

**République Algérienne Démocratique et Populaire**

**Ministère de l'Enseignement  
Supérieur et de la Recherche  
Scientifique Université de  
Bejaia**



**وزارة التعليم العالي و البحث  
العلمي**

**جامعة بجاية**

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**Exploring the Impact of Teachers' Oral Negative Feedback  
of Language Mistakes on EFL Learners' Oral Expression**

**The Case Study of the Second Year LMD Students of English at the University of  
Bejaia**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the**

**Degree of MASTER OF ARTS in Linguistics**

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**2017/2018**

## **Dedications**

I dedicate this humble work to:

The soul of my dear father who passed away

My dear husband and to my lovely daughter Ilyana

My dear mother

All my brothers: Azedine, Zoubir, Hakim and Takfarinas

All my sisters: Noura and Djamila.

My family in law

All my nieces and nephews

All my friends especially: Thiziri, Lydia, Lamia, Lynda and Dalila.

To everyone I love.

## **Acknowledgement**

First, I would like to thank Allah who gave me health, strength and patience to conduct and complete this research.

I would like to express my gratitude to my supervisor Mrs. Kherzi and to thank her for her precious help.

I would like also to thank Miss Hanane Amrane who accepted me to do my observation during her oral sessions. I also thank all the members of the jury.

Above all, I am grateful to all my teachers especially my middle school teacher Mrs. Melyouh who made me love the English language.

## **Abstract**

The present study deals with two variables: the Negative Feedback (NF) and Oral Expression (OE). We hypothesized that EFL students will be able to improve their oral expression if their teachers know when and how to provide the negative feedback. Hence, the aim of our study is to explore the impact of teachers' NF on EFL learners' OE in order to demonstrate to the EFL instructors its influence on the students' oral performance. Therefore, helping these teachers through showing when and how they should deliver the NF in order to make their learners benefit from it and improve their oral performance. For this purpose, the method that we chose to conduct our research is a descriptive one in which a questionnaire, an interview and an observation were used as data collection tools. The population of our study is 2<sup>nd</sup> year LMD students at Bejaia's university and 4 OE teachers with whom we had an interview. The sample is groups 7 and 8. The collected data was qualitatively and quantitatively analyzed, interpreted and discussed. Therefore, the results of our study showed that the teachers' NF has negative effects on the learners mainly when it is delivered immediately and in a harsh manner. Otherwise, the NF is an important component in EFL instruction; it motivates the learners and helps them improve their OE.

**Key Words:** Negative Feedback, EFL Students, EFL Teachers, EFL Teaching and Learning, Oral Expression.

## **List of Abbreviations**

**EFL:** English as a Foreign Language.

**FL:** Foreign Language.

**L1:** First Language.

**L2:** Second Language.

**LMD:** License Master Doctorate.

**NF:** Negative Feedback.

**CF:** Corrective Feedback.

**OE:** Oral Expression.

**TL:** Target Language.

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## Definition of Terms

**Feedback:** “It is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance” (Ur, 2006).

**Negative Feedback** (corrective feedback): “Is a Technique utilized by teachers to attract students’ attention to erroneous parts so as to lead to modified output” (Suzuki, 2004).

**Positive Feedback:** “Positive feedback stands for praising learners for doing a good job. This appraisal helps them to develop good self-confidence” (Alqahtani, 2011).

**Errors:** “Errors refer to systematic errors of the learners’ underlying knowledge of the language” (Hyang-Sook, 2010).

**Mistakes:** “Mistakes refer to the incorrect forms caused by memory lapses, slips of the tongue and other instances of performance errors” (Hyang-Sook, 2010).

**Oral Expression:** “It is a person’s ability to express wants, thoughts and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures”.  
(O’Malley)

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### **Abstract in French (Résumé)**

## General Introduction

The need to learn the English language is a worldwide issue. People all over the world study this international language and give it much importance. EFL instructors use different techniques in order to make their learners master this target language (TL). Ayers (1993) states that: “Teaching is often bridge-building; beginning on the shore with the knowledge, experience know-how; and interests of the student, the teacher moves toward broader horizons and deeper ways of knowing”. According to this citation, the ultimate goal of the EFL teachers is to make their learners effective users of the English language and to make this goal real, teachers use many techniques to build these bridges, and feedback is one of them.

Teachers’ feedback is considered positive when it informs students that their performance is correct; however, there is another kind of feedback that the teacher uses to inform the learners that there is something inaccurate in their answers. This is called negative feedback or the corrective feedback, as Younghee (2004) explains that corrective feedback is used as an umbrella term to cover implicit and explicit negative feedback occurring both in natural and instructional settings. Therefore this kind of feedback is effective as it helps students to learn, discover their weaknesses, remedy them and fill in the gap of knowledge.

Teachers deliver the negative feedback either explicitly; directly or implicitly by using different ways as paraphrasing, repeating the right answers, asking for more information...etc. This type of feedback plays a facilitative role in the process of teaching and learning the English language. According to Ur (2006), if negative feedback is given supportively and warmly, it will be recognized as constructive and will not necessarily discourage. So, our research investigated the impact of the teachers’ negative feedback on students’ oral expression and how it motivates them to have the courage to speak up and participate in the classroom oral activities, if the instructors know how and when to deliver it without harming

their learners and making them feel comfortable in order to express themselves effectively and correctly without any fear or embarrassment.

## **I. Statement of the Problem**

EFL instructors' ultimate goal is to make their learners able to express themselves orally in a correct way. However, in order to reach this goal, they find that it is obvious to use the negative feedback in their teaching of the English language. For them, it is a tool to use to correct the grammatical mistakes, the mispronunciation, to say that something is wrong or missing in their students' performance. The problem is that, EFL teachers sometimes with this negative feedback make their learners anxious, angry, timid, embarrassed, blocked and above all this, unwilling to learn because of their ignorance on when and how to supply this corrective feedback.

As a remedy to this issue, we demonstrated how EFL students perceive the negative feedback, and what is its influence on them. Our goal is to make the EFL teachers aware of the impact of this type of feedback and help them to know how and when to provide this corrective feedback in a way that will not harm their learners. Our study's goal is to give the EFL instructors a wide vision about the effects of the negative feedback on their learners in order to deliver it in a way that will make their learners feel comfortable and push them to express themselves orally in a successful manner.

## **II. Research Questions**

1. What kind of negative feedback will help EFL learners to improve their oral expression?
2. Is the negative feedback provided by the EFL teachers an important component in EFL instruction?

3. To what extent does the negative feedback affect the EFL learners' oral performance?

### **III. The Research Hypothesis**

According to the statement of the problem and the research questions, we hypothesized that EFL students will be able to improve their oral expression if their teachers know when and how to provide the negative feedback.

### **IV. The Purpose of the Study**

This study falls under the category of cause and effect. It aims at exploring the impact of teachers' negative feedback on EFL learner's oral expression in order to demonstrate its influence on the EFL students, hence helping the EFL instructors through demonstrating how and when this feedback should be provided. This study also aims at helping learners perform well; be successful users of the English language and also facilitate the task of the teachers in order to make their learners produce the desired results. This latter can only be achieved by making the teachers aware of the impact of the negative feedback on their learners thus push them to use the negative feedback in a way that will improve their learners' oral proficiency.

### **V. The Significance of the Study**

Many studies have been conducted on different kinds of feedback including its impact on EFL learners' oral performance. Some of them will be mentioned in the literature section. The most of these researches have concluded that positive feedback is much more effective than the negative one. But during the learning process, students may do mistakes, mispronunciation, wrong usage of the language... etc .This means that negative feedback is a unavoidable tool that should be used by the teacher to correct his/her students' mistakes. Therefore, negative feedback is a topic that needs further investigation.

Our study explored the impact of negative feedback on EFL learners' oral expression and this may help the EFL teachers to ameliorate their instruction, hence develop their students' mastering of the language; making them confident and able to express themselves in a successful way.

## **VI. Research Methodology**

The choice of the research method that we adopted in our research is done according to the research problem and our objective behind conducting this research. We opted for the descriptive method as our objective is to explore the impact of NF on EFL students' OE. Marquee (2011) says that: "The descriptive method involves the collection of data in order to test the hypothesis or to answer questions concerning the current status of the subject" In our study, we want to describe the students' behavior and reaction towards the teachers' NF and measure its impact on them.

## **VII. Population and Sampling**

The population subjected to our research is 2<sup>nd</sup> year LMD students of English at Bejaia's university. In addition, four teachers of OE module have collaborated with us in order to collect much reliable data. The sample of our study is groups 7 and 8.

## **VIII. The data collection tools**

As an attempt to collect data about our research, we decided to use the following tools:

**Students' Questionnaire:** It is administered to our sample and it consists of three sections. Section one is about students' personal details, section two is about their attitudes towards the OE and section three is concerned with their attitudes towards their teachers' NF.

**Teachers' Interview:** It is with OE teachers in the department of English at Bejaia's university. We asked them ten (10) questions related to NF in order to know when and how they provide it and the reactions of their students towards this kind of feedback.



**Structured Observation:** We have used this tool in order to add more reliable information to our study and this tool gave more opportunities to clarify some points in our study that may stay ambiguous for us just when using the two previous tools. We attended four OE sessions and noted down the errors done by the EFL students, their teacher's provision of the NF and their reaction towards it.

## **IX. Organization of the Study**

The present study is divided into two main chapters. The first one is theoretical. It contains three sections. Two sections deal with the two variables of our study and the third section is about a selection of previous studies in the field of our research. The second chapter is practical. It includes the methodology, results and the discussion of the three data collection tools used in our research (questionnaire, interview and observation) as well as the limitations, implications and suggestions for further research.

The first section of the first chapter is entitled: **Negative Feedback**. It includes teacher's feedback (positive and negative), types of oral corrective feedback, effects of different types of this kind of feedback on EFL learners and approaches to the giving of this feedback. Section two is about the **Oral Expression**. It includes the definition of this latter, the factors affecting it, the difficulties encountered by the EFL learners in oral performance, different approaches to the teaching of the speaking skill and finally the role of the teacher's negative feedback in developing the learners' oral expression. In the third section, we included different findings and researches made in the field of our study. The second chapter is divided also into three sections. Section one is about the method, study design, population, sample of the study, data collection tools and its analysis and procedures. Section two is about the results and the discussion of the findings of the three tools. Section three, concerns the limitations, implications and suggestions for further research.

Finally, we summarized our study with a general conclusion. It is a general review of our study and it includes the major and most important elements of our research.

# **Chapter one**

## **Theoretical Background**

## **I. Introduction**

The present work aims at shedding light on our study for the sake of helping the EFL teachers in how and when to provide the negative feedback in order to make their learners efficient users of the English language. As we know, teaching and learning a target language is a complex process that demands skillful teachers as well as motivated learners in order to succeed in using this language in real life situations, which is the ultimate goal of EFL instructors. In this theoretical part, we provided the reader with precious and valuable information related to our topic of study. It contains three sections. The first section is about the first variable, i.e. the negative feedback. We spoke about feedback in general, and then we concentrated on the negative one. We included its types, its effects on EFL learners as well as the different approaches used in the providing of this corrective feedback. The section two is about the second variable, i.e. the oral expression. It contains its definition, different factors which affect it, difficulties encountered by EFL learners in it, different approaches to the speaking skill as well as the role of teacher's negative feedback in developing the learners' oral performance. Finally, section three is a collection of some recent studies related to the field of our research. We aimed at conveying our readers with the knowledge and ideas that have been established in our topic.

## **II. Section one: Negative Feedback**

### **1. Teacher's Feedback**

In EFL instruction, teachers cannot teach their students a target language without providing them with feedback. This latter informs whether their students have understood the new topic or not. Teachers should let each student know which areas of study they are doing well on, and in which ones they still need to make more efforts. So, feedback is an important component in EFL teaching and learning. Feedback is defined in Merriam Webster dictionary as a helpful information or criticism that is given to someone to say what can be done to improve a performance, product; etc. Accordingly, feedback is information given by the instructor that helps students improving their level of performance through criticizing their output in order to indicate where they haven't yet well assimilated the input; it fills the gap of knowledge. Brookhart (2008) states that: "Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understanding that learning cannot occur without practice". Educators should assess their students permanently by giving them the needed feedback in order to maintain them in the right path. Feedback reinforces learning by gaining the attention of the learners when informing them about their strengths and weaknesses in their performance. It motivates them and pushes them to make more efforts in order to enhance their level.

Grant (2017) states seven key characteristics of useful and helpful feedback. First, it should be goal-referenced. Students should have goals, and feedback should be given in a way that will make these learners reach their goals and realize them. It also should be transparent; needs to be concrete and obvious. When the teacher delivers feedback, it should be clear and not ambiguous. Grant asserts at the same time that feedback is actionable information. It is used to push the learners make more efforts, hence enhancing their level. However, feedback should be user friendly; has much value when it can be understood; not confusing. He adds

that feedback is also timely; should be given in the right time rather than to be immediate. Furthermore, he stated that feedback also should be ongoing; the more students can get timely feedback, in real time, before it's too late, the better their ultimate performance will be. Finally, feedback should be consistent; the information delivered by the teacher should be stable, accurate and trustworthy.

## **2. Teacher's Positive Feedback**

Reynolds (2013) defines feedback as any response from a teacher in regard to students' performance or behavior. Its purpose in the learning process is to enhance the learners' performance. She encourages teachers to focus on giving the positive feedback during their instruction. This kind of feedback makes the learners feel confident and dare to express themselves in front of their classmates as well as in front of their teachers without any hesitation or fear. This feedback informs students that their answers or performances are effective and correct.

