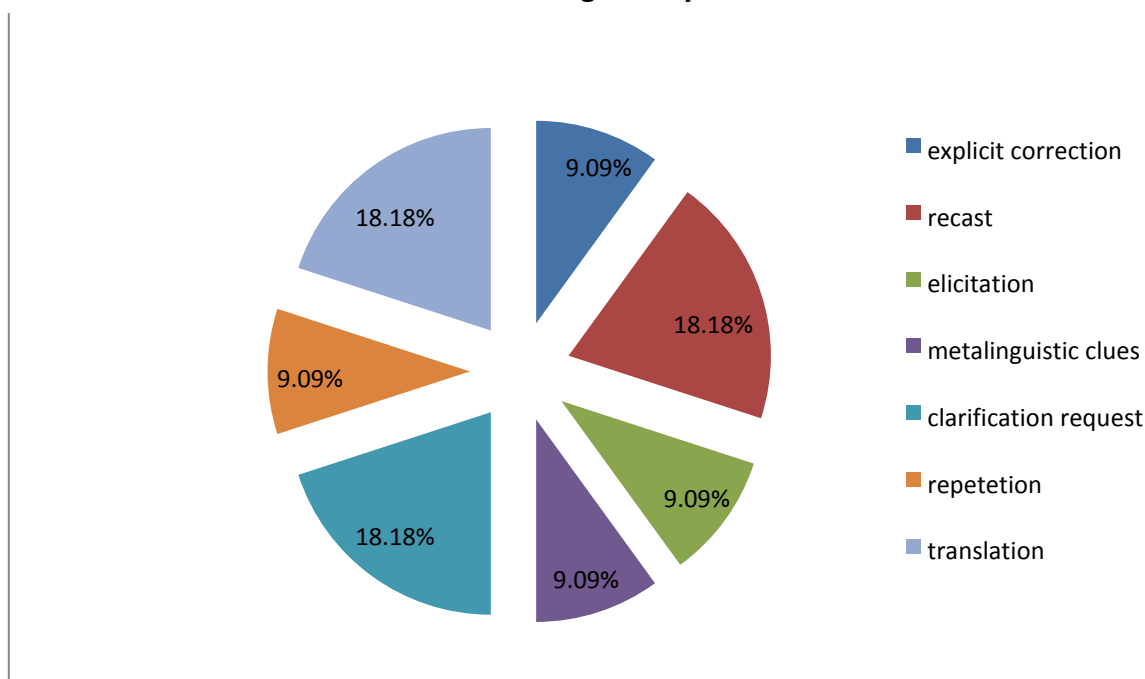


Graph 26: whether teachers correct all the students in the same way

The results above mention that all the teachers answered that they do not correct their students' mistakes and errors in the same way. They are 3 in number and represent the rate of (100%).

We conclude that the OE teachers use different strategies to correct their students' errors and mistakes. In contrast to what we have observed with the three classes; OE teachers do not use the same strategies to correct the students' mistakes and errors. But they chose the appropriate strategy depending on the type of mistake as well as to the students' personalities.

Q6: which of these corrective feedback strategies do you use more often?

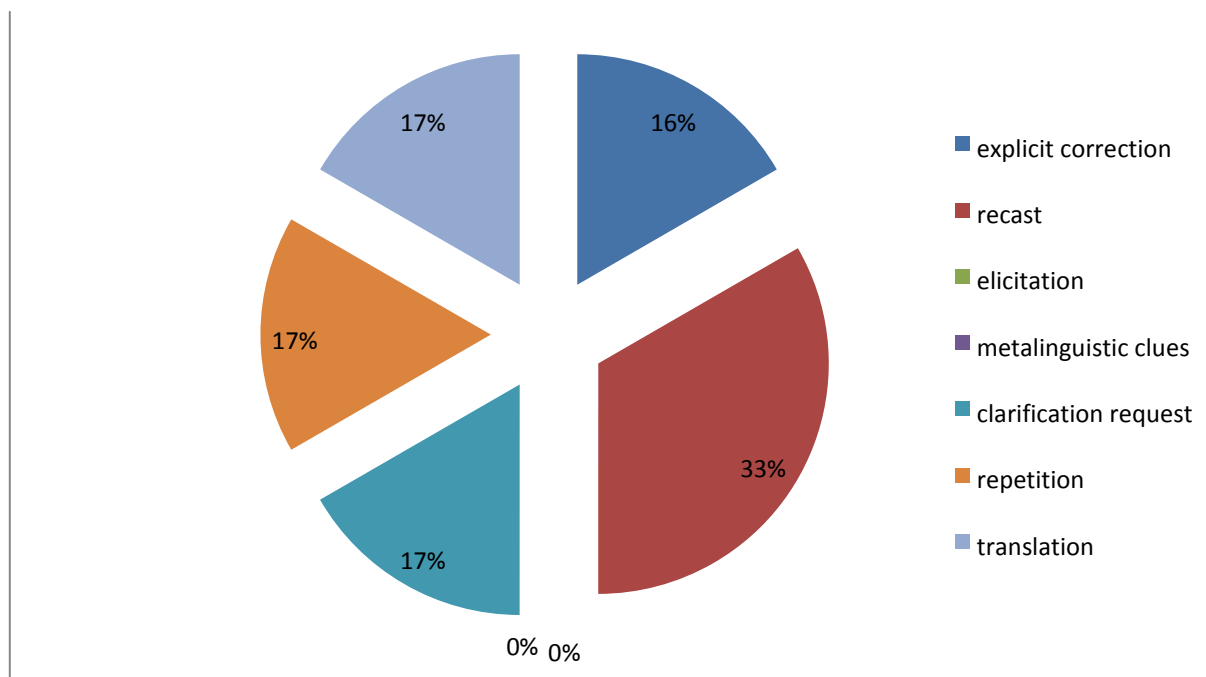


graph27: the types of oral corrective feedback strategies that teachers use more often.

The table above state that (18.18%) of the teachers' answers are recast. (18.18%) represent translation and the same rate represents clarification request. (9.09%) of the answers are elicitation. (9.09%) of them are metalinguistic clues. (9.09%) of them are repetition and the same rate represents explicit correction.

The findings above indicate that the OE teachers have chosen several strategies of oral corrective feedback strategies; the teachers use more than one type of the oral corrective feedback to correct different students' errors and mistakes.

Q 7: which ones do you prefer?

