

## EFL Learners' Perceptions of Teacher's Oral Corrective Feedback Strategies during Classroom Oral fluency Practice: The Case of 1<sup>st</sup> Year EFL Students of English at the University of Béjaia, Algeria

آراء متعلمي اللغة الإنجليزية لاستراتيجيات الملاحظات التصحيحية الشفوية للمعلم أثناء ممارسة الطلاقة الشفوية في القسم: طلاب السنة الأولى في اللغة الإنجليزية في جامعة بجاية، الجزائر أنموذجا

Chafa OUALI<sup>1</sup>, Touria DRID<sup>2</sup>

<sup>1</sup> Abderrahmane Mira University, Béjaia (Algeria). [chafa.ouali@univ-bejaia.dz](mailto:chafa.ouali@univ-bejaia.dz)

<sup>2</sup> Kasdi Merbah University, Ouargla (Algeria). [drid.touria@univ-ouargla.dz](mailto:drid.touria@univ-ouargla.dz)

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### Abstract

This study investigates EFL learners' views on teachers' oral corrective feedback, and their perceptions of teacher's use of prompts and recasts, during classroom oral fluency practice. Two intact classes of 1<sup>st</sup> year EFL students (n = 36), at Bejaia University, Algeria, participated and were randomly assigned into a Prompts group, and a Recasts group, receiving teacher's prompts and recasts, respectively. After a three weeks' experiment, they answered The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire. The results reveal that a significant number of students perceived prompts and recasts as being useful in their learning. However, prompts are superior than recasts in leading to more students' positive perceptions.

**Keywords:** Students 'perceptions, teacher's oral corrective feedback, prompts, recasts.

**المخلص:** تهدف هذه الدراسة إلى البحث في آراء طلبة اللغة الإنجليزية كلغة أجنبية حول التعليقات التصحيحية الشفوية للمعلم، ووجهة نظرهم حول استخدام المعلم للمطالبات التصحيحية الشفوية للمدرسين أثناء ممارسة الطلاقة وإعادة الصياغة الشفوية. شارك فصلان (36) من طلاب السنة الأولى لغة إنجليزية، في جامعة بجاية بالجزائر، وتم تعيينهم بشكل عشوائي في مجموعة المطالبات، ومجموعة إعادة الصياغة. بعد تجربة دامت مدتها ثلاثة أسابيع، أوضحت نتائج الاستبيان أن الغالبية في كلتا المجموعتين أن إعادة الصياغة والمطالبات التصحيحية مفيدة في تعلمهم اللغة الأجنبية. ومع ذلك، تبين أن هذه الأخيرة تفوقت على الأولى وحصدت آراء أكثر إيجابية بين أغلبية الطلبة.

**الكلمات المفتاحية:** آراء طلاب اللغة الإنجليزية، ردود الفعل التصحيحية الشفوية للمعلم، المطالبات، إعادة الصياغة.

## **1. INTRODUCTION**

During the last three decades, teacher's oral corrective feedback directed towards FL learners during meaning-based, classroom oral communication has gained very intense and ample attention from many researchers across the applied linguistics spectrum (Mackey, 2012). This resulted in the propagation of many studies investigating its effectiveness in enhancing the learning of target language (TL) forms, and in increasing learners' awareness of their errors by encouraging the noticing of the gaps in their interlanguage, and in eventually leading the learners to alter, modify, and produce target-like versions of their originally erroneous TL output (Swain & Watanabe, 2013; Lyster, 2018). However, looked at from the learners' perspective, who are eventually the ultimate receivers of all of these research findings, teachers' oral corrective feedback seems to be an under-explored area, as learners' views, preferences and perceptions are comparatively under-researched (Ding, 2012). The core questions relating to teachers' corrective feedback, are still being asked by many researchers, across the applied linguistics domain. In their seminal research on the distribution of L2 teachers' oral corrective feedback types across different L2 classroom settings (Lyster & Ranta, 1997) exclaimed that even decades after Hendrickson's (1978) famous questions on the if, who, when, how and which learner errors are to be corrected, researchers were "hardly anywhere closer to knowing the answers to these deceptively simple questions" (p. 38). Accordingly, if teachers' oral corrective feedback (CF) is to be delivered successfully, it is important and necessary to find out, and gain knowledge of the learners' perceptions, views, and preferences, in order for teachers to relate their oral corrective feedback practices to them. Many researchers such as (Ellis, Loewen, & Erlam, 2006), maintain that even though students may prefer their errors to be corrected, there is no exact recipe as to how their language errors are to be addressed. Moreover, while some studies on learners' views, perceptions, and expectations of teachers' corrective feedback, found out that L2 learners often expected their teachers to correct their errors more than their teachers thought they did (Lyster, Saito, & Sato, 2013), several studies on teachers' oral CF revealed that L2 learners' classroom learning was affected differently by different CF types, and strategies (Lyster, 2018); (Chin, Pillai, & Zainuddin, 2019), and that L2 learners reacted emotionally differently towards different

teachers' CF types, and expressed negative views, and emotions towards teachers' oral corrective feedback (Martinez, 2013)