Positive feedback works on the purpose of constructing students' strengths .It tells them that what they are doing is well and praises them. Students when they are praised, they are likely to repeat what they did in order to secure continued approval. Human beings in their nature like to be praised and thanked. Positive feedback is a useful and a helpful technique that is used by the EFL instructors in order to foster interaction between themselves and their students. This feedback raises the self-esteem of the learners when receiving it and pushes them to perform effectively and successfully. In this case, students do not feel that their e-go is threatened; hence the class becomes a healthy environment that encourages everyone to interact, perform and express himself/herself in a perfect way. Alqahtani (2011) states that: "Positive feedback stands for praising learners for doing a good job. This appraisal helps them to develop good self-confidence". Accordingly, when students are praised, this makes them

feel more confident and believe on their capacities. They dare to communicate; express themselves orally without fearing to be judged negatively.

### **3. Teacher's Negative Feedback**

As we mentioned before, negative feedback indicates in two possible ways either explicitly or implicitly that something is missing or wrong in students' performance. Edgar (2014) asserts that the term feedback refers to the interlocutor's response to a speaker's utterance when interacting between each other. The converser delivers negative feedback if the response or the performance contains information that is inaccurate. In EFL teaching and learning, teachers use this kind of feedback when their students make errors in their performance. These errors may be done in grammar, phonetics, spelling...etc. Teachers here focus on the accuracy of language and this latter is very important when acquiring a foreign language. Alison (2012) adds in this light that learners receive feedback on their language production, potentially helping to draw attention to linguistic problems and helping them to notice gaps between features of their inter-language and the target language. Accordingly, negative feedback draws the attention of the learners towards the linguistic errors that they may commit. It also makes them aware of the gaps that may exist between the features of their inter-language (a language created by the students of a foreign language, integrating aspects of their mother tongue) and the target language; the English language.

Students cannot learn a target language without making errors. These latter shows that the learners are developing the systems of their inter-language and that they are over generalizing the rules because of their ignorance of the differences that exist in the target language. Patsy & Spada (2006) say that: "Errors reflect the patterns of learners' developing inter-language systems...showing where they have over generalized a second language rule or where they have appropriately transferred a first language pattern to the second language".

Consequently, EFL teachers see that correcting their students' errors; providing negative feedback is their responsibility in order to help their students do their best. This correction is a stimulus that pushes the learners to work hard in order to avoid these errors, hence enhancing their learning of the English language.

Patsy and Spada added that the EFL instructors should provide the negative feedback when the errors made by the learners are persistent; insistently repetitive and shared by the majority of the students in the class. In this case, the teacher should highlight these errors and correct them. These two professors also brought to our attention that excessive negative feedback can have a negative impact on EFL students' motivation and teachers should be aware of their students' reactions to this kind of feedback. Teachers should take into consideration their learners' differences, relationship with them and with their classmates and their characteristics. They as well should know when to deliver this corrective feedback because during the oral communication this kind of feedback can embarrass these learners and make them remain silent instead of enjoying learning and express themselves overtly. However, other students prefer to receive this feedback as soon as they make errors in order to avoid them later on.

#### **4. Types of Oral Negative Feedback**

The treatment of errors made by the EFL learners is a wide issue in EFL instruction. Researchers want to know the best way to provide the negative feedback in a manner that will promote the learning of the target language. Lyster & Ranta (1997, p 46-48) identify six different types of the corrective feedback, they included:

**4.1. Explicit Correction:** This refers to the explicit provision of the correct form. The teacher clearly and overtly indicates the existence of the error. The teacher simply tells the learner that his/her utterance is incorrect. He/she says your answer is false, or it's incorrect ...etc then corrects it.



**E.g. St:** “She is her mothers”

Teacher: “Mother .But not mothers, mother only one mother”.

**4.2. Recasts:** This involves the teacher’s reformulation of all or part of a student’s utterance, minus the error. Generally this feedback is implicit. The teacher introduces it by saying: you mean....or you should say... then the teacher corrects the mistake without highlighting it.

**E.g. St:** “You should go and see psychologist”

**Tr:** “...a psychologist”.

**4.3. Clarification Requests:** These are either in the form of a question such as Pardon? And I am sorry? Or the teacher’s attempt is to reveal the intended form of the error by raising his tone. Generally, this kind of CF is used when the learner makes a linguistic error or his/her utterance is not comprehensible. The teacher tries to show the learner that his/her performance has a mistake or not understood; ambiguous and s/he should repeat it or reformulate it.

**E.g. St:** “She has took her son to the hospital”

**Tr:** “Took” (with a rising tone).

**4.4. Metalinguistic Feedback:** This contains comments, information or questions related to the formation of the student’s utterance without providing the correct form. The teacher tries to make the learner conscious of his/her error by asking questions or giving information concerning it in order to help him/her correct it by himself/herself.

**E.g. St:** “There is not any chair in the class”

**Tr:** “Chair is a singular noun and we do not use any with singular nouns”

**St:** “There is not a chair in the class”

**4.5. Elicitation:** This refers to techniques used by the teacher in order to elicit the correct form from the learner directly. Among these techniques, the teacher tragically makes pauses in order to allow the student to fill in the gap as it were. Another technique, the teacher uses

questions to elicit correct forms. In the two ways, the teacher does not provide the correct forms.

**E.g. Tr:** “There’s...”

**St:** “There’s a beautiful woman”.

**4.6. Repetition:** It refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. The teacher tries to adjust his/her intonation in a way to highlight the error. The teacher in this case attracts the learner’s attention to the error made by simply repeating it.

**E.g. St:** “Last year, the doctor visited Spain with his son / sun/”

**Tr:** “Son /sun/”

The learner recognizes that s/he made an error in pronunciation then corrects it and says son with the right pronunciation.

## **5. Effects of Different Types of Negative Feedback on EFL Learners’ Oral Expression**

EFL teachers use different types of corrective feedback when responding to their learners’ inaccurate output. Oral correction is a valuable pedagogical tool that is used to foster the development of the learners’ communicative competence in the target language. But, EFL instructors should not exaggerate in using it. Pawlak (2014) says that not all the inaccuracies in learners’ spoken language output should be targeted by the negative feedback. This is not feasible and can bring the unexpected benefits. It may harm the learners’ ego and create for them some problems that may hinder them to express themselves overtly. Previously, we have named the different types of negative feedback and now our attempt is to find their effects on the EFL learners’ oral expression and which ones are more effective and more used by the EFL teachers.

Several researches about the different types of CF provided by the EFL teachers as well as their impact on the EFL learners have been carried out as & Karimi & Esfandiari

(2016), Golshan (2013), Elcin & Gokhan (2016), Gholizade (2013) & others. However, their findings and conclusions revealed results that are somehow different. We noticed that the majority of these studies included recasts in comparison with other types of CF. The researchers stated before claim that recasts are the most occurring type of feedback provided by the EFL instructors during their teaching of the English language. Alison (2012) said that recast facilitates the learners' understanding because feedback is just a reformulation of their own utterances. It makes them pay attention to the feedback provided as this latter is embedded in a clear and meaningful exchange where they can communicate their ideas comprehensively

According to the studies made about the CF provision and its various effects, we concluded that its impact varies according to the manner how it is delivered and according to the time when it is provided .Some researchers are in favor of the implicit NF and others are against.

Karimi & Esfandiari (2016) says that recast affects the EFL students' stress patterns learning more positively than explicit CF. They claimed that the two types have positive effect on students' oral performance but the effect of recast is stronger. They encourage teachers to take advantage from CF especially the implicit one which keeps the communication in language classes, and engage students in peer and group correction techniques; it encourages them to share their thoughts and knowledge in an interactive way and collaborate to correct their own errors. Zapata Diaz & Daza Obando (2014), Gunawan & Aam (2016) found in their studies which both included elicitation that this kind of CF is an effective tool. Learners admitted that elicitation makes them aware of their mistakes and motivates them in improving their speaking skill; thanks to it, their pronunciation and grammar input are enhanced and their vocabulary is enriched.

Moreover, their studies revealed that students who received this kind of feedback are less hesitant and it increased their use of self-correction. Therefore, elicitation is an effective technique that encourages students to correct their own mistakes in a process of self repair. They use their prior knowledge to notice these mistakes hence they make some efforts to correct them. This kind of feedback makes students able to recognize and confront their mistakes. For instance, when the output of the learners is corrected using the elicitation strategy, the confidence of the learners increases and their fear is reduced when expressing themselves in the target language. When students have self-confidence, this makes them willing to participate more without any pressure.

In another hand, Golshan (2013) in his study about the effects of three different types of CF(recast, clarification requests and explicit correction) on the EFL learners' during the communicative tasks found that CF in general contributes to the improvement of the use of language. Furthermore, explicit feedback works better than recasts and clarification request. His study's findings revealed that learners who received explicit feedback with meta-linguistic information improved considerably. The results of his research are a clear rebuttal of the claims that NF is not necessary and should be abandoned.

Concerning the time when NF should be administered and its effects, Elcin & Gokhan (2016) made a study which examined the perceptions and preferences of EFL learners regarding the oral corrective feedback. The results showed that students perceived clarification requests and recasts as ambiguous .Moreover; they thought that meta-linguistic feedback makes them feel anxious and found it difficult to comprehend. In what concerns the timing of these types of CF, it was found that students didn't feel at ease when they receive them immediately and when teachers use them consecutively; this discourages them from speaking in a classroom atmosphere.

Ebadi & Seidi (2014) assert that (according to the findings of their research) learners who received NF over performed the ones who didn't receive any feedback. However, teachers should pay attention on the way to provide it; they should use simple words in order to make the feedback clear to the learners and know when to provide it in order not to interrupt the flow of the ideas of their students and not discourage them or make them unwilling to learn.

## **6. Approaches to the giving of Negative feedback**

Actually, the correction of errors is traditionally thought to be the duty of the instructor alone. But, this task should not be just put under the responsibility of one person. It is the duty of everyone involved in the EFL instruction; both the teachers as well as the learners. Recent trends of language teaching show that teachers do not need to correct all the errors just after they are made. They should resist the temptation of correcting errors whenever they occur. Many studies showed that excessive correction of errors could make students frustrated and even reduce their motivation of learning the TL .Therefore, it is really important for teachers to have good timing and use adequate strategies during error correction. Here are some approaches that dealt with the correction of errors stated by Ur (1999):

**6.1. Audio-lingualism:** Learner mistakes are, in principle, avoided by the limiting of progress to very small, controlled steps: hence there should be little need for correction. Ur wants to say that, in this approach when teachers teach the right patterns of the TL from the begging and reinforce their learners' performances of them, there will be little errors to correct. This approach emerged in the USA during the Second World War when there was a great pressure to train the key personal quickly and effectively in foreign language skills. Bowen (2015) explains that the purest form of this approach aims to promote mechanical habit–formation through repetition of basic patterns. When students are able to manipulate the structure of the TL, this will lead them to be fluent. The accurate pronunciations as well as the

control of the language structure are of paramount. The teacher in this method is the dominant figure. S/He controls, directs and corrects the learners' errors. Students have little control over the content and the style of their learning of the TL. This approach died out in the 70s after Chomsky's famous attack as its theory was based on behaviorism. He proved that language acquisition is an innate property and that all human-being are pre-programmed to learn any language.

**6.2. Cognitive Code-learning:** According to Ur, this approach considers mistakes as regrettable, but an unavoidable part of learning: they should be corrected whenever they occur to prevent them occurring again. Therefore, teachers should not treat errors as unnatural but as a positive indication that shows that learning is taking place. Norbert (2012; p 625) in defining this approach says: "It refers to a theory of second language teaching and learning rooted in cognitive psychology and structural applied linguistics developed in the 1960s. It emphasizes the central role of cognition in the conscious and explicit learning of the rules of a language as a code". Demirezen (2014) asserts that in this approach, learning occurs through cognitive memory structures. Students perceive process, store for short- or long-term recall and finally retrieve the information that they have in their memories when needed. This means that, learning occurs through internal processing of the information. He also points out that this approach changed the teachers' attitudes towards errors and it enlightened them in their treatment. Errors were accepted as natural happenings in the learning of TL and it considers learners as active processors of information processing; they are thinking-beings.

**6.3. Inter-language:** Nordquist (2017) defined inter-language as the type of language ( or linguistic system) used by L2 learners who are in the process of learning a TL .It is a language created by L2 learners which is between the TL and the learners' L1. We find this kind of inter-language where EFL students try to express the knowledge that they already have in the new language that they are struggling to learn. In other words, it is the language that L2

learners build for themselves using the knowledge they have about TL. It is a transitional process between L1 and L2. During the building of this language, learners borrow patterns from the mother tongue language and make mistakes as they transfer the rules of L1 and try to apply them on L2. For the treatment of these mistakes, Selinker (1972) as cited by Ur (1999) explains that errors are not regrettable, but an important part of language learning; and correcting them is a way of bringing learners' inter-language closer to the target language. Nordquist adds that the significance of this theory lies in the fact that it is the first attempt to take into consideration the possibility of learner's conscious attempts to control their learning of the TL.