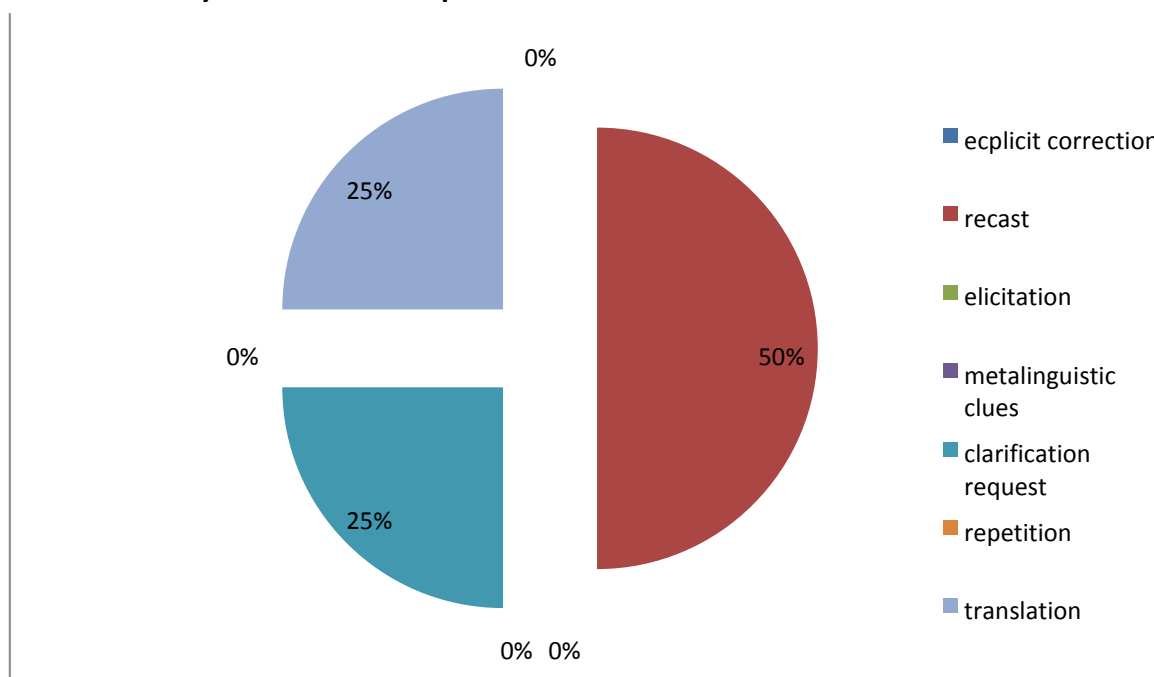


Graph 28: teachers' preferences of oral corrective feedback strategies.

The results obtained above state that (33%) of the teachers' answers are recast. (17%) of the answers are clarification request. (17%) of them are repetition and the same rate of the answers are translation. (16%) of the answers are explicit correction.

From the findings above we conclude that the OE teachers prefer different oral corrective feedback strategies when correcting their students' errors and mistakes. Therefore, teachers prefer to use such strategies to correct the students' errors and mistakes for they find that students' benefit from them.

Q 8: which ones do you use most and prefer most?

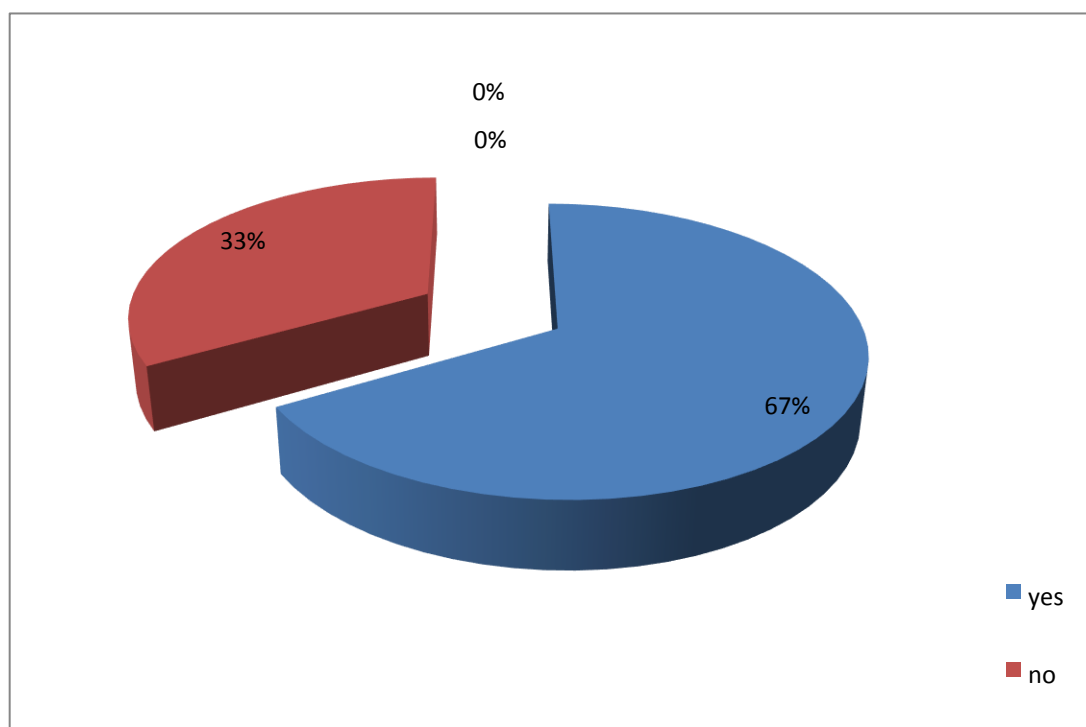


Graph 29: the oral corrective feedback strategies which are mostly used and preferred by OE teachers.

The table above states that (50%) of the teachers' answers are recast. (25%) of them are clarification request. (25%) of them are translation.

From the findings above we notice that the OE teachers selected more than one answer; which means that they use and prefer more than one type. They mostly prefer to correct their students' errors and mistakes explicitly using recast and clarification request in addition to translation. This means that they notice that their students' benefit from their correction using these strategies.

Q9: do you differentiate in the way you use oral corrective feedback with different students?