These different findings in research on teachers' classroom oral corrective feedback (CF) indicate that research along this line is promising of new findings, as different studies on teachers' CF strategies continue to lead to different effects, and results in different classroom settings. Hence, the present study is part of a doctoral research which investigates, among other variables, 1<sup>st</sup> year EFL university students' perceptions and preferences of teachers' oral corrective feedback strategies during classroom oral communicative tasks. To this effect, it aims at answering the following research questions:

1. What are the student participants' views and perceptions of teacher's oral corrective feedback during fluency oriented tasks?
2. Which type of teacher's oral corrective feedback (prompts or recasts) would lead to more positive views and perceptions among the student participants?

## **2. Review of the Literature**

### **2.1. Teachers' Oral Corrective Feedback Types**

Commonly referred to as the teachers' verbal reactions towards the learners' errors, with the aim of correcting them, teachers' oral corrective feedback falls into a number of corrective strategies or types. Generally, six types of teachers' oral corrective feedback are distinguished, which are: Explicit correction, recasts, elicitation, repetition, metalinguistic information, and clarification requests. Since the last category, i.e., prompts, comprises the corrective moves of elicitation, repetition, metalinguistic information, and clarification requests, the six types of teachers' corrective feedback can, therefore, be grouped into three major categories, which are explicit correction, recasts, and prompts (Lyster & Mori, 2006).

### **2.1.2. Explicit correction.**

Explicit correction is when the teacher clearly indicates, in a direct, overt and explicit way, to the learner that he/she has made an error, shows the error, and provides a correction of it (Nassaji & Fotos, 2011). Explicit correction, therefore, is distinguished by the two elements: (1). An overt indication of the learner's error, and (2). An explicit provision of the correct TL form. An example of explicit correction is as follows:

*Learner: she catch a cold*

*Teacher: Not catch, catches.*

### **2.1.3. Recasts**

Recasts are described as “the teacher's reformulation of all or part of the student's utterance, minus the error” (Lyster & Ranta, 1997, p. 46) . When a teacher uses a recast, he/she reformulates the learner's utterance containing the error, in a correct way without telling the learner that he/she made an error. An example of a recast is:

*Learner: My sister read books Fridays*

*Teacher: I see... your sister reads books on Fridays.*

*Learner: Yes.*

Although they can sometimes be explicit, as when they reformulate the erroneous part of the learner's utterance only, recasts are generally considered to be an implicit corrective feedback type (Sheen & Ellis, 2011).

### **2.1.4. Prompts**

Prompts are the third and final category of corrective feedback. With the exception of some cases, prompts are usually considered as an explicit type of teacher's oral corrective feedback, and include the following:

#### **2.1.4.1. Elicitation**

When a teacher corrects a learner's error through the use of elicitation, he/she can use a set of strategies in order to elicit the learner to correct the error. According to (Lyster & Ranta, 1997) a teacher can ask the learner to reformulate his/her utterance. The teacher can also repeat part of the learner's utterance, and pause at the part containing the error, in order to push the learner to reformulate, and correct his/her error.

#### **2.1.4.2. Repetition**

Through the use of repetition, the teacher can draw the learner's attention to his/her error by repeating the learner's utterance, or the part of it that contains the error, often in a special tone, such as a high tone, in order to encourage the learner to modify his/her utterance and self-correct (Nassaji & Fotos, 2011). An example of a teacher's use of repetition in order to push a learner to self-correct is the following one, which is given by (Lyster & Ranta, 1997, p. 48)

*S: le...le giraffe. (gender error)*

*T: Le giraffe ?*

#### **2.1.4.3. Metalinguistic information**

With metalinguistic feedback, the teacher uses metalinguistic clues which indicate to the learners that they have made an error, and induce them to reformulate, and correct their utterance. In order to achieve this, the teacher may inform the learner that their utterance is not a correct way of saying X in the target language. Metalinguistic information can also take the form of a teacher's reaction in the interrogative such as: Is this the way we pronounce X in English? Another example of this type of feedback is the following:

*Student: I see him at university last year.*

*Teacher: you need to use a past tense (Metalinguistic information).*

*Student: I... saw him.*

#### **2.1.4.4. Clarification requests**

Clarification requests are the oral corrective feedback type, whereby the teacher, upon a learner's commission of an error, requests him/her to clarify his/her meaning. This can make the learner aware, in some way, of the error, and may lead to a subsequent production of a clearer and more accurate utterance, as the teacher's clarification request pushes the learner to reformulate his/her utterance, and self-correct (Lyster, 2018). Examples of a teacher's use of clarification requests may involve him/her in reacting to the learners' erroneous utterances by expressing the following: *I don't see what you mean. Sorry! Can you, please, repeat?* etc., in order to push the learners to correct their ill-formed utterances.

