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**The Role of the Teachers' Oral Feedback on Raising
EFL Learners' Interaction
The Case Study of 3rd Year Pupils at Hassani Abdelkarim
Middle School, BBA**

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Dedication

We dedicate this work to:

Our parents and everyone who helped us.

Our supervisor who guided us to continue this work.

Our friends : Yazid ,Youcef, Sami, Mohamed

and others .

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Thanks to Allah for helping us completing this work

**Special thanks go to my supervisor:
Oumessaad BERKANI**

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Abstract

The present study attempts to explore the role of teachers' oral feedback on enhancing EFL learners' interaction. This inquiry is important as it determine whether teachers of third year classes are aware of the use of oral feedback and its various strategies in their classes .This study took place at Hassani Abdelkarim middle School, BBA. The sample is 40 third year's pupils .To achieve our aim , we adopted the mixed research methods in that we used quantitative and qualitative approaches. Concerning data collection tools, we chose two methods ; learners questionnaire ,and classroom observation. We also relied on feedback strategies along with Qualitative Content Analysis (QCA) for the interpretation and explanation of the results. On the basis of the obtained results, we have found that oral feedback is a helpful strategy which facilitates and fosters the learner's interaction. In other terms, oral feedback is revealed to be more or less a method which is used by teachers to make EFL learner's interact. The findings of this investigation may open opportunities for further research about different closest topics.

Key words: Oral feedback, learners' interaction.

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List of abbreviations

EFL: English as a Foreign Language

Q: Question

QCA: Qualitative Content Analysis

SLA: Second Language Acquisition

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General Introduction

General Introduction:

English language teaching has undertaken many changes in the methods and approaches to teach the language effectively. In the past few decades, feedback as a method of teaching has played an eminent role in the teaching and learning process because of its numerous benefits.

Feedback, either written or oral, is seen as a crucial element in encouraging, supporting and guiding learners to build their knowledge and reach their goals. However, it has always been claimed that oral feedback is more effective than the written one. In fact, some critics (Hylland. K &Hylland. F, 2010) have claimed that written feedback has less effect on learners than the oral one since learners are more interested in the marks rather than in teachers' comments.

1.Statement of the Problem

Not long ago, feedback has become one of the prominent teaching methods because of its role in improving learners' knowledge and performance. More recently, feedback has been adopted in language teaching classes because of its assistance in building up and improving the learning capacities of the learners. Nevertheless, teachers face some difficulties with the way of giving feedback, to whom they provide it, and when to do so. Like these constraints makes the feedback less effective. This leads us to the assumption that the quality of teachers' oral feedback highly influences the learners' interaction. This dissertation seeks, then, to determine whether learners benefit from teachers' oral feedback in order to motivate them interact.

2.Aim and Significance of the Study

Our investigation has two main purposes. First, it aims at determining whether teachers of Hassani Middle School use oral feedback. Second, to check whether teachers' oral feedback is effective or not to make pupils interact. More precisely, it focuses on the importance and complexity of delivering effective oral feedback in the field of language teaching and learning the speaking skill.

It also intends to elucidate the findings obtained through precise interpretation and explanation. In this research work, we will try to check whether teachers use oral feedback effectively to make their pupils interact.

3.Research Questions and Hypotheses

A focus on teachers' oral feedback raises forcefully some focal questions:

1. Do teachers provide their learners with oral feedback?
2. Is teachers' oral feedback effective or not to make EFL learners interact?

In an attempt to answer the above questions, we expect the following hypotheses:

- a. Teachers use oral feedback on learners' responses.
- b. Teachers do not use oral feedback on learners' responses.
- c. Teachers' oral feedback is effective since it enhance learners' interaction.
- d. Teachers' oral feedback is not effective.

4.Research Techniques and Methodology

To carry out this investigation, we combine quantitative and qualitative approaches for data analysis. The former is used to describe the data statistically to emphasize the validity

and reliability of the research, while the latter is used to give accurate interpretation and explanation of the results. In addition, we adopt the four strategies of feedback used in a study conducted by Susan M. Brookharts' (2008) which was entitled "*How to give effective feedback to your learners*".

Two questionnaires are handed to both teachers and learners of third year pupils. The questionnaires aim at finding out whether teachers of third year classes are interesting and valuing the use of oral feedback respecting its strategies. In addition, classroom observation is used in this research as an instrument to obtain reliable data in order to be in direct link with the context of the investigation. In educational setting, the use of classroom observation is a useful approach since it deals with direct observation and is independent of respondent willingness. The analysis of the collected data aims at determining whether the teachers use effective oral feedback to motivate their pupils to interact.

5. Structure of the Dissertation

The overall structure of this dissertation follows the traditional simple model as described by Paul Thompson (1999, cited in Paltridge and Starfield, 2007). It consists of a general introduction, four chapters, and a general conclusion.

The first chapter is entitled "Feedback". It presents the main theoretical concepts and approaches related to the study of teachers' feedback. The second chapter is about classroom interaction in which we try to give an overview of classroom Interaction as well as its definition. Besides, this chapter tackles the different techniques the teacher uses during classroom interaction.

The third chapter is divided into two parts:

The first deals with statistical analysis which make the results more scientific and objective.

The second consists of data interpretation and explanation of the findings.

Chapter One

Feedback

Introduction

In the field of teaching English as a foreign language, teachers' feedback is an important device through which learners' knowledge is checked. The significance of feedback has been one of the most serious debate of scholars in the last few decades. Oral feedback is seen as the most essential means to be used while teaching. Many language teachers give it priority since it guides learners to develop their learning process and improve their performances.

This chapter is a review of the literature related to the issue of oral feedback in the field of teaching English as a foreign language (FL).

This chapter starts with reviewing different definitions of feedback from different perspectives with much attention given on oral feedback. Next, it accounts for the way positive and negative feedback influence learning. It seeks to describe classroom interaction and its relation with oral feedback. It also discusses the importance of oral feedback in language teaching and learning as well as it explains the relationship between oral feedback and assessment. It, then, explains the difference that exists between written and oral feedback. Finally, it outlines the different types of feedback **afforded** by Tunsall and Gipps(1996).

1. Definitions of feedback

In the field of language teaching and learning the topic of feedback has received much scholarly attention (Ur, Ellis, p.234) Therefore many definitions of feedback have been given to highlight its importance in the educational process.

Feedback is an influential teaching method which comes to play a significant role in educational settings where teachers monitor students' behavior. Accordingly, "feedback says to students somebody cared enough about my work to read it and think about it! Most teachers want to be that "somebody" (Brookhart, 2008,p.8). In the context of teaching English as a foreign language, the concept of feedback is broadly defined as "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, 1996,p.242). It is related to any comments or information that teachers give to students about their works, which can either be oral or written in order to improve learning and enhance learners' progress. Despite the fact that feedback has a great effect on learners' improvement, it has positive or negative aspects depending on the type, delivery, and timing of feedback (Hattie &Timperley, 2007).

Indeed, the notion of feedback was tackled by Crooks (1988) who suggests that feedback "should be specific and related to need, simple knowledge of results should be provided consistently (directly or implicitly), with more detailed feedback only when necessary, to help the student work through misconceptions and other weaknesses in performance" (p. 469). In other words, feedback should be delivered in a specific way to suit learners' needs. As far as teachers are concerned, they should use detailed feedback only when it is required since it aids students to learn from their mistakes.

Traditionally, it is understood as one of the frequent technique which is used by teachers to tell their students how well or bad they performed (Kulhavy, 1977). For Askew(2002) this notion is a means by which teachers enable students to "close the gap" in order to enhance their learning process and promote their performance. Likewise, Ramaprasad

(1983)states that feedback is information about the gap between actual and referenced levels. Headds that this information is considered as feedback only when it is used to alter the gap (cited in Taras, 2005,p. 470).

Moreover, teachers' feedback is useful since it constructs and supports students'ability to develop their learning skills. In this respect, Salder (2009,p.159) states that feedback includes:

Complementing students on the strengths of their work; telling them (gently) about deficiencies where they are occurred and their nature; telling students what would have improve their submitted production; and pointing them to what could be done next time they complete a related type of response.

Thus, feedback is not limited to a specific feature, but it looks to different aspects that are related to students' performance as their strengths, weaknesses, students' feelings, areas of improvement, and the next steps to take on their learning.

Despite widespread recognition of the importance of feedback, there is a notable lack concerning the definitions of oral feedback.

2. Oral Feedback

One major issue that has been addressed in the field of English language teaching and learning is oral feedback. It is a kind of comments or information that the teacher delivers tohis/her student orally about his/her performance during an assignment to promote their learning process. Oral feedback has proven to be an effective tool in SLA classrooms (Lysteret al. 2013) and learners receive it every time they are in contact with their teacher, either intentionally or unintentionally for the aim of advancing their outcomes (Cheryl 2005).

According to Brookhart (2008):

Oral feedback is often given informally during observations of students doing their work or of work in progress. Oral feedback is also appropriate as a formal response to finished products completed by young children or for students of any age during conferences, where feedback leads to a conversation between teachers and students. (p.48)

This reveals that teachers' oral feedback can be either formal or informal depending on the classroom circumstances: the former is provided during teachers- learners' conferences as a formal response to students' finished products whereas the latter is delivered at the time the student performing activities.

Nevertheless, learners do not consider the informal discussion with their teachers as feedback since they do not notice that such feedback is a valuable means to foster their understanding in an effective learning environment (Cheryl, 2005).

Oral feedback is a form of communication where students receive information for the aim of either correcting their performances either implicitly or explicitly, or clarifying their answers (Mahdi and El Saadany, 2013). Verbal feedback cannot be remembered as a whole. Students tend to remember just particular parts of it (Race & Brown, 2005). Indeed, Race and Brown (2005) asserts that the students' reaction towards oral feedback is extremely related to their mood and state of mind whilst it is given, for instance, if they are in good humor they might remember the positive; if they are not they may recall the negative.

Additionally, Hyland (2000) states that “verbal feedback provides teachers with an opportunity to respond to diverse cultural, educational and writing needs of their students, clarifying meaning and resolving ambiguities while saving time spent in the detailed marking of papers” (quoted in Mahdi and El Saadany, 2013,p.17). Instead of wasting time in writing comments on students' paper, verbal feedback offers an opportunity to answer back students' requirements as cultural, educational and writing matters; this by elucidating the intended meaning and solving ambiguities. For Brookhart (2008) “oral feedback is often a matter of opportunity of observing students readiness to hear it” Brookhart (2008,p.48). Moreover, Zamel (1985) emphasizes that both teachers and students tend to be positive about the opportunities that oral feedback offers, and the same author has suggested that students typically receive more focused and useful comments in oral feedback than in written one.

Stagg Peterson (2010) clarifies this assertion in the following words:

Verbal feedback can also be beneficial and it could be one of the quickest and easiest forms of feedback as it may be given as teachers circulate around the room while students are writing...

Verbal feedback may also be given in students-teacher conferences. Students may sign up to meet with their teachers when they feel ready for feedback, or they may meet with teachers on a regular basis. Effective as both teaching and assessment tools, student- teacher conferences provide individualized instruction for students and opportunities to gather information about students' thinking and writing process (Stagg Peterson 2010,p 2)

In other terms, oral feedback is of a great significance as it is quickly and easily delivered while a teacher passes around the room to check the students' writing. Oral

feedback is not limited to classroom observation; it is also involved in students-teacher conferences in which teachers identify the learners' thinking and writing capacities of their students.

3. Positive and Negative feedback

Basing on research results, Kulger and Denisi (1996) postulate that not all feedback is the same and not all feedback is equally effective in advancing learning. This depends on the students' work, if the performance is successfully presented the feedback will be positive but if it is not the feedback will be negative. Hence, positive and negative may have valuable effects on students' behavior since "one reinforces the correct behavior and the other punishes the incorrect behavior" (Kulger and Denisi, 1998, p. 67).

3.1. Positive feedback

Positive feedback is highly required in promoting learners' achievements. It is defined as kind of comments which indicates that a particular response is correct (Ashby & O'Brein, 2007) and it is used by the tutor to assist learners to reinforce their knowledge, or to incorporate new knowledge to their previous one when the correct answer was provided by chance or tentatively (Fossati, 2008). This, while the teacher gives more explanation and clarification about the students' response to expand his/her thoughts. Therefore, it is important for teachers to give positive feedback that should be used to praise students for acting properly and performing appropriately (Rydhal, 2005).

Additionally, several theories show that positive feedback operates to support students to believe that they are able to do well (Barbara Cross Davis, 1999). Accordingly, students self confidence and self-esteem to learn a language will be developed. A similar view was hold by Fishbach, Tale Eyal, and Stacey Finkestein (2010) when they claimed that positive feedback intensifies people confidence that they are capable to reach their objectives .by expecting successful goal attainment i.e. its main function is generally to reduce learners'

uncertainty about their success. From the aforementioned views, positive feedback is considered as a way to show support, encouragement, or appreciation as well as a best technique to increase learners' motivation.

Ellis (1997) distinguishes two types of positive feedback in relation to SLA which are repetition and rephrasing.

3.1.1.Types of positive feedback

3.1.1.1.Repetition and Rephrasing: it deals with teachers' repetition of the learners' right answer. This is when a teacher rearticulates the students' correct answer using new and different words and by adding new information with the aim of expanding the students' knowledge.

However, we should not ignore the disadvantages that positive feedback may arise, especially when students' self-confidence is highly increased. In this case, students may show a kind of ignorance towards teachers' feedback especially when they think that their competences to learn ESL depend not on teachers' comments and recommendation.

3.2. Negative feedback

Negative feedback, on the other hand, can have beneficial effects on learning. It is described as statements presented by the instructor in return to students' mistakes (Fossati, 2008). He adds that if it is used effectively, it can help the student to rectify what is mistaken and learn from his/her errors which lead them to be aware about such mistakes in the future. Besides, Rydal (2005) maintains that negative feedback contains a set of information about students' incorrect answers and sometimes teachers bring some advice about the way to correct their errors. She argues that it is among the helpful techniques used to foster students' understanding and to explain what necessitate change in the students' incorrect utterance. This kind of errors correction has a great impact on the process of learning (Davon K. Barrow, 2008).

As some researchers see negative feedback as a simple approach which can have a significant impact on the learning process, others see it as a criticism to students' behavior. In fact, negative feedback is very powerful; it can create negative atmosphere within the classroom as well as it is potentially harmful (Kim, 2004). Additionally, negative feedback normally affects student-teacher relationship (Spouls. K, 2011) because some learners believe that instructors' use of negative comments is to hurt their feelings and to put them in an embarrassing position. Consequently, the integration of negative feedback to promote learning may decrease students' self-confidence (Fishbach, A., Eyal, T. and Finkestlein, S. R, 2010) in their ability to learn a language. For this reason, teachers ought to relate this kind of feedback to a specific performance rather than to the student as an individual (Barbara Cross David, 1999) because this may offend the students' feelings that can result in demotivation and deterioration.

4. Classroom Interaction

Classroom interaction plays a crucial role in both teaching and learning process. It is significant because learning a language is an interactive process (Richards & Lockhart, 1996, p 138). Chaudron (1988) stated that interaction is viewed as an essential process; because it is quarreled that only through interaction learners have opportunities to communicate and derive meaning from classroom events. Actually, interaction is considered as an unavoidable strategy that advances acquisition of language. Wagner (1994, p. 8) defines interaction as "Reciprocal events requiring two objects and two events mutually influence one another". It is seen as a

procedure where two or more people involved in mutual communication which can be either verbal or non-verbal (facial expression, body language, symbols). Indeed, Brown (2000b, p.165) relates interaction to communication, asserting, "...Interaction is, in fact, the heart of communication; it is what communication is all about". According to that quotation, in the process of teaching and learning both interaction and communication are used interchangeably. Among the influential aspects of classroom interaction is the concept of feedback that has long been viewed central in language teaching.

4.1. The function of Feedback on classroom interaction

Macky (2007) and other educators have been focused on the topic of feedback as a key aspect of classroom interaction. We cannot speak about successful learning through interaction without connecting it to feedback. Thus, providing feedback especially, oral feedback is required in the classroom. According to Mackey (2007, p.30) "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification" As it is mentioned in the quotation, feedback is delivered to learners for the sake of recognizing their mistakes in order to make some changes and corrections.

Moreover, feedback as an important interaction between teachers and students carried out for the aim of developing learners' language skill and knowledge (Black, Harrison, Lee, Marshall, William, 2003). Besides, according to Researchers oral feedback is one of helpful and useful features of interaction which enhances both teaching and learning process, For this reason, the frequent use of feedback in classroom interaction is fundamental.

5. The Importance of Feedback

Feedback plays directly and simply a pivotal role in teaching and learning English as a foreign language. It is considered as a vital aspect in the learning process. In fact, teachers' feedback, either written or oral should be presented within any teaching context. Such feedback is used to facilitate teachers' task and students in their attainment. Thus, the focal function or role of feedback is to help learners to improve their knowledge as well as to be aware of their strengths and weaknesses.

Additionally, feedback has a considerable effect on students' performance as it gives the learners information about their works and how to achieve their goals. Gipps (1994) believes that feedback is essential for two reasons: "it contributes directly to progress in learning through the process of formative assessment, and indirectly through its effect on pupil's academic self-esteem" Gipps (1994, pp.129-130). That is, the notion of feedback is delivered directly to promote the learning process through formative assessment and indirectly through its effect on learners' educational confidence.

Hence, teachers' feedback appears central for students' growth because it gives them the chance to progress in their learning, helps them to correct their mistakes and promote them to develop their language learning. Indeed, teachers' oral feedback is a crucial tool that helps students to attain a higher proficiency in a foreign language as well as a useful method for responding to students' work (S. Rydahl, 2005). In other terms, by oral feedback, teachers give opportunities to their students to share and exchange their ideas; it is also used to facilitate language development.

Moreover, S. Rydahl (2005, p.5) claims that "the majority of the teachers find oral feedback as an important tool to help students to achieve a higher proficiency in second and foreign language and they use it to correct their errors". Indeed, oral feedback is one of the most helpful types of feedback because it is usually interactive; it assists teachers to control and monitor their students and add more explanation, this through body language, facial expressions, tone of the voice, emphasis... In other terms, through students' facial expressions teacher can recognize the effects of his/her words on students. Oral feedback, then, is the most widely used and preferred method for supporting students' learning (Santos, L. & Pinto, J., 2006).

6. Feedback and Assessment

The investigation and identification of the complex relationship between feedback and assessment have always been of the most significant discussions of scholars since the last several years. Assessment as a part of classroom activities is an essential means required to enhance learning and ultimately attainment (Cherly 2005). However, Ilgen & Davis, 2000, Kluger & Denis, 1996 claim: "in order for assessment to facilitate learning, students need to receive information about their performances and their existing discrepancy between the actual and the desired state, and effectively process this information. This information is commonly referred to as feedback" (cited in Anastasia A. Lipnevich & Jeffery K. Smith, 2008: 1). Black and William (1998) have emphasized that feedback which is closely related to students and learning outcomes has a great effect on learning process, especially, on learners' motivation and learning gains.

Obviously, the concept of feedback is a vital component of formative assessment. Salder (1998) refers to formative assessment as the assessment that mainly aimed to generate feedback on learners' works, in order to promote the learning process. Indeed, Brookhart views (2008) that "giving good feedback is one of the skills teachers need to master as part of good formative assessment" (Brookhart, 2008, pp.1-2). Through feedback, formative assessment presents opportunities to learners to recognize where they are in their learning, to be aware of their weaknesses and realize their strengths. Knight (2001) claims that "good

formative assessment offers opportunities for good learning conversations arising from feedback on students' performances that are related to course learning outcomes" (quoted in Irons & Smailes, 2007, p. 3). Hence, Brookhart (2008) affirms that "good feedback should be part of classroom assessment environment" (Brookhart 2008:2).

Oral feedback is of numerous advantages and can be beneficial for students' improvement since it is usually interactive i.e. a teacher can recognize and judge how his/her words affect his/her learner, this is by their non-verbal feedback (tone of the voice, facial expressions, body language). Additionally, it is widely considered that verbal feedback has a better impact on students' presentation than written feedback, possibly because most oral feedback is offered immediately (Cheryl, 2005).

8. Types of Feedback

In reference to the typology of feedback, there are several propositions. Therefore, a number of scholars notably Tunsall and Gipps (1996) have defined eight types in relation to individuals, groups and the whole class.

Evaluative feedback		Descriptive feedback	
A1. Rewarding	B1. Approving	C1. Specifying attainment	D1. Constructing achievement
A2. Punishing	B2. Disapproving	C2. Specifying improvement	D2. Constructing the way forward

Table 1: Tunsall and Gipps (1996, p102) Feedback Typology

8.1. Rewarding (A1)

This is evaluative feedback supplied by teachers to praise and recompense their learners for their attempts and efforts in a specific work or performance. It is used to be positive since teachers' objective through rewarding is to fortify and support learners to go forward (Tunsall and Gipps, 1996, p.395). Teachers use this type of feedback in relation to a

wider audience to maximize its effect. Examples of A1 feedback are: smiley faces, stamps, stickers, being given a clap...etc.

8.2. Punishing (A2)

This is evaluative feedback used to be negative. Punishing indicates complete disapproval and dissatisfaction. Tunsall and Gipps (1996,pp.395-396) claim “whatever A2 took, the purpose seemed to be to stump out whatever considered unsatisfactory”. This means that teachers’ objective through punishment is to show a kind of aversion towards the students’ performance. Similarly to A1, A2 feedback is used for the whole class audience for maximum effect. As well, punishment may include: removal from the class, removal from the group, the use of symbols as sad faces, and so on.

8.3. Approving (B1)

Alike A1, B1 feedback is used to be evaluative and positive. This kind of feedback is described as the warm expression of teacher approval of the child’s work or engagement that may be expressed verbally through personal feelings “I am very pleased with you”, use of general praise “very good” , use of labels “brilliant ideas”...etc. or non-verbally as smiling (Tunsall and Gipps, 1996,pp.396-397). Approving is used in relation to individuals’ work with the intention of supporting and reinforcing learners’ behavior.

8.4. Disapproving (B2)

It is seen as evaluative and negative. According to Tunsall and Gipps (1996,p.397) B2 “was often strongly related to the general expression of personal feelings of disapproval by the teacher”. B2 mainly provided by the teacher when his/her learner has mistaken or fail in error especially because of lack of concentration that leads to poor performance. It may be non-verbal negative feedback or verbal negative feedback. The first is communicated through facial expression “eyebrows will be raised or lowered”, tone of the voice “the use of firm tone”, physical gestures and actions “pointing without speaking”, whereas the second is stated by expressions of anger and disappointment as “I am very disappointed on you today”, expression of annoyance “Oh for goodness' sake, put something sensible”, use of threats. Disapproving is used with an individual student in front of a whole class audience to support this/her behavior (Tunsall and Gipps, 1996,p. 397).

8.5. Specifying Attainment (C1)

This is seen as descriptive feedback and identifies “aspects of successful attainments” Tunsall and Gipps (1996: 398). Teachers use this kind of feedback to prop learners’ behavior through specific praise on what they have performed successfully. In this case teachers use a variety of statements like: “this is very well done”, “this is extremely well explained”.

8.6. Specifying Improvement (C2)

It is descriptive feedback that “teachers use to specify how something which is being learned can be corrected” Tunsall and Gipps (1996,pp.398-399).It means that the objective through C2 is to specify what is wrong and mistaken instead of praising students’ behavior. Therefore, C2 is a way through which educators point out to learners what needs improving in their performances and guiding them to correct the mistakes themselves.

8.7. Constructing Achievement (D1)

This is descriptive feedback which is carried out through discussion with students reflecting on work in progress. Tunsall and Gipps (1996) assert: Teachers' use of this feedback appeared to shift the emphasis more to the child's own role in learning, using approaches which seemed to pass control to the child. There was much more of a feel of teacher as 'facilitator' rather than 'provider' or 'judge' with this type of feedback; it seemed to be less of 'teacher to the child' and more of 'teacher with the child' (Tunsall and Gipps, 1996,p.399)

Hence, Teachers using D1 feedback aim to facilitate to the learner the way to construct their achievement using their works as reference. As well, teachers’ role with this type of feedback is to be a facilitator instead of a provider or a judge.

8.8. Constructing the Way Forward (D2)

This type of feedback is used to suggest upcoming possibilities and opportunities to improve on learning. Indeed, D1 seems to be delivered frequently to a wider audience i.e. the whole class plays an important part in this type of feedback (ibid).

“Constructing the way forward was used by teachers to articulate future possibilities in learning in a way that looked like a relationship with the child” (Tunsall and Gipps, 1996,p.400).

Conclusion

Through time, educators seek to investigate new teaching methods to enhance the learning process. This chapter is devoted to reviewing the literature on oral feedback as a technique to improve learners’ knowledge. It demonstrates that a huge number of scholars that are mentioned so far, focus on the importance that oral feedback plays in language

classes. In fact, it is thanks to oral feedback that students can measure their success in terms of identifying their areas of strengths and weaknesses. On the light of what has been said before, it seems clear that oral feedback is an indispensable component that is used by teachers to foster students' learning. Hence, teachers focus on how to use it effectively to facilitate teaching and learning process.

Chapter two

Classroom Interaction

Introduction

In the domain of second language acquisition, classroom interaction is critical in teaching and learning foreign languages. It is a useful tool for engaging students and makes them active learners it involves the oral exchanges between them and also with their teachers. However, the teacher should be aware that the most amount of talk must be given to the

learners to practice more the language since this work focus at developing the oral performance of the learners that needs the use of the language in communicative situations, but this does not mean that the teacher has no role or no talk at all. Yet his talk should be reduced to give the opportunity for the learners to speak more and develop their language capacities.

1.An Overview of Classroom Interaction

Interaction has been considered through time a significant element in language learning. Classroom interaction went hand by hand with the theoretical shift in perspectives of learning and teaching that began to focus on the active role of the learner in language

construction. During the past few years many studies has been done to analyze the relevance of classroom interaction when learners are learning or acquiring the foreign language.

Interaction in the classroom becomes more popular especially in second and foreign language classroom. For learners who are studying English in a non-native English setting, it is very important for them to experience actual communicative situations in which they will learn how to convey their own views and opinions freely to promote their oral fluency and accuracy that are very substantial for successful foreign language communication, because the more foreign language input learners are exposed to, the greater will be their proficiency developed. According to Kumpulainen & Wray (2002), classroom interaction needs in the process of second language learning the presence of two or more learners who cooperatively fulfilling communication as well as, who share some signs and semiotic rules. Interaction then is a learning process in general and language skills development in particular.

In recent developments in education, many researchers have investigated classroom communication that involves interaction. Nunan (1992) and Slavin (2003) focus on the role of learners in the learning process, they shifted from more traditional classes where the teacher is the predominant factor that plays the principle roles in the process of teaching and learning to more learner-centered instruction, where the learning process responsibility is given to the learners. Most researchers observe that keeping silent in the classroom without being active may affect the acquiring process of the foreign language, learners may lack the ability to communicate, whereas classroom interaction gives them multiple chances and opportunities to use and practice the language in real situations. Classroom interaction then is critical to teaching and learning, class talk offers a promising tool for helping instructors create a more interactive classroom. According to Elli (1994) , the second language researchers are provided with three standpoints of study: the effects of formal instruction, the comparative method studies and the classroom interaction studies and the last one that attracts the researchers'' extended concern, this is due to simple reason that interaction is very crucial for second language acquisition and foreign language learning, it is a useful tool for engaging learners in active learning where they can obtain comprehensible input and produce much amount of output that is essential for the incorporation of language knowledge.

2.The Interaction Hypothesis

There is a new widespread acceptance that oral interactions provide the main sources of second language acquisition. In the case of naturalistic acquisition, the importance of face to face interaction with other speakers of the second language is self- evident in the case of

classroom acquisition. For Allwright (1984,p.156) interaction is “the fundamental fact of classroom pedagogy...everything that happens in the classroom happens through the process of live person to person interaction”(p.98). This means that everything happens in the classroom happens through a process of face to face interaction.

The interaction hypothesis advances major claims about the role of interaction in second language acquisition and learning, this can be done through simplifications and interactive modifications of the input provided to foreign language learners. The origins of these claims seen in the work of Krashen (1982) who declared that learners acquire through the active use of the language, he considers language as an outcome of participating in discourse in particular in face-to face interaction where learners construct the new language through socially mediated interaction, he argued that interaction among learners and teachers is essential to language learning. Besides, according to Long, (1985) who believed that what makes input comprehensible is modified interaction, or negotiation of meaning, that is the interaction hypothesis promotes those conversation modifications such as comprehension checks and clarification requests that learners make when they are interacting and communicating in classroom, create a comprehensible input and this in turn enhances acquisition through negotiation of meaning and contributes highly to the acquisition of a second language.

Interaction,then, provides learners with the opportunity to receive comprehensible input, feedback as well as makes changes in their own linguistic output, this may allow them to notice and discover their weak points and gaps in the language that may be corrected by language in the communicative process.

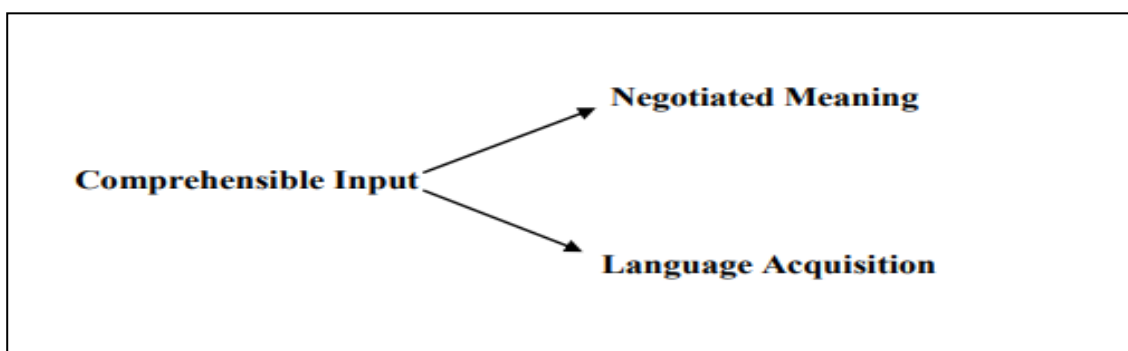


Figure 1: An Alternative Model of the relationship between Negotiated Interaction and Language Acquisition (Allwright& Baily, 1991,p.123)

This model shows the possibility that comprehensible input may help speakers to develop second language acquisition, so meaning negotiation is particular way of modifying interaction it can accomplish a great deal by helping learners make input comprehensible and

modifying their own output by providing opportunities for them to access second language in both form and meaning.

3. Definition of Classroom Interaction

Two main implications can be viewed in a functional classroom is an enjoyable classroom environment based on friendly relationship between learners and teachers of the learning process, and the stimulation of learners' ability to be orally competent. Interaction is significant in the classroom; therefore, it is an important part in learning and teaching of the foreign language. Johnson (2008:79) defined interaction as "a concept which involves both input and output". Hence, a person receives an input and tries to transfer it as a message of output, another definition given to this term by Thomas (1987:7) who said "interaction means acting reciprocally, acting upon each other".

Therefore, is more than action followed by reaction it includes acting reciprocally, acting upon each other, this what lead Allwright & Bailey (1991) to conclude that interaction is something that people do together i.e. collectively.

Wagner (1994:8) declared that interaction is a "reciprocal events that require at least two actions, interaction occurs when these objects and events naturally influence one another". This means, interaction occurs from two sides, there must be a mutual influence also, interaction consists of "sharing ideas and opinions, collaborating toward signal goal, or competing to achieve individual goals". This according to Pica et, al (1993, cited in Nassaji, 2000:245) that is during interaction learners may notice things about them that they do not notice by themselves that are considered important in developing the ability to use the language.

4. The Components of Classroom Interaction

For Runmei (2008) three main components are involved in classroom interaction: collaborative dialogue, negotiation and co-construction. These elements are really needed for successful learning through interaction and contributes not only to language improvement and building learners' self and cognitive development, but also for awaken a variety of internal developmental process of learners that are activated only when they are cooperative with each other.

4.1. Collaborative Dialogue

Collaborative dialogue occurs effectively between two speakers, in classroom context learners are the most favorable elements concerned with this concept. Dialogue interaction is the outcome of the learner and other members of this socio-cultural environment such as his

classmates and his teacher. According to Vygotsky's theory, learning is an integral activity of learners' self and adult guidance or collaboration with more capable peers.

Swain (2000, cited in Runmei, p.48) said that collaborative dialogue is "where language use and language learning can co-occur, it is language use mediating language learning, it is cognitive activity and it is social activity". In this sense collaborative dialogue helps learners to construct linguistic knowledge of the language and use it at the same time in a social context in which learners go beyond their mental process of language learning

So classroom interaction should take the role of collaborative dialogues do for its significance in communicative language teaching and learning; also, it accelerates the development of the learners' language if the classroom settings play an effective role as social settings

4. 2. Negotiation for Meaning

The most important element of second and foreign language learning is the need to negotiate meaning in any language learning occasions and situations. The concept of negotiation of meaning is very familiar in cognitive approaches in second language acquisition it is generally defined as "discussion to reach agreement" According to Allwright, (1985) interactive negotiation should be person to person communication, negotiation then is seen as a type of real life language use that is relevant to the learning purpose of the learners, and a target language skills for the learners to develop in the classroom through simulated negotiation can be seen also in terms of negotiation of meaning that is defined by Ellis & Barkhuizen (2005, pp.166-167) as "the conversational exchanges that arise when interlocutors seek to prevent a communication impasse that has arisen". In other words it is verbal expressions they use in order to prevent communication breakdowns. i.e. when it is not understood what has been said, then the quality of the input produced by the learners should be clear and understandable for learners who engage themselves in the interaction.

Negotiation of meaning plays a significant role in classroom interaction, learners will achieve more in communication when they are more exposed to negotiated situations and chances. Also, it refers to some expressions that learners may use in the classroom used by speakers to ask for clarification when participants do not understand what has been said

Negotiated interaction then is very important for input to become understood and comprehensible, and this will appear when speakers interact and communicate with each other, they modify their speech in order to be helpful for other participants to participate more in any communicative situation

4.3. Co-construction

Co-construction is defined as “The joint creation of form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally related meaning reality”. This is according to Jacoby & Ochs (1995, cited in Runmei, 49, p.140), that is international competence includes the language knowledge co-created by participants in interaction including their active participation, skills, feelings, and the cultural knowledge. In classroom interaction second language (L2) learners are responsible for the construction of an effective interaction; thus, the negotiation of meaning is cooperatively co-constructed in social context, learners build up their ability of developing self-regulation, awareness, progressively from dialogue interaction when they are negotiating with each other.

5. Types of Classroom Interaction

According to Thurmond, (2003) four existing types of interaction can be viewed in the classroom context: the learners’ course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. In this research the focus will be only on two main types which are: teacher-learner interaction, learner-learner interaction.

5.1. Teacher-Learner Interaction

In this type of interaction, the teacher takes the role of the leader or the controller, when the teacher refers to the whole class but expecting just one learner or group of learners to react or interact, there would be a negotiation explored by the teacher with his learners about different points concerning the content of the course, asking questions and waiting for learners responses and interventions, consequently, learners will learn how to be competent communicator by taking an idea of their teacher how well to interact in an effective and appropriate manner. During teacher-learner interaction, learners are aiming to improve their oral performance besides their listening as well, the teacher then should be aware and careful about the kind and the quality of the language he uses including voice, tone, and intonation because the teacher speech is considered as a resource for learners.

Successful interaction is the basis of positive human relationships among people, teachers here can take a variety of roles besides being an instructor, but also as a consultant or co-communicator. Classroom organization can be one-to-one or group-work arrangement to encourage peer interaction; furthermore, can be more effective if various teacher and learner talk is applied in the classroom, learners may be encouraged to start conversation more, instead of just responding to the teacher.

5.3. Learner-Learner Interaction

Many of studies and theories of learning states that different skills and abilities are improved through interaction between learners. Paula (2002, p.128) claimed that “talking learners with their peers about the content is a powerful way for them to reinforce what they

have learned”. So teachers should encourage interaction among learners to make them active participants in the learning process, and to provide them with much opportunities to practice and deal with the foreign language, learners here can use the language freely and at the same time they adjust their weaknesses and to have a clear idea about their levels and on what they need to concentrate on, moreover, try to improve and correct these errors to reinforce their abilities in using the language.

Woolfolk (2004) emphasizes the importance of learners’ interaction with their peers, in order to receive feedback to be challenged and to observe how others work out problems, collaboration itself is seen as a uniquely powerful learning method and to promote interaction among learners, teachers should encourage cooperation rather than competition, because learners learn from each other.

6.Principles of verbal Interaction

Since classroom is considered as a proper setting where the foreign language learners may have the favorable conditions to practice the language with each other, it provides them with a set of principles in order to communicate in English in real and interactional environment. In this work we shall deal with some significant principles:

6.1. Adjacency Pairs

McCarthy (1991:119) defines them as “pairs of utterances in talk are mutually dependent”. It means are a set of utterances that usually occurs together; in other words, an adjacency pair is a two-part exchange in which the second utterance is functionally dependent on the first, and why they are adjacent that is the first immediately follows the second. As exhibited in a conversational greeting, question/answer, offer/accept...etc. It is considered as a type of turn-taking and generally is the smallest unit conversational interchange; for example, someone says “Hi” and then the other replays in the same manner or with another similar pair. Adjacency pair can be regarded as the starting point of a conversation between learners.

6.2. Exchanges

According to McCarthy (1999), exchanges are the major units in any conversation, or in any interactive talk, they are independently observable entities, and we may find adjacency pairs within their boundaries, in traditional classrooms the manner of the moves of exchanges where learners were restricted to responding moves, whereas the great role of talk was performed by the teacher, for this reason learners were not able and have an idea about how to start or end a conversation. Today, the teacher should be aware of the significance of this step

to facilitate learners' language improvement, and try to encourage their learners to practice combined opening, answering and follow up strategies through designing speaking activities to meet this goal. One particular range of socio-cultural research of classroom interaction has been the work of Mercer (1995) and his cooperators who viewed at learning processes in both peer interactions and in interactions between teachers and learners, about peer interaction Mercer et al., (1995) coined the distinction between three types of exchanges:

- Dispositional talk: In which learners compete to find solutions to their problems.
- Cumulative talk: Where learners build upon each- others' proposed solutions.
- Exploratory talk: In which critical and constructive responses are produced by learners. Mercer (1995:146) called these types of exchange "the social modes of thinking". That is , learners engage together with each other ideas.

6.3. Turn-Taking

Turn-taking deals with "me and you" the standard of communicative interaction and tests how speakers organize themselves to take turns and participate in a conversation because whenever a conversation occurs, some techniques are involved concerning how taking a turn, Agar (1994:172) expresses one of the most popular perceptions of how turn taking in conversation works: "someone talks, and I lie back and listen and let them roll for a while when they are done, there will be pause that will flash like a green light to announce that someone else can have the floor". That is, a successful communication characterized by the smooth exchange of turns among participants, in this view participants in a conversation wait for the person who is actually speaking to stop, and leave the turn to someone else to speak. Ellis (2005:201) says:"This phenomenon refers to both the construction and the distribution of turns". That is, construction is the time when the speaker is talking, and distribution is the turn taking i.e. knowing when to start and finish a turn in a conversation. Turn taking is a way where learners can help each other when talking in classroom by predicting once utterances and seek to complete them for others.

6.4. Transactions and Topics

McCarthy (1991:130) said that transactions are "concerned with how speakers manage longer stretches of talk". Which means how well learners are aware of the markers exists in a conversation, topics on the other hand can be defined as stretches of talk and the ideas given by several learners in the classroom, and they are strings of relevant utterances, in language teaching topics are considered as the titles for the subject matter of the speech, in addition to that, the choice of the topic should be linked to the learners' needs and interests, that is

effective choice topic encourage learners to feel competent and able to participate. So topic is a crucial factor and considered as the basis for any interaction to take place. McCarthy (1991) points that many questions arise about the topic term: how it is opened, developed, changed and closed. Whenever learners do not participate in classroom because of the topic, the teachers have to change it or ask them to select the topic they want to be discussed.

To sum up, through interaction between learners in the classroom, they obviously will be more familiar with the different principles of the oral production of the language usage, in order to be able and more proficient when using the language in communicative situations.

7. Activities to Promote Interaction and Communication

English language learners at all proficiency levels need to speak and understand and spoken English for a variety of reasons especially for the improvement of their oral proficiency. So learners can communicate and appreciate being encouraged and challenged to further their skills.

7.1. Communicative Activities

Generally communicative activities include any activity that encourages and requires a learner to speak and listen to other learners, as well as with people in community. Communicative activities have certain and significant purposes for the learners such as to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading and writing skills, communicative activities should be integrated into the lesson. In addition to that, researches on second language learning suggest that more learning takes place when learners are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-centered classes. Moss & Ross (2003) we may shed light here on some important activities:

7.1.1. Conversation Grid

The power of using these activities is that learners are involved in authentic, independent and cooperative conversation without direct teacher involvement, these grids can be used with any topic as teaching or assessment activities. Learners usually enjoy them greatly. Through these activities, learners practice and increase their knowledge of language structure such as (what, where, when, and why questions and their questions) and also develop their vocabulary and cultural aspect of the particular discussed topic as well as they ask questions and listen to answers by recording information on the grid

7.1.2. Line Dialogue

It is an activity where learners collaborate to compose a dialogue which can be later performed for the entire class this activity gets learners out of their chairs, interacting with everyone in the class. One benefit of this activity it is an extremely learner-centered giving the opportunity to learners to create their materials for speaking and listening, in addition to, this type of activity gives learners a chance of being creative, throughout this activity peer teaching and friendly conversation can occur, the main aim of this activity is to make learners get intensive (repeated many times) practice using the target language in short dialogues; besides, learners may get to know one another in an atmosphere where peer teaching is naturally supported.

7.1.3. Drama Activities

Drama is essentially social and useful tool in teaching and learning as a form of entertainment, drama is a useful activity that can be used by teachers in the classroom context, because it is an educational and an interactional activity as well as, it gives the learners opportunities to interact with others, explore their ideas and emotions through interaction.

Using drama activities in classrooms as an interactive technique, is a good way to give learners chances to improve their own abilities and communicative skills in an interactive context guided by the teacher who provides them with appropriate knowledge that helps them to make progress in their skills and language abilities. It makes teachers give more focus on their learners by giving them opportunities to participate in producing the target language with their peers

Drama activity involves contact and communication of meaning and gives the learners a space to experience how language functions and used in different situations by verbally and non-verbally manner taking part in creative imaginative world, several researchers have emphasized the social rules of language use as more important than a mere linguistic interaction in the target language, they point out that many communicative activities in language classrooms, that provide useful practice in the manipulation of linguistic forms. Drama activities require the involvement of learners in the dynamic and interactive process of communication, so they are no longer the passive receivers of formal knowledge about the target language conveyed by the teacher. On the contrary, they are encouraged to actively participate in activities that are designed to explore their needs and interests.

Drama therefore, gives the learners a virtual experience to practice the language, they will have to verbally express their ideas, also facilitate learners' cognitive development in creative thinking, problem solving, questioning, and negotiating. Stern (1980) said that drama

activities in foreign language classroom promotes the learners with a variety of benefits and advantages concerning the development of their skills, which can be directly and interactively improved through communicative situations. Some of these elements can be summarized as follows:

- It increases the learners' participation and motivation.
- It provides the learners with chances to increase their self-confidence and fluency in using the English language.
- It makes the learners more productive when using the language to express their ideas and thoughts in a creative and imaginative manner.
- It provides opportunities for learners to express themselves individually and in groups. Using these drama activities in the classroom with learners is a good technique to make them use the language in real situations,
- it makes them participate and experience the English language in real environment.
- It helps to reinforce and extend learners' vocabulary and imagination when using the language.

So, these kinds of interactive activities can be used as a strategy to make learners work and interact together in the classroom context which as result, help them to improve their oral proficiency as well as, to develop their knowledge about how to use the language in any interactive situations

8. The role of Interaction in the Classroom

The interactive process generally involves two or more speakers communicate with each other, sharing maybe the same knowledge and the same culture and even when they do not belong to the same community, they come together and interact in a given situation about a given topic.

For the production of comprehensible output Swain (1985) claims that learners need to practice different resources of the language that they have obtained so far. Getting feedback from both the teacher and other learners in the class assist learners to test their knowledge development of the language they use mainly the language system. It was claimed that pushing learners to produce in the language requires them to manage their language knowledge gaps, by trying to make their output understood, such as speaking in a slowly manner or using other clear words to clarify their ideas, this is what is called negotiation of meaning. Interaction then imposes learners to produce more appropriate language.

Similarly Brown (2001,p.165) defined interaction as being a “collaborative exchanges of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effort on each other”. Therefore, interaction usually occurs from different sides, it means it is something that people do collaboratively, when expressing their ideas and opinions to the interlocutor in a way that makes the hearer understands the message, and be able to negotiate the meaning in manner that is comprehensible to the other speaker who becomes a hearer, and this will lead spontaneously to the development of the conversation. The communicative language teaching approach sustain that interaction in the classroom environment has a great role since it is a crucial part in learning and teaching the second or the foreign language. From this perspective, many researchers established several principles which are needed in any interaction, and can be simply developed through it. Some of these important principles can be summarized as follows:

8.1. Motivation

Lot of attempts have been made in the field of second language acquisition to explain and define the term motivation, also to explore its relationship with the learners’ English language achievement since this concept considered as one of the main problems in education. Many investigations have been done in this regard to determine the nature and the factors behind increasing this motivation integrated in learners’ process of language learning, to help them develop their capacities in the language proficiency essentially in the classroom context.

The term motivation, generally seen as the needs, desires, and reasons characterized by learners’ curiosity, interest, and actions since learners are the most concerned with this term, to achieve certain goals and to fulfill better results and outcomes, this is what is meant by Guay et al., (2010,cited in Emily (2009 p.4) by giving their definition to the term by saying: motivation refers to “The reasons underlying behavior”. It means that motivation is behavior. Besides, various approaches to motivation focus on the cognitive behaviors such as monitoring and strategy use, which can be termed as intrinsic motivation in which the learners themselves determined and internally motivated, regulated by enjoyment and satisfaction. In addition to non-cognitive aspects which are regulated by external, identified, and integrated styles given by the teacher in the classroom. The teacher then should be well trained he must monitor the learning process and give accurate and stimulating content in order to encourage the learners and make them more interested and have the desire to be involved to participate and take part and responsibility of their language development; for example, he may expose them to more speaking competence activities.

To conclude, in classroom environment the teacher has to pay attention to motivate his learners to participate and interact with him and with their peers, because the teacher is suggested to be the biggest source of the external motivation in the classroom role of the teacher in this case may have either a positive or a negative effect on the learners' motivation and oral production.

8.2. Self- Confidence

The term self-confidence is speakers' belief in their abilities and capacities, in other words is when a person believes that he is able to do his best and take risks. Learners in classroom can reach beyond their abilities through self- confidence by being not afraid to make mistakes when using the English language to express, control and inform. Self-confidence is not something that learners learn, but it comes from inside their positive thinking and daily practice of using language and speaking with others.

Many researchers in second and foreign language learning have made a correlation between self- esteem or self-confidence of learners and their successful oral production that is when learners have high perception and self- confidence of themselves in classroom they will show their willingness to talk and explore their oral abilities to be more improved. Then, teachers should pay attention and try to minimize learners' anxiety and build learner's self-confidence to communicate more in English in a proficient manner.

9. The Significance of Classroom Interaction

Classroom is the adequate place where learners think to practice the language, take risks and realize progressions and classroom interaction is seen as a productive teaching technique. According to Allwright (1984), classroom interaction is the process by which language learning is managed. The classroom demonstrates the comfortable environment that facilitates not only language development but also learners' development. In fact not all the forms of classroom interaction are similarly productive for language development, for this reason interaction must involve serious and meaningful concerns for the benefits of the learners, and therefore to stimulate communication among them.

Ellis (2003,p.103) states:“the general goal of learning is the fluent, accurate, and pragmatically effective use of the target language”. That is the fluency and the accuracy in using the language and being able to communicate effectively is the most important about learning, even foreign language learners regard their oral proficiency as the most relevant skill to be improved and progressed through interactive atmosphere as a special communicative context with a much adjusted patterns of communicative behavior that are effectively negotiated between learners and teachers. Many patterns of classroom interaction can be viewed such as: group work, closed-ended teacher questioning, full class interaction and so

on. Johnson (1995) argues when second language learners enter classroom, they enter into a communicative context in which the norms of participation and to be established by the teacher, so the teacher responsibility is to promote the learners' ability to use the language in different interactive purposes; moreover, the teacher should take into consideration the fact that speaking in the classroom is speaking in an academic context, where learners engage in speech exchanges which resembles daily conversations, but are limited by institutional rules.

Nunan (1989) claimed that interaction helps learners their thinking in terms of interpreting, analyzing, and manipulating information; in addition to that, successful classroom is the one where learners collaborate in creating its events. Hall & Verplaetse (2000) stated that classroom interaction is a way that increases the development of two significant skills which are speaking and listening and it helps the learners to think critically and share their views among their peers. Hence through classroom interaction the learners will be able to get themselves involved in concepts, ideas and other dimensions of the language learning.

Conclusion

Classroom interaction involves face-to face learners who collaborate in the classroom to practice and use the language in real situations, this depends mainly on the fact that second and foreign language learning is highly an interactive process .this interaction **has** a substantial effect on language learning and skills development. At the same time ,it allows learners to negotiate meaning to understand what others say and to make themselves understood in the process of communication; moreover, it provides learners with more chances to maximize their talk through different activities that enable them to know how to communicate fluently and accurately.

So ,interaction is considered as a key factor for successful communication and for better improvement of learners' oral proficiency, it is a way of learning in general and improving language skills in particular. Both learners and teachers will not be able to achieve progress and improvement without this interaction, it gives learners the chance to be aware about how to initiate, respond ,and ends a conversation in a proficient manner.

Data analysis and discussion of findings

The text "Data analysis and discussion of findings" is rendered in a 3D, blocky font. Each letter is filled with a different color from a rainbow spectrum, starting with purple on the left and transitioning through red, orange, yellow, green, and blue to purple on the right. The text is positioned on a white surface, and a series of parallel grey lines radiate from the base of the letters, creating a perspective effect that makes the text appear to be floating or standing on a plane.

Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through the present research which aims to see the role of the teacher's oral feedback on promoting EFL learners' interaction. The latter can be achieved through various techniques that can be used in the classroom in which Learners' may improve their oral performance. This study is conducted through two research instruments : a questionnaire which is one of the most common tools in collecting data that have gained considerable attention in the social sciences. Its goal is to find out answers to questions in a systematic way, the questionnaire has been administered to English third year pupils to test the hypothesis, besides using classroom observation to obtain more information about the study. This section includes: aim, population, description, administration, and analysis of the gathered data and finally the results' interpretation and pedagogical recommendations.

1.Learners'' Questionnaire

1.1.Aims of the Questionnaire

This questionnaire is mainly designed to obtain information about learners' attitudes and opinions concerning classroom interaction, and to test our hypothesis whether teachers' oral feedback has an effect and role in helping them interact.

1.2. Population and Sampling

The population investigated in this study concerns a sample of third year pupils at Hassani Abdelkarim middle School, BBA, their overall number is about (80) divided Into two groups, and the sample consists of (40) pupils, randomly assigned for the investigation of the study.

1.3. Description of the Questionnaire

Along with the design of the current structured questionnaire it contains twenty (10) questions arranged in a logical way, they require closed and multiple choice questions in which learners have been requested to choose one answer from different choices, or answering by „yes“ or „no“ and sometimes by giving their justification.

Section One: General information

This section looks for general information about learners '' gender and their English language level.

Section Two: learners '' interaction in the classroom context

This section investigates learners' attitudes about classroom interaction and its effectiveness using different activities. It consists of 02 questions

Section Three: The role of teachers' oral feedback on EFL learners' interaction.

This section probes The role of teachers' oral feedback on EFL learners' interaction.

1.4..Administration of the Questionnaire :

The questionnaire has been administered to third year pupils at Hassani Abdelkarim middle School, BBA. The selection of the population is based on the consideration that Learners' of third year pupils have already experienced the term interaction with their teachers and peers in the classroom, which allows them to interact and practice the language in the classroom.

This questionnaire is distributed to (40) pupils which represents the whole population of (80) pupils at the beginning of the session and collected at the end of the session.

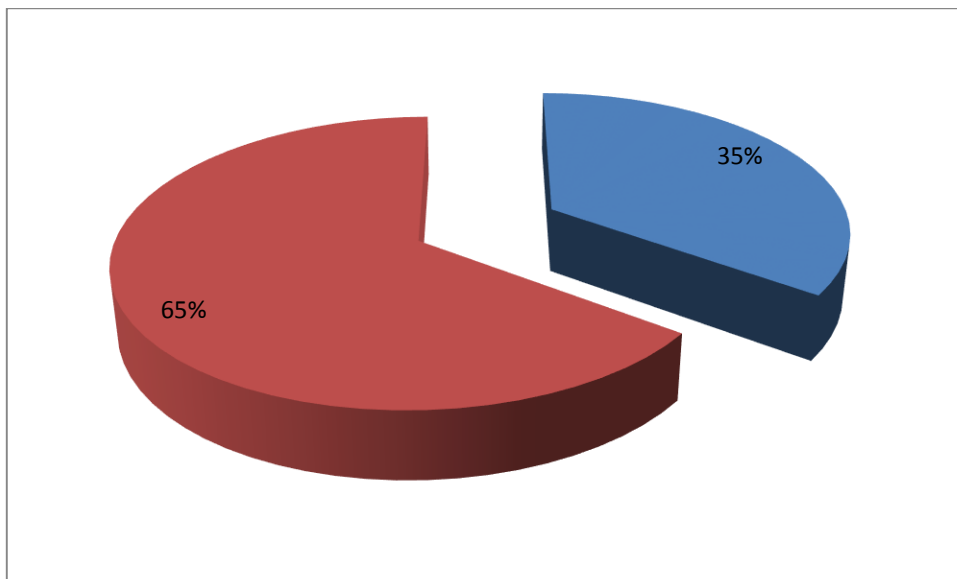
2. Analysis of the Results

Section One: Background Information

Item 1: Gender

Options	Pupils' Responses	Percentage
Male	14	35%
Female	26	65%
Total	40	100%

Table 01: Pupil's gender



Graph 01: Pupils gender

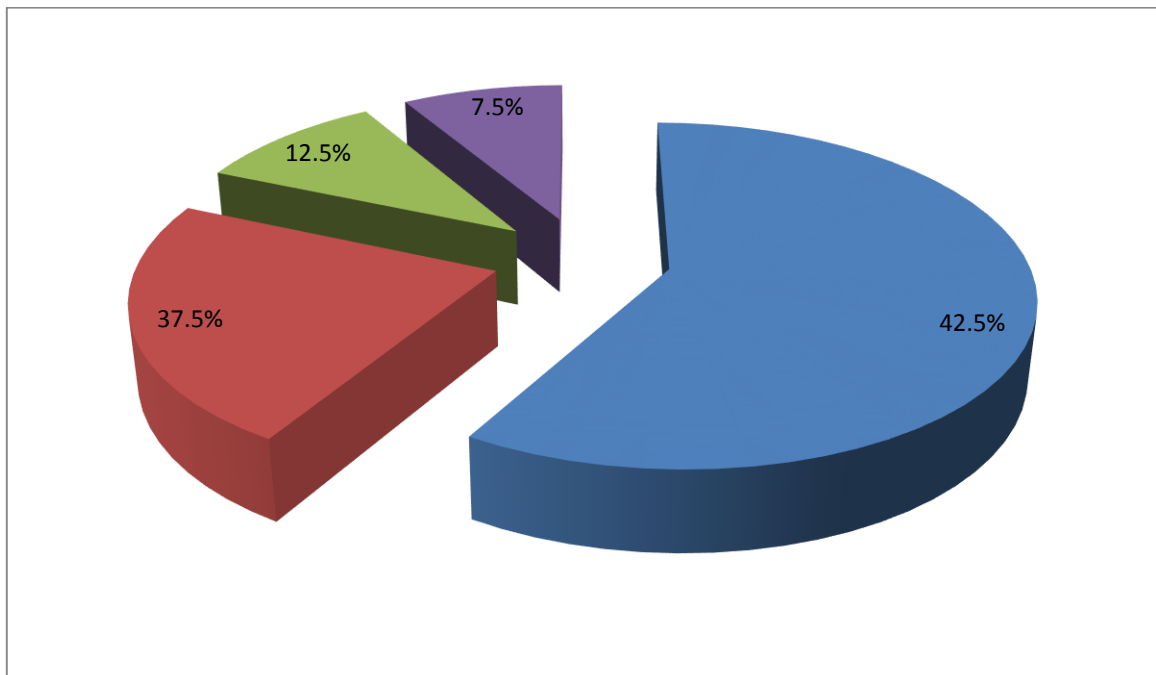
According to the graph and table, the female participants are 65%, while male participants are 35%.

Item 2:Pupils level at English.

- **What is your level at English?**

The answers	Reponses	Percentage
a-very good	3	7.5%
b-Good	17	42.5%
c-Average	15	37.5%
d-Poor	5	12.5%
Total	40	100%

Table 02: Pupils level at English.



Graph02: Pupils' level at English.

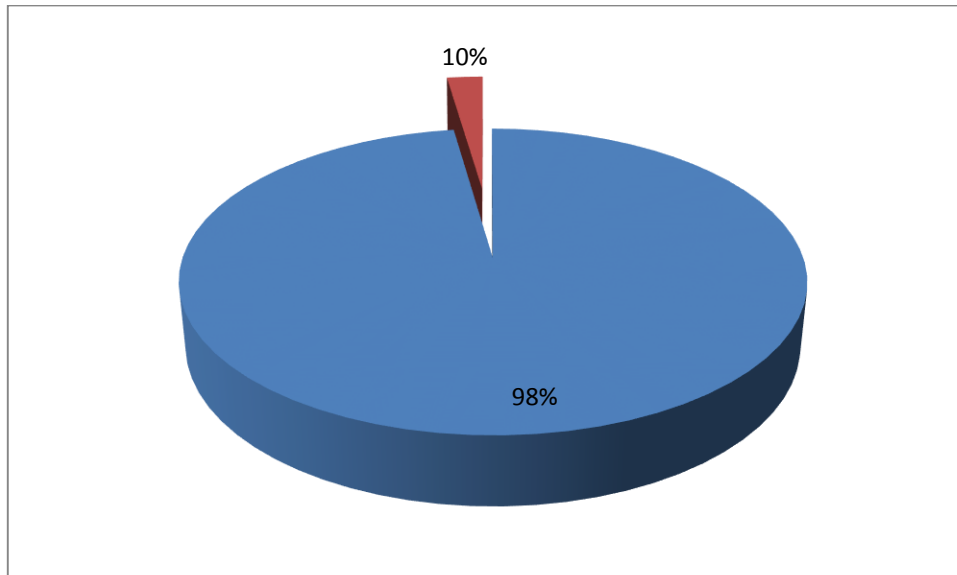
According to the graph and table, We can say that 42.5% of the participants have good level at English where as 37.5% of them, their level is average. 12.5% from them are poor at English and the rest which are 7.5% of the participants are very good at it.

Item 3: Pupils interest in studying English

Are you interesting in studying English?

The answers	Reponses= synonyms	Percentage
a-Yes	36	90%
b-No	4	10%
Total	40	100%

Table 03: Pupils' interest in studying English



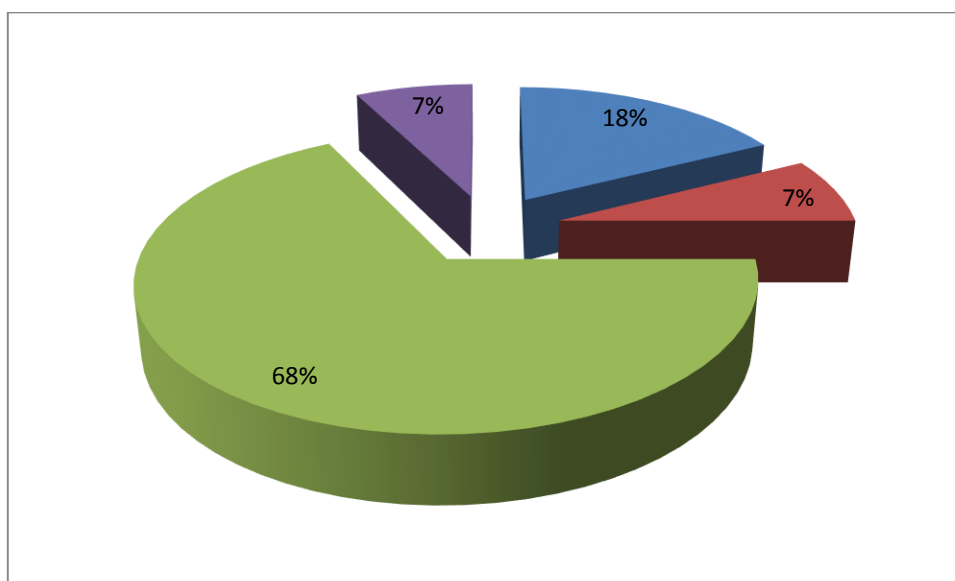
Graph03: Pupils interest in studying English

According to the graph and table, 90% of the participants liked to study English, while 10% of them didn't do.

Item 4: Learners’ opinion at English.

Options	Reponses	Percentage
a-Difficult	7	18%
b-Very difficult	3	7%
c-Easy	27	68%
d-Very easy	3	7%
Total	40	100%

Table 04: Learners’ opinion in English.



Graph 04: Learners’ opinion in English.

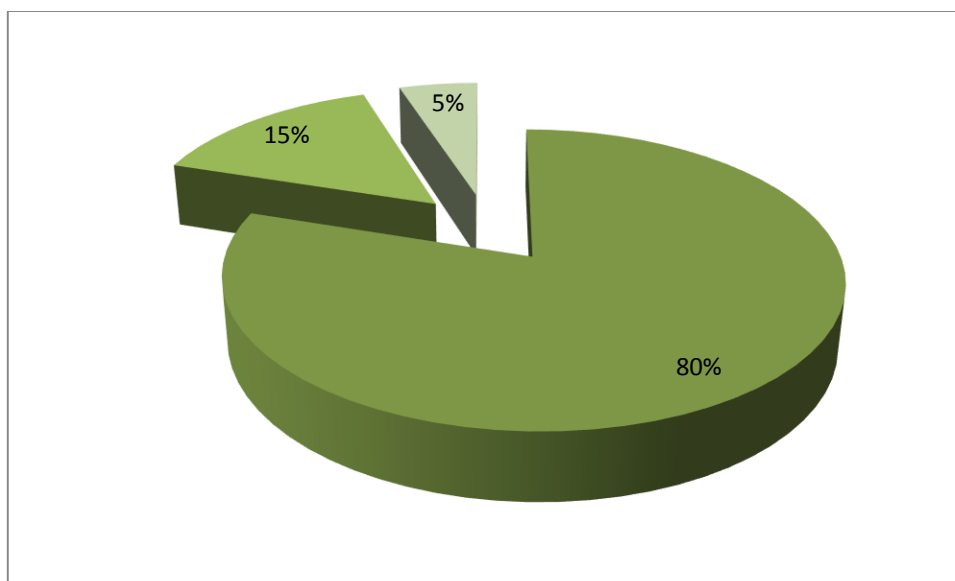
According to the results from the graph and table above, 68% of the participants view English an easy language to learn comparing to other languages. 18%, of learners view English a very easy because of its rules are easier than French language, and it is a worldwide language. However, 7% of the participants considered English a difficult language to learn because it is used only in the classroom ,but outside classroom the French language is more useful than English .

3. Section two: Interaction in the classroom context

Item 1: Learners' interaction opportunities

Options	Responses	Percentage
a-Always	32	80%
b-Sometimes	6	15%
c-Never	2	05%
Total	40	100%

Table 05: learners' interaction opportunities



Graph 05: Learners' interaction opportunities

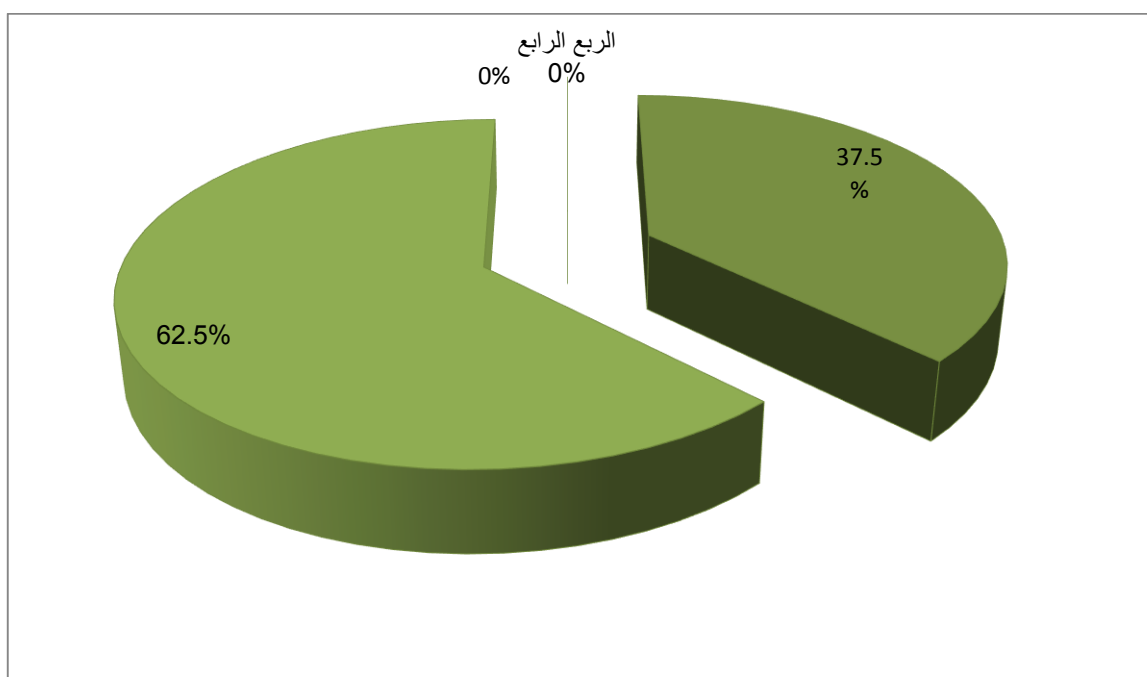
In this question, learners have been asked whether their teachers give them opportunities to interact with each other in the classroom. (80%) of the them answered by saying always (15%) said sometimes and (05%) have answered with never.

The results give us an idea that the majority of the teachers give their Learners' enough opportunities to interact and communicate with each other in the classroom context.

Item 2:Learners’ preferred type of classroom interaction

The answers	Reponses	Percentage
a-Learner-learner interaction	15	37.5%
b-Teacher-learner interaction	25	62.5%
Total	40	100%

Table 06: Learners’ preferred type of classroom interaction



Graph 06: Learners’ preferred type of classroom interaction

As the graph above shows (37.5%) of Learners declared that the prefer teacher learners interaction, and (62.5%) who have preferred learner- learner interaction. The results gained demonstrate that learner- learner interaction is the most favorable and preferable type of interaction in the classroom which gives an impression that they want to interact and communicate more with their peers because they feel free and comfortable. Others who said

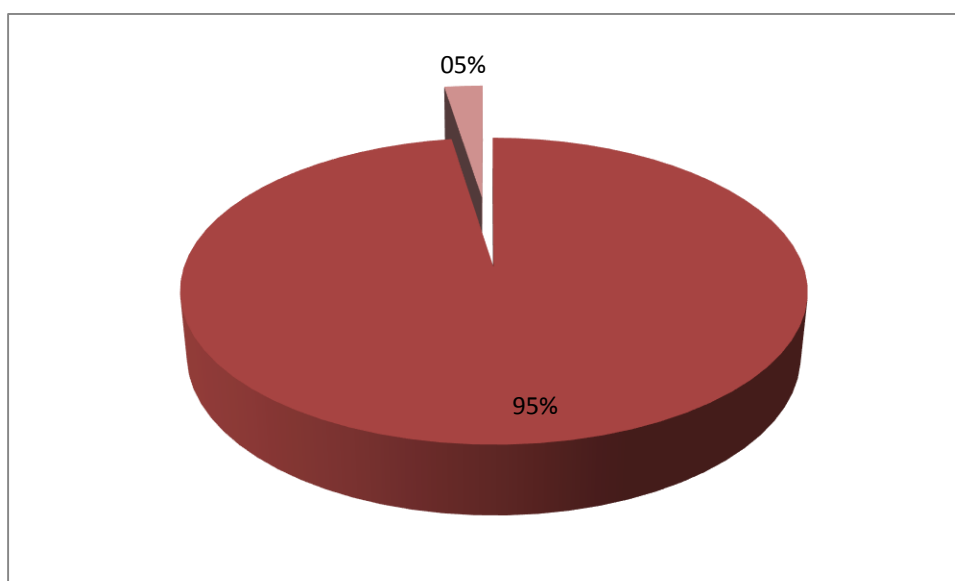
they want teacher- learner interaction maybe they want to have more contact with their teacher, which is their biggest source of knowledge.

4. Section three: Teacher' oral feedback

Item 1: Learners' opinion about teacher correction during speaking

The answers	Reponses	Percentage
a-Yes	38	95%
b-No	2	05%
Total	40	100%

Table 07: Learners' opinion about teacher correction during speaking



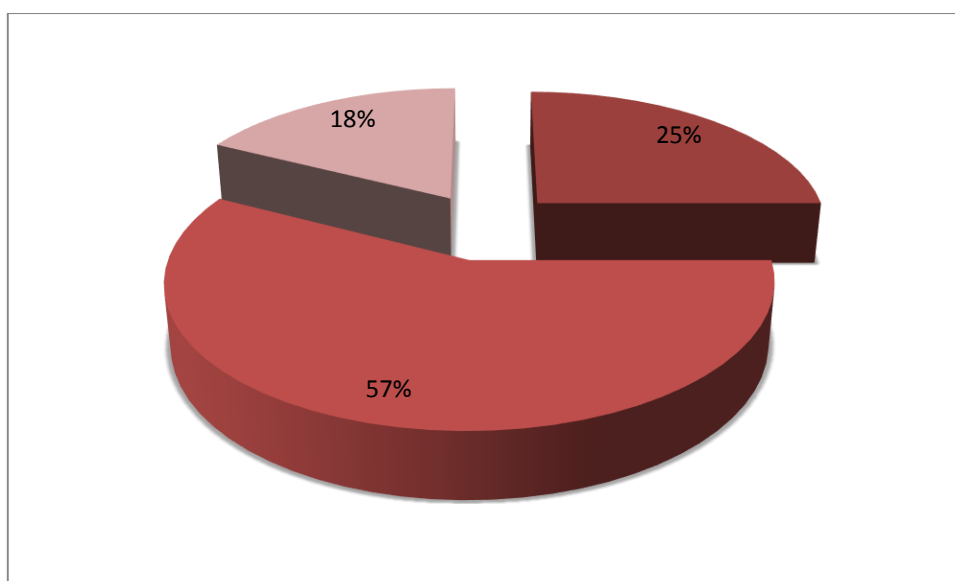
Graph 07: Learners' opinion about teacher correction during speaking

We notice that 95% of the participants declared that their teacher corrected their errors during speaking to not repeat them again and learn the language correctly, while 05% of them stated that their teacher did not correct their errors and gave them the chance first to search for the correction by themselves .

Item 2: Learners’ opinions about receiving feedback from teacher during speaking tasks.

The answers	Reponses	Percentage
a-Always	10	25%
b-Sometimes	23	57%
c-Rarely	7	18%
Total	40	100%

Table 08: Learners’ opinion about receiving feedback from teacher during speaking tasks



Graph 08: Learners’ opinion about receiving feedback from teacher during speaking tasks.

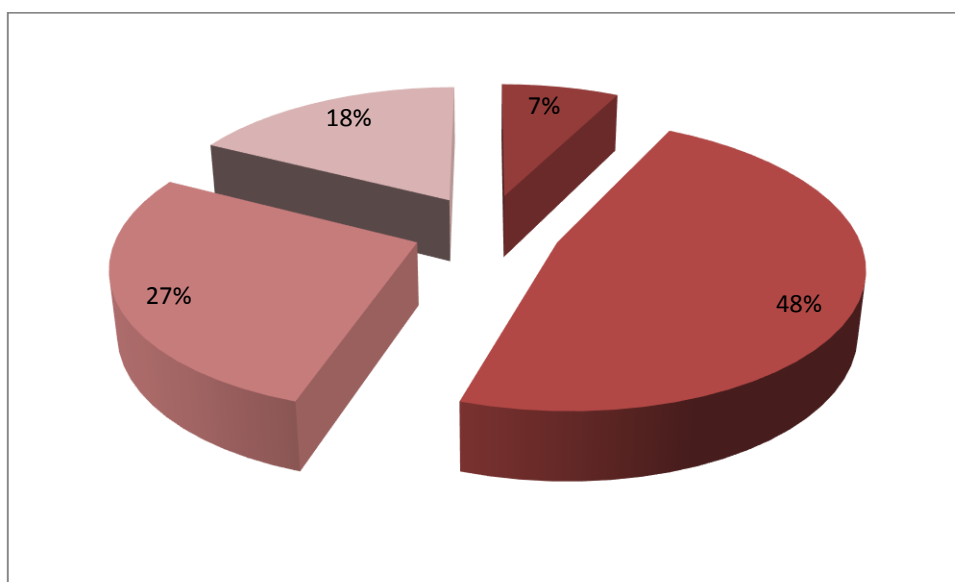
According to the results, 57% of the participants stated that their teacher sometimes provided them with feedback during speaking activities because the teacher thinks that correcting learners’ errors at the moment makes learners feel anxious, shy, and reluctant to participate in the classroom activities. On the contrary, 25% of learners declared that the teacher always provided them with feedback at any error they made because it encouraged them not to repeat such errors again. 18% of participants claimed that they rarely provided them with feedback

and made them rely on themselves to search for the correction and present it in front of other learners.

Item 3: learners’ opinions about the situations when the teacher give them feedback.

The answers =	=Responses	Percentage
a-First language transfer	3	7%
b-Grammatical mistakes	19	48%
c-Pronunciation mistakes	11	27%
d-All of them	7	18%
Total	40	100%

Table 09: learners’ opinions about the situations when teacher give them feedback.



Graph 09: Learners’ opinions about the situations when the teacher give them feedback.

From this table, we notice that 48% is the highest percentage for the participants who received feedback from the teacher for grammatical mistakes because unrestricted sentence may give a different meaning. 27% of learners received feedback during pronunciation mistakes and that affected their level and made them less confident. On the other hand, 7% of learners received feedback from the teacher during first language transfer because they were forced to study English; it was not their personal choice. Therefore, they do not have any English vocabulary package. However, 18% of participants have been provided by feedback from the teacher for all mistakes mentioned, and that made Learners’ less active and shy during the classroom activities.

Classroom Observation

Classroom observation is used as a research tool for collecting qualitative data on teachers' classroom practices. During the observation process we have attended different classes.

From our observations, we have noticed that all of the teachers give their learners opportunities to communicate and interact during the instruction. This is perceived when both teachers and students are involved in mutual conversation to negotiate meaning. Besides, we have seen that teachers frequently make use of oral feedback since there is no interaction without feedback. In addition to this, during our observations we have noted that the majority of the teachers prefer to provide oral feedback instantly while the learners respond. Every time they use oral feedback either to correct students' answer or to clarify what is said even the response is right. However, we have found that few teachers delay feedback slightly to give learners time to correct themselves.

Moreover, we have noticed that when some of the learners require full understanding, all of the teachers delivered detailed feedback, but most of the time they tried to select only the main points to comment on. Indeed, the most common mode used by teachers while teaching is oral, since both teachers and learners were involved in face to face interaction.

Conclusion

The present study reveals that teachers are aware of the significance of oral feedback in making EFL learners interact. The majority of the participants tend to use oral feedback effectively to enhance students' language development.

After analyzing the learners questionnaire, we find that they like practicing learner-learner interaction through their preferred oral activities which make them motivated to improve their speaking performance as well as to understand well. But they find some obstacles during their speech; they have different level at English. So, they need a help from their teacher when they commit several mistakes which hinder their speech by providing teachers' oral feedback ; This can be done by providing a feedback through different forms.

According to the learners, they prefer to effectively receive the feedback at the end of their production, through advising, explaining, and suggesting, not through criticism because the latter in addition to the repetition of feedback each time make them lose their self-confidence concerning speaking. In addition, learners prefer that their teacher corrected their errors during speaking to not repeat them again and learn the language correctly.

The results gained demonstrate that learner- learner interaction is the most favorable and preferable type of interaction in the classroom which gives an impression that they want to interact and communicate more with their peers because they feel free and comfortable.

From analyzing the learners questionnaire, we can get an idea that the majority of the teachers give their Learners' enough opportunities to interact with each other in the classroom context.

The analysis emphasizes that the provided feedback is considered as a tool to correct his learners' mistakes through different forms. In addition, he considers the students' reaction as a parameter to evaluate the effectiveness of the feedback.

In order to motivate the EFL learners interact, the teacher encourages his learners to put the feedback in their minds as a form of learning a new oral language not as offending form.

General conclusion

General conclusion

This study has investigated the role of teachers' oral feedback on improving EFL learners' interaction of third year pupils at Hassani Abdelkarim middle School, BBA. It has mainly focused on the use of oral feedback in relation to timing, mode, amount and the audience to whom the feedback is provided.

These four strategies of feedback have been given more importance since they are major strategies to reinforce the efficiency of teachers' feedback and they constitute important turning points in the construction of students' knowledge as well as the main point which is learners' interaction

The objectives of this current study consists in investigating and identifying the role of oral feedback as a teaching method which facilitates the learning process and stimulates the students' interaction . Then, it is to seek how effective oral feedback is used by teachers of third year classes.

The third and the last objective aims at providing some clarity through accurate interpretation and explanation of the results obtained. To check the hypothesis, the study has relied on a mixed method approach combining the quantitative and qualitative research methods for data collection and data analysis. Explain more the methods you used and the rationale behind using them .These data, indeed, have been drawn from two distinctive research sources. Forty (40) third year learners were randomly chosen from. As well, a classroom observation is carried out too in order to collect data about the effective use of teachers' oral feedback. For quantitative data analysis, a software package known as SPSS is used for statistical analysis of the data. In addition to the statistical method, qualitative data analysis (QCA) is used to interpret the data gathered from the questionnaire and a checklist was adopted to be the focus of our observations. Relying on the data analysis, the discussion of the outcomes of the questionnaire and those of the classroom observation has provided answers to the research questions advanced in the investigation. The findings obtained from the questionnaires show that oral feedback, as a teaching method, has a vital role to make learners interact inside the classroom.

As it is stated by S. Brookhart, oral feedback is effective when it is given immediately using the appropriate mode to a required audience who call for feedback on the important points that are unclear and ambiguous.

Immediate feedback is the frequent strategy which is involved inside classrooms. Therefore, the majority of teachers and learners perceive immediate feedback as beneficial since it gives learners sufficient opportunities to interact. As concerns the classroom observations, it has been noticed that the majority of teachers tend to put the strategies of feedback into practice to fulfill the intended goal. During the observations, it is noted that oral feedback is best used to push learners to interact.

Ideally, oral feedback should be provided within minutes after the completion of a task. Indeed, it is revealed that teachers' comments are effectively provided in relation to the audience concerned. Actually, it has been observed that oral feedback is the most common mode used by the teacher in order to create an atmosphere of learners' interaction.

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Appendices

Learners' Questionnaire

Dear learners,

We are preparing a master dissertation about “the role of teachers’ oral feedback on EFL learners’ interaction”. You are kindly requested to answer the following questions by putting a tick on the appropriate box and expressing your comments when necessary.

Section one: Students' profile

1. Sex

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Your level at English.

a-very good	<input type="checkbox"/>
b-Good	<input type="checkbox"/>
c-Average	<input type="checkbox"/>
d-Poor	<input type="checkbox"/>

3. Are you interested in studying English?

a-YES	<input type="checkbox"/>
b-NO	<input type="checkbox"/>

4. What do you think about English ?

a-Difficult	<input type="checkbox"/>
b-Very difficult	<input type="checkbox"/>
c-Easy	<input type="checkbox"/>
d-Very easy	<input type="checkbox"/>

Section two: interaction in the classroom context

5. How much do you interact in speaking activities?

a-Always	<input type="checkbox"/>
b-Sometimes	<input type="checkbox"/>
c-Never	<input type="checkbox"/>

6. What is your preferred type of classroom interaction?

a-Learner-learner interaction	<input type="checkbox"/>
b-Teacher-learner interaction	<input type="checkbox"/>

Section three: Teacher' oral feedback

7. Do you prefer the teacher's corrections of your mistakes during speaking ?

a-YES	<input type="checkbox"/>
b-NO	<input type="checkbox"/>

8. How often do you receive oral feedback from your teacher during speaking tasks?

.....

a-Always	<input type="checkbox"/>
b-Sometimes	<input type="checkbox"/>
c-Rarely	<input type="checkbox"/>

Thank you for your collaboration.