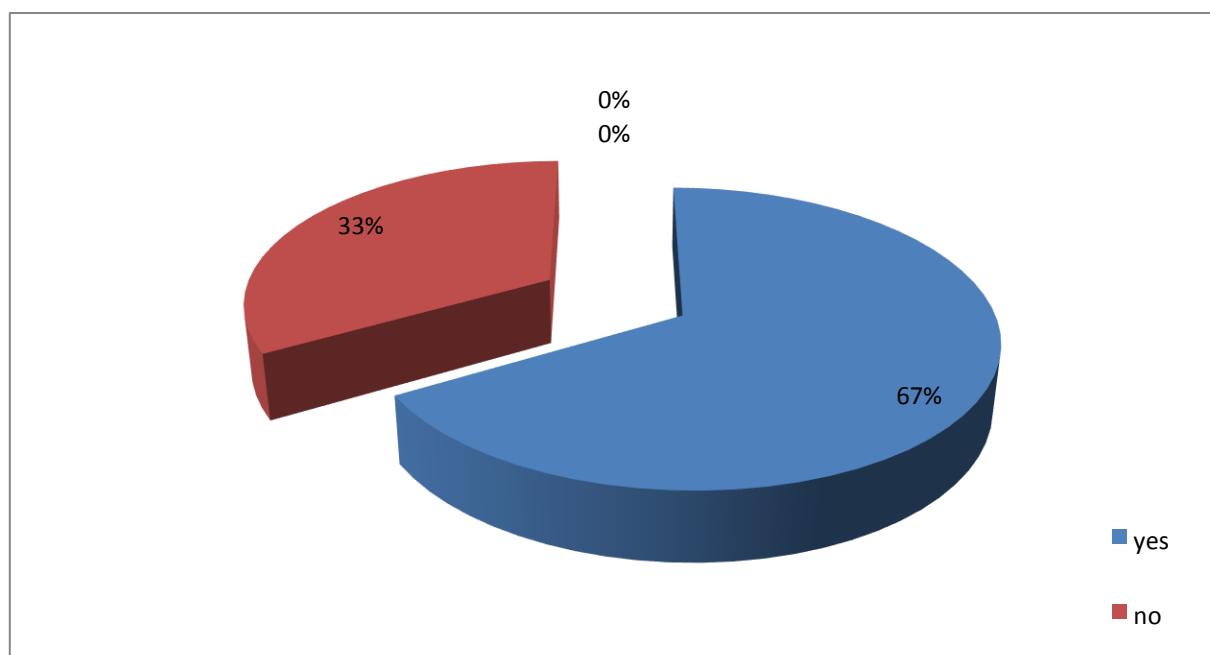


Graph 30: whether teachers differentiate in the way they use oral corrective feedback with different students.

From the table above we notice that the majority of the teachers do not correct their different students' mistakes in the same way. They are 2 and represent the rate of (66.66%). They justified their answers saying that their choice of the oral corrective feedback strategies depends on the student's mistake as well as his/her personality; which means that if the student is very shy and may face any problems when presenting, the teachers prefer not to correct him, but for another who expresses himself freely and easily the teachers will use such strategies to correct him. Only one teacher which represents the rate of (33.34%) answered that she uses the same way to correct all her students' errors and mistakes.

We conclude that our OE teachers' participants differ in the types of oral corrective feedback with different students. Thus, they take into consideration the students' personalities before correcting their mistakes during their oral presentation, since they can face difficulties when presenting, also, their correction can hinder their performance; they can get anxious and lose focus.

Q 10: do you differentiate in the way you use oral corrective feedback strategies with different types of errors?

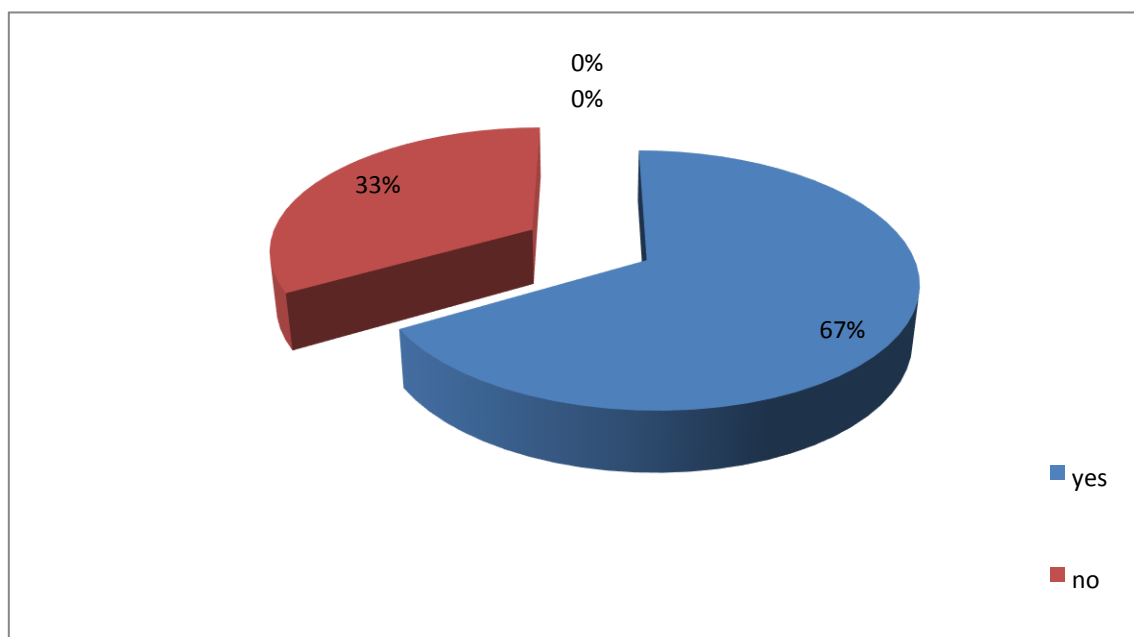


Graph31: whether teachers differentiate in the way they use oral corrective feedback strategies with different types of errors.

From the graph above we notice that the majority of the teachers do not correct their different students' mistakes in the same way. They are 2 and represent the rate of (66.66%). They justified that their choice depends on the type of the error, for example, for the incorrect utterances they use recast and concerning grammar mistakes they use either explicit correction or metalinguistic clues. Only one teacher answered by "no"; which means that she does not differentiate in the type of the oral corrective feedback with different types of errors. She represents the rate of (33.34%). She justified by saying that errors are always repeated, so she tends to use the same strategy to correct it every time.

We conclude that the majority of our OE teachers' participants choose the appropriate oral corrective feedback strategies to correct their students' different types of mistakes and errors to let the students notice and avoid them again.

Q 11: do you use different types of oral corrective feedback strategies with different classroom activities?