### **3. Research on Teachers' Classroom Oral Corrective Feedback**

A major research orientation, which attracted a lot of attention in research on teacher's oral corrective feedback, concerned the researchers' quest to find out the feedback types that are more effective in L2 acquisition (Lyster, 2018). This involved researchers in using pre and posttest designs, and who experimented with different teacher's corrective feedback types, in the teaching of specific target language forms, and compared the effectiveness of those CF types in terms of the

learning gains among their subjects. Other researchers have also sought to compare corrective feedback effectiveness by measuring, and comparing the amounts of modified output produced by the learners in response to them (Ding, 2012).

A very important classroom observational study, which related to this latter line of research was reported in a very influential research carried out by (Lyster & Ranta, 1997), who investigated the distribution of teachers' oral corrective feedback types across different L2 classroom settings, and the frequency of student repair or modified output in relation to them. They found

that the classroom oral CF type that the teachers mostly used was recasts, which accounted for more than half of all the teachers' classroom CF moves. Moreover, the researchers also found that in comparison with the other CF techniques that the teachers used, recasts were the least amenable to learner repair or modified output. Whereas, prompts, which comprised elicitation, repetition, metalinguistic information, and clarification requests, were the teachers' oral CF technique which lead to the highest amounts of learners' modified output, or repair as it was referred to by the researchers.

According to Lyster & Saito's (2010) meta-analysis as cited in (Lyster, 2018), all types of teacher's oral corrective feedback lead to significant L2 learning benefits. However, Prompts, when compared to recasts, resulted in higher L2 learning gains. This was explained by the fact that prompts provided explicit negative evidence, withheld the correct forms, and pushed learners to self-correct, and produce modified output. In general, research reported superior effects for prompts in comparison with recasts in the acquisition of TL forms in classroom settings. However, in some studies, recasts were as effective as prompts in leading to L2 development, and this was found in the research carried out by (Philp & Mackey, 1998; Ammar & Spada, 2006), in which the equal effectiveness of recasts in comparison with prompts were attributed to the relatively high language proficiency of the learners, which allowed them to notice, and to therefore benefit from the corrective intention of the recasts. Equally significant learning outcomes were also reported for recasts among L2 learners with lower anxiety levels, and stronger working memory capacities (Sheen, 2011).

Another similar recent study was carried out by (Chin, Pillai, & Zainuddin, 2019), which aimed at comparing the effectiveness of prompts and recasts in promoting noticing among L2 learners, allowed the researchers to reach findings which revealed that recasts lead to higher levels of noticing compared to prompts,

whereby the learner subjects in the recasts group were able to produce significantly higher frequencies of noticing the gap, and noticing the target language rule in question which related to past simple tense. Consequently, the researchers attributed these results to two possible factors, which are (1). The possibility that learners in the prompts group had less prior knowledge of the target language rule, which was the past simple tense, contributed to their lower frequencies of noticing; and (2). That the teachers' recasts in the recasts group, which consistently, and intensively provided the learners with positive evidence during the experiment augmented the chances of noticing among the learners, whereas the absence of positive evidence which the teachers withheld, and did not provide the learners with, in the prompts group, reduced the levels of the learners noticing the gap, and the target language rule (past simple tense).

In a study carried out by (Amador, 2008), it was found that the majority of the learners he investigated were in favour of teachers' correction instead of being corrected by their peers, as they thought that the teacher is more knowledgeable. He also found that some of the research participants expressed a preference for peer feedback, as it made them feel more comfortable compared to their teacher's correction.

Another area in teacher's oral CF research is related to the timing of the correction. Although there is a general tendency among researchers in favour of correcting L2 learners' errors during classroom meaning-based communication, there are still some divergences among them as to when exactly teacher's error correction is to be more appropriate and more beneficial. While some researchers are less in favour of immediate correction, others view in the factor of the immediacy of feedback a vital element in the success, and effectiveness of the corrective feedback (Long, 2007; Lyster, 2018; Long & Robinson, 1998; Lightbown & Spada, 2001). To name but a few, (Scrivener, 2005, p. 299) argued that "If the objective is accuracy, the immediate correction is likely to be useful; if the aim is fluency, then lengthy, immediate correction that diverts from the flow of speaking is less appropriate". Whereas, other researchers expressed a very different view by maintaining that learners benefit from correction the most when corrected at the moment they are struggling to convey meaning, and misuse

TL forms, and that this constitutes an invaluable opportunity to provide error correction, which this will likely contribute to maintaining, and strengthening the form-function relations and their representation in L2 learners' interlanguage (Doughty, 2001; Long, 2007; Lyster, 2018).

Another research on how students perceived their teacher's oral correction was carried out by (Rahimi & Dastjerdi, 2012) who found that students' perceptions of teacher's corrective feedback can be a consequence of the timing of the correction. According to (Rahimi & Dastjerdi, 2012) students reported negative attitudes towards teacher's oral corrective feedback when it immediately followed the learner's error. Moreover, they reported that the more the teacher used immediate correction, the more the students' anxiety levels increased, and this was one of the key factors in explaining the students negative perceptions of the teacher's oral corrective feedback.