**6.4. The Communicative Approach:** "It is a method of teaching a FL which stresses the importance of learning to communicate information and ideas in the language". (Oxford Learner's Dictionary). This approach concentrates on the ability to communicate in real life situations rather than on grammatical perfection; it emphasizes on fluency rather than on accuracy. Taylor (2013) explains that this approach that appeared during the 70s is against the traditional methods that over-focused on teaching the grammatical structures and which gave little importance to how language is actually put to practice. He also cited some characteristics that differentiate it from the other methods as: teaching occurs by using authentic (genuine) English texts, students not only learn the second language but also learn strategies for understanding, importance is given to learners' personal experiences and using the new language in its contexts creates opportunities similar to real-life communication situations. This approach doesn't give much importance to mistakes. Ur (1999) points out that not all the mistakes made by the EFL learners need to be corrected. The aim of language learning is to perceive and convey meaningful messages. Teachers in correction should focus on mistakes that may prevent learners from understanding the others, making themselves understood and express their thoughts and opinions overtly and successfully. Mistakes related to the usage of

language have little importance; the ones that are related to the correctness of language (mistakes made in grammar or in phonetics).

**6.5. The Monitor Theory:** In the late 1970s and early 1980s, Krashen developed a theory which highlights the relationship that exists between spontaneous language learning and guided language learning. Anja (2005) explains that Krashen made a difference between language acquisition and language learning. The term acquisition is related to the term spontaneous learning and learning corresponds with guided language learning. He added that Krashen showed this relation in a model that he called “the Monitor Model”. This latter consists of five hypotheses, they are:

**6.5.1. The Acquisition Learning Hypothesis:** Acquisition refers to learning that is unconscious. It happens the same way as we acquire our mother tongue language. But, learning refers to the conscious learning that happens in the classroom and importance is given to the utterances produced by using certain rules.

**6.5.2. The Natural Order Hypothesis:** Acquiring rules of second language follows a natural order; acquiring the grammatical features of the target language is done in an order that is natural.

**6.5.3. The Monitor Hypothesis:** The term monitoring refers to the process of self correcting one’s utterance and to do so, learners should have sufficient time to correct, needs to focus on the form and know the rules.

**6.5.4. The Input Hypothesis:** It states that learners increase their learning when they receive comprehensible input that is easy to be understood.

**6.5.5. The Affective Filter Hypothesis:** It asserts that, if learners have negative attitudes towards the language, this will disturb its acquisition process or even be blocked. The learner will filter out some structures of the language hence they will not be acquired. And vice-versa is correct. If learners have positive attitudes, the learning would speed up and language would



be more accurately acquired. Krashen says ( as cited in Schutz, 1998): “Language acquisition does not require extensive use of conscious grammatical rules , and does not require tedious drills” and he adds (as cited in Ur, 1999) that correction of mistakes does not contribute to real acquisition of this TL .The main activity of the EFL teachers is to provide their learners with comprehensible input .As a result of this latter, the learners will acquire well and their mistakes will be reduced, hence teachers will not find themselves correcting them .

In this section, we spoke about the teacher’s feedback in general, then we tried to give the reader more information concerning the positive feedback and we focused on the negative one as our study’s aim is to explore its impact on EFL leraners oral expression. After that, we included the different types of this corrective feedback, their effects on the leraners’ OE and we concluded with the different approaches that dealt with the provision of the NF.

### **III. Section Two: Oral Expression.**

#### **1. Definition of Oral Expression**

Many researchers and linguists in the field of EFL instruction consider speaking as the most important skill among the other skills. They point out that students can read, write, learn grammar or listen alone but they cannot speak with themselves and this is why the speaking skill needs more consideration and more efforts to be employed by the EFL teachers. EFL students' dream is to master the linguistic structure of the target language and communicate in it fluently. Littlewood (1981, p 4) says that:

The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them, and selecting items which will communicate his message effectively.

Accordingly, a skillful speaker of the target language (TL) is not only the one who has the linguistic competence but also the one who has the pragmatic, the sociolinguistics and the strategic competences. Moreover, it is obvious that students who can express themselves orally are skillful speakers. They can present their point of view, can get their academic and emotional needs met and are confident participants in a variety of contexts, both in and outside schools. This is why we consider the speaking skill of paramount importance and students have to develop it. It is for no need if students study English for many years and at the end find themselves unable to use it.

Oral Expression is defined in the Dictionary of Definitions as the capacity developed by man to establish concepts, ideas and terms with specific meanings. O'Malley provides

another definition of OE and says: “It is a person’s ability to express wants, thoughts and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures”. She adds that oral language is very important because it provides the foundation of literacy development, it is essential to academic achievement in all content areas and it is critical for overall success in school. It is through a well constructed and meaningful OE that students can communicate what is in their minds and succeed to achieve their communication objectives. Miller (2018) points out that the quality of OE is determined by word choice, sentence structure, organization and grammar. Accordingly, students in order to express themselves orally successfully, they should be skillful in the choice of words to use, know how to organize their ideas and master the grammatical rules that govern the English language.

## **2. Factors Affecting Students’ Oral Expression**

EFL students find huge difficulties in oral expression. They find themselves unable to express their feelings, opinions, ideas...etc in a correct and effective manner. Behind this fact, we find various factors. They make students feel anxious, stressed, nervous and unwilling to speak in front of their teachers as well as in front of their classmates. However, we are going to list some well known factors that the majority of our students testify that they suffer from them. They cause their reluctance and push them to remain silent instead of enjoying learning and dare to communicate in a successful way. Among these factors, we find:

**2.1. Anxiety:** Many researchers consider this factor as a natural psychological aspect that contains the feelings of fear and students sometimes remain unable in controlling it. Ortega (2009) asserts that some individuals report experiencing intense feelings full of tension and fear when they think of FL. He stated some symptoms that clearly show that students are suffering from high anxiety. Student freeze up when the teacher asks them to say something in L2 in front of their classmates and give false answers during a language test despite that

they have studied hard and even know the right answers. Language anxiety is defined in Longman Dictionary of language teaching and applied linguistics as a subjective feeling of apprehension and fear associated with language learning and use. FL anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Madhavi (2012) asserts that when students speak in public this makes them feel anxious and that extreme anxiety results in learners being tongue tied, lose their words in an unexpected situation are discouraged and have a feeling of failure.

**2.2. Motivation:** Many teachers that teach in private schools say that they find these learners more motivated than the ones that study in public ones understood. Empirical studies indicate that students that are highly motivated learn faster and better comparing to the ones who are less motivated. They find the study of language distasteful. This is why EFL teachers should arouse their students' desire to learn and master the English language and this is through motivating them. Ortega says that motivation is usually understood to refer to the desire to initiate L2 learning and also the effort employed to sustain this desire. This motivation is a matter of quantity; some students are highly motivated and others have little motivation or are not motivated at all. The ones who are not motivated do not care about learning and are absent minded. Madhavi (2012) tells us that lower motivation leads to reluctance; students become unwilling to participate. It also leads to poor practice or no practice at all.

**2.3. Self-esteem:** We say that students have high self-esteem when we find them having good opinions of their own worth; know their right values. Ariyanti (2016) points out that when students have high self-esteem are potential to perform better in speaking. They are fluent because they do not have the problem of the fear of making mistakes, they do not even think about them. They are the last thing that occupies their minds. In the other hand, students who do not have high self-esteem think that they cannot speak a language accurately and

struggle with mistakes .They pay attention in making them as they consider them as a public display of ignorance and they will make them loose their good self-image that they preserve and protect from any harm or injury. They prefer to protect this self image instead of taking the risk of speaking and then loosing it.

**2.4. Self Confidence:** Yates & Chisari (2013) define confidence as a form of self-reliance and is often related to self-esteem and motivation. It is considered as a social aspect of language teaching. They added that students who are more confident are more easily capable to participate and interact during social activities. Confident learners are more effective and dare to take risks in order to have conversations in English. They also highlighted that, learners in order to construct their confidence need to feel secure and competent. In the other hand, students who lack self-confidence believe that they are unable to be fluent or master the FL. They feel insecure and do not believe in their own capacities. Nazarova & Umurova (2016) state that students who lack self-confidence can find that being successful in life is something very difficult to achieve. As a result, this kind of learners seems passive and remains silent in the class.

**2.5. Shyness:** Students that are shy remain nearly all the time silent and they avoid all types of interaction. They prefer to do their works alone and are not expected to be in the future effective speakers of TL. Jones, Schulkin & Schmidt (2014) explain the impact of temperamental shyness on students. They consider it as a risk factor for behavioral and affective problems. It may even lead students to have more severe psychological problems. As a result, during oral expression sessions, students who are attained by this kind of shyness feel tension, are embarrassed and worried or awkward. They feel discomfort during social interaction. Maunder & Cameron (2010) assert that students who suffer from shyness think that other people will think badly of them and judge them. They may think that they are not

good as the others. As a result of this feeling of shyness, students remain silent and consider communication in public settings as a very difficult and a hard task to accomplish.

Nazarova and Umurova (2016) point out that, many studies revealed other reasons that are behind EFL students' reluctance to speak as:

- Fear of losing face; for example being laughed at.
- Low proficiency in the TL; previous negative experiences with speaking classes.
- Cultural beliefs about appropriate behavior in classroom contexts. Some students think that they should remain silent in the class and this is to show respect for their teachers.
- Habits (for example, becoming used to a passive role in the classroom).

### **3. Difficulties Encountered by EFL Students' in Oral Expression**

EFL students encounter many difficulties when expressing themselves orally. Adding to the psychological factors that we stated above as shyness, lack of motivation and self-esteem...etc that make OE a hard task for the EFL students, there are other barriers and difficulties that are linguistic ones. Hedge (2000) says that: "linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics". We are going to shed light on some elements highlighted by Hedge that we find the majority of students have difficulties in learning and mastering them.

**3.1. Vocabulary:** A FL requires a wide knowledge of its vocabulary in order to be used for communication. However, many students have a poor vocabulary. Thornbury (2005) points out that: "Spoken language has a relatively high proportion of words and expressions". (p22). Students are obliged to enrich their vocabulary if they want to express themselves using the FL. Adding to the lack of vocabulary, they even have difficulties in selecting or finding the right words and expressions necessary needed to be used to transmit the message they

want. Harunur (2007) in his study found that inappropriate use of vocabulary items affects badly learners' oral communication. When students are unable to use the adequate words that will communicate the meaning they want; this will make them fail in expressing their ideas clearly and meaningfully.

**3.2. Pronunciation:** The first thing that students are judged about when speaking is their pronunciation because mispronunciation leads to misunderstanding by the listeners. So, perfect and right pronunciation has great importance and it should be mastered by the EFL students. They should master its rules of sounds as stress, pitch, intonation...etc. However, many EFL students after many years of studying the FL keep mispronouncing this language and behind this fact lay many factors. Mahdieh (2012) points out (according to the findings of his study) that some students may find some alphabets or sounds difficult to pronounce because such sounds do not exist in their native language. Dhinar (2017) adds that students who experience better exposure too close to native pronunciation will have better pronunciation .He also explained that the teacher is the direct role model in the classroom and students imitate anything they perform .That is why teachers should pay attention to their pronunciation; they should pronounce clearly and smoothly. Otherwise, their students will pronounce incorrectly or misplace the stress.

**3.3. Grammar:** Students prefer to remain silent in the classroom rather than speaking and making mistakes; producing ungrammatical structures. They pay attention not to be laughed at. Hedge (2000) points out that the role of grammar or accuracy has been the major concern of ELT recent years and EFL instructors need to address many issues in designing their lessons as well as the various activities that will foster their learners' mastery of the rules that govern the English language. He added that: "Acquisition of grammar will probably involve explicit knowledge of grammatical concepts, categories, and rules" (p47). In this light, Shiu (2011) made a study that showed that students' perceptions of difficulties encountered in the

grammatical level differ according to the implicit/ explicit knowledge of grammar they get. At the explicit knowledge level, grammatical features perceived to be easy to learn and are used more correctly rather than the ones that are implicit. Accordingly, teachers should teach grammar features explicitly in order to help their learners produce an accurate language; well constructed .Otherwise, their students will remain ignorant in how to construct correct and meaningful sentences, know the difference between the various tenses that exist in the English language and what are the rules that govern the use of different other features of grammar as prepositions, adverbs, adjectives...etc

#### **4. Different Approaches to the Teaching of the Speaking Skill**

The quest for better methods for teaching and learning English as a foreign language was really something very important that occupied many teachers and applied linguists during the twenty's century. They sought to develop the principles and the procedures for the design of the best methods and the appropriate material to be used in the EFL instruction. They based their findings mainly on the development made in the fields of linguistics and psychology. Their aim was to find the most appropriate and effective strategies as well as techniques that EFL teachers should use in their classes in order to teach better and yield good results. They tried to understand the learners' psychology and to find the effective way that teachers should follow in order to help their learners assimilate well and enjoy learning. As many EFL students testify that speaking is the most difficult skill to acquire and succeed in using it. This is why; their teachers should be skillful in choosing the best methods to use in order to meet their students' needs; to be able to express themselves orally overtly and correctly. In addition to this, teachers should always seek to adopt the newest method that will help them to get better results.



Among the most prominent methods to the teaching of the speaking skill, we find **The Direct Method**. This method is developed as a response to the Grammar Translation Method and is a complete change in the field of EFL instruction. It is defined in the English Oxford Living Dictionaries as a system of teaching the foreign language (FL) using only that language and without emphasis on the study of grammar. The use of the mother tongue is avoided and the target language (TL) is the only mean for teaching and learning. An activity that a teacher can use when implementing this approach is making students listen to a conversation between native speakers many times. And, if the learners manage to get the whole meaning of the conversation, here they have just experienced the TL as it is used to communicate a message. This approach also considers the process of the acquisition of the TL as the one of learning the mother tongue. But, many linguists see that these two languages are not acquired in the same way.