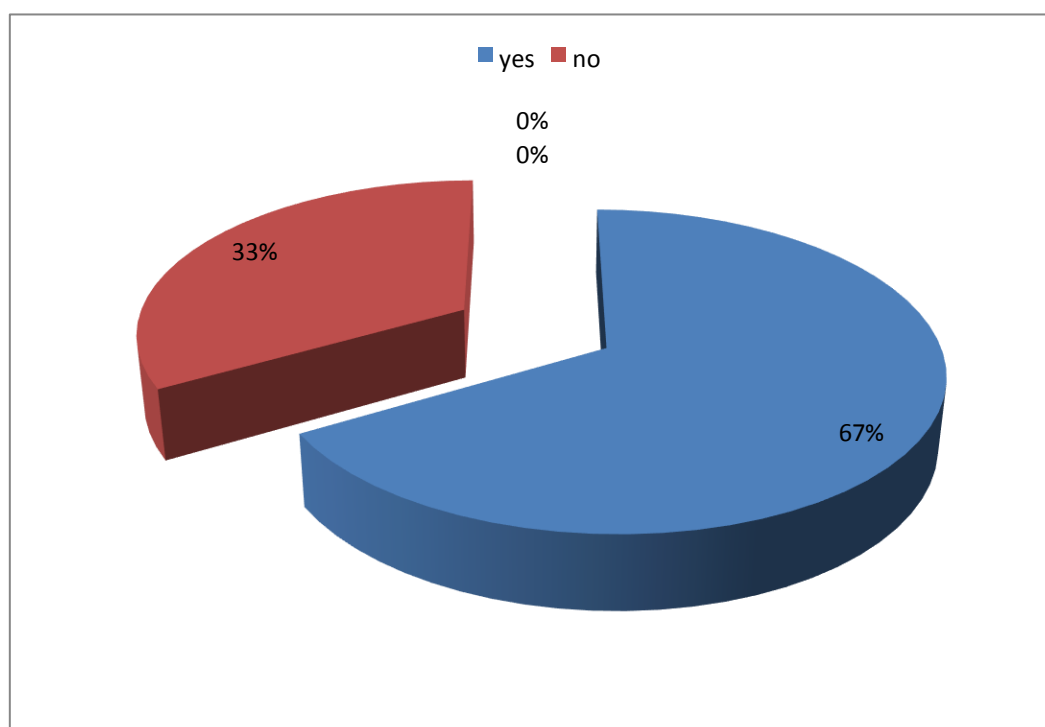


Graph32: whether teachers differentiate in the way they use oral corrective feedback strategies with different types of classroom activities.

From the table above we notice that the majority of the teachers do not correct their different students' mistakes in the same way. They are 2 and represent the rate of (66.66%). They justified that their choice depends on the topic of the activity and the classroom environment, for example when doing group work sometimes they let the students correct each other and they find it very useful. Only one teacher answered by "no"; which means that she does not differentiate in the type of the oral corrective feedback with different classroom activities. She represents the rate (33.34%). She justified by saying that I correct all my students in the same way so that they will not feel embarrassed and shy.

We conclude that OE teachers provide different oral corrective feedback strategies to different students depending on the classroom activities, the topic and the classroom environment, in order not to obstruct the students' performance. Others find that correcting students in the same way make them feel all equal and will not feel embarrassed and shy.

Q 12: can timing (immediate or delayed correction) influence your choice of oral corrective feedback strategies?

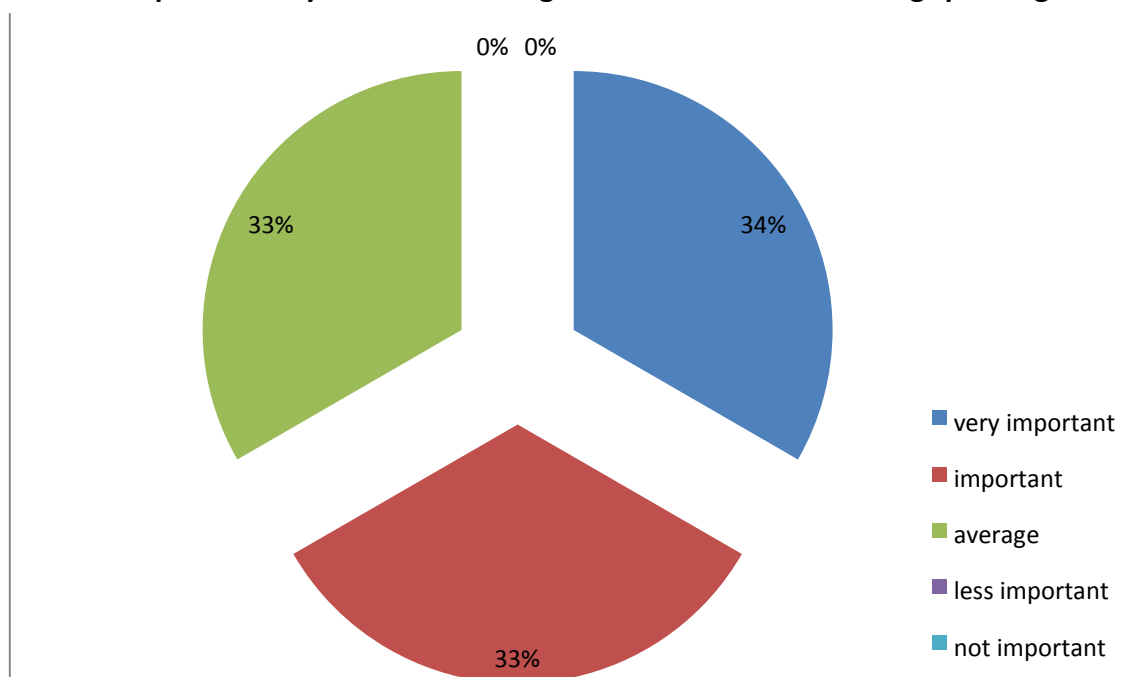


Graph 33: whether timing influences the teachers' choice of oral corrective feedback strategies.

The graph above shows that the majority (67%) of the teachers answered that timing influences their choice of the oral corrective feedback strategies. They justified that some mistakes and errors should be corrected immediately. Also, once the student finishes speaking, they recapitulate their speech and correct all the student's mistakes and errors. (33%) of them answered that timing does not influence their choice of oral corrective feedback strategies as long as the mistake or the error will be corrected immediately or delayed.

From the results obtained above we notice that most of OE teachers choose the appropriate oral corrective feedback strategies according to the timing of the correction; whether immediate or delayed. Some others do not take into consideration the timing (immediate or delayed) to provide oral corrective feedback strategies, but the types of mistakes and errors.

Q 13: how important do you find correcting students' oral errors during speaking classroom?