These research findings imply that there are contextual factors which influence the effectiveness of corrective feedback, and that of recasts and prompts in particular, and that these factors or mediating variables differ among L2 learners, and across different teaching/learning settings, the effectiveness of these CF moves is, therefore, not inherent to them, and that it will likely vary from a context to another. As can be inferred from many research findings, which are, in many ways, inconclusive (Chen, Lin, & Jiang, 2016), the line of research on recasts, and prompts, especially in different teaching/learning contexts, is still a very promising area, and debate over these oral corrective feedback moves is far from over.

#### **4. Methodology**

The present study is a mixed-methods research which borrows from both a qualitative and quantitative methodology, which aims to find out about EFL learners perceptions and preferences of teacher's oral corrective feedback during classroom meaning-based oral communication, and about the strategies of

teacher's oral corrective feedback (prompts vs. recasts) which lead to more positive views, and perceptions among them. In order to reach the research aims, a quasi-experimental research design without a control group is adopted. Accordingly, two intact groups (n=36, i.e., 18 students each) of 1<sup>st</sup> year EFL students at the university of Bejaia, Algeria, were randomly assigned into a Prompts' group, who received prompts only, and a Recasts group who received recasts only from their teacher, on all types of students' errors, as these emerged during classroom meaning-based interaction. The two experimental groups were involved in the performance of similar oral fluency tasks, during three oral expression sessions of one and a half each, over a three weeks period. The classroom oral fluency tasks, which were used during the three experimental sessions, were classroom discussion, and story-telling, during the first and second session, respectively, and during the third and last experimental session, story re-telling was used. All of these oral communicative tasks were implemented in the same way with both experimental groups.

Data for this study were obtained through the use of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire, which is specifically designed to collect the necessary quantitative and qualitative data. After it was piloted with a handful of 1<sup>st</sup> EFL students, this Questionnaire was improved by rewording, and clarifying the ambiguous questions, and was administered to the student participants (n=36) at the end of the experiment. All of the student participants in the Prompts group and in Recasts group answered, and returned it. As to the procedure for data analysis, the quantitative data was analyzed using descriptive statistics, whereas the qualitative data was analyzed through content analysis.

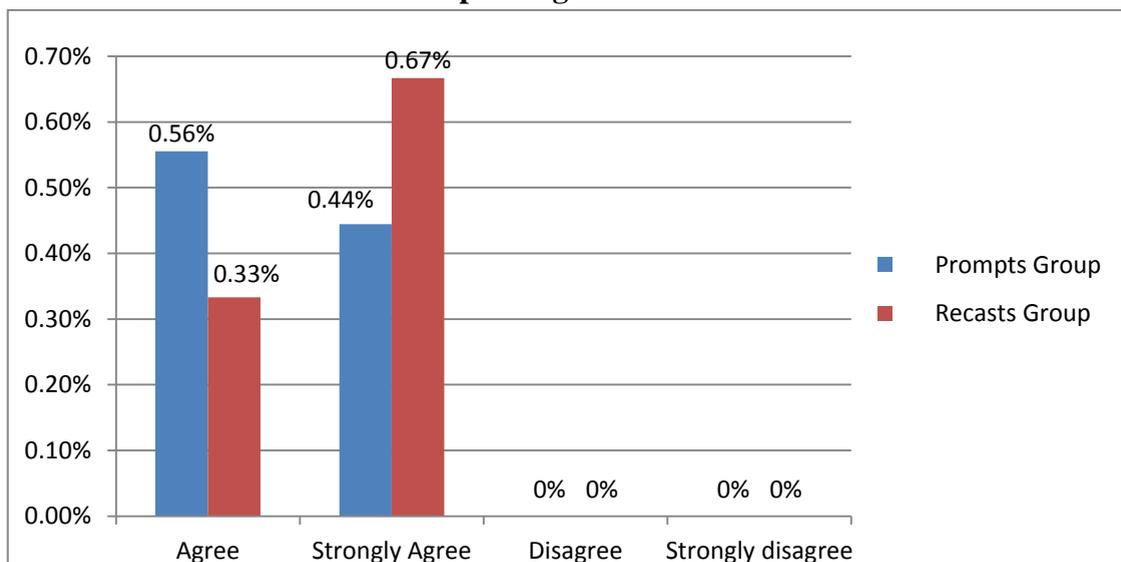
## **5. Findings**

The present study seeks to find out EFL students' preferences and perceptions of teacher's oral corrective feedback during classroom oral fluency practice, and which type of teacher's oral corrective feedback is more conducive to more positive views, and perceptions among the 1<sup>st</sup> year EFL students at the University of Bejaia, Algeria. The following is a summary of the major results,

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which were reached with both experimental groups of student participants (The Prompts' Group and the Recasts' Group).

**Figure 01. Students' Perceptions of Teacher's Correction of their Errors in Speaking Sessions.**



As can be seen on figure 01 above, the entire student participants in the Prompts Group, and in the Recasts Group either agree, or strongly agree with it. No student participant in any of the two experimental groups expressed any sort of disagreement towards teacher's oral corrective feedback during classroom speaking sessions.