Prawati & Rahmidia (2011) state the principles of this method as following:

- Classroom instruction is conducted in the TL.
- There's an inductive approach to grammar; this latter is taught by making the learners find out rules through the presentation of adequate linguistic forms in TL.
- Students are encouraged to think in the TL and only everyday vocabulary is taught.
- Translation is completely banished.
- Speaking is taught first before reading or writing and emphasis is put on correct pronunciation and grammar.

Another method that is used to teach speaking in EFL instruction is **The Audio-Lingual Method**. This approach reflects the descriptive and structural linguistics of 50s and 60s. It focuses on the structure of language and its psychological basis is behaviorism.

Harmer (2001) explains how this method owed its existence to behaviorism. It uses the Stimulus-Response-Reinforcement model. Positive reinforcement is used to create good habits in language learners through the use of drills. This method claims that in order to learn a language, we should master its elements and the rules that govern their combinations starting from the smallest unit to the biggest one; a sentence.

This approach was heavily criticized by the American linguist Noam Chomsky who argues that language acquisition is an innate property; all human-beings are pre-programmed to acquire any language. Milton (2013) adds that, according to this method much practice would make students develop their oral language proficiency but many students who were taught following this method remained unable to express themselves.

Larson & Anderson (2011) reviews the principles of this method as the following:

- The teacher is like an orchestra leader, directing and controlling the language behavior of his/her learners and is responsible of providing them with a good model.
- New structural patterns and new vocabulary are taught through dialogues.
- There is student-to-student interaction but this latter is teacher –directed.
- The natural order of skills presentation is: listening, speaking, reading and writing. The oral/aural skills receive most of the attention.
- Students’ errors are to be avoided by the help of the teachers’ awareness of where they have difficulties and learners are restricted to say just what they are taught.

At last, we have **The Communicative Approach** or **The Communicative Language Teaching (CLT)**. This approach is the product of the linguists and the educators who were not satisfied with the Audio- lingual and Grammar Translation methods. Richards & Schmidt

(2002) define CLT as an approach that emphasizes that the goal of language learning is communicative competence which seeks to make meaningful communication and the focus of all classroom activities is language use. This method was particularly developed by the British Applied linguists in the 1980s as a reaction away from the grammar-based approaches.

Harmer (2001) says that: “CLT is a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach”(p.84). Accordingly, the way of EFL instruction and the elements to be taught are changed. Much importance was given to fluency and not just to grammar and vocabulary. Students can develop their knowledge of the TL thanks to the exposure to language in use and through giving them chances to use it. Accuracy then comes automatically.

Zardini (2013) argues (according to the findings of his research) that this approach helps students to produce language for special situational contexts easily and they are as well capable to comprehend an extended authentic discourse without thinking about isolated words. He added that making students speak is neither an easy nor a fast process; to make students use the TL orally is a hard task that is done in a long process. He also stated some principles of this approach as: learning a language successfully involves communication rather than just memorizing a series of rules and teachers try to focus on meaningful communication, rather than on accuracy and correcting mistakes.

In this approach, teachers can deliver negative feedback (NF) in an implicit way in order not to interrupt the flow of their students' ideas as it focuses on the students' ability to communicate in real life situations. In spite of the advantages of this approach, some teachers find it difficult to implement it in large classes; it is not easy to keep classes under control.

We have other methods and approaches that appeared in the field of EFL instruction but have less popularity as the ones cited above. Among them, we find the Grammar Translation

Method. Cagri (2013) points out that this method has a supportive role in FL learning. It helps students notice the differences and similarities that exist between L1 and L2 hence make them able to understand the structure of the English language better. However, this approach was attacked by lot of reformers. They say that it makes students frustrated because of the unusable grammar rules that they were obliged to learn by heart. This task exhausts them and hinders them from developing their communicative competences. We also find the Silent Way. John (2003) points out that this method was developed by Dr. Caleb Gattegno of Alexandria, Egypt. Harmer. (2001) states that the teacher can give examples or feedback verbally only if no student cannot do it the first time around. Rhalmi (2014) asserts that this method fosters creativity and intelligence of the learners. However, Dr Alkhateeb finds that this method harsh as students work in isolation and there is a lack of communication in the classroom.

The choice of the best approach or method that teachers should adopt in their classes depends on their learners' way of learning. Teachers should be skillful in choosing the best method that will facilitate their task of teaching the TL and help them to develop their learners' speaking abilities in order to make them successful users of the English language.

## **5. The Role of Teacher's NF in Developing the Learners' OE**

Experts and researchers in the field of EFL instruction have nearly the same opinions about the role of NF. They state that it has a crucial role in developing the learners' OE. However, teachers should be skillful in providing it. They should know when and how to deliver this kind of feedback, otherwise, it will have negative effects on the learners. Teachers face the problem of the difficult choices about how best to provide feedback without harming the students' self-esteem, making them anxious, shy; blocked and discouraged. Allwright & Baily (1991) say that if one of our goals as teachers is to help our learners move along the

inter-language and get closer to the norm of the TL, we should provide our students with the feedback they need. We should help them to have a correct structure of the TL and the tool that a teacher can use in order to make students use the right linguistic forms of the English language is the NF.

Caceres Aravena (2015) conducted a study about the impact of the use of the Corrective Feedback (CF) during OE and it showed that students have appositve attitude towards the fact of having their errors corrected. They state in their opinions that they rely on receiving the CF and it has a positive effect on their oral performance. It shows them that their performance is not accurate, hence it helps them to notice this and later on when receiving correction, they become able to speak a language empty of errors .Teachers who also took part in this study demonstrated to be consistent in the provision of CF as part of the oral assessment procedure. Teachers cannot deny their students' errors and see that it is their responsibility in providing their learners with the right use of the TL.

Hyang-Sook (2010) also made another study in which the results show clearly that students wanted error treatment even on infrequent and individual errors. He added that both teachers and students agreed that students' errors should be corrected and treated .The study showed also that students wanted more correction than their teachers thought.

Hedge (2000) says: "The role of the teacher is to provide feedback which learners can work on in order to refine their understanding and move to the next stage of inter-language". Pirhonen (2016) also draws it to our attention that if teachers sit behind the desks and let students work on their own or do not even offer help; correct the students' errors, students will get the feeling that they are alone. They will not improve their OE. If teachers do not supply NF, students may assume that the form is correct .Accordingly; students need to be guided and corrected in order to know where they still need to make more efforts in order to

fill in the gaps of learning. They need their teachers to point out where they have failed to use an accurate language and be corrected in a way that will not hinder the flow of their ideas or prevent them from acquiring the communicative ability by making them hesitant to speak as they will fear to make mistakes.

Hyang-Sook (2010) asserts that it is important for teachers to know their learners' preferences for CF and this is for the sake of maximizing the potential positive effects on language development. If instructors know how their students want to be corrected, they will maximize their chances in developing their oral competences and use language successfully. They will take risks to express themselves orally and build up confidence through practice as they will not perceive CF as a threat that is here to harm them. Hyang-Sook adds that the positive effects of error correction lays on the fact that it can make language learning more effective since it helps L2 students notice the gap that exists between their own utterances and the ones of the TL forms. This gap elicits uptake; explanation and understanding or repair; correction.

#### **IV. Section three: A Selection of Previous Related Studies**

Few recent studies have investigated the meaning of feedback in classrooms. In 2007, Hattie & Timperley conceptualized feedback as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (p, 81). Accordingly, students may get their feedback not just from their teachers but there are other sources of feedback as students' classmates, a book that they have read, by their parents, friends...etc. Feedback is delivered according to students' performance or understanding or understanding. However, Ur (2006:110) claims that:

“Feedback given to learners has two main distinguishable components: assessment and correction. In assessment, the learner is simply informed how well or badly s/he has performed. In correction, some specific information is provided on aspects of the learner's performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner”.

According to Ur, the feedback given to learners has two main features that are different. The first one is assessment; the learners are just judged on their performance; the teacher demonstrates for them if they have well worked or not. In another hand, we have another component that is correction. In this latter, the instructor provides his/her learners with some specific information. The teacher explains to his/her learners where they still need to make efforts in order to fill the gap of knowledge or simply tries to guide them in order to correct themselves.

Feedback in general is defined in Oxford Living Dictionaries as “Information about reactions to a product, a person's performance of a task...etc, which is used as a basis for improvement”. In teaching and learning context, feedback is the information given by the

instructors in response to their students' performance when tackling tasks whether written or oral. Feedback is an important component in EFL instruction as it shows the learners the points that they have well assimilated and where they still need to exercise more; hence it helps them improve their learning of the target language.

Feedback helps students perform well. It informs them of the positive and negative points or aspects in their performance; shows them the progress they have to do. However, there are two kinds of feedback, positive and negative. The positive feedback is delivered by the teachers to inform their learners that their answers are right and effective. The teacher may deliver this kind of feedback explicitly or implicitly. The second type of feedback, i.e. the negative feedback (the corrective feedback) is used by the teachers to indicate in two possible ways either explicitly (use words to say directly that something in the students' performance is wrong or missing) or implicitly (say in an indirect manner that the answer is not correct) that there is something wrong / inaccurate in their students' performance. The negative feedback is an important and effective component in EFL instruction. It helps students learn, discover their weaknesses and remedy them; fill the gap of knowledge.

As Alison (2012) points out that, providing students with information regarding their linguistic and communicative accomplishments or failure creates a favorable environment for Second Language (L2) development. When providing learners with the corrective feedback this creates a suitable environment in which students' acquire the target language in an easy and more effective way.

Edgar (2014) states that: "The term feedback refers to an interlocutor's response to a speaker's utterance during interaction. The interlocutor provides negative feedback if the response contains information about an ungrammaticality in the speaker's utterance". By



this quotation, he draws to our attention that negative feedback is an answer to the learner's utterance when participating in the class. The teacher uses this kind of feedback if his/her learner's information is incorrect. So, negative feedback is used as a response to indicate any mistake that may appear in learner's output. Another researcher, Heidi (2013) indicates in her article that negative feedback is informative and it tells the learners where they still need to spend more efforts and, it also offers insight into how these learners might enhance their learning.

Negative feedback is used in EFL instruction as a response to students' output when expressing themselves orally. They tend to make various mistakes (in grammar, spelling, vocabulary, punctuation, stress and intonation...etc) that the teacher should highlight in order to be corrected. Iwashita (2003) states that: "feedback is an interlocutor's interactional move that indicates explicitly or implicitly any non target like feature in the learner's speech". In EFL instruction fluency as well as accuracy must be acquired and mastered by EFL students when expressing themselves orally. EFL students find that it's a hard task to handle the form (linguistic competence) and meaning (communicative competence) at the same time in an effective manner. This is why they should make efforts and negative feedback is a tool used by EFL teachers in order to make their learners aware of their mistakes in order to avoid them.

Many recent studies investigated the role of negative feedback in the context of EFL instruction and the relative effects of different kinds of the corrective feedback on the EFL students.

Saeideh & Somayeh (2011) in their study aimed at examining the various types of spoken corrective feedback provided by EFL teachers to their learners at different levels of proficiency, revealed that among these kinds of corrective feedback there were eight kinds

used by the EFL instructors in their classes. They are: recast, classification, meta-linguistic, elicitation, repetition, explicit correction, translation and multiple feedbacks. And the kind of corrective feedback that was frequently used was recast .i.e. the teacher instead of showing the learner explicitly where he made the mistake, he simply repeats the utterance with the right answer. For example when the learner says: I want drink, the teacher responds by saying: what do you want TO drink? The result of this feedback is that it didn't provide the learners with the opportunity for self-correction as repetition, clarification, elicitation...etc.

Teachers believe that this kind of corrective feedback does not interrupt the flow of communication in the classroom. But, the problem is that, the low proficient learners are not aware of it and are not really capable of noticing that there is a problem with their utterance and try to correct it. However, the other more proficient learners who are more developed cognitively find this corrective feedback of great benefit as it doesn't hinder them from expressing themselves. This study brought precious information in the field of improving the teaching and learning of the target language. However, it didn't supply the reader with information concerning the attitudes of the learners towards the other kinds of corrective feedback.

Another recent research was held by the Spanish professor Juan de Dio (2013) on how EFL learners emotionally respond to teachers' oral corrective feedback. The sample of his study was 208 EFL secondary school learners. The researcher also studied to what extent this negative feedback may influence the motivations and attitudes of the learners towards the EFL learning. He found that learners respond to this kind of feedback in different ways. The majority of the learners find that the negative feedback that they get from their teachers is of great benefit for them; it helps them to know where they have failed to assimilate well and in what they still need to make more efforts to improve their

level. They do not care of being orally corrected by their teachers in the class, they even feel satisfied. In another hand, there are some learners that find this corrective feedback embarrassing to different degrees. However, the researcher found that this kind of feedback may influence the feelings and attitudes of the learners especially when they remain unable to comprehend the teacher's feedback.

Khater & Farzane (2014) in their study on exploring the effect of explicit and implicit corrective feedback on EFL learners' awareness of and accuracy in English grammar discovered that corrective explicit feedback brings much better results than implicit corrective feedback. They made the study on Iranian EFL learners who were divided into two groups then tested on the use of the present and past tenses after they had studied them in three sessions. The group who received explicit corrective feedback during their studies of the tenses made fewer mistakes during the test. The study emphasized the importance of delivering the corrective feedback in an explicit manner. It helps students learn better and leads to accuracy; it facilitates the language learning process and pushes the learners to make positive changes in their performance. This study is fruitful as it showed the important role of the explicit corrective feedback in improving the learners' linguistic competence but in another hand it didn't indicate how this kind of feedback may help the EFL learners improve their oral expression.