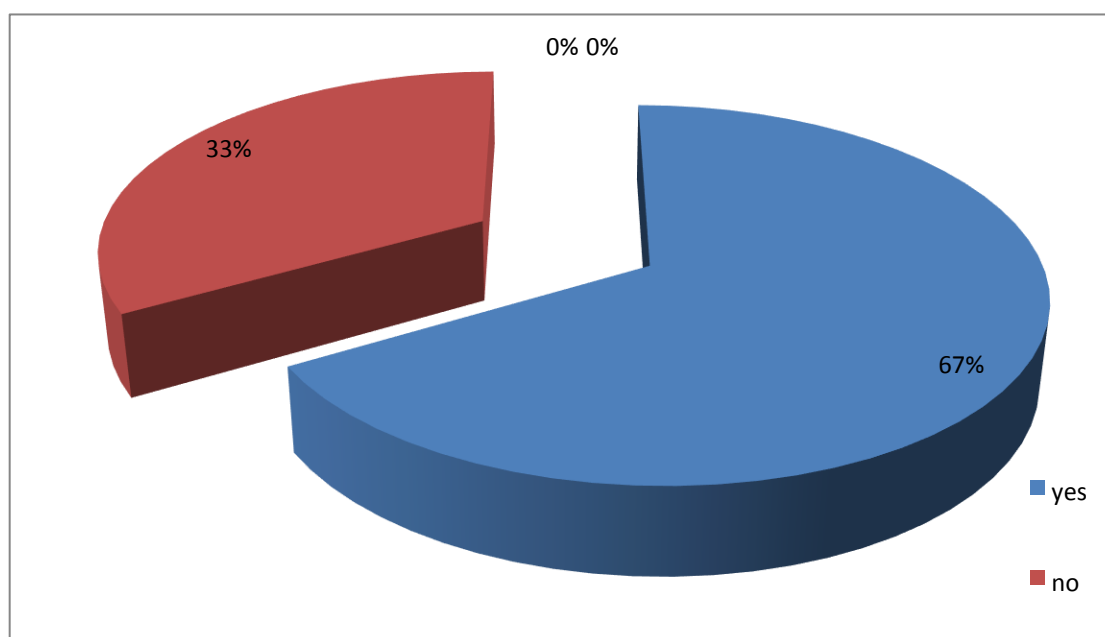


Graph34: the importance of the teachers' correction of the students' errors and mistakes during speaking classroom.

The graph above state that 1 (34%) of the teachers find that correcting students' errors and mistakes during speaking classroom is very important. 1 (33%) of them find that the teachers' correction of the students' errors during speaking classroom is important. 1 (34%) of them find that correcting students' oral errors during speaking classroom is average.

From the results obtained above we notice that all our OE teachers' participants recognize the importance of the teachers' correction of the students' oral errors and mistakes during speaking classroom, and consider it as an initial part of their teaching process.

Q14: can correcting students' errors and mistakes during oral sessions have a negative effect on their performance?

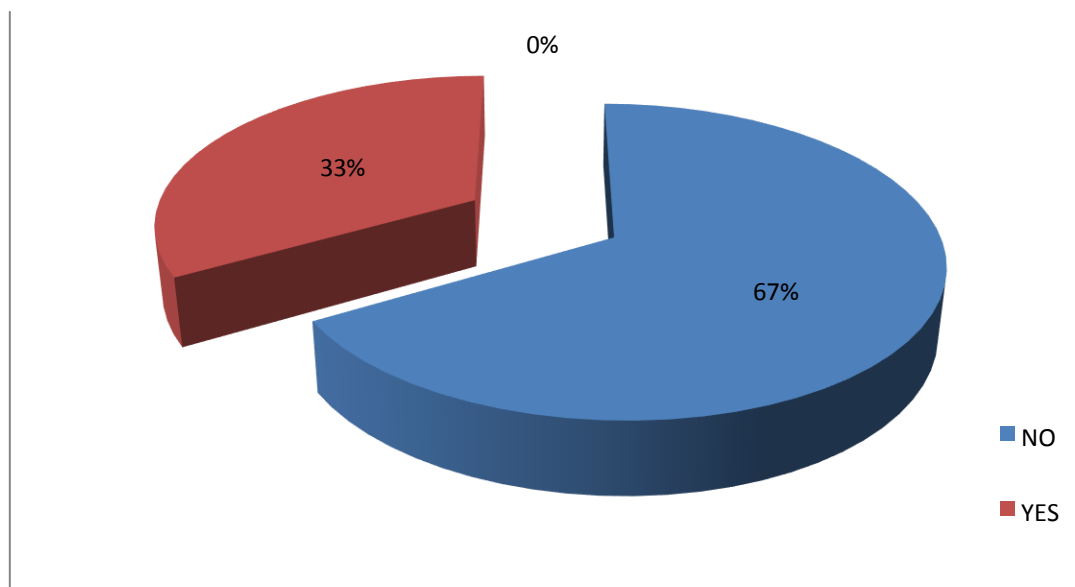


Graph 35: whether correcting students' errors and mistakes during oral sessions have a negative effect on their performance.

The graph above states that the majority of the teachers 2 (67%) answered that the teachers' correction of the students' errors and mistakes effect negatively their performance. And justified that when it is done in a wrong way, unfortunately effect the students' performance. 1 (33%) of them answered that the teachers' correction of the students' errors and mistakes do not affect negatively their performance.

We conclude that most of the teachers find that correcting students' mistakes and errors during OE sessions can have negative effects on students' performance and can produce some obstacles for them.

Q15: can correcting students during oral sessions pose difficulties to students?