**Figure 02. Students' Preferences of Timing of Teacher's Oral Corrective Feedback**

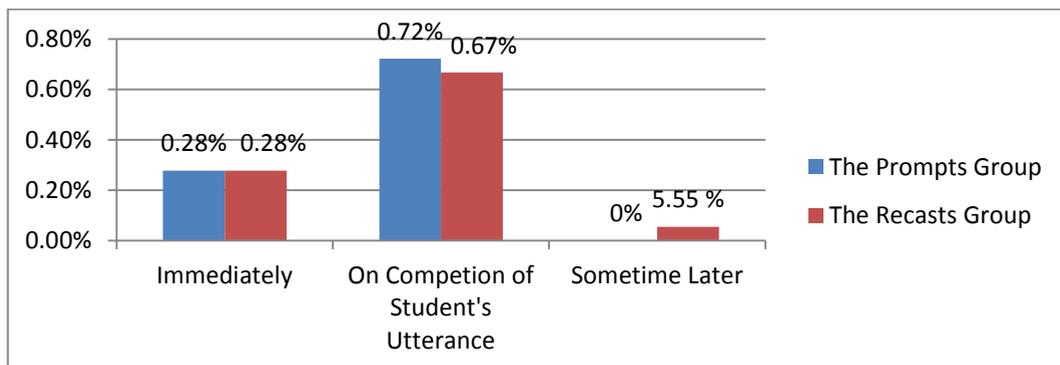
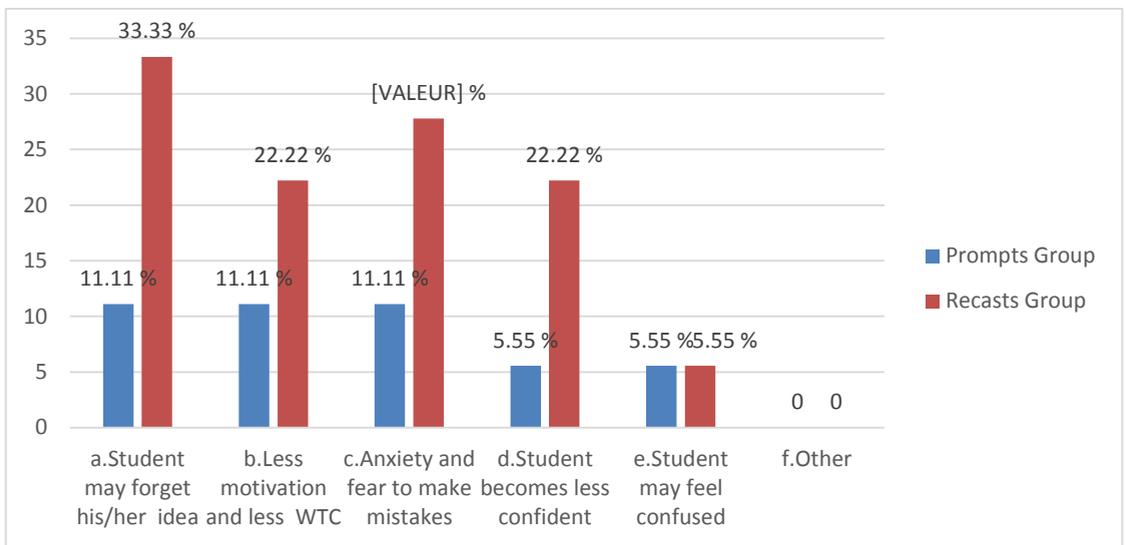


Figure 02 represents the student participants' answers regarding the time at which they prefer to receive their teacher's oral corrective feedback. The results clearly reveal that a significant majority in both experimental groups (72.22 %) in the Prompts Group, and (66.66 %) in the Recasts group, expressed their preference of receiving it upon the completion of their utterance. This means that a significant majority of participants prefers delayed corrective feedback. This is followed by immediate corrective feedback, which is preferred by a fraction of student participants (27.77 %), in both the Prompts and recasts Group. This means that correcting students in mid-sentence, i.e. immediately, is not preferred by the majority of the students in both experimental groups, as this corrective feedback strategy is chosen by (27.77 %) of participants only.