Caceres Aravena (2015) made a recent study in Chile. The sample of his research was 28 teachers from all levels. It was made on how these teachers perceive the oral corrective feedback. The researcher found that the majority of the EFL constructors were not aware of how many times or the amount of the negative feedback they provide to their learners. They didn't know when and what are the good strategies to use in order to deliver this feedback without harming their students. The researcher found that 50 % of these teachers disagree on this statement "Do not correct the error, ignore it". They see that it's

very important to correct the learners' mistakes in order to learn from them. For them, the learners should know in what aspects they have made mistakes in order to provide them with the needed feedback. In another hand, 54% of these teachers agree on the fact of showing that there's a mistake and give a chance to the learner to correct it by himself. However, they partially agree on the fact of indicating the error and correct it immediately to the learner. The teacher found that the EFL teachers should know what are the adequate techniques and strategies to use when providing the corrective feedback and this depends on the type of the mistake or the error the learner made.

Boughazzoula (2016) made a study on first year LMD students of Biskra University aiming at investigating the role of the teachers' feedback (positive or negative) in improving students' speaking skill. The results of the study showed that they are glad to get their teachers' feedback and it has a positive influence on them. It helps them perform well and be competitive learners during classroom activities. She found that teachers' feedback is necessary in EFL teaching and learning. It makes the learners aware of their errors and gives them guidance in order to avoid them and therefore reinforce their learning. Teachers apply different methods and techniques when providing feedback and in each time they try to take into account their learners' level and needs. They tried to create a healthy and enjoyable atmosphere in order to make the learners feel comfortable and dare to participate in the class without any fear or hesitation. The researcher succeeded in demonstrating the important role of the EFL teachers' feedback; however she didn't focus on the impact of the negative feedback on the students.

Many studies investigated EFL teachers' feedback from different perspectives and in different ways and in various contexts trying to find a solution to this issue but still teachers find difficulties in the way they should provide the corrective feedback in a manner that will make their learners benefit from it and ameliorate their learning of the

English language. The negative feedback provides the learner with information about the incorrectness of a second language. EFL teachers cannot teach without it and this is why our study will be of great benefit for the EFL teachers as well as for the learners by trying to explore the impact of the negative feedback on the learners' oral expression in order to bring something new in this domain.

## **V. Conclusion**

During this chapter, we attempted to shed light on the two variables of our study. We started by the NF and we tackled its types and their different effects on EFL students then we stated the approaches that dealt with the provision of this kind of feedback. After that, we moved to the second variable, i.e. the OE. We viewed the factors that affect it, the difficulties that students encounter in it, the different approaches of the speaking skill and what is the role of the teacher's NF in improving the learners' OE. Finally, we reviewed, analyzed and synthesized some of the previous studies done in the field of EFL instruction, mainly researches done on the NF and its various effects and role in the improvement of students' OE.

Consequently, NF has negative effects on EFL students' oral performance mainly if teachers deny the way and the time when to provide this type of feedback. Otherwise, many researchers assert that NF is an important component in EFL teaching and learning. It helps students to notice their errors and recognize where they still need to make some efforts in order to ameliorate their level and be effective users of the English language.

## **Chapter two**

# **Methodology, Results and Discussion of the Findings**

## **I. Introduction**

The current study aims at exploring the impact of teachers' negative feedback on EFL learner's oral expression in order to demonstrate its influence on the EFL students, hence helping the EFL instructors through shedding light on how and when this feedback should be provided. Thus, be skillful in providing it and helping the learners to enhance their OE.

This chapter is devoted to describe the study methodology, make an analysis of the data collected and to discuss the findings of the whole study. It aims at providing an answer to our research questions and hypothesis. Hence it is divided into three sections. The first section is under the title: Method and Study Design. It represents a detailed description of our methodology. The second section is entitled: Results and Discussion of the Findings. The results of the data collected are analyzed, discussed and interpreted. Finally, the third section entitled: Limitations, Implications and suggestions for Further Research. It is about the limitations of our study, some possible implications and suggestions for future researches.

## **II. Section One: Description of the Study**

### **1. Method and Study Design**

In order to achieve the purpose of our research paper, two methods were used. The first one is a quantitative research that is used to collect data mainly to explore the impact of teachers' negative feedback on the EFL learners' oral expression. Sinks (n.d.) explains that the objective of a quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to natural phenomenon. This method was used to analyze the data gathered mainly through questionnaires in order to give the percentage of each answer. The second one is a qualitative research method that was used to observe our sample of study during oral expression sessions.

Shuttleworth (2008) asserts that the qualitative research design is a research method that is used by scientists or researchers that study human behaviors. We, in our research, used this method in order to study the reactions and behaviors of EFL students when they received their teachers' NF. Our method is mainly a descriptive one that is used in order to investigate and describe the effects of the EFL teachers' negative feedback on their students' OE. We opted for this method in order to describe the nature of the relationship that exists between the two variables of our study. This method helps us to explore the impact of the teachers' NF on EFL learners' OE. Shuttleworth points out that the descriptive research involves observing and describing the behavior of a subject without influencing it in any way. In our research, we just observed, described, investigated and analyzed the behavior of our subject without manipulating it.

### **2. Population and Sample of the Study**

Mugo (2002) defines the term population as a group of individuals from which samples are taken for measurement. In our research, the population is second year LMD students of English at Bejaia University. They are 216 in number and are divided into 8 Groups. Adding



to these students, four OE teachers participated in our research. They were interviewed in order to get more reliable data to our study. Mugo also defines a sample as a set of respondents (people) selected from a larger population for the purpose of the study. The sample of our study is groups 7 and 8 which were selected randomly. Thus, the total number of the students who participated in our study is 73.

## **Data Collection Tools**

**2.1. The Students' Questionnaire:** Questionnaires permitted us to get quickly lots of information from our students in a non- threatening way as they answered anonymously. They were administered to the sample of our study; groups 7 and group 8. They are 73 in number but only 50 questionnaires were answered. We administered them on Wednesday, March 4<sup>th</sup>, 2018 and we gathered them on Wednesday, March 11<sup>th</sup>, 2018. It consists of 13 questions which were divided into three sections.

**The First Section:** This part was devoted to the students' general information (gender -age), for how many years they have been studying English and how they find studying it (easy /difficult).

**The Second Section:** This section was devoted for exploring the students' attitudes towards the second variable of our research; OE .It is composed of 4 questions. It deals with the students' level in OE, how often they participate in class, what are the difficulties that they encounter when speaking and whether they like or not expressing themselves orally during OE sessions.

**The Third Section:** This part is devoted to investigate the students' attitudes towards the NF. It is composed of 5 questions. It aims at finding what are the mistakes that the learners make when they express themselves orally, how do their teachers correct them, their feelings when receiving NF and whether they like or not the way that their teachers provide them with this

kind of feedback, and this with justifying their answers. Finally, we invited the learners to add any other information they may have about the NF.

**2.2. The Teacher's Interview:** In order to get deeper information on our subject and to fully understand the OE teachers' impressions, attitudes and experience that they have about the NF and its impact on their students, we decided to have an interview with them. It consists of 10 questions. We started by asking teachers about their bachelor degree and know for how many years they have been teaching OE. After that, we asked them about the type of errors their learners do and which ones they give more importance to be corrected and why. Finally, we moved to ask some questions related to the negative feedback; when do they prefer to provide it, the learners' reactions towards this kind of feedback, if they take into consideration the personality of their learners before highlighting their errors and correcting them. We also asked the instructors whether they have avoided correcting their students' errors for some reasons and if they have even seen a student of theirs that reacted negatively towards their NF. When their answers were affirmative, we asked them to say why and what did they do in this case. The interview was conducted during the month of March.

**2.3. The Classroom Structured Observation:** We used an observation grid which we prepared before starting the observation. We decided to use this tool in order to gather more reliable and accurate information on our subject of study. We did our observation on the sample of our study that is group 8. It consists of 36 students. We observed these learners during OE sessions and this was done in four sessions starting from Wednesday, February 21<sup>st</sup> until Wednesday, March 21<sup>st</sup>, 2018.

We stated three elements in our observation grid. The first one is about the errors and the mistakes that students make when expressing themselves orally. The second element is about the way in which the teacher provided NF to her learners and the third element is about the reaction of the learners towards this kind of feedback.

### **3. Data Analysis Procedures**

Statistical analysis was used in analyzing the data collected from the students' questionnaire in order to get the percentage of each answer and a descriptive one to analyze the records and notes that were taken during the OE four sessions as well as the interview that we had with the OE teachers.

### III. Section Two: Results and Discussion of the Findings

#### 1. Results

##### 1.1. The Results of the Students' Questionnaire

First of all, we handed 73 questionnaires for 2<sup>nd</sup> year LMD EFL students and only 50 of them were answered and returned back.

**Table one:** The handed and the returned questionnaires.

Questionnaires	Number	Percentage
handed	73	100%
returned	50	68.49 %

#### Section One: Background information.

**Question one:** How old are you?

**Table two:** Students' age.

Option	Number of Students	Percentage
a-19 years old	10	20%
b-20-21 years old	30	60%
c- 22-23 years old	9	18%
d-Above 23 years old	1	2%
<b>Total</b>	50	100%

The table above shows that we have four categories of students' ages. There are the ones who are 19 years old and they represent a rate of 20%. The second category is students whose their age is between 20 and 21 years old and they represent the rate of 60%. They are the majority. The third category represents students whose age is between 22-23 years old.

Their percentage is 18% and we have only one student who is above 23 years old. He represents 1%.

**Question two:** Are you male or female?

**Table three:** Students' Gender.

Option	Number of Students	Percentage
a-Male	15	30%
b-Female	35	70%
<b>Total</b>	50	100%

The table above shows that the majority of our students are females. They are 35 in number and they represent 70%. However, the males are 15 in number and they only represent 30 %.

**Question 3:** For how many years have you been studying English?

**Table four:** The number of the years that students have been studying the English language.

Option	Number of Students	Percentage
a-9years	39	78%
b-10 years	11	22%
c-Above 10 years	0	0%
<b>d-Total</b>	50	100%

The results obtained in the table above show clearly that the majority of our learners are successful ones. We have 39 (78%) of them who have been studying English for 9 years starting from the middle school until university. However, we have 11(22%) among them who have been studying English for 10 years.

**Question4:** How do you find studying the English language?

**Table 5:** The perceptions of students in studying the English language

Option	Number of Students	Percentage
a-Easy	23	46%
b-Somehow difficult	27	54%
c-Difficult	0	0%
d-Very difficult	0	0%
Total	50	100%

From the results in the table above, we notice that nearly more than a half of our learners find that the learning of the English language is somehow difficult. They represent the rate of 54%. In another hand, we find also that nearly a half (27 students) find the learning of this foreign language an easy task. They represent 46%. We also find that there is no student who finds that the English language is difficult or a very difficult one to learn. The results show that some of our learners face some difficulties in learning the English language but these difficulties that they encounter are not really difficult ones.

## **Section Two: Students' Attitudes Towards Oral Expression.**

**Question 1:** How good is your oral English?

**Table six:** Students' level in Oral Expression.

Option	Number of Students	Percentage
a-Excellent	0	0%
b-Very good	6	12%
c-Good	25	50%
d-Average	18	36%
e-Bad	1	2%
Total	50	100%

The results in the table above concern the students' level in OE. They show that just 6 among them assert that they are very good. This shows that they have more capacities and are skillful than the others in their ideas and giving their opinions orally. They represent the rate of 12%. In another hand, we find half (50%) of our learners who are good in OE. However, 18 of them attest that they are average. They represent the rate of 36%. Finally, we find just one student (2%) who says that he is bad in OE.

**Question 2:** How often do you participate in the classroom?

**Table seven:** Frequency of students' participation in the classroom.

<b>Option</b>	<b>Number of Students</b>	<b>Percentage</b>
<b>a-Always</b>	9	18%
<b>b-Often</b>	10	20%
<b>c-Sometimes</b>	23	46%
<b>d-Seldom</b>	8	16%
<b>e-Never</b>	0	0%
<b>Total</b>	50	100%

The results in the table above show that 9 (18%) of our students always participate during oral expression sessions. They are talkative and like sharing their ideas, give their opinions and judgments. However, 10 (20%) often participate. We also find that nearly the half of these learners, 23 (46%) like expressing themselves orally but sometimes. They are the ones who speak but not always keen on making their thoughts heard by the others. Finally, 8 (16%) among these students are nearly speechless. They seldom participate and they prefer to remain silent in the classroom during oral expression sessions. The table above also shows that all of our learners participate during oral expression sessions at least once during their studies of the English language.

**Question 3:** Do you find difficulties in your oral expression? If yes say in what?

**Table eight:** Whether students face difficulties in OE and in what?

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Students' difficulties</b>
<b>Yes</b>	31	62%	<ul style="list-style-type: none"> <li>-In vocabulary.</li> <li>-In pronunciation.</li> <li>- In pronunciation and vocabulary.</li> <li>-In grammar.</li> <li>- In grammar and vocabulary.</li> <li>-In grammar and pronunciation.</li> <li>- I have some capacities but I'm not self-confident.</li> <li>-I am shy.</li> <li>-The teacher doesn't let me speak freely.</li> </ul>
<b>No</b>	19	38%	-Students assert that they have no difficulties.
<b>Total</b>	50	100%	/

More than a half of these students attest that they face difficulties in OE .They are 31 in number and they represent the rate of 62%.They have difficulties especially in vocabulary. Their vocabulary is poor and this is why they are incapable to express themselves orally effectively as they do not find the words to use. Others attest that they have difficulties in pronunciation and this later is a big problem that students face because if they don't know how to pronounce the words in the right way they risk to be misunderstood by the hearer. We also have other students who say that they have difficulties in both the two elements highlighted before. Other students attest that they have difficulties in just grammar. They lack the declarative knowledge. Some other students have difficulties in both grammar and



vocabulary. Consequently, if students don't have the right words to use and don't know how to combine between them in order to form meaningful sentences, we cannot suppose them to be able to express themselves orally. We find another category that face difficulties both in grammar and pronunciation. Finally, we have 19 students who assert that they face no difficulties in OE. This category represents the rate of 38%.