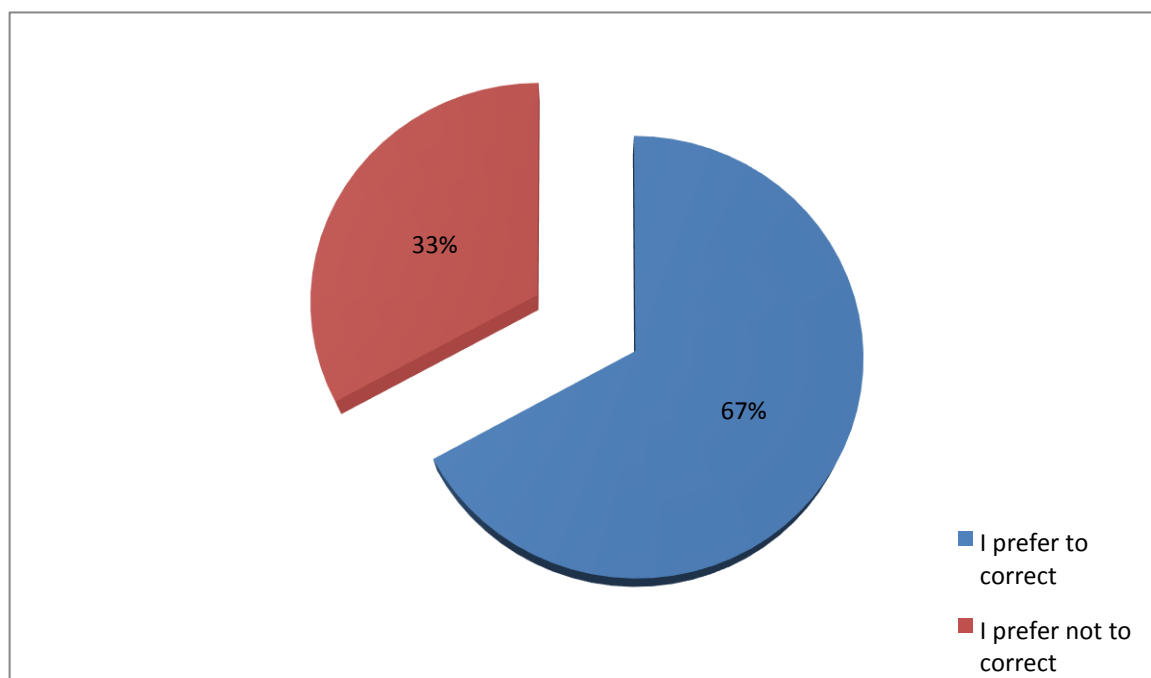


Graph 36: whether correcting students during oral sessions pose difficulties for them.

The graph above states that the majority of the teachers 2 (67%) answered that correcting students' errors and mistakes during oral sessions do not pose difficulties to students. They justified that it is an opportunity from the students to learn from their mistakes and errors. 1 (33%) of them answered that the teachers' correction of the students' errors and mistakes during oral sessions pose difficulties. she justified that it will be hard to the student to carry on speaking.

The results above mention that the majority of OE teachers find that correcting student's errors and mistakes during oral sessions do not pose difficulties for them, but it is useful since they learn from their mistakes. Whereas, some others find that correcting students during oral sessions pose difficulties to their performance, they feel confused and lose focus.

Q16: do you prefer to correct or not to correct your students' mistakes during their oral presentation?



Graph37: whether teachers prefer to correct or not to correct their students' mistakes during their oral presentations.

The results above show that the majority of the teachers prefer to correct students' mistakes and errors during their oral presentation. They are 2 in number and represent the rate of (67%).they justified that it will be sufficient to choose the right moment to do that to not embarrass them. Only one teacher which represents the rate of (33%) answered that she prefers not to correct her students' mistakes and errors during their oral presentations. She justified that she prefers to let her students' present freely and to not lose focus.

We conclude that OE teachers take into consideration their reactions before they correct their errors and mistakes; they provide corrective feedback only when they see that it would influence the student's participation positively, if not, they prefer not to correct them; which means that our teachers' participants respect the students' different personalities.

3. Discussion of the findings

Table 10: Summary of the results of the classroom observation

Students' errors During their Oral presentations	Students' errors	Frequency	Percentage
	Corrected	20	56%
	Not corrected	16	44%
Total		36	100%
Oral corrective feedback strategies used by teachers	Oral CF Strategies	Frequency	Percentage
	Explicit correction	5	25%
	Recast	9	45%
	Elicitation	3	15%
	Metalinguistic clues	0	0%
	Clarification request	1	5%
	Repetition	0	0%

	Translation	2	10%
Total	7	20	100%
Timing of teachers' Corrective FB	Timing of FB	Frequency	Percentage
	Immediate	16	80%
	Delayed	4	20%
Total		20	100%

3.2. Discussion of the findings

The results that we obtained through the two data collection tools (classroom observation and questionnaires) revealed that both our teachers and students' participants recognize the importance of teachers' CF.

We have collected the data of our study in respect to the research questions. Concerning the first research question "Do you receive corrective feedback from your oral expression teachers?" the results that we obtained from our students and teachers' participants show that students often receive teachers' corrective feedback during their oral presentations. We found that (52%) of our students' participants answered that they receive correction for their mistakes and (48%) of them answered that they never receive correction for their errors. The results of a question which is been asked during our investigation about the students' perspectives toward their teachers CF, (37%) of them answered that they feel comfortable when their teachers correct their mistakes, and (27%) of them answered that they feel at ease and they face no problem. Furthermore, we found that (67%) of our OE teachers' participants

answered that they correct all the students' mistakes and errors and (33%) of them answered that they do not correct all their students' errors and mistakes. In accordance to what we have observed with the three classes, only (56%) of the mistakes committed by the students were observed and corrected by the teachers. Whereas, (44%) of them were not corrected. Our teachers' participants justified the reason behind not correcting their students' mistakes and errors is that they take into consideration the students' personality and reaction toward their corrective feedback. Also, some of them justified that because errors are repetitive, so they prefer to correct only the important ones.

For the second research question "what are the students' preferences of their teachers' corrective feedback strategies?", this question aims to demonstrate some important components; such as: the students' preferred type of their teachers' CF, the CF timing they prefer their teachers' to correct them, the frequency of their teachers' CF, in addition to their views toward the importance of their teachers' correction of their mistakes.

From the results obtained from the students' questionnaire, the corrective feedback type which is chosen by the majority of the students is explicit correction. (22.5%) of our students' participants mostly prefer their teachers to correct them directly using explicit correction. The rest of them prefer others different types. Furthermore, the students' preferred timing for receiving teachers' corrective feedback is immediate feedback; just after committing the mistake. When their teachers correct them immediately, they will be more likely to remember their errors as well as developing them. Concerning the frequency of their teachers' correction of their mistakes, (52%) of them prefer to receive corrective feedback for every single mistake they make. (60%) of the students' answered that CF is important and (30%) of them find it as very important. In this case we demonstrate that the vast majority of the students benefit from their teachers' correction and consider it as a part of their learning in the classroom

For the third research question of our study "what are the teachers' views toward corrective feedback?" we focused on the teachers' mostly used and preferred type of CF, the timing of teachers' correction, as well as the teachers' views about the importance of CF.