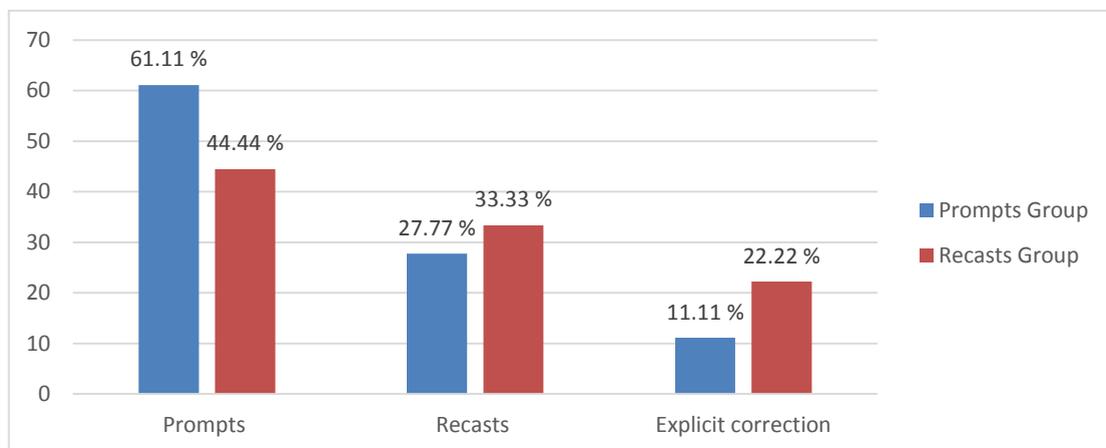
**Figure 03. Participants' Perceived Negative Impact of Teacher's Error Correction in Speaking Sessions.**



As can be noted in Figure 03, which reports the student participants' perceived likely negative impact of teacher's oral corrective feedback, the higher percentages are reported by the Recasts Group members; compared to those reported by the Prompts group members. As Figure 03 above clearly shows, the lower percentages reveal that only a minority of student informants think that teacher's oral corrective feedback can have a negative impact on the students.

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**Figure 04. Students' Preferences of Types of Teacher's Oral Corrective Feedback.**



Based on the results of Figure 04, which displays the student participants' preferences of the types of teacher's oral corrective feedback, we can see that prompts are preferred by (61.11 %) of students in the Prompts Group, and by (44.44 %) in the Recasts Group. Recasts are preferred by (33.33 %) of students in the Recasts Group, and by (27.77 %) of students in the Prompts Group. Explicit correction is preferred by (22.22 %) of students in the Recasts Group, and by (11.11 %) in the Prompts Group.

**Figure 05. The Students' Most Preferred Teacher's Oral Corrective Feedback Type**

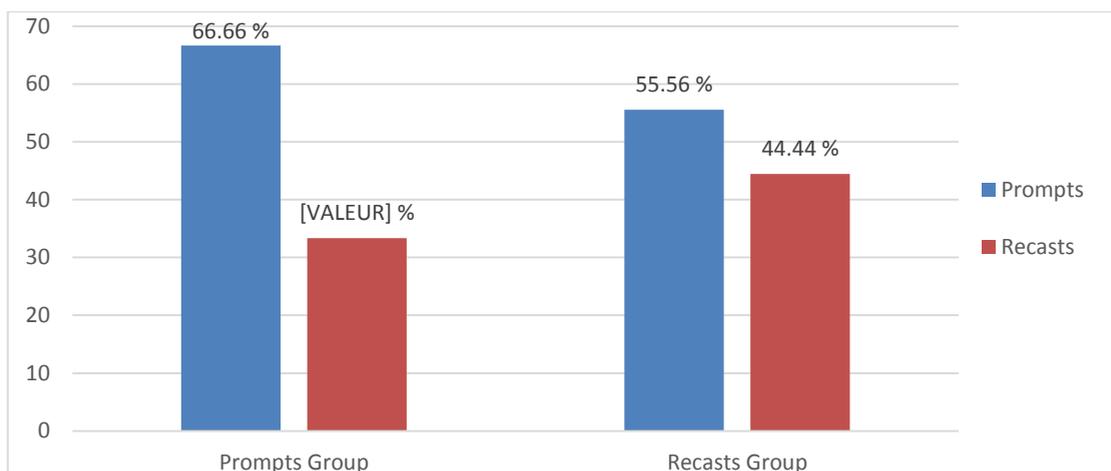


Figure 05 represents the results of the Prompts Group and Recasts group student participants' answers to the questionnaire item which required them to choose, between prompts and recasts, the one they would like their teacher to use. As the results show, prompts are the teacher's oral corrective feedback type, which is preferred over recasts in both experimental groups, with (66.66 %), and (55.56 %) of participants preferring them to recasts in the Prompts Group, and the Recasts Group, respectively.

The content analysis of the follow up question relating to the above Questionnaire item, which asked the student participants to provide reasons for their preferred teacher's oral corrective feedback type, allowed us to obtain the following information:

The arguments provided by the participants who preferred prompts in both the Prompts and the Recasts group revolve around the following:

*"Prompts help us become aware of our mistake and learn from it."*

*"It pushes the student to make more efforts, and not do the same mistake again."*

*"It pushes us to know the mistake we did and correct it."*

*"This way the student does not make the error again."*

*"Because this way, the student learns, and does not forget the correction"*

Whereas, the student participants who preferred recasts in both the Prompts and the Recasts group provided arguments such as:

*"The student will feel more confident".*

*"It will not make the student feel negative or shy."*

*"The student will feel comfortable, and motivated to speak on other occasions."*

*"Because sometimes the error is more complex, and the student cannot find or correct it."*

## **6. Discussion**

This study revealed that all of the EFL student participants are in favour of receiving teacher's oral corrective feedback during their speaking sessions. This means that teacher's oral corrective feedback during speaking sessions is positively perceived by all of the EFL student participants. This is very important as far as their willingness to communicate and their classroom learning are concerned, because learning to speak another language requires an active participation in classroom communication. According to (Dornyei, 2005, p. 207), "a learning process such as SLA that relies heavily on learning through participatory experience in communication", and that the learners' thoughts and perceptions have a great influence on their classroom behavior, and learning.

As far as the timing of teacher's oral corrective feedback is concerned, this study shows that being corrected on completion of one's utterance is the timing that is most preferred by the majority of the EFL student participants, in both experimental groups. Immediate correction, however, was chosen only about a quarter of the student informants in both student groups. Delayed correction, is preferred only by one student informant, in the Recasts Group, and was not chosen by any informants in the Prompts Group. This implies that almost all of the research participants prefer to receive teacher's oral corrective feedback during classroom oral communication, and that a majority of them prefer this to occur exactly as soon as they complete their utterance. This invokes the issue of immediacy of teacher's corrective feedback, which is considered ideal by many researchers (Long & Robinson, 1998; Lyster, 2018), and which others consider to have negative effects of the L2 learners, especially when the aim of classroom tasks is fluency (Scrivener, 2005). (Rahimi & Dastjerdi, 2012) reported that their research informants expressed negative perceptions towards teacher's immediate oral correction, and experienced increased levels of anxiety, after receiving teacher's immediate oral correction. As far as the findings of this study are concerned, immediate corrective feedback, (i.e. correcting the learner instantly in mid-sentence is not the preferred type of feedback among the research

informants, as a majority expressed their preference for being corrected once they finish their utterance/sentence. This may signify that a majority of research participants prefers this timing of feedback (i.e. delayed corrective feedback), because it related more to their learning needs. Because it allowed them to complete their sentence, students may have found it convenient for expressing their ideas, and practicing oral fluency, and since it deals with their linguistic gaps after completing their sentence, they may have found it more effective in addressing them.

In this study, it was also revealed that a majority of student participants in both experimental groups, (61.11 %) in the Recasts group, and (77.77 %) in the Prompts group, does not think that teacher's oral corrective feedback may have a negative impact on students, during speaking sessions. Moreover, out of the low number of student participants who perceived this to be possible (11.11 %) in the Recasts Group, and (22.22 %) in the Prompts group, only (11.11 %) and (27.77 %) in the Prompts and recasts groups, respectively, thought that it can lead to students' anxiety, and fear of making errors. This finding is different from the finding of Idri (2013), whose research was carried out with a similar EFL student level, and at the same institution (University of Bejaia, Algeria). In her research, Idri reported that one of the major sources of the increased levels of anxiety, which her 1<sup>st</sup> year student informants suffered from, stemmed from the fear of negative evaluation (FNE), and that this was revealed to be experienced mainly when her student informants took part in classroom speaking situations, which made them fearful of making mistakes, and of being orally corrected by the teacher.

The results of this study show that more students in the Prompts Group, and the Recasts Group, respectively, prefer prompts and recasts. However, the percentage of students who preferred prompts in the Prompts Group (61.11 %) is almost as twice as high compared to the percentage of students who preferred recasts in the Recasts Group, which represents (33.33 %) only. Moreover, the results also reveal that explicit correction is the third, and the least preferred oral corrective feedback type in both experimental groups. However, the results

indicate that more students in the Recasts Group (22.22 %), than in the Prompts Group (11.11 %), prefer it.

The present study reveals that prompts are the teacher's corrective feedback type, which is preferred by the majority of student participants in both experimental groups. This means that their use by EFL teachers in similar classroom settings will likely be effective in creating positive perceptions and attitudes among EFL learners, and will likely contribute to meeting their perceived learning needs, and expectations, which is essential in maintaining, and strengthening their motivation to learn.

Although the present study has shown that recasts are perceived as the second preferred teacher's oral corrective feedback type, they are, nonetheless, of a considerable appeal to a significant fraction of students, as this type of corrective feedback is chosen by (33.33 %), and (44.44 %) of student participants, in the Prompts and the Recasts Group, respectively. This implies that the teacher's use of this type of feedback is likely to be beneficial, as it is essential to the learners' learning needs, since it is perceived of high value by a considerable number of EFL learners. Moreover, their use in the L2 classroom will likely help in exploiting the advantages that are inherent to this type of feedback, mainly, their implicitness, and unobtrusiveness, and their provision of correct target language forms to the L2 learners. During classroom interaction. Moreover, teachers need to use both types of feedback, as their effectiveness differs among L2 learners (Ammar & Spada, 2006) and that making use of variety in teacher's oral corrective feedback is essential to feedback effectiveness as suggested by (Lyster & Ranta, 2013) who maintain that the whole range of feedback techniques have to be employed, and that teachers need to know when, and where to use the different oral corrective feedback types, in order to achieve maximum levels of success and effectiveness.