From the results obtained in the table above we notice that many students have difficulties in oral expression. Adding to the linguistic problems, they have other problems, which are psychological and we have even a student who attests that his teacher doesn't give him/ her chance to speak.

**Question 4:** Do you like expressing yourself orally? Say why?

**Table 9:** Whether students like expressing themselves orally or not by justifying their answers.

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Justification</b>
<b>a-Yes</b>	28	56%	<i>-To make myself understood.</i> <i>-To express my thoughts in public.</i> <i>- To develop my speaking skills.</i> <i>-To improve my oral performances.</i> <i>-To share my ideas.</i> <i>-I feel better, comfortable and relaxed.</i> <i>-To be fluent.</i> <i>-I like talking especially in English.</i> <i>-It is a chance to make my ideas heard.</i> <i>-It is amazing to speak English.</i>
<b>b-No</b>	22	44%	<i>-I 'm worried.</i> <i>-I'm shy.</i> <i>-I think in French.</i>

			<i>-I don't like to be the center of interest.</i> <i>-I prefer to express myself via writing.</i> <i>-I lack self esteem.</i>
<b>Total</b>	50	100%	/

From the results obtained in the table above, we notice that more than a half of the learners like to express themselves orally. They are 28 in number and they represent the rate of 56%. They gave different justifications for their answers. They say that they like to make themselves understood in public. They like the fact of expressing their thoughts and share their ideas. In another hand, OE helps them develop their speaking skills; improve their oral performances hence become fluent in using the English language orally. They added that in addition to the reasons highlighted before, OE makes them feel better, comfortable and relaxed. Finally, they assert that OE gives them a chance to make their ideas heard and it is amazing to speak English. The second category of students asserts that they don't like expressing themselves orally. They are 22 students and they represent the rate of 44%. They assert that during OE, they feel worried and shy as they lack the self esteem. Others testify that they don't like to be the center of interest and prefer to express themselves via writing.

From the answers given above we notice that many students like OE and find a pleasure in sharing their feelings, thoughts and ideas. In another hand we find the ones who dislike expressing themselves orally and suffer from psychological problems. These problems are barriers in front of students which hinder them from expressing themselves effectively.

### Section Three: Students' Attitudes Towards the Teachers' Negative Feedback.

**Question 1:** What kind of mistakes do you make when expressing yourself orally?

**Table 10:** The kind of mistakes that the learners made when expressing themselves orally?

Option	Number of Students	Percentage
a-Grammatical	12	24%
b-Pronunciation	27	54%
c-All of them	4	8%
d-Other	7	14%
<b>Total</b>	<b>50</b>	<b>100%</b>

The table above shows that more than a half of the learners make mistakes in pronunciation when expressing themselves orally; they are 27 (54%). The others, 12 (24%) testify that they make grammatical mistakes and this shows that they lack the declarative knowledge. They don't know how to link between words in order to get coherent sentences. However, 4 (8%) of them assert that they make mistakes both in grammar as well as in pronunciation. Finally, the rest of the learners, 7 (14%) assert that they have other problems that are not just linguistic ones. We also notice from the results above that nearly all of our learners make mistakes during their oral performances.

**Question 2:** Does your teacher correct your mistakes explicitly or implicitly?

**Table eleven:** The way the teacher provides the NF.

Option	Number of Students	Percentage
a-Explicitly	29	58%
b-Implicitly	21	42%
<b>Total</b>	<b>50</b>	<b>100%</b>

The table above shows that OE teachers provide the NF differently. The results show that 29 (58%) of the learners declare that their teachers provide them with NF explicitly; openly and directly. However, the others 21 (42%) assert that their teachers deliver them the NF implicitly; in an indirect manner. These different manners in delivering the NF make the learners perceive it and react to it differently. They also make this kind of feedback affects the learners' OE in different ways.

**Question 3:** What are your feelings when you receive your teacher's corrective feedback?

**Table 12:** The feelings of the learners when receiving their teacher's NF

<b>Option</b>	<b>Number of Students</b>	<b>Percentage</b>
<b>a-Motivated</b>	39	78%
<b>b-Anxious</b>	4	8%
<b>c-Embarrassed</b>	1	2%
<b>d-Unwilling to learn</b>	1	2%
<b>e-Other</b>	5	10%
<b>Total</b>	50	100%

The results in the table above show that nearly the majority of the learners appreciate the fact that their teachers highlight and correct their mistakes. They are 39 (78%) in number. They are motivated when they receive their teachers' NF. In another hand, the others testify that this kind of feedback has negative effects on them. It makes them suffer from various psychological problems. We find 4 (8%) of them who feel anxious when their teachers correct their mistakes. One (2%) feels embarrassed and another (2%) asserts that NF makes him unwilling to learn. The other students that are 5 (10%) say that they suffer from other problems rather than the ones mentioned in the table above.

The results above show that even if the NF has positive effects on the learners, it also has other effects, which are negative and this is why teachers should pay great attention when delivering this kind of feedback in order to foster their learners' oral expression.

**Question 4:** Do you like the way your teacher corrects your mistakes? Say why?

**Table 13:** Whether students like or not the way their teacher provides the NF by justifying their answers.

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Justification</b>
<b>a-Yes</b>	38	76%	<i>-She does it in a kind way.</i> <i>-She makes me notice my mistakes hence I avoid them the next time.</i> <i>-She makes me feel comfortable.</i> <i>-Because she does it implicitly.</i> <i>-She does it explicitly but she is kind.</i> <i>-She motivates me and helps me to evolve.</i> <i>-She makes me learn more.</i>
<b>b-No</b>	12	24%	<i>-She makes me embarrassed as she makes fun of me.</i> <i>-She does it in an ironic way.</i> <i>-Teacher criticizes rather than corrects.</i> <i>-It depends on my feelings.</i> <i>It depends on the situation.</i>
<b>Total</b>	50	100%	/

From the results obtained in the table above, we notice that the majority of the learners (more than a half) like the way that their teachers deliver them the NF .They are 38 in number, (76%). They state various justifications for their answers. They say that their teacher

corrects in a kind way and this makes them feel comfortable. It doesn't matter whether the teacher does it implicitly or explicitly. She is kind with her learners and this makes them accept the fact that their mistakes are highlighted and corrected. The teacher helps them avoid their mistakes for the next time and they learn more through the NF they evolve. The second category of the learners don't like the way their teachers correct their mistakes. They are 12 in number and they represent the rate of 24%. They say that teachers' NF makes them feel embarrassed as the teacher does it in an ironic manner and she makes fun of them. Their teachers criticize rather than correct. And, the others state that NF depends on their feelings and on the situation; who is the teacher, with whom they are, and where this kind of feedback is delivered.

From the results obtained in the table above we can include that students may accept the NF and benefit from it mainly if teachers know how to deliver it; in a non harming way. Otherwise it will have negative effects on the learners and instead of being constructive it will be destructive. It will hurt students' self esteem hence making them unwilling to express themselves orally.

**Question 5:** Do you find that Oral Expression sessions help you in improving your oral performance?

**Table 14:** Whether students find that OE sessions help them in improving their oral performance.

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Justifications</b>
<b>a-Yes</b>	41	82%	<i>-Thanks to these sessions I get used to speak English.</i> <i>-They help me to get rid of errors and mistakes.</i> <i>-They give me a chance to practice English.</i>

			<i>-They make me more confident to speak in front of a large audience.</i> <i>-I can express my feelings freely and without stress.</i>
<b>b-No</b>	9	18%	<i>-I lack self esteem and I don't dare to speak.</i> <i>-The teacher doesn't give us the opportunity to express ourselves.</i> <i>-I have to enrich my vocabulary first.</i> <i>-It is waste of time.</i> <i>-I am not talkative.</i> <i>-I just like writing.</i> <i>-It is not my habit to participate in the classroom.</i>
<b>Total</b>	50	100%	/

The results obtained in the table above show that nearly the majority of the learners find that the OE sessions help them in improving their oral performance. They are 41 in number and they present the rate of 82%. They find that these sessions make them habituated to speak, hence make them able to speak in front of a large audience. These sessions also help them to get rid of their mistakes and errors and give them a chance to practice their English. They become more confident and become able to express their feelings freely and without stress. In another hand, we notice another category of the learners who don't find that OE sessions help them in improving their oral performance. However, they are a minority. They are just 9 and they represent the rate of 18%. They assert that they lack self esteem hence they don't dare to speak. They even declare that their teachers don't give them the opportunity to speak. Others assert that they have first to enrich their vocabulary and it's not their habits to participate in the classroom. Finally, we find one of them who simply assert that s/he likes writing and another who finds that these sessions are a waste of time.

We can conclude from the table above that OE sessions are of great benefit for the learners. They help learners practice their English and go beyond their psychological barriers. The majority of the learners find that these sessions give them the opportunity to speak and this will prepare them to speak English in front of larger audiences and in real life situations. However, the minority who don't find those OE sessions helpful simply attest that they have psychological problems or find that the problem is their teachers who don't give them the opportunity to express themselves.

**Table 15:** Other information added by students about NF

Students'	Number of Students	Percentage	The information added
<b>A-Those who added information</b>	25	50%	<p><i>-The teacher doesn't always correct always our mistakes and I prefer that she does it.</i></p> <p><i>-Teacher's NF may harm our feeling and make us unwilling to speak.</i></p> <p><i>-The teacher should let the student finish his sentence then she can provide the NF.</i></p> <p><i>-My teacher with her NF sometimes annoys me.</i></p> <p><i>-The teacher should take into account our personality before giving NF.</i></p> <p><i>-I am against those teachers who are as hinters of errors. They should apologize some of them.</i></p> <p><i>-The teacher should provide the NF in a way that will motivate us and make us more confident.</i></p> <p><i>-Our teacher should be polite when providing NF not angry and harsh.</i></p> <p><i>-The teacher should pay attention to the way</i></p>



			<i>she treats her students' mistakes. -Teachers should be kind with their learners because not all of them accept the NF.</i>
<b>b- Those who didn't</b>	25	50%	/
<b>Total</b>	50	100%	/

In the table above we have the half of the learners who added some precious information related to the provision of the NF. They are 25 in number and they present the rate of 50%. As the results show, all the learners appreciate the fact that their teachers provide them with the NF but they are against it if it is not done in a kind manner. They also want that the NF will be provided once they have finished their sentences; they are for the delayed NF .Adding to this, they want their teachers to take into consideration their personality and feelings before correcting their mistakes, otherwise this kind of feedback will destruct them and make them unwilling to speak again. They also wish that their teachers tolerate sometimes their mistakes and not to become as hinters of them.

## **1.2. The Results of the Teacher's Interview**

At the beginning, we planned to have our interview with five OE teachers but unfortunately just four among them accepted. We had the interview during the month of March. We asked the questions for these teachers and meanwhile we took notes in order not to forget some information that we considered important.

**Question one: What is your bachelor degree?**

**Teacher 1, 2 & 3:** *Master two degree.*

**Teacher 4:** *A bachelor degree.*

Three teachers have Master two degree and one of them is a holder of a license of the English language.

**Question two: How long have you been teaching Oral Expression?**

**Teacher1:** *I have been teaching OE for six months.*

**Teacher 2:** *one year.*

**Teacher3:** *Two years.*

**Teacher 4:** *5 years.*

As we see, these teachers are new in the field of teaching OE and only one of them has some experience.

**Question three: What types of mistakes do you correct in class?**

**Teacher1:** *Generally, I deal with the grammatical mistakes and with pronunciation.*

**Teacher 2:** *The grammatical mistakes.*

**Teacher3:** *Grammar and pronunciation.*

**Teacher 4:** *I correct mistakes related to grammar and pronunciation.*

Nearly all of the teachers attest that they correct grammar and pronunciation mistakes and only one among them answered that she just correct the grammatical ones.

**Question four: Which type of mistakes do you give more importance to be corrected in class? Why?**

**Teacher 1:** *I correct both the mistakes made in grammar as well as in pronunciation.*

**Teacher 2:** *The grammatical mistakes because for me accuracy has much importance than*

*fluency, Students if they know how to build correct meaningful sentences then through time they will become fluent when speaking English.*

**Teacher 3:** *Grammar and pronunciation. I want my learners to be able to masters the rules that govern this target language and to pronounce its words correctly in order not to be misunderstood when speaking.*

**Teacher 4:** *I take into consideration both the grammatical and the pronunciation mistakes. I believe that all the mistakes should be corrected whether they are related to fluency or to accuracy.*

As we notice above, three teachers said that they give much importance to correct both the mistakes made by students in grammar as well as in pronunciation. For these teachers accuracy and fluency go hand in hand and their students should master both of them in order to become successful users of the English language. In the other side, we have just one teacher who is in favor of just accuracy. She gives more importance to the grammatical mistakes and she believes that if her learners arrive to build correct and meaningful sentences then with time they will become fluent in speaking the English language.