From the results obtained from the teachers' questionnaire, we found that (22.5%) of our teachers' participants mostly preferred and used type of oral CF is recast. They find that their students are more likely to benefit from their teachers' correction when the teacher indicate

their errors and mistakes and correct them themselves. Furthermore, (67%) of our teachers' participants provide oral corrective feedback to their students' immediately after committing the mistake. In accordance to what we have observed with the three classes, (80%) of the OE teachers correct their students' mistakes and errors immediately. (34%) of our teachers' participants find that CF is very important and (33%) of them also find it as important. Therefore, OE teachers realize that CF plays a crucial role in improving their students' language proficiency.

From these results we conclude that our teachers' participants do not correct all their students' errors and mistakes during their oral presentations, and the fact that they correct only some mistakes and neglect some others may not help their students to improve their skills. The vast majorities of the students prefer their errors and mistakes to be corrected, as they feel comfortable and face no problems from their teachers' correction during their oral presentations; also they prefer their teachers to correct them using explicit correction; which means that their teachers directly correct their errors and mistakes. Some others prefer others different types. But, this is not the case for our teachers' participants since they prefer to correct their students using recast. Beside the use of these CF strategies, our students' participants prefer their teachers to correct their mistakes immediately after their occurrence in order to be aware of them. Furthermore, we discovered that our students are aware of the importance of teachers' CF since it helps them to improve their language performance and proficiency.

According to our findings, the hypothesis that we have stated in our study; that EFL students would like their teachers to correct them after each performance they make if the oral corrective feedback strategies used by their teachers are in accordance with their corrective feedback preferences is confirmed.

At the end, according to the results obtained from the data collection tools, we find that our teachers' and students are aware of how beneficial is the oral corrective feedback for the improvement of the students' oral proficiency level. Teachers' CF affects students positively when it increases their motivation and reduces their fear and anxiety. For this, OE teachers should know when and how to deliver CF and provide it in an appropriate manner in order not to hinder their students' performance.

4. Limitation of the study and recommendations for teachers and future research

4.1. Limitations of the study

During the realization of this study, we have faced some obstacles. The major one is time limitation. Because of the epidemic and limited period of studying during this year, we did not have much time to investigate more and collect more data, especially for our classroom observation.

Also we faced difficulties in administering the questionnaires, the students most of time were absents, for this we waited until the period of exams. In addition to this, most of them were not volunteers to answer our questionnaire.

4.2. Recommendations for teachers and future research

In our study, we focused on the students preferences of their teachers Oral Corrective Feedback Strategies, and we know that Feedback researches are limitless, further research can focus on other aspects such as:

- The students' reaction toward their teachers' corrective feedback.
- Learners' uptake for their teachers' correction.

For English teachers of Bejaia University, we suggest some recommendations.

- We recommend that teachers use more often the CF types that students prefer. In order to do so, we suggest that EFL teachers conduct some research at the beginning of the year, where they may ask some students to find out what are their orientations vis a vis corrective feedback, then they will try to implement those which are more in accordance with their hopes.
- Teachers should take into consideration the students' personalities when providing corrective feedback.
- Teachers should be kind when providing corrective feedback.

Conclusion

In This chapter, we analyzed and discussed the results and the findings of our study and we conclude that teachers' CF is an important component for teaching and learning a foreign language. Furthermore, in order to make this later successful and students benefit from it, our teachers should provide CF according to their students' preferences. If it is delivered in an inappropriate manner, it will interrupt the students' performance and affect them negatively. It makes them embarrassed, confused and uncomfortable. Therefore, this chapter discusses the research design and methods of data analyses, our population, and research tools. Moreover, it contains some recommendations and suggestions for teachers and future research.

General conclusion

The present study investigates the teachers' views on their oral corrective feedback strategies and their EFL Learners' corrective feedback preferences during classroom oral presentations. Taking the case of first year students and their OE teachers at the English department at the University of Bejaia. It starts from the hypothesis that if the oral corrective feedback strategies used by teachers are in accordance with their students' preferences, then the students would like their teachers to correct them after each performance they make.

In order to achieve the aim mentioned above; we conducted both theoretical and practical research.

We started by the theoretical part in which a literature review is done about the two variables of our research (corrective feedback and speaking skills), and related it with previous studies which were done about the two fields.

The second part of this research is the practical part which discusses the methodology and the methods, also the research tools that we adopted to arrive to the results that confirm our hypothesis.

As a method, we opted for the use of the descriptive method, based on mixed methods (quantitative and qualitative methods). The qualitative method is served to analyze the results of

the classroom observation, and the quantitative method to analyze the results of the questionnaire and transform them into numerical data. After getting back the questionnaires, we described them using pie charts which give clear interpretations of the students' and teachers' answers to each question of the questionnaires, finally we concluded with a discussion of the results.

Therefore, in order to collect data for our study, we implemented two research tools (classroom observation and two questionnaires for both teachers and students). The classroom observation has lasted for three weeks (from Mai 23RD until June 6th, 2021). We observed three group of first year during their oral expression module. Concerning the students' questionnaire, it was handed for 45 first year students and only 40 of them were returned back. Indeed, the teachers' questionnaire was handed to the three OE teachers that we have observed and was answered successfully.

The results of this study have shown that the majority of the students prefer to receive Corrective Feedback from their teachers during their oral presentations, and expect from their teachers to correct them immediately after the occurrence of the mistake using their preferred corrective feedback strategy which is explicit correction; where the teacher directly indicates the error and correct it himself.

Thus, we confirmed our hypothesis, which states that EFL students would like their teachers to correct them after each performance they make if the oral corrective feedback strategies used by teachers are in accordance with the students' corrective feedback preferences.

Finally, what gave teachers' corrective feedback a crucial role in teaching and learning as foreign language is its influence on the improvement of the students' language proficiency. Therefore, more studies should be conducted with different levels and using other research tools, such as interviews.

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Dictionaries

Oxford English dictionary.

Appendices

Appendix 1: students' questionnaire

Students' Views toward their oral expression teacher's corrective feedback strategies questionnaire:

Dear students;

We are students of master 2 degree. We are conducting a research on the students' preferences of their teachers' corrective feedback. We will be grateful if you answer these following questions. Your participation is really crucial.

Definition of corrective feedback: it is the teachers' evaluation for the student's performance and the correction of his/her errors and mistakes, by using several strategies.

Section one: personal details

Please circle the appropriate answer(s) of your choice

Group:

Gender: male / female

Question 1: how old are you?

.....

Question 2: how long have you been studying English?

.....

Section two: students' views toward oral sessions.

Question 1: Do you like oral sessions?

- a- Yes
- b- No

Question 2: Do you like to express yourself orally?