Finally, to answer the research questions of the present study, it is revealed that the EFL student participants' views, and perceptions about

teacher's oral corrective feedback, during oral fluency practice, are very positive, and that the teacher's oral corrective feedback strategy which leads to more positive perceptions among them is the category of prompts.

## **7. CONCLUSION**

The main aim behind this research is to find out the views and perceptions of 1<sup>st</sup> year EFL students towards their teacher's oral corrective feedback strategies, during classroom oral fluency practice, and the type of teacher's corrective feedback (prompts or recasts) that would lead to more positive perceptions among them. We therefore conclude by saying that the student participants consider their teacher's oral corrective feedback during speaking sessions as a very positive aspect, and a crucial support of their classroom learning, and that the teacher's use of prompts have led to more positive views and perceptions among the EFL student participants.

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**Question 6.** According to you, which one of the following is more important?

- A. To be able to express yourself orally fluently
- B. To be able to express yourself orally accurately.

**Question 7.** When you participate orally in your oral Expression sessions, which of the following do you concentrate on?

- a. You concentrate more on Meaning/message  
Because.....
- b. You concentrate more on Language rules/form

Because.....

**Question 8.** What is your opinion about your teacher's oral corrective feedback during your Oral Expression sessions ?

- A. Agree
- B. Strongly agree
- C. Disagree
- D. Strongly disagree

**Question 9.** What is your opinion about the teacher's correction of the students' errors in the teaching of oral expression to 1st year students?

- a. Agree
- b. Strongly agree
- c. Disagree
- d. Strongly disagree

**Question 10.** How do you think that Oral Expression teachers should correct students' errors?

- a. All the time
- b. Sometimes

**Question 11.** Do you think that Oral Expression teachers should correct:

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- a. All of the learners' errors
- b. Some errors only

**Question 12.** When do you think teachers need to correct students' errors?

- a. Immediately
- b. When the student finishes her/his sentence
- c. Sometime later ( e.g. at the end of the session, or in the next session)

**Question 13.** Who do you think should correct students' errors?

- a. The teacher
- b. The student himself/herself
- c. Other students/classmates

**Question 14.** If a student needs help to find his/her error and correct it, which of the following do you prefer?

- a. The teacher.
- b. A classmate/another student

Please, say why.....

**Question 15.** Do you think that the teacher's correction of students' errors in the Oral Expression classroom can have a negative impact on the students?

- a. Yes
- b. No

If Yes, which of the following negative impacts do you think it can have. (You may choose more than one option).

- a. The student may forget the idea that he/she wanted to express
- b. The student may become less motivated and less willing to communicate
- c. The student may feel very anxious and afraid to make errors
- d. The student may become less self-confident
- e. The student may feel confused and not understand what is wrong in his sentence

f. Other factor(s)? Please specify.....

**Question 16.** When a student makes an error when speaking, which of the following do you prefer the teacher to do?

- a. Tell the student that he/she made an error, and push the student to do the correction
- b. Not tell the student that he/she made an error, but provide the correct equivalent to the student error.
- c. Tell the student that he/she made an error, and provide the student with a correction

**Question 17.** In your Oral sessions, which type of teacher's oral correction would you prefer?

- a. **Prompt.** (In this type of correction, the teacher indicates clearly that the student has made an error, and asks or pushes the student to correct himself/herself.

An example of this would be:

Student: These days, I always **watched** T.V on Thursday evenings

Teacher: Which English tense do we use when we speak about habits, and routines?

- b. **Recast.** (In this type of feedback, the teacher does not say that the student has made an error, but corrects him/her by providing the correct form in an implicit way.

An example of this would be:

Student: These days, I always **watched** T.V on Thursday evenings.

Teacher: emm, I see, these days you always **watch** T.V on Thursday evenings

Here, the teacher corrects the student's error implicitly without indicating that the student made an error

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Please, justify briefly your choice.....  
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**Question 18.** During the Experiment, while interacting with the students, your teacher of Oral Expression used a specific oral corrective feedback technique in order to deal with the students' mistakes and errors. How do you find these oral correction techniques? (You can choose more than one option)

- a. Suitable to your learning style and preferences
- b. Not suitable to your learning style and preferences
- c. Effective in creating the right conditions for you to develop your oral skills
- d. Not effective in creating the right conditions for you to develop your oral skills
- e. Encourage you to practise the skill of speaking in the classroom
- f. Discourage you from practicing the skill of speaking in the classroom
- g. Effective in facilitating your classroom oral performance
- h. Not effective in facilitating your classroom oral performance
- i. Made you feel more willing to communicate in class
- j. Made you feel unwilling to communicate in class
- k. Helped you find out your language errors and correct them
- l. Did not help you find out your language errors and did not help you correct them
  
- m. Are there other factors (positive or negative)? If Yes, please write them below.

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**Question 19.** Do you have any suggestions to oral expression teachers in order to make their oral correction techniques more effective and more suitable to their students' needs?

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**Thank you a lot for your collaboration**