**Question 5: When do you prefer to provide your learners with the negative feedback? Why?**

**Teacher1:** *I prefer to correct my students when they finish their sentence because I don't like to interrupt them.*

**Teacher 2:** *I do it once my students have finished speaking because I believe that if I interrupt my learners this may hinder the flow of their ideas.*

**Teacher 3:** *I let my students to say what they have then I correct their mistakes at the end in order not to make them loose what they wanted to say.*

**Teacher4:** *I always prefer to correct my students' mistakes when they finish their sentence in order not to mislead them.*

All the teachers prefer to correct their learners' mistakes once they have finished their sentences. They said that the immediate NF may mislead the learner or hinder the flow of his/her ideas and this is why they prefer to let their students say what they have in their minds then provide them with the correction.

**Question 6: What is your learners' reaction towards this kind of feedback?**

**Teacher 1:** *It depends on their personality. Some of them welcome my correction and some of them become stressed.*

**Teacher two:** *Sometimes they react positively and sometimes they react negatively and I think that this depends on my mood. I remark that when I am nervous, my learners react to my NF negatively.*

**Teacher three:** *It depends on the personality of my learners. Some of them welcome it and the others do not; they even try to justify their false answers.*

**Teacher 4:** *The majority of my students react to my correction positively and accept it with pleasure because before highlighting their errors and correcting them I take into consideration their personality and feelings; I pay attention and I did it in a polite manner.*

Three among these teachers testified that their learners' reaction towards their provision of the NF depends on their personality. Some of them accept it and others not; they even feel stressed. There is even a teacher who asserted that the reaction of her learners towards the NF depends on her mood; when she is nervous, her learners react to it negatively. Finally, we only find one teacher (number 4) who said that the majority of her learners react towards her

correction positively. She added that she did it in a polite way and she took into account her learners' personality and feeling before highlighting their mistakes and correcting them.

**Question 7: Do you take into consideration your students' personality before highlighting their mistakes and correcting them?**

**Teacher1:** *Yes, I do. I try to provide the NF in a way that will motivate my learners.*

**Teacher2:** *No, I don't. I find that it is my responsibility to correct my learners' mistakes and they should accept the fact that I do it. They are here to learn.*

**Teacher 3:** *Yes, I do. I pay attention in order not to harm my student's self esteem.*

**Teacher 4:** *Yes, I do. My role is to motivate my learners and to encourage them to express themselves orally and I can achieve my goal if only I take into consideration their personality before correcting them.*

Three of these teachers said that they take into account their learners' personality before highlighting their errors and correcting them. They do this for the sake of not harming their students' self-esteem, motivating them and encouraging them to express themselves orally. In another side, we find when the teacher who doesn't take into consideration her learners personality, She said that it is her responsibility to correct her learners errors and they should accept this because they are at university for learning.

**Question 8: During your teaching, have you ever avoided to correct your students' mistakes for any reason? If yes, what are these reasons?**

**Teacher 1:** *Yes, I did it because my student was shaking when speaking and I didn't want to make him stressed more than he was.*

**Teacher 2:** *Yes, I did it because sometimes I didn't want to disrupt my learners. I wanted to make them feel at ease in order that they succeed in expressing their ideas.*

**Student 3:** *Yes, I did it especially when I had shy students. I wanted to encourage them to speak and in this way they will dare to speak for the next time as to show them that their teacher pays attention to their feelings and ideas.*

**Teacher 4:** *No, I didn't. I always corrected my learners' errors in each time they made them.*

The majority of the teachers (three among them) asserted that they avoided to correct their students 'mistakes because their students sometimes when they are expressing themselves orally, they seem stressed and they didn't want to embarrass them. They avoided correcting them for the sake of not interrupting their students' ideas and making them feel at ease in order to encourage them to speak more. And; this is done especially when it concerns shy students. There is only one teacher who didn't avoid correcting her learners' mistakes. She asserted that she corrected her students in each time they made mistakes.

**Question 9: Have you ever seen a student of yours who reacted negatively towards your corrective feedback? If yes, say why did it happen?**

**Teacher1:** *Yes. This happened I remember because the student was shy and he didn't appreciate the fact that I corrected him in front of his classmates.*

**Teacher 2:** *Yes, it happened. Some learners didn't like me to correct their mistakes especially when I did it explicitly.*

**Teacher 3:** *Yes, it happened. My learners reacted negatively especially when I did it explicitly and in a loud voice.*

**Teacher4:** *No, this didn't happen during all my teaching of OE.*

The majority of these teachers answered positively to our question and explained that this happened because they provided the NF explicitly, immediately and their learners didn't appreciate the fact that their teachers did it and especially in the front of their classmates. They felt that their ego was threatened and their self-esteem was hurt. This happened especially in the case of shy students. This is why we find that teachers should know when and how to provide their learners with the corrective feedback. Finally, we find only one teacher who asserted that never in all her teaching of OE her students reacted negatively towards her NF.

**Question 10: What did you do in this case?**

**Teacher1:** *I waited until the end of the lecture then I explained for this student that my attention was not to embarrass him but I did for the sake of motivating him.*

**Teacher 2:** *I explained to my learners that I corrected them explicitly in order to make them notice their mistakes, hence avoiding them the next time when they speak.*

**Teacher 3:** *I explained to my learners that there is no harm if I correct their mistakes explicitly; I want them as well as their classmates to learn and benefit from my correction.*

**Teacher4:** *No answer because she responded to the previous question by NO.*

The three teachers tried to calm down their learners by explaining to them that the NF is an important component in their instruction. They should accept it because thanks to it they can improve their OE. The NF will help them notice their errors and once they are corrected by their teachers, they will be able to avoid them the next time they express themselves orally. There is no harm if they correct their mistakes and their students should admit the fact that their teachers correct them.

### 1-3-The Results of the Structured Classroom Observation

#### The Observation Grid

Students' level: Second level                      Group number: 08                      Students' number: 35

Students' age: 20-23                                      Subject: OE                                      Time: 11:20h-12:50h

**The First Session: Wednesday, February 21<sup>st</sup>, 2018.**

The mistakes and the errors made by the learners	The teacher's correction	The learners' reaction towards the teacher's NF
<p>- <i>As he knew that she is...</i></p> <p>- <i>He took the gun and put it <b>on</b> his pocket.</i></p> <p>- <i>Go and see who <b>knocks at</b> the door.</i></p> <p>- <i>The woman <b>which</b> he loves</i></p>	<p>- <i>that she</i></p> <p>- <i>put it <b>in</b> his pocket.</i></p> <p>- <i>Is <b>knocking on</b> the door.</i></p> <p>- <i>Woman is a person.</i></p>	<p>-The learner smiles, corrects his own mistake and says <i>was</i>.</p> <p>-The learner somehow embarrassed repeats the sentence with the correction</p> <p>-The learner smiles and repeats the sentence with the correction.</p> <p>-The learner notices his mistake and says <i>who</i>.</p>

From the grid above, we deduce that students made various mistakes that are related to language structure. They are mainly grammatical ones. Students made mistakes in the use of tenses, prepositions that we use to locate places or to indicate their positions. They also made mistakes in the use of the relative pronouns. The teacher paid attention to her students' mistakes and provided in each time NF immediately but in a non harmful manner. She always smiles and provided the NF in an implicit way.



**The Second Session:** Wednesday, February 2<sup>nd</sup>, 2018.

<b>The mistakes and the errors made by the learners</b>	<b>The teacher's correction</b>	<b>The learner reaction towards the teacher's NF</b>
<p>-Some people <i>needs</i>...</p> <p>- I think that God <i>exist</i>.</p> <p>-If the family <i>forgive</i> the criminals...</p> <p>-She asked /d/ me to believe that...</p>	<p>-the teacher made a gesture with her eyebrow.</p> <p>- <b>One God.</b></p> <p>- If the family...</p> <p>-/k/ is a voiceless consonant.</p>	<p>-The learner understands her and says <i>people need</i>.</p> <p>-The learner stops speaking for a while then says <i>exists</i>.</p> <p>-The learner notices her mistake and says <i>forgives</i>.</p> <p>-The learner smiles and says <i>asked/t/</i>.</p>

From the grid above, we notice that the mistakes that students made generally are related to the right use of tenses and they just made one mistake that is related to phonetics. The teacher as usual corrected her students' errors in an implicit manner. The way by which the teacher corrected her students' errors' made them feel at ease and carried their discussion without being blocked. She created a healthy atmosphere that was warm and interactive. Her students were very motivated and everyone wanted to give his/her opinion in the debate that they had.

**The Third Session:** Wednesday, March 7<sup>th</sup>, 2018.

<b>The mistakes and the errors made by the learners</b>	<b>The teacher's correction</b>	<b>The learner reaction towards the teacher's NF</b>
- <i>It is done in a <b>noise</b> way.</i>	- <i>It is done in...</i>	-The learner thinks for a moment and says <i>in a <b>noisy</b> way.</i>
- <i>It <b>last</b> two days.</i>	- <i>It ...</i>	-The learner notices his mistake and says <i><b>lasts</b>.</i>
- <i>This stills <b>iligale/iligal</b>/. </i>	- <i>illegal, you are speaking English not French.</i>	-The learner seems embarrassed and then she carries on her story.
- <i>In <b>this</b> last few years.</i>	- <i>years.</i>	-The learner says <i><b>these</b> years.</i>

As it is shown in the grid above, we noticed that students made nearly the same mistakes that they made in the previous two sessions. However, during this session they made another mistake that is related to the use of the adjectives and the demonstrative pronounces. The teacher always provided the NF immediately and in a way that did not hinder the flow of the students' ideas. She just provided the NF explicitly one time and the learner seemed embarrassed and didn't appreciate it.

**The Fourth Session:** Wednesday, March 21<sup>st</sup>, 2018.

<b>The mistakes and the errors made by the learners</b>	<b>The teacher's correction</b>	<b>The learner reaction towards the teacher's NF</b>
- <i>There is many reasons to commit crimes.</i>	- <i>are (with a smile).</i>	-The learner smiles and says <i>there are...</i>
- <i>Why did he <b>killed</b> them?</i>	- <i>why did he ...</i>	-The learner smiles and then says <i>why did he <b>kill</b>...</i>
- <i>He killed 33 <b>person</b>.</i>	- <i>people.</i>	-The learner seems embarrassed

<p><i>-He started/d/ narrating his story.</i></p> <p><i>-Why didn't he objected?</i></p>	<p><i>-/t/ is a voiceless consonant then ed is pronounced...</i></p> <p><i>-It is a question and then we say object not objected.</i></p>	<p>and then repeats her sentence with the correction.</p> <p><i>-The learner smiles and says started/id/.</i></p> <p><i>-The learner repeats the sentence with the correction but seems embarrassed.</i></p>
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From the grid above we remarked that students are still making the same errors. They still have the same grammatical problems even if their teacher corrected them during the last sessions. The learners didn't know that when verbs in questions are preceded by "did" they are put in the infinitive form. They also didn't make the difference between singular and plural. The teacher as always provided the NF but she paid attention to the feelings of her learners. Even though the teacher was so kind when providing the NF and made efforts to do this correction in a way that would not block her learners they sometimes felt that their self-esteem was harmed and became hesitated.

**NB:** The learners made other mistakes but the teacher didn't provide NF and they simply noticed their mistakes by themselves and corrected them or were corrected by their classmates. We also remarked that students appreciated the fact that their classmates provide them with correction rather than to be corrected by their teacher even that this latter was so kind with them and provided NF in a non harming way.

## **2. Discussion**

According to our findings, the hypothesis that we stated in our study; that EFL students will be able to improve their oral expression if their teachers know when and how to provide the negative feedback is confirmed. The results that we obtained through the three data

collection tools (questionnaire, interview and observation) revealed that EFL students benefit from the NF only if their teachers know when and how to provide it.

The findings of our study are discussed and examined in respect to the research questions. Concerning the first research question “What kind of NF will help EFL learners to improve their OE?” The results show that both types of NF (implicit and .explicit) help the learners enhance their oral performance. We found that 58 % answered that their teachers provided them with the NF explicitly and 42% did it implicitly. And, we have 76% who testified that they like the way their teachers correct them. We found only the minority of these learners; especially those who are shy who didn’t appreciate the fact that their teachers correct their mistakes. They said that when their teacher is angry, she provides the NF in an ironic way and she makes fun of them. She criticizes rather than corrects and this makes them embarrassed and unwilling to speak again. Vollmeyer & Rheinberg (2005) as cited by Caceres Aravena said that when NF is provided in an inappropriate way, it can have negative or harmful effects.

Through our observation, we noticed that the teacher takes into consideration her learners’ personality and this motivated them and they accepted her NF with great pleasure. She corrected her learners with attention and she was so kind with them. Students also appreciate the delayed NF .They added that their teachers should let them finish their sentences because sometimes they annoy them with their immediate NF. Furthermore, all the interviewed teachers asserted that they prefer to correct their learners once they have finished their sentences because when interrupting students this will hinder the flow of their ideas and mislead them. Elcin & Gokhan (2016) found in their study that immediate NF when interrupting students provokes anxiety and discourages them. However, delayed NF is useful and it decreases anxiety and makes the learners less stressed.

For the second research question “Is the NF provided by the EFL teachers an important component in EFL instruction?” The answer for this question is “yes”. This kind of feedback helps students enhance their oral performance. The results obtained from the questionnaire as well as from the structured observation, revealed that EF students have many difficulties in speaking the English language. They make mistakes especially in grammar (24%) and pronunciation (54%) thus NF is a very important tool which helps students recognize their mistakes hence correcting them and avoiding them the next time.

We also found that three among the four teachers interviewed attested that they give much importance to the mistakes made in grammar and in pronunciation to be corrected. They said that their students should master the both of them as they are very important in order to improve their oral English. Students when asked to add any information related to teacher’s NF, they said that their teachers don’t always correct their mistakes and they prefer that they do it as they learn more through the NF. Lin & Huiwen (2014) say that NF helps students notice the gap that exists between their inter-language output and the English language. It also encourages students to take more responsibility concerning their own progress. Caceres Aravena (2015) added (according to the findings of his study) that students expect their teachers’ NF in order to improve their English especially in their oral skill.

The third research question is “To what extent does the NF affect the EFL learners’ oral performance?” Through the results we obtained from the questionnaire, we deduced that NF affects a lot the EFL learners’ OE. It affects positively when it is delivered in a polite way and negatively when it is delivered without taking into consideration the learners’ personality and feelings.

During our observation, we remarked most of the time, the teacher provided the NF in a polite way. Her learners were very motivated and all of them wanted to speak and give his/her

point of view. They had debates on very interesting issues and everyone was impatient to give his/her opinion. The teacher even found difficulties to restore silence in her class as sometimes they speak at once. She created a warming and healthy atmosphere and these good conditions made even the timid students dare to speak overtly. They were very excited to speak. They felt at ease as their ego was not threatened by their teacher's NF.

Through the results we obtained from the questionnaire when we asked the learners about their feelings when they receive their teachers' NF, the majority of them (78%) answered that they feel motivated. However, the NF may affect the EFL learners' oral performance negatively and this happens especially in the case of shy students. The minority of the learners in answering our questionnaires said that the teacher's NF makes them embarrassed, anxious and unwilling to learn. Adding to this, during our observation of these learners, we remarked that sometimes when the teacher provided the NF in a loud voice or angrily, the learners didn't appreciate this. They became shy and remain silent. When the teacher asked them to continue what they were speaking about, they simply say that they have nothing to add or they remained silent.

At the end, according to the results obtained from the data collection tools, we find that NF is a very important component in EFL instruction. Students cannot effectively improve their OE without this tool. They always need it to enhance their oral performances. This kind of feedback when it is well provided, makes the learners benefit from it. It helps them noticing their lack of knowledge hence fill in this gap and become skillful in using the English language.

## **IV. Section Three: Limitations, Implications and Suggestions for Further Research**

### **1. Limitations of the Study**

During the conduction of our study, we met different issues that hindered our research to be done in an easy way. The majority of the problems that we met were related to the collection of data. First, we start with the questionnaires. We took more than a month in order to get them back and finally 23 of our questionnaires were not returned back. Second, we planned many times to have an interview with the OE teachers and in each time these teachers didn't come. It was after many trials that we succeeded to have this interview with just four of them .It was really a difficult task to make students as well as teachers cooperate with us and because of such difficulties we lost much of our precious time. Third, we did not succeed to have observation with group 7 because of strikes and because of the bad weather. The limitations of this study also include the limitation of number of participant involving just second year LMD students in Bejaia's university. Besides, the results achieved are related to a limited time-span, and may have been different if the study was conducted earlier or later.

### **2. Implications**

The results of this study show clearly that EFL students have various difficulties in expressing themselves orally correctly and effectively. Therefore, we draw teachers' attention to take into consideration their learners' needs and preferences to learn in order to improve their speaking skill. Consequently, teachers should take into consideration their learners' personality and feelings before providing them with the NF .Otherwise, their objectives will not be achieved; make their learners successful users of the English language. Because when their learners' self -esteem is harmed, they become unwilling to learn. As a result, they prefer

to remain silent in order to protect their ego. However, teachers should select carefully the words that they are going to use when correcting their students' errors.

Moreover, teachers should be aware of the fact that their students' characters' are different. There are those who easily accept the NF and improve through it and there are those who are against it. They consider the corrective feedback as a barrier in front of them that hinders them from speaking freely and overtly. This is why teachers should make some efforts to know their students ; discover those who are shy and sensitive in order to know how to correct their mistakes; in a way that will encourage and motivate them.

### **3. Suggestions for Further Research**

The present research explored the impact of teachers' negative feedback on EFL learners' oral expression. This research was conducted on 2<sup>nd</sup> year LMD students at the department of English at Bejaia University. To investigate the effects of NF on EFL learners' oral performance other researches should involve more EFL participants for example all the levels starting from the first year ones until the master two ones. Other researches should be done using other methods for example an experimental one in which one group should be manipulated; should be provided by the NF and the other group should not. Moreover , other studies may be held to measure the effects of other sources of NF as peer feedback .Finally, other researches may be done to explore the effects of the NF on students written production.

### **V. Conclusion**

In this chapter, we analyzed and discussed the results of the study and we came to a conclusion that teacher's NF is a very important component in EFL instruction. Furthermore, this kind of feedback has a powerful impact on students' oral performance. If it is delivered in a kind way it yields positive results otherwise it affects negatively the learners' OE. It makes



them embarrassed, shy and unwilling to learn as they lose their motivation. We also found that, the majority of the learners prefer that their teachers correct them only after that they have finished their sayings. They don't like the fact that their teachers interrupt them in order to correct their mistakes as this makes them loose their ideas. Therefore, EFL teachers should be experts in the way that they should provide the corrective feedback in order to help their learners improve their speaking abilities and use the English language effectively, spontaneously, successfully and correctly in real life situations. Finally, in this chapter, we provided some implications and suggestions for further research.

## **VI. General Conclusion**

Through our study, we attempted to explore the impact of teachers' NF on EFL learners' OE. We hypothesized that EFL students will be able to improve their oral performance if their teachers know when and how to provide the negative feedback. The method that we opted for in order to achieve the aim of our study, is the descriptive one and it is qualitative and qualitative.

In order to gather data for our research, we used three data collection tools. First, we used a questionnaire, which was handed to 73 students in order to know what are their attitudes towards the NF as well as the OE. The second tool, is an interview that we had with four OE teachers in order to know how they perceive the NF and whether they are aware of its impact on their learners' oral performance. The third tool is an observation. We attended the OE sessions and our objective was to get more reliable data on our research. We attended four of these sessions and we noted down the mistakes and the errors that our sample of study made, the correction of their teacher and how these learners reacted to it. Our population is 2<sup>nd</sup> year LMD students of English at Bejaia University and our sample is group eight.

In the first chapter, we dealt with the two variables of our research. We started with the first variable; the NF. We spoke about the teacher's feedback in general, teacher's positive feedback, NF, types of oral NF, its effects on EFL learners' OE and finally, we shed light on the different approaches of giving the NF. Then, we tackled the second variable; the OE. We defined it and we stated the factors that affect it. After that, we spoke about the difficulties encountered by the EFL students during OE, the approaches to the teaching of the speaking

skill and the role of the teacher's NF in developing learners' OE .We ended this chapter with a selection of various studies made previously in the field of our research.

In chapter two; the practical chapter, we included a detailed description of the design and methodology of our research. It includes the research methodology, data collection tools, population and sampling. We also included the data collection procedures, the results of each tool, a discussion of our findings, the limitations of our research and some implications.

We obtained very precious results that clearly show that the teacher's NF is an important component in EFL instruction and that learners cannot enhance their speaking skill without this tool, fluency and accuracy are two tasks that EFL students must master in order to succeed in speaking the English language correctly and effectively. From the results obtained, we deduced that students are not against the fact that their teachers correct their mistakes but what they didn't appreciate is the fact that they interrupt them to provide the NF in a direct or harsh way. This kind of providing the NF feedback especially for the students that are shy without taking into consideration their personalities and feelings, harm their self-esteem and ego. Teachers' harshness makes them unwilling to speak and push them to remain silent during OE sessions. For all these reasons; teachers should provide the NF in a kind way in order to motivate their learners, have self confidence, believe on their capacities hence dare to speak overtly and express their thoughts and ideas correctly and successfully.

According to the findings of our study, our hypothesis has been confirmed. Students testified that when their teachers provided them with the NF feedback in a kind way, this helped them to improve their oral performance. They become more confident and they don't feel embarrassed as their teachers transform the class into a healthy atmosphere in which they have great will to express themselves without the fear of being judged negatively or have the

feeling that their self-esteem is hurt. Finally, we ended our research with some suggestions for further research.

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# Appendices

## Appendix 1

### Students' Questionnaire

Dear students,

This present study aims at exploring the impact (effects) of teachers' negative feedback on EFL learners' oral expression at Bejaia's university. Your collaboration through this questionnaire will be of great value. Thank you so much in advance for your precious help and cooperation. You are kindly invited to answer the given questions bellow and to tick in the right box.

**Note:** "Negative Feedback is an interlocutor's interactional move that indicates explicitly or implicitly any non target like feature in the learner's speech" Iwashita. (2003, p2)

#### Section one: Personal details.

1- Are you male or female?

a/ Male.

b/ Female.

2- How old are you?

.....

3- For how many years have you been studying English?

.....

4- How do you find studying English as a language?

a- Easy.

b-Somehow difficult.

c-Difficult.

d-Very difficult.

#### Section two: Students' attitudes towards the oral expression.

1-How good is your oral English?

a-Excellent.

b- Very good

c-Good.

d-Average.

e-Bad.

2- How often do you participate in the classroom?

a-Always.

b-Often.

c- Sometimes

d-Seldom.

e-Never.

3-Do you face difficulties in your oral expression?

a-Yes.

b-No.

If yes, say in what?

a-Grammar.

b-Pronunciation.

c-Vocabulary.

e-Other.

.....

4- Do you like expressing yourself orally? Say why?

a-Yes.

b-No.

.....

**Section three: Students attitudes towards the teachers' negative feedback.**

1-What kind of mistakes do you make when expressing yourself orally?

a-Grammatical.

b-Pronunciation.

d-All of them.

e-Other.

.....

2-Does your teacher correct your mistakes explicitly (clearly and openly) or implicitly (in an indirect manner)?

.....

3- What are your feelings when you receive your teacher's corrective feedback?

a-Motivated.

b-Anxious.

c-Embarrassed.

d-Unwilling to answer again.

e-Other.

.....

4-Do you like the way your teacher corrects your mistakes? Say why?

a-Yes

b-No

.....

5- Do you find that Oral Expression sessions help you improving your oral performance?

.....

.....

\*Please try to add any useful information concerning your teacher's negative (corrective) feedback.

.....

.....

Thank you for your collaboration.



## Appendix 2

### Teacher' Interview

**The researcher:** Good morning sir/madam.

**Teacher:** Good morning.

**Researcher:** I am a master 2 student in applied linguistics and I am conducting a research on the impact of EFL teachers' negative feedback on EFL learners' oral expression. I will be grateful if you accept to take part in my study by accepting to answer some questions in order to gather more reliable data.

**Teacher:** Of course, go ahead.

**Researcher:** Thank you so much. What is your bachelor degree?

**Teacher:** .....

**Researcher:** How long have you been teaching Oral Expression?

**Teacher:** .....

**Researcher:** What type of mistakes do you correct in class?

**Teacher:** .....

**Researcher:** Which type of mistakes you give more importance to be corrected in class? Why?

**Teacher:** .....

**Researcher:** When do you prefer providing your learners with negative feedback? Why?

**Teacher:** .....

**Researcher:** What is your learners' reaction towards this kind of feedback?

**Teacher:** .....

**Researcher:** Do you take into consideration your students' personality before highlighting their mistakes and correcting them?

**Teacher:** .....

**Researcher:** During your teaching, have you ever avoided to correct your students' mistakes for any reason? If yes what are these reasons?

**Teacher:** .....

**Researcher:** Have you ever seen a student of yours that reacted negatively towards your corrective feedback? If yes, say why did it happen?

**Teacher:** .....

**Researcher:** What did you do in this case?

**Teacher:** .....

**Researcher:** Thank you so much for collaborating with me.

**Teacher:** You are welcome.

### Appendix 3

#### The Observation Grid

<b>The mistakes and the errors made by the learners</b>	<b>The teacher's correction</b>	<b>The learners' reaction towards the teacher's NF.</b>

## Résumé

La présente étude porte sur deux variables: la rétroaction négative et l'expression orale. Nous avons émis l'hypothèse que les étudiants d'Anglais en tant que langue étrangère seront capables d'améliorer leur expression orale si leurs enseignants savent quand et comment fournir la rétroaction négative. Le but de notre recherche est d'explorer l'impact de ce dernier sur l'expression orale des étudiants afin de démontrer aux enseignants son influence sur la performance orale des étudiants. A cette fin, nous avons adopté une méthode descriptive dans laquelle: Un questionnaire, une interview et une observation ont été utilisés comme outils de collecte des données. La population de notre étude est composée d'étudiants de 2<sup>ème</sup> année LMD à l'université de Bejaia et de 4 professeurs de l'expression orale et notre échantillon est les groupes 7 et 8. Les données collectées ont été analysées, interprétées et discutées. Par conséquent, les résultats ont montré que la rétroaction négative a des effets négatifs sur les étudiants principalement quand elle est livrée immédiatement et d'une manière sévère. Dans le contraire, elle est un élément important dans l'enseignement et l'apprentissage de la langue Anglaise. Elle motive les étudiants et les aide à améliorer leur expression orale.

***Les mots clés:*** Rétroaction négative, Etudiants EFL, Enseignants EFL, Enseignement et Apprentissage EFL, Expression Orale.