- a- Yes
- b- No

Question 3: do you feel comfortable when expressing yourself?

- a- Yes
- b- No

If no, please say why.....

Question 4: how can you evaluate your oral performance?

- a- Very good
- b- Good
- c- Average
- d- Poor

Question 5: Which type of mistakes do you commit during your oral performance?

- a- Grammatical
- b- Vocabulary
- c- Pronunciation
- d- Semantic
- e- Others

Section three: students' views toward their teachers' corrective feedback.

Question 1: do you receive oral corrective feedback from your oral expression teacher?

- a- Yes
- b- No

Question2: does he/she correct all your Mistakes?

- a- Yes
- b- No

Question 3: how often do you receive corrective feedback from your teacher?

- a- Always
- b- Often
- c- Sometimes
- d- Hardly ever
- e- Never

Question 4: When do you prefer your teacher to correct your mistakes?

- a- Immediately, after committing the mistake.
- b- Once I finish speaking.
- c- Later, on the next session.

Question 5: do you prefer your teacher to correct you every time you make a mistake?

- a- Yes
- b- No

➤ Among these teacher's corrective feedback strategies :

- **Explicit correction:** the teacher directly indicates that the student's utterance is incorrect, and directly provides the correction.

Example: S: my sister like flowers.

T: my sister likes flowers.

- **Recast:** the teacher reformulates the student's incorrect utterance without telling the student about his/her errors.

Example: S: the third waves.

T: the third wave. Good.

- **Clarification request:** by using phrases like, "excuse me ?" or "I don't understand", "pardon" , to indicate that the student's utterance is incorrect.
- **Metalinguistic clues:** by using phrases like " do we say it like that?" or " that's not how we say it", to let the student provide the correction himself.

Example: S: The people.

T: do we say the people??? .

- **Elicitation:** the teacher makes pauses and stops at the student's error to attract the student's attention about his/her error, or to complete the teacher's utterance.

Example: S: my brother goed to school.

T: my brother.....

- **Repetition:** the teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: the people

T: the people, with raised voice.

- **Translation:** the teacher provides the correct word in the target language.

Example: S: he drives.....(une voiture)

T: he drives a car.

Question 6: which **ones** do you prefer your oral expression teacher to use?

1. Explicit correction
2. Recast
3. Elicitation
4. Metalinguistic clue
5. Clarification request
6. Repetition
7. Translation

Question 7: which **ones** do you prefer?

1. Explicit correction
2. Recast
3. Elicitation
4. Metalinguistic clue
5. Clarification request
6. Repetition
7. Translation

Question 8: which **one** do you prefer most?

1. Explicit correction
2. Recast
3. Elicitation
4. Metalinguistic clue
5. Clarification request
6. Repetition
7. Translation

Question 9 : can your teacher's evaluation effect negatively your performance?

- a- Yes
- b- No

Question 10: how do you feel when your teacher corrects your Mistakes?

- a- Comfortable
- b- At ease
- c- Shy
- d- Confused
- e- Embarrassed

Question11: how important do you find your teacher's correction of your Mistakes?

- a- Very important
- b- Important
- c- Average
- d- Less important
- e- Not important

Thank you so much

Appendix 2: teachers' questionnaire

Teachers' oral corrective feedback strategies questionnaire:

Please circle the appropriate answer (s) :

Question 1: how can you evaluate your students' oral performance?

1. Good
2. Average
3. Poor

Question 2: do you correct all the Mistakes made by your students ?

1. Yes
2. No

Question 3: how often do you correct your students' errors and mistakes?

1. Always
2. Often
3. Sometimes
4. Hardly ever
5. Never

Question 4: when do you correct your students?

1. Immediately, after doing the mistake
2. Once they finish speaking
3. Later, on the next session

Question 5: do you correct your students in the same way?

1. Yes
2. No

➤ Among these teacher's corrective feedback strategies :

- **Explicit correction:** the teacher directly indicates that the student's utterance is incorrect, and directly provides the correction.

Example: S: my sister like flowers.

T: my sister likes flowers.

- **Recast:** the teacher reformulates the student's incorrect utterance without telling the student about his/her errors.

Example: S: the third waves.

T: **the** third wave. Good.

- **Clarification request:** by using phrases like, "excuse me?" or "I don't understand", "pardon", to indicate that the student's utterance is incorrect.
- **Metalinguistic clues:** by using phrases like "do we say it like that?" or "that's not how we say it", to let the student provide the correction himself.

Example: S: The people.

T: do we say the people??? .

- **Elicitation:** the teacher makes pauses and stops at the student's error to attract the student's attention about his/her error, or to complete the teacher's utterance.

Example: S: my brother goed to school.

T: my brother.....

- **Repetition:** the teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: the people

T: the people, with raised voice.

- **Translation:** the teacher provides the correct word in the target language.

Example: S: he drives..... (une voiture)

T: he drives a car.

Question 6: which of these corrective feedback strategies do you use more often?

8. Explicit correction
9. Recast
10. Elicitation
11. Metalinguistic clue
12. Clarification request
13. Repetition
14. Translation

Question 7: which ones do you prefer?

1. Explicit correction
2. Recast
3. Elicitation
4. Metalinguistic clue
5. Clarification request
6. Repetition
7. Translation

Question 8: which ones do you use most and prefer most?

1. Explicit correction
2. Recast
3. Elicitation
4. Metalinguistic clue
5. Clarification request
6. Repetition
7. Translation

Question 9: do you differentiate in the way you use oral corrective feedback with different students?

1. Yes

2. No

Please give an example.....

Question 10: do you differentiate in the way you use oral corrective feedback strategies with different types of errors?

1. Yes
2. No

Please explain.....

Question 11: do you use different types of oral corrective feedback strategies with different classroom activities?

1. Yes
2. No

Please explain.....

Question 12: does timing have any influence on the delivery of your oral corrective feedback strategies?

1. Yes
2. No

Please explain.....

Question 13: how important do you find correcting students' oral errors during speaking classroom?

1. Very important
2. Important
3. Average
4. Less important
5. Not important

Question 14: do correcting students' errors during oral sessions can have a negative effect on their performance?

1. Yes
2. No

Question 15: do correcting students' errors during oral sessions can pose difficulties to students?

1. Yes
2. No

If yes, please explain.....

Thank you so much

Appendix 3: Classroom observation

Students	Students' errors	Teacher's correction		Types Of Feedback	Timing Of Feedback	Frequency Of Feedback
		Corrected	Not Corrected			
S1			✓			
S2						
S3						
S4						
S5						
S6						
S7						
S